



MOUNT ST. JOSEPH  
UNIVERSITY

## **2018-19 Undergraduate Catalog**

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Mount St. Joseph University

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- Requirements for minor in American Studies - removed course options no longer offered (HIS 290, HIS 350)
- Requirements for Interdisciplinary Minor in Ethics - removed course options no longer offered (ETH:PHI 392H, ETH:REL 253, IDS 393, IDS 394)
- Requirements for major in Natural Sciences - corrected total hours required
- Requirements for major in Sociology (Family Dynamics Track) - removed course option no longer offered (SOC 215)
- Requirements for major & license in Early Childhood Education - updated minimum grades needed for course requirements; updated number of hours needed for major courses, moving courses ECE 336, ECE 337, ECE 341 into Education Methods courses; updated hours for reading core courses, moving RDG 331 into Education Methods courses; removed MUS 246; added minimum cumulative GPA
- updates to course descriptions

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- Major in Social Work - corrected total hours and course options
- updated FERPA information
- updated Formal Complaints information
- updated course descriptions

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- updated admission requirements for the Pre-Clinical Bachelor of Science in Nursing Program
- updated course descriptions

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- updated course descriptions

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- updated course descriptions

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- updated course descriptions

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- Major in Social Work - added back MTH 174

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# Schools, Departments & Programs

## School of Arts & Humanities

Michael Sontag, Ph.D., Dean

The School of Arts & Humanities presents students with academic programs grounded in a tradition of the liberal arts. 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 school, students may pursue majors in fine art, art education, communication and new media studies, graphic design, liberal arts, and music; they may earn minors in American studies, art history, communication and new media studies, creative writing, English, history, music, philosophy, photography, religious studies, and an interdisciplinary minor in ethics. 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 core.

## Department of Art & Design

John Griffith, M.Ed., Chairperson

Art and design 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 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 Art & 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 and design at the Mount. Transfer students may apply after the completion of 18 hours of art and design 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 & 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 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.

Hours: 58

### Major Courses - 52 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** Foundation Drawing I (3) A/CAM  
**ART 102** Foundation Drawing II (3) A/CAM  
**ART 103** Foundation of Visual Thinking (3) A/CAM  
**ART 106** Foundation 3-D Visual Communication (3) A/CAM  
**GRD 104** Digital Literacy I (1)  
**ART 110** Foundation Portfolio Review (0)  
**ART 127** World Art:Magical & Spiritual (3) CAM  
**ART 129** World Art:Heroes and Donors (3) CAM  
**ART 140** Ceramics (3) A/CAM  
**ART 217** Painting (3) A  
**ART 281** Digital Photography I (3) A/CAM  
**ART 330** Art Criticism (3) A/CAM  
**ART 362** Printmaking Workshop:Methods Survey (3) A/CAM  
**ART 395** Pre-Thesis Independent Study (3)  
**ART 400** Senior Art Seminar (1)  
**ART 495** Thesis (3)

### Choose one of the following:

**ART 304** Sculpt Wkshp:Figure Modeling (3) A  
**ART 336** Sculpture Wkshp:Sustainable Mixed Media (3) A/CAM

### Choose one Art history course - 3 hours

### Cognate Course - 3 hours

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

Minimum grade of C in all major/cognate courses.



Additional education hours required for licensure. See Education starting on page 99.

### **Program Outcomes**

Students who successfully complete the art, art education or fine arts major 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.
- acquire the knowledge, skills, dispositions, and values required to meet the visual art needs of Pre-K-12 students in a dynamic and diverse society.

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

### **Program Requirements**

The B.A. in Fine Arts is designed for the student interested in becoming a professional artist.

Hours: 61

### **Major Courses - 52 hours**

- ART 100** Art & Design Foundation Seminar (1) A
- ART 101** Foundation Drawing I (3) A/CAM
- ART 102** Foundation Drawing II (3) A/CAM
- ART 103** Foundation of Visual Thinking (3) A/CAM
- ART 106** Foundation 3-D Visual Communication (3) A/CAM
- GRD 104** Digital Literacy I (1)
- GRD 105** Digital Literacy II (1)
- ART 110** Foundation Portfolio Review (0)
- ART 127** World Art:Magical & Spiritual (3) CAM
- ART 129** World Art:Heroes and Donors (3) CAM
- ART 140** Ceramics (3) A/CAM
- ART 217** Painting (3) A
- ART 281** Digital Photography I (3) A/CAM
- ART 330** Art Criticism (3) A/CAM
- ART 362** Printmaking Workshop:Methods Survey (3) A/CAM
- GRD 350** Hand to Pixel (3)
- ART 395** Pre-Thesis Independent Study (3)
- ART 400** Senior Art Seminar (1)
- ART 495** Thesis (3)

### **Choose one from the following:**

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

**Choose one from the following:**

**ART 304** Sculpt Wkshp:Figure Modeling (3) A

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

**Choose one additional course in Art History - 3 hours**

**Choose One - 3 hours**

**ART 349** Professional Prep for Artist (3)

**ART 365** Internship in Gallery Management (1-3) A

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

**Cognate Course - 3 hours**

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

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 Graphic Design - Bachelor of Fine Arts

**Program Requirements**

Hours: 69 - 72

**Major Courses - 31-34 hours**

**GRD 104** Digital Literacy I (1)

**GRD 105** Digital Literacy II (1)

**GRD 207** Digital Literacy III (1)

**GRD 250** Typography I (3)

**GRD 255** Graphic Form (3)

**GRD 270** Web Design (3)

**GRD 350** Hand to Pixel (3)

**GRD 353** Typography II (3)

**GRD 355** Information Graphics (3)

**GRD 356** Brand Identity Design (3)

**GRD 400** Senior Design Seminar (1)

**GRD 455** Professional Portfolio (3)

**GRD 456** Senior Degree Project (3)

**GRD 396** Co-Op:Parallel (PT) (1-3) EXP

or

**CED 394** Cooperative Education (0) EXP

**Cognate Courses – 38 hours**

**ART 100** Art & Design Foundation Seminar (1) A  
**ART 101** Foundation Drawing I (3) A/CAM  
**ART 102** Foundation Drawing II (3) A/CAM  
**ART 103** Foundation of Visual Thinking (3) A/CAM  
**ART 106** Foundation 3-D Visual Communication (3) A/CAM  
**ART 110** Foundation Portfolio Review (0)  
**ART 127** World Art:Magical & Spiritual (3) CAM  
**ART 129** World Art:Heroes and Donors (3) CAM  
**ART 230** History of Design:Hand Made to Apple (3) A/CAM  
**ART 280** Principles of Animation (3) A  
**ART 281** Digital Photography I (3) A/CAM  
**ART 301** Figure Drawing (3) A

or

**ART 362** Printmaking Workshop:Methods Survey (3) A/CAM

or

**an Advisor Approved Course**

**PHI 285** Philosophy of Art (3) P/CP  
**CED 220** Foundations of Professionalism (1)

**Choose one Art History elective - 3 hours**

Minimum grade of C in all major/cognate courses.

**Program Outcomes**

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

- Engage in the creative problem solving process that is so vital in our industry, using typography, design principles, color theory, brand identity, symbol systems and information graphics.
- Identify the formal, technical and expressive aspects in visual communication.
- Understand design principles for web, print and motion.

## Minor in Art

**Program Requirements**

Hours: 21

**Minor courses (9 hours)**

**ART 101** Foundation Drawing I (3) A/CAM  
**ART 103** Foundation of Visual Thinking (3) A/CAM

**ART 127** World Art:Magical & Spiritual (3) CAM

or

**ART 129** World Art:Heroes and Donors (3) CAM

**Choose one of the following:**

**ART 106** Foundation 3-D Visual Communication (3) A/CAM

**ART 140** Ceramics (3) A/CAM

**ART 304** Sculpt Wkshp:Figure Modeling (3) A

**Choose three additional ART prefix courses (9 hours)**

Residency requirement: 6 hours

Minimum grade of C in all minor courses.

## Minor in Art History

### Program Requirements

Hours: 18

**Minor courses (9 hours)**

**ART 127** World Art:Magical & Spiritual (3) CAM

**ART 129** World Art:Heroes and Donors (3) CAM

**ART 330** Art Criticism (3) A/CAM

**Choose three from the following - 9 hours**

**ART 201** Art Special Topics (3) A/CAM

**ART 230** History of Design:Hand Made to Apple (3) A/CAM

**ART 231** Modern Art:Subconscious Lure (3) A/CAM

**ART 232** Art History:Women Artists (3) A/CAM

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

**ART 239** American Art:Plucky Originality (3) A/CAM

**ART 278** Matisse & Picasso (3) A

**HON 260** Honors: Cincinnati Arts Scene (1-3) IDS

Residency requirement: 6 hours

Minimum grade of C in all minor/cognate courses.

## Minor in Graphic Design

### Program Requirements

Hours: 20

**Required Courses - 14 hours**

**ART 103** Foundation of Visual Thinking (3) A/CAM

**GRD 104** Digital Literacy I (1)

**GRD 207** Digital Literacy III (1)  
**GRD 250** Typography I (3)  
**GRD 255** Graphic Form (3)  
**GRD 355** Information Graphics (3)

**Choose two of the following - 6 hours**

**ART 230** History of Design:Hand Made to Apple (3) A/CAM  
**ART 280** Principles of Animation (3) A  
**ART 281** Digital Photography I (3) A/CAM  
**GRD 270** Web Design (3)  
**GRD 350** Hand to Pixel (3)  
**GRD 353** Typography II (3)

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

## Minor in Photography

### Program Requirements

Hours: 18

### Minor Courses - 18 hours

**ART 234** Art History: Photography (3) A/CAM  
**ART 280** Principles of Animation (3) A  
**ART 281** Digital Photography I (3) A/CAM  
**ART 282** Alternative Film and Darkroom Processing (3)  
**ART 380** Digital Photography II:Advanced Photoshop and Lightroom Techniques (3) A  
**ART 381** Advanced Photography Workshop (3) A

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

## Department of Communication & New Media Studies

Lisa Crews, Ph.D., Chairperson

The Communication and New Media Studies program at Mount St. Joseph University endeavors to graduate students who are creative, ethical, and strategic in reading and writing in the new media environment. Students graduating from this program are professionals and citizens who are equipped with exceptional written, visual, oral, interpersonal, and group communication skills and knowledge to serve their communities and organizations in areas such as: social media marketing, community relations, community affairs, non-profit communications, graphic design, meeting and event planning, public relations, corporate communications and training, public health, advocacy, and beyond. Graduates of the program also possess a deep theoretical grounding in communication theories applied in practice to the areas of research, planning, design, management, and analysis of communications in the new media environment.

Students may pursue a major in Communication and New Media Studies and earn a bachelor of arts or an associate of arts degree. They may also pursue a minor in Communication and New Media Studies.

### **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 99.

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

### **Program Requirements**

Hours: 45-47

### **Major Courses – 34-36 hours**

**COM 201** New Media, Culture & Society (3) LAS  
**COM 202** Intro to Communication Theory (3) LAS  
**COM 211** New Media Theory (3)  
**COM 220** Visual Communication (3)  
**COM 250** Digital Video Production (3)  
**COM 251** Digital Video Post-Production (3) LAS  
**COM 295** Writing for New Media Environments (3) LAS  
**COM 311** New Media Law and Ethics (3)  
**COM 321** Public Relations in the Digital Age (3) LAS  
**COM 396** Cooperative Education Work Experience (1-3) EXP

**or**

**COM 496** Cooperative Education Work Experience: Alternating (1-3) EXP  
**COM 410** Research Methods (3)  
**COM 498** Senior Thesis:New Media Campaign and Blogfolio Design (3)

### **Cognate Courses – 5 hours**

**GRD 104** Digital Literacy I (1)  
**GRD 105** Digital Literacy II (1)  
**ART 103** Foundation of Visual Thinking (3) A/CAM

**or**

**ART 281** Digital Photography I (3) A/CAM

### **COM electives - 6 hours**

### **Choose two COM courses - 300 Level or above**

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:

- Communicate messages meaningfully, ethically, and effectively in a variety of media/formats and contexts
- Plan, design, and execute effective social media campaigns
- Conduct systematic research on the impact and effectiveness of communication in addressing social issues
- Understand the role communication plays in the social construction of meaning, knowledge, relationships, and community

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

### Program Requirements

Hours: 27

### Major Courses - 27 hours

COM 201 New Media, Culture & Society (3) LAS  
COM 202 Intro to Communication Theory (3) LAS  
COM 211 New Media Theory (3)  
COM 220 Visual Communication (3)  
COM 250 Digital Video Production (3)  
COM 251 Digital Video Post-Production (3) LAS  
COM 295 Writing for New Media Environments (3) LAS  
COM 311 New Media Law and Ethics (3)  
COM 321 Public Relations in the Digital Age (3) LAS

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:

- Communicate messages meaningfully, ethically, and effectively in a variety of media/formats and contexts
- Plan, design, and execute effective social media campaigns
- Conduct systematic research on the impact and effectiveness of communication in addressing social issues
- Understand the role communication plays in the social construction of meaning, knowledge, relationships, and community

## Minor in Communication & New Media Studies

### Program Requirements

Hours: 21

### Minor Courses

**COM 201** New Media, Culture & Society (3) LAS

**COM 220** Visual Communication (3)

**ART 103** Foundation of Visual Thinking (3) A/CAM

or

**ART 281** Digital Photography I (3) A/CAM

### Choose two of the following - 6 hours

**COM 250** Digital Video Production (3)

**COM 251** Digital Video Post-Production (3) LAS

**COM 295** Writing for New Media Environments (3) LAS

**COM 321** Public Relations in the Digital Age (3) LAS

### Choose two 200-300 level COM electives - 6 hours

Residency requirement: 6 hours

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

## Department of Liberal Arts

Elizabeth Bookser Barkley, Ph.D., Chairperson

Drawing on the Mount's nearly one hundred years of excellence in teaching, the liberal arts faculty invite students to engage in an experience that challenges them to explore intellectual interests and talents with the support of community on campus and beyond. Our community of faculty scholars from a variety of disciplines guides students as they mature into broadly educated writers, speakers, and learners prepared to embrace the diverse opportunities of twenty-first century life, work, and service. Our graduates are rooted in the past, engaged with the present, and empowered to thrive in the future.

### Licensure for Teachers

Students wishing to pursue the Adolescent to Young Adult (grades 7-12) Ohio teacher licensure will be assigned a Liberal Arts advisor who will guide them through content area requirements for Integrated Language Arts or Integrated Social Studies. Concentrations in language arts and social studies are available in the Middle Childhood Licensure (grades 4-9) program. See Education starting on page 99.



## Major in Liberal Arts - Bachelor of Arts Degree

### Program Requirements

Hours: 42

#### Foundational Course - 3 Hours

**LIB 115** Foundations of the Liberal Arts (3)

#### Core Curriculum Cognate Courses (one each) - 12 hours

- English (CL)
- History (CH)
- Philosophy (CP)
- Religion and Pastoral Studies (CR)

#### Liberal Arts Major Electives - 15 hours

*At least 3 of the 4 following disciplines must be completed with core-coded courses*

- History
- Literature
- Philosophy
- Religious Studies

#### Liberal Arts Seminars - 9 hours

*300 Level Seminars include but are not limited to the following:*

**LIB 300** Seriously Funny:The Liberal Art of Humor (3)

**LIB 301** The Loving Friends:The Bloomsbury Group (3)

**LIB 302** Ree/al or Not Ree/al:The History of the Documentary as History (3)

**LIB 390** America at Play:Baseball, Bare Knuckles, and Back Seats (3)

#### Liberal Arts Project - 3 hours

**LIB 400** Liberal Arts Culminating Experience (3)

### Program Outcomes

To develop as proficient writers:

- Use appropriate, relevant, and compelling content to illustrate understanding of a topic.
- Use graceful language that skillfully communicates meaning to readers with clarity and fluency and is relatively error-free.

To mature as articulate speakers:

- Express thoughts orally with clarity and conviction.
- Collaborate with others to deliver effective oral presentations to diverse audiences.

To interact as engaged learners:

- Develop self-motivation as a learner through rigorous engagement with challenging questions.
- Connect academic knowledge to a wide variety of life experiences, such as service, family, work, travel, or other experiences beyond the classroom.

To grow as analytical/critical thinkers:

- Develop skills of information fluency.
- Recognize the value of the liberal arts in addressing complex questions.
- Thoroughly analyze the multiple perspectives surrounding a problem in presenting an informed position/conclusion.

## Minor in American Studies

### Program Requirements

Hours: 21

#### Choose two American History courses (6)

- HIS 109** U.S. History to 1877 (3) H/CH
- HIS 110** U.S. History Since 1877 (3) H/CH
- HIS 200** Local History (3) H/CH
- HIS 211** U.S. History Since 1945 (3) H/CH
- HIS 235** Before Columbus: The Native Americas (3) H
- HIS 260** 19th Century American Thought In Prose (3) L/CL/H/CH
- HIS 281** Women in American History (3) H
- HIS 295** Punch Lines & Pratfalls History of American Humor (3) H
- HIS 330** American Foreign Relations (3) LAS
- HIS 385** Sea, Sail & Song: Early American Maritime History (3) H/CH/EXP
- HIS 400** American History Seminar (3)

#### Choose two American Literature courses (6)

- ENG 171** Sports in Literature (3) L/CL
- ENG 174** Meet Me at the Theatre: Mod & Contemp American Drama (3) L/CL
- ENG 223** Cincinnati Authors (3) L/CL
- ENG 245** African-American Writers (3) L/CL
- ENG 260** 19th-Century American Thought in Prose (3) L/CL/H/CH
- ENG 276** The 20th-Century Graphic Novel (3) L/CL
- ENG 277** Dollars & Sense: Materialism in 20th-Century American Fiction (3) L/CL
- ENG 278** The End of the World as We Know It: Fiction After 9/11 (3) L/CL
- ENG 280** In Their Own Voices: American Autobiography, Letters, Memoirs (3) L/CL

**Choose one American Art, American Film, American Media, or American Music course (3)**

**ART 239** American Art:Plucky Originality (3) A/CAM

**COM 201** New Media, Culture & Society (3) LAS

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

**MUS 212** American Popular Music: From Minstrelsy to MP3 (3) MU/CAM

**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 Creative Writing

### Program Requirements

Hours: 21

**Minor Courses - 6 hours**

**ENG 101** Written Word (3) C

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

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

**Choose five courses from the following:**

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

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

**COM 295** Writing for New Media Environments (3) LAS

**COM 380** Newswriting I (3) LAS

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

or

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

(Students are also expected to contribute to campus publications, for example, Dateline and Lions-on-Line.)

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

Residency requirement: 6 hours

## Minor in English

### Program Requirements

Course work in English at Mount St. Joseph University 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. Course work in English at Mount St. Joseph University 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
- give students practice in working with and critiquing texts other than written ones.

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** Sem Creative Writing:Fiction (3) LAS  
**ENG 374** Screenwriting Workshop (3) LAS  
**COM 295** Writing for New Media Environments (3) LAS  
**COM 388** Feature Writing (3) LAS

#### **Choose six literature courses - 18 hours**

**Any literature course with an ENG prefix (coded as L, CL 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 History**

### **Program Requirements**

Historical study develops critical thinking, research and writing skills as well as an appreciation of the impact of the past upon the present. The study of 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.

Hours: 21

#### **Choose any seven history courses.**

Residency requirement: 6 hours

Cumulative GPA in all courses for the minor: 2.0

## Program Outcomes

Students who successfully complete the history minor 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.

## Interdisciplinary Minor in Ethics

### Program Requirements

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

Hours: 18

**COM 201** New Media, Culture & Society (3) LAS

**Choose one course from the following:**

**ETH:PHI 240** Ethics (3) E/CE

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

**JCG 255** Christian Social Justice (3) JCG

**Choose one course from the following:**

**ETH:PHI 250** Health Care Ethics (3) E/CE

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

**Choose one course from the following:**

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

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

**Choose one course from the following:**

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

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

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

**JCG 391** Cherokee Culture and Spirituality:Immersion (3) JCG/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.

Cumulative GPA in courses in minor: 2.0

Residency requirement 6 hours

## Minor in Philosophy

### Program Requirements

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.

Hours: 18

**Minor Courses - 18 hours**

**Choose any six philosophy courses.**

Cumulative GPA in courses in minor: 2.0

Residency requirement: 6 hours

## Minor in Religious Studies

### Program Requirements

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.

Hours: 18

**Minor Courses - 18 hours**

**Choose one course from the following:**

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

**JCG 255** Christian Social Justice (3) JCG

**Choose one course from the following:**

**REL 100** Introduction to Christianity (3) R/CR

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

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

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

Cumulative GPA in courses in minor: 2.0

Residency requirement 6 hours

## Department of Music

Mark McCafferty, Chairperson

The mission of the Music Department 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 University 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 page 99 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: 48\*

#### Theory: 15 hours

- MUS 101 Theory Fundamentals (3)
- MUS 105 Piano I (3)
- MUS 106 Piano II (3)
- MUS 113 Aural Skills (3)
- MUS 308 Music Theory (3)

#### History: 15 hours

- MUS 131 World Music (3) CAM/IDS
- MUS 212 American Popular Music: From Minstrelsy to MP3 (3) MU/CAM
- MUS 233 Listen to This: Musical Masterworks from the Middle Ages to 1750 (3) MU/CAM
- MUS 234 Listen to This: Musical Masterworks from 1750 to Present (3) MU/CAM
- MUS 402 Music Literature (3)

**Conducting/Arranging: 3 hours**

MUS 403 Conducting/Orchestration/ Arranging (3)

**Performance - 9 hours**

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

**Large Choral/Instrumental Ensembles - 6 Hours**

MUS 110E University Singers (1) MU

MUS 120F University Band (1) MU

MUS 120N Lab Band (1)

**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.

## **Major in Music and Pursuing a Teaching Licensure Bachelor of Arts Degree (Multi-Age Edu Licensure)**

**Program Requirements**

Hours: 51-52 for Music Education Licensure (Corequisite: Bachelor of Arts Degree in Music)

**Prerequisites for Licensure - 16 hours**

COM 100 Spoken Word (3) C

EDU 190 Introduction to the Educational Profession (1)

ENG 101 Written Word (3) C

PSY 103 Introduction to Psychology (3) S/CEP

SOC 103 Our Social World (3) S/CS

**MTH: Choose one discipline specific math course in the Core Curriculum (3) CMA**

**General licensure Requirements - 15 hours**

EDU 207 Educational Theory & Reflective Teaching (3)

EDU 217 Technology in the Instructional Process (2)



**RDG 311** Content Area Reading (3)  
**SED 215** Human Exceptionalities (3)  
**SED 215S** Serv Lrng:Human Exceptionalities (1) EXP  
**SED 340** Teaching in an Inclusive Setting (3)

### **Music Education Licensure Requirements - 20-21 hours**

**EDU 333M** Music Education Practicum (2-3)  
**EDU 444M** Music Education Student Teaching (12)  
**MUS 343** Methods of Music I (3)  
**MUS 344** Methods of Music II (3)

### **Licensure for Teachers**

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 the Council for the Accreditation of Educator Preparation (CAEP) and are approved by the Ohio Department of Education (ODE). Students in a Multi-Age Licensure program must meet the Core Curriculum requirements of the University 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.

### **Program Outcomes**

#### **Teacher Competencies**

The School 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.

## **Minor in Music**

### **Program Requirements**

Hours: 20

#### **Theory - 9 hours**

**MUS 101** Theory Fundamentals (3)  
**MUS 105** Piano I (3)  
**MUS 113** Aural Skills (3)

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

**MUS 131** World Music (3) CAM/IDS

**MUS 212** American Popular Music: From Minstrelsy to MP3 (3) MU/CAM

**MUS 233** Listen to This:Musical Masterworks from the Middle Ages to 1750 (3) MU/CAM

**MUS 234** Listen to This:Musical Masterworks from 1750 to Present (3) MU/CAM

### **Performance - 3 hours**

*Applied Instrument - MUS 140A - 197A*

**Choral/Instrumental Ensemble - 2 hours**

*(MUS 110-120)*

Residency requirement: 6 hours

Minimum 2.0 cumulative GPA in those 6 hours

## **School of Behavioral & Natural Sciences**

Gene Kritsky, Ph.D., Dean

The School of Behavioral & Natural Sciences offers students a wide variety of programs grounded in the liberal arts and sciences. Programs in the behavioral sciences include psychology, sociology, social work, legal studies and criminology. Majoring in psychology, sociology or social work provides students with the tools to understand and improve the human condition. The sociology program emphasizes the study of cultural variations and social change in addition to a focus on family dynamics and growth and development during childhood. Students can prepare for careers in the criminal justice and legal systems through degrees in criminology or legal studies. The School also offers minors in the behavioral sciences areas of criminology, victim studies, gerontology, legal studies, psychology, sociology, socio-psychology, nonprofit leadership, and leadership and civic engagement. The School offers a Paralegal Studies Certificate, which is available to persons holding a bachelor or associate degree and to all Mount undergraduate students upon their completion of a baccalaureate degree in any major.

In the natural sciences, the School offers degree programs in many areas of biology, chemistry and mathematics. Students seeking careers in the health sciences will gain the foundational knowledge required for advanced study through degree programs in biology, biomedical sciences, chemistry or bio-chemistry. In addition, the Mount's Healthcare Professions Advisory Committee will help students acquire the additional skills and experiences required for successful applications to professional programs including medical, dental, veterinary, physician assistant, and physical therapy schools. These programs are also designed for students with a fundamental interest in the natural world and prepare students for careers as scientists, whether they attend graduate programs or go directly into research or industry.

For students interested in mathematics and computing, the School offers both traditional and cutting-edge programs. Degrees in computer science and web & mobile app development prepare students for careers in the fast-growing technology and data-management sectors. Students can also major in mathematics, or combine mathematics with business, chemistry or a computer science. The School also offers minors in natural science and mathematics/computing areas including mathematics, biology, chemistry, computer science, forensic science, informatics, sustainability studies and web application development.

## Department of Biology

Andrew Rasmussen, 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 or field studies, who plan to continue their education on the graduate level in the biological and natural sciences, and those preparing for careers in medicine or other health professions will be well prepared by the completion of the biology major or biomedical sciences 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, physician assistant 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 organization devoted to the pursuit and dissemination of scientific knowledge.

The majors' curricula are 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, paleobiology, botany, agriculture and entomology. Alternatively, in consultation with his or her advisor and in keeping with the student's goals, an internship may be chosen in place of the experimental research project.

In order to remain in one of the Department's majors, a student must earn a grade of "C" or higher in all major or cognate courses. Students earning a D or F in any major or cognate course (lecture and lab count as one course) will be subject to the following action(s):

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

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.

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 99.

### Minor in Forensic Science

The Biology Department offers an interdisciplinary minor in Forensic Science for students in any major. The minor consists of 21 credit hours in lecture and laboratory courses spread across the School of Behavioral and Natural Sciences.

### **Minor in Biology**

The Biology Department offers a minor in Biology for students in any major outside those in the Biology Department. The minor consists of 20 credit hours in lecture and laboratory courses including one four-credit introductory course in biology, followed by an additional 16 credits in biology coursework.

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

### **Program Requirements**

Hours: 55

#### **Biology/Chemistry Foundation Courses - 19 hours**

**BIO 111** Principles of Biology I (4) N/CN  
**BIO 111A** Principles of Biology I (LAB) (0) N/CN  
**BIO 112** Principles of Biology II (4) N  
**BIO 112A** Principles of Biology II (LAB) (0) N  
**BIO 204** Biology Seminar (2)  
**CED 220** Foundations of Professionalism (1)  
**CHE 111** General Chemistry I (3) N/CN  
**CHE 111A** General Chemistry I (LAB) (1) N/CN  
**CHE 112** General Chemistry II (3) N/CN  
**CHE 112A** General Chemistry II (LAB) (1) N/CN

Students must take an additional 28 credit hours in biology courses, specified as follows:

- At least 20 hours must be courses with corequisite laboratories
- At least 15 credits must be 300 level courses
- No more than eight 100 level hours may be used to fulfill this requirement
- Co-op courses are excluded from these 28 hours

#### **Expanded Knowledge and/or Application - 8 hours**

Any courses from these areas:

- Forensics (200 level or above)
- 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.

## Biomedical Sciences Track 1: Pre-Med, Veterinarian, Pharm, Dental, Chiropractic, Podiatry, Optometry

### Program Requirements

Hours: 73-86

### Course Totals Vary by Pre-Concentration:

- Pre-Dental - 73 Hours
- Pre-Med - 76 Hours
- Pre-Chiropractic or Podiatry - 79 Hours
- Pre-Veterinary - 80 Hours
- Pre-Optometry - 83 Hours
- Pre-Pharmacy - 86 Hours

**Biomedical Sciences Biology/Chemistry/Cognate Foundation – All Biomedical Sciences tracks must take all of the following (25 credit hours):**

**BIO 111** Principles of Biology I (4) N/CN  
**BIO 111A** Principles of Biology I (LAB) (0) N/CN  
**BIO 112** Principles of Biology II (4) N  
**BIO 112A** Principles of Biology II (LAB) (0) N  
**BIO 204** Biology Seminar (2)  
**CED 220** Foundations of Professionalism (1)  
**CHE 111** General Chemistry I (3) N/CN  
**CHE 111A** General Chemistry I (LAB) (1) N/CN  
**CHE 112** General Chemistry II (3) N/CN  
**CHE 112A** General Chemistry II (LAB) (1) N/CN  
**PSY 103** Introduction to Psychology (3) S/CEP

### Ethics Required

### Recommended Course

**ETH:PHI 250** Health Care Ethics (3) E/CE

**Requirements for Track 1: Pre-medical, pre-veterinarian, pre-dental, pre-pharmacy, pre-chiropractic, pre-podiatry, and pre-optometry must take the following, as specified (20-23 credit hours):**

**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 325** Biochemistry I (3) N  
**CHE 325A** Biochemistry 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  
**MTH 174** Statistics I (3) MA/CMA

(Pre-Dental Students are **NOT** required to take MTH 174)

**Additional Math Requirement for Pre-Pharmacy and Pre-Optometry:**

**MTH 193** Calculus I (4) MA/CMA

**Additional Courses in Biology - 28 Hours**

- At least 20 of these hours must be in courses with co-requisite laboratories
- 15 of these credits must be in 300-level courses
- no more than eight 100-level credits may be used to fulfill this portion of the major
- co-op courses are excluded from these 28 hours.

Recommended or required courses to fulfill the 28 hours are listed below:

**BIO 201, BIO 202, and BIO 305** are required for pre-pharmacy, pre-optometry, and pre-dental

**BIO 130** Medical Terminology (2) LAS  
**BIO 203** Developmental Biology (4) N  
**BIO 203A** Developmental Biology(LAB) (0) N  
**BIO 212** Musculoskeletal Anatomy Review (2)  
**BIO 301** Pathophysiology (4)  
**BIO 305** Microbiology (4) N  
**BIO 305A** Micro (LAB) (0) N  
**BIO 310** Cell Biology (4) N  
**BIO 310A** Cell Biology (LAB) (0) N  
**BIO 320** Genetics (4) N  
**BIO 320A** Genetics (LAB) (0) N  
**BIO 360** Biological Psychology (4) S  
**BIO 360A** Biological Psychology (LAB) (0)  
**BIO 197** Human Anatomy and Physiology for the Health Sciences I (4) N/CN  
**BIO 197A** Human Anatomy and Physiology for the Health Sciences I (LAB) (0) N/CN

or

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

or

**BIO 202** Anatomy & Physiology II (4) N  
**BIO 202A** Human Anatomy & Physiology II (LAB) (0) N

**Additional Literature/Composition Course Required for Pre-Pharmacy, Pre-Chiropractic, Pre-Podiatry, and Pre-Optometry**

**Additional Economics Course for Pre-Pharmacy**

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

**Additional Course in Biochemistry for Pre-Veterinarian**

**CHE 326** Biochemistry II (3) N  
**CHE 326A** Biochemistry II (LAB) (1) N

### **Program Outcomes**

Students who successfully complete the biomedical sciences 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.

## **Biomedical Sciences-Track 2: Pre-Physician Assistant**

### **Program Requirements**

Hours: 70

**Biomedical Sciences Biology/Chemistry/Cognate Foundation – All Biomedical Sciences tracks must take all of the following - 25 hours**

**BIO 111** Principles of Biology I (4) N/CN  
**BIO 111A** Principles of Biology I (LAB) (0) N/CN  
**BIO 112** Principles of Biology II (4) N  
**BIO 112A** Principles of Biology II (LAB) (0) N  
**BIO 204** Biology Seminar (2)  
**CED 220** Foundations of Professionalism (1)  
**CHE 111** General Chemistry I (3) N/CN  
**CHE 111A** General Chemistry I (LAB) (1) N/CN  
**CHE 112** General Chemistry II (3) N/CN  
**CHE 112A** General Chemistry II (LAB) (1) N/CN  
**PSY 103** Introduction to Psychology (3) S/CEP

**Ethics Required**

**Recommended Course**

**ETH:PHI 250** Health Care Ethics (3) E/CE

**Track 2: Pre-physician assistant; must take all the following courses - 33 hours**

**BIO 130** Medical Terminology (2) LAS

**BIO 305** Microbiology (4) N

**BIO 305A** Micro (LAB) (0) 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 325** Biochemistry I (3) N

**CHE 325A** Biochemistry I (LAB) (1) N

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

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

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

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

or

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

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

and

**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

or

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

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

**Additional Courses in Biology - 12 Hours**

- At least 8 of these hours must be in courses with co-requisite laboratories
- At least 8 of these credits must be in 300-level courses
- no more than four 100-level credits may be used to fulfill this portion of the major (but if BIO 197-198 is used above, none of these hours may be 100-level)
- co-op courses are excluded from these 12 hours.

Recommended courses to fulfill these 12 hours are listed below.

**BIO 203** Developmental Biology (4) N

**BIO 203A** Developmental Biology(LAB) (0) N

**BIO 212** Musculoskeletal Anatomy Review (2)

**BIO 301** Pathophysiology (4)

**BIO 310** Cell Biology (4) N

**BIO 310A** Cell Biology (LAB) (0) N



**BIO 320** Genetics (4) N  
**BIO 320A** Genetics (LAB) (0) N  
**BIO 360** Biological Psychology (4) S  
**BIO 360A** Biological Psychology (LAB) (0)

### Program Outcomes

Students who successfully complete the biomedical sciences 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.

## Biomedical Sciences-Track 3: Pre-Physical Therapy, Pre-Occupational Therapy

### Program Requirements

Hours: 68-71

### Major Courses - 41 Hours

**BIO 111** Principles of Biology I (4) N/CN  
**BIO 111A** Principles of Biology I (LAB) (0) N/CN  
**BIO 112** Principles of Biology II (4) N  
**BIO 112A** Principles of Biology II (LAB) (0) N  
**BIO 204** Biology Seminar (2)  
**CED 220** Foundations of Professionalism (1)  
**CHE 111** General Chemistry I (3) N/CN  
**CHE 111A** General Chemistry I (LAB) (1) N/CN  
**CHE 112** General Chemistry II (3) N/CN  
**CHE 112A** General Chemistry II (LAB) (1) N/CN  
**PSY 103** Introduction to Psychology (3) S/CEP

### Ethics Required

### Recommended Course

**ETH:PHI 250** Health Care Ethics (3) E/CE

**Pre-physical/occupational therapy; must take the following courses - 25-28 hours**

**BIO 130** Medical Terminology (2) LAS  
**MTH 174** Statistics I (3) MA/CMA  
**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 204** Lifespan Development (4) S  
**BIO 197** Human Anatomy and Physiology for the Health Sciences I (4) N/CN  
**BIO 197A** Human Anatomy and Physiology for the Health Sciences I (LAB) (0) N/CN

or

**BIO 201** Anatomy & Physiology I (4) N  
**BIO 201A** Human Anatomy & Physiology (LAB) (0) N

and

**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

or

**BIO 202** Anatomy & Physiology II (4) N  
**BIO 202A** Human Anatomy & Physiology II (LAB) (0) N

**Additional Requirement for Pre-Occupational Therapy**

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

**Additional Courses in Biology - 18 hours**

- At least 12 of these hours must be in courses with co-requisite laboratories
- At least 14 of these credits must be in 300-level courses
- no more than four 100-level credits may be used to fulfill this portion of the major (but if BIO 197-198 is used above, none of these hours may be 100-level)
- co-op courses are excluded from these 18 hours.

**Recommended courses to fulfill the 18 hours are listed below:**

**BIO 203** Developmental Biology (4) N  
**BIO 203A** Developmental Biology(LAB) (0) N  
**BIO 212** Musculoskeletal Anatomy Review (2)  
**BIO 301** Pathophysiology (4)  
**BIO 310** Cell Biology (4) N  
**BIO 310A** Cell Biology (LAB) (0) N  
**BIO 320** Genetics (4) N  
**BIO 320A** Genetics (LAB) (0) N  
**BIO 360** Biological Psychology (4) S  
**BIO 360A** Biological Psychology (LAB) (0)  
**BIO 215** Introductory Microbiology (4) N  
**BIO 215A** Introductory Microbiology (LAB) (0) N

or

**BIO 305** Microbiology (4) N  
**BIO 305A** Micro (LAB) (0) N

## Program Outcomes

Students who successfully complete the biomedical sciences 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/CN

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

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

Residency requirement: 6 hours

Minimum 2.0 cumulative GPA in those 6 hours

## Minor in Forensic Science

### Program Requirements

Hours: 21

**Core Science – 4 hours**

**One of the following core science courses, with lab (must be taken prior to either FOR 211 or FOR 212):**

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

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

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

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

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

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

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

**CHE 104** General, Organic and Biochemistry (3) N/CN

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

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

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

**Required Courses - 11 hours**

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

**FOR 211** Forensic Science I (4)

**FOR 212** Forensic Science II (4)

**Elective science - 6 hours**

**CRM 104** Introduction to Criminalistics (3) LAS

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

**CRM 218** Victimology (3) LAS

**CRM 220** Courts in America (3) LAS

**CRM 225** Sex Crimes (3) LAS

**CRM 235** Crimes of Technology (3) LAS

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

**CRM 306** White Collar Crime (3)

**CRM 395** Criminal Investigation (3) LAS

**PSY 212** Domestic Violence (3) S

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

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

Residency requirement: 6 hours

Minimum 2.0 cumulative GPA in those 6 hours

## Department of Chemistry

Eric Johnson, Ph.D., Chairperson

The Chemistry Department offers majors in chemistry (Bachelors of Arts (B.A.) or Science (B.S.) degrees), biochemistry (B.S. degree), and natural science (B.S.), as well as a dual major in chemistry and mathematics (B.S. degree). The department also offers courses in physical science, geology, and physics. The main goal of each of these degrees, beyond expanding knowledge of basic science, is to develop critical thinking skills and laboratory techniques, including being able 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 need a background in chemistry to enter medical school, work as professional chemists, or enter graduate school;
2. those who need a knowledge of chemistry as a basis for a related field, such as athletic training, education, nursing, or physical therapy; and
3. those who desire an understanding 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 (A.C.S.). It is designed to provide the student with professional competency in chemistry, with supporting courses in

mathematics, physics, and biology, and additional complementary courses tailored to the career goals of the student.

Chemistry Department graduates have a wide variety of careers available to them, including:

- athletic training
- chiropractic medicine
- dentistry
- education (elementary through college levels)
- industrial chemist
- laboratory researcher or assistant
- medicine
- nursing
- occupational therapy
- optometry
- pharmacy
- physical therapy
- physician assistant
- podiatry
- public health
- sales representative
- veterinary science

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, 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: 58-59

#### **Required courses - 26 hours**

**BIO 111** Principles of Biology I (4) N/CN  
**BIO 111A** Principles of Biology I (LAB) (0) N/CN  
**CHE 111** General Chemistry I (3) N/CN  
**CHE 111A** General Chemistry I (LAB) (1) N/CN  
**CHE 112** General Chemistry II (3) N/CN  
**CHE 112A** General Chemistry II (LAB) (1) N/CN  
**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 300** Chemistry Junior Seminar (1)  
**CHE 325** Biochemistry I (3) N  
**CHE 325A** Biochemistry I (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 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

#### **Required Course Continued - 13 hours**

**CHE 400** Chemistry Seminar & Capstone (1)  
**MTH 193** Calculus I (4) MA/CMA

**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 194** Calculus II (4) MA

or

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

**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: 63

### **Major Courses - 43 hours**

**CHE 111** General Chemistry I (3) N/CN  
**CHE 111A** General Chemistry I (LAB) (1) N/CN  
**CHE 112** General Chemistry II (3) N/CN  
**CHE 112A** General Chemistry II (LAB) (1) N/CN  
**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 300** Chemistry Junior Seminar (1)  
**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 I (3) N  
**CHE 325A** Biochemistry I (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)

#### **Cognate Courses - 20 hours**

**BIO 111** Principles of Biology I (4) N/CN  
**MTH 193** Calculus I (4) MA/CMA  
**MTH 194** Calculus II (4) 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: 67

### Major Courses - 35 hours

**CHE 111** General Chemistry I (3) N/CN  
**CHE 111A** General Chemistry I (LAB) (1) N/CN  
**CHE 112** General Chemistry II (3) N/CN  
**CHE 112A** General Chemistry II (LAB) (1) N/CN  
**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 300** Chemistry Junior Seminar (1)  
**CHE 314** Intermediate Analytical Chem (3) N  
**CHE 314A** Intermediate Analy Chem (LAB) (1) N  
**CHE 325** Biochemistry I (3) N  
**CHE 325A** Biochemistry I (LAB) (1) N  
**CHE 326** Biochemistry II (3) N  
**CHE 326A** Biochemistry II (LAB) (1) N  
**CHE 350** Physical Chemistry I (3) N  
**CHE 350A** Physical Chemistry I (LAB) (1) N  
**CHE 400** Chemistry Seminar & Capstone (1)

### 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 – 28 hours

**BIO 111** Principles of Biology I (4) N/CN  
**MTH 193** Calculus I (4) MA/CMA  
**MTH 194** Calculus II (4) 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 (4) N

with

## **BIO 310A** Cell Biology (LAB) (0) 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/CN  
**CHE 111A** General Chemistry I (LAB) (1) N/CN  
**CHE 112** General Chemistry II (3) N/CN  
**CHE 112A** General Chemistry II (LAB) (1) N/CN  
**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)

### **Choose two from the following - 8 hours**

**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**

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

**MTH 193** Calculus I (4) MA/CMA

**MTH 194** Calculus II (4) MA

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

**MTH 255** Introduction to Linear Algebra (3) MA

**MTH 293** Calculus III (4) MA

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

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

**MTH 310** Differential Equations (3) MA

**MTH 320** Probability/Statistics (4) MA

**MTH 325** Numerical Analysis (3) MA

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

**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.

## Major in Natural Sciences - Bachelor of Science Degree w/selected minor

### Program Requirements

Hours: 41, plus selected minor

### Foundational Courses - 12 hours

*(Choose One Course w/lab from the following)*

**CHE 111** General Chemistry I (3) N/CN  
**CHE 111A** General Chemistry I (LAB) (1) N/CN  
**CHE 104** General, Organic and Biochemistry (3) N/CN  
**CHE 104A** General & Organic Chemistry LAB (1) N/CN

*(Choose One Course w/lab from the following)*

**BIO 101** Introduction to Biology (4) N/CN  
**BIO 111** Principles of Biology I (4) N/CN  
**BIO 111A** Principles of Biology I (LAB) (0) N/CN

*(Choose One Course w/lab from the following)*

**PHY 105** Physical Science L/L (4) CN  
**PHY 201** General Physics I (3) N  
**PHY 201A** Gen Physics I (LAB) (1) N

### Anatomy and Physiology Courses - 8 hours

*(Choose one sequence of courses from the following)*

**BIO 197** Human Anatomy and Physiology for the Health Sciences I (4) N/CN  
**BIO 197A** Human Anatomy and Physiology for the Health Sciences I (LAB) (0) N/CN  
**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

or

**BIO 201** Anatomy & Physiology I (4) N  
**BIO 201A** Human Anatomy & Physiology (LAB) (0) N  
**BIO 202** Anatomy & Physiology II (4) N  
**BIO 202A** Human Anatomy & Physiology II (LAB) (0) N

### Math Requirement - 3 hours

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

### Career Education - 1 hour

**CED 220** Foundations of Professionalism (1)

## Expanded Knowledge in Natural Sciences - 16 Hours

\*(at least 8 hours in this section must be 300 level or above)

*Choose 4 Additional Courses from the following disciplines in Natural Sciences - 16 hours*

- *BIO - Biology*
- *CHE - Chemistry*
- *GEO - Geology*
- *PHY - Physics*

Natural Science Seminar - 1 hour

## Minor in Chemistry

### Program Requirements

Hours: 23

### Minor Courses - 23 hours

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

Residency requirement: 6 hours

Minimum 2.0 cumulative GPA in those 6 hours

### Admission Requirements

Prerequisite:

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

## Minor in Sustainability Studies

### Program Requirements

Hours: 20

**Core Courses (10 hours required)**

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

or

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

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

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

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

**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 University core curriculum requirements.

**Ecology/Environment:**

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

**BIO 203** Developmental Biology (4) N

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

**BIO 315** Ecology (4) N

**BIO 330** Evolution (4) N

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

**BIO 335** Entomology (4) N

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

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

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

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

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

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

**Economy/Employment:**

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

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

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

**Equity/Equality:**

**ENG 165** Literature, Nature & Environ (3) L

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

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

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

**JCG 266** A Land Where You Can Eat: Sustainable Foodways and Christian Spirituality (3) JCG

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

**LCE 300** Leadership for the Common Good (3)

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

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

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.

Residency requirement: 6 hours

Minimum 2.0 cumulative GPA in those 6 hours

## Department of Computing

Denise Krueger, Ph.D., Chairperson

The Department of Computing offers two majors: Computer Science and Web & Mobile App Development. These majors have a common core of related computing courses in addition to discipline specific content area courses. For the Computer Science major a student must complete a minor from a list of approved disciplines. For the Web and Mobile Application Development major a student must complete the technical track or the graphic design track requirements. Interested students should contact the Department of Computing for more information. In addition, the department offers minors in Computer Science and Web & Mobile App Development.

This program is offered for students who:

- desire to enter into a technology based career;
- wish to pursue career fields such as software engineering, web development, mobile application development, database design or administration, programming, digital media creation, or animation.
- want to go on to graduate school in informatics, computer science, or pursue an MBA.

Majors in the Department of Computing 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.

Computing major/minors are expected to maintain a “C” or better in all required department courses (INF and MTH), and meet all requirements for the chosen minor.

Students earning a D, F, or W in any required INF or MTH 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 Computing must complete at least half of the credits for their major program through the Mount.

## Major in Computer Science - Bachelor of Science Degree

### Program Requirements

Hours: 67-82

#### Computing Core Requirements: 38-41 hours

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 270 Intro to Mobile Application Development (3)  
INF 324 Data Structures (3)  
INF 325 Networks (3)  
INF 328 Object-Oriented Analysis and Design (3)  
INF 331 Applied Database (3)  
INF 370 Algorithms (3)  
INF 377 Introduction to Automata (3)  
INF 380 Operating Systems (3)  
INF 396 Co-Op:Parallel(PT) (0-3) EXP

or

INF 496 Co-Op:Parallel(FT) (0-3) EXP

or

CED 394 Cooperative Education (0) EXP  
INF 400 Senior Research (1)

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

#### Mathematics Requirements: 11 hours

MTH 193 Calculus I (4) MA/CMA  
MTH 220 Discrete Mathematics (3) MA  
MTH 320 Probability/Statistics (4) MA

Required Minor - Choose one from the following:

- Biology
- Business Administration
- Chemistry
- Communication and New Media Studies
- Ethics
- Forensic Science
- Mathematics
- Philosophy
- Psychology



- **Sustainability Studies**
- **Web & Mobile App Development**

### **Program Outcomes**

Students who successfully complete the Computer Science Major will be able to:

- solve complex problems effectively and efficiently.
- demonstrate knowledge and understanding of the basic concepts in their declared minor.
- demonstrate the skills necessary to design, implement and maintain a complex computing project.
- analyze issues ranging from storage, retrieval, and interpretation of information to the implementation and management of complex information systems.
- analyze how legal and ethical technology issues impact business activities such as data access, privacy, confidentiality, security, and intellectual property standards and polices.
- demonstrate their participation in professional organizations that promote responsible computing and service to society.
- develop a personal learning strategy for continuing education and lifelong learning that is independent of employer sponsorship.

## **Major in Web & Mobile App Development - Bachelor of Science Degree**

### **Program Requirements**

Hours: 71-77

#### **Computing Core Requirements: 50-53 Hours**

- 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 270 Intro to Mobile Application Development (3)
- INF 324 Data Structures (3)
- INF 325 Networks (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 370 Algorithms (3)
- INF 377 Introduction to Automata (3)
- INF 380 Operating Systems (3)
- INF 396 Co-Op:Parallel(PT) (0-3) EXP

or

**INF 496** Co-Op:Parallel(FT) (0-3) EXP

or

**CED 394** Cooperative Education (0) EXP

**INF 400** Senior Research (1)

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

Students must choose one of the following tracks:

- **Graphic Design Track** - you must complete graphic design minor (see page 20)
- **Technical Track** - you must complete mathematics minor (see page 73)

*(See minor requirements in department pages)*

### Program Outcomes

Students who successfully complete the Web & Mobile App Development Major will be able to:

- solve complex problems effectively and efficiently.
- demonstrate knowledge and understanding of the basic concepts in their designated track.
- demonstrate the skills necessary to design, implement and maintain a complex web or mobile application.
- analyze issues ranging from storage, retrieval, and interpretation of information to the implementation and management of complex information systems.
- analyze how legal and ethical technology issues impact business activities such as data access, privacy, confidentiality, security, and intellectual property standards and policies.
- demonstrate their participation in professional organizations that promote responsible computing and service to society.
- develop a personal learning strategy for continuing education and lifelong learning that is independent of employer sponsorship.

## 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 325** Networks (3)

**INF 328** Object-Oriented Analysis and Design (3)

**Residency requirement: 9 hours**  
**Minimum 2.0 cumulative GPA in those 9 hours**

## Minor in Web & Mobile App Development

### Program Requirements

Hours: 24

**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 270** Intro to Mobile Application Development (3)  
**INF 355** Advanced Client-Side Scripting (3)

**Residency requirement: 9 hours**  
**Minimum 2.0 cumulative GPA in those 9 hours**

## Department of Criminology and Criminal Justice

Brooke Gialopsos, Ph.D., Chairperson

Students of criminology and criminal justice at the Mount study the nature and causes of crime and victimization, the behavior of criminals, and the process of the criminal justice system. Criminology and criminal justice are diverse fields grounded in philosophy that seek to address why people commit crime, as well as why and how people are punished, controlled, or rehabilitated.

Our curriculum emphasizes the acquirement of knowledge of various theoretical perspectives in the field, which students will then use to engage in critical thinking. Many of the required courses in criminology and criminal justice strive to systematically cultivate informed and ethical ways of thinking, problem-solving, and decision-making, as well as to examine the resulting societal and legal reactions to crime and victimization. Our students use their knowledge of crime and criminal justice to think analytically, recognize bias, raise questions, think open-mindedly, and consider both the intended and unintended consequences of decisions and policies.

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, and further graduate studies in law, criminal justice, forensic science, or other professional studies.

### Encouraging Excellence in Academic Endeavors

The Criminology program strives for excellence in academic endeavors. Eligible students can apply for membership into the national criminal justice honor society, Alpha Phi Sigma. Honor society members are also eligible for scholarships, leadership training, and participation in national conferences.

According to a recent alumni survey, 80% of respondents felt the Mount's Criminology program prepared

them well for the professional world, 90% agreed 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 and criminal justice 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. Recent placements have included non-profit organizations that promote educational, gender, income, and/or environmental equality.

### **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 and criminal justice have included the U.S. Department of Justice Drug Enforcement Agency, U.S. Marshals Service, Cincinnati 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 - 39 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** Courts in America (3) LAS  
**CRM 293** Juvenile Delinquency (3) LAS  
**CRM 295** Corrections (3) LAS  
**CRM 298** Community Justice (3) LAS  
**CRM 300** Critical Issues in Criminology (3) LAS  
**CRM 370** Criminological Theory (3) LAS  
**CRM 372** Comparative Criminal Justice/Criminology (3) LAS  
**CRM 375** Criminology Research (3)  
**CRM 400** Senior Thesis (3)

### **Cognate Courses – 12 hours**

**LGS 151** Legal Principles (3) S  
**SOC 103** Our Social World (3) S/CS  
**PSY 103** Introduction to Psychology (3) S/CEP  
**MTH 174** Statistics I (3) MA/CMA

### **Major Electives - 15 hours - Select 15 hours of additional CRM courses from the following:**

**CRM 104** Introduction to Criminalistics (3) LAS  
**CRM 204** Bullies & Bullets:Victimization in Schools (3)

**CRM 205** Forensic Science Integrated Seminar (2)  
**CRM 206** Crime & Constitution (3) LAS  
**CRM 207** Animals and Criminal Justice (3) LAS  
**CRM 208** Serial Murder (3) LAS  
**CRM 210** Drugs and Crime (3) LAS  
**CRM 223** Guns, Crime and American Society (3)  
**CRM 225** Sex Crimes (3) LAS  
**CRM 230** Crime Prevention (3) LAS  
**CRM 235** Crimes of Technology (3) LAS  
**CRM 240** Crime & Media (3) LAS  
**CRM 292** Forensic Psychology (3) LAS  
**CRM 306** White Collar Crime (3)  
**CRM 361** Professionalism and Decisionmaking in Criminal Justice (3) LAS  
**CRM 392** Managing Criminal Justice Organizations (3) LAS  
**CRM 395** Criminal Investigation (3) LAS  
**CRM 397** Social Deviance (3) LAS  
**CRM 407** Law & Society (3) LAS  
**CRM 408** Biosocial Criminology (3) LAS  
**LGS 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 Mount St. Joseph University. 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, Sociology or Victim Studies.

### **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
- Understand the ethical and social justice implications of criminology and criminal justice.

## Minor in Criminology

### Program Requirements

Hours: 18

### Minor Courses - 3 hours

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

**Elective Courses - 15 hours - Select five additional CRM courses (except 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 Mount St. Joseph University. In addition, no more than 3 credit hours of independent study and/or consortium/online courses may be used toward minor requirements.

## Minor in Victim Studies

### Program Requirements

Hours: 16

### Required Courses - 13 hours

**CRM 218** Victimology (3) LAS

**CRM 230** Crime Prevention (3) LAS

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

**PSY 212** Domestic Violence (3) S

**Service Learning (1 credit) to be paired with CRM 218**

### Choose One - 3 hours

**CRM 204** Bullies & Bullets:Victimization in Schools (3)

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

**SWK 332** Child Abuse (3) IDS

**SWK 333** Elder Abuse (3) IDS

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

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

## Department of Legal Studies

Georgana Taggart, J.D., Chairperson

The Department of Legal Studies offers a major in legal 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.

### Legal Studies

Approved by the American Bar Association (ABA), 321 North Clark Street, Chicago, Illinois 60654, (800) 285-2221, the Legal Studies program (originally paralegal studies) was developed in 1976 in response to the ABA's recommendation that paralegals be educated to help in providing efficient legal services.

The program promotes an understanding of how the individual fits into the legal system, both as a professional and as a citizen. It is designed to prepare students for success in law-related professions, including attorney, paralegal, legal assisting, and the justice system. The curriculum focuses on communication skills, critical thinking, the legal system, legal research, contract law, torts, litigation, estates and trusts, real estate, family law, professional ethics, criminal procedure, and legal research and writing. Although graduates of the program may not engage in the unauthorized practice of law, it will provide those students who wish to become practicing attorneys with an excellent opportunity to prepare for law school.

Persons educated in legal 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 Legal Studies program as legal studies credits. A minimum of 12 credit hours in legal studies course work must be completed at Mount St. Joseph University prior to the awarding of a legal studies degree, or paralegal certificate, to a student transferring into the program from another institution. A minimum of 9 credit hours in legal studies course work must be completed at the Mount prior to the awarding of a minor in legal studies.

The University offers four tracks in legal studies: 1) a bachelor of arts degree; 2) an associate in arts degree; 3) a minor in legal studies; 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, and for any Mount undergraduate student upon his or her completion of a baccalaureate degree in any major..

## Major in Legal Studies - Bachelor of Arts Degree

### Program Requirements

Hours: 42

### Major Courses - 33 hours

- LGS 150** Legal Environment (3)
- LGS 151** Legal Principles (3) S
- LGS 152** Legal Research (3)
- LGS 271** Estates and Trusts (3)
- LGS 281** Real Estate (3)
- LGS 291** Litigation (3)

**LGS 355** Family Law (3)  
**LGS 381** Internship Experience (3) EXP

or

**LGS 396** Co-Op:Parallel(PT) (1-3) EXP

or

**LGS 496** Co-Op:Alternatng(FT) (1-3) EXP  
**LGS 450** Adv Legal Research (3)

**Choose two additional 200-300 Level LGS Courses or from the choices below:**

**BUS 210** Business Law I (3)  
**SPM 380** Sport Law (3)

*(this excludes LGS 381, LGS 396, LGS 496 as one is already required)*

**Cognate Courses - 9 hours**

**CIS 203** Business Information Technology (3)  
**COM 300** Advanced Composition (3) LAS  
**COM 320** Advanced Oral Communication (3) LAS

Transfer of credits: If an institution is American Bar Association approved and regionally accredited, the Mount will accept all legal specialty courses receiving a grade of C or higher, subject to the program's residency requirement. If an institution is not American Bar Association approved, but regionally accredited, the program will accept legal specialty courses receiving a grade of C or higher, following a review of the syllabus and subject to the Mount's residency requirement.

Residency Requirement - 12 hours in the major.

### **Program Outcomes**

Graduates of the Legal 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.
- think critically and communicate clearly.

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

### **Program Requirements**

Hours: 30

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

**LGS 150** Legal Environment (3)  
**LGS 151** Legal Principles (3) S



**LGS 152** Legal Research (3)  
**LGS 271** Estates and Trusts (3)  
**LGS 281** Real Estate (3)  
**LGS 291** Litigation (3)  
**LGS 355** Family Law (3)  
**LGS 381** Internship Experience (3) EXP

or

**LGS 396** Co-Op:Parallel(PT) (1-3) EXP

or

**LGS 496** Co-Op:Alternatng(FT) (1-3) EXP

**Cognate Courses- 6 hours**

**CIS 203** Business Information Technology (3)  
**COM 100** Spoken Word (3) C

Transfer of credits: If an institution is American Bar Association approved and regionally accredited, the Mount will accept all legal specialty courses receiving a grade of C or higher, subject to the program's residency requirement. If an institution is not American Bar Association approved, but regionally accredited, the program will accept legal specialty courses receiving a grade of C or higher, following a review of the syllabus and subject to the Mount's residency requirement.

Residency Requirement - 12 hours in the major.

**Program Outcomes**

Graduates of the Legal 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**

The legal studies minor is not ABA approved and does not prepare one to become a paralegal.

Hours: 18

**Minor Requirements – 6 hours**

**LGS 151** Legal Principles (3) S  
**LGS 152** Legal Research (3)

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

Residency Requirement - 9 Hours  
Minimum 2.0 cumulative GPA in those 9 hours

## Certificate in Paralegal Studies

### Program Requirements

Hours: 18-21

### Major Courses- 18 hours

**LGS 150** Legal Environment (3)

**LGS 151** Legal Principles (3) S

**LGS 152** Legal Research (3)

**LGS 271** Estates and Trusts (3)

**LGS 281** Real Estate (3)

**LGS 291** Litigation (3)

**LGS 381** Internship Experience (3) EXP

or

**Students may complete any approved internship or co-op experience to fulfill this requirement. (0-3 hours)**

Transfer of credits: If an institution is American Bar Association approved and regionally accredited, the Mount will accept all legal specialty courses receiving a grade of C or higher, subject to the program's residency requirement. If an institution is not American Bar Association approved, but regionally accredited, the program will accept legal specialty courses receiving a grade of C or higher, following a review of the syllabus and subject to the Mount's residency requirement.

Residency Requirement - 12 hours in the major and have a bachelor's degree or an associate degree with a sufficient number of general education credits, or 12 hours in the major for any Mount undergraduate student upon attaining a bachelor degree in any major.

View Certificate Program Institution Disclosures at <http://www.msj.edu/audiences/certificate-program-institution-disclosures/>.

### Program Outcomes

Graduates of the Paralegal Certificate 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.

## Department of Mathematics

Gene Kritsky, Ph.D., Interim Chairperson

The Department of Mathematics offers majors in mathematics and dual majors in mathematics/chemistry and mathematics/financial economics. 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 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 university programs.

Mathematics major/minors are expected to maintain a “C” or better in all major courses. Students majoring in mathematics and chemistry must maintain a “C” or better in all major and cognate courses. Students majoring in mathematics and financial economics must achieve a cumulative 2.0 grade point average in business courses and a “C” or better in all other major 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 nine credits toward that minor at Mount St. Joseph University.

The Department of Mathematics serves all students of the University by offering core 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 101. A concentration in mathematics is available also in the Middle Childhood Licensure (grades 4-9) program. See Education: MCE Program starting on page 110.

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

### **Program Requirements**

Hours: 45

### **Major Courses - 39 hours**

**INF 120** Principles of Programming I (3)  
**MTH 193** Calculus I (4) MA/CMA  
**MTH 194** Calculus II (4) MA  
**MTH 220** Discrete Mathematics (3) MA  
**MTH 255** Introduction to Linear Algebra (3) MA  
**MTH 293** Calculus III (4) 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  
**EDU 355** Methods of Math Educators (3)

or

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

or

**MTH 496** Cooperative Education Work Experience: Alternating (3) EXP  
**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 (with selected minor)

### Major Courses (45 Hours)

#### Required Major Courses (39 hours)

INF 120 Principles of Programming I (3)  
 MTH 193 Calculus I (4) MA/CMA  
 MTH 194 Calculus II (4) MA  
 MTH 220 Discrete Mathematics (3) MA  
 MTH 255 Introduction to Linear Algebra (3) MA  
 MTH 293 Calculus III (4) 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 400 Senior Research (1)

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

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

MTH 396 Cooperative Education Work Experience: Parallel (3) EXP  
 MTH 496 Cooperative Education Work Experience: Alternating (3) EXP

#### 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 95)
- **Chemistry** (see page 53)
- **Computer Science** (see page 58)
- **Exercise Science & Fitness** (see page 124)
- **Forensic Science** (see page 43)
- **Psychology** (see page 75)
- **Sustainability Studies** (see page 53)
- **Web & Mobile App Development** (see page 59)

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

### Program Requirements

Hours: 77

#### Major Courses – 35-36 hours

INF 120 Principles of Programming I (3)  
MTH 193 Calculus I (4) MA/CMA  
MTH 194 Calculus II (4) MA  
MTH 220 Discrete Mathematics (3) MA  
MTH 255 Introduction to Linear Algebra (3) MA  
MTH 293 Calculus III (4) MA  
MTH 301 Mathematical Modeling (3) MA  
MTH 400 Senior Research (1)

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

#### Choose one course from the following - 3 hours

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

#### Choose two from the following - 6-7 hours

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

#### Cognate Courses - 41 hours

CHE 111 General Chemistry I (3) N/CN  
CHE 111A General Chemistry I (LAB) (1) N/CN

**CHE 112** General Chemistry II (3) N/CN  
**CHE 112A** General Chemistry II (LAB) (1) N/CN  
**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 hours**

**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.

## Major in Mathematics/Financial Economics - Bachelor of Science Degree

### Program Requirements

Hours: 79-81

### Major Courses - 36 hours

**INF 120** Principles of Programming I (3)  
**MTH 193** Calculus I (4) MA/CMA  
**MTH 194** Calculus II (4) MA  
**MTH 220** Discrete Mathematics (3) MA  
**MTH 255** Introduction to Linear Algebra (3) MA  
**MTH 293** Calculus III (4) 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

### Business Courses - 43-45 Hours

**ACC 213** Principles of Accounting I (3)  
**ACC 214** Principles of Accounting II (3)  
**CIS 203** Business Information Technology (3)  
**ECO 211** Principles of Macroeconomics (3) S  
**ECO 212** Principles of Microeconomics (3) S/CEP  
**FIN 300** Corporate Finance (3)  
**MGT 300** Management/Org Behavior (3)  
**ETH:REL 251** Business Ethics (3) E/CE

or

**ETH:PHI 397** Ethical Conduct of Business (3) E/CE  
**BUS 210** Business Law I (3)  
**MKT 300** Principles of Marketing (3)

Choose four additional 200 level or above ECO or FIN courses - 12 hours

### *Required Co-Op Experience (3 Hours)*

**MTH 396** Cooperative Education Work Experience: Parallel (3) EXP  
**MTH 496** Cooperative Education Work Experience: Alternating (3) EXP



## Program Outcomes

Students who successfully complete the mathematics/financial economics 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.

## Minor in Mathematics

### Program Requirements

Hours: 20-21

### Minor Courses - 17 hours

**INF 120** Principles of Programming I (3)  
**MTH 193** Calculus I (4) MA/CMA  
**MTH 194** Calculus II (4) MA  
**MTH 220** Discrete Mathematics (3) MA  
**MTH 255** Introduction to Linear Algebra (3) MA

**Choose one mathematics course numbered above 255 - 3-4 hours**

Residency requirement: 9 hours

Minimum 2.0 cumulative GPA in those 9 hours

## 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 Mount St. Joseph University 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 at page 99.

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

### **Program Requirements**

Hours: 51-52

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

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

or

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

**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 174** Statistics I (3) MA/CMA

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

**Recommended Courses:**

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

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

**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 Mount St. Joseph University 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.

## Minor in Psychology

**Program Requirements**

Hours: 18

**Minor Courses - 18 hours**

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

or

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

**Choose any other 5 Psychology courses (15 hours)**

**Excluding PSY 397 & 398, may include up to three hours of PSY 399**

Residency requirement: 6 hours

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/CEP

or

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

**Choose one other Psychology course (3)**

### Cognate Courses- 6 hours

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

**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**

Residency requirement: 6 hours

Must earn a "C" or higher in minor courses

## Department of Sociology & Social Work

Jennifer Withrow, Ph.D., Chairperson

The Department of Sociology and Social Work is made up of three related but distinct programs—sociology, social work, and behavioral sciences. All are concerned with advancing social justice and human rights, and with understanding contemporary social issues, policies, and solutions. While sociology and behavioral sciences are concerned with understanding contemporary social issues, policies, and solutions, social work emphasizes intervention and practice, including monitoring and evaluation.

The Department offers a major in sociology, a major in behavioral sciences, 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.

### **Behavioral Sciences**

The Behavioral Science Degree aims to develop graduates who value diversity and embrace the integration of life and learning. Students learn to understand and apply the core concepts and elements of social science. Building upon existing programs in Criminology and Criminal Justice, Psychology, and Sociology, students are prepared with a broad foundation that emphasizes the analytical and critical thinking skills needed for a broad range of professional careers. The Behavioral Science Degree is highly flexible, enabling students to customize their coursework in ways that align with their individual career goals and future academic studies.

Departmental policy for all behavioral science majors: A grade of "C" or higher is required in all major 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 at page 99.

### **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 174: Statistics, 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 Behavioral Science - Bachelor of Science Degree

### Program Requirements

Hours: 43-45

#### Foundation Courses - 15-16 hours

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

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

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

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

**SOC 375** Social Research I (4)

or

**CRM 375** Criminology Research (3)

#### Human Development Elective Courses (choose 2 from two different disciplines - 6-7 hours)

**GST 360** Mental Health & Aging (3) S

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

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

**PSY 206** Adult Dev and Aging (3) S

**PSY 224** Parenting (3)  
**SOC 220** Childhood and Society (3) S  
**SOC 261** Social and Psychological Aspects of Aging (3) S

or

**GST 261** Social and Psychological Aspects of Aging (3) S

**Social Problems and Inequality (choose 2 from two different disciplines - 6 hours)**

**CRM 218** Victimology (3) LAS  
**CRM 225** Sex Crimes (3) LAS  
**CRM 235** Crimes of Technology (3) LAS  
**CRM 293** Juvenile Delinquency (3) LAS  
**GST 333** Elder Abuse (3) IDS  
**PSY 212** Domestic Violence (3) S  
**PSY 309** Social Influence (3) S  
**SOC 202** Race, Class, Gender (3) S  
**SOC 218** Mars and Venus? Gender, Culture and Society (3)  
**SWK 332** Child Abuse (3) IDS  
**LGS 289** Women's Issues and the Law (3) S

or

**SOC 289** Women's Issues and the Law (3) S

**Capstone Seminar**

**SOC 401** Behavioral Science Seminar (1)

**Behavioral Sciences Electives (choose 5 courses 15 hours)**

**Choose any combination of CRM, PSY, and SOC courses. Must have completed two 300 level courses in addition to SOC 375 or CRM 375**

Residency Requirement Behavioral Science Majors: 30 hours.

**Program Outcomes**

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

- demonstrate a broad understanding of the main theories and concepts used in the behavioral sciences.
- demonstrate critical thinking and analytic proficiency skills for understanding a wide range of social problems and issues.
- apply the scientific research process to behavioral sciences topics.

## 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** Organizatn'l/Community Devel (3)  
**SWK 330** Fieldwork I & Seminar (5) EXP  
**SWK 375** Social Research I (4)  
**SWK 377** Eval, Res, Grantsmanship (3)  
**SWK 400** Senior Thesis (3)  
**SWK 432** Fieldwork II & Seminar (5) EXP

### Cognate Courses - 26-28 hours

**BIO 131** Basic Human Anatomy and Physiology (4) N/CN  
**ECO 201** Economic Issues (3) S  
**MTH 174** Statistics I (3) CMA  
**SOC 103** Our Social World (3) S/CS  
**SOC 202** Race, Class, Gender (3) S  
**SOC 216** Sociology of the Family (3) S

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

or

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

Choose either

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

or take 1 from each of the following

- **PSY 205** Child/Adolescent Development (3) S  
or  
**SOC 220** Childhood and Society (3) S
- **PSY 206** Adult Dev and Aging (3) S  
or  
**SOC 261** Social and Psychological Aspects of Aging (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/CS  
**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/CMA

**Elective Courses - 18 hours: Choose 6 additional courses from the following (may also include any GST coded courses)**

**COM 201** New Media, Culture & Society (3) LAS  
**CRM 218** Victimology (3) LAS  
**CRM 293** Juvenile Delinquency (3) LAS  
**CRM 407** Law & Society (3) LAS  
**PSY 204** Lifespan Development (4) S  
**PSY 212** Domestic Violence (3) S  
**PSY 225** Human Sexuality (3) S  
**SOC 204** Cultural Anthropology (3) S  
**SOC 208** Social Psychology (3) S  
**SOC 261** Social and Psychological Aspects of Aging (3) S  
**SOC 289** Women's Issues and the Law (3) S  
**SOC 302** Social Perspectives on Motherhood (3) S  
**SOC 373** Sociology of Globalization (3)  
**SWK 223** Social Policies and Issues (3) S  
**SWK 332** Child Abuse (3) IDS

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

Residency Requirement: 30 hours

## 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/CS

**SOC 370** Sociological Theories (3) S

**SOC 375** Social Research I (4)

**SOC 400** Senior Thesis (3)

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

**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 and 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–15 credits: Choose 5 courses from below or any other SOC course (may include any GST coded courses)**

**COM 201** New Media, Culture & Society (3) LAS  
**CRM 407** Law & Society (3) LAS  
**PSY 225** Human Sexuality (3) S  
**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 261** Social and Psychological Aspects of Aging (3) S  
**SOC 289** Women's Issues and the Law (3) S  
**SOC 302** Social Perspectives on Motherhood (3) S  
**SOC 373** Sociology of Globalization (3)  
**SWK 223** Social Policies and Issues (3) S

Residency Requirement: 30 hours

### **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: 18

#### **Required Minor Coursework – 15 hours**

**GST 261** Social and Psychological Aspects of Aging (3) S  
**GST 332** Holistic Wellness and Aging (3) IDS  
**GST 333** Elder Abuse (3) IDS  
**GST 359** Work, Leisure and Retirement (3) S  
**GST 360** Mental Health & Aging (3) S

#### **Elective Coursework – 3 hours**

**Choose one of the following:**

**PSY 206** Adult Dev and Aging (3) S  
**SWK 219** Issues In Aging:A Social Work Perspective (3)

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.

Residency requirement: 6 hours

Minimum 2.0 cumulative GPA in those 6 hours

## 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) EXP  
**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 201** New Media, Culture & Society (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 380** Newswriting I (3) LAS  
**COM 388** Feature Writing (3) LAS

### Political & Legal Systems

**CRM 103** Foundations of Criminal Justice (3) LAS  
**CRM 220** Courts in America (3) LAS  
**CRM 295** Corrections (3) LAS  
**LGS 151** 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  
**REL 314** Spirituality of Leadership (3) R/CR  
**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/CE  
**GEO 135** Environmental Geology (L/L) (4) N/CN  
**GEO 140** Environmental Science (4) N/CN  
**CORE 425** Global Human Rights: The Case for Women & Child (3) CCP  
**IDS 212** Domestic Violence (3) IDS  
**HON 261** HON:United Nations Sustainable Development Goals:Global & Local (3) EXP  
**SWK 332** Child Abuse (3) IDS  
**LGS 352** International Law & Human Rights (3) LAS  
**SOC 202** Race, Class, Gender (3) S  
**SOC 289** Women's Issues and the Law (3) S  
**SWK 223** Social Policies and Issues (3) S

Residency requirement: 6 hours  
Minimum 2.0 cumulative GPA in those 6 hours

## Minor in Nonprofit Leadership

### Program Requirements

Hours: 24

### Minor Courses

**ACC 213** Principles of Accounting I (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)  
**COM 295** Writing for New Media Environments (3) LAS

or

**COM 321** Public Relations in the Digital Age (3) LAS

Residency requirement: 6 hours  
Minimum 2.0 cumulative GPA in those 6 hours

## Minor in Sociology

### Program Requirements

Hours: 18

### Minor Required Courses — 9 hours

**SOC 103** Our Social World (3) S/CS  
**SOC 202** Race, Class, Gender (3) S  
**SOC 370** Sociological Theories (3) S

### **Minor Elective Courses - 9 hours (Select Any 3 Sociology courses)**

Residency requirement: 6 hours

Minimum 2.0 cumulative GPA in those 6 hours

## **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/CEP

or

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

**Choose one other Psychology course (3)**

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

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

**Choose one other Sociology course (3)**

**PSY/SOC** electives: choose 2 additional Psychology and/or Sociology courses (6) (*Excluding PSY 397, 398, and 399*)

Residency requirement: 6 hours

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: 18

### **Certificate Course Requirements — 15 hours**

**GST 261** Social and Psychological Aspects of Aging (3) S

**GST 332** Holistic Wellness and Aging (3) IDS

**GST 333** Elder Abuse (3) IDS

**GST 359** Work, Leisure and Retirement (3) S

**GST 360** Mental Health & Aging (3) S

**Choose one of the following - 3 hours**

**PSY 206** Adult Dev and Aging (3) S

**SWK 219** Issues In Aging:A Social Work Perspective (3)

View Certificate Program Institution Disclosures at <http://www.msjs.edu/audiences/certificate-program-institution-disclosures/>.

## 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

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

**COM 295** Writing for New Media Environments (3) LAS

or

**COM 321** Public Relations in the Digital Age (3) LAS

View Certificate Program Institution Disclosures at <http://www.msjs.edu/audiences/certificate-program-institution-disclosures/>

## School of Business

Jamal Rashed, Ph.D., Dean, School of Business

The School 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 four departments within the School of Business: Accounting, Business, Organizational Leadership and Sport Management.

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

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

## 4+1 Master of Business Administration

The mission of the Master of Business Administration (MBA) program at Mount St. Joseph University 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. These 12 graduate credit hours will be calculated in the student's undergraduate grade point average. The graduate courses and credit hours will be transferred to the graduate transcript when students become fully admitted to the MBA program but the grades will not be calculated in the student's graduate grade point average. During the 5th year students complete 24 credits for a total of 36 graduate credits.

Web address to Graduate Catalog for Master of Business Administration: <http://registrar.msj.edu/graduate-catalog/graduate-programs/business-administration1/requirements-of-the-mba/>

### 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:

- 15 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

Hours: 51

#### FOUNDATIONAL COURSES (15 credits)

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

**FIN 300** Corporate Finance (3)

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

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

or

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

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

or

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

or

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



**MBA PROGRAM COURSES (36 credits)**

**ACC 600** Managerial Accounting (3)  
**ECO 600** Global Economic Issues (3)  
**FIN 610** Managerial Finance (3)  
**MGT 500** Corporate, Legal and Ethical Responsibility (3)  
**MGT 510** Managing Innovation and Technology (3)  
**MGT 580** Group Dynamics & Team Building (3)  
**MGT 602** Leadership in Organizations (3)  
**MGT 603** Project and Operations Management (3)  
**MGT 605** Leadership Seminar I (3)  
**MGT 606** Leadership Seminar II (3)  
**MGT 607** Strategic Management (3)  
**MKT 520** Marketing for Management (3)

**\*Dual credit courses to be taken before full acceptance in the MBA program. Count for undergraduate and graduate programs.**

**MGT 500** Corporate, Legal and Ethical Responsibility (3)  
**MGT 510** Managing Innovation and Technology (3)  
**MGT 580** Group Dynamics & Team Building (3)  
**MKT 520** Marketing for Management (3)

**Admission Requirements****MBA 4+1 Track:**

There are two stages to the 4+1 MBA program application process: 1) application for provisional status and 2) progression to full admission status.

**Application for Provisional Status to the MBA program**

Students should submit applications for 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 2.75 or higher
- Graduate Admission Application.
- MBA Required Foundational Courses form
- 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. (This requirement is waived for Mount students with a 3.0 GPA or higher)

**Progression to Full Admission in 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 pre-requisite 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

### **Program Outcomes**

- Graduates will effectively communicate business ideas in writing and in speaking.
- Graduates are able to critically evaluate, analyze, and interpret information to solve problems and make business decisions.
- Graduates will make decisions informed by ethical and social responsibilities related to business practices.
- Graduates will recognize and appreciate diversity and will have gained a global perspective grounded in an understanding of the complexity of the social environments within which organizations operate.
- Graduates demonstrate knowledge of core business functions and use appropriate technology to obtain financial and business information.
- Graduates will demonstrate effective interpersonal, group, and team skills and lead effectively in team-based environments.

## **Department of Accounting**

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 school courses.

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

### **Program Requirements**

Hours: 63

#### **Business Core - 39 Hours**

**ACC 213** Principles of Accounting I (3)  
**ACC 214** Principles of Accounting II (3)  
**BUS 210** Business Law I (3)  
**BUS 352** Business Communications I (3)  
**CIS 203** Business Information Technology (3)  
**ECO 211** Principles of Macroeconomics (3) S  
**ECO 212** Principles of Microeconomics (3) S/CEP  
**FIN 300** Corporate Finance (3)  
**ETH:PHI 397** Ethical Conduct of Business (3) E/CE

or

**ETH:REL 251** Business Ethics (3) E/CE  
**MGT 300** Management/Org Behavior (3)  
**MKT 300** Principles of Marketing (3)  
**MTH 174** Statistics I (3) MA/CMA  
**MTH 180** Math for Business (3) MA/CMA

or

**MTH 190** Concepts of Calculus (3) MA/CMA

**Major Courses - 24 hours**

**ACC 301** Intermediate Accounting I (3)  
**ACC 302** Intermediate Accounting II (3)  
**ACC 304** Cost Accounting (3)  
**ACC 340** Taxation I (3)  
**ACC 403** Auditing (3)  
**ACC 445** Accounting Information Systems (3)

**Select two from the following - (6 hours)**

**ACC 330** Accounting for Non-Profit and Government Entities (3)  
**ACC 341** Taxation II (3)  
**ACC 440** Theoretical Topics in Accounting (3)  
**ACC 481** Advanced Accounting Problems (3)

*Residency requirement: 12 credits of upper division major courses (300 and 400 level courses that are not part of the Business Core)*

**Program Outcomes**

Graduates with a major in accounting will:

- Be able to analyze business situations and make creative, logical, and ethical decisions.
- Be skilled users of technologies as used in business.
- Communicate effectively in business situations.
- Have a current and broad-based knowledge of business.
- Apply awareness of global and social issues in the business environment.
- Have a technical knowledge of accounting and auditing principles that enables successful completion of the Certified Public Accountant exam.
- Apply accounting concepts to provide insights to sustain or improve organizational functioning.
- Review, use, and implement automated accounting systems.

## Department of Business

Charles Kroncke, Ph.D., Chairperson

The Bachelor of Science degrees in Financial Economics, Management or Marketing provide students with a comprehensive business education with a firm foundation in liberal arts. 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 three Bachelor of Science degrees also prepare 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 Business Administration.

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

## Major in Financial Economics - Bachelor of Science Degree

### Program Requirements

Hours: 57

#### Business Core - 39 Hours

**ACC 213** Principles of Accounting I (3)  
**ACC 214** Principles of Accounting II (3)  
**BUS 210** Business Law I (3)  
**BUS 352** Business Communications I (3)  
**CIS 203** Business Information Technology (3)  
**ECO 211** Principles of Macroeconomics (3) S  
**ECO 212** Principles of Microeconomics (3) S/CEP  
**FIN 300** Corporate Finance (3)  
**ETH:PHI 397** Ethical Conduct of Business (3) E/CE

or

**ETH:REL 251** Business Ethics (3) E/CE  
**MGT 300** Management/Org Behavior (3)  
**MKT 300** Principles of Marketing (3)  
**MTH 174** Statistics I (3) MA/CMA  
**MTH 180** Math for Business (3) MA/CMA

or

**MTH 190** Concepts of Calculus (3) MA/CMA

#### Major Courses - 18

**ECO 311** Intermediate Macroeconomics (3)  
**ECO 312** Intermediate Microeconomics (3)  
**ECO 360** Money and Banking (3)  
**FIN 410** Fundamentals of Investing (3)  
**ECO 450** International Economics and Finance (3)  
**FIN 453** Current Topics in Finance (3)

*Residency requirement: 12 credits of upper division major courses (300 and 400 level courses that are not part of the Business Core)*

### Program Outcomes

Graduates with a major in financial economics will:

- Be able to analyze business situations and make creative, logical, and ethical decisions.
- Be skilled users of technologies as used in business.
- Communicate effectively in business situations.
- Have a current and broad-based knowledge of business.
- Apply awareness of global and social issues in the business environment.
- Demonstrate a strong foundation in economic theory, concepts, and principles as applied to financial markets, banks, and other financial institutions.
- Apply tools and models of contemporary financial economics as practiced by financial analysts and financial advisors.
- Describe how producers, consumers, and governments interact to drive financial markets and economies.
- Assess critically ethical issues in the realm of financial markets.

## Major in Management - Bachelor of Science Degree

### Program Requirements

Hours: 57

#### Business Core - 39 Hours

ACC 213 Principles of Accounting I (3)  
ACC 214 Principles of Accounting II (3)  
BUS 210 Business Law I (3)  
BUS 352 Business Communications I (3)  
CIS 203 Business Information Technology (3)  
ECO 211 Principles of Macroeconomics (3) S  
ECO 212 Principles of Microeconomics (3) S/CEP  
FIN 300 Corporate Finance (3)  
ETH:PHI 397 Ethical Conduct of Business (3) E/CE

or

ETH:REL 251 Business Ethics (3) E/CE  
MGT 300 Management/Org Behavior (3)  
MKT 300 Principles of Marketing (3)  
MTH 174 Statistics I (3) MA/CMA  
MTH 180 Math for Business (3) MA/CMA

or

MTH 190 Concepts of Calculus (3) MA/CMA

#### Major Courses - 18 hours

BUS 260 Business Research (3)  
BUS 465 International Business (3)  
MGT 310 Human Resource Management (3)  
MGT 332 Operations Management (3)  
MGT 461 Leadership & Politics of Power (3)

**choose one additional MGT elective - 3 hours**

*Residency requirement: 12 credits of upper division major courses (300 and 400 level courses that are not part of the Business Core)*

**Program Outcomes**

Graduates with a major in management will:

- Be able to analyze business situations and make creative, logical, and ethical decisions.
- Be skilled users of technologies as used in business.
- Communicate effectively in business situations.
- Have a current and broad-based knowledge of business.
- Apply awareness of global and social issues in the business environment.
- Use evidence-based management in decision making for operational and strategic objectives.
- Apply knowledge of leadership and management to increase efficiency and effectiveness in accomplishing organizational goals.

## Major in Marketing - Bachelor of Science Degree

**Program Requirements**

Hours: 57

**Business Core - 39 Hours**

**ACC 213** Principles of Accounting I (3)  
**ACC 214** Principles of Accounting II (3)  
**BUS 210** Business Law I (3)  
**BUS 352** Business Communications I (3)  
**CIS 203** Business Information Technology (3)  
**ECO 211** Principles of Macroeconomics (3) S  
**ECO 212** Principles of Microeconomics (3) S/CEP  
**FIN 300** Corporate Finance (3)  
**ETH:PHI 397** Ethical Conduct of Business (3) E/CE

or

**ETH:REL 251** Business Ethics (3) E/CE  
**MGT 300** Management/Org Behavior (3)  
**MKT 300** Principles of Marketing (3)  
**MTH 174** Statistics I (3) MA/CMA  
**MTH 180** Math for Business (3) MA/CMA

or

**MTH 190** Concepts of Calculus (3) MA/CMA

### Major Courses - 18 hours

**MKT 365** Consumer Behavior (3) LAS  
**MKT 371** International Marketing (3)  
**MKT 415** Marketing Research (3)  
**MKT 420** Marketing Management (3)

### Choose two additional MKT courses - (6 hours)

*Residency requirement: 12 credits of upper division major courses (300 and 400 level courses that are not part of the Business Core)*

### Program Outcomes

Graduates with a major in marketing will:

- Be able to analyze business situations and make creative, logical, and ethical decisions.
- Be skilled users of technologies as used in business.
- Communicate effectively in business situations.
- Have a current and broad-based knowledge of business.
- Apply awareness of global and social issues in the business environment.
- Explain the interaction of the elements of the marketing mix, that is, product, price, promotion, place that are used by the marketing manager to identify and solve problems and to develop marketing strategy.
- Analyze the role of marketing in a firm or organization and identify opportunities to support and interact with other functions in the firm or organization.
- Identify target markets for goods and services through analysis of consumer needs, wants, and interests and do so in a legal and ethical way.

## Minor in Business Administration

### Program Requirements

Hours: 18

### Minor Courses - 18 hours

*The minor in business administration is for non-business majors only*

**ACC 213** Principles of Accounting I (3)  
**FIN 300** Corporate Finance (3)  
**MGT 300** Management/Org Behavior (3)  
**MKT 300** Principles of Marketing (3)  
**MTH 174** Statistics I (3) MA/CMA  
**ECO 211** Principles of Macroeconomics (3) S

or

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

Residency Requirement: 12 hours  
Minimum 2.0 cumulative GPA in those 12 hours

## Department of Organizational Leadership

Jamal Rashed, Ph.D., Dean

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 school courses.

The department also offers a Master of Science in Organizational Leadership (MSOL).<sup>1</sup>

## Major in Organizational Leadership - Bachelor of Science Degree

### Program Requirements

This program is available only to off-site cohort students.

Hours: 57

### Business Core - 39 Hours

**ACC 213** Principles of Accounting I (3)  
**ACC 214** Principles of Accounting II (3)  
**BUS 210** Business Law I (3)  
**BUS 352** Business Communications I (3)  
**CIS 203** Business Information Technology (3)  
**ECO 211** Principles of Macroeconomics (3) S  
**ECO 212** Principles of Microeconomics (3) S/CEP  
**FIN 300** Corporate Finance (3)  
**ETH:PHI 397** Ethical Conduct of Business (3) E/CE

or

**ETH:REL 251** Business Ethics (3) E/CE  
**MGT 300** Management/Org Behavior (3)  
**MKT 300** Principles of Marketing (3)  
**MTH 174** Statistics I (3) MA/CMA  
**MTH 180** Math for Business (3) MA/CMA

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<sup>1</sup><http://registrar.msje.edu/graduate-catalog/graduate-programs/organizational-leadership1/>



or

**MTH 190** Concepts of Calculus (3) MA/CMA

**Major courses - 18 Hours**

**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  
**MGT 310** Human Resource Management (3)  
**MGT 480** Group Dynamics & Team Building (3)

*Residency requirement: 12 credits of upper division major courses (300 and 400 level courses that are not part of the Business Core)*

**Program Outcomes**

Graduates with a major in organizational leadership will:

- Be able to analyze business situations and make creative, logical, and ethical decisions.
- Be skilled users of technologies as used in business.
- Communicate effectively in business situations.
- Have a current and broad-based knowledge of business.
- Apply awareness of global and social issues in the business environment.
- Apply theories of leadership and management to professional practice at the personal, interpersonal, team and organizational levels.
- Use principles of team building, negotiation, and conflict resolution to build productive partnerships.

## 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** Group Dynamics & Team Building (3)  
**ETH:PHI 397** Ethical Conduct of Business (3) E/CE  
**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

View Certificate Program Institution Disclosures at <http://www.msjs.edu/audiences/certificate-program-institution-disclosures/>.

## 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. Mount St. Joseph University offers a BS in Sport Management.

Students graduating with a major in the Sport Management Department must achieve a cumulative 2.0 grade point average in their business school 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 - Bachelor of Science Degree

### Program Requirements

Hours: 72

### Business Core - 39 Hours

**ACC 213** Principles of Accounting I (3)  
**ACC 214** Principles of Accounting II (3)  
**BUS 210** Business Law I (3)  
**BUS 352** Business Communications I (3)  
**CIS 203** Business Information Technology (3)  
**ECO 211** Principles of Macroeconomics (3) S  
**ECO 212** Principles of Microeconomics (3) S/CEP

**FIN 300** Corporate Finance (3)  
**ETH:PHI 397** Ethical Conduct of Business (3) E/CE

or

**ETH:REL 251** Business Ethics (3) E/CE  
**MGT 300** Management/Org Behavior (3)  
**MKT 300** Principles of Marketing (3)  
**MTH 174** Statistics I (3) MA/CMA  
**MTH 180** Math for Business (3) MA/CMA

or

**MTH 190** Concepts of Calculus (3) MA/CMA

### Major Requirements - 33 hours

**SPM 150** Introduction to Sport Management (3)  
**SPM 185** Historical & Socio-Cultural Dimensions in Sport (3)  
**SPM 240** Governance & Policy in Sport (3)  
**SPM 330** Sport Marketing, Promotion and Sales (3)  
**SPM 380** Sport Law (3)  
**SPM 395** Sport Finance & Development (3)  
**SPM 396** Sport Management Internship (3) EXP  
**SPM 440** Current Issues Business of Sport (3)

### Choose three of the following - (9 hours)

**SPM 225** Principles of Athletic Administration (3)  
**SPM 355** New Media & Public Relations (3)  
**SPM 375** Sport Facilities and Event Management (3)  
**SPM 386** International Sport Management (3)  
**SPM 390** Contemporary Sport Leadership (3)  
**SPM 425** H.R. Management in Sport (3)

*Residency requirement: 12 credits of upper division major courses (300 and 400 level courses that are not part of the Business Core)*

### Program Outcomes

Graduates with a major in sport management will:

- Be able to analyze business situations and make creative, logical, and ethical decisions.
- Be skilled users of technologies as used in business.
- Communicate effectively in business situations.
- Have a current and broad-based knowledge of business.
- Apply awareness of global and social issues in the business environment.
- Be able to integrate concepts from the business disciplines and apply those concepts in the forming solutions to complex sport management issues and problems.
- Demonstrate a broad knowledge of sport management.

# School of Education

Laura Saylor, PhD., Dean, School of Education

## Department of Undergraduate Education, Licensure Programs

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 are accredited by the Council for the Accreditation of Educator Preparation (CAEP). Licensure programs qualify the student for teaching in Ohio and, by interstate reciprocity agreement, in other states. Starting in September 2013, 100% of Mount St. Joseph's student teachers have passed the Ohio Assessment for Educators (OAE) examinations.

## Vision Statement

The School of Education is grounded in the service-oriented tradition of the Sisters of Charity of Cincinnati and the Catholic intellectual tradition of free and open inquiry in search of truth. Through our innovative programs, we nurture educators who are knowledgeable, collaborative, ethical, and supportive of diversity.

## Mission Statement

The School of Education prepares highly qualified, collaborative caring and reflective educators who uphold the tradition of social responsibility, academic excellence, and ethical leadership of the Sisters of Charity of Cincinnati.

## Core Values:

1. We promote critical thinking and reflective practices.
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 promote a knowledge and appreciation of diversity by requiring a variety of experiences

## 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 University 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 School of Education (CL 217) and online.<sup>2</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

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<sup>2</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)

Department of Education and the Ohio Department of Higher Education 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:

- 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. Earn a grade of "C" or higher in all courses required for licensure and a grade of "B" or higher for courses corresponding to practicum
2. Courses offered through the Department of Undergraduate Education must be successfully completed at the university with no more than two graded attempts.
3. Apply by the posted deadline.
4. Maintain a 2.8 cumulative GPA on a 4.0 scale.
5. Verify CPR and first aid certification.
6. Complete all required field clinical experience hours.
7. Obtain advisor's approval.
8. Meet finger-printing/background check requirements.
9. Pass required Ohio Assessment for Educators Exams
10. Meet Professional Performance Standards as defined by the School of Education in the following areas: rapport, reliability, and responsibility.

## **Adolescent to Young Adult Education**

The Department of Undergraduate Education at Mount St. Joseph University 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. The Adolescent to Young Adult Education licensure programs at the Mount

are accredited by Council for the Accreditation of Educator Preparation (CAEP) Approved Curriculum Guidelines, and approved by the Ohio Department of Higher Education (ODHE). Licensure is granted by the Ohio Department of Education (ODE).

At Mount St. Joseph University, teacher candidates must meet the Core Curriculum requirements of the University 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 Mount St. Joseph University are:

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

## **AYA Licensure Programs (grades 7-12)**

### **Program Requirements**

Hours: 53 + Chosen License Content Area (see below)\*

**Corequisite: Bachelor's Degree in the primary content area**

### **Prerequisites for Licensure (16 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/CEP  
**SOC 103** Our Social World (3) S/CS

**Choose a discipline specific mathematics class in the core curriculum (3) MA**

### **Major Courses (19 hours)**

**AYA 333** Adol/Young Adult Practicum (1)  
**AYA 334** Adol/Young Adult Practicum II (2)  
**AYA 345** Intro to Secondary Education (3)  
**AYA 444** AYA Student Teaching (10) CAP

**Choose one Methods Course, according to content:**

**EDU 355** Methods of Math Educators (3)  
**EDU 383** Methods of Teaching Science (3)  
**EDU 384** Methods of Teach Social Studies (3)  
**EDU 386** Methods of Teach Language Arts (3)

**Cognate Courses - 18 hours**

**EDU 207** Educational Theory & Reflective Teaching (3)  
**EDU 217** Technology in the Instructional Process (2)  
**EDU 356** Classroom Mgmt & Organization (3)  
**RDG 311** Content Area Reading (3)  
**SED 215** Human Exceptionalities (3)  
**SED 215S** Serv Lrng:Human Exceptionalities (1) EXP  
**SED 340** Teaching in an Inclusive Setting (3)

**\*AYA Licensure in Biology/Life Science – 52 hours****Required courses:**

**BIO 111** Principles of Biology I (4) N/CN  
**BIO 111A** Principles of Biology I (LAB) (0) N/CN  
**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

**Choose One w/lab co-requisite:**

**BIO 202** Anatomy & Physiology II (4) N  
**BIO 202A** Human Anatomy & Physiology II (LAB) (0) N  
**BIO 203** Developmental Biology (4) N  
**BIO 203A** Developmental Biology(LAB) (0) N

**Choose one:**

**BIO 305** Microbiology (4) N  
**BIO 305A** Micro (LAB) (0) N  
**BIO 310** Cell Biology (4) N  
**BIO 310A** Cell Biology (LAB) (0) N  
**BIO 320** Genetics (4) N  
**BIO 320A** Genetics (LAB) (0) N  
  
**BIO 315** Ecology (4) N  
**BIO 315A** Ecology (LAB) (0) N  
**BIO 330** Evolution (4) N  
**BIO 330A** Evolution (LAB) (0) N  
**BIO 335** Entomology (4) N  
**BIO 335A** Entomology (LAB) (0) N

**BIO elective any of the above BIO courses listed as an option (3-4)**

**CHE 111** General Chemistry I (3) N/CN  
**CHE 111R** General Chem I (Recitation) (0) N/CN  
**CHE 111A** General Chemistry I (LAB) (1) N/CN  
**CHE 112** General Chemistry II (3) N/CN  
**CHE 112A** General Chemistry II (LAB) (1) N/CN  
**CHE 112R** General Chemistry II-Recitation (0)  
**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  
**GEO 115** Earth Science (L/L) (4) N/CN

***GEO 115 Preferred, or any GEO course***

**\*AYA Licensure in Chemistry - 58 hours**

**BIO 111** Principles of Biology I (4) N/CN  
**BIO 111A** Principles of Biology I (LAB) (0) N/CN  
**CHE 111** General Chemistry I (3) N/CN  
**CHE 111A** General Chemistry I (LAB) (1) N/CN  
**CHE 112** General Chemistry II (3) N/CN  
**CHE 112A** General Chemistry II (LAB) (1) N/CN  
**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 I (3) N  
**CHE 325A** Biochemistry I (LAB) (1) N

or

**CHE 326** Biochemistry II (3) N  
**CHE 326A** Biochemistry II (LAB) (1) N

**CHE 350** Physical Chemistry I (3) N  
**CHE 350A** Physical Chemistry I (LAB) (1) N  
**MTH 193** Calculus I (4) MA/CMA  
**MTH 194** Calculus II (4) 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 I (3) N  
**CHE 325A** Biochemistry I (LAB) (1) N

or

**CHE 326** Biochemistry II (3) N  
**CHE 326A** Biochemistry II (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 (4) N



**BIO 310A** Cell Biology (LAB) (0) N

**BIO 320** Genetics (4) N

**\*AYA Licensure in Integrated Language Arts – 42 hours**

**SPEAKING - 3 hours**

**COM 320** Advanced Oral Communication (3) LAS

**WRITING - 6 hours**

**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 - 6 hours (choose 2)**

**COM 201** New Media, Culture & Society (3) LAS

**COM 202** Intro to Communication Theory (3) LAS

**COM 211** New Media Theory (3)

**COM 220** Visual Communication (3)

**ANCIENT - 3 hours (choose 1)**

**ENG 142** King Arthur:The Medieval Quest (3) L/CL

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

**RENAISSANCE - 3 hours**

**ENG 360** The Play's the Thing: Shakespeare's Major Works (3) L/CL

**NINETEENTH CENTURY - 3 hours (choose 1)**

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

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

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

**or**

**HIS 260** 19th Century American Thought In Prose (3) L/CL/H/CH

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

**MODERN AND CONTEMPORARY - 6 hours (choose 2)**

*(ENG 173 recommended)*

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

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

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

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

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

**ENG 176** Modern Novel (3) L/CL

**ENG 206** State of the Unions:20th Century British and American Drama (3) L/CL

ENG 223 Cincinnati Authors (3) L/CL  
ENG 226 Multicultural Women Writers (3) L  
ENG 275 A History of Violence: Survey of 20th-Cent British Literature (3) L/CL  
ENG 276 The 20th-Century Graphic Novel (3) L/CL  
ENG 277 Dollars & Sense: Materialism in 20th-Century American Fiction (3) L/CL  
ENG 278 The End of the World as We Know It: Fiction After 9/11 (3) L/CL  
ENG 279 Killing the Angel in the House: 20th-Cent Brit Women Novelists (3) L/CL  
ENG 376 Novels Without Borders (3) L/CL

**ELECTIVES - 12 hours**

*Choose four courses from any literature course listed above or these special topic courses or any LIB 300 Level course(maximum 3 courses towards the required four, excluding LIB 396)*

ENG 245 African-American Writers (3) L/CL  
ENG 280 In Their Own Voices: American Autobiography, Letters, Memoirs (3) L/CL  
ENG 350 Topics in Literature (1-3)

**\*AYA Licensure in Integrated Math — 44 hours**

INF 120 Principles of Programming I (3)  
MTH 193 Calculus I (4) MA/CMA  
MTH 194 Calculus II (4) MA  
MTH 220 Discrete Mathematics (3) MA  
MTH 255 Introduction to Linear Algebra (3) MA  
MTH 293 Calculus III (4) MA  
MTH 301 Mathematical Modeling (3) MA  
MTH 305 College Geometry (3) MA  
MTH 315 Number Theory (3) MA  
MTH 320 Probability/Statistics (4) MA  
EDU 355 Methods of Math Educators (3)  
MTH 361 Abstract Algebra (3) MA  
MTH 391 Advanced Calculus (3) MA  
MTH 400 Senior Research (1)

**AYA Licensure in Integrated Science – 81 hours**

CHE 111 General Chemistry I (3) N/CN  
CHE 111A General Chemistry I (LAB) (1) N/CN  
CHE 111R General Chem I (Recitation) (0) N/CN  
CHE 112 General Chemistry II (3) N/CN  
CHE 112A General Chemistry II (LAB) (1) N/CN  
CHE 112R General Chemistry II-Recitation (0)  
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 I (3) N  
CHE 325A Biochemistry I (LAB) (1) N

or

CHE 326 Biochemistry II (3) N

**CHE 326A** Biochemistry II (LAB) (1) N

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

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

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

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

**BIO 305** Microbiology (4) N

**BIO 305A** Micro (LAB) (0) N

or

**BIO 310** Cell Biology (4) N

**BIO 310A** Cell Biology (LAB) (0) N

**BIO 315** Ecology (4) N

**BIO 315A** Ecology (LAB) (0) N

**BIO 320** Genetics (4) N

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

**BIO 150** Dinosaur Biology (4) N/CN

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

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

**GEO Elective** (4)

**GEO Elective** (4)

**GEO Elective** (4)

**PHY 130** Astronomy Lecture & LAB (4) N/CN

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

or

**PHY Elective** (4)

**\*AYA Licensure in Integrated Social Studies - 42 hours**

**HIS 109** U.S. History to 1877 (3) H/CH

**HIS 110** U.S. History Since 1877 (3) H/CH

**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/CH

**HIS 108** European Civilization Since 1500 (3) H/CH

**HIS 200-300 level European History courses (3)**

**Six hours in Non-Western History**

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

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

### 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/CEP

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

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

### Program Outcomes

#### Teacher Competencies

The School 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.

## Early Childhood Education

The 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 Council for the Accreditation of Educator Preparation (CAEP), and approved by the Ohio Department of Higher Education (ODHE). 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 Early Childhood Education - Bachelor of Arts Degree

### Program Requirements

Hours: 92

### Prerequisites - 16 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/CEP  
SOC 103 Our Social World (3) S/CS  
MTH 170 A Liberal Arts View of Math (3) MA/CMA

or

MTH 174 Statistics I (3) MA/CMA

### Major Courses - 23 hours - all grades C or better

ECE 230 Observing and Understanding the Whole Child (3)  
ECE 250 Profess & Developmentally Appropriate Practices (3)  
ECE 321 Collab Practices in Working with Families, Communities & Peers (3)  
ECE 333 Early Childhood Practicum (1)  
ECE 334 Collaborative Practices in Early Childhood Education (1)  
ECE 444 Student Teaching and Seminar for Early Childhood Education (12) CAP

### Education core - 18 hours - all grades C or better

EDU 207 Educational Theory & Reflective Teaching (3)  
EDU 217 Technology in the Instructional Process (2)  
EDU 235 Communication Development and Disorders (3)  
EDU 356 Classroom Mgmt & Organization (3)  
SED 215 Human Exceptionalities (3)  
SED 215S Serv Lrng:Human Exceptionalities (1) EXP  
SED 340 Teaching in an Inclusive Setting (3)

### Reading core - 16 hours - all grades C or better

RDG 215 Theoretical Perspectives and Foundations in Literacy (3)  
RDG 304 Children's and Adolescent Literature (3)  
RDG 316 Literacy Practicum (1)  
RDG 330 Phonics and Linguistics (3)  
RDG 338 Diagnosis and Remediation of Reading Problems (3)  
RDG 391 Orton-Gillingham Method: Instruction and Practice (3)

### Education Methods - 12 hours - all grades B or better

ECE 336 Methods of Teaching Math I (3)  
ECE 337 Methods of Teaching Math II (3)  
ECE 341 Methods of Teaching Social Studies and the Sciences (3)  
RDG 331 Methods of Teaching Reading and Writing (3)

**Content areas for licensure - 7 hours - all grades C or better**

*Choose one core coded science course with lab*

Minimum cumulative GPA of 2.8

**Program Outcomes**

**Teacher Competencies**

The School 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 Education

The Middle Childhood Education program at Mount St. Joseph University 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).

The program is accredited by the Council for the Accreditation of Educator Preparation (CAEP)) and approved by the Ohio Department of Higher Education (ODHE). 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: 67 + Chosen License Content Areas (see below)\*

**Prerequisites - 16 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/CEP  
SOC 103 Our Social World (3) S/CS

**Choose a discipline specific Mathematics class in the core curriculum (3) CMA**

**Major Courses - 23 Hours**

MCE 300 Intro Middle School (3)  
MCE 333 MCE Ed Content Practicum (2)  
MCE 444 MCE Student Teaching (12)

**Choose two courses from the following, according to subject content:**

EDU 383 Methods of Teaching Science (3)  
EDU 384 Methods of Teach Social Studies (3)  
EDU 386 Methods of Teach Language Arts (3)  
EDU 355 Methods of Math Educators (3)

**Education Core - 28 hours**

EDU 207 Educational Theory & Reflective Teaching (3)  
EDU 217 Technology in the Instructional Process (2)  
EDU 356 Classroom Mgmt & Organization (3)  
RDG 215 Theoretical Perspectives and Foundations in Literacy (3)  
RDG 305 Literacy Practicum (1)  
RDG 311 Content Area Reading (3)  
RDG 330 Phonics and Linguistics (3)  
RDG 338 Diagnosis and Remediation of Reading Problems (3)  
SED 215 Human Exceptionalities (3)  
SED 215S Serv Lrng:Human Exceptionalities (1) EXP  
SED 340 Teaching in an Inclusive Setting (3)

**\*Content Area Requirements: choose two**

**Language Arts - 21 Hours**

**Media - 6 Hours (choose 2)**

COM 201 New Media, Culture & Society (3) LAS  
COM 202 Intro to Communication Theory (3) LAS  
COM 211 New Media Theory (3)  
COM 220 Visual Communication (3)

**Creative Writing - 3 hours (choose 1)**

ENG 370 Creative Writing: Poetry (3) LAS  
ENG 372 Creative Writing: Fiction (3) LAS

**Ancient and Medieval Literature - 3 hours (choose 1)**

ENG 142 King Arthur:The Medieval Quest (3) L/CL  
ENG 273 The Classical World (3) LAS

**ENG 360** The Play's the Thing: Shakespeare's Major Works (3) L/CL

**Modern and Contemporary Literature - 9 hours (choose 3)**

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

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

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

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

**ENG 176** Modern Novel (3) L/CL

**ENG 206** State of the Unions:20th Century British and American Drama (3) L/CL

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

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

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

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

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

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

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

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

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

**Social Studies - 21 Hours**

**GEG 202** World Regional Geography (3) S

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

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

**HIS 109** U.S. History to 1877 (3) H/CH

**HIS 110** U.S. History Since 1877 (3) H/CH

**MCE 200** Special Topics (3)

**PSC 201** American National Government (3) S

**Science - 24 hours**

(required)

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

**CHE 104** General, Organic and Biochemistry (3) N/CN

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

**CHE 104R** Gen & Organic Chem (Recitation) (0) N/CN

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

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

**Choose two courses from the following**

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

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

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

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

**PHY 130** Astronomy Lecture & LAB (4) N/CN

**Mathematics - 21 hours**

**EDU 143** Problem Solving & Number Systems (3)

**EDU 153** Geometry and Measurement (3)

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

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

**MTH 185** Precalculus (3) MA/CMA



**MTH 190** Concepts of Calculus (3) MA/CMA

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

*In order to declare Math as a 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 190 with a grade of “C” or better.*

### Program Outcomes

#### Teacher Competencies

The School 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 the Council for the Accreditation of Educator Preparation (CAEP) and are approved by the Ohio Department of Higher Education (ODHE). 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 University 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: 53 (for Art Education Licensure), 54 (for Music Education Licensure)

#### Prerequisites for licensure - 16 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/CEP  
**SOC 103** Our Social World (3) S/CS

**MTH** Choose one discipline specific mathematics course in the Core Curriculum (3) MA

**General Licensure Requirements - 15 hours**

**EDU 207** Educational Theory & Reflective Teaching (3)  
**EDU 217** Technology in the Instructional Process (2)  
**RDG 311** Content Area Reading (3)  
**SED 215** Human Exceptionalities (3)  
**SED 215S** Serv Lrng:Human Exceptionalities (1) EXP  
**SED 340** Teaching in an Inclusive Setting (3)

**Education Visual Arts Specialist Licensure Requirements - 22 hours**

*Corequisite: Bachelor of Arts Degree in Art Education - refer to the Department of Art & Design for a listing of Art Education Major requirements.*

**AED 290** Comprehensive Art Ed I (3)  
**AED 390** Comprehensive Art Education II (4)  
**EDU 333A** Art Education Practicum (3)  
**EDU 444A** Art Education Student Teaching (12)

**Music Education Licensure Requirements - 21 hours**

*Corequisite: Bachelor of Arts Degree in Music - refer to the Department of Music starting on page 31 for major requirements.*

**EDU 333M** Music Education Practicum (2-3)  
**EDU 444M** Music Education Student Teaching (12)  
**MUS 343** Methods of Music I (3)  
**MUS 344** Methods of Music II (3)

**Program Outcomes**

**Teacher Competencies**

The School 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 (grades K-12). The University 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 Council for the Accreditation of Educator Preparation (CAEP), approved by the Ohio Department of Higher Education (ODHE) 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: 95

### Prerequisites for licensure - 16 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/CEP  
**SOC 103** Our Social World (3) S/CS

**Choose a discipline specific Mathematics class in the core curriculum (3) CMA**

### Major Courses - 33 hours

**SED 215** Human Exceptionalities (3)  
**SED 215S** Serv Lrng:Human Exceptionalities (1) EXP  
**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** SED Student Teaching (12)

### Education core - 8 hours

**EDU 207** Educational Theory & Reflective Teaching (3)  
**EDU 217** Technology in the Instructional Process (2)

**EDU 356** Classroom Mgmt & Organization (3)

**Reading core - 38 hours**

**ECE 321** Collab Practices in Working with Families, Communities & Peers (3)

**ECE 336** Methods of Teaching Math I (3)

**ECE 337** Methods of Teaching Math II (3)

**EDU 235** Communication Development and Disorders (3)

**MUS 246** Mus Exp For Young Children (3) MU/CAM

**RDG 215** Theoretical Perspectives and Foundations in Literacy (3)

**RDG 311** Content Area Reading (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)

**RDG 391** Orton-Gillingham Method: Instruction and Practice (3)

*Choose one core coded science course with a lab - 4 hours*

**Electives (strongly recommended)**

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

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

**MTH 185** Precalculus (3) MA/CMA

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

**Program Outcomes**

**Teacher Competencies**

The School 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 Department of Undergraduate Education at Mount St. Joseph University 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: 54-57

### Prerequisites: 16 hours

**COM 100** Spoken Word (3) C  
**EDU 190** Introduction to the Educational Profession (1)  
**ENG 101** Written Word (3) C  
**SOC 103** Our Social World (3) S/CS  
**PSY 103** Introduction to Psychology (3) S/CEP

### Choose one discipline specific mathematics course in the Core Curriculum (3)

### Major Courses - 16 hours

**ECE 321** Collab Practices in Working with Families, Communities & Peers (3)  
**EDU 207** Educational Theory & Reflective Teaching (3)  
**EDU 235** Communication Development and Disorders (3)  
**EDU 356** Classroom Mgmt & Organization (3)  
**SED 215** Human Exceptionalities (3)  
**SED 215S** Serv Lrng:Human Exceptionalities (1) EXP

### 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:

**ECE 230** Observing and Understanding the Whole Child (3)  
**SED 351** Intro to Learning Disabilities (3)

### The School Context:

**AYA 345** Intro to Secondary Education (3)  
**MCE 300** Intro Middle School (3)  
**SED 340** Teaching in an Inclusive Setting (3)

### Teaching Methods:

**ECE 250** Profess & Developmentally Appropriate Practices (3)  
**ECE 337** Methods of Teaching Math II (3)

**ECE 338** Methods Teaching Social Studies (3)  
**ECE 339** Methods of Teaching Science (3)  
**EDU 355** Methods of Math Educators (3)  
**EDU 383** Methods of Teaching Science (3)  
**EDU 384** Methods of Teach Social Studies (3)  
**EDU 386** Methods of Teach Language Arts (3)  
**MUS 246** Mus Exp For Young Children (3) MU/CAM  
**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** Foundations of Professionalism (1)  
**CED 394** Cooperative Education (0) EXP

or

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

**Communications (3 hours) - select One:**

**COM 220** Visual Communication (3)  
**COM 300** Advanced Composition (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

## Minor in Educational Studies

### Program Requirements

Hours: 18-19

### Minor Core Courses - 7 Hours

**EDU 207** Educational Theory & Reflective Teaching (3)

**EDU 235** Communication Development and Disorders (3)

### *Service Learning - 1 Hour*

### Minor Elective Courses - 11-12 Hours (*Choose Four Courses*)\*

#### Prefix Codes:

- **AED - Art Education**
- **AYA - Adolescent to Young Adult Education**
- **ECE - Early Childhood Education**
- **EDU - Education**
- **MCE - Middle Childhood Education**
- **SED - Special Education**

\*Practicum Courses and Student Teaching do NOT satisfy this requirement.

#### Learner Characteristics

**ECE 230** Observing and Understanding the Whole Child (3)

**SED 215** Human Exceptionalities (3)

**SED 351** Intro to Learning Disabilities (3)

#### The Learning Context

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

**ECE 321** Collab Practices in Working with Families, Communities & Peers (3)

**EDU 356** Classroom Mgmt & Organization (3)

**MCE 300** Intro Middle School (3)

**SED 340** Teaching in an Inclusive Setting (3)

#### Teaching Methods

**AED 290** Comprehensive Art Ed I (3)

**ECE 250** Profess & Developmentally Appropriate Practices (3)

**ECE 337** Methods of Teaching Math II (3)

**ECE 338** Methods Teaching Social Studies (3)

**ECE 339** Methods of Teaching Science (3)

**EDU 305** Educational Assessment (3)

**EDU 217** Technology in the Instructional Process (2)

**EDU 355** Methods of Math Educators (3)

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

**EDU 384** Methods of Teach Social Studies (3)  
**EDU 386** Methods of Teach Language Arts (3)  
**RDG 215** Theoretical Perspectives and Foundations in Literacy (3)  
**RDG 304** Children's and Adolescent Literature (3)  
**RDG 311** Content Area Reading (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)

A grade of "C" or higher is required in all minor courses.

Residency requirement: 6 hours

## School of Health Sciences

Darla Vale, PhD, RN, CCRN, Dean of Health Sciences

The School of Health Sciences offers baccalaureate degrees with majors in health and wellness, and nursing.

## Department of Athletic Training

Robert Charles-Liscombe, Ed.D., ATC, Chairperson

The mission of the Department of Athletic Training is to provide a high quality professional education that incorporates research and technologies within an interdisciplinary liberal arts foundation emphasizing values, integrity, and social responsibility. The department offers the Bachelor of Science degree in Health and Wellness, and a minor in Exercise Science and Fitness. The department also offers elective physical activity classes recognizing the impact that exercise and lifelong fitness will have on each student's academic success, overall health, and well-being.

*The University is no longer accepting students into the Bachelor of Science degree program in Athletic Training. Students interested in pursuing the AT profession should declare a major in Health and Wellness with a minor in Exercise Science and Fitness.*

## Major in Health and Wellness - Bachelor of Science Degree

### Program Requirements

The School of Health Sciences offers an interdisciplinary Bachelor of Science degree with a primary emphasis in health and wellness. The major builds upon the University's strengths in health sciences and the liberal arts, while offering students the opportunity to explore diverse areas of study, with a specialization minor. Inspired by the traditions of liberal arts education and the Sisters of Charity, the Health and Wellness major is built around the seven dimensions of wellness (emotional, environmental, occupational, intellectual, physical, social and spiritual), to further support the development and actualization of the whole person.



The vision of the Health and Wellness program at Mount St. Joseph University is that all people realize their self-determined wellness and highest quality of life.

The mission of the Bachelor of Science in Health and Wellness is to prepare students for life-long learning, critical analysis of complex problems facing our communities, successful careers and advancement in professional practice, and graduate study.

The Health and Wellness major consists of 63 credit hours (28 core hours, 14 scientific foundation hours and 21 elective hours) with a required minor in an area offered by the institution. It is expected that a portion of the credits included in the 21 elective hours would count towards the student's selected minor. Students are expected to maintain a "C" or better in Health and Wellness Core and Scientific Foundations courses. Additionally, students are expected to maintain a grade point average of 2.0 in the courses which are part of their major.

Hours: 63

### Health and Wellness Core Courses (28 hours)

**HLT 200** Foundations of Wellness (3)  
**HLT 230** Health Promotion and Health Systems (3)  
**HLT 320** Epidemiology of Physical Activity (3)  
**HLT 360** Human Nutrition (3)  
**HLT 440** Health and Wellness Assessment and Programming (3)  
**HLT 440S** Serv Lrng:Health and Wellness Assessment and Programming (1) EXP  
**HLT 451** Healthcare Administration (3)  
**HLT 430** Research in the Health Sciences (3)  
**HLT 450** Health and Wellness Practicum (3) EXP  
**PSY 220** Health Psychology (3) S

### Scientific Foundations Courses (14 hours)

**PSY 103** Introduction to Psychology (3) S/CEP  
**PSY 204** Lifespan Development (4) S  
**MTH 174** Statistics I (3) MA/CMA

### Choose one of the following courses w/lab:

**BIO 131** Basic Human Anatomy and Physiology (4) N/CN  
**BIO 131A** Basic Human Anatomy and Physiology (LAB) (0) N/CN  
**BIO 197** Human Anatomy and Physiology for the Health Sciences I (4) N/CN  
**BIO 197A** Human Anatomy and Physiology for the Health Sciences I (LAB) (0) N/CN  
**BIO 201** Anatomy & Physiology I (4) N  
**BIO 201A** Human Anatomy & Physiology (LAB) (0) N

### Dimensions of Wellness Courses (21 hours)

*Students must take a minimum of 3 credit hours within each Wellness Dimension, distributed across at least 4 departments/disciplines*

### Emotional & Spiritual Wellness: select one

**REL 104** Personal Spirituality and Theology of Human Experience (3) R/CR  
**REL 206** Spirituality & Wellness (3) R/CR  
**REL 215** Life Through Death (3) R/CR  
**REL 242** Exploring the Sacred (3) CR  
**REL 314** Spirituality of Leadership (3) R/CR

**JCG 390** Appalachian Culture & Spirit (3) JCG/IDS  
**JCG 391** Cherokee Culture and Spirituality:Immersion (3) JCG/IDS

**Environmental Wellness: select one (with lab if applicable)**

**BIO 140** Environmental Science (4) N/CN  
**BIO 140A** Environmental Science (LAB) (0) N/CN  
**BIO 315** Ecology (4) N  
**BIO 315A** Ecology (LAB) (0) N  
**BIO 335** Entomology (4) N  
**BIO 335A** Entomology (LAB) (0) N  
**ENG 165** Literature, Nature & Environ (3) L  
**ETH:PHI 203** Environmental Ethics (3) E/CE  
**ETH:REL 269** Environmental Ethics:A Call to Conscience in a Time of Climate Change (3) E/CE  
**GEO 115** Earth Science (L/L) (4) N/CN  
**GEO 130** Oceanography (L/L) (4) N/CN  
**GEO 135** Environmental Geology (L/L) (4) N/CN  
**GEO 165** Meteorology (L/L) (4) N/CN  
**HIS 236** From Cortez to Costco Impact of European Contact with the Americas on the Food We Eat (3) H/CH  
**JCG 266** A Land Where You Can Eat: Sustainable Foodways and Christian Spirituality (3) JCG

**Occupational Wellness - 3 credit hours**

**CED 150** Career Exploration for Undeclared Majors (1)  
**CED 220** Foundations of Professionalism (1)  
**CED 220S** Serv Lrng:Professional Devel (1) EXP  
**CED 320** Building Your Professional Edge (1)  
**CED 420** Accelerating Your Professional Career (1)  
**GST 359** Work, Leisure and Retirement (3) S  
**LCE 200** Foundations of Leadership and Civic Engagement (3)  
**LCE 300** Leadership for the Common Good (3)  
**MGT 300** Management/Org Behavior (3)  
**MGT 330** Industrial/Organizational Psychology (3) LAS  
**MGT 492** People in Organizations (3) LAS

**Physical Wellness - 3 credit hours**

**ACT 119** Begin Racquetball (1)  
**ACT 121** Beginning Golf (1)  
**ACT 130** Yoga (1)  
**ACT 131** Tai Chi Chuan (1)  
**ACT 132** Meditative Practice (1)  
**ACT 142** Snow Skiing and Snow Boarding (1)  
**ACT 143** Beginning SCUBA Instruction (1)  
**ESF 350** Exercise Physiology (4)  
**ESF 350A** Exercise Physiology (LAB) (0)

**Social Wellness: select one**

**CRM 230** Crime Prevention (3) LAS  
**ECO 201** Economic Issues (3) S  
**PSY 208** Social Psychology (3) S  
**SOC 208** Social Psychology (3) S  
**REL 221** Theology of Human Marriage and Sexuality (3) R

**SOC 202** Race, Class, Gender (3) S  
**SOC 216** Sociology of the Family (3) S  
**SOC 220** Childhood and Society (3) S  
**SOC 261** Social and Psychological Aspects of Aging (3) S  
**SPM 185** Historical & Socio-Cultural Dimensions in Sport (3)

*Students must choose 6 additional credit hours not selected above*

**ACT 130** Yoga (1)  
**ACT 131** Tai Chi Chuan (1)  
**ACT 132** Meditative Practice (1)  
**ACT 160** Fundamentals of Personal Fitness (1)  
**ASL 101** Beginning American Sign Lang. I (3) LAS  
**ATR 325** Athletic Training Assessment and Mgmt III:Med Conditions (4)  
**ATR 325A** Athletic Training Assessment & Mgmt III:Med Conditions (LAB) (0)  
**BIO 130** Medical Terminology (2) LAS  
**BIO 212** Musculoskeletal Anatomy Review (2)  
**BIO 301** Pathophysiology (4)  
**BIO 330** Evolution (4) N  
**BIO 330A** Evolution (LAB) (0) N  
**COM 353** Health Communication (3) LAS  
**SWK 410** Chemical Dependency Counseling (3)  
**ENG 262** I Was Crazy Once:Impaired Mind in Lit (3) L/CL  
**ETH:PHI 250** Health Care Ethics (3) E/CE  
**ETH:REL 252** Theological Health Care Ethics (3) E/CE  
**ETH:REL 256** Sexual and Reproductive Ethics (3) E/CE  
**GST 261** Social and Psychological Aspects of Aging (3) S  
**GST 360** Mental Health & Aging (3) S  
**GST 365** Health and Interdisciplinary Assessment of the Elderly (3)  
**HIS 379** Oral History and the Aging Process (3) LAS  
**IDS 212** Domestic Violence (3) IDS  
**PSY 224** Parenting (3)  
**SWK 333** Elder Abuse (3) IDS  
**ECE 230** Observing and Understanding the Whole Child (3)  
**NUR 100** Health Promotion (3)  
**NUR 309** Cultural Immersion for Health Care Providers (1-3)  
**LGS 323** Law & End of Life Issues (3)  
**PSY 225** Human Sexuality (3) S  
**PSY 360** Biological Psychology (4) S  
**PSY 360A** Biological Psychology (LAB) (0)  
**SED 215** Human Exceptionalities (3)  
**SOC 300** Mgmt/Fnd Raising in Nonprofit (3)  
**SOC 302** Social Perspectives on Motherhood (3) S  
**SPA 330** Spanish for the Professions (3) LAS

A second major or a minor outside of Health and Wellness is required. Courses within the Dimensions of Wellness may count towards the minor or second major. The requirement for a minor or second major is waived for students with a professional healthcare license or an associate's degree in a health related discipline from a regionally accredited college or university.

### Program Outcomes

Students completing the Bachelors of Science in Health and wellness will be able to:

- Assess individual and community factors affecting health, well-being, and quality of life;

- Design solutions to multi-faceted health and wellness problem using evidence based practices
- Develop a personal wellness philosophy, develop an on-going action plan, and serve as a role model to others;
- Identify and communicate with governmental, for-profit and non-profit stakeholders seeking to improve population health
- Undertake advanced work in health and wellness industry, government agencies, graduate or professional school.

## Minor in Exercise Science & Fitness

### Program Requirements

The Exercise Science and Fitness (ESF) Minor provides students with scientific and applied knowledge in the areas of prevention, physical activity, physical fitness, and human performance across the lifespan.

The program emphasizes:

- anatomic, biomechanical, and physiological principles of kinesiology and human performance,
- identification and assessment of individual differences and specialized needs for health and fitness,
- selection and implementation of scientifically validated and population appropriate fitness interventions, and
- interprofessional roles and responsibilities in developing and administering physical fitness and performance enhancement programs.

Students integrate laboratory experiences with service to the community to promote physical activity as an essential component of health, well-being, and quality of life. Program graduates have the knowledge, skills, and abilities to successfully challenge the National Strength and Conditioning Association (NSCA) certifying examinations in strength and conditioning (CSCS) and personal training (NSCA-CPT).

Hours: 27

### Minor Courses - 27 credits

**ACT 160** Fundamentals of Personal Fitness (1)  
**BIO 197** Human Anatomy and Physiology for the Health Sciences I (4) N/CN  
**BIO 197A** Human Anatomy and Physiology for the Health Sciences I (LAB) (0) N/CN  
**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  
**ESF 330** Biomechanical Analysis of Human Movement (3)  
**ESF 350** Exercise Physiology (4)  
**ESF 350A** Exercise Physiology (LAB) (0)  
**ESF 422** Athletic Conditioning and Performance (4)  
**ESF 422A** Athletic Conditioning and Performance(LAB) (0)  
**ESF 470** Prin of Exercise Prescription and Assessment (4)  
**ESF 470A** Prin of Exercise Prescription and Assessment (LAB) (0)  
**HLT 320** Epidemiology of Physical Activity (3)

Residency requirement: 6 hours

Minimum 2.0 cumulative GPA in those 6 hours

## Department of Nursing

Darla Vale PhD, RN, CCRN-K, Dean of Health Sciences

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, 655 K. Street, NW, Suite 750, Washington, D.C. 20001, Phone (202) 887-6791, Fax (202) 887-8476. 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 lifespan. 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.

### 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

Stefanie Hiltz, MSN, RN, ACNP, BSN - Program Director

For admission into this competitive program, students must first be accepted by the University 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 and receive a grade of "C" or higher.

### RN-BSN-Accelerated Program for Registered Nurses (for RN to MSN please see the Graduate Catalog)<sup>3</sup>

Kristin Clephane, DNP, RN, CPN - RN-BSN Program Director

Designed especially for registered nurses who wish to earn the BSN degree. The program is taught in two formats: face-to-face and online, in accelerated eight 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 practice and patient-centered nursing.

Registered nurses who wish to enter the Nursing program must first be admitted to the University by completing an adult application available through the University Admission Office.

### Opportunities for Credentialing of Prior Learning for Registered Nurse Students

In concert with the policies of Mount St. Joseph University on credentialing of prior learning, the faculty

<sup>3</sup>/graduate-catalog/graduate-programs/nursing1/requirements-for-the-master-of-science-in-nursing/

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 at, 513-244-4811.

### **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 School 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: 97

#### **Prerequisites - 18 hours**

**BIO 197** Human Anatomy and Physiology for the Health Sciences I (4) N/CN  
**BIO 197A** Human Anatomy and Physiology for the Health Sciences I (LAB) (0) N/CN  
**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  
**CHE 104** General, Organic and Biochemistry (3) N/CN  
**CHE 104A** General & Organic Chemistry LAB (1) N/CN  
**PSY 103** Introduction to Psychology (3) S/CEP  
**SOC 103** Our Social World (3) S/CS

#### **Major Courses - 61 hours**

**NUR 100** Health Promotion (3)  
**NUR 205** Health Assessment Across the Lifespan (3)  
**NUR 205A** Health Assessment Across the Lifespan-Lab (0)  
**NUR 207** Population-Focused Primary Health Care Nursing (4)

**NUR 207C** Population-Focused Primary Health Care Nursing-Clinical (0)  
**NUR 210** Foundations Patient-Centered Nursing Care (5)  
**NUR 210A** Foundations of Patient-Centered Nursing Care - Lab (0)  
**NUR 210C** Foundations of Patient-Centered Nursing Care - Clinical (0)  
**NUR 220** Medical-Surgical Nursing I: Common/Chronic Conditions (6)  
**NUR 220A** Medical-Surgical Nursing I: Common/Chronic Conditions-Lab (0)  
**NUR 220C** Medical-Surgical Nursing I: Common/Chronic Conditions- Clinical (0)  
**NUR 317** Pharmacology and Medication Administration (3)  
**NUR 317A** Pharmacology (LAB) (0)  
**NUR 320** Medical-Surgical Nursing II: Acute/Chronic Conditions (6)  
**NUR 320C** Medical-Surgical Nursing II: Acute/Chronic Conditions- Clinical (0)  
**NUR 360** Family-Centered Maternity Nursing (4)  
**NUR 360C** Family-Centered Maternity Nursing-Clinical (0)  
**NUR 370** Patient-Centered Nursing in Mental Health (4)  
**NUR 370C** Patient-Centered Nursing in Mental Health-Clinical (0)  
**NUR 410** Medical-Surgical Nursing III: Complex Conditions I (5)  
**NUR 410C** Medical-Surgical Nursing III: Complex Conditions I-Clinical (0)  
**NUR 420** Medical-Surgical Nursing IV: Critical Care (5) EXP  
**NUR 420C** Medical-Surgical Nursing IV: Critical Care-Clinical (0)  
**NUR 421** Professional Nursing and the Common Good (3) CCP  
**NUR 430** Research for the Health Sciences (3)  
**NUR 460** Family-Centered Pediatric Nursing (4)  
**NUR 470** Leadership in Professional Nursing (2)

#### **Cognate Courses- 18 hours**

**BIO 215** Introductory Microbiology (4) N  
**BIO 215A** Introductory Microbiology (LAB) (0) N  
**BIO 301** Pathophysiology (4)  
**ETH:REL 252** Theological Health Care Ethics (3) E/CE

or

**ETH:PHI 250** Health Care Ethics (3) E/CE

**PSY 204** Lifespan Development (4) S  
**MTH 174** Statistics I (3) MA/CMA

#### **Admission Requirements for the Pre-Clinical Bachelor of Science in Nursing Program:**

TRADITIONAL STUDENTS: (out of high school less than four years) must meet the following criteria to enter the Pre-Nursing program:

- ACT score of 21 or higher/SAT-R score of 1070 (CR + M) or higher.
- High school cumulative GPA of 3.0 or higher.
- Successfully completed high school chemistry, algebra I and algebra II with a “C” or higher.
- Must submit official high school transcript to University.
- Place above MTH 098 – Intermediate Algebra

TRADITIONAL TRANSFER STUDENTS (out of high school less than four years) must have:

- Submitted official transcripts from all high school and previous colleges/universities attended.

- College cumulative GPA of 2.8 or higher.
- Passed chemistry with a “C” or higher in high school and/or college.
- Score 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 students with no prior college work will be evaluated based on high school credentials and placement tests.

#### ADULT, FIRST-TIME COLLEGE STUDENTS

- Take the Accuplacet test
- Test and place ready to take: Written Word (ENG 101) & above intermediate Algebra (MTH 098)
- Obtain a passing score on reading
- Submit a 1-page type-written essay describing rationale and goals for entering the BSN Program

#### ADULT TRANSFER STUDENTS

- Submit "official" college transcripts for all previous college/university course work
- Possess a cumulative college GPA of 2.75 or higher
- Take the Accuplacer test.
- Test and place ready to take: Written Word (ENG 101) & above Intermediate Algebra (MTH 098)
- Obtain a passing score on reading Place above MTH 098 - Intermediate Algebra
- Submit a 1-page type-written essay describing rationale and goals for entering the BSN Program.  
(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.)

#### Category I Courses:

- PSY 103
- BIO 197/197A
- BIO 198/198A
- CHE 104/104A
- SOC 103
- NUR 100

#### **Admission Guidelines:**

Official admission into the pre-licensure BSN program begins in the students’ sophomore year. This is the official start of the pre-licensure BSN program.

#### **Requirements for Admission into the BSN Clinical Component:**

Current pre-nursing students must meet the minimum criteria below in order to be accepted into the clinical component of the BSN program:



- Admitted to Mount St. Joseph University
- 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 and Biochemistry
  6. NUR 100: Health Promotion
- 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 drug screening with negative results 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 placement test.*

Applications for admission to the clinical component of the BSN program will be evaluated based on the Requirements for Admission into the clinical component of the BSN (listed above). The applicants will be notified in writing of the decision.

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. 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.

### **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 2.8/4.0.

Category II Support Course and Category III Nursing Course Requirements

#### **Category II**

BIO 215/215A  
 BIO 301  
 ETH:REL 252/PHI 250  
 NUR 205  
 NUR 207  
 NUR 317/317A  
 NUR 430  
 NUR 470

MTH 174/176  
PSY 204

**Category III**

NUR 207/207C  
NUR 210/210A/210C  
NUR 220/220A/220C  
NUR 360/360C  
NUR 320/320C  
NUR 370/370C  
NUR 410/410C  
NUR 460/460C  
NUR 420/420C  
NUR 421

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 Assistant Dean of Nursing or BSN Program Director 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 Category II or 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 is able to:

- implement effective, culturally sensitive therapeutic interventions based up 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 to BSN Accelerated Program for Registered Nurses

### Program Requirements

Hours: 30

### Major Courses - 20 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 419 Leading and Managing within a Clinical Microsystem (4)  
NUR 431 Foundations of Nursing Research and Evidence-Based Practice (3)

### Cognate Courses- 10 hours

BIO 301 Pathophysiology (4)  
ETH:REL 252 Theological Health Care Ethics (3) E/CE

or

ETH:PHI 250 Health Care Ethics (3) E/CE  
MTH 174 Statistics I (3) MA/CMA

Consult the Nursing Program on Credentialing Policies.

Students must complete the Core requirements and reach a minimum of 120 credits to earn their degree.

### OPPORTUNITIES FOR CREDENTIALING OF PRIOR LEARNING FOR RNs

In compliance with the policies of MSJU on credentialing of prior learning, the Department of Nursing has established policies and guidelines which recognize academic and experiential learning of RNs, and graduates of diploma and ADN programs who wish to earn the BSN. Please see MSJU Policies and Guidelines on Credit for Experiential Learning and CLEP tests, or contact your academic advisor for additional information about these options. RN students graduating from diploma programs can receive up to 35 credits for previous coursework in nursing.

### PROGRESSION IN THE MSJU RN-BSN PROGRAM

Students who have gained Full Admission to the MSJU RN-BSN program can matriculate to the next course within the provided curriculum sequence if the following requirements are met:

- Maintenance of a cumulative 2.0 GPA or higher.
- Achievement of a “C” or better in all nursing and cognate courses upon course completion.
- Adherence to all MSJU student policies

### NOTIFICATION OF PROCEDURE FOR STUDENTS FALLING BELOW 75% DURING A NURSING COURSE

Nursing faculty will issue a progress report in myMount when an RN-BSN student first falls below a total/weighted course grade of 75%. It is recommended that the RN-BSN student follow up with course faculty, their academic advisor, and/or the RN-BSN program director should this occur.

## **NOTIFICATION PROCEDURE FOR STUDENTS RECEIVING A FAILING GRADE IN A NURSING COURSE**

At the end of a nursing course, faculty will notify the RN-BSN program director and the student's academic advisor of any student whose achievement is below a 2.00 GPA (75%). If a student is registered for sequential nursing courses, the student must consult with his/her academic advisor to withdraw from the courses. It is to the student's benefit to withdraw promptly from a sequential course in order to obtain appropriate reimbursement of tuition. Students may repeat courses within the RN-BSN program up to two times if needed and at the discretion of the student's academic advisor and/or the RN-BSN program director. Students repeating a course within the RN-BSN program must communicate with their academic advisor and/or the RN-BSN program director for academic counseling.

## **WITHDRAWAL OR DISMISSAL FROM THE NURSING PROGRAM**

Students who have repeated a course twice within the RN-BSN program and have not obtained a "C" or better, will be dismissed from the program. Students withdrawing or dismissed from a nursing program must meet with their academic advisor and/or the RN-BSN program director for academic counseling and completion of the appropriate forms.

## **GRADUATION REQUIREMENTS**

Graduation requirements follow the general University requirements for the bachelor's degree.

### **Graduation with Honors**

The BSN may be conferred with special honors on students who have fulfilled the college residency requirement and whose final academic cumulative GPA is 3.50 or above. In addition to the GPA criteria, students must complete a minimum of 42 credits 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.

### **Admission Requirements**

The Mount St. Joseph University (MSJU) RN-BSN program is designed for individuals who seek to advance their degree to a Bachelor of Science in Nursing (BSN) degree. Students may be admitted at either the "Full Admission" or "Provisional Admission" level. Details for both types of admission to the RN-BSN program are below.

## **FULL ADMISSION TO THE MSJU RN-BSN PROGRAM**

Full Admission to the RN-BSN program is designed for those individuals who have previously completed an associate degree or diploma in nursing and are licensed Registered Nurses (RN). Full admission status allows students to begin nursing courses within the RN-BSN program. To gain Full Admission to the RN-BSN program, potential students must meet the following requirements:

- Possess a diploma or Associate Degree in Nursing (ADN) from a regionally accredited institution and an accredited nursing program (NLNAC).
- Hold an active RN license with no restrictions from any state within the United States.
- Have a cumulative GPA of 2.50 in previous nursing program and college course work.
- Submit an MSJU undergraduate application with required transcripts.

\*Note: An interview may be requested upon review of your application.

## PROVISIONAL ADMISSION TO THE MSJU RN-BSN PROGRAM

Provisional Admission status may be granted for students currently enrolled in an associate degree program and/or not licensed as an RN. After analysis of transcripts, students who are admitted with Provisional Admission status may take non-nursing MSJU courses at the discretion of the student's MSJU academic advisor. Students admitted with Provisional Admission status may not attend nursing courses until all Full Admission requirements have been met (see Full Admission requirements above). Students admitted with Provisional Admission status will be reviewed regularly for satisfactory progress within their ADN program and the process of obtaining their RN license. Provisional Admission status may be subject to a time limit depending on current RN-BSN student enrollment. To gain and/or maintain Provisional Admission to the RN-BSN program, potential students must meet the following requirements:

- Be enrolled in an Associate Degree in Nursing (ADN) program and actively taking classes within the last or second-to-last semester of the ADN program.
- Have a cumulative GPA of 2.50 in previous college course work.
- Maintain a cumulative GPA of 2.50 in current ADN course work.
- Submit an MSJU undergraduate application with required transcripts.
- Submission of additional documentation may be requested to gain and/or maintain Provisional Admission status (e.g., NCLEX-RN Authorization To Test (ATT), grade reports, etc.).

\*Note: An interview may be requested upon review of your application.

# Cooperative Education

Linda Pohlgeers, M.Ed., Director

Cooperative Education (Co-op) is a unique educational program open to all baccalaureate degree students in every major. It complements academic programs by integrating theory with practice. Qualified students are eligible to work in positions related to their academic majors. These paid work experiences are coordinated by the cooperative education staff and departmental faculty coordinators who counsel and monitor student learning. Students earning credit establish written goals for their work experience and set specific learning objectives each semester. The student's work performance is evaluated each semester by the faculty coordinator and the employer. Evaluation of work performed is on a pass/fail basis. Students can earn 6 to 9 co-op credits depending on degree and/or program requirements.

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 the university full time the following semester. They are considered full-time students by the University 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: Foundations of Professionalism (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.
- Minimum of 15 hours per week for the work experience

## Honors Program

The Honors Program at Mount St. Joseph University is a close-knit community of inquisitive, highly-motivated students and experienced faculty representing the full spectrum of liberal arts and professional curricula. Together they tailor a variety of personalized learning experiences designed to deepen intellectual inquiry and further sharpen the habits of mind foundational to the University's mission, emphasizing excellence in academic endeavors, integration of life and learning, diversity of cultures, and service to others. Members of the community challenge one another to see connections among these perspectives and to apply them to the individual and common good.

## How to Apply

To join the Honors Program, all eligible students should enroll in CORE 115H, the Honors section of Common Ground. At the midterm point of the course, students are invited to complete the application process, which includes a faculty recommendation and submission of a writing sample.

If all sections of CORE 115H are filled, eligible students or their advisor should contact the Director of the Honors Program so that the student can be registered in another appropriate first-year Honors course.

Honors students can major in any offered undergraduate program. If an Honors course does not exist in a given program or major, faculty will collaborate with the student to design extra work in a standard class to earn Honors credit. With the Mount's small class sizes, students receive the personal attention necessary to achieve academic and personal success.

## Eligibility Criteria

The Honors Program welcomes traditional undergraduate students who meet the following criteria:

- ACT-SAT scores at the 75th percentile level.
- Upper 25 percent class rank is preferred, but not required, as class rank numbers vary by high school.
- A 3.2 GPA or higher.

- High school course selections that indicate a desire and an ability to undertake vigorous academic challenges.

## Honors Program Completion Requirements - 19 hours

The requirements for graduating from the Honors Program are:

- Completion of five 3-credit Honors courses (15 hours).
- Completion of at least nine credit hours of Honors courses at the 200-level or above.
- Completion of at least one Honors course (3 credit hours) per academic year.
- Grade of B or above in all courses taken for Honors credit.
- Completion of Honors experiential sequence (HON 201 (1 hour) during the sophomore year and HON 301 (1 hour) during the junior year).
- Completion of one service learning experience (1 hour).
- Completion of Honors Capstone (HON 400) (1 hour) during the final semester of the senior year.
- Maintenance of a 3.2 cumulative GPA.
- Payment of a one-time program fee upon initial acceptance into the program.

## Service Learning

Service learning is a teaching and learning strategy that integrates meaningful unpaid community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

### 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.

### Policy Guidelines 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. Examples include the following:

- Cultural Immersion courses through the Department of Liberal Arts
- Capstone courses
- Problem-based experiences
- Community-based Action Research
- Student philanthropy



# Academic Information

## Academic Calendar

### 2018-19 Academic Calendar

#### First Semester 2018 (S1 19)

August 27	Monday	Classes Begin (Day & Evening)
September 3	Monday	Labor Day - Holiday
October 12	Friday	Mid-Semester Holiday
November 21-25	Wednesday-Sunday	Thanksgiving Recess - University Closed
November 26	Monday	Classes Resume
December 10-13	Monday-Thursday	Semester Examinations
December 13	Thursday	Semester Ends
December 15	Saturday	December Graduation Ceremony (10:00 a.m.)

#### Second Semester 2019 (S2 19)

January 14	Monday	Classes Begin (Day & Evening)
January 21	Monday	Martin Luther King Holiday
February 22	Friday	Mid-Semester Holiday
March 11-16	Monday-Saturday	Spring Break
March 18	Monday	Classes Resume
April 19-22	Friday-Monday	Easter Break (Good Friday thru Easter Monday)
April 23	Tuesday	Classes Resume
May 6 - 9	Monday-Thursday	Semester Examinations
May 9	Thursday	Semester Ends
May 11	Saturday	Commencement

#### Summer Semester 2019 (S4 19)

May 20 – August 16	All Summer Session
May 20 – June 28	Summer Session I
July 8 – August 16	Summer Session II

# 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 EDUCATION

Bachelor of Arts

Multi-age licensure in art education

(Department of Art & Design)

### BEHAVIORAL SCIENCE

Bachelor of Science

(Department of Sociology and Social Work)

### 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)

### BIOMEDICAL SCIENCES - (THREE TRACKS)

Bachelor of Science

Preparation in pre-professional areas including medicine, optometry, dentistry, and podiatry, physical therapy, occupational therapy, and physician assistant

(Department of Biology)

### 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)

COMPUTER SCIENCE

Bachelor of Science  
(Department of Computing)

CRIMINOLOGY

Bachelor of Science  
(Department of Criminology and Criminal Justice)

EARLY CHILDHOOD EDUCATION

Bachelor of Arts  
Licensure in early childhood education (Pre-K to grade 3)  
(Department of Undergraduate Education)

EDUCATIONAL STUDIES

Bachelor of Arts  
(Department of Undergraduate Education)

FINANCIAL ECONOMICS

Bachelor of Science  
(Department of Business)

FINE ARTS

Bachelor of Arts  
(Department of Art & Design)

GRAPHIC DESIGN

Bachelor of Fine Arts  
(Department of Art & Design)

HEALTH AND WELLNESS

Bachelor of Science  
(Department of Athletic Training)

LIBERAL ARTS

Bachelor of Arts  
(Department of Liberal Arts)

LEGAL STUDIES

Bachelor of Arts  
(Department of Legal Studies)

MANAGEMENT

Bachelor of Science  
(Department of Business)

MARKETING

Bachelor of Science  
(Department of Business)

MATHEMATICS

Bachelor of Arts or Bachelor of Science  
(Department of Mathematics)

MATHEMATICS/CHEMISTRY

Bachelor of Science  
(Department of Mathematics)

MATHEMATICS/FINANCIAL ECONOMICS

Bachelor of Science

(Department of Mathematics)

MIDDLE CHILDHOOD EDUCATION

Bachelor of Arts

Licensure in middle childhood education (grades 4-9)

(Department of Undergraduate Education)

MUSIC

Bachelor of Arts

Optional multi-age education licensure in music

(Department of Music)

NATURAL SCIENCES

Bachelor of Science

(Department of Chemistry)

NURSING

Bachelor of Science in Nursing

(Department of Nursing)

ORGANIZATIONAL LEADERSHIP

Bachelor of Science

(Department of Organizational Leadership)

PSYCHOLOGY

Bachelor of Science

(Department of Psychology)

SOCIAL WORK

Bachelor of Arts

(Department of Sociology and Social Work)

SOCIOLOGY - (TWO TRACKS)

Bachelor of Science

Family dynamics and social dynamics tracks

(Department of Sociology and Social Work)

SPECIAL EDUCATION

Bachelor of Arts

Licensure in mild/moderate needs (ages 5-21)

(Department of Undergraduate Education)

SPORT MANAGEMENT

Bachelor of Science

(Department of Sport Management)

WEB & MOBILE APP DEVELOPMENT

Bachelor of Science

(Department of Computing)

## 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).

### AMERICAN STUDIES

(Department of Liberal Arts)

### ART

(Department of Art & Design)

### ART HISTORY

(Department of Art & Design)

### BIOLOGY

(Department of Biology)

### BUSINESS ADMINISTRATION

(Department of Business)

### CHEMISTRY

(Department of Chemistry)

### COMMUNICATION AND NEW MEDIA STUDIES

(Department of Communication and New Media Studies)

### COMPUTER SCIENCE

(Department of Computing)

### CREATIVE WRITING

(Department of Liberal Arts)

### CRIMINOLOGY

(Department of Criminology and Criminal Justice)

### EDUCATIONAL STUDIES

(Department of Undergraduate Education)

### ENGLISH

(Department of Liberal Arts)

### ETHICS (INTERDISCIPLINARY)

(Department of Liberal Arts)

### EXERCISE SCIENCE AND FITNESS

(Department of Athletic Training)

### FORENSIC SCIENCE

(Department of Biology)

### GERONTOLOGY

(Department of Sociology & Social Work)

GRAPHIC DESIGN

(Department of Art & Design)

HISTORY

(Department of Liberal Arts)

LEADERSHIP AND CIVIC ENGAGEMENT

(Department of Sociology & Social Work)

LEGAL STUDIES

(Department of Legal Studies)

MATHEMATICS

(Department of Mathematics)

MUSIC

(Department of Music)

NONPROFIT LEADERSHIP

(Department of Sociology & Social Work)

PHILOSOPHY

(Department of Liberal Arts)

PHOTOGRAPHY

(Department of Art & Design)

PSYCHOLOGY

(Department of Psychology)

RELIGIOUS STUDIES

(Department of Liberal Arts)

SOCIO-PSYCHOLOGY

(Department of Sociology & Social Work and Department of Psychology)

SOCIOLOGY

(Department of Sociology & Social Work)

SUSTAINABILITY STUDIES

(Department of Chemistry)

VICTIM STUDIES

(Department of Criminology and Criminal Justice)

WEB & MOBILE APP DEVELOPMENT

(Department of Computing)

## Associate Majors & Degree Programs

Listed are majors available with an associate degree through the designated academic departments.

### COMMUNICATION AND NEW MEDIA STUDIES

Associate in Arts

(Department of Communication and New Media Studies)

### LEGAL STUDIES

Associate in Arts

(Department of Legal Studies)

## Certificate Programs

### Programs Offered

#### GERONTOLOGY

(Department of Sociology and Social Work)

#### 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 Mount St. Joseph University for degree-seeking students apply to certificate-seeking students.

Certificate-seeking students follow the certificate program requirements published in the University Catalog in effect for the first semester of enrollment after acceptance. Certificate students are eligible for financial aid. Students pursuing a certificate have a university 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 Studies

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 University catalog in effect for the following fall semester/term.

For a second and different baccalaureate degree, students must complete a minimum of 30 credit hours in residency beyond the first degree, at least 15 of these hours must be in upper-level courses. 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 30 hours in residency beyond the total hours required for one baccalaureate degree. At least 15 of these 30 additional hours must be in upper-level courses. For example, a student may earn a bachelor of science degree with an accounting major and a bachelor of arts degree with a communication studies major. For the two degrees, the students would earn a minimum of 150 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" on page 150.

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.\*

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 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.

*\*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.*

## 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 146)

- 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)  
Experiential Learning (EXP code) can be fulfilled by service learning, cooperative education, internship, clinical, fieldwork, student teaching, study abroad, courses that have travel as a component of the course, and prior learning assessment that is coded EXP.
  5. Core Capstone (3 credit hours)

### Discipline-Specific Core (34 credit hours; required for all students)

<b>Humanities – Core Codes C, CL, CAM, CH, CR, CP – 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 CL
Art or Music (3 credit hours)	Code CAM
History (3 credit hours)	Code CH
Religious Studies (3 credit hours)	Code CR
Philosophy (3 credit hours)	Code CP
<b>Sciences – Core Codes CN, CMA, CS, CEP – 13 credit hours</b>	
Biology + lab or Geology + lab or Chemistry + lab or Physics + lab (4 credit hours)	Code CN
Mathematics (3 credit hours) (Must be taken within the first 64 hours)	Code CMA
SOC 103 Our Social World (3 credit hours)	Code CS
Choose One Discipline (3 credit hours total) ECO 212 Microeconomics (3 credit hours) PSY 103 Psychology (3 credit hours)	Code CEP

## 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 146)
  - 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, CL, CAM, CH, CR, CP – 9 credit hours</b>	
Writing (ENG 101) (3 credit hours) (Must be taken within first 42 credit hours)	Code C
Choose One:	
Speech (COM 100) (3 credit hours)	Code C
Literature (ENG) (3 credit hours)	Code CL
Art or Music (3 credit hours)	Code CAM
History (3 credit hours)	Code CH
Religious Studies (3 credit hours)	Code CR
<b>Sciences – Core Codes CN, CMA, CS – 6-7 credit hours</b>	
SOC 103 Our Social World (3 credit hours)	Code CS
Choose a science or mathematics:	
Biology + lab or Geology + lab or Chemistry + lab or Physics + lab (4 credit hours)	Code CN
OR	
Mathematics (3 credit hours)	Code CMA

## 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.

### Discipline Specific Core Course Coding

- C** = COM 100 & ENG 101
- CL** = Literature
- CAM** = Art OR Music
- CN** = Natural Sciences
- CMA** = Mathematics
- CS** = Social Science
- CH** = History
- CR** = Religious Studies
- CP** = Philosophy
- CE** = Ethics

### Traditional Liberal Arts & Sciences Fields (Disciplines) Which Offer Courses to Satisfy Core Curriculum Requirements

**\*Any current** student wishing to take a course at another institution to fulfill the core will require prior approval from the Transfer Analyst in the Academic Advising Resource Center (AARC)

Current LA&S Fields Offered at Mount St. Joseph University	Code*
American Sign Language (SED)	LAS
Anthropology	LAS
Art	A/CAM
Biology	N/CN
Chemistry	N/CN
Communication Studies	C/LAS
Economics	S/CEP
English	C/L/CL/LAS
Ethics (ETH:REL or ETH:PHI)	E/CE
French	LAS
Geology	N/CN
Geography	LAS
German	LAS
Gerontology	LAS
History	H/CH
Interdisciplinary Studies	IDS
Mathematics	MA/CMA
Music	MU/CAM
Philosophy	P/CP/LAS
Physics	N/CN
Psychology	S/CEP
Religion	R/CR
Sociology	S/CS
Spanish	LAS
Women's Studies	LAS

Academic Departments Not Offered at the Mount but Courses Accepted as Transfer Credit to Satisfy Core LA&S	Code*
Archeology	LAS
Astronomy	N/CN
Atmospheric Sciences & Meteorology	N/CN
Botany	N/CN
Dance	LAS
Drama/Theatre Arts	LAS
Earth Sciences	N/CN
Film/Video/Photographic Arts	LAS
Foreign Languages (All)	LAS
General Studies	LAS
Humanities	LAS
International Studies	S/CS
Linguistics	LAS

Multicultural Studies	S/CS
Physiology	N/CN
Oceanography	N/CN
Urban Studies	S/CS
Zoology	N/CN

## 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. Mount St. Joseph University 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.
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- Self-reflection - Reflect on how a liberal arts education has enriched your understanding of life's big questions.



# Course Descriptions

## ACC

### **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 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 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 304H HON:Cost Accounting (0)**

Course description as stated in ACC 304 (Honors Course)

### **ACC 330 Accounting for Non-Profit and Government Entities (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 341H HON: Taxation II (0)**

Course description as stated in ACC 341 (Honors Course)

**ACC 341S Serv Lrng:Taxation II (1) EXP**

*Concurrent requisite(s):* ACC 341

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.

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

*Prerequisite(s):* CED 220

A business related work experience supervised by a business 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 403 Auditing (3)**

*Prerequisite(s):* ACC 214

This course examines auditing theory and practice, emphasizing basic auditing concepts and principles, professional standards of auditing, audit procedures, preparation of auditing working papers, preparation of internal and external audit reports, and professional ethics in auditing.

**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 445 Accounting Information Systems (3)**

*Prerequisite(s):* ACC 301 and either CIS 135 or CIS 203

This course focuses 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 accounting information systems (AISs). Students will apply risk assessment tools and evaluation techniques related to defining, implementing, and managing accounting information systems. Topics include data modeling, documenting systems, and developing and implementing effective AISs.

**ACC 445H HON:Accounting Information Sys (0)**

Course description as stated in ACC 445 (Honors Course)

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

A business related work experience supervised by a business 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****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 Beginning 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 130 Yoga (1)**

This course is designed to meet the interest of students who desire to participate in and develop increased health, body awareness, and balance. This course will introduce and develop strength and flexibility through the practice of Hatha Yoga. Students will learn basic poses with appropriate modifications, if needed. The benefits of incorporating Yoga practice into their life will be discussed.

**ACT 131 Tai Chi Chuan (1)**

Tai chi chuan is an introductory Chinese Martial Art course that is performed slowly, in a relaxed fashion with fluid graceful motions. It is based on traditional Chinese philosophies and is useful for body and mind. It increases balance, range of motion, and helps to relieve stress. Basic concepts and principles of nutritional and physiological fitness are included in the course.

**ACT 132 Meditative Practice (1)**

Students will study the fundamental philosophy, form and practice of meditation. Each class session will consist of readings, out of class writing assignments, class discussion, and guided or silent meditation practice. Covering the basic principles of posture, breathing, attention, concentration and awareness, the intention of this course is to empower and inspire students to continue a lifelong, rewarding relationship with "silence". For those who are willing, the promise of this course and this art form is the cultivation of mind and heart.

**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 142 Snow Skiing and Snow Boarding (1)***New Course*

This is a physical activity course designed to instruct students in the fundamentals of snow skiing and snow boarding. The class is conducted at a local snow skiing facility. Fees associated with equipment rental, ski lessons, and pass are required for the course.

**ACT 143 Beginning SCUBA Instruction (1)**

*New Course*

Provides training toward certification as an open water SCUBA diver. The course emphasizes the learning of snorkeling (free diving introduction) and SCUBA skills. Safe diving skills, the physics of diving, equipment care and maintenance, diving fitness, underwater navigation, record keeping, and other basic SCUBA knowledge will be covered in the course. Fees associated with equipment rental (regulators and tanks) are required for the course.

**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 151 Walking & Running Fitness Class (1)**

*New Course*

Walking and running are lifetime fitness activities. Completing distances longer than 1-2 miles, however, often requires motivation and should include a progressive training plan to avoid injury. Students will develop the skills needed to create a personalized 8 week walking and running training plan and learn strategies to maintain motivation for improved health, physical fitness, and performance. Class sessions will include daily physical activity, walking/running terminology and training systems, flexibility, strengthening, and cross training strategies, and journaling. Students will participate in a walk/run at the end of the semester suitable to their training status.

**ACT 160 Fundamentals of Personal Fitness (1)**

This course is designed to introduce the fundamentals of exercise and guide students through a personal fitness program focused on lifelong activity. Students will be guided through the practice of proper performance and safety measures. Baseline measures will be assessed to establish goals, and track performance progress. Foundational concepts of nutrition, exercise physiology, and training components (frequency, intensity, type and time) 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 Intercol 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 Intercol Women's Track/Fld (0-1)***Prerequisite(s)*: Intercollegiate athletes only**ACT 175R Intercol Men's Track/Fld (0-1)***Prerequisite(s)*: Intercollegiate athletes only**ACT 175T Intercol Women's Tennis (0-1)***Prerequisite(s)*: Intercollegiate athletes only**ACT 175U Intercol Men's Soccer (0-1)***Prerequisite(s)*: Intercollegiate athletes only**ACT 175V Intercol Men's Lacrosse (0-1)***Prerequisite(s)*: Intercollegiate athletes only**ACT 175W Intercol Women's Lacrosse (0-1)***Prerequisite(s)*: Intercollegiate athletes only**ACT 175X Intercol 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 ACT 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

**AED 290 Comprehensive Art Ed I (3)***Prerequisite(s)*: AED Majors Only

Introduction to the theory and practice of teaching art in grades prekindergarten to six utilizing a discipline-based art education approach. Focus on the planning and teaching of art and on the uses, meaning and

value of art in people's lives. Includes art media, techniques, processes, structures, functions; lesson planning, artistic development; personal expression; aesthetic and critical responses; motivational techniques; classroom management, community resources; field experiences in the pre-K to 6th grade level setting. Art majors only.

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

*Prerequisite(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. 232 **AED 396**

### **Co-Op:Parallel(PT) (1-3) EXP**

*Prerequisite(s):* CED 220

A part-time work related experience supervised by a faculty coordinator in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, documentation of predetermined learning agreement and evaluation of work performance. Evaluation of work performed is on a pass/fail basis.

## **ART**

### **ART 100 Art & Design Foundation Seminar (1) A**

*Concurrent requisite(s):* ART 110

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 Foundation Drawing I (3) A/CAM**

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 Foundation Drawing II (3) A/CAM**

*Prerequisite(s):* ART 101 or equivalent

This course is designed to provide students with continued exploration of the principles of drawing. Students will explore new media and techniques not covered in Drawing I as well as continue to improve on skills they have learned. Projects will involve the use of color and encourage expressive use of each medium. A variety of tools, techniques and materials will be used during the semester. Examples of master drawings as well as previous students' work will be presented to illustrate concepts discussed in class.

### **ART 103 Foundation of Visual Thinking (3) A/CAM**

*Prerequisite(s):* High School Drawing Recommended

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 106 Foundation 3-D Visual Communication (3) A/CAM***Prerequisite(s):* High School Drawing Recommended

This course is designed to provide students with an understanding of the principles of Three-Dimensional Design. Through a sequential analysis of form in space, students will develop projects that put into practice the most universal concepts of design. Projects will emphasize the importance of planning and craft. A variety of tools, techniques and materials will be used during the semester. Examples of master designers and sculptors as well as previous students' work will be presented to illustrate concepts discussed in class. Text readings along with individual and group discussions further understanding of the weekly assignments.

**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 student's best work from the Foundation sequence courses: ART 101 Drawing Foundation I, ART 102 Drawing Foundation II, ART 103 Foundation of Visual Thinking, ART 106 Foundation 3-D Visual Communication, GRD 104 Digital Literacy I, GRD 105 Digital Literacy II, and a writing sample from ART 100 Art and Design Foundation Seminar. Satisfactory completion of the Review is a requirement for graduation.

**ART 121 World Art (3) A/CAM**

World Art is a general survey of visual arts around the world with concentration on key western and eastern cultures, periods and artists, from prehistory to present day.

**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 tourism-course includes field trips and guest speakers.

**ART 127 World Art:Magical & Spiritual (3) CAM**

Survey of World Art I is a survey of visual arts and architecture around the world, from prehistory to 1400. Attention is given to the essential role of art in the religions and cultures of the world, as well as on formal and aesthetic issues. We will achieve this examination through classroom lecture and discussion, films, written assignments, a museum scavenger hunt, and a field trip.

**ART 127H HON:World Art:Magical & Spiritual (0) CAM**

Course description as stated in ART 127 (Honors Course)

**ART 129 World Art:Heroes and Donors (3) CAM**

Survey of World Art II is a survey of visual arts and architecture around the world, from 1400 to the present. Attention is given to the essential role of art in the religions and cultures of the world, as well as on formal and aesthetic issues. We will achieve this examination through classroom lecture and discussion, films, written assignments, a museum scavenger hunt, and a field trip.

**ART 129H HON:World Art:Heroes and Donors (0) CAM**

Course description as stated in ART 129 (Honors Course)

**ART 140 Ceramics (3) A/CAM**

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 181 Basic Camera Techniques (3) A/CAM**

This course is an introduction to the technological and aesthetic skills needed for photography. The course focus is on learning how to use digital cameras, or film equivalents, to produce color images. There is not a darkroom component to this course.

**ART 201 Art Special Topics (3) A/CAM**

Courses offered on an occasional basis to explore subject matter of special interest or timely relevance, often utilizing local exhibitions or themes.

**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/CAM**

*Prerequisite(s):* High School Drawing Recommended

The course is an exploration of the special characteristics of watercolor as a painting medium for illustration and fine art. It is designed to provide students with a working knowledge of the principles of watercolor painting including: color mixing, brush handling, composition, control of the medium and technique.

**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 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 History of Design:Hand Made to Apple (3) A/CAM**

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 Modern Art:Subconscious Lure (3) A/CAM**

Over the course of this semester, we will examine a survey of European and American art from Neo-Classicism through Contemporary movements. Emphasis is placed on painting and sculpture, as well as photography, performance and video art, and some architecture. We will achieve this examination through classroom lecture and discussion, written assignments, exams, and a field trip.

**ART 232 Art History:Women Artists (3) A/CAM**

This course will investigate the position and contributions of women artists throughout the history of art. Lecture.

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

Photographs have become an integral part of our world. It is hard to imagine a time without photographs. This course will take the learner to a time when photography was just a dream and bring them back to the present. Along the way, we will explore how photography came to become such an important part of our lives.

**ART 239 American Art:Plucky Originality (3) A/CAM**

Over the course of this semester, we will examine a survey of European and American art from Neo-Classicism through Contemporary movements. Emphasis is placed on painting and sculpture, as well as photography, performance and video art, and some architecture. We will achieve this examination through classroom lecture and discussion, written assignments, exams, and a field trip.



**ART 243 Collage Workshop:Methods, 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 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 278 Matisse & Picasso (3) A****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 Digital Photography I (3) A/CAM**

Photography 1 is an introduction to the technological and aesthetic skills needed for photography. Students will learn to use digital cameras to produce both color and black and white images. Photography is defined as writing with light. It has its own language. Through the creation and viewing of photographs students will learn how a photograph can impact themselves and the world in which they live.

**ART 282 Alternative Film and Darkroom Processing (3)**

This is an advanced darkroom course that emphasizes traditional and digital methods for producing photographic fine art. Traditional and experimental methods include, but are not limited to: cyanotype, hand coloring, liquid light, multiple image montage, tinting and toning, and digital printing.

**ART 300 Studio Art: Special Topics (1-3)**

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 304 Sculpt Wkshp:Figure Modeling (3) A***Prerequisite(s):* Instructor Approval

**FIGURE MODELING:** The course will focus exclusively on the figure. Students will work in a more traditional approach to figure sculpture: preparation drawings and clay maquettes will be done directly from observation of the figure; polymer resin casts will then be made from relief or three dimensional molds; surface finishing will complete the process.

**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 328D Fiber and Fabric (3) CAM**

Textile art structures that incorporate both fiber and fabric manipulation in contemporary ways. Techniques may include (but are not limited to): collage, stitchery, applique, reverse applique ("mola"), quilting, and trapunto stuffing. Examination of work from the leading global practitioners and artists in textiles, while building on design ideas and creative processes will be the focus.

**ART 330 Art Criticism (3) A/CAM**

Art Criticism 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 are included. We will achieve these goals through classroom lecture and discussion, guest speakers, readings on the history of aesthetics and manners of discussing art, gallery visits and discussions, and writing progressively in-depth reviews and critiques of art.

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

This CORE course is designed for art and non-art majors. It is an elective course for the Sustainable Studies Minor. It blends sculptural methods and current technologies with traditions of the past. Participants will explore sustainable processes and materials. Beyond the making of art, emphasis will be placed on the conceptual; consideration of the effect of creation of this work on the planet's resources. ART 336/536 will meet together.

**ART 337 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 339 Oil Painting Landscape:En Plein Air (1.5) A**

*New Course*

Students discover the unique experience of oil painting outside the studio and investigate strategies for capturing light and color with paint. The principles of landscape design, perspective, proportion and color theory will complement the experience of direct observation in natural settings.

**ART 341 Ceramics Workshop:Using The Wheel (3) A/CAM**

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 347 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 manip-

ulation.

### **ART 349 Professional Prep for Artist (3)**

*New Course*

This course for art majors and minors shifts the focus to an emphasis on professional practices to prepare the student artist for an active art life after graduation. Utilizing texts such as *Art, Inc.* along with fieldtrips, hands-on learning experiences, and a variety of professional mentors, student artists will engage in topics including photographing work, portfolios, artist CVs and resumes, writing about and for art, exhibiting and selling work, and various educational and career opportunities. Overall, Art 349 N1's goal is to support, mentor, and critique fine arts/art majors and minors in an informative, creative, and developmental process. Through an introduction to many of the aspects that play a role in the life of a professional working artist, this course seeks to assist the growth and evolution of each student's individual art practice from the studio to work habits and life strategies that will serve their calling.

### **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 350I 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:Methods Survey (3) A/CAM**

*Prerequisite(s):* High School Drawing Recommended

The purpose of this course is to provide students with a working knowledge of relief, intaglio and planographic printmaking processes. These processes involve the use of various tools and materials to print images from vinyl, wood and linoleum blocks, metal and stone. Through hands-on experience, students will put into action printmaking techniques that are demonstrated in class and outlined in handouts. The relationship between drawing, design and printmaking is also a focus of the course.

### **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 367 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 368 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 380 Digital Photography II:Advanced Photoshop and Lightroom Techniques (3) A**

*Prerequisite(s):* ART 281 or instructor Approval

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

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

*Prerequisite(s):* ART 281 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 395 Pre-Thesis Independent Study (3)**

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

*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 (1)**

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

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

*Prerequisite(s):* Permission of Instructor and Chairperson

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

**ART 495 Thesis (3)**

*Prerequisite(s):* Art majors only; Previous experience and/or advanced work in thesis area

*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 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 495I 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 496 Co-Op:Alternating(FT) (1-3) EXP**

*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

**ASL 101 Beginning American Sign Lang. I (3) LAS**

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

**ATR 182R Foundational Skills in Athletic Training (Recitation) (0)**

*Concurrent requisite(s):* ATR 182

Foundation Skill in AT (Recitation)

**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 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 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 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 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 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 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 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 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) EXP**

*Prerequisite(s):* ATR 432

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.

## AYA

### **AYA 333 Adol/Young Adult Practicum (1)**

*Prerequisite(s):* Admission to School of Education and EDU 207

The 50 hour field introductory field experience is the central component of this one credit hour course. The student will be assigned to a specific school in grades 7-12 where he/she will participate in classroom observations for 10 weeks, with seminars back on campus. Students will teach a minimum of four lessons in the classroom, with scheduled mentor teacher and Mount supervisor evaluations. Teaching activities as designated by the instructor will be assigned in order to address educational theory, lesson plan formats, and classroom management plans. The overall goal of the course is to prepare students for the AYA 334 practicum and student teaching.

### **AYA 334 Adol/Young Adult Practicum II (2)**

*Prerequisite(s):* Admission to School of Education and AYA 333, EDU 207

The 70 hour field experience is the central component of this two credit hour course, a follow-up to AYA 333. The student will be assigned to a specific school in grades 7-12 where he/she will participate in flexible field hours Monday through Friday for 10 weeks, with seminars back on campus. Students will teach a minimum of four lessons in the classroom, with scheduled mentor teacher and Mount supervisor evaluations. Teaching activities as designated by the instructor and/or content areas methods specialist will be assigned in order to apply theory learned in prior course work. The overall goal of the course is to prepare students for student teaching.

### **AYA 345 Intro to Secondary Education (3)**

*Prerequisite(s):* EDU 190 and EDU 217

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 review the research literature for best practices used within their content area. 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 444 AYA Student Teaching (10)**

*Prerequisite(s):* Admission to the Undergraduate Education Department 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

### **BIO 101 Introduction to Biology (4) N/CN**

*Concurrent requisite(s):* BIO 101A



Basic concepts of cell biology, genetics, evolution, diversity of life, and ecology. This course is intended for non-science majors. Lecture, lab.

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

*Concurrent requisite(s):* BIO 111A and BIO 111R

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

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

*Concurrent requisite(s):* BIO 111 & BIO 111R

Course description as stated in BIO 111

**BIO 111R Principles of Bio I (Recitation) (0) N/CN**

*Concurrent requisite(s):* BIO 111 and BIO 111A

General Biology Recitation

**BIO 111S Serv Lrng:Principles of Biology I (1) EXP**

*Concurrent requisite(s):* BIO 111

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 112 Principles of Biology II (4) N**

*Prerequisite(s):* BIO 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 112H HON: Principles of Biology II (0) N**

Course description as stated in BIO 112 (Honors Course)

**BIO 130 Medical Terminology (2) LAS**

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 130S Serv Lrng: Medical Terminology (1) EXP**

*Concurrent requisite(s):* BIO 130

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 131 Basic Human Anatomy and Physiology (4) N/CN**

*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/CN**

*Concurrent requisite(s):* BIO 131

Course description as stated in BIO 131

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

*Concurrent requisite(s):* BIO 140A

Crosslisted GEO 140. An introduction to the basic principles and issues in Environmental Science. Topics include: physical and biological environments, and their intra-dependencies and inter-dependencies, resources and resource management, pollution, world-view, social justice, population and development — global and local perspectives included. Scientific concepts necessary to understand these issues and to make informed decisions on environmental matters will be included. Fieldtrips required, during class/lab time.

**BIO 140A Environmental Science (LAB) (0) N/CN**

*Concurrent requisite(s):* BIO 140

Course description as stated in BIO 140

**BIO 150 Dinosaur Biology (4) N/CN**

An introduction to the study of dinosaurs, including their origin, anatomy, physiology, evolution, classification, behavior, ecology, and their impact on human culture.

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

*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. Lecture, lab. Animal dissections required.

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

*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 with a grade of "C" or better

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

*Prerequisite(s):* C or better in BIO 111 and C or better in both CHE 111 and CHE 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 202 Anatomy & Physiology II (4) N***Prerequisite(s):* C or better in 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, endocrine, 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 203 Developmental Biology (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 Developmental Biology(LAB) (0) N***Concurrent requisite(s):* BIO 203

Course description as stated in BIO 203

**BIO 204 Biology Seminar (2)***Prerequisite(s):* BIO 111

This course will focus on scientific communication, including how to find and read scientific literature in order to enhance student research, data analysis, critical thinking, and presentation skills. Students will investigate careers and topics of interest in the biological and biomedical sciences. Limited to Biology or Biomedical Sciences majors.

**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 212S Serv Lrng:Musculoskeletal Anatomy Review (1) EXP***Concurrent requisite(s):* BIO 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.

**BIO 215 Introductory Microbiology (4) N***Prerequisite(s):* CHE 104, BIO 197, 198*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 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 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 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 305S Serv Lrng:Microbiology (1) EXP**

*Concurrent requisite(s):* BIO 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.

**BIO 307 Extreme Physiology (3) N**

*New Course*

*Prerequisite(s):* BIO 111 and BIO 112 or Instructor Approval

This course will survey the mechanisms of animal survival under extreme conditions and explore how animal (including human) responses to these extreme situations have contributed to the advancement of medicine and our understanding of physiology. Topics covered will include adaptations that allow survival to high altitude, high pressure, extreme temperatures, low gravity, and other challenges like starvation and exposure to weapons of mass destruction.

**BIO 307H HON:Extreme Physiology (0) N**

*New Course*

Course description as stated in BIO 307 (Honors Course)

**BIO 310 Cell Biology (4) N**

*Prerequisite(s):* BIO 111 & 111A, CHE 111 & 111A & CHE 112 & 112A *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) (0) N**

*Concurrent requisite(s):* BIO 310

Course description as stated in BIO 310

**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 Galápagos 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 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 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 340 Research in Biology (1-4)**

*Prerequisite(s)*: BIO 111-112, sophomore standing or beyond, minimum GPA of 3.5, 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 a presentation at the University's annual Celebration of Teaching and Learning and at a regional conference or authoring a written paper. Students completing the course with a grade of A or B will earn the departmental award "Graduation with Research Distinction".

**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 360 Biological Psychology (4) S**

*Prerequisite(s)*: PSY 103 or PSY 103H and BIO 131 or BIO 197 or BIO 201

*Concurrent requisite(s)*: BIO 360A

Crosslisted PSY 360. The physiological basis of behavior and mental processes. Includes neurophysiology, sense organs, neurotransmitters, and pathological maladies.

**BIO 360A Biological Psychology (LAB) (0)**

*Prerequisite(s)*: PSY 103 or PSY 103H and BIO 131 or BIO 197 or BIO 201

*Concurrent requisite(s)*: BIO 360

Crosslisted PSY 360A. LAB to Accompany BIO 360 (Biological Psychology) Animal dissections required

**BIO 396 Co-Op:Parallel (PT) (1-3) EXP**

*Prerequisite(s)*: CED 220 and departmental permission

A work experience approved and evaluated by a faculty member in the Biology Department, in collaboration with the cooperative education staff. Credit is awarded as a general elective or may count as a Core

experiential learning credit upon completion of the work experience and documentation of compliance with a pre-approved learning contract. The course may be repeated up to nine total credit hours. Learning contract required.

**BIO 397 Research Project Co-op:Parallel (1-3)**

*Prerequisite(s)*: CED 220 and departmental permission

*Corequisite(s)*: CED 394

A research project within a co-op experience that must be pre-approved by the co-op employer, the Biology Department and cooperative education staff. A faculty member of the Department of Biology will oversee the research project co-op experience. Credit and a letter grade are awarded upon completion of the work experience and documentation of compliance with a pre-determined learning contract. This course may not count toward the experiential requirement of the Core Curriculum.

## BOL

**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.

## BRW

**BRW 101 Beer Brewing and Appreciation (3)**

Introduction to the science of brewing and beer appreciation. Topics include basics of the brewing process, proper sanitation, yeast management, recipe design, styles of beer, identification and controls of off-flavors, and packaging/storing of beer. Activities include brewing beer, touring a local brewery, and tasting common beer styles.

# BUS

## **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) EXP**

*Prerequisite(s):* CED 220

A business related work experience supervised by a business 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)**

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

A business related work experience supervised by a business 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

**CED 103 Study for Success (2)***Concurrent requisite(s):* CORE 115

This course is designed to promote the development of skills basic to success in college. The focus will be on the following skills that are needed in the college environment: reading in the content areas; strategies for effective note taking; preparing for a broad range of test formats; organizing and managing time; utilizing instructional resources; improving communication skills; goal-setting; becoming a self-advocate on a college campus.

**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 150S Serv Lrng:Career Exp/Undeclared Majors (1) EXP***Concurrent requisite(s):* CED 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.

### **CED 220 Foundations of Professionalism (1)**

*Prerequisite(s):* Open to all full-time students at a sophomore level or above who have declared a major Required for participation in the Cooperative Education program and is 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) EXP**

*Concurrent requisite(s):* CED 220

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### **CED 300 Applied Peer Leadership Seminar (3)**

*Prerequisite(s):* CORE 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 CORE 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 CORE 100.

### **CED 301 GRE Prep: Quantitative (1)**

*New Course*

This course is designed to organize studying for the Quantitative sections of the GRE General Test. The two main areas of emphasis are reviewing mathematical concepts up through Algebra II and learning test-taking strategies. Practice tests will be taken throughout the course to aid in preparation for the actual exam.

### **CED 302 GRE Prep: Written and Verbal (1)**

*New Course*

This course prepares students for the written and verbal portions of the GRE General Test. ScoreItNow is included in this course to provide automated essay scoring for two writing samples.

### **CED 305 Study Abroad (0) EXP**

*Prerequisite(s):* Completion and approval of Study Abroad Verification Agreement, Proof of enrollment at host institution, Maintain a minimum 2.5 GPA and Full-time student status. Completion of CED 220 Recommended.

This course allows students who are choosing to participate in a study abroad program the opportunity to qualify that experience for the required EXP core graduation credit. Study abroad allows Mount students to experience the world, lending a global perspective and providing valuable opportunities for personal and professional growth. MSJ offers various options for study abroad through the AIFS program: long-term, traditional study abroad and short term study abroad.

### **CED 320 Building Your Professional Edge (1)**

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 320S Serv Lrng: Building Your Professional Edge (1) EXP***Concurrent requisite(s):* CED 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.

**CED 394 Cooperative Education (0) EXP***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 (1-3) EXP***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 420 Accelerating Your Professional Career (1)**

Capstone course for professional development. Students use a variety of self-assessments including Strengths Finder to understand their communication and leadership styles and enhance their self-awareness. Students will also delve into topics including: generational differences, emotional intelligence, financial awareness, and career planning. The outcomes are focused on providing students leverage to be successful in their first professional career or graduate studies.

**CED 420S Serv Lrng: Accelerating Your Professional Career (1) EXP***Concurrent requisite(s):* CED 420

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 494 Cooperative Education (0) EXP***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 (1-3) EXP***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

### **CHE 104 General, Organic and Biochemistry (3) N/CN**

*Prerequisite(s):* High school chemistry or equivalent; Math placement 3 or higher or Grade of "C" or better in MTH 098 or MTH 097

*Concurrent requisite(s):* CHE 104A, CHE 104R

An overview of general, organic, and biochemistry. 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/CN**

*Concurrent requisite(s):* CHE 104, CHE 104A

Laboratory applications of the concepts introduced in CHE 104.

### **CHE 104R Gen & Organic Chem (Recitation) (0) N/CN**

General & Organic Chem (Recitation)

### **CHE 105 Chem for Everyday Living (4) N/CN**

*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/CN**

*Corequisite(s):* MTH 099 or MTH Placement 4 or Higher

*Concurrent requisite(s):* CHE 111A, CHE 111R

Fundamental principles of chemistry including dimensional analysis, atomic theory, stoichiometry, solution chemistry, thermodynamics, electronic structure, periodic trends, chemical bonding, and molecular geometry. For majors in chemistry, biochemistry, biology, and several pre-health majors.

### **CHE 111A General Chemistry I (LAB) (1) N/CN**

*Concurrent requisite(s):* CHE 111, CHE 111R

Laboratory applications of the concepts introduced in Chemistry 111.

### **CHE 111R General Chem I (Recitation) (0) N/CN**

*Concurrent requisite(s):* CHE 111, CHE 111A

General Chemistry I (Recitation)

### **CHE 112 General Chemistry II (3) N/CN**

*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 gases, intermolecular forces, solution properties, kinetics, equilibrium, acid-base chemistry, and electrochemistry. For majors in chemistry, biochemistry, biology, and several pre-health majors.

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

*Concurrent requisite(s):* CHE 112, CHE 112R

Laboratory applications of the concepts introduced in CHE 112.

### **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*

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 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 with a Grade of "C" or Better

*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 212H HON:Organic Chemistry II (0) N**

Course description as stated in CHE 212 (Honors Course)

**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 314H HON:Intermed Analytical Chem (0) N**

Course description as stated in CHE 314 (Honors Course)

**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 112/112A

*Concurrent requisite(s)*: CHE 315

Laboratory applications of the concepts introduced in CHE 315.

**CHE 317 Modern Methods of Structure Determination (4) N**

*New Course*

*Prerequisite(s)*: CHE 104 or CHE 111

Theory and practice of modern spectroscopic methods used to determine the structure of molecules.

**CHE 325 Biochemistry I (3) N**

*Prerequisite(s)*: Grade of "C" or Better in 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, DNA, and lipids; biological acid-base equilibria; enzyme kinetics; bioenergetics and carbohydrate, protein, and lipid metabolism; oxidative phosphorylation; membranes and biosignalling.

**CHE 325A Biochemistry I (LAB) (1) N**

*Concurrent requisite(s)*: CHE 325

Experiments will be performed which illustrate some common techniques used in biochemistry such as UV-VIS, buffers, determination of protein concentrations, SDS-PAGE, chromatographic separations, and enzyme kinetics. The course focuses on the chemical theories and principles underlying the experiments, proper laboratory techniques, obtaining accurate results, and oral/written communication skills related to biochemistry research.

**CHE 325H HON:Biochemistry I (0) N**

Course description as stated in CHE 325 (Honors Course)

**CHE 326 Biochemistry II (3) N**

*Prerequisite(s)*: Grade of "C" or Better in CHE 325

*Concurrent requisite(s)*: CHE 326A

A study of the physical and chemical aspects of biological activity. Topics include: nucleic acid structure/function; DNA packaging/organization, replication, recombination, and damage/repair; transcription and translation; regulation of gene expression in prokaryotes and eukaryotes; biosignalling; microRNA, fundamentals of recombinant DNA and modern biotechnology.

**CHE 326A Biochemistry II (LAB) (1) N**

*Concurrent requisite(s)*: CHE 326

Experiments will be performed which illustrate common techniques used in biochemistry such as UV-VIS, determination of nucleic acid concentrations, agarose gel electrophoresis, PCR, and bioinformatics. The course focuses on the chemical theories and principles underlying the experiments, proper laboratory techniques, obtaining accurate results, and oral/written communication skills related to biochemistry research.

**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)*: A Grade of "C" or Better in CHE 112, a Grade of "C" or Better in MTH 192

*Concurrent requisite(s)*: CHE 350A

A calculus based problem-solving approach to the theories and principles of chemistry. Emphasis is on thermodynamics and statistical mechanics.

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

*Concurrent requisite(s):* CHE 350

Laboratory applications of the concepts introduced in CHE 350

**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 chemistry. Emphasis is on quantum mechanics and kinetics

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

*Concurrent requisite(s):* CHE 355

Laboratory applications of the concepts introduced in CHE 355.

**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 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) EXP**

*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)**

*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 401 Natural Science Seminar (1)**

*New Course*

This course is designed to have students in the Natural Sciences program demonstrate their background and mastery in the areas of chemistry, biology and physics. Students will apply their knowledge in these areas to current and historical issues that face the scientific community and general population as a whole.

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

*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**

### **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 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 203 Business Information Technology (3)**

This course introduces and develops understanding and application of spreadsheet operations in the context of management information systems and business operations. After mastering essential spreadsheet functions, students will develop spreadsheets to perform what-if and sensitivity analysis, summarizing and reporting. The goals, components, and development of all levels of business information systems will be examined, to include hands-on use of microcomputer productivity software for management, communication and decision-making.

### **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 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) EXP***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) EXP**

*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) EXP**

*Prerequisite(s):* CED 220

A business related work experience supervised by a business 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 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) EXP**

*Prerequisite(s):* CED 220

A business related work experience supervised by a business 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

### **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 Serv Lrng:Spoken Word (1) EXP**

*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 201 New Media, Culture & Society (3) LAS**

*Prerequisite(s):* COM 100, ENG 101

New Media, Culture & Society develops students' knowledge, understanding, and critical analysis of mass and new 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. The course extends beyond mass media into the new media environment which includes converged media, participatory media and social media.

### **COM 201S Serv Lrng:New Media, Culture & Society (1) EXP**

*Concurrent requisite(s):* COM 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.

### **COM 202 Intro to Communication Theory (3) LAS**

*Prerequisite(s):* COM 100, ENG 101

An introduction to the field of communication as a distinct area of study and practice, including theoretical approaches, methods, content areas, and rationales for scholarship commonly found within the field; and a study 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 202S Ser Lrng:Intro to Communication Theory (1) EXP**

*Concurrent requisite(s):* COM 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.

**COM 211 New Media Theory (3)**

*Prerequisite(s):* COM 100, ENG 101

New Media Theory serves as an introduction to the critical study of digital media and culture. This course critically examines key theoretical approaches to understanding and analyzing the role of digital and interactive media in contemporary society and culture. The course is designed to introduce students to theoretical ideas that can be used as analytical tools for understanding, explaining, and predicting media development, control, and practices. The theories and concepts also provide ways to make meaning out of everyday interactions with media technologies and cultures.

**COM 211S Serv Lrng:New Media Theory (1) EXP**

*Concurrent requisite(s):* COM 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.

**COM 220 Visual Communication (3)**

This course 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.

**COM 220S Visual Communication (1) EXP**

*Concurrent requisite(s):* COM 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.

**COM 250 Digital Video Production (3)**

Digital Video Production: a practical hands-on beginning level production course that introduces students to the fundamental principles of shooting video for narrative and non narrative projects, both in the studio and in the field. Students will learn video, audio, lighting, and camera operation.

**COM 250S Serv Lrng:Digital Video Production (1) EXP**

*Concurrent requisite(s):* COM 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.

**COM 251 Digital Video Post-Production (3) LAS**

*Prerequisite(s):* COM 100 and ENG 101

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 295 Writing for New Media Environments (3) LAS***New Course**Prerequisite(s):* ENG 101

Concentrates on the theory and practice of interactive writing for new media channels. The course examines the fundamental principles of writing interactively for specific audiences. It will also help students cultivate skills in content development using the right technologies for the different media and editing for a world-wide digital audience.

**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 300S Serv Learn:AdvancedCommunication (1) EXP***Concurrent requisite(s):* COM 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.

**COM 311 New Media Law and Ethics (3)***Prerequisite(s):* COM 100 and ENG 101

This course is designed as a series of case studies used to critically reflect on the legal and ethical issues in new media, the Internet, information systems, computers, and digital culture. Concepts such as privacy, intellectual property, free speech and Internet governance have evolved. This course will provide a unique opportunity to examine these areas of inquiry, while engaging with the new and emerging issues and debates from different legal and ethical approaches.

**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) EXP***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 321 Public Relations in the Digital Age (3) LAS***Prerequisite(s):* COM 100, COM/ENG 101

Public Engagement in a Digital Age introduces students to the virtual public square networking sites. It examines the principles of framing, deliberation, and speechmaking, and public relations in a digital age as critical artifacts in the social media environment. It emphasizes the importance of social media tools in pro-

moting persuasive speechmaking and public relations presentations through the art of framing in the virtual public for organizations especially non-profits. Topics covered include the definitions of public engagement, public relations and the significance of persuasion, message framing, media relations, planning special events, building community relations through social media, and the process of gaining top management support for public engagement programs.

**COM 321S Serv Lrng:Public Relations in the Digital Age (1) EXP**

*Concurrent requisite(s):* COM 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.

**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) EXP**

*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 350S Serv Lrng:Special Topics in Communication (1) EXP**

*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 353 Health Communication (3) LAS***Prerequisite(s):* COM 100, 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 353S Serv Lrng:Health Communication (1) EXP***Concurrent requisite(s):* COM 353

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 356 Social Media Marketing and Advocacy (3)***New Course**Prerequisite(s):* COM 100, ENG 101

This course examines the methods, approaches, and strategies of marketing and advocacy through the use of social media; and explores the opportunities and limitations of social media for interactive marketing and advocacy. Students will utilize multiple forms of social media, including multi-channel (e.g., Twitter, Facebook, Instagram, Pinterest, YouTube, etc.) and multimodal forms of communication (video, graphics, audio, and text). The course prepares students to research, plan, create, implement, analyze, and evaluate social media communication strategies applied in multinational marketing, marketing research, consumer behavior, and retail sales promotion; and to support advocacy, activism, and democratic participation.

**COM 357 Human Rights in Digital Age (3) LAS***Prerequisite(s):* COM 100, 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 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 359S Serv Lrng:American Film Authors (1) EXP***Concurrent requisite(s):* COM 359

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 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) EXP**

*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 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) EXP**

*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 (1-3) EXP**

*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 410 Research Methods (3)**

*Prerequisite(s):* COM 100, ENG 101

Research Methods will introduce students to qualitative, quantitative and critical research techniques as



they have been applied to media and communication practice and theory. The course will introduce you to research foundational principles as well as methods of textual analysis, qualitative research methods, quantitative research methods, and audience analysis. The course will focus on specific approaches and issues with reading, conducting, and reporting research, the use of multiple data collection methods, and basic quantitative and qualitative data analysis.

**COM 410S Serv Lrng:Research Methods (1) EXP**

*Concurrent requisite(s):* COM 410

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

*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 498 Senior Thesis:New Media Campaign and Blogfolio Design (3)**

*Prerequisite(s):* Students must have at least 75 hours of completed course work

Digital Portfolio: In the first half of the semester, participants will take an in-depth look at the power of digital portfolios as a tool to document student learning through exploring various formats and uses of digital portfolios. Students will implement a digital portfolio as part of their Capstone Project (along with the New Media Campaign), and create individual digital portfolios using a blend of audio, video, text, and images to introduce themselves. In the second half of the semester students will research, plan, create, and present a social media campaign for social change. This campaign will involve working closely with a community partner utilizing several forms of media to launch, manage, and measure the impact of a multimedia, multimodal public service campaign. Students will present their campaigns to the Mount St. Joseph Community.

**COM 498S Serv Lrng:Senior Thesis:New Media Campaign and Blogfolio Design (1) EXP**

*Concurrent requisite(s):* COM 498

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 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

### **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) EXP**

*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.

### **CORE 405 The Human Costs of Inequality (3) CCP**

*Prerequisite(s):* 40 Hours in the Core and 90 Hours Total

Capstone is a culminating interdisciplinary course with a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum, including experiential learning, to address that problem; and (3) to strengthen concern and action for the common good as habits of mind. This course examines The Human Costs of Inequality, including economic and other forms of inequality in the US and across the globe, the impact of inequality on human health/well-being, productivity, mobility, and other measures, and how a focus on the Common Good can and should inspire us to minimize human suffering.

### **CORE 405S Serv Lrng:The Human Costs of Inequality (1) EXP**

*Concurrent requisite(s):* CORE 405

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.

### **CORE 410 Core Capstone: International LGBTQ+ Rights (3) CCP**

*Prerequisite(s):* 40 hrs. within the Core Curriculum; 90 hrs. total

The Capstone is a culminating interdisciplinary course with a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum, including experiential learning, to address that problem; and (3) to strengthen concern and action for the common good as habits of mind. Through their work in this course, students will discover some of the history of gay, lesbian, bisexual, and transgender rights in the United States and several other developed and developing nations. Students will examine and evaluate some of the legal, cultural, medical, and economic forces and perspectives that prohibit or restrict LGBTQ+ people's rights and will examine the tensions that still exist in many countries, including the US, over inclusion of LGBTQ+ people in civil society.

**CORE 410S Serv Lrng: Core Capstone: International LGBTQ+ Rights (1) EXP***Concurrent requisite(s):* CORE 410

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.

**CORE 425 Global Human Rights: The Case for Women & Child (3) CCP***Prerequisite(s):* 40 Hours in the CORE 90 Hours Total

This capstone course will examine the idea of the individual human right and how this idea has evolved to address the different needs of women and children throughout the world.

**CORE 425S Serv Lrng:Global Human Rights: The Case for Women & Child (1) EXP***Concurrent requisite(s):* CORE 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.

**CORE 426 Capital Punishment:Exploring the Death Penalty (3) CCP**

Core Capstone is a culminating interdisciplinary course with a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum, including experiential learning, to address that problem; and (3) to strengthen concern and action for the common good as habits of mind. This course examines capital punishment in the United States through the lens of the common good. In doing so, a variety of social inequities and injustices are discussed. Students will focus on the historical, philosophical, and socio-cultural elements of the death penalty.

**CORE 426S Serv Lrng: Capital Punishment: Exploring the Death Penalty (1) EXP***New Course**Concurrent requisite(s):* CORE 426

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.

**CORE 430 Agriculture, Agribusiness, and the Ecology of Food (3) CCP***Prerequisite(s):* 40 Hours in the CORE and 90 Hours Total

Core Capstone is a culminating interdisciplinary course with a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum, including experiential learning, to address that problem; and (3) to strengthen concern and action for the common good as habits of mind. CORE 430 is an inquiry into the ecology, business and ethics of worldwide food production and distribution. The course will begin with an overview of agricultural history, beginning with the agricultural revolution, continuing through agricultural history up until the so-called "Green Revolution" of the 1950s and '60s. We will continue with the study of modern agribusiness and the ethics, economics and ecology of current industrial food production

processes, including Concentrated Animal Feeding Operations (CAFOs), the issues surrounding pesticides, antibiotics, herbicides and other chemicals upon which industrial agriculture depends, issues surrounding crop diversity, the ecology of monocultures, and the promise and peril of genetically modified organisms (GMOs) in food production. We will end with a study of alternative approaches to food production including "locavore" movements, urban agriculture, and alternative or traditional approaches to the growing of food.

**CORE 430S Serv Lrng: Agriculture, Agribusiness, and the Ecology of Food (1) EXP**

*Concurrent requisite(s):* CORE 430

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.

**CORE 455 Human Rights in the Digital Age (3) CCP**

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 immeasurable opportunities to enable individuals, communities and peoples to achieve their full potential in promoting sustainable development and improving quality of life. This course explores relevant sections 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. Topics may include: issues of Internet access and use, Information and Computer Technology for Development (ICT4D), copyright and right to educational materials, privacy rights, online defamation, freedom of expression and censorship, right to assembly and right to liberty and security on the Internet.

**CORE 471 Going Places:Transportation, Oil and Cities (3) CCP**

*Prerequisite(s):* 40 Hours in the Core and 90 Hours Total

Core Capstone is a culminating interdisciplinary course with a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum, including experiential learning, to address that problem; and (3) to strengthen concern and action for the common good as habits of mind. This course examines our current transportation habits and their consequences on the environment and the shapes of our communities using social, political, scientific, economic and environmental perspectives. These considerations are used to evaluate present and future solutions to transportation-related problems such as worldwide oil supply and demand, air and water quality, and patterns of land use.

**CORE 471H HON:Going Places:Transportation, Oil and Cities (0) CCP**

*Prerequisite(s):* 40 Hours in the Core and 90 Hours Total

Course description as stated in CORE 471 (Honors Course)

**CORE 472 Immigration:Achievements and Perils at the Core of our Nation (3) CCP**

*Prerequisite(s):* 40 Hours in the CORE and 90 Hours Total

Core Capstone is a culminating interdisciplinary course with a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum, including experiential learning, to address that problem; and (3) to strengthen concern and action for the common good as habits of mind. This course will examine US immigration from a personal, historical, political, socio-economical, and psychological perspective.

**CORE 472H HON:Immigration:Achievements and Perils at the Core of Nation (0) CCP**

Course description as stated in CORE 472 (Honors Course)

**CORE 472S Serv Lrng:Immigration: Achievements and Perils at the Core of our Nation (1) EXP***Concurrent requisite(s):* CORE 472

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.

**CORE 473 Understanding Poverty (3) CCP***Prerequisite(s):* 40 Hours in the CORE and 90 Hours Total

Core Capstone is a culminating interdisciplinary course with a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum, including experiential learning, to address that problem; and (3) to strengthen concern and action for the common good as habits of mind. This course will help students understand the phenomenon of poverty by exploring its many aspects: its reality, manifestations, and scope today, in the U.S. and the world; how/why it occurs and is sustained; its broad impacts on life and health; and what is being done or might be done to impact it (on the policy level as well as by organizations, agencies, and citizens).

**CORE 473H HON:Understanding Poverty (0) CCP**

Course description as stated in CORE 473 (Honors Course)

**CORE 473S Serv Lrng:Understanding Poverty (1) EXP***Concurrent requisite(s):* CORE 473

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

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

This course covers the spectrum of criminal justice in America. It offers an examination of the criminal justice system by addressing issues of law, deviance, and justice. Students will 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. Students will appreciate the complexities of criminal justice laws, policies, and programs and their impact on criminal justice practitioners and active citizens.

**CRM 103H HON:Foundations of Criminal Justice (0) LAS**

Course description as stated in CRM 103 (Honors Course)

**CRM 104 Introduction to Criminalistics (3) LAS**

This course provides a foundational overview of criminalistics. Students will be exposed to the basic crime scene investigation (e.g., assessment, processing) and will explore a wide array of physical and trace evidence concepts (e.g., fingerprints, bloodstains, hairs and fibers, firearms, tool marks) and identification techniques. Students will also be introduced to a variety of disciplines within the criminalistics field.

**CRM 105 Elements of Inquiry (3)**

The overarching goal of this course is to help students learn to write in a manner consistent with the standards of the field. As such, this course is designed to assist students with criminal justice database technology and with writing and research skills specific to the field of criminal justice. For instance, students will learn how to: proficiently use library databases to locate empirical journal articles, critically evaluate information resources and content, and properly cite references. Toward the end of the course, students will gain practical skills to help locate a job in the criminal justice field.

**CRM 204 Bullies & Bullets:Victimization in Schools (3)**

*New Course*

*Prerequisite(s):* SOC 103 or CRM 103

This course explores different forms of crime and victimization in primary and secondary institutions as well as in institutions of higher education. Attention will be given to students' fear of crime, violent and sexual victimizations, drug and alcohol use, bullying and cyberbullying, and school shootings. Exploration of these topics will emphasize how to prevent and reduce these forms of crime and victimization.

**CRM 205 Forensic Science Integrated Seminar (2)**

*Corequisite(s):* FOR 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.

**CRM 206 Crime & Constitution (3) LAS**

*New Course*

Crosslisted LGS 206. This course will examine various aspects of crime and criminal procedure that arise from the United States Constitution. Topics covered include search and seizure, due process, indictments, bail, punishments, double jeopardy, self-incrimination, treason, extradition, and the rights to speedy trial by jury, to confront witnesses, and to the effective assistance of counsel.

**CRM 207 Animals and Criminal Justice (3) LAS**

This course will examine topics such as animal rights animals as victims of violence, the use of service animals, K-9s and their officers, and animals used in corrections or for rehabilitative purposes.

**CRM 207S Serv Lrng:Animals and Criminal Justice (1) EXP**

*Concurrent requisite(s):* CRM 207

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 208 Serial Murder (3) LAS**

*New Course*

This course examines serial murder, a crime that has gained a considerable amount of mystery and fear in society, as well as with members of the criminal justice system. Attention is given to defining this type of crime as well as to the various types of offenders and patterns of offender behavior.

**CRM 210 Drugs and Crime (3) LAS**

*New Course*

This course is set to examine the nexus between drugs and crime. Students in this course will learn about a wide variety of drugs of abuse and their effects. Students will also examine the theoretical aspects of the

drug-crime connection and review many of the correlates of this relationship. Students will also learn to evaluate both the practical and policy implications of the drug-crime problem.

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

*Prerequisite(s):* CRM 103 or SOC 103

This course 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; police misconduct; and explanations of police behavior.

### **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) EXP**

*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 Courts in America (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 223 Guns, Crime and American Society (3)**

*New Course*

This course intends to help students understand the current debate on gun rights vs. gun control that animates our society. The main purpose of this course is to explore the role guns play in contemporary America from a scholarly perspective (i.e., objectively, based on actual research). This course is set to cover all aspects of guns in society, and as such will explore this topic from a sociological perspective. Tentative subjects of discussion will include, among others, historical and technological aspects of firearms; the 2nd Amendment (history, origins, interpretations); guns by the numbers (prevalence, distribution); gun ownership (attitudes, opinions); gun use (lawful possession, concealed carry, personal defense); gun markets (legal and illegal); gun crimes and injuries (prevalence, responses); and guns in an international perspective.

### **CRM 225 Sex Crimes (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 103

This course examines deviant and criminal sexual behaviors and practices, as well as the social and criminal justice responses. Students will develop informed analysis of sexual offenses, sexual offenders, and public perceptions of and criminal justice responses to sexually deviant behavior.

**CRM 225S Serv Lrng: Sex Crimes (1) EXP**

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 230 Crime Prevention (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 230S Serv Lrng:Crime Prevention (1) EXP**

*Concurrent requisite(s):* CRM 230

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 235 Crimes of Technology (3) LAS**

*Prerequisite(s):* CRM 103 or SOC 103

This course examines the intersection of technology and crime. Students will explore the manner in which technology has changed the nature 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 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 effect that violent media has on social aggression, and media portraits of criminal justice professionals.

**CRM 245 Terrorism (3) LAS**

*New Course*

This course will examine the phenomenon of terrorism. Topics to be discussed include: defining terrorism, causes and motivations behind terrorism, various typologies of terrorism, and the response to terrorism.

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

*New Course*

*Prerequisite(s):* PSY 103

Crosslisted PSY 292. 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.



**CRM 293 Juvenile Delinquency (3) LAS***Prerequisite(s):* CRM 103 or SOC 103

The purpose of this course is to help students understand the nature, extent, and course of juvenile delinquency and methods devised by society for controlling anti-social behavior committed by young people.

**CRM 293S Serv Lrng:Juvenile Delinquency (1) EXP***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 Corrections (3) LAS***Prerequisite(s):* CRM 103 or SOC 103

This course provides a thorough examination of the main components of the American corrections system and evaluates the philosophical underpinnings of punishment and penalty. Students will explore social forces that shape correctional policy and the subsequent effect of such policies upon those confined and their consequences for society. This course is intended to challenge common views and myths of the correctional system.

**CRM 295S Serv Lrng:Corrections (1) EXP***Concurrent requisite(s):* CRM 295

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 298 Community Justice (3) LAS***Prerequisite(s):* CRM 103 or SOC 103

This course examines the community justice movement and how it impacts the criminal justice system. Students will examine case studies of efforts to involve the community in the criminal justice system.

**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. Attention is given to key critical issues and policies in the three parts of the criminal justice system. Criminological theory, contemporary research, and current events will inform discussion and debate of these issues throughout the course.

**CRM 300H HON:Critical Issues in Criminology (0) LAS**

Course description as stated in CRM 300 (Honors Course)

**CRM 300S Serv Lrng:Critical Issues in Criminology (1) EXP***Concurrent requisite(s):* CRM 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.

**CRM 306 White Collar Crime (3)**

*Prerequisite(s):* CRM 103

This course provides comprehensive overview of white-collar and occupational crimes, as well as the long-term effects such activities have on our society. A variety of white-collar offenses will be covered in this course, including but not limited to: unsafe products; environmental crimes; institutional corruption; securities, corporate and fiduciary fraud; corruption of public officials; medical crime; and computer crime. At the same time, students will engage in a discussion of their causes, the legislation aimed at curtailing such crimes, and possible forms of intervention and enforcement. High-profile cases, as well as the latest trends in white-collar criminal activity will also be discussed.

**CRM 307 Fraud Examination (3)**

*New Course*

This course will cover the major methods employees use to commit occupational fraud. Students will learn how and why occupational fraud is committed, how to assess where an organization is at the greatest risk for fraud, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved.

**CRM 350T Crim Law & Procedure for LGS (3)**

*New Course*

*Prerequisite(s):* LGS 151

Crosslisted LGS 350T. This course will address the basics of criminal law and criminal procedure as it relate to paralegal practice.

**CRM 361 Professionalism and Decisionmaking in Criminal Justice (3) LAS**

*Prerequisite(s):* CRM 103, Additional 6 CRM hours at 200 Level.

This course focuses on the examination of selected principles and ethical issues related to law enforcement, courts, and corrections. This course is specifically designed to provide students with an overview of ethical dilemmas relevant to the criminal justice professions and offer suggestions on how these ethical dilemmas might be resolved. Throughout this course, students will have opportunities to cultivate a greater understanding of their own philosophical perspectives that should serve as a foundation for making more informed ethical decisions as they further their criminal justice education and become criminal justice professionals.

**CRM 370 Criminological Theory (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 principles of criminological theories and evaluates the adequacy of criminological theories as explanations of crime and deviant behavior. Students will also explore the connection between criminological theory and social policy.

**CRM 370H HON:Criminological Theory (0) LAS**

Course description as stated in CRM 370 (Honors Course)

**CRM 370S Serv Lrng: Criminological Theory (1) EXP**

*Concurrent requisite(s):* CRM 370

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 372 Comparative Criminal Justice/Criminology (3) LAS**

*Prerequisite(s):* CRM 103, additional 6 CRM hours at 200 level or Instructor/Advisor Approval

This course focuses on the examination of crime and justice issues from a cross-national vantage point. It is specifically designed to provide students with a better understanding of comparative and international issues relevant to the criminology and criminal justice professions. Throughout this course, students will have opportunities to cultivate a greater knowledge and understanding of the American criminal justice system, and examine how its various components compare to those of other countries around the world. Global issues, such as terrorism, transnational organized crime, and human trafficking will also be reviewed and analyzed. This course will give students the knowledge needed to interact with justice system agents in other countries, and suggest ways to improve our own domestic system of justice.

### **CRM 375 Criminology Research (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 375S Serv Lrng:Criminology Research (1) EXP**

*Concurrent requisite(s):* CRM 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.

### **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 392 Managing Criminal Justice Organizations (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 Criminal Investigation (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) EXP**

*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 Social Deviance (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 and responds

to deviance. Also discussed are the various forms of social control used to control deviant behavior, beliefs, and conditions of persons in society.

**CRM 400 Senior Thesis (3)**

*Prerequisite(s):* CRM 217, CRM 218, CRM 220, CRM 295, CRM 300, CRM 370, CRM 375 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 that serves to synthesize knowledge acquired over the course of the students' undergraduate career. Thesis projects are designed to demonstrate critical-thinking skills and students' knowledge of criminology and the criminal justice system. Students must apply concepts and theories, collect, analyze, and interpret data, and develop relevant policy implications.

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

*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.

## ECE

**ECE 230 Observing and Understanding the Whole Child (3)**

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.

**ECE 250 Profess & Developmentally Appropriate Practices (3)**

*Prerequisite(s):* ECE 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.

**ECE 321 Collab Practices in Working with Families, Communities & Peers (3)***Prerequisite(s):* Admission to School

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.

**ECE 321S Serv Lrng:Collab Practices in Working with Families, Communities & Peers (1) EXP***Concurrent requisite(s):* ECE 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.

**ECE 333 Early Childhood Practicum (1)***Prerequisite(s):* Admission to School, EDU 207*Concurrent requisite(s):* ECE 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.

**ECE 334 Collaborative Practices in Early Childhood Education (1)***Prerequisite(s):* Admission to School and PSY 205 or EDU 207*Concurrent requisite(s):* ECE 341

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.

**ECE 336 Methods of Teaching Math I (3)***Prerequisite(s):* Admission to The School of Education, grade of C or better in MTH 170 or equivalent

This course examines the mathematical content, methods, and strategies for effective instruction within the context of early childhood and special education environments. Emphasis is on multiple approaches, problem solving and communication of mathematics. The use of manipulatives and technology will be stressed. The course focuses on the following domains of The Common Core State Standards: Counting & Cardinality, Operations & Algebraic Thinking, Number & Operations in Base Ten, and Number & Operations-Fractions. These are examined through the lenses of Mindsets, responsive teaching, and explicit instruction.

**ECE 337 Methods of Teaching Math II (3)***Prerequisite(s):* Admission to The School of Education, grade of C or better in MTH 170 or equivalent

This course examines the mathematical content, methods, and strategies for effective instruction within the context of early childhood and special education environments. Emphasis is on multiple approaches, problem solving and communication of mathematics. The use of manipulatives and technology will be stressed. The course focuses on the following domains of The Common Core State Standards: Measurement & Data, Geometry, Ratios & Proportional Relationships, The Number System, Expressions & Equations, Functions, Statistics & Probability. These are examined through the lenses of responsive teaching, and explicit instruction.

**ECE 338 Methods Teaching Social Studies (3)***Prerequisite(s):* HIS course with grade of "C" or better and Admission to School, ECE 250*Concurrent requisite(s):* ECE 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.

**ECE 339 Methods of Teaching Science (3)**

*Prerequisite(s):* Admission to School 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.

**ECE 341 Methods of Teaching Social Studies and the Sciences (3)**

*Prerequisite(s):* ECE 250, Department Admission, one history course with a grade of "C" or better, and one lab science with a grade of 'C' or better

*Corequisite(s):* ECE 334

The course is designed to prepare students to use best practices and procedures in the teaching of the social studies and the sciences in pre-school through 3rd grade. It addresses Ohio's content standards for social studies and science in early childhood education, Learning to be an effective social studies and science teacher comes with practice, experience, and a willingness to experiment with new approaches. Because early childhood and elementary teachers must be generalists more than specialists, they must be able to address a wide range of students' academic and social needs. An essential element is a willingness to engage in inquiry and exploration and to model problem-posing and problem-solving along with your students. These are the skills that we will be practicing throughout this course.

**ECE 444 Student Teaching and Seminar for Early Childhood Education (12)**

*Prerequisite(s):* Admission to School and permission from Clinical Experience Director and EDU 207

The student will experience fifteen weeks of supervised teaching in 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, university supervisor and key faculty.

## ECO

**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/CEP**

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 301 Financial Economics (3)**

*Prerequisite(s):* FIN 300

This course provides a rigorous introduction to the fundamentals of financial economics and their applications in security analysis and investment management. Different from a corporate finance course, this course focuses more on financial instruments analysis and financial markets. Representative topics include financial institutions, measure of risk, capital asset pricing model (CAPM), arbitrage pricing theory (APT), efficient

market hypothesis (EMH), discount cash flow model (DCF), term structure of interest rates, binomial valuation of options and the Black-Sholes formula.

### **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 311 Intermediate Macroeconomics (3)**

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

This course focuses on the behavior of the economy as a whole, such as booms and recessions, the economy's total output of goods and services and the growth of output, the rate of inflation and unemployment, the balance of payments, and exchange rates. It also focuses on the economic behavior and policies that affect consumption and investment, the dollar and the trade balance, the determinants of changes in wages and prices, monetary and fiscal policy, interest rates, and the national debt.

### **ECO 312 Intermediate Microeconomics (3)**

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

Microeconomics focuses on the motivations and decisions of economic entities in a market context. In this course, learners will develop and use economic tools to analyze economic decision making of individuals, households and firms.

### **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 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) EXP**

*Prerequisite(s):* CED 220

A business related work experience supervised by a business 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 450 International Economics and Finance (3)**

*Prerequisite(s):* ECO 211, FIN 300

A study of the macroeconomic and monetary aspects of international economics, with attention to basis for trade between nations, balance of payments, exchange rate determination, international monetary systems

and macroeconomic adjustment, and monetary, fiscal, and exchange rate policies in an open economy.

**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) EXP**

*Prerequisite(s)*: CED 220

A business related work experience supervised by a business 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 499 Independent Study (3) S**

## EDU

**EDU 143 Problem Solving & Number Systems (3)**

*Prerequisite(s)*: MTH 097 or MTH 098/Equiv or Placement

This course prepares pre-service MCE/Mathematics Concentration educators according to the Ohio New Learning Standards (ONLS) which are aligned to the Common Core State Standards for Mathematics. The course will challenge students to develop a deep understanding of the material they will eventually be teaching through mathematical investigations and discussion. The wide range of mathematical concepts covered in this course are centrally focused around developing a deeper understanding of number sense, proportional relationships, and algebraic reasoning. Topics include: Number Systems, Rational and Irrational Numbers, Addition and Subtraction, Multiplication and Division, Properties, Fractions and Decimals, Time and Money, Place Value, Ratio and Proportion, Probability, Statistics, Organizing Data, Expressions, Equations, and Inequalities, Patterns and Functions, and Counting Sequences, with a focus on how these topics would be applied in a classroom. There will be an emphasis on understanding and using the NCTM mathematical processes of problem-solving, reasoning and proof, communication, representation, and connection.

**EDU 153 Geometry and Measurement (3)**

*Prerequisite(s)*: MTH 097 or MTH 098/Equiv or Placement

This course prepares pre-service MCE/Mathematics Concentration educators according to the Ohio New Learning Standards (ONLS) which are aligned to the Common Core State Standards for Mathematics. The course will challenge students to develop a deep understanding of the material they will eventually be teaching through mathematical investigations and discussion. The wide range of mathematical concepts covered in this course are centrally focused around developing a deeper understanding of spatial sense, graphical representations, geometric relationships, and measurement. The mathematical concepts covered in this course will be: Graphing, Patterns and Functions, Lines and Angles, Shapes and their Properties, Measurement, Perimeter, Area, Surface Area and Volume with a focus on how these topics would be applied in a classroom. There will be an emphasis on understanding and using the NCTM mathematical processes of problem-solving, reasoning and proof, communication, representation, and connection.

**EDU 190 Introduction to the Educational Profession (1)**

*Corequisite(s)*: EDU 217



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 190S Srv Lrng:Introduction to the Educational Profession (1) EXP**

*Concurrent requisite(s):* EDU 190

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.

### **EDU 207 Educational Theory & Reflective Teaching (3)**

*Prerequisite(s):* PSY 103

Educators must design learning experiences based on sound research and theory. This course provides an overview of major educational theories and the associated research for understanding student factors, environments, instructional strategies and interactions that promote learning. A focus is on the development of reflective practice which draws upon this knowledge to make and justify effective teaching decisions.

### **EDU 217 Technology in the Instructional Process (2)**

*Corequisite(s):* EDU 190

This is an introductory course on the use of technology in K-12 classrooms. Using a combination of lecture and hands-on instruction, it will address issues surrounding the use of instructional technology, including, but not limited to: instructional software; the Internet; PowerPoint and other presentations program; hypermedia; SmartBoards; and technology in the instructional process. One main emphasis of the course will be the development of technology-based projects to be used in the classroom. The course will also address assistive technology and the ethical and responsible use of technology in the classroom. The theoretical underpinnings of instructional technology will also be covered.

### **EDU 235 Communication Development and Disorders (3)**

*Prerequisite(s):* PSY 103 or PSY 103H and SED 215/215S

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)**

*Prerequisite(s):* Sophomore Standing or Higher

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):* Admission to School and EDU 207

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 333A Art Education Practicum (3)**

*Prerequisite(s):* AED 290, AED 390 and Admission to ART Department and Education Department

This course, designed specifically for advanced pre-service art educators, serves as a bridge between the art theory and methodology courses (AED 290/390) with their initial field experiences and Art Student Teaching. Therefore, this course's two practicum placements - one at the elementary level (K-5), one at the secondary level (6-12) - of 50 hours each (total 100 hours) are core components. Students are required to observe and assist their mentor teachers and then to plan and implement a mini-unit plan (3 lessons) at the elementary level and a mini-unit plan (3 lessons) at the secondary level. The course's on-campus seminar meetings provide opportunities for assignments and instructions, distributions of materials, discussion of theory, research and practicum issues, analyses of case studies, consideration of video performances, and preparation of the student's professional portfolio.

### **EDU 333M Music Education Practicum (2-3)**

*Prerequisite(s):* MUS 343, MUS 344

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 355 Methods of Math Educators (3)**

*Prerequisite(s):* AYA 345 or MCE 300 Plus 15 Hours in MTH Concentration Area

*Corequisite(s):* AYA 333 or AYA 334 or MCE 333

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.

### **EDU 356 Classroom Mgmt & Organization (3)**

*Prerequisite(s):* Admission to School of Education

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 383 Methods of Teaching Science (3)**

*Prerequisite(s):* AYA 345 or MCE 300 Plus 15 Hours in Science Content Area

*Corequisite(s):* AYA 333 or AYA 334 or MCE 333

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.

### **EDU 384 Methods of Teach Social Studies (3)**

*Prerequisite(s):* AYA 345 or MCE 300 Plus a minimum of 15 hours in Social Studies Concentration area

*Corequisite(s):* AYA 333 or 334 or MCE 333

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.

### **EDU 386 Methods of Teach Language Arts (3)**

*Prerequisite(s):* AYA 345 or MCE 300 Plus 15 hours in Language Arts Concentration area

*Corequisite(s):* AYA 333 or 334 or MCE 333

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.

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

*Prerequisite(s):* CED 220

An education related work experience supervised by School of Education 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 School and permission from the Clinical Experience Director and EDU 207

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 School and permission from Clinical Experience Director and EDU 207

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) EXP**

*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

### **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 101 (Honors Course)

### **ENG 101S Serv Lrng:Written Word (1) EXP**

*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 Myths of Creation & Origins (3) L/CL**

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/CL**

Course description as stated in ENG 132H (Honors Course)

### **ENG 140 Survey of Women Writers (3) L/CL**

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 King Arthur:The Medieval Quest (3) L/CL**

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 150 Acting Workshop (3) LAS**

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/CL**

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/CL**

*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/CL**

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/CL**

*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) CL**

*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/CL**

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/CL**

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/CL**

A study of short stories in world literature.

**ENG 176 Modern Novel (3) L/CL**

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) LAS**

*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 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 State of the Unions:20th Century British and American Drama (3) L/CL**

*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 206H HON:State of the Unions:20th Century British and American Drama (0) L/CL**

Course description as stated in ENG 206 (Honors Course)

**ENG 207 Teenage Wasteland:The Literature of Adolescence (3) CL**

*Prerequisite(s):* ENG 101

Examines the adolescent character in contemporary fiction as a reflection of the critically important period of personal development it has come to be in American culture, but also as a rich metaphor in literature, that helps readers examine a state of contradictions and a search for balance.

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

*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 225 Women and Autobiographical Writing (3) L**

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

This course examines the variety of ways multicultural women writers express their evolving identities and their culture.

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

*Prerequisite(s):* COM/ENG 101/or Equiv.

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) L/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) EXP**

*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 260 19th-Century American Thought in Prose (3) L/CL/H/CH**

*Prerequisite(s):* COM/ENG 101

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 260H HON:19th-Century American Thought in Prose (0) L/CL/H/CH**

Course description as stated in ENG 260 (Honors Course)

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

*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/CL**

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

*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/CL**

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 276H HON:The 20th-Century Graphic Novel (0) L/CL**

Course description as stated in ENG 276 (Honors Course)

**ENG 276S Serv Lrng:The 20th-Century Graphic Novel (1) EXP**

*Concurrent requisite(s):* ENG 276

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

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 277H HON:Dollars & Sense: Materialism in 20th Century American Fiction (0) L**

Course description as stated in ENG 277 (Honors Course)

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

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 278H HON: The End of the World as We Know It: Fiction After 9/11 (0) L/CL**

Course description as stated in ENG 278 (Honors Course)

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

*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/CL**

*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/CL**

*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 280S Serv Lrng: In Their Own Voices: American Autobiography, Letters,Memoirs (1) EXP**

*Concurrent requisite(s):* ENG 280

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 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 300S Serv Lrng:Adv Composition (1) EXP**

*Concurrent requisite(s):* ENG 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.

**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 314 Independent Study (3)**

*New Course*

Independent Study

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

Special seminars, guided readings, minicourses of five or 10-week duration.

**ENG 350H Cincinnati Authors (3)**

Course description as stated in ENG 350 (Honors Course)

**ENG 350X Literature for Teaching (3)**

*New Course*

**ENG 353 Topics: Literary Monsters Past & Present (3) L/CL**

*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) L/CL**

Course description as stated in ENG 353 (Honors Course)

**ENG 354 Literary London (3) EXP**

*Prerequisite(s)*: ENG 101

This course will survey British literature and will culminate in a trip to London. The focus of the course will be around the national character of British thought and the unique contributions that England has made to Western thought in the nineteenth and twentieth centuries.

**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 360 The Play's the Thing: Shakespeare's Major Works (3) L/CL**

*Prerequisite(s):* COM/ENG 101

This course will examine selected comedies, tragedies and histories from Shakespeare's body of work, and will include significant discussion of Shakespeare's life and times, situating him and his work in historical context.

**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) EXP**

*Concurrent requisite(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 372H HON:Creative Writing: Fiction (0) LAS**

Course description as stated in ENG 372 (Honors Course)

**ENG 373 Sem 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**

*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 376 Novels Without Borders (3) L/CL**

*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 388 Feature Writing (3) LAS**

*New Course*

*Prerequisite(s):* COM 100 and ENG 101

This course stresses the craft of newspaper and magazine feature writing, with attention to leads, structure and polished prose, and ethics.

**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) EXP**

*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 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) EXP**

*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.

**ESF****ESF 330 Biomechanical Analysis of Human Movement (3)**

*Prerequisite(s):* BIO 131 or BIO 197 or BIO 201

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.

**ESF 350 Exercise Physiology (4)**

*Prerequisite(s):* BIO 131 or BIO 198 or BIO 202

*Concurrent requisite(s):* ESF 350A

This course examines human anatomy and physiology and its response to training. Study of the mus-

culoskeletal, cardiovascular, and pulmonary systems as well as bioenergetics, body composition, aging and health-related benefits will be integrated through a class and laboratory format.

**ESF 350A Exercise Physiology (LAB) (0)**

*Concurrent requisite(s):* ESF 350

Course description as stated in ESF 350

**ESF 422 Athletic Conditioning and Performance (4)**

*Prerequisite(s):* ESF 330, ESF 350/350A

*Concurrent requisite(s):* ESF 422A

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 Conditioning 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.

**ESF 422A Athletic Conditioning and Performance(LAB) (0)**

*Concurrent requisite(s):* ESF 422

Course description as stated in ESF 422

**ESF 422H HON:Athletic Conditioning and Performance (0)**

Course description as stated in ESF 422 (Honors Course)

**ESF 470 Prin of Exercise Prescription and Assessment (4)**

*Prerequisite(s):* ESF 422, ESF 350

*Concurrent requisite(s):* ESF 470

The course provides students with theoretical principles and practical experiences in exercise prescription and assessment in low-risk health populations, and populations with special needs related to cardiac conditioning, physical disabilities, diabetes, seniors, mentally impaired, and pregnancy. Health-related fitness, and exercise as medicine, rather than athletic-performance based fitness is emphasized. The course content is based upon guidelines published by the National Strength and Conditioning Association (NSCA), and American College of Sports Medicine (ACSM), and provides a foundation for future NSCA and/or ACSM certification as a Certified Personal Trainer, and ACSM credentialing in Exercise is Medicine.

**ESF 470A Prin of Exercise Prescription and Assessment (LAB) (0)**

*Concurrent requisite(s):* ESF 470

Course description as stated in ESF 470

**ESF 470S Serv Lrng:Prin of Exercise Prescription and Assessment (1) EXP**

*Concurrent requisite(s):* ESF 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.

**ESF 475 Exercise Program for Special Populations (3)**

*Prerequisite(s):* ESF 422, ESF 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).

## ETH:PHI

### **ETH:PHI 203 Environmental Ethics (3) E/CE**

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) E/CE**

Course description as stated in ETH:PHI 203(Honors Course)u

### **ETH:PHI 203S Serv Lrng:Environmental Ethics (1) EXP**

*Concurrent requisite(s):* ETH:PHI 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.

### **ETH:PHI 204 Contemporary Moral Debate (3) E/CE**

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/CE**

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/CE**

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) EXP**

*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 397 Ethical Conduct of Business (3) E/CE**

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:PHI 397H HON: Ethical Conduct of Business (0) E/CE**

Course description as stated in ETH:PHI 397 (Honors Course)

## **ETH:REL**

**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) EXP**

*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/CE**

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/CE**

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 256 Sexual and Reproductive Ethics (3) E/CE**

*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 269 Environmental Ethics:A Call to Conscience in a Time of Climate Change (3) E/CE**

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 269S Serv Lrng:Environmental Ethics:A Call to Conscience in a Time of Climate Change (1) EXP**

*Concurrent requisite(s):* ETH:REL 269

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 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 every day 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

**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 university campus.

## FIN

**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 213

Fundamental concepts of managerial finance. Topics include financial analysis and control, capital market theories, long-term financial decision analysis.

**FIN 350A International Finance (2)**

*New Course*

*Prerequisite(s):* FIN 300

Fundamental concepts of managerial finance. Topics include financial analysis and control, capital market theories, long-term financial decision analysis.

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

*Prerequisite(s):* ECO 211, 212

Crosslisted 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) EXP**

*Prerequisite(s):* CED 220

A business related work experience supervised by a business 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 410 Fundamentals of Investing (3)**

*Prerequisite(s):* FIN 300

Examines investment theory, capital market theory, the securities market, the investment environment, and valuation and analysis of stocks and bonds. The course focuses on funds, portfolio analysis, evaluation, and management.

**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

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

A business related work experience supervised by a business 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.

## FOR

**FOR 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.

**FOR 211 Forensic Science I (4)***Prerequisite(s)*: One of the following core sciences: BIO 101, BIO 110, BIO 111, BIO 131, BIO 197, CHE 104, CHE 105, or PHY 105; plus MTH 098 (or equivalent), and COM 100.

This course explores some of the biological applications within forensic science, such as hair, fingerprints, anthropology, odontology, pathology, decomposition, serology, DNA, entomology, and detection dogs. Students will research appropriate topics, obtain, analyze, and interpret data, and present their results in oral and written formats. Lecture and Laboratory.

**FOR 212 Forensic Science II (4)***Prerequisite(s)*: One of the following core sciences: BIO 101, BIO 110, BIO 111, BIO 131, BIO 197, CHE 104, CHE 105, or PHY 105; plus MTH 098 (or equivalent), and COM 100.

This course explores some of the chemistry and physics applications within forensic science, such as fibers, paints, glass, soil, questioned documents, firearms and toolmarks, blood spatter, fires and explosions, forensic engineering, digital evidence, forensic chemistry, toxicology and illicit drugs. Students will research appropriate topics, obtain, analyze, and interpret data, and present their results in oral and written formats. Lecture and Laboratory.

**FOR 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.

## GEG

**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

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

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.

### **GEO 115H HON:Earth Science (L/L) (0) N/CN**

Course description as stated in GEO 115H (Honors Course)

### **GEO 120 Geology of Cincinnati (4) N/CN**

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 120A Geology/Cincinnati (LAB) (0) N**

*Concurrent requisite(s):* GEO 120

Course description as stated in GEO 120

### **GEO 120H HON:Geology of Cincinnati (L/L) (0) CN**

Course description as stated in GEO 120 (Honors Course)

### **GEO 120S Serv Lrng:Geology of Cincinnati (1) EXP**

*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/CN**

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/CN**

An introductory course in geology as it relates to human activities. The student will be given an overview of geologic materials and processes followed by an introduction to natural and unnatural hazards, consumption of natural resources, problems of waste disposal and pollution, and other related problems. Required field trips may be scheduled.

### **GEO 140 Environmental Science (4) N/CN**

Crosslisted BIO 140. An introduction to the basic principles and issues in Environmental Science. Topics include: physical and biological environments, and their intra-dependencies and inter-dependencies, resources and resource management, pollution, world-view, social justice, population and development — global and

local perspectives included. Scientific concepts necessary to understand these issues and to make informed decisions on environmental matters will be included. Fieldtrips required, during class/lab time.

### **GEO 140S Serv Lrng:Environmental Science (1) EXP**

*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/CN**

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.

### **GRD 104 Digital Literacy I (1)**

The focus of this course is on developing a proficiency using the current software in the field of communication design. The software is just one half of the puzzle. The other half is understanding how they are used in a creative problem solving environment. The applications covered include Adobe InDesign, Adobe Illustrator and Adobe Photoshop. Proficiency will be attained through a series of exercises specific to each software program. Students will be introduced to illustration, layout image manipulation and the cross-functionality of each.

### **GRD 105 Digital Literacy II (1)**

The focus of this course is navigating and designing within open source websites for both personal and professional use. We will also explore other non-HTML site generating opportunities. Computer proficiency and entry level design sensibilities will be attained through a series of technical problem solving exercises specific to open source website creation.

### **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 207 Digital Literacy III (1)**

The focus of this course is advanced InDesign user techniques including multi-page layout design and methodology, ebook development, print, web, PDF's and production. Students will move through the whole process from design to final production. This course is designed for students to problem solve, generate concept sketches, create multiple layouts, illustrate and design. Final production and tight deadlines will start to prepare students for a job in the design industry.

**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 255 Graphic Form (3)**

*Prerequisite(s):* ART 103/Equiv

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 270 Web Design (3)**

*Prerequisite(s):* ART 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. Students will work with the software programs Dreamweaver and MUSE while developing a basic understanding of HTML and CSS.

**GRD 350 Hand to Pixel (3)**

*Prerequisite(s):* ART 103 and GRD 104

This workshop explores traditional hand materials with bitmap and vector techniques through a variety of processes. We will look at how these materials can both shape and influence visual communication. Creative exploration is promoted and students must be willing to work beyond the constraints of the computer. Students will complete a series of assignments that investigate different approaches to synthesizing hand and pixel into design pieces of art. This class will cover the creation of elaborate imagery with digital tools (including Illustrator, InDesign, Photoshop), and with a variety of hand methods to explore the dynamic interaction between different medias to produce a new expression for communication.

**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 353 Typography II (3)**

*Prerequisite(s):* GRD 250/Equiv

This course advances students' understanding and application of the core concepts of typographic organiza-

tion, 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 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 Brand Identity Design (3)**

*Prerequisite(s):* GRD 355

Brand Identity Design encompasses the symbolic and typographic development of an identity using informed design choices around what a brand should stand for in the hearts and minds of the intended audience. Included in project work for this course is symbol design, logotype design, and evolving the brand identity to print and/or online touchpoints.

### **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) EXP**

*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 (1)**

*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 400S Serv Lrng:Senior Design Seminar:Capstone (1) EXP**

*New Course*

*Concurrent requisite(s):* GRD 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.

### **GRD 455 Professional Portfolio (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 Senior Degree Project (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) EXP**

*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

**GST 261 Social and Psychological Aspects of Aging (3) S**

*Prerequisite(s):* SOC 103

Crosslisted 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 332 Holistic Wellness and Aging (3) IDS**

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.

**GST 333 Elder Abuse (3) IDS**

*Prerequisite(s):* PSY 103 or PSY 103H or SOC 103

Crosslisted SWK 333. 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.

**GST 340 Spirituality and Aging (3) S/R**

*Prerequisite(s):* 100 Level REL

Crosslisted 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 Global Aging: Comparative Perspectives (1-3)**

Crosslisted SOC 350. 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 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 396 Co-Op:Parallel(PT) (1-3) EXP**

*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.

**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 496 Co-Op:Alternatng(FT) (1-3) EXP**

*Corequisite(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.

## HIS

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

A study of the development of the early cultures and civilizations of the world from their beginnings to approximately 1500 CE.

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

A study of the development of the cultures and civilizations of the world from approximately 1500 CE to the present

**HIS 107 European Civilization to 1500 (3) H/CH**

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/CH**

A survey of European culture from the Renaissance to the present.

**HIS 109 U.S. History to 1877 (3) H/CH**

This course surveys the political, economic, and cultural forces that transformed North American British colonies into the United States of America through the first century of the nation's existence. Topics include colonial development, the Revolutionary War, issues of race, class, and gender facing the early Republic, sectional tensions culminating in the Civil War, and attempts at Reconstruction following war's end. An emphasis is placed on interpreting historical sources.

**HIS 109S Serv Lrng:U.S. Hist to 1877 (1) EXP**

*New Course*

*Concurrent requisite(s):* HIS 109

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 110 U.S. History Since 1877 (3) H/CH**

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 110H HON:U.S. History Since 1877 (0) H/CH**

Course description as stated in HIS 110 (Honors Course)

**HIS 110S Serv Lrng:U.S. Hist Since 1877 (1) EXP**

*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/CH**

This course explores the development of the Greater Cincinnati area, primarily from the late eighteenth century to the present, using the Cincinnati region as a model for discussing American urban growth in general. It considers the people, places, events, and issues that formed this small but hugely significant part of the country and discusses how they helped to shape and were shaped by the larger history of the United States of America.

**HIS 200S Serv Lrng:Local History (1) EXP**

*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/CH**

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) EXP**

*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*

*Corequisite(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*

*Corequisite(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 230 Competing Identities:The Modern Middle East (3) H/CH**

This course examines the conflicting ideas, people, and events that created the contemporary Middle East out of the former Ottoman Empire after World War I. Emphasis is placed on using primary documents as historical sources.

**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/CH**

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) L/CL/H/CH**

*New Course*

*Corequisite(s):* COM/ENG 101

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/CH**

*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 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 326 The Scientific Revolution and the Enlightenment (3) CH**

*New Course*

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 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 361 Contemporary Japan and its Roots (3) CH**

This course explores the impact of pre-modern Japan on contemporary Japanese history and culture. The class culminates in a twelve-day trip to Japan. Students will explore the country's fine arts, history, culture, and religious beliefs from the Edo Era (1615-1868) to the present. They will learn how these forces influenced contemporary Japanese art and cultural life.

**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 385 Sea, Sail & Song: Early American Maritime History (3) H/CH/EXP***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 385S Serv Lrng:Sea,Sail & Song:Early American Maritime History (1) EXP***Concurrent requisite(s)*: HIS 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.

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

*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

**HLT 100 Pathways to the Health Professions (2)**

Designed to be taken early in the student's academic careers, this course gives students a basic understanding of the U.S. healthcare system, current issues in healthcare, and an overview of the various professions available within the healthcare system. The course encourages students to develop their career goals and the skills necessary for successful admission to graduate study in the health professions.

**HLT 100S Serv Lrng:Pathways to the Health Professions (1) EXP**

*Concurrent requisite(s):* HLT 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.

**HLT 181 First-Aid & Basic Life Support for Healthcare Providers (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.

**HLT 181S Serv Lrng:First-Aid & Basic Life Support for Healthcare Providers (1) EXP**

*Concurrent requisite(s):* HLT 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.

### **HLT 200 Foundations of Wellness (3)**

*Prerequisite(s):* ENG 101

This course explores the emotional, environmental, intellectual, occupational, physical, social, and spiritual dimensions of well-being, quality of life, and overall health. Students will examine both personal and community factors influencing healthy and high risk behaviors, and be introduced to the current healthcare system in the U.S., and the concepts of health disparities and cultural competence. The roles of health and wellness professionals and health disciplines will be introduced.

### **HLT 200S Serv Lrng:Foundations of Wellness (1) EXP**

*Concurrent requisite(s):* HLT 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.

### **HLT 230 Health Promotion and Health Systems (3)**

*Prerequisite(s):* ENG 101

This course introduces students to the concepts of health behavior change theory and health systems, as well as how each impacts health initiatives and outcomes. Students will gain understanding of how public policy, health disparities, and evidence-based practice impact health promotion. Students will be asked to apply concepts of health promotion to a particular health disparity.

### **HLT 230S Serv Lrng:Health Promotion and Health Systems (1) EXP**

*Concurrent requisite(s):* HLT 230

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.

### **HLT 310 Health Disparities and Global Wellness Issues (3)**

*Prerequisite(s):* SOC 103, HLT 200 and HLT 210 or HLT 260 or Permission of Instructor

This course examines major global health challenges, programs and policies. Students will be introduced to the world's vast diversity of determinants of health and disease. Students will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion. Students will be asked to draw comparisons to local health disparities in their own communities.

### **HLT 320 Epidemiology of Physical Activity (3)**

*Prerequisite(s):* ENG 101

This course provides an epidemiological foundation to physical activity research and its impact on health and well-being for individuals and communities, with special attention given to traditionally under-represented populations. Participants will examine the literature relative to the impact of regular physical activity and sedentary lifestyle on chronic diseases and quality of life. Individual and community-based barriers and culturally competent health-based strategies to promote physical activity will be discussed.

**HLT 330 Health and Wellness Promotion and Programming (3)**

*Prerequisite(s):* Justice and the Common Good, HLT 200 and HLT 210 or HLT 260 or Permission of Instructor

This course examines the various aspects of health promotion and factors to consider when planning a health promotion intervention. Students will gain understanding of how assessment, public policy, culture, ethical issues and previous research impact health promotion planning. Students will be asked to apply concepts of health promotion to a particular population of interest.

**HLT 330S Serv Lrng:Health and Wellness Promotion and Programming (1) EXP**

*Concurrent requisite(s):* HLT 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 ours 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

**HLT 360 Human Nutrition (3)**

*Prerequisite(s):* ENG 101 and MTH 099 or above

This course focuses on the relationship of human nutrition and maintenance of a healthy lifestyle. Students will examine the importance of health disparities in diet quality and health outcomes. 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 396 Co-Op:Parallel (1-3) EXP**

*Prerequisite(s):* HLT 200, Junior Status or Above, and Departmental Permission

A work experience supervised by a faculty member in the School of Health Sciences, in collaboration with the cooperative extension 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.

**HLT 399 Independent Study in Health and Wellness (1-3)**

*Prerequisite(s):* HLT 200, Junior Status or Above, and Departmental Permission

Independent study under the guidance of a faculty member to meet stated learning objectives. Written learning contract agreed upon by the department chairperson and faculty member required.

**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.

**HLT 440 Health and Wellness Assessment and Programming (3)**

*Prerequisite(s):* HLT 230

*Concurrent requisite(s):* HLT 440S

This course provides students with an in-depth exploration of Health Promotion Program Design, Implementation, and Evaluation. Special emphasis involves tailoring Health Promotion Programs to historically-underrepresented populations both in the U.S. and abroad, in areas of health disparities. In this course, students will deepen their understating of Health Promotion Programs by conducting a Needs Assessment, and developing a culturally-appropriate and evidence-based Promotion Program.

**HLT 440S Serv Lrng:Health and Wellness Assessment and Programming (1) EXP**

*Concurrent requisite(s):* HLT 440

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This course requires a co-requisite one-credit hour Service Learning course, with 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.

### **HLT 450 Health and Wellness Practicum (3) EXP**

*Prerequisite(s):* Senior Status or Permission of the Instructor

The student will complete a minimum of 200 hours in an approved Health and Wellness related setting under the supervision of professionals whose expertise, interest, and time meet those of the student's professional goals. Students will prepare portfolio of materials and be evaluated by the site supervisor and a faculty supervisor.

### **HLT 451 Healthcare Administration (3)**

*Prerequisite(s):* HLT 200

Students in this course will be exposed to the role of the healthcare administrator. They will discuss and learn personnel and organization management skills in relation to the healthcare setting and the global economy. Students will learn about employment practices, liability and ethical issues, budgeting, event planning and the ever-changing face of healthcare.

### **HLT 451H HON:Healthcare Administration (0)**

Course description as stated in HLT 451 (Honors Course)

### **HLT 451S Serv Lrng:Healthcare Administration (1) EXP**

*Concurrent requisite(s):* HLT 451

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.

## **HON**

### **HON 200 Honors Current Topics (0-3)**

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.

### **HON 201 Honors Experience I (1)**

*New Course*

Sophomore students in the Honors Program will engage with one another and interact with guest speakers through a semester-long series of talks and events focusing on service, leadership, innovation, and a wide variety of specific subject areas. Opportunities for attendance and participation are flexible to allow for busy schedules. Students will reflect on the value of these experiences through the maintenance of a journal, periodic group discussions, and active service to the Mount community.

### **HON 260 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.

**HON 261 HON:United Nations Sustainable Development Goals:Global & Local (3) EXP**

*Prerequisite(s):* Sophomore status, e.g., 28 completed credit hours, minimum GPA 2.0, Honors Director approval

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.

**HON 261S Serv Lrng:United Nations Sustainable Development Goals:Global & Local (1) EXP**

*Concurrent requisite(s):* HON 261

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.

**HON 262 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.

**HON 263 HON:Museums,Monuments & Meaning (3) EXP**

*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.

**HON 400 Honors Capstone (1) CAP**

In this course, students will develop and give a presentation in which they describe one aspect of their undergraduate experience through the lens of the baccalaureate learning outcomes and performance indicators. Students and professor will meet at mutually agreeable times to report progress and/or confront challenges. Student presentations may be individual or in small groups, depending on the topic, but each student's portion of the presentation should be at least 10 minutes. Student presentations should include audio and/or visual materials, but do not need to use PowerPoint.

## IDS

**IDS 212 Domestic Violence (3) IDS**

*Prerequisite(s):* PSY 103 or PSY 103H

Crosslisted PSY 212. 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 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 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 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 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 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 Norman 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 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 380A Ancient Greece (3) EXP/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) EXP/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 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 field trip. 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 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 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 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 world's 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.

## INF

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

*Prerequisite(s):* Grade of "C" or better in MTH 185 /Equiv or placement

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 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

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 250 Web Fundamentals & Standards (3)**

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 221 or equivalent

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 325 Networks (3)**

*Prerequisite(s):* INF 221

Introduction to networking and technologies for wireless protocols and multimedia messaging services.

**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 221 and 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 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 370 Algorithms (3)**

*Prerequisite(s):* INF 324

Introduction to useful algorithms for searching, sorting and decision making; utilization of methods to quantify and classify efficiency of algorithms; probabilistic and randomized algorithms and dynamic programming. Course covers advanced algorithms on graphs, divide-and-conquer and dynamic programming, greedy methods, backtracking, branch-and-bound, computational complexity and parallel algorithms.

**INF 377 Introduction to Automata (3)***Prerequisite(s):* INF 221

Course presents a study of formal languages. Topics include: language classes, formal definitions of grammars and acceptors, deterministic/nondeterministic systems, finite state machines, push down automata and normal forms.

**INF 380 Operating Systems (3)***Prerequisite(s):* INF 324

Course offers an introduction to the theory and practice behind modern computer operating systems. Topics will include: computer and operating system structures, process and thread management, process synchronization and communication, memory management, virtual memory, file system, I/O subsystem and device management.

**INF 391 Topics in Computing (3)***Prerequisite(s):* INF 120 or equivalent and 2 other INF courses

Variable topic course with emphasis is on current trends in technology. Course may be taken up to four times (total of 12 credit hours).

**INF 396 Co-Op:Parallel(PT) (0-3) EXP***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 460 Independent Study (1-3)***New Course*

Selected areas of concentration for students approved by the department chairperson.

**INF 496 Co-Op:Parallel(FT) (0-3) EXP***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

**JCG 200 Disabling Theology (3) JCG***Prerequisite(s):* Religion Course and SOC 103

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 200H HON:Disabling Theology (0) JCG**

Course description as stated in JCG 200 (Honors Course)

**JCG 200S Serv Lrng:Disabling Theology (1) EXP***Concurrent requisite(s):* JCG 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.

**JCG 250 The Holocaust (3) JCG/IDS**

This course is an exploration of the historical event called the Holocaust and its far reaching consequences. During the course, students will become familiar with what happened, move on to the question of "why", and conclude with a deeper understanding of the implications of these events for the present and future. While the Holocaust can be approached from many angles and perspectives, this course will focus much of its attention on examining questions that emerge in light of the Holocaust about ethics, the meaningful pursuit of justice, and the human capacity for both good and evil.

**JCG 250H HON:The Holocaust (0) JCG/IDS**

Course description as stated in JCG 250 (Honors Course)

**JCG 255 Christian Social Justice (3) JCG**

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.

**JCG 255S Serv Lrng:Christian Social Justice (1) EXP**

*Concurrent requisite(s):* JCG 255

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 256 Hands Up, Don't Shoot:Practical Theology for Racial Justice (3) JCG**

*Prerequisite(s):* SOC 103 and any 100 Level Religion

This course examines the social injustices of racism and ethnocentrism from theological perspectives. Methods of practical theology are used to develop reflexive theological habits for critical analysis and social action.

**JCG 256S Serv Lrng:Hands Up, Don't Shoot:Practical Theology for Racial Justice (1) EXP**

*Concurrent requisite(s):* JCG 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.

**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 266S Serv Lrng:A Land Where You Can Eat:Sustainable Foodways and Christian Spirituality (1) EXP***Concurrent requisite(s):* JCG 266

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 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/IDS***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) EXP***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 and Spirituality:Immersion (3) JCG/IDS***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) EXP***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

### **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)**

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 in leading change to address them. Students will conduct a policy analysis and develop an advocacy 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) EXP**

*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 200 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.

## LGS

### **LGS 150 Legal Environment (3)**

An introduction to the field of law including its background and future types of positions, skills required to function as a paralegal, legal ethics, legal analysis and writing, business writing, and the legal system.

### **LGS 151 Legal Principles (3) S**

An introduction to basic legal principles through the study of the judicial system, judicial decision making, judicial remedies, the range of law, basic theories of law, and legal reasoning.

### **LGS 151H HON:Legal Principles (0) S**

Course description as stated in LGS 151 (Honors Course)



**LGS 152 Legal Research (3)***Corequisite(s):* LGS 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.

**LGS 206 Crime & Constitution (3) LAS***New Course*

Crosslisted CRM 206. This course will examine various aspects of crime and criminal procedure that arise from the United States Constitution. Topics covered include search and seizure, due process, indictments, bail, punishments, double jeopardy, self-incrimination, treason, extradition, and the rights to speedy trial by jury, to confront witnesses, and to the effective assistance of counsel.

**LGS 210 Business Law I (3)**

Crosslisted 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) EXP***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 261 Business Organizations (3)***Prerequisite(s):* LGS 151 or equivalent

A review of business organizations, including sole proprietorships, partnerships, and corporations. An introduction to terminology and structure and the analysis and preparation of the forms encountered by a business in its operation, with emphasis on developing a student's ability to prepare necessary documents in the corporate law area. Students will also be introduced to mergers, securities, employees, benefits, licenses, creditor's rights, taxation, and accounting.

**LGS 271 Estates and Trusts (3)***Prerequisite(s):* LGS 151

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.

**LGS 281 Real Estate (3)***Prerequisite(s):* LGS 151

An introduction to the law of real estate, including concepts relating to ownership, transfer and encumbrance of real estate.

**LGS 289 Women's Issues and 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 291 Litigation (3)**

*Prerequisite(s):* LGS 151

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.

**LGS 321 US/UK Comp Law & Crim Justice (3) IDS**

*Prerequisite(s):* LGS 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.

**LGS 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.)

**LGS 331 Real Estate Law Practice (3)**

*Prerequisite(s):* LGS 281 or equivalent

Detailed analysis and preparation of all documents related to conveyances, leases, mortgages, and other real estate transactions.

**LGS 341 Litigation Practice & Procedure (3)**

*Prerequisite(s):* LGS 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.

**LGS 350T Crim Law & Procedure for LGS (3)**

*New Course*

*Prerequisite(s):* LGS 151

Crosslisted CRM 350T. This course will address the basics of criminal law and criminal procedure as it relate to paralegal practice.

**LGS 350W Immigration Law (3)**

*New Course*

*Prerequisite(s):* LGS 151

An overview of U.S. immigration law with a special emphasis on employment-based immigration law, including the agencies involved in formulating, interpreting and enforcing U.S. immigration laws.

**LGS 350Y Bankruptcy Law (3)**

*New Course*

This course will discuss how debt is created, voluntarily and involuntarily; how security interests in real and personal property are created and perfected; how credit ratings are determined and maintained and the restrictions on accessing credit records under the Credit Reporting Act; the various methods of collecting debt as governed by the Fair Debt Collection Practices Act; how to obtain and collect a final a judgment; and how to recognize a fraudulent conveyance under the Uniform Fraudulent Conveyances Act. It will also cover the U.S. Bankruptcy Code, and case procedures under Chapters 7, 13 and 11 of the Code.7

**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 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 355 Family Law (3)**

*Prerequisite(s):* LGS 151

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.

### **LGS 356 Intellectual Property (3)**

*Prerequisite(s):* LGS 151

An introduction to Intellectual Property Law, addressing trademark law, copyright law, patent law, trade secrets, due diligence, and right of publicity.

### **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 381 Internship Experience (3) EXP**

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.

### **LGS 396 Co-Op:Parallel(PT) (1-3) EXP**

*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.

### **LGS 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.

### **LGS 415 Law Office Practice Seminar (3)**

*Prerequisite(s):* LGS 151 and LGS 152

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.

### **LGS 450 Adv Legal Research (3)**

*Prerequisite(s):* LGS 152

This course should expand the knowledge gained in Legal Research (LGS 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.

**LGS 496 Co-Op:Alternatng(FT) (1-3) EXP**

*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.

## LIB

**LIB 115 Foundations of the Liberal Arts (3)**

A three-credit introduction to the history and concerns of the liberal arts, which arose in Greco-Roman antiquity when ideas about political engagement required persons educated in critical thinking and citizenship. Students will explore this history and will practice identifying and analyzing enduring complex questions that the liberal arts both shape and help to answer.

**LIB 280 Conference Planning and Assistance (3)**

*New Course*

*Prerequisite(s):* ENG 101

Students will assist faculty with planning an academic conference, hosted at the Mount including content development, logistics, promotion, etc.

**LIB 290 Research and Bibliography (0-3)**

*New Course*

Student will assist faculty member with an existing research project, including research, indexing, bibliographical work etc.

**LIB 300 Seriously Funny:The Liberal Art of Humor (3)**

*Prerequisite(s):* 21 Hours Completed in the Major

With humor so widespread in our social world, affecting our relationships, reflecting our attitudes, influencing our politics, and used to sell us everything from Acura's to Zumba classes, having only a "sense" of humor is not enough. This seminar closely examines the phenomenon of humor, explores various motives for creating, using, and abusing it, analyzes how it is transmitted and received by diverse groups, and considers its diverse effects on the common good. By studying humor from multiple perspectives, including history, the arts, literature, economics, philosophy, politics, the media, and more, we can become more critical consumers, compassionate neighbors, and empowered citizens.

**LIB 301 The Loving Friends:The Bloomsbury Group (3)**

*Prerequisite(s):* 21 hours complete in the major

This seminar will examine the lives and works of the members of the Bloomsbury Group, a collection of artists, writers, thinkers, politicians, critics, and journalists who came to prominence in the 1910s and 1920s in London, so named for the London neighborhood in which most of them lived and worked. The Group had a profound effect on British culture, and their influence is still felt today. We will examine works by Virginia Woolf, E. M. Forster, John Maynard Keynes, Vanessa Bell, Duncan Grant, Roger Fry, Clive Bell, Leonard Woolf, Desmond McCarthy, Katherine Mansfield, T. S. Eliot, Vita Sackville-West and Carrington, and will view the Group in light of its influences and predecessors, such as Matthew Arnold, Oscar Wilde, G. E. Moore, and Walter Pater. Students will be able to choose a specific Group member on whom to complete an in-depth final project.

**LIB 302 Ree/al or Not Ree/al:The History of the Documentary as History (3)***Prerequisite(s):* 21 Credit Hours toward Liberal Arts Major

Documentary films compel us to believe that they represent the real world as it really is. They arise from real life events that occur in real time; yet, the films, as well as the film makers, are representing an historical phenomenon by choosing who or what is presented, how it is presented, and what sources are used to support their particular re-telling of the past-much like a traditional, written history. Yet the documentary film employs powerful visual and auditory components not present in traditional, written histories to convince viewers to accept its particular point of view. Students in this seminar course will, while examining documentary film from its beginnings in the early 20th century to the present, learn the techniques used by documentarians to tell their stories. They will then analyze a series of films from the 1910's through the 21st century in order to address the overall course question.

**LIB 303 Oy Vey:Contemporary Jewish Literature (3)***New Course**Prerequisite(s):* 21 Credits Hours toward the Libral Arts Major

Many religious scholars have noted that a Jew can be many different things at once and those scholars often argue that to doubt one's faith is very Jewish thing. What does it mean to be Jewish at a time during which nearly 2/3 of Jews define themselves as more secular than religious as "Just Jewish"? In this course we will explore such a question as well as representations of cultural transformation and significant periods of Jewish experience through contemporary literature (mostly 20th and 21st century): fiction, poetry, drama, memoir, film and philosophy. This course is devoted to the cultural, the artistic, the secular and the spiritual, to the literature that reflects deeply held traditions and the literature that has been produced by those who identify as "just".

**LIB 304 Addiction and the Spiritual Life (3)***New Course**Prerequisite(s):* 21 Credit Hours toward Liberal Arts Major or Instructor Approval

This Liberal Arts Seminar will explore the reality of addiction in the 21st century. The course considers how the desires of people and societies can lead to unhealthy forms of addiction. These pathological relationships can be analyzed with resources related to scientific, theological, and philosophical perspectives. Students will therefore study the phenomenon of addiction in an interdisciplinary way in order to discern how addiction is intimately connected to the anthropological universal of ultimate meaning and purpose in life.

**LIB 304H HON: Addiction and the Spiritual Life (0)***New Course*

Course description as stated in LIB 304 (Honors Course)

**LIB 304S Serv Lrng: Addiction and the Spiritual Life (1) EXP***New Course**Concurrent requisite(s):* LIB 304

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.

**LIB 305 Aesthetics:The Philosophy of Beauty (3)***New Course**Prerequisite(s):* 21 Hours toward the Liberal Arts Major

This course analyzes the concept of beauty through a philosophical lens. This analysis involves considering the definition of beauty from multiple perspectives including artistic, historical, and scientific views. Contrast concepts such as ugliness and the sublime will also be considered.

**LIB 390 America at Play:Baseball, Bare Knuckles, and Back Seats (3)**

This seminar examines American society and culture through an exploration of the history of sports, recreation, and leisure. An emphasis is placed upon how these activities affect class identity, gender construction, and race relations. The impact of an emerging mass consumer society is also explored.

**LIB 396 Co-Op:Parallel(PT) (1-3) EXP**

*Prerequisite(s):* CED 220

A business related work experience supervised by a business 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.

**LIB 400 Liberal Arts Culminating Experience (3)**

*New Course*

*Prerequisite(s):* Six Hours of Liberal Arts Seminar Coursework

The culminating course is designed to demonstrate the student's strong command of the learning outcomes and performance indicators associated with the Liberal Arts major. Working closely with peers and a faculty scholar, the student will compose a research question of significance and depth, conduct research and apply critical analysis from across the Liberal Arts in addressing the question, craft a twelve-to-fifteen-page paper presenting his or her findings, and articulate those findings to the wider University community.

## MCE

**MCE 200 Special Topics (3)**

*New Course*

In alignment with Ohio's Learning Standards in Social Studies in grades four through nine, this course will explore the history of Ohio and the field of economics. The first part of the course will analyze and interpret significant historical events, perspectives, patterns and themes in the history of Ohio. The customs, traditions, and needs of Ohio's various cultural groups will be examined. The remainder of the course will cover principles of economics, including microeconomics, macroeconomics, international economics, consumer economics, and personal finance.

**MCE 300 Intro Middle School (3)**

*Prerequisite(s):* EDU 190 and EDU 217

This course is focused on best teaching practices to complement the development, needs and learning processes of students in grades 4 through 9. 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 course includes a component where participants review the research literature for best practices used within their two content areas. 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.

**MCE 333 MCE Ed Content Practicum (2)**

*Prerequisite(s):* Admission to School, MCE 300, EDU 217, EDU 207

*Corequisite(s):* Two of the Following: EDU 355, EDU 383, EDU 384, EDU 386

This 100 hour field experience is designed to give the MCE student an opportunity to work with middle school level students in their two areas of concentration. Teaching activities as designated by the instructor and/or content area methods specialist will be assigned in order to apply theory learned in prior course work. Within each area of concentration, students will teach a minimum of four lessons in the classroom, with scheduled mentor teacher and Mount supervisor evaluations. The candidate is required to attend their assigned placement a minimum of two times per week throughout the semester, with seminars back on campus. The overall goal of the course is to prepare students for student teaching.

**MCE 444 MCE Student Teaching (12)**

*Prerequisite(s):* Admission to School 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 university personnel.

**MGT****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 300H HON:Management/Org Behavior (0)**

Course description as stated in MGT 300 (Honors Course)

**MGT 300S Serv Lrng:Mgmt & Organiz Behav (1) EXP**

*Concurrent requisite(s):* MGT 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.

**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 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 174 or MTH 176

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) EXP**

*Prerequisite(s):* CED 220

A business related work experience supervised by a business 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 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 Group Dynamics & 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)**

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

A business related work experience supervised by a business 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****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 311S Principles of Retailing (1) EXP***Concurrent requisite(s)*: MKT 311

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 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 356S Advertising (1) EXP***Concurrent requisite(s)*: MKT 356

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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 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 357S Serv Lrng:Professional Selling (1) EXP**

*Concurrent requisite(s):* MKT 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.

**MKT 365 Consumer Behavior (3) LAS**

*Prerequisite(s):* MKT 300

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 365S Serv Lrng: Consumer Behavior (1) EXP**

*Concurrent requisite(s):* MKT 365

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 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 371H HON: International Marketing (0)**

Course description as stated in MKT 371 (Honors Course)

**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 392S Serv Lrng:Direct Marketing (1) EXP**

*Concurrent requisite(s):* MKT 392

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

*Prerequisite(s):* CED 220

A business related work experience supervised by a business faculty member in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis. The course may be repeated as a general elective up to nine credit hours.

**MKT 415 Marketing Research (3)**

*Prerequisite(s):* MKT 300 and MTH 174 or MTH 176

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) EXP**

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) EXP**

*Prerequisite(s):* CED 220

A business related work experience supervised by a business 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

### **MTH 097 Introductory and Intermediate Algebra (4)**

*New Course*

*Prerequisite(s):* Placement

Operations with signed numbers, simplifying expressions; order of operations; solving linear equations and inequalities; graphing of linear equations and inequalities; solving systems of equations; polynomials; exponents; roots and radicals; factoring; solving quadratic equations.

### **MTH 098 Intermediate Algebra (3)**

*Prerequisite(s):* Placement

Simplifying expressions; order of operations; solving linear equations and inequalities; graphing of linear equations and inequalities; solving systems of equations; polynomials; exponents, roots and radicals; solving quadratic equations.

### **MTH 099 Intermediate Algebra-CalculusTrk (3)**

*Prerequisite(s):* Grade of "C" or better in MTH 097 or MTH 098/Equiv or placement

Rational expressions and equations; quadratic, radical, polynomial and absolute value equations; linear, nonlinear and absolute value inequalities; functions - graphs, inverses, transformations; quadratic, polynomial and rational functions.

### **MTH 170 A Liberal Arts View of Math (3) MA/CMA**

*Prerequisite(s):* Grade of "C" or better in MTH 097 or 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 student's 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/CMA**

*Prerequisite(s):* Grade of "C" or Better in MTH 097 or MTH 098/Equiv or Placement

Introductory level college statistics course; Topics will include data collection; graphical representation; measurements and interpretation of univariate and bivariate data; basic concepts of probability; continuous distributions; hypothesis testing.

### **MTH 174S Serv Lrng:Statistics I (1) EXP**

*Concurrent requisite(s):* MTH 174

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 180 Math for Business (3) MA/CMA**

*Prerequisite(s):* Grade of "C" or better in MTH 097 or 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.

### **MTH 185 Precalculus (3) MA/CMA**

*Prerequisite(s):* Grade of "C" or better in MTH 099 or placement

Comprehensive study of polynomial, exponential, logarithmic and trigonometric functions along with properties, graphs and applications.

**MTH 190 Concepts of Calculus (3) MA/CMA***Prerequisite(s)*: Grade of "C" or better in MTH 185 or placement

Functions; limits and continuity; differentiation and applications of differentiation; logarithmic and exponential functions; integration and applications of integration.

**MTH 193 Calculus I (4) MA/CMA***Prerequisite(s)*: Grade of "C" or better in MTH 185/Equiv or placement

Differential calculus, limits, continuity, differentiation, applications of the derivative, antiderivatives, Fundamental Theorem of Calculus, definite and indefinite integrals, numerical integration.

**MTH 194 Calculus II (4) MA***Prerequisite(s)*: Grade of "C" or better in MTH 193 or "4" or higher on AP Calc AB

Techniques of integration, applications of integration, improper integrals, sequences and series, Taylor series and polynomials, binomial series, polar coordinates, parametric equations.

**MTH 220 Discrete Mathematics (3) MA***Prerequisite(s)*: Grade of "C" or better in MTH 190 or MTH 193

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.g.

**MTH 255 Introduction to Linear Algebra (3) MA***Prerequisite(s)*: Grade of "C" or better in MTH 193*Corequisite(s)*: MTH 194

Vectors, systems of linear equations, vector spaces, linear transformations, matrices, determinants, and related applications.

**MTH 293 Calculus III (4) MA***Prerequisite(s)*: Grade of "C" or better in MTH 194 or "4" or higher on AP Calc BC

Functions of several variables, vectors, lines and planes, vector functions, 3D parametric curves, partial derivatives and applications, gradients and directional derivatives, multiple integrals, line integrals, Green's Theorem, Stokes' Theorem and Divergence Theorem .

**MTH 301 Mathematical Modeling (3) MA***Prerequisite(s)*: INF 120

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 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 194 or INF 120.

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)*: Grade of "C" or better in MTH 193

*Corequisite(s)*: MTH 194

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 361 Abstract Algebra (3) MA**

*Prerequisite(s)*: MTH 220

Abstract algebraic structures and their application; group and group isomorphism and homomorphisms; rings and fields; historical references.

**MTH 361S Serv Lrng:Abstract Algebra (1) EXP**

*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 391 Advanced Calculus (3) MA**

*Prerequisite(s)*: MTH 220 and MTH 293

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 (3) EXP**

*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 193

(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 460 Independent Study (1-3)**

Selected areas of concentration for students approved by the department chairperson.

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

*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

## **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) EXP**

*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 101 Theory Fundamentals (3)**

Studies in basic musicianship. Development of skills in clef reading, pitch identification, interval identification, basic melody writing and elementary harmonic analysis.

## **MUS 105 Piano I (3)**

Designed to teach piano basics in a useful and enjoyable manner. Students will experience a wide range of repertoire, 2-hand playing, left hand chord accompaniment with a melody, experience with various piano styles, and playing in an ensemble. Optional supplementary music will be provided each week for students wishing to learn more contemporary "pop" songs. Practice pianos are available.

## **MUS 106 Piano II (3)**

*Prerequisite(s):* MUS 105

The following areas of piano skills will be covered: chord progressions, harmonization, harmonization with two-hand accompaniments, improvisation, transposition, sight reading, repertoire, technique.

## **MUS 110E University Singers (1) MU**

The University Singers is a choral performance class which performs a variety of choral music from all musical periods and styles. Both mixed (SATB) and women's (SSA) choral music will be prepared during the class time frame. 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 university functions.

## **MUS 113 Aural Skills (3)**

Development of skills in sight singing, rhythmic reading, and melodic/harmonic and rhythmic dictation.

## **MUS 117 Class Guitar (1)**

*New Course*

This course provides the beginner guitarist with the fundamentals needed to read music, gain facility in playing and strumming chords, perform basic songs, and understand basic music theory. Each week students will meet to review and perform the previous weeks assignment in a group setting with some individual performance expected.

## **MUS 120F University Band (1) MU**

The University 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 University 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 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 120N Lab Band (1)**

The Lab Band is open to all instrumental musicians. The ensemble serves music majors as a learning laboratory for secondary instruments, and new instrumentalists as a chance to learn an instrument. All standard instruments may be accommodated, though contacting the director is encouraged.

**MUS 131 World Music (3) CAM/IDS**

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, China, and Japan.

**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 150B Voice (3)**



**MUS 150D Voice & Pedagogy (1)**

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 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 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 30 minute private instruction. Technical facility in scales, arpeggios and selected studies. Emphasis on contemporary guitar techniques.

**MUS 164A Guitar (1.5)**

Weekly one hour private instruction. Technical facility in scales, arpeggios and selected studies. Emphasis on contemporary 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. Emphasis on contemporary guitar.

**MUS 165 Classical Guitar (1)**

*New Course*

Weekly half-hour private instruction. Emphasis on Classical Guitar

**MUS 165A Classical Guitar (1.5)**

*New Course*

Weekly one hour private instruction. Emphasis on Classical Guitar.

**MUS 165P 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 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), Frankfkiser, 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), Frankfkiser, 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 212 American Popular Music: From Minstrelsy to MP3 (3) MU/CAM**

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 213 Church Music and Worship (3)**

*New Course*

This course will provide musicians with the skills and knowledge to plan, prepare and lead music for worship. From Catholic ritual to Contemporary worship, discover why music is the core element of the Christian celebration, and learn to implement these skills in a church setting.

**MUS 233 Listen to This:Musical Masterworks from the Middle Ages to 1750 (3) MU/CAM**

The great composers and their works in context: personal, artistic, philosophical, social, economic and religious backgrounds and circumstances. From the beginnings to 1750.

**MUS 234 Listen to This:Musical Masterworks from 1750 to Present (3) MU/CAM**

The great composers and their works in context: personal, artistic, philosophical, social, economic, and religious backgrounds and circumstances. From 1750 to the 21st Century.

**MUS 246 Mus Exp For Young Children (3) MU/CAM**

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 early childhood education and special education majors.

**MUS 308 Music Theory (3)**

*Prerequisite(s):* MUS 101, MUS 113

Further studies in basic musicianship. Development of skills in counterpoint, recognition of cadences, non-harmonic tones, seventh chords, secondary dominants, modulations, extended chromatic harmony, and early 20th C. styles.

**MUS 333M Practica (1-3)**

*Prerequisite(s):* PSY 205 or EDU 307

Crosslisted 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. University supervisors will coordinate with the content area methods specialist.

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

*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 402 Music Literature (3)**

*Prerequisite(s):* MUS 233, MUS 234

Survey of compositional and performance styles of significant composers from the Middle Ages to the present. Extensive live and recorded listening experiences with emphasis on score analysis. Required of all music majors.

**MUS 402H HON: Music Literature (0)**

Course description as stated in MUS 402 (Honors Course)

**MUS 403 Conducting/Orchestration/ Arranging (3)**

Basic conducting patterns and conducting techniques for vocal and instrumental ensembles will be addressed. The course will also focus on score reading preparation, rehearsal techniques, repertoire selection, and writing for small ensembles.

**MUS 403A Conducting/Orchestration/ Arranging (0.5-3)**

Basic conducting patterns and conducting techniques for vocal and instrumental ensembles will be addressed. The course will also focus on score reading preparation, rehearsal techniques, repertoire selection, and writing for small ensembles.

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

*Prerequisite(s):* CED 220

A music related work experience supervised by music faculty in collaboration with the cooperative education staff. Credit is awarded upon successful completion of the work experience, evaluation of work performance and documentation of predetermined Learning Agreement. Evaluation of work performed is on a pass/fail basis.

## NUR

### **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 Health Assessment Across the Lifespan (3)**

*Prerequisite(s):* BIO 198/198A, CHE 104/104A, PSY 103, SOC 103, NUR 100

*Corequisite(s):* NUR 210/210A/210C

*Concurrent requisite(s):* 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 Health Assessment Across the Lifespan-Lab (0)**

*Prerequisite(s):* BIO 198/198A, CHE 104/104A, PSY 103, SOC 103, NUR 100

*Corequisite(s):* NUR 210/210A/210c

*Concurrent requisite(s):* NUR 205

Course description as stated in NUR 205

### **NUR 207 Population-Focused Primary Health Care Nursing (4)**

*Prerequisite(s):* NUR 220/220C, NUR 317/317A, BIO 301

*Corequisite(s):* NUR 360/360C, NUR 430

*Concurrent requisite(s):* NUR 207C

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 207C Population-Focused Primary Health Care Nursing-Clinical (0)**

*Concurrent requisite(s):* NUR 207

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 Foundations Patient-Centered Nursing Care (5)**

*Prerequisite(s):* BIO 198/198A, CHE 104/104A, PSY 103, SOC 103, NUR 100

*Corequisite(s):* NUR 205/205A, BIO 215/215A, PSY 204

*Concurrent requisite(s):* NUR 210A/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 Foundations of Patient-Centered Nursing Care - Lab (0)***Concurrent requisite(s):* NUR 210/210C

Course description as stated in NUR 210

**NUR 210C Foundations of Patient-Centered Nursing Care - Clinical (0)***Concurrent requisite(s):* NUR 210/210A

Course description as stated in NUR 210

**NUR 220 Medical-Surgical Nursing I: Common/Chronic Conditions (6)***Prerequisite(s):* NUR 205/205A, NUR 210/210A/210C, BIO 215/215A, PSY 204*Corequisite(s):* BIO 301, NUR 317/317A*Concurrent requisite(s):* NUR 220A/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 220/220C

Course description as stated in NUR 220

**NUR 220C Medical-Surgical Nursing I: Common/Chronic Conditions- Clinical (0)***Concurrent requisite(s):* NUR 220/220A

Course description as stated in NUR 220

**NUR 307 Biostatistics (3)**

Introduction to Biostatistics Provides an introduction to selected important topics in biostatistical concepts and reasoning. This course represents an introduction to the field and provides a survey of data and data types. Specific topics include tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. While there are some formulae and computational elements to the course, the emphasis is on interpretation and concepts.

**NUR 309 Cultural Immersion for Health Care Providers (1-3)**

This course is a field experience in a culturally-rich community. The location may occur in a foreign country or in a location within the United States. Students will interact with healthcare providers and patients/families with the focus on understanding their culture beliefs as they relate to health care. Students will examine how culture, religion, social systems and lifestyle affect their belief of health and health care.

**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 205/205A, NUR 210/210A, BIO 215/215A*Corequisite(s):* BIO 301, NUR 220/220A/220C*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 II: Acute/Chronic Conditions (6)**

*Prerequisite(s):* NUR 207/207C, NUR 360/360C, NUR 430

*Corequisite(s):* NUR 370/370C

*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 320C Medical-Surgical Nursing II: Acute/Chronic Conditions- Clinical (0)**

*Concurrent requisite(s):* NUR 320

Course description as stated in NUR 320

**NUR 360 Family-Centered Maternity Nursing (4)**

*Prerequisite(s):* NUR 317/317A, NUR 220/220A/220C, BIO 301

*Corequisite(s):* NUR 207/207C, NUR 430

*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-Centered Maternity Nursing-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 207/207C, NUR 360/360C, NUR 430*Corequisite(s):* NUR 320/320C*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 370H HON: Patient-Centered Nursing in Mental Health (0)**

Course description as stated in NUR 370 (Honors Course)

**NUR 396 Co-Op:Parallel(PT) (1-3) EXP**

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 III: Complex Conditions I (5)***Prerequisite(s):* NUR 320/320C, NUR 370/370C*Corequisite(s):* NUR 460/460C, NUR 430*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 III: Complex Conditions I-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) CCP**

*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 University have been met.

**NUR 419 Leading and Managing within a Clinical Microsystem (4)**

This course focuses on providing learners with the tools to establish their professional nursing foundation. Learners explore how the integration of ethical core values and knowledge from a variety of disciplines inform decision-making in the provision of high quality nursing care within interprofessional teams in various clinical microsystems. Learners examine leadership and organizational theories, and the management skills applicable to the nursing profession. This course includes practice experiences where the RN student applies course concepts into clinical microsystem environments.

**NUR 420 Medical-Surgical Nursing IV: Critical Care (5) EXP**

*Prerequisite(s):* NUR 410/410C, NUR 430, NUR 460/460C, NUR 470

*Corequisite(s):* NUR 421

*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. Students will develop professional practice behaviors while working with a variety of healthcare professionals in the clinical setting. Concepts integrated throughout the course include ethics, legalities, professional role, information literacy,

health care technology and human diversity.

**NUR 420C Medical-Surgical Nursing IV: Critical Care-Clinical (0)**

*Concurrent requisite(s):* NUR 420

Course description as stated in NUR 420

**NUR 421 Professional Nursing and the Common Good (3) CCP**

*Prerequisite(s):* NUR 420

The nursing capstone is the culminating interdisciplinary course that interweaves the liberal art and science core curriculum with the baccalaureate nursing curriculum. The capstone achieves a three-fold purpose: (1) to facilitate substantial new learning about a complex global problem; (2) to encourage integration of knowledge, skills, and values from the entire liberal arts and sciences Core Curriculum, including experiential learning (clinical practice), to address that problem; and (3) to strengthen concern and action for the common good as habits of mind. The focus is on socializing the student into the professional role of nursing through the completion of a 120 hour preceptorship while completing capstone assignments that challenge the student to consider complex global healthcare problems. Through capstone assignments students synthesize concepts from nursing, the liberal arts, and sciences, and their life-experiences, demonstrating that they have met the baccalaureate learning outcomes for the University. During the preceptorship, students collaborate with a preceptor nurse further developing practice competencies, including: communication, cultural competence, critical thinking, teaching/learning, leadership, advocacy, 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 Strategies in Healthcare (1) EXP**

*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 for the Health Sciences (3)**

*Corequisite(s):* Coreq: MTH 174 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):* MTH 174 or MTH 176 or Permission of Chairperson

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 452G 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 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 452T Independent Study (1-3)**

Independent Study Course

**NUR 452W Independent Study (1-3)**

Independent Study Course

**NUR 460 Family-Centered Pediatric Nursing (4)***Prerequisite(s)*: NUR 320/320C, NUR 370/370C*Corequisite(s)*: NUR 410/410C, 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 Nursing-Clinical (0)***Concurrent requisite(s)*: NUR 460

Course description as stated in NUR 460

**NUR 470 Leadership in Professional Nursing (2)***Prerequisite(s)*: NUR 320/320C, NUR 370/370C*Corequisite(s)*: NUR 410/410C, NUR 460/460C

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 496 Co-Op: Alternatng(FT) (1-3) EXP**

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

### **PHI 140 Philosophical Point of View (3) P/CP**

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/CP**

Course description as stated in PHI 140 (Honors Course)

### **PHI 200 Perspectives on Human Nature (3) P/CP**

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/CP**

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 205S Serv Lrng:Philosophy of Mind (1) EXP**

*Concurrent requisite(s):* PHI 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.

### **PHI 220 Political Philosophy (3) CP**

An examination of major political theories and ideologies from antiquity to modern times. Among the writers considered: Plato, Aristotle, St. Augustine, Niccolo Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Edmund Burke, John Stuart Mill, Karl Marx, Henry David Thoreau, and Mohandas Gandhi.

### **PHI 285 Philosophy of Art (3) P/CP**

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 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

### **PHY 105 Physical Science L/L (4) CN**

*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) EXP***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/CN***Prerequisite(s):* MTH 098 or MTH 097 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, energy, and momentum. Lecture.

**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.

**PHY 202A Gen Physics II (LAB) (1) N***Concurrent requisite(s):* PHY 202

Laboratory applications of the concepts introduced in PHY 202.

**PHY 202H General Physics II (0)**

Course description as stated in PHY 202 (Honors Course)

## PSC

**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) EXP***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 335 International Politics (3) S**

*Prerequisite(s):* SOC 103

Crosslisted 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.

## PSY

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

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/CEP**

Course description as stated in PSY 103 (Honors Course)

**PSY 103S Serv Lrng:Intro Psychology (1) EXP**

*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 (4) S**

Course description as stated in PSY 204 (Honors Course)

**PSY 204S Serv Lrng:Lifespan Development (1) EXP**

*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) EXP***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 206S Serv Lrng:Adult & Aging (1) EXP***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 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 208S Serv Lrng:Social Psych (1) EXP***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 212 Domestic Violence (3) S***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.

**PSY 212S Serv Lrng:Domestic Violence (1) EXP***Concurrent requisite(s):* PSY 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.

**PSY 220 Health Psychology (3) S**

*Prerequisite(s):* PSY 103 or PSY 103H

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 224 Parenting (3)**

*Prerequisite(s):* PSY 103 or 103H

Focuses on what parents can do to raise healthy, responsible, competent, and resilient children. Examines research from psychology and other disciplines that illuminate the wide array of variables affecting child outcome. Evidence is analyzed and synthesized to formulate an intentional, outcomes-based approach to parenting.

**PSY 224S Serv Lrng:Parenting (1) EXP**

*New Course*

*Concurrent requisite(s):* PSY 224

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 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 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

Crosslisted CRM 292. 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 MTH 174

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 310S Serv Lrng:Cognition & Memory (1) EXP***Concurrent requisite(s):* PSY 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.

**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) S**

Course description as stated in PSY 340 (Honors Course)

**PSY 340S Serv Lrng:Abnormal Psych (1) EXP***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 Behavioral Interventions (3) LAS**

*Prerequisite(s):* PSY 103 or PSY 103H

An introduction to the knowledge and skills necessary to plan, develop, and implement interventions for a variety of behavior problems and psychological disorders. It will provide basic knowledge on which students can build their skills in such interventions.

**PSY 350H HON:Behavioral Interventions (0) LAS**

Course description as stated in PSY 350 (Honors Course)

**PSY 351 Positive Psychology: Science of Happiness (3)**

*New Course*

*Prerequisite(s):* PSY 103 or PSY 103H

Examines scientific research on developing happiness and psychological well-being. Topics include the nature of happiness, self-esteem, developing successful relationships, mindfulness, and more. In this course, you will learn some ways to increase your own levels of happiness.

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

*Prerequisite(s):* PSY 103 or PSY 103H and BIO 131 or BIO 197 or BIO 201

*Concurrent requisite(s):* PSY 360A

Crosslisted BIO 360. The physiological basis of behavior and mental processes. Includes neurophysiology, sense organs, neurotransmitters, and pathological maladies.

**PSY 360A Biological Psychology (LAB) (0)**

*Prerequisite(s):* PSY 103 or PSY 103H and BIO 131/BIO 131A or BIO 197 or BIO 201

*Concurrent requisite(s):* PSY 360

Crosslisted BIO 360A. LAB to Accompany PSY 360 (Biological Psychology)Animal dissections required

**PSY 375 Research I (4)**

*Prerequisite(s):* PSY 103 or PSY 103H, MTH 174 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 or PSY 103H 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) EXP**

*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 395 Schizophrenia Oral Histories (1)**

*Prerequisite(s):* PSY 103

In this discussion based seminar, students will gain foundational knowledge in preparation for implementation of a project of their design that will be conducted in a subsequent course (PSY 395A). During this term, students will learn about schizophrenia, oral history design and methodology, The Schizophrenia Oral History Project (TSOHP), ethics involved in conducting academic work with vulnerable populations, and stigma related to mental illness as well as ways to challenge that stigma. Students will also take a strengths assessment to identify their personal leadership strengths. Then, at the end of the semester, students will submit a written proposal of a project that will contribute to TSOHP and utilizes their leadership strengths that they will implement in PSY 395A. Students and the instructor will complete a learning contract which will outline the specifics of the seminar.

### **PSY 395A Schizophrenia Oral Histories (1-3) EXP**

*Prerequisite(s):* PSY 103, PSY 395

In this course, students will implement a project of their design that will contribute to The Schizophrenia Oral History Project (TSOHP) and that utilizes their leadership strengths. (The identification of personal leadership strengths and development of the project proposal were completed at the end of PSY 395 in the previous semester.) During this term, the student will implement the project (or a part of it, depending on the size of the project) and at the end of the semester submit a written evaluation of that semester's work based on success of project and use of leadership strengths. Students and the instructor will complete a learning contract which will outline the specifics of the project. Note: This course will count towards experiential learning for the core curriculum.

### **PSY 396 Co-Op:Parallel(PT) (1-3) EXP**

*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) EXP**

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) EXP**

*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 400S Serv Lrng:Senior Thesis (1) EXP**

*Concurrent requisite(s):* PSY 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.

**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) EXP**

*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

**RDG 215 Theoretical Perspectives and Foundations in Literacy (3)**

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 215S Serv Lrng:Literacy (1) EXP**

*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)**

*Prerequisite(s):* Admission to the School of Education

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 304H HON:Children's and Adolescent Literature (0)**

Course description as stated in RDG 304 (Honors Course)

### **RDG 305 Literacy Practicum (1)**

*Prerequisite(s):* Admission to School

*Corequisite(s):* RDG 311

The candidate will complete 50 hours of teaching reading and writing under the supervision of a classroom teacher. The candidate will assess, plan, and implement literacy instruction for small groups of children. Candidates are required to be in their practicum placements for a minimum of twice per week.

### **RDG 311 Content Area Reading (3)**

*Prerequisite(s):* Admission to School

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 School, RDG 215

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 330H HON: Phonics and Linguistics (0)**

Course description as stated in RDG 330 (Honors Course)

### **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 391 Orton-Gillingham Method: Instruction and Practice (3)**

*Prerequisite(s):* Admission to The School of Education, grade of C or better RDG 305, 330, and 338

This course requires the student to implement a research based intervention program to an individual student and/or small groups of students who are struggling with reading skills. Emphasis is placed on the instructional strategies appropriate for use in effective intervention design and implementation. This practicum course includes three components: 1) learning the Orton-Gillingham method of reading intervention, 2) 20 teaching hours and 3) supervision.

## REL

**REL 100 Introduction to Christianity (3) R/CR**

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) EXP**

*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/CR**

This course is 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.

**REL 101S Serv Lrng:Intro Religion (1) EXP**

*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/CR**

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/CR**

Course description as stated in REL 102 (Honors Course)

**REL 102S Serv Lrng:Christ Scriptures (1) EXP**

*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 Theology of Human Experience (3) R/CR**

This course focuses on developing and articulating a personal spirituality culled from theological reflection on one's own experiences and decisions. Methods and principles from both Eastern and Western religious traditions, as well as psychology and the social sciences, serve as resources.

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

This course offers students an introduction to the study of Christian theology from the Roman Catholic perspective. It begins by exploring the importance of theological reflection in contemporary culture, and then focuses on the development of present-day Church teachings drawing from both Scripture and Tradition. Topics explored include the Old Testament foundations for Christianity, the life and teachings of Jesus Christ, the profession of faith in the creeds, and the sacraments as sources of God's grace. The course also introduces students to principles of Catholic morality, and offers them an opportunity to compare Catholic teachings with those of other Christian traditions.

**REL 108 World Religions (3) R/CR**

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 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/CR**

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/CR**

The human encounter with death and dying poses a significant challenge to persons as physical, psychological, social, and spiritual beings. This course will acquaint students with recent research on death and dying from several disciplines, at the same time it helps the student raise his/her consciousness about personal reaction and responses to this encounter. Particular emphasis will be placed on the religious/spiritual dimension of death, grief, and loss, and theological responses to that issue from within the Christian tradition. Ethical issues related to death and dying will also be examined. The student taking this course should emerge from it with an increased awareness of the diversity of issues involved in death and dying that can be applied to managing one's own life journey, as well as to caring for others.

**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 marriage's 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 234 Sacred Scripture Seen Through Sacred Art (3) CR**

*Prerequisite(s):* 100 Level Religion Recommended

From Early Christianity to the present the practice of rendering sacred themes in art and architectural decoration has been constant. This course explores monuments of architecture, sculpture, and painting inspired by sacred Scripture. Topics include an examination of images of the Life of Christ considered in the sequence of the liturgical year, Marian images, the saints and angels, and Trinitarian images. Additionally, architectural and sacred spaces will be considered. Some of the thematic issues we will consider are Christian art as a facilitator to comprehending Scripture, art as a catalyst for deepened devotion, and Church patronage of religious art and architecture through history.

### **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 242 Exploring the Sacred (3) CR**

This course seeks to explore the ways in which we may encounter the sacred in our lived experience, rather than in formal creeds or religious institutions. Students will examine the spiritual/sacred dimensions of their world by looking through a variety of different lenses, and using the tools of several different disciplines to bring those experiences into focus. Students can expect to develop a clearer understanding of the experience of the sacred, by exploring their own stories, and the stories of others as those are presented in both sacred and secular texts. The course will pay special attention to the significance that culture has in shaping and interpreting the experience of the sacred, and the variety of responses that may emerge out of this experience.

### **REL 245 Women in Christianity (3) R/CR**

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 245S Serv Lrng:Women in Christianity (1) EXP**

*Concurrent requisite(s):* REL 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.

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

A study of the pervasive role of the Christian Church in the shaping of European culture from the fall of the Roman Empire through the Renaissance.

**REL 310 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/CR**

*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 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 339 Seminar in Spirituality: Critical Issues in Human Sexuality (3)**

*New Course*

*Prerequisite(s):* REL 101,102 and 107 or any JCG Course

This upper-level seminar in spirituality explores complex and critical issues of human sexuality. Students will reflect theologically on topics of sexuality, and identify resources to develop a spirituality oriented towards human flourishing. Instructor's permission required for non-majors.

**REL 340 Spirituality and Aging (3) S/R**

*Prerequisite(s):* 100 Level REL

Crosslisted 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 348S Serv Lrng:Seminar Systematic Theology II (1) EXP**

*Concurrent requisite(s):* REL 348

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 350 Pauline Theo/Christ Begin (3) R/CR**

*Prerequisite(s):* 100 level REL

This course is a study of the content and background of the letters of the Apostle Paul. Emphasis will be placed upon Paul's life, the literary and rhetorical structure of his letters, and the specific theological and pastoral themes addressed in the letters. Particular attention will be given to the social context of Paul's Christian communities, and how it impacts his message to them. We will also explore the impact of these issues in contemporary pastoral ministry contexts.

**REL 350S Serv Lrng:Pauline Theo/Christ Begin (1) EXP**

*Concurrent requisite(s):* REL 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.

**REL 351 Spirituality of the Johannine Literature (3) R/CR**

*Prerequisite(s):* 100 level Religion

Together we will explore the basic theology and spirituality of the Gospel of John and the Johannine Epistles, with an analysis of the milieu and culture out of which the Christian message arose and was transmitted.

**REL 351H HON: Spirituality of the Johannine Literature (0) R/CR**

Course description as stated in ENG 351 (Honors Course)

**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 370 Catholicism in Rome: A Sacred Journey Through Faith & Art (3) EXP/IDS**

This course offers students an on-site learning experience of the history of Catholicism in Rome from both an artistic (theological) and artistic perspective. Students will explore how the Catholic Church came into existence within the Roman Empire, and also how it developed in Rome over the next two millennia. They will also explore artistic contributions to this development - how art was commissioned and used to convey the sacred - with particular emphasis on the medieval, Renaissance, and Baroque periods. The travel portion of the course takes place over spring break.

**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 understanding 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

**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) EXP**

*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) EXP**

*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) EXP**

*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

**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 Serv Lrng:Human Exceptionalities (1) EXP**

*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 School and 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 School and EDU 207

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 university supervisor.

**SED 334 Inclusive Teaching, Support and Transition (1)**

*Prerequisite(s)*: Admission to School and PSY 205 or EDU 307

*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 university supervisor.

**SED 340 Teaching in an Inclusive Setting (3)**

*Prerequisite(s)*: Admission to the School, Practicum and 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 School and SED 380

*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 School, 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 School

*Corequisite(s)*: SED 333

Methods, materials and techniques used in the education of students with mild and moderate needs. Emphasis is placed on both remediation and compensation strategies and techniques for academic, social and behavioral problems. The course presents a variety of techniques for teaching basic academic skills (reading, spelling, mathematics, writing, oral language) and how to modify instructional materials for students who need mild/moderate levels of support. The course also relies on research-supported instructional strategies for designing classroom environments that best facilitate learning. Students participate in a practicum in a classroom in conjunction with this course.

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

*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 SED Student Teaching (12)**

*Prerequisite(s)*: Admission to Department and permission from Clinical Experience Director and EDU 207 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 University supervisors in two settings.

**SED 495 Independent Study (1-3)**

*Prerequisite(s):* Permission of Education School Dean

Independent study under the guidance of a faculty member to meet stated objectives.

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

*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

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

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.

**SOC 103S Serv Lrng:Intro Sociology (1) EXP**

*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) EXP**

*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 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 212 Sociology of Sports (3) S**

Students will explore and discover the structural and cultural relationship of sport to society. Students will also examine the issues of race, gender, social stratification, deviances, and economics as they relate to sport in society.

**SOC 212S Serv Lrng:Sociology of Sports (1) EXP**

*Concurrent requisite(s):* SOC 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.

**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 218 Mars and Venus? Gender,Culture and Society (3)**

*Prerequisite(s):* SOC 103

Are men and women really so different? This course examines this question by exploring the social construction of sex, gender, and sexuality across cultures and societies. It explores the various ways in which gender shapes and is shaped by social institutions, organizations, ideologies, representations, and practices. We will examine several substantive topics as they intersect with sex, gender and sexuality such as the body, media, religion, sport, love, and health/medicine. This course will facilitate the development of your critical thinking, reading and writing skills.

**SOC 219 European Sport:A Comparative Approach (1) EXP**

Students will examine the particularities of different European sports to understand the larger political, economic, and cultural frameworks within which they emerged.

**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) EXP**

*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 221 Sociology of Film (3)**

*New Course*

*Prerequisite(s):* SOC 103

The primary goal of this course is to use movies, documentaries, and docudramas to illuminate sociological phenomena and events in terms of sociological theory, concepts, and research, and thus help students to understand and apply core sociological concepts and theories and apply them to a number of movies watched in class and outside of class. Students will also evaluate movies in terms of the extent to which they uncritically transmit bias, stereotypes, ideology, and misinformation regarding gender, race ethnicity, poverty, and important social problems.

### **SOC 222 Health and Crime (3)**

*New Course*

*Prerequisite(s):* SOC 103

This course examines the different ways crime and health intersect. Sociological, criminological and public health theories will be explored to understand how delinquency/crime and health relate to one another. Additionally, this course will explore how crime and crime location may be a predictor of health outcomes.

### **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 289 Women's Issues and 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 301 Sociology of Science and Technology (3) CS**

*New Course*

*Prerequisite(s):* SOC 103

This course is an introduction to the study of science and technology from a sociological perspective. Students will learn about science's social structure, the social institutions that support and constitute scientific activi-

ties, how people construct scientific knowledge through social interactions, and the nature and consequences of the relationships between science and other major social institutions. We will study the connections and tensions between science and religion, politics, economy, and gender. We will also examine the ways in which technology is socially constructed, how it structures social relations, and mediates the relationships between social institutions. At the conclusion of this course students will have learned some of the major arguments and evidence associated with the sociology of science and technology.

### **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) EXP**

*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 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 Special Topics: Sociology of Work, Occupations & Professions (1-3)**

Topics vary. May be repeated once as topic changes.

### **SOC 370 Sociological Theories (3) S**

*Prerequisite(s):* SOC 103

The development of sociological theories; the study of outstanding contemporary sociologists and their contributions in research, social policy and practice.

### **SOC 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, MTH 174 or MTH 175 or MTH 176, and two additional courses in PSY or SOC

Crosslisted 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 Eval,Res,Grantsmanship (3)**

Crosslisted 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 377S Serv Lrng:Eval,Res,Grants (1) EXP**

*Concurrent requisite(s):* SOC 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.

**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) EXP**

*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 401 Behavioral Science Seminar (1)**

*New Course*

This course is designed to have students in the Behavioral Sciences program demonstrate their background and mastery in the areas of Psychology, Sociology, Criminology, and related fields. Students will apply their knowledge in these areas to current and historical issues that face the scientific community and general population as a whole.

**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 university 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) EXP**

*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

### **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) L/CL**

*Prerequisite(s):* SPA 101/Equivalent, COM/ENG 101 and COM 100

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

**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) EXP**

*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 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) EXP**

*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) EXP**

*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 343 Principles of Coaching (3)**

*New Course*

In depth analysis pertaining to the coaching of team/individual and dual sports.

**SPM 355 New Media & Public Relations (3)**

*Prerequisite(s):* COM 100 and 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 Facilities and Event 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 375S Serv Lrng:Sport Facility Mgmt (1) EXP**

*Concurrent requisite(s):* SPM 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.

**SPM 380 Sport Law (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 386 International Sport Management (3)**

This course is designed to guide students toward a critical understanding of sport in the global context. The course provides students with a conceptual and theoretical foundation of international sport management through a sociocultural examination of the field of play in various parts of the world, issues and challenges of the global sport environment, and the governance of international sport. Management principles such as macroeconomics, finance, law, service quality, and social responsibility in the global environment will be discussed. Students will also be exposed to international sport business strategies in marketing, new media, facility management, and tourism.

**SPM 386S Serv Lrng:International Sport Management (1) EXP**

*Concurrent requisite(s):* SPM 386

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 390 Contemporary Sport Leadership (3)**

*New Course*

This course is designed to guide students toward a critical understanding of contemporary leadership in the sport context. The course provides students with a conceptual and theoretical foundation of leadership in the context of sport. Students will develop their own models for effective leadership by exploring leadership styles and skill sets, ethical approaches, strategy and innovation, communication and conflict resolution, team and group dynamics, diversity, global contexts, and organizational change.

### **SPM 394 Sport Management Internship (0) EXP**

*New Course*

*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 395 Sport Finance & Development (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 Sport Management Internship (3) EXP**

*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 396A Sport Management Internship (1-3) EXP**

*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)**

*Prerequisite(s):* SPM 150, SPM 185, SPM 240

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 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 Mount Saint Joseph University. The co-requisite Internship serves as a catalyst for completion of the Capstone Synthesis Reflection required of graduating Mount St. Joseph University students in the major of Sport Management.

### **SPM 495S Serv Lrng:Sport Management Capstone (1) EXP**

*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) EXP**

*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**

### **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) EXP**

*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

### **SWK 205 Play Therapy (3)**

*New Course*

*Prerequisite(s):* PSY 103 and SOC 103

This course provides an overview of Play Therapy. It will address the various types of play that children engage in and the various types of therapy that can be used for working with children. This course will look at both Directive and Non Directive therapy.

### **SWK 219 Issues In Aging:A Social Work Perspective (3)**

*New Course*

*Prerequisite(s):* SOC 103

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) EXP**

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**

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) EXP**

*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 or SOC 103

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 231 Spirituality and Social Work Practice (3)**

*New Course*

*Prerequisite(s):* SOC 103

This course examines the experience and the role of spirituality and religious traditions in social work practice with client systems. The course considers the spiritual and religious contexts shaping assessment and intervention processes in social work services and examines the ways that faith traditions and spiritual experiences shape clients' and professionals' lives, and the points of connection they form with the delivery of social work services.

**SWK 233 Ethics and Social Welfare (3)**

*New Course*

*Prerequisite(s):* PSY 103, CRM 103 or SOC 103

This course examines ethical issues as they relate to social professions and provides an overview of legal and ethical aspects in the field of social work with implications for the social worker. Includes topics such as confidentiality, rights of clients, client records, equal protection for staff and clients, and discrimination. The National Association of Social Workers code of ethics and related codes are covered with an overview of ethical dimensions of practice. The course examines various social policies, mainly federal laws, that impact society and how they influence our ethical decision-making processes.

**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 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.

**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) EXP**

*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) EXP**

*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 Organizatn'l/Community Devel (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) EXP**

*Prerequisite(s):* SWK 327 and 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 332 Child Abuse (3) IDS**

*Prerequisite(s):* PSY 103 or SOC 103

Legal 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.

**SWK 333 Elder Abuse (3) IDS**

*Prerequisite(s):* PSY 103 or PSY 103H or SOC 103

Crosslisted GST 333. 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.

**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 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 370 Addictions (3) IDS**

*Prerequisite(s):* PSY 103 or PSY 103H, SOC 103 and Junior Class Standing

This course will explore the process of dictions. 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.

**SWK 375 Social Research I (4)**

*Prerequisite(s):* PSY 103 or PSY 103H, SOC 103, MTH 174 or MTH 175 or MTH 176

Crosslisted 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)**

Crosslisted 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) EXP**

*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) EXP**

*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.

**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 university cap-

stone 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 410 Chemical Dependency Counseling (3)***New Course*

This course focuses on theories and fundamentals of addictive illnesses and addictions treatments. Topics will include addiction knowledge, treatment knowledge, professionalism, evaluation, service coordination, documentation, and individual and group counseling. Designed to meet the CDCA Phase I education requirements.

**SWK 432 Fieldwork II & Seminar (5) EXP**

*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) EXP**

*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.

# 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 Mount St. Joseph University 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)

## Military Science (ROTC opportunity available)

### Military Science at Xavier University

The Department of Military Science at Xavier University, in cooperation with Mount St. Joseph University, 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.

Cadets are eligible to receive a monthly stipend during the school year. Freshmen \$300, Sophomores \$350, Juniors \$450 and Seniors receive \$500 a month. Credit for military science course is granted through an agreement between Xavier University and Mount St. Joseph University, and may be used to satisfy general electives.

### 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 the Mount 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

University of Cincinnati 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). University 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 University receives its regional accreditation from:



Alteration and/or unauthorized use prohibited.

([http://www.ncahlc.org/?option=com\\_directory&Action=ShowBasic&instid=1542](http://www.ncahlc.org/?option=com_directory&Action=ShowBasic&instid=1542))

The Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
800-621-7440

To learn more, contact: Higher Learning Commission, <http://www.ncahlc.org/>

The University receives its certificate of authorization from:

Ohio Department of Higher Education  
25 South Front Street  
Columbus, OH 43215  
614-466-5866

To learn more contact: Ohio Department of Higher Education, <https://www.ohiohighered.org/>

Copies of the University's accreditation and certificate of authorization can be obtained through the Office of the President.

Accreditation Review Commission on Education for the Physician Assistant  
American Bar Association approval  
American Chemical Society  
Commission on Accreditation of Athletic Training Education  
Commission on Accreditation in Physical Therapy Education  
Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)  
Council for the Accreditation of Educator Preparation  
Council for the Accreditation of Educator Preparation/Teacher Education Accreditation Council (CAEP/TEAC)  
Council on Social Work Education  
National Association of Schools of Music  
Ohio Board of Nursing  
Ohio Department of Higher Education

## Institutional Memberships

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 Health Association  
American College Personnel Association  
American Council on Education  
American Counseling Association  
American Institute for Foreign Study  
American Student Government Association  
American Psychological Association  
Association for University and College Counseling Center Directors  
Association of Catholic Colleges and Universities  
Association of Graduate Programs in Ministry  
Association of Independent Colleges and Universities of Ohio  
Association of Schools for Allied Health Professions  
Association of University Programs in Health Administration  
Association of Higher Education and Disability  
Central Atlantic Affiliate of College and University Residence Halls  
Cincinnati Paralegal Association  
College and University Professional Association for Human Resources  
College Entrance Examination Board  
Council for Adult and Experiential Learning  
Council of Graduate Schools  
Council of Independent Colleges  
Council of Social Work  
EDUCAUSE  
Employers Resource Association  
Greater Cincinnati Chamber of Commerce  
Greater Cincinnati Consortium of Colleges and Universities  
Hamilton County Police Association  
Hispanic Chamber of Commerce  
Indiana Association for College Admission Counseling  
International Association of Campus Law Enforcement Administrators  
Kentucky Association for College Admission Counseling  
Mathematics Association of America  
NAFSA: National Association of International Educators  
National Academic Advising Association  
National Association for College Admission Counseling  
National association for Graduate Admission Counseling  
National Association of Campus Activities  
National Association of College and University Business Officers  
National Association of Colleges and Employers  
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 College Learning Center Association  
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 Biological Survey  
Ohio Campus Compact  
Ohio Continuing Higher Education Association  
Ohio Cooperative Education Association  
Ohio Counseling Association  
OhioLINK  
OHIONET  
Ohio Transfer Council  
Physician Assistant Educational Association

## **Institutional Review Board**

Mount St. Joseph University maintains a process for the protection of human subjects involved in research conducted by students, faculty and staff of the University. A copy of this policy is available in the Office of the Provost.

## **Assessment**

On an annual basis, Mount St. Joseph University 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, Mount St. Joseph University, 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 University 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 University 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, myMount (<http://www.msj.edu/mymount>).

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.

The University reserves the right to monitor the waitlist and to register students in the order needed to fulfill requirements for graduation.

## Preassignments for Accelerated Courses

The University 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. Courses offered in an online format do not require a pre-assignment.

Preassignments are available on the Mount's intranet web site, myMount<sup>4</sup> (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 30 hours of Mount residency.

Extenuating circumstances may require an exception to the Consortium cross-registration policy. Appeals

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<sup>4</sup><http://www.msj.edu/mymount>

for exceptions are submitted in writing to the Provost, or designee. Approved University 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 institution. 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 Mount St. Joseph University'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 Mount St. Joseph University 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 Mount St. Joseph University'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, 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, Mount St. Joseph 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 also "Core Add/Drop Policies" on page 146)

## 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 Provost or 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</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>	
Week 1 meeting day	No record of dropped class if dropped before the meeting day of 1st week ( <i>"W" grade begins the meeting day in week 1</i> )
Weekend/Week 2-3	Grade of "W" for dropped class ( <i>grade of "W" ends the meeting day of 3rd week</i> )
Weekend/Week 4	No drops accepted the day after the 3rd week meeting day
<b>5 Week Term</b>	
Weekend/Week 1-2	No record of dropped class if dropped before the meeting day of 2nd week ( <i>"W" grade begins the meeting day in week 2</i> )
Weekend/Week 3-4	Grade of "W" for dropped class ( <i>Grade of "W" ends the meeting day of the 4th week</i> )
Weekend/Week 5	No drops accepted the day after the 4th week meeting day
<b>6 Week Term</b>	
Weekend/Week 1-2	No record of dropped class if dropped before meeting day of 2nd week ( <i>"W" grade begins the meeting day in week 2</i> )
Weekend/Week 3-4	Grade of "W" for dropped class ( <i>Grade of "W" ends the meeting day of the 4th week</i> )
Weekend/Week 5-6	No drops accepted the day after the 4th week meeting day
<b>7 Week Term</b>	
Weekend/Week 1-3	No record of dropped class if dropped before meeting day of 3rd week ( <i>"W" grade begins the meeting day in week 3</i> )
Weekend/Week 4-5	Grade of "W" for dropped class ( <i>Grade of "W" ends the meeting day of the 5th week</i> )
Weekend/Week 6-7	No drops accepted the day after the 5th week meeting day

<b>8 Week Term</b>	
Weekend/Week 1-3	No record of dropped class if dropped before meeting day of 3rd week ( <i>"W" grade begins meeting day in week 3</i> )
Weekend/Week 4-6	Grade of "W" for dropped class ( <i>Grade of "W" ends the meeting day of 6th week</i> )
Weekend/Week 7-8	No drops accepted the day after the 6th week meeting day
<b>10 Week Term</b>	
Week 1-3	No record of dropped class if dropped before the meeting day of 3rd week ( <i>"W" grade begins the meeting day in week 3</i> )
Week 4-6	Grade of "W" for dropped class ( <i>Grade of "W" ends the meeting day of 6th week</i> )
Week 7-10	No drops accepted the day after the 6th week meeting day
<b>Online Eight Week Classes</b>	
Weeks 1-3	No record of dropped class if dropped before the day in the 3rd week that corresponds to the start date day of the course as listed in the Course Schedule. ( <i>"W" grade begins the day after the day in week 3 that corresponds to the start date of the course as listed in the Course Schedule</i> )
Weeks 4-6	Grade of "W" for dropped class ( <i>Grade of "W" ends the day after the day in the 6th week that corresponds to the start date of the course as listed in the Course Schedule</i> )
Weeks 7-8	No drops accepted the day after the 6th week drop day

## Student Withdrawal from the University

Traditional students who completely withdraw from the University 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 online courses) on a space available basis as determined by the instructor and the department offering the course. 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. Students who are registered for 12 or more hours in a fall or spring term and paying flat rate tuition may audit undergraduate courses free of charge plus any applicable fees. This policy does not apply to summer term. Students who choose to audit as a part time student in summer, fall, or spring may do so at half the cost of the per credit hour rate plus any applicable fees. Fees, cost of books and materials are additional for all students.

Baccalaureate or graduate program alumni of the University may audit courses (except auto-study options and online courses) on a space-available basis for a special discounted tuition rate, plus fees, cost of books and materials, 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, online 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 any other fees & materials at the regular rate.

## Veterans Education

Mount St. Joseph University 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 University's certifying official each semester or term to verify eligibility. Requests for information should be referred to the University's certifying official for VA Educational Benefits, located in the Registrar's Office.

## Academic Exploration Program

Mount St. Joseph University, in the spirit of the liberal arts education upon which the university was founded, is committed to promoting an environment that fosters intellectual curiosity and healthy exploration. We believe that the process through which decisions and discoveries are made is of equal importance to the end result. In accordance with this mission, any undergraduate student who has not yet declared a major will be designated as **University Exploratory Studies (UES)**. University Exploratory Studies students will receive advising services through the Academic Exploration Program (AEP) Advisor located in the Academic Advising Resource Center. Declaring a major can be a difficult and sometimes frightening experience. But it does not have to be. We believe that taking the time to explore the right major can be a rewarding journey that makes our students better equipped to make ethical and informed decisions in a global market place.

## 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 placement 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 placement 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 placement tests.

Adult students may be required to take the placement 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 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 may not enroll in more than 9 credit hours of accelerated courses concurrently.

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 Mount St. Joseph University 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. 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.
3. Undergraduate seniors in their final semester of study at the University 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.
4. Undergraduate seniors may not register for more than 18 hours of credit while taking graduate courses.
5. The maximum amount of graduate credit may not exceed nine (9) hours while simultaneously pursuing an undergraduate degree.

Undergraduate seniors in their final semester of study at another regionally accredited college or university may not enroll for more than six (6) hours of graduate credit as a non-matriculated student, subject to the above restrictions.



# 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 School 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 School Dean, a senior faculty member in the department, appointed by the Provost or an administrator designated by the Provost 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 School 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 Provost describing the basis for continuing the appeal process.
4. The Provost or an administrator designated by the Provost 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 Provost 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 Provost or designee.
7. Any exceptions to the timelines or other procedures in this policy must be approved by the Provost.
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 School Dean who will notify the Provost.

## 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 university 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 university 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 on which he or she is unsure;
- will perform on examinations, tests and quizzes using his or her knowledge and information and based on his or her own research and study efforts;
- will use during an exam only those aids that the instructor has specified and approved;
- will refuse to use crib notes, 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 University;
- 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 University'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 available options before the instructor makes a decision about the consequences. As part of this procedure the instructor will consult with the Office of the Provost 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 School Dean, may recommend to the Provost, or designee one of the following: that the student may be dismissed from the program; that the student be suspended from the University; that the student be dismissed from the University. 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 Provost. 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 School 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 School Dean, a senior faculty member in the department, appointed by the Provost or an administrator designated by the Provost 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 Provost, or designee within 10 business days of the conference in Step 1 describing his/her basis for continuing the appeal. The request should include a description of prior attempts to resolve the issue and the reasons for continuing the appeal. The Provost, or designee will collect relevant information and correspond with the instructor and student together or separately before making a final decision.
3. The final decision made by the Provost or designee will be based on a review of Steps 1 and 2, materials that have been submitted and the process that has been followed. There is no further appeal.

No legal counsel will be present during the academic dishonesty appeal process. The student may withdraw the appeal at any juncture by a written request to the department chairperson who will notify the Provost, or designee.

## 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. Notification is sent to the student's University email account. Students may receive multiple session warnings. Students who do not improve their academic performance may be at risk for earning academic action.

## 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 to the student's University email account of probationary status serves as a *serious warning* that unless the quality of work improves, a status of one of the following will be earned from the University: academic probation, academic condition, suspension or dismissal.

Determination of academic action is made by the Provost, or designee in fall and spring semester only. Earned action is noted on the student's transcript.

The University 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 Provost, or designee 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 and have failed to achieve a cumulative grade point of 1.75.
2. Students who have earned 28.0-59.5 credit hours and have failed to achieve a cumulative grade point average of 1.90.
3. Students who have earned 60 credit hours 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 have earned academic condition, suspension, or dismissal from the University.

## Academic Condition

In certain cases where the session or cumulative 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 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. Significant improvement for academic condition is



defined as NO grades below a "D" and a session grade point average of 1.75 or higher. A copy of the plan must be submitted to the department chairperson and the Provost, or designee 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 University. Students have the option to appeal a suspension through the "Appeals/Petitions Process for Reinstatement."

## Disciplinary Suspension

A student who earns disciplinary suspension will be excluded from the University campus, classes and other on- and off-campus University activities for a specific period of time. The period of time may range from several days or weeks to the remaining portion of a semester or for a period of time beyond one semester. The student may be asked to seek and/or complete counseling as a condition or term of suspension. A student given the sanction of suspension is excluded from classes with no right to take tests or make up work missed during the period of suspension. Reinstatement following suspension may be conditional on the continuation of sanctions or restrictions and/or the issuance of new or additional sanctions or restrictions. This sanction will be noted on the official University transcript including the specific period of time the sanction is in place.

## 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. Students who have earned an academic suspension and after reinstatement earn an "F" in any class will have earned academic dismissal from the university without appeal. When academically dismissed, studies may not be resumed at the Mount, except in the case of Academic Renewal or Fresh Start.

## Disciplinary Dismissal

Disciplinary dismissal results in the permanent termination of a student's status with the University. The dismissed student is not allowed on campus, permitted to attend classes, or participate in University activities on or off campus. Disciplinary dismissal is permanent and will be noted on the student's official transcript.

## 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 Mount St. Joseph University.

## 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 Provost, or designee. 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 Mount St. Joseph University will be reviewed by the Provost or designee 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 Provost, or designee 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 Provost, or designee, 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 Mount St. Joseph University. 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 Provost, or designee 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 University.

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.

## Disability Policy

In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact the Director of Learning Center & Disability Services, to present documentation

and develop individualized accommodation plans. Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at <http://www.msj.edu/academics/disability-services/>.

## 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 at : Temporary Illness, Injury, Pregnancy or Related Condition Modification Policy<sup>5</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 Provost or designee. The Provost or designee may approve an Emergency Medical Leave of Absence in order to maintain the student's academic standing with Mount St. Joseph University. A student who is awarded a medical leave remains an active student for a period of time deemed appropriate by the Provost or designee. The student must petition to the Provost or designee to be reinstated when ready to return to classes.

## 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 University 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

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<sup>5</sup>[https://mymount.msj.edu/ICS/MSJAcademics/Learning\\_Center/Disability\\_Services.jnz?portlet=Handouts](https://mymount.msj.edu/ICS/MSJAcademics/Learning_Center/Disability_Services.jnz?portlet=Handouts)

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.

**Blended Format** - Blended courses integrate best practices of face-to-face and online course formats in a planned, pedagogically sound manner. Participation, course content, and student engagement will occur in the classroom and online. This course format is recommended for students who are independent learners and comfortable using online tools.

**Online Format** - Online courses have no face-to-face component. Some courses may require proctored exams. This course format is recommended for students who are independent learners and comfortable using online tools. Students must be at least sophomore status with a GPA of 2.5 or higher to register for an online MSJ course.

**Study Abroad\*** - Mount St. Joseph University 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 available from the travel coordinator, dan.mader@msj.edu.

*\*This registration at MSJ is a technical requirement, and does not conflict with the usual and customary AIFS online registration.*

**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\***

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 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/Financial Economics dual major would use Mathematics as their major prefix, and Business Financial Economics 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\***

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.
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.

\*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

## 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 University 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 University.

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 University 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 University 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, the University Provost, Dean of Students, financial aid director or other appropriate official, a written request that identifies the education record(s) the student wishes to inspect. The University 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 university and wishes to inspect their records, please provide this information with your request and the University 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 University 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 University to amend a record should write the University 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 university decides not to amend the record as requested, the University 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 University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure of directory information without consent.

The University, in accordance with FERPA, may publicly release directory information without the written consent of the student. The University 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 University 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 University 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 University has contracted as its agent to provide a service instead of utilizing University 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 University.

The University 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 University 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 University 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

### Final Examinations

Final examinations are given at the end of each semester on a day and hours specified on the Exam Schedule on myMount.

Students may not be excused from examinations or make any changes (time or day) in the schedule **without** the approval of the instructor. A change in the examination schedule may be made for serious reasons **ONLY** (e.g. serious illness of a student, serious illness or death in a student's family, when more than two exams are scheduled on the same day, etc.). The make-up examination day and time is scheduled between the instructor and the student.

## 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:

<i>Grade Quality Points</i>		
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 349.

## 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

"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 "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 University are obtained only upon written request from the student. An official transcript (one bearing the University 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 university 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. Complete information regarding a transcript request can be found at <http://www.msje.edu/academics/registrar/transcript-requests/>.

## 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.

"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 University 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 University 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 University 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 university 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
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### 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 (i.e., 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 \$50.00 graduation application fee is assessed to all graduation candidates. The graduation application fee is a one-time charge for each degree and/or certificate application. Graduation applications turned in past the posted deadline dates will be charged a late fee of \$25.**

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. A student earning a certificate will be charged half of the full graduation application fee. A certificate seeking student does not participate in graduation.

Degrees are conferred by Mount St. Joseph University 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, degree certifications are completed based on the final semester's grades and all financial obligations to the University have been met.

## **Honors**

### **Academic Honors & Awards**

Mount St. Joseph University offers a number of prestigious awards and honors to students to recognize outstanding achievement in academics, leadership, athletics, and service to the University, 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 fall and spring semester only.



## Graduation Honors

For information regarding graduation honors, see academic policies for graduation starting on page 349.

## 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

Mount St. Joseph University 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 Mount St. Joseph University 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 352 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>6</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>7</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

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<sup>6</sup><http://www2.acenet.edu/nationalguide/index.cfm?fuseaction=about.getContent&id=2>

<sup>7</sup><http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx>

- 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 university. By using the syllabi from university 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 University'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:
  - **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 Mount St. Joseph University. 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/>.

#### *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:

- Thirty (30) of the final thirty seven (37) semester hours must be completed at Mount St. Joseph University 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 Mount St. Joseph University 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 (GC3) 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 university 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, Mount St. Joseph University 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

Mount St. Joseph University 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 University'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 University'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 University 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 University program requirements and residency requirements to be fulfilled in order to receive a certificate from Mount St. Joseph University.
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 and adult students must seek and obtain formal admission to the University before registering for more than 13 credit hours. Traditional and adult 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 and adult 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. Traditional and adult 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 last attendance 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 Mount St. Joseph University 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 University.
- (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 University, 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 Mount St. Joseph University 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 Mount St. Joseph University 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.
- (l) International transfer credits may be accepted but are subject to evaluation based on standardized guidelines from AACRAO, WES, NAFSA or other approved organizations.
- (m) C-TAG (Career Technical Assurance Guide) credit from Ohio technical high schools will be considered after review.

# Student Rights & Responsibilities

Additional rights and responsibilities can be found under Academic Policies starting on page 331.

The University expects its students to act responsibly. University 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 (<http://www.msj.edu/student-handbook>).

## Formal Complaints

Enrolled and prospective students, face to face and online, 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 or by email (the official communication medium at the Mount). Written/emailed formal complaints should describe the issue or concern and must include the student's name, signature (electronic signature acceptable), and date. Formal complaints should be submitted to the Provost, the Associate Provost for Academic Support, the Dean of Students, or the President, who will determine if further action is necessary.

Before filing a general complaint through this process, students may wish to consider if alternate complaint or grievance procedures are more appropriate. These include, but may not be limited to, Academic Grade Appeal, Academic Dishonesty Appeal Process, Appeals/Petitions for Reinstatement, Disability Related Grievance Procedures, Informal Resolution and Formal Investigation and Resolution of concerns related to discrimination, harassment, sexual harassment, misconduct, and retaliation, and student disciplinary procedure appeal process. Information on these procedures can be found in the Student Handbook and/or the Graduate and Undergraduate Catalogs. Students may also contact Paige Ellerman, VP of Compliance Risk and Legal Affairs Officer/Title IX Coordinator at [paige.ellerman@msj.edu](mailto:paige.ellerman@msj.edu) for additional information regarding complaint procedures.

### Higher Learning Commission

Mount St. Joseph University is accredited through the Higher Learning Commission (HLC). Students, faculty, staff and members of the public may submit a complaint about MSJ as an accredited institution through HLC. Learn more about the HLC complaint process online.<sup>8</sup>

### Ohio Department of Higher Education

The Ohio Department of Higher Education (ODHE) is responsible for responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Ohio. While the ODHE has limited authority over colleges and universities, and cannot offer legal advice or initiate civil court cases, the Chancellor's staff will review submitted complaints and work with student complainants and institutions. Learn more about the ODHE complaint process online.<sup>9</sup>

When a student complaint regarding an online program rises to the state level for resolution, it is ultimately resolved by the SARA state portal entity in the state in which the institution is located. SARA consumer protection provisions require the Ohio Department of Higher Education to investigate and resolve allegations of dishonest or fraudulent activity by an Ohio provider such as Mount St. Joseph University, including the provision of false or misleading information. Learn more about the ODHE complaint process online.<sup>10</sup>

While the final resolution of a complaint rests with the SARA portal entity in the home state of the institution, the portal entity in the complainant's location state may assist as needed.

### Kentucky Council on Postsecondary Education

Mount St. Joseph University has an offsite location in Kentucky. The Kentucky Council on Postsecondary Education may assist in responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Kentucky. While the Kentucky Council cannot offer legal advice or take legal action, the Council's staff will review submitted complaints and work with student complainants and institutions. Learn more about the Kentucky complaint process online.<sup>11</sup>

<sup>8</sup><https://www.hlcommission.org/Student-Resources/complaints.html>

<sup>9</sup><https://www.ohiohighered.org/students/complaints>

<sup>10</sup><https://www.ohiohighered.org/students/complaints>

<sup>11</sup>[http://cpe.ky.gov/campuses/consumer\\_complaint.html](http://cpe.ky.gov/campuses/consumer_complaint.html)

## **Legal Penalty for Tampering with Education Records**

No person shall knowingly tamper with records (files, documents, etc.) held at Mount St. Joseph University, 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 University'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

Mount St. Joseph University ("the University") 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, sexual orientation or other minority or protected status. This commitment extends to the University's administration of its admission, financial aid, employment, and academic policies, as well as the University's athletic programs and other university-administered programs, services, and activities.

The University 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 University 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

Mount St. Joseph University receives no annual apportionments from the Catholic Church, state or federal governments. Students attending the University 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 University 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 University charges, all financial aid paperwork should be completed well before the beginning of the student's first semester/term at the University. 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 University, 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 associate director 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.

University 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 University have been met.

## Veteran's Education

See Registration on page 326 for a detailed description.

## Financing the University

Mount St. Joseph University 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 University 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 University. 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 University 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, Mount St. Joseph University, 5701 Delhi Road, Cincinnati, OH 45233-1670.