MOUNT ST. JOSEPH
UNIVERSITY

2022-2023 Undergraduate Catalog

Mount St. Joseph University

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About the Catalog

Released annually, the Undergraduate Catalog contains undergraduate degree and academic program requirements, academic policies and admission criteria, as well as a listing of all undergraduate courses and their descriptions.

Students are required to comply with the policies, degree and major requirements stated in the Catalog in effect for the first semester of enrollment following their acceptance. If a student is admitted and enrolled for the first time during a summer session, then he or she should follow the Catalog released for the next fall semester.

You can browse the web version of the undergraduate catalog at https://registrar.msj.edu/undergraduate-catalog or view the contents in this PDF file. Please note that this PDF version is a snapshot of the 2022-2023 Undergraduate Catalog from a particular point in time and may not be as up-to-date as the web version.

Schools, Departments, and Programs

School of Arts and 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 and Design

Michaelann Kelley, Ed.D., 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

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.

Program Requirements

Hours: 58

Major Courses - 52 hours

AED 290 Comprehensive Art Ed I (3)
AED 390 Comprehensive Art Education II (4)
ART 101 Drawing I (3) CAM
ART 102 Drawing II (3) CAM
ART 103 2D Design (3) CAM
ART 106 3D Design (3) CAM
ART 121 World Art History (3) CAM
ART 132 Artworld (3)
ART 140 Ceramics (3) CAM
ART 217 Painting (3)
ART 281 Digital Photography I (3) CAM
ART 330 Art Criticism (3) CAM
ART 362 Printmaking Workshop:Methods Survey (3) CAM
ART 369 Pre-Thesis (3)
ART 495 Thesis (3)
GRD 110 Digital Literacy (3)

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

Art History - 3 hours

Choose one Art history course (3)

Cognate Course - 3 hours

PHI 285 Philosophy of Art (3) CP

Minimum grade of C in all major/cognate courses.

Additional education hours required for licensure. See Education starting at page 102.

Program Outcomes

Students who successfully complete the art education 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

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

Program Requirements

Hours: 55-57

Major Courses - 52-54 hours

ART 101 Drawing I (3) CAM
ART 102 Drawing II (3) CAM
ART 103 2D Design (3) CAM
ART 106 3D Design (3) CAM
ART 121 World Art History (3) CAM
ART 132 Artworld (3)
ART 140 Ceramics (3) CAM
ART 217 Painting (3)
ART 231 Modern Art:Subconscious Lure (3) CAM
ART 281 Digital Photography I (3) CAM
ART 362 Printmaking Workshop:Methods Survey (3) CAM
ART 369 Pre-Thesis (3)
ART 495 Thesis (3)
GRD 110 Digital Literacy (3)

ART 301 Figure Drawing (3)
or
ART 302 Advanced Drawing (3)

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

Choose one additional course in Art History - 3 hours

Choose one - 1-3 hours:

ART 349 Professional Prep for Artist (3)

ART 365 Internship in Gallery Management (1-3) EXP
ART 396 Co-Op:Parallel(PT) (1-3) EXP

Cognate Course - 3 hours

PHI 285 Philosophy of Art (3) CP

Minimum grade of C in all major/cognate courses.

Program Outcomes

Students who successfully complete the 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.

Major in Graphic Design - Bachelor of Fine Arts

Program Requirements

Hours: 70 - 73

Major Courses - 33-36 hours

GRD 110 Digital Literacy (3)
GRD 207 Production Design (2)
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 - 37 hours

ART 101 Drawing I (3) CAM
ART 102 Drawing II (3) CAM
ART 103 2D Design (3) CAM
ART 106 3D Design (3) CAM
ART 121 World Art History (3) CAM

ART 132 Artworld (3)
ART 230 History of Design:Hand Made to Apple (3) CAM
ART 280 Animation (3)
ART 281 Digital Photography I (3) CAM

ART 301 Figure Drawing (3)
or
ART 362 Printmaking Workshop:Methods Survey (3) CAM
or
an Advisor Approved Course

PHI 285 Philosophy of Art (3) 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 Drawing I (3) CAM
ART 103 2D Design (3) CAM
ART 121 World Art History (3) CAM

Choose one of the following - 3 hours

ART 106 3D Design (3) CAM
ART 140 Ceramics (3) CAM
ART 304 Sculpt Wkshp:Figure Modeling (3)

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 121 World Art History (3) CAM
ART 231 Modern Art:Subconscious Lure (3) CAM
ART 330 Art Criticism (3) CAM

Choose 9 hours from the following

ART 201 Art Special Topics (3) CAM
ART 230 History of Design:Hand Made to Apple (3) CAM
ART 121 World Art History (3) CAM
ART 232 Art History:Women Artists (3) CAM
ART 234 Art History: Photography (3) CAM
ART 239 American Art:Plucky Originality (3) CAM
ART 278 Matisse & Picasso (3)

Residency requirement: 6 hours

Minimum grade of C in all minor/cognate courses.

Minor in Graphic Design

Program Requirements

Hours: 21

Required Courses - 15 hours

ART 103 2D Design (3) CAM
GRD 110 Digital Literacy (3)
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) CAM
ART 280 Animation (3)
ART 281 Digital Photography I (3) 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

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

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

Department of Communication and 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 at page 102.

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

Program Requirements

Hours: 46-48

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 - 6 hours

GRD 110 Digital Literacy (3)

ART 103 2D Design (3) CAM
or
ART 281 Digital Photography I (3) CAM

COM electives - 6 hours

Choose two COM courses - 300 Level or above (6)

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

COM 201 New Media, Culture & Society (3) LAS
COM 220 Visual Communication (3)

ART 103 2D Design (3) CAM
or
ART 281 Digital Photography I (3) 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 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.

Students can pursue the major in one of the following options:

- Liberal Arts (see page 28)
- Liberal Arts with a Concentration in English (see page 29)
- Liberal Arts with a Concentration in History (see page 30)
- Liberal Arts with a Concentration in Philosophy (see page 30)
- Liberal Arts with a Concentration in Religious Studies (see page 31)
- Liberal Arts with a Concentration in Theatre (see page 31)

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 (3) CL
History (3) CH
Philosophy (3) CP
Religious Studies (3) CR

Liberal Arts Major Electives - 15 hours

Electives must represent at least three of the four above disciplines.

- 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)

Liberal Arts Project - 3 hours

LIB 400 Liberal Arts Culminating Experience (3)

Residency requirement :6 hours
Minimum 2.0 GPA in major

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.

Major in Liberal Arts - Bachelor of Arts degree - English Concentration

Program Requirements

Hours: 42

LIB 115 Foundations of the Liberal Arts (3)

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

English (3) CL
History (3) CH
Philosophy (3) CP
Religious Studies (3) CR

English Elective Courses (CL) - 15 hours

Liberal Arts Seminar - 9 hours. Twenty one hours of the major must be completed before enrolling in a seminar. Courses must be 300 or higher.

LIB 400 Liberal Arts Culminating Experience (3)

Residency requirement 6 hours

Minimum, 2.0 GPA in major

Major in Liberal Arts - Bachelor of Arts degree - History Concentration

Program Requirements

Hours: 42

LIB 115 Foundations of the Liberal Arts (3)

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

English (3) CL
History (3) CH
Philosophy (3) CP
Religious Studies (3) CR

History Elective Courses (CH) - 15 hours

Liberal Arts Seminar - 9 hours. Twenty one hours of the major must be completed before enrolling in a seminar. Courses must be 300 or higher.

LIB 400 Liberal Arts Culminating Experience (3)

Residency requirement 6 hours

Minimum, 2.0 GPA in major

Major in Liberal Arts - Bachelor of Arts degree - Philosophy Concentration

Program Requirements

Hours: 42

LIB 115 Foundations of the Liberal Arts (3)

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

English (3) CL
History (3) CH
Philosophy (3) CP
Religious Studies (3) CR

Philosophy (CP) or Ethics Elective Courses (CE) - 15 hours

Liberal Arts Seminar - 9 hours. Twenty one hours of the major must be completed before enrolling in a seminar. Courses must be 300 or higher.

LIB 400 Liberal Arts Culminating Experience (3)

Residency requirement 6 hours

Minimum, 2.0 GPA in major

Major in Liberal Arts - Bachelor of Arts degree - Religious Studies Concentration

Program Requirements

Hours: 42

LIB 115 Foundations of the Liberal Arts (3)

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

English (3) CL
History (3) CH
Philosophy (3) CP
Religious Studies (3) CR

Religious Studies Elective Course (CR) - 15 hours

Liberal Arts Seminar - 9 hours. Twenty one hours of the major must be completed before enrolling in a seminar. Courses must be 300 or higher.

LIB 400 Liberal Arts Culminating Experience (3)

Residency requirement 6 hours

Minimum, 2.0 GPA in major

Major in Liberal Arts - Bachelor of Arts degree - Theatre Concentration

Program Requirements

Hours: 42

LIB 115 Foundations of the Liberal Arts (3)

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

English (3) CL
History (3) CH
Philosophy (3) CP
Religious Studies (3) CR

Elective Courses (choose five additional courses from the following; at least two theatre courses coded CL and three more theatre courses from Music Department offerings or coded CL) - 15 hours:

ENG 174 Meet Me at the Theatre: Mod & Contemp American Drama (3) CL
ENG 206 State of the Unions:20th Century British and American Drama (3) CL
ENG 301 The Past in Stages:A History of Theatre in Society (3)
ENG 360 The Play's the Thing: Shakespeare's Major Works (3) CL
ENG 316 The School for Scandal: Restoration Comedy (3) CL
ENG 397 Theater Production (1-3)
MUS 119 Acting Workshop (3) CAM
MUS 214 Stagecraft and Theatre Design (3)
MUS 217 Directing (3)

Liberal Arts Seminar - 9 hours. Twenty one hours of the major must be completed before enrolling in a seminar. Courses must be 300 or higher.

LIB 400 Liberal Arts Culminating Experience (3)

Residency requirement 6 hours

Minimum, 2.0 GPA in major

Minor in American Studies

Program Requirements

Hours: 21

American History - 6 hours

Choose two courses:

HIS 109 U.S. History to 1877 (3) CH
HIS 110 U.S. History Since 1877 (3) CH
HIS 200 Local History (3) CH
HIS 211 U.S. History Since 1945 (3) CH

HIS 260 19th Century American Thought And Prose (3) CL/CH
HIS 281 Women in American History (3)
HIS 385 Sea, Sail & Song: Early American Maritime History (3) CH/EXP
HIS 400 American History Seminar (3)

American Literature - 6 hours

Choose two courses:

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

American Art, Film, Media, and Music - 3 hours

Choose one course:

ART 239 American Art:Plucky Originality (3) 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) CAM

American Experience - 6 hours

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:

COM 295 Writing for New Media Environments (3) LAS
COM 380 Newswriting I (3) LAS
ENG 290 The Story of Your Life: Writing Diaries, Memoirs & Autobiographies (3) LAS
ENG 370 Creative Writing: Poetry (3) LAS

ENG 371 Sem 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
ENG 388 Feature Writing (3) LAS
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

Hours: 21

Writing - 3 hours

Choose one from the following:

COM 295 Writing for New Media Environments (3) LAS
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 Sem 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
ENG 388 Feature Writing (3) LAS

Literature - 18 hours

Choose six courses from any literature course with an ENG prefix (coded as CL or LAS), excluding those listed in the writing category above

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

Program Outcomes

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.

Minor in History

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.

Program Requirements

Hours: 21

Choose any seven history courses (21)

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

Hours: 18

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

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

Choose one course from the following:

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

Choose one course from the following:

ETH:PHI 250 Health Care Ethics (3) CE
ETH:REL 252 Theological Health Care Ethics (3) CE

Choose one course from the following:

ETH:PHI 397 Ethical Conduct of Business (3) CE
ETH:REL 251 Business Ethics (3) CE

Choose one course from the following:

JCG 390 Appalachian Culture & Spirit (3) JCG/EXP
JCG 391 Cherokee Culture and Spirituality:Immersion (3) JCG/EXP

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

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.

Program Requirements

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

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.

Program Requirements

Hours: 18

Minor Courses - 18 hours

ETH:REL 250 Christian Ethics (3) CE
or
JCG 255 Christian Social Justice (3) JCG

REL 100 Introduction to Christianity (3) CR
or
REL 102 Christian Scriptures (3) CR

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 at page 102 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 credit hour of Applied Music must also register for Repertoire Class (MUS 000R).

Major in Music - Bachelor of Arts Degree

Program Requirements

Hours: 51-52

Theory -12 hours

MUS 101 Theory and Skills 1 (3)
MUS 118 Theory and Skills 2 (3)

MUS 307 Theory and Skills 3 (3)
MUS 404 Theory and Skills 4 (3)

History - 12 hours

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

Ensemble Leadership - 6 hours

MUS 213 Church Music and Worship (3)
MUS 403 Basic Conducting (3)

Piano - 6 hours

MUS 105 Piano I (3) CAM
MUS 106 Piano II (3)

Ensembles – 8 hours

**MUS 120F or MUS 110E or MUS 120K must be taken for 1 credit hour for 8 semesters

MUS 120F University Band (1)
or
MUS 110E University Singers (1)
or
MUS 120K Orchestra (1)

**Piano Majors may choose either University Band or University Singers. Not performing in an Ensemble is not an option. In Singers, they would be responsible for some of the accompanying, as well as singing. Students choose ensembles appropriate for their instrument.

Students pursuing a music education licensure must take at least 1 credit hour of MUS 110E as part of their 8 hours of ensemble courses.

Applied - 7-8 hours

MUS 140A-200A (1), MUS 405 Senior Recital (1), MUS 000R Repertoire Class (0) Required every semester, unless student teaching for a music education licensure.

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 - Bachelor of Arts Degree (Multi-Age Licensure)

Program Requirements

Hours: 51 for Music Major + 51-52 for Music Education Licensure

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) CEP
SOC 103 Our Social World (3) CS
Choose one discipline specific math (MTH) course in the Core Curriculum (3) CMA

Theory - 12 hours

MUS 101 Theory and Skills 1 (3)
MUS 118 Theory and Skills 2 (3)
MUS 307 Theory and Skills 3 (3)
MUS 404 Theory and Skills 4 (3)

History - 12 hours

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

Ensemble Leadership - 6 hours

MUS 213 Church Music and Worship (3)
MUS 403 Basic Conducting (3)

Piano - 6 hours

MUS 105 Piano I (3) CAM
MUS 106 Piano II (3)

Ensembles - 10 hours

**MUS 110E or MUS 120F or MUS 120K must be taken for 1 credit hour for 7 semesters.

Students must also take MUS 110E for one credit hour and MUS 120N for 1 credit hour for 2 semesters.

**Piano Majors may choose either University Band or University Singers. Not performing in an Ensemble is not an option. In Singers, a pianist is responsible for some accompanying. Other students choose the appropriate ensemble.

Applied - 7 hours

MUS 140A - 200A (1), MUS 405 (1) Senior Recital, MUS 000R Repertoire Class (0) Required every semester, unless student teaching.

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) EXP
EDU 444M Music Education Student Teaching (12) EXP
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: 18

Theory - 6 hours

MUS 101 Theory and Skills 1 (3)
MUS 118 Theory and Skills 2 (3)

Applied - 3 hours

MUS 140A - 195A (3)

Ensembles - 2 hours

MUS 110E University Singers (1)
MUS 120F University Band (1)
MUS 120K Orchestra (1)

Choose another 7 hours of MUS courses

Residency requirement: 6 hours
Minimum grade of "C" or Higher in all courses.

School of Behavioral and 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 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. The School also offers minors in the behavioral sciences areas of criminology, victim studies, gerontology, psychology, sociology, socio-psychology and nonprofit leadership.

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 though 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

Elizabeth Murray, 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, health and wellness, 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 and 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 at page 102.

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. The minor consists of 21 total credit hours, many of which satisfy major or liberal arts and science requirements.

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

- 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: Pre-Chiropractic Concentration - Bachelor of Science Degree

Program Requirements

Hours: 79

Biology/Chemistry/Cognate Foundation - 25 hours

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

Ethics Required: Recommended Course:

ETH:PHI 250 Health Care Ethics (3) CE

Pre-Chiropractic Concentration - 26 hours

CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)
CHE 325 Biochemistry I (3)
CHE 325A Biochemistry I (LAB) (1)
MTH 174 Statistics I (3) CMA
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)

Choose one English Literature course (3) CL

Biology Electives Additional Courses in Biology - 28 hours

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

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: Pre-Dental Concentration - Bachelor of Science Degree

Program Requirements

Hours: 73

Biology/Chemistry/Cognate Foundation - 25 hours

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

Ethics Required; Recommended Course:

ETH:PHI 250 Health Care Ethics (3) CE

Pre-Dental Concentration - 32 hours

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

BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
BIO 305 Microbiology (4)
CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)
CHE 325 Biochemistry I (3)
CHE 325A Biochemistry I (LAB) (1)
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)

Biology Electives Additional Courses in Biology - 16 Hours

- At least 8 of these hours must be in courses with co-requisite laboratories
- At least 11 of these credits must be in 300-level courses
- no more than two 100-level credits may be used to fulfill this portion of the major
- co-op courses are excluded from these 16 hours.

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: Pre-Medical Concentration - Bachelor of Science Degree

Program Requirements

Hours: 76

Biology/Chemistry/Cognate Foundation - 25 hours

BIO 111 Principles of Biology I (4) CN
BIO 111A Principles of Biology I (LAB) (0) CN
BIO 112 Principles of Biology II (4)
BIO 112A Principles of Biology II (LAB) (0)
BIO 204 Biology Seminar (2)

CED 220 Foundations of Professionalism (1)
CHE 111 General Chemistry I (3) CN
CHE 111A General Chemistry I (LAB) (1) CN
CHE 112 General Chemistry II (3) CN
CHE 112A General Chemistry II (LAB) (1) CN
PSY 103 Introduction to Psychology (3) CEP

Ethics Required; Recommended Course:

ETH:PHI 250 Health Care Ethics (3) CE

Pre-Medical Concentration - 23 hours

CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)
CHE 325 Biochemistry I (3)
CHE 325A Biochemistry I (LAB) (1)
MTH 174 Statistics I (3) CMA
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)

Biology Electives Additional Courses in Biology - 28 hours

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

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: Pre-Occupational Therapy Concentration - Bachelor of Science Degree

Program Requirements

Hours: 70

Biology/Chemistry/Cognate Foundation - 25 hours

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

Ethics Required; Recommended Course:

ETH:PHI 250 Health Care Ethics (3) CE

Pre-Occupational Therapy Concentration - 27 hours

BIO 130 Medical Terminology (2) LAS
BIO 197 Human Anatomy and Physiology for the Health Sciences I (4) CN
BIO 197A Human Anatomy and Physiology for the Health Sciences I (LAB) (0) CN
BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
MTH 174 Statistics I (3) CMA
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)
PSY 204 Lifespan Development (3)
PSY 340 Abnormal Psychology (3)

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 100-level credits may be used to fulfill this portion of the major
- co-op courses are excluded from these 18 hours.

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: Pre-Podiatry Concentration - Bachelor of Science Degree

Program Requirements

Hours: 79

Biology/Chemistry/Cognate Foundation - 25 hours

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

Ethics Required: Recommended Course:

ETH:PHI 250 Health Care Ethics (3) CE

Pre-Podiatry Concentration - 26 hours

CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)
CHE 325 Biochemistry I (3)
CHE 325A Biochemistry I (LAB) (1)
MTH 174 Statistics I (3) CMA
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)

Choose one English Literature course (3) CL

Biology Electives Additional Courses in Biology - 28 hours

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

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: Pre-Optometry Concentration - Bachelor of Science Degree

Program Requirements

Hours: 83

Biology/Chemistry/Cognate Foundation - 25 hours

BIO 111 Principles of Biology I (4) CN
BIO 111A Principles of Biology I (LAB) (0) CN
BIO 112 Principles of Biology II (4)
BIO 112A Principles of Biology II (LAB) (0)
BIO 204 Biology Seminar (2)
CED 220 Foundations of Professionalism (1)
CHE 111 General Chemistry I (3) CN
CHE 111A General Chemistry I (LAB) (1) CN
CHE 112 General Chemistry II (3) CN
CHE 112A General Chemistry II (LAB) (1) CN
PSY 103 Introduction to Psychology (3) CEP
Ethics Required; Recommended Course:

ETH:PHI 250 Health Care Ethics (3) CE

Pre-Optometry Concentration - 42 hours

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

BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
BIO 305 Microbiology (4)
CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)
CHE 325 Biochemistry I (3)
CHE 325A Biochemistry I (LAB) (1)
MTH 174 Statistics I (3) CMA
MTH 193 Calculus I (4) CMA
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)

Choose one English Literature course (3) CL

Biology Electives Additional Courses in Biology - 16 hours

- At least 8 of these hours must be in courses with co-requisite laboratories
- At least 11 of these credits must be in 300-level courses
- no more than two 100-level credits may be used to fulfill this portion of the major
- co-op courses are excluded from these 16 hours.

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: Pre-Pharmacy Concentration - Bachelor of Science Degree

Program Requirements

Hours: 86

Biology/Chemistry/Cognate Foundation - 25 hours

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

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

Ethics Required; Recommended Course:

ETH:PHI 250 Health Care Ethics (3) CE

Pre-Pharmacy Concentration - 45 hours

BIO 197 Human Anatomy and Physiology for the Health Sciences I (4) CN
BIO 197A Human Anatomy and Physiology for the Health Sciences I (LAB) (0) CN
BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
BIO 305 Microbiology (4)
CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)
CHE 325 Biochemistry I (3)
CHE 325A Biochemistry I (LAB) (1)
ECO 201 Economic Issues (3)
MTH 174 Statistics I (3) CMA
MTH 193 Calculus I (4) CMA
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)

Choose one English Literature course (3) CL

Biology Electives Additional Courses in Biology - 16 hours

- At least 8 of these hours must be in courses with co-requisite laboratories
- At least 11 of these credits must be in 300-level courses
- no more than two 100-level credits may be used to fulfill this portion of the major
- co-op courses are excluded from these 16 hours.

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: Pre-Physical Therapy Concentration - Bachelor of Science Degree

Program Requirements

Hours: 67

Biology/Chemistry/Cognate Foundation - 25 hours

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

Ethics Required; Recommended Course:

ETH:PHI 250 Health Care Ethics (3) CE

Pre-Physical Therapy Concentration - 24 hours

BIO 130 Medical Terminology (2) LAS
BIO 197 Human Anatomy and Physiology for the Health Sciences I (4) CN
BIO 197A Human Anatomy and Physiology for the Health Sciences I (LAB) (0) CN
BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
MTH 174 Statistics I (3) CMA
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)
PSY 204 Lifespan Development (3)

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 100-level credits may be used to fulfill this portion of the major
- co-op courses are excluded from these 18 hours.

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: Pre-Physician Assistant Concentration - Bachelor of Science Degree

Program Requirements

Hours: 69

Biomedical Sciences Biology/Chemistry/Cognate Foundation - 25 hours

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

Ethics Required; Recommended Course:

ETH:PHI 250 Health Care Ethics (3) CE

Pre-Physician Assistant Concentration - 32 hours

BIO 130 Medical Terminology (2) LAS
BIO 197 Human Anatomy and Physiology for the Health Sciences I (4) CN
BIO 197A Human Anatomy and Physiology for the Health Sciences I (LAB) (0) CN
BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
BIO 305 Microbiology (4)
BIO 305A Micro (LAB) (0)
CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)
CHE 325 Biochemistry I (3)

CHE 325A Biochemistry I (LAB) (1)
MTH 174 Statistics I (3) CMA
PSY 204 Lifespan Development (3)

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 100-level credits may be used to fulfill this portion of the major
- co-op courses are excluded from these 12 hours.

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: Pre-Veterinarian Concentration - Bachelor of Science Degree

Program Requirements

Hours: 80

Biology/Chemistry/Cognate Foundation - 25 hours

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

Ethics Required; Recommended Course:

ETH:PHI 250 Health Care Ethics (3) CE

Pre-Veterinarian Concentration - 27 hours

CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)
CHE 325 Biochemistry I (3)
CHE 325A Biochemistry I (LAB) (1)
CHE 326 Biochemistry II (3)
CHE 326A Biochemistry II (LAB) (1)
MTH 174 Statistics I (3) CMA
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)

Biology Electives (additional courses in biology) - 28 Hours

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

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) CN
BIO 111 Principles of Biology I (4) 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 (choose one course with lab)

BIO 101 Introduction to Biology (4) CN
BIO 111 Principles of Biology I (4) CN
BIO 111A Principles of Biology I (LAB) (0) CN
BIO 131 Basic Human Anatomy and Physiology (4) CN
BIO 131A Basic Human Anatomy and Physiology (LAB) (0) CN
BIO 197 Human Anatomy and Physiology for the Health Sciences I (4) CN
BIO 197A Human Anatomy and Physiology for the Health Sciences I (LAB) (0) CN
CHE 104 General, Organic and Biochemistry (3) CN
CHE 104A General & Organic Chemistry LAB (1) CN
CHE 105 Chem for Everyday Living (4) CN
PHY 105 Physical Science L/L (4) CN

Required Courses - 11 hours

BIO 264 Biological Forensics (4)
CRM 103 Foundations of Criminal Justice (3) LAS
PHY 264 Physical/Chemical Forensics (4)

Behavioral Science Electives - 6 hours (choose 2 courses)

CRM 208 Serial Murder (3) LAS
CRM 210 Drugs and Crime (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 306 White Collar Crime (3)
PSY 212 Domestic Violence (3)
PSY 310 Cognition & Memory (3)
PSY 340 Abnormal Psychology (3)
CRM 292 Forensic Psychology (3) LAS

or

PSY 292 Forensic Psychology (3) LAS

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

Department of Chemistry and Physical Sciences

Eric Johnson, Ph.D., Chairperson

The Chemistry and Physical Sciences Department offers majors in chemistry (B.S. degree), biochemistry (B.S. degree), and natural science (B.S.). 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 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.

The Chemistry and Physical Sciences 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

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

Minor in Sustainability Studies

The Chemistry and Physical Sciences 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. The minor consists of 21 total credit hours, many of which satisfy major or liberal arts and science requirements.

Major in Chemistry - Bachelor of Science Degree

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 Requirements

In order to remain in the chemistry (BS) major, biochemistry (BS) major, minor in chemistry, and minor is sustainability studies, 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.

Hours: 64

Major Courses - 44 hours

CED 220 Foundations of Professionalism (1)
CHE 111 General Chemistry I (3) CN
CHE 111A General Chemistry I (LAB) (1) CN
CHE 112 General Chemistry II (3) CN
CHE 112A General Chemistry II (LAB) (1) CN
CHE 200 Chemistry Sophomore Seminar (1)
CHE 211 Organic Chemistry I (3)

CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)
CHE 300 Chemistry Junior Seminar (1)
CHE 314 Intermediate Analytical Chem (3)
CHE 314A Intermediate Analy Chem (LAB) (1)
CHE 315 Instrumental Analysis (3)
CHE 315A Instru Analysis (LAB) (1)
CHE 325 Biochemistry I (3)
CHE 325A Biochemistry I (LAB) (1)
CHE 350 Physical Chemistry I (3)
CHE 350A Physical Chemistry I (LAB) (1)
CHE 355 Physical Chemistry II (3)
CHE 355A Phys Chemistry II (LAB) (1)
CHE 360 Intermediate Inorganic Chem (3)
CHE 360A Int Inorganic (LAB) (1)
CHE 400 Chemistry Seminar & Capstone (1)

Cognate Courses - 20 hours

BIO 111 Principles of Biology I (4) CN
MTH 193 Calculus I (4) CMA
MTH 194 Calculus II (4)
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)

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

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 Requirements

In order to remain in the chemistry (BS) major, biochemistry (BS) major, chemistry/mathematics (BS) major, minor in chemistry, and minor is sustainability studies, 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.

Hours: 68

Major Courses - 36 hours

CED 220 Foundations of Professionalism (1)
CHE 111 General Chemistry I (3) CN
CHE 111A General Chemistry I (LAB) (1) CN
CHE 112 General Chemistry II (3) CN
CHE 112A General Chemistry II (LAB) (1) CN
CHE 200 Chemistry Sophomore Seminar (1)
CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)
CHE 300 Chemistry Junior Seminar (1)
CHE 314 Intermediate Analytical Chem (3)
CHE 314A Intermediate Analy Chem (LAB) (1)
CHE 325 Biochemistry I (3)
CHE 325A Biochemistry I (LAB) (1)
CHE 326 Biochemistry II (3)
CHE 326A Biochemistry II (LAB) (1)
CHE 350 Physical Chemistry I (3)
CHE 350A Physical Chemistry I (LAB) (1)
CHE 400 Chemistry Seminar & Capstone (1)

Choose one from the following - 4 hours

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

or

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

Cognate Courses - 28 hours

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

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

Select two from the following:

BIO 305 Microbiology (4)
BIO 320 Genetics (4)
BIO 310/310A Cell Biology with lab (4)

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 Natural Sciences - Bachelor of Science Degree, with selected minor

Program Requirements

Hours: 41, plus selected minor

Foundational Courses - 16 hours

Choose one course with lab from the following:

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

Choose one course with lab from the following:

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

Choose one course with lab from the following)

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

Math Requirement - 3 hours

MTH 174 Statistics I (3) CMA

Career Education - 1 hour

CED 220 Foundations of Professionalism (1)

Expanded Knowledge in Natural Sciences - 24 Hours (at least 8 hours in this section must be 300 level or above from the following disciplines)

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

Natural Science Seminar - 1 hour

CHE 401 Natural Science Seminar (1)

Minor in Chemistry

Admission Requirements

Prerequisite

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

Program Requirements

In order to remain in the chemistry (BS) major, biochemistry (BS) major, minor in chemistry, and minor is sustainability studies, 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.

Hours: 23

Minor Courses - 23 hours

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

CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)

Choose two additional CHE 300-level courses (7)

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

Minor in Sustainability Studies

Program Requirements

In order to remain in the chemistry (BS) major, biochemistry (BS) major, minor in chemistry, and minor is sustainability studies, 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.

Hours: 20-23

Core Courses - 10 hours

GEO 140 Environmental Science (4) CN
or
BIO 140 Environmental Science (4) CN

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

ECO 212 Principles of Microeconomics (3) CEP
ETH:PHI 203 Environmental Ethics (3) CE

Elective Courses - 9-12 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 prerequisites; many can also be used to satisfy the University core curriculum requirements.

Ecology/Environment

ART 336 Sculpture Wkshp:Sustainable Mixed Media (3) CAM
BIO 203 Developmental Biology (4)
BIO 218 Animal Behavior (4)
BIO 315 Ecology (4)
BIO 330 Evolution (4)
BIO 330A Evolution (LAB) (0)

BIO 335 Entomology (4)
BIO 335A Entomology (LAB) (0)
CHE 105 Chem for Everyday Living (4) CN
CHE 330 Environmental Chemistry (3)
GEO 115 Earth Science (L/L) (4) CN
GEO 120 Geology of Cincinnati (4) CN
GEO 130 Oceanography (L/L) (4) CN

Economy/Employment

ECO 211 Principles of Macroeconomics (3)
MGT 300 Management/Org Behavior (3)
MTH 301 Mathematical Modeling (3)

Equity/Equality

ENG 165 Literature, Nature & Environ (3)
ENG 277 Dollars & Sense: Materialism in 20th-Century American Fiction (3) CL
HIS 200 Local History (3) CH
HIS 236 From Cortez to Costco Impact of European Contact with the Americas on the Food We Eat (3) CH
JCG 266 A Land Where You Can Eat: Sustainable Foodways and Christian Spirituality (3) JCG
JCG 390 Appalachian Culture & Spirit (3) JCG/EXP
REL 206 Spirituality & Wellness (3) CR
SOC 202 Race, Class, Gender (3)

Service Learning - 1 hour

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

Gene Kritsky, Ph.D., Dean of Behavioral & Natural Sciences

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. The Computer Science major includes two concentrations: Computing and Social Computing. A student within the Computing concentration must complete a minor from a list of approved disciplines. The Social Computing concentration encourages a double major with Liberal Arts, Communication and New Media Studies, or Behavioral Science. However, additional majors may also be considered depending on the number of advanced placement credits the student has completed. For the Web and Mobile Application Development major, a student must complete either the technical concentration or the graphic design concentration requirements. In addition to these majors, the department offers minors in Computer Science and Web & Mobile App Development. Students interested in the Computer Science and Web & Mobile App Development programs should contact the Department of Computing for more information.

This program is offered for students who:

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

Majors in both Computer Science concentrations, Computing and Social 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.

Computer Science students (in all majors, concentrations, and minors) are expected to maintain a "C" or better in all required department courses (INF, MTH, NLP), 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 with Concentration in Computing - 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) CMA
MTH 220 Discrete Mathematics (3)
MTH 320 Probability/Statistics (4)

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 Computer Science with Concentration in Social Computing - Bachelor of Science Degree

Program Requirements

Hours: 42

Major Requirements - 27 hours

NLP 105 Introduction to Linguistics for Computer Scientists (3)
NLP 106 Introduction to Secondary Research Methods (3)
NLP 120 Principles of NLP Programming I (3)
NLP 125 Introduction to Language and Computers (3)
NLP 126 Introduction to Primary Research Methods (3)
NLP 221 Principles of NLP Programming II (3)
NLP 230 Applications of Database & Design Development for NLP Programming (3)
NLP 250 Web Fundamentals and NLP Programming (3)
NLP 350 Applied Social Computing (3)

Content Area Courses - 15 hours

Courses for second major (200 or 300 level) (15)

Major in Web and Mobile App Development - Bachelor of Science Degree

Program Requirements

Hours: 54-57, plus required minor

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 concentrations (4 hours + required minor)

- Graphic Design concentration: you must complete
  - graphic design minor (see page 24)
  - MTH 193 Calculus I (4) CMA
- Technical concentration: you must complete
  - mathematics minor (see page 78)
  - MTH 320 Probability/Statistics (4)

(See minor requirements in department pages)

Program Outcomes

- 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 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.

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 Data Science

Program Requirements

Hours: 23

Required Courses - 20 hours

INF 120 Principles of Programming I (3)
INF 221 Principles of Programming II (3)
INF 230 Database Design & Development (3)
INF 378 Machine Learning and Data Mining (3)
MTH 193 Calculus I (4) CMA
MTH 320 Probability/Statistics (4)

Elective: Choose one of the following - 3 hours

INF 324 Data Structures (3)
INF 331 Applied Database (3)
INF 377 Introduction to Automata (3)
MTH 220 Discrete Mathematics (3)
MTH 301 Mathematical Modeling (3)

Restriction: Computer Science students cannot use this minor as their required minor for the major since they can receive it with just one additional course. However, they can still receive the minor as a secondary minor, but only if they choose MTH 301 as their elective.

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

JW Carter II, 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) and the Ohio Council of Criminal Justice Education (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: Justice Studies Concentration-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 300 Critical Issues in Criminology (3) LAS
CRM 361 Professionalism and Decisionmaking in Criminal Justice (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)
MTH 174 Statistics I (3) CMA
PSY 103 Introduction to Psychology (3) CEP
SOC 103 Our Social World (3) CS

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 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 307 Fraud Examination (3)
CRM 392 Managing Criminal Justice Organizations (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)

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

Students majoring in Criminology with a Justice Studies concentration cannot also complete a minor in Criminology.

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, 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.

Major in Criminology: Victimology Concentration - Bachelor of Science Degree

Requirements

Hours 66

Major Courses - 36 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 225 Sex Crimes (3) LAS
CRM 230 Crime Prevention (3) LAS
CRM 295 Corrections (3) LAS
CRM 330 Victim Treatment and Services (3)
CRM 370 Criminological Theory (3) LAS
CRM 375 Criminology Research (3)
CRM 400 Senior Thesis (3)

Cognate Courses - 18 hours

JCG 256 Race and Justice (3) JCG
LGS 151 Legal Principles (3)
MTH 174 Statistics I (3) CMA
PSY 103 Introduction to Psychology (3) CEP
PSY 212 Domestic Violence (3)
SOC 103 Our Social World (3) CS

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

CRM 204 Bullies & Bullets:Victimization in Schools (3)
CRM 335 Victimization in the Digital Age (3)
PSY 225 Human Sexuality (3)
PSY 340 Abnormal Psychology (3)
PSY 390 Counseling Theories (3)
SOC 202 Race, Class, Gender (3)
SOC 222 Health and Crime (3)
SOC 289 Women's Issues & the Law (3)
SWK 220 Introduction to Social Work (3)
SWK 226 Mental Health and Social Work (3)

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

Students majoring in Criminology with Victimology concentration cannot also complete the victim studies minor.

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 with a Victimology concentration include: Forensic Science or Sociology.

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 218S Serv Lrng:Victimology (1) EXP
CRM 230 Crime Prevention (3) LAS
CRM 298 Community Justice (3) LAS
PSY 212 Domestic Violence (3)

Elective Course - 3 hours

Choose one of the following:

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 University is phasing out the Legal Studies major (BA and AA) and the Paralegal Certificate. Students are no longer being admitted into any of these programs.

Students currently enrolled in any of these programs will be allowed to complete their degrees. Those who complete their degree or certificate requirements by the conclusion of the summer semester 2022 (S422) will receive an ABA-approved credential. Degrees and certificates awarded after S422 will not be identified as ABA-approved.

The Department of Legal Studies no longer offers a minor in legal studies.

The Mount has several 3+3 articulation agreements for students interested in attending law school. Contact the department of the Academic Advising Resource Center for more information.

Department of Mathematics

Gene Kritsky, Ph.D., Dean of Behavioral & Natural Sciences

The Department of Mathematics offers a major in mathematics. In addition, the department offers a minor in mathematics and course work for Ohio Teacher Licensure in adolescent to young adult integrated mathematics.

Mathematics

The Major in Mathematics - Bachelor of Science Degree program has been placed on a two-year hiatus as of November 2021. Current students in the program will be allowed to continue in the program, but no new students will be admitted for the 2022-2023 academic year.

The Bachelor of Science degree requires declaration of 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 majors/minors are expected to maintain a "C" or better in all 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.

Major in Mathematics - Bachelor of Science Degree, with selected minor

The Major in Mathematics - Bachelor of Science Degree program has been placed on a two-year hiatus as of November 2021. Current students in the program will be allowed to continue in the program, but no new students will be admitted for the 2022-2023 academic year.

Program Requirements

Hours: 63-72 (with selected minor)

Major Courses (45 Hours)

INF 120 Principles of Programming I (3)
MTH 193 Calculus I (4) CMA
MTH 194 Calculus II (4)
MTH 220 Discrete Mathematics (3)
MTH 255 Introduction to Linear Algebra (3)
MTH 293 Calculus III (4)
MTH 301 Mathematical Modeling (3)
MTH 310 Differential Equations (3)

MTH 320 Probability/Statistics (4)
MTH 325 Numerical Analysis (3)
MTH 400 Senior Research (1) *(2 hours of MTH 400 taken over two semesters is required)*

MTH 396 Co-Op:Parallel(PT) (3) EXP
or
MTH 496 Co-Op:Alternatng(FT) (3) EXP

MTH 305 College Geometry (3)
or
MTH 315 Number Theory (3)

MTH 361 Abstract Algebra (3)
or
MTH 391 Advanced Calculus (3)

Select a minor:

- Biology (see page 56)
- Business Administration (see page 97)
- Chemistry (see page 63)
- Computer Science (see page 70)
- Exercise Science & Fitness (see page 134)
- Forensic Science (see page 57)
- Psychology (see page 80)
- Sustainability Studies (see page 64)
- Web & Mobile App Development (see page 71)

Minor in Mathematics

Program Requirements

Hours: 20-21

Minor Courses - 17 hours

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

Choose one MTH course numbered above 255 - 3-4 hours

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

Department of Psychology

Tracy McDonough, 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 102.

Major in Psychology - Bachelor of Science Degree

Program Requirements

Hours: 51

Major Courses - 44 hours

PSY 103 Introduction to Psychology (3) CEP
or
PSY 103H HON:Intro Psychology (3) CEP

PSY 204 Lifespan Development (3)
PSY 208 Social Psychology (3)
PSY 310 Cognition & Memory (3)
PSY 340 Abnormal Psychology (3)
PSY 360 Biological Psychology (4)
PSY 375 Research I (4)
PSY 376 Research II (3)
PSY 400 Senior Thesis (3)

Choose five additional PSY courses (15 credit hours), excluding PSY 396 and 496; may include up to 3 hours of PSY 398 or PSY 399

Cognate Courses- 7 hours

MTH 174 Statistics I (3) CMA
BIO 131 Basic Human Anatomy and Physiology (4) CN

Recommended Courses:

ECO 201 Economic Issues (3)
PHI 200 Perspectives on Human Nature (3) CP
SOC 202 Race, Class, Gender (3)

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) CEP
or
PSY 103H HON:Intro Psychology (3) CEP

Choose any other five PSY 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

Hours: 18

Available to students with any major or minor other than psychology or sociology

Minor Courses - 6 hours

PSY 103 Introduction to Psychology (3) CEP
or
PSY 103H HON:Intro Psychology (3) CEP

Choose one other Psychology course (3)

Cognate Courses - 6 hours

SOC 103 Our Social World (3) CS
Choose one other SOC course (3)

Psychology/Sociology Electives - 6 hours

Choose 2 additional PSY and/or SOC courses (6) *(Excluding PSY 397, 398, and 399)*

Residency requirement: 6 hours
Must earn a "C" or higher in minor courses

Department of Sociology and Social Work

Jennifer Withrow, Ed.D., Chairperson

The Department of Sociology and Social Work is made up of three related but distinct programs - sociology, social work, and behavioral science. All are concerned with advancing social justice and human rights, and with understanding contemporary social issues, policies, and solutions.

The Social Work program prepares students to become a part of the large body of Licensed Social Work professionals nationwide. The core values of the Social Work profession, service, social justice, dignity/worth of the person, importance of human relationships, integrity, and competence are embedded in courses of this major. Social Work focuses on prevention, intervention, and advocacy at the individual, local/state, and governmental level to advance the social work principals for all people.

Sociology and behavioral science are concerned with understanding contemporary social issues, policies, and solutions.

The Department offers a major in sociology, a major in behavioral science, and a major in social work; minors in sociology, socio-psychology, gerontology, and nonprofit leadership; and certificate in gerontology.

Sociology

The Major in Sociology - Bachelor of Science Degree program has been placed on a two-year hiatus as of November 2021. Current students in the program will be allowed to continue in the program, but no new students will be admitted for the 2022-2023 academic year.

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.

Students majoring in Sociology have the option to select a family dynamics concentration.

Sociology Major

The sociology major offers students a traditional approach to sociology through 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 Concentration

The family dynamics concentration option offers core sociological concepts in conjunction with a specialized focus on contemporary family dynamics in the United States. The concentration explores recent transformations in family life including trends in parenting, marriage and divorce, and work-family balance.

The sociology major and family dynamics concentration 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.

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 science, 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 102.

Behavioral Science

The Behavioral Science major 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 major 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 2.0 GPA for major and cognate courses.

Social Work

Students majoring in social work learn to appreciate the cultural and human diversity in society through classroom experience and field work. Faculty in the social work department maintain active ties to community agencies that address a variety of issues including health, aging, substance abuse, and mental health services.

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 during the senior year in which students spend sixteen hours per week in a social agency under the supervision of a professional practitioner. Students are placed in social service agencies such as, but not limited to: 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, Southern Indiana regions.

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, co-op, internship, or paid position in a social/health agency within the past five years or enrollment in two Service Learning courses (explained below in italics) taken concurrently with either social work or related courses, or a combination of the two. If the student has completed a total of 100 hours of volunteer, co-op, internship, or paid work in a social/health agency, then the student should submit a signed letter from that agency. The letter should state the time period in which the student served the agency and the overall quality of the student's work. The letter should be on agency letterhead.

Service Learning is a Program that is attached to your Social Work and Liberal Arts courses that enable you to earn up to three free credits. This experience will help to give evidence of your readiness to enter a professional program. Since professional social workers must follow the NASW Code of Ethics, a person considering social work as a field must be sure that his/her own personal values are consonant with the professional value system.

- the completion of a personal essay submitted to the program director which demonstrates potential for the social work profession. Guidelines for the personal essay admission requirement are distributed in the Introduction to Social Work course and in the "Review of Application for Admission Requirements" section of the Social Work Student Handbook. Students should complete the essay by the end of the semester in which they are enrolled in the course. The instructor of the introductory course and the Program Director will read the essay.

Major in Behavioral Science - Bachelor of Science Degree

Program Requirements

Hours: 43-44

Foundation Courses - 15-16 hours

CRM 103 Foundations of Criminal Justice (3) LAS
MTH 174 Statistics I (3) CMA
PSY 103 Introduction to Psychology (3) CEP
SOC 103 Our Social World (3) CS

SOC 375 Social Research I (4)
or
CRM 375 Criminology Research (3)

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

GST 360 Mental Health & Aging (3)
PSY 204 Lifespan Development (3)
SOC 220 Childhood and Society (3)

SOC 261 Social and Psychological Aspects of Aging (3)
or
GST 261 Social and Psychological Aspects of Aging (3)

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)
PSY 309 Social Influence (3)
SOC 202 Race, Class, Gender (3)
SOC 218 Mars and Venus? Gender,Culture and Society (3)
SOC 289 Women's Issues & the Law (3)
SWK 332 Child Abuse (3) IDS

Capstone Seminar

SOC 401 Behavioral Science Seminar (1)

Behavioral Science 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: 69

Major courses - 50 hours

SWK 220 Introduction to Social Work (3)
SWK 223 Social Policies and Issues (3)
SWK 233 Ethics and Social Welfare (3)
SWK 317 Interdisciplinary Approach to Diversity and Social Justice (3)
SWK 322 Human Behavior and the Social Environment I (3)
SWK 323 Human Behavior and the Social Environment II (3)
SWK 327 Interviewing and Assessment (3)
SWK 328 Group Approach/Prob Solving (3)
SWK 329 Organizatn'l/Community Devel (3)
SWK 330 Fieldwork I & Seminar (5) EXP
SWK 360 Case Management in the Helping Professions (3)
SWK 375 Social Research I (4)
SWK 377 Evaluation, Research and Grantsmanship (3)
SWK 400 Senior Thesis (3)
SWK 432 Fieldwork II & Seminar (5) EXP

Cognate Courses - 19 hours

BIO 131 Basic Human Anatomy and Physiology (4) CN
MTH 174 Statistics I (3) CMA
SOC 103 Our Social World (3) CS
SOC 216 Sociology of the Family (3)
ECO 201 Economic Issues (3)
or

ECO 211 Principles of Macroeconomics (3)

PSY 103 Introduction to Psychology (3) CEP
or
PSY 103H HON:Intro Psychology (3) CEP

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 Concentration - Bachelor of Science Degree

The Major in Sociology - Bachelor of Science Degree program has been placed on a two-year hiatus as of November 2021. Current students in the program will be allowed to continue in the program, but no new students will be admitted for the 2022-2023 academic year.

Program Requirements

Hours: 43

Major Courses - 25 hours

SOC 103 Our Social World (3) CS
SOC 202 Race, Class, Gender (3)
SOC 216 Sociology of the Family (3)
SOC 220 Childhood and Society (3)
SOC 370 Sociological Theories (3)
SOC 375 Social Research I (4)
SOC 400 Senior Thesis (3)
MTH 174 Statistics I (3) 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 (3)
PSY 212 Domestic Violence (3)
PSY 225 Human Sexuality (3)
SOC 208 Social Psychology (3)
SOC 261 Social and Psychological Aspects of Aging (3)
SOC 289 Women's Issues & the Law (3)
SOC 302 Social Perspectives on Motherhood (3)
SOC 373 Sociology of Globalization (3)
SWK 223 Social Policies and Issues (3)
SWK 332 Child Abuse (3) IDS

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-Bachelor of Science Degree

The Major in Sociology - Bachelor of Science Degree program has been placed on a two-year hiatus as of November 2021. Current students in the program will be allowed to continue in the program, but no new students will be admitted for the 2022-2023 academic year.

Program Requirements

Hours: 43

Major Courses - 16 hours

SOC 103 Our Social World (3) CS
SOC 370 Sociological Theories (3)
SOC 375 Social Research I (4)
SOC 400 Senior Thesis (3)
MTH 174 Statistics I (3) CMA

Specialized Cognate Courses-12 hours: Take 1 course in each of the following areas

Micro Sociology

SOC 208 Social Psychology (3)
CRM 407 Law & Society (3) LAS

Social Institutions

SOC 216 Sociology of the Family (3)
SOC 220 Childhood and Society (3)

Deviance and Law

SOC 289 Women's Issues & the Law (3)
CRM 218 Victimology (3) LAS
CRM 293 Juvenile Delinquency (3) LAS
CRM 407 Law & Society (3) LAS
Any 200/300 Level CRM course

Social Inequality

SOC 202 Race, Class, Gender (3)

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)
SOC 208 Social Psychology (3)
SOC 216 Sociology of the Family (3)
SOC 220 Childhood and Society (3)
SOC 261 Social and Psychological Aspects of Aging (3)
SOC 289 Women's Issues & the Law (3)
SOC 302 Social Perspectives on Motherhood (3)
SOC 373 Sociology of Globalization (3)
SWK 223 Social Policies and Issues (3)

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 Addictions Studies

Program Requirements

Hours: 18

Minor Required Courses - 18 hours

SWK 313 Addiction: The Foundation I (3)
SWK 314 Addiction: The Foundation II (3)
SWK 315 Addiction: Stopping Before It Starts (3)
SWK 316 Addiction: Brain, Body, and Relationships (3)
SWK 327 Interviewing and Assessment (3)
SWK 328 Group Approach/Prob Solving (3)

Residency requirement: 6 hours

Minor in Gerontology

Program Requirements

Hours: 15

Required - 6 hours

GST 261/SOC 261 Social and Psychological Aspects of Aging (3)
GST 360 Mental Health & Aging (3)

Recommended Electives - 9 hours

BIO 130 Medical Terminology (2) LAS
GST 332 Holistic Wellness and Aging (3) IDS
GST 333/SWK 333 Elder Abuse (3) IDS
GST 350 Special Topics Global Aging: Comparative Perspectives (1-3)
GST 359 Work, Leisure and Retirement (3)
HES 121 First-Aid & Basic Life Support for Healthcare Providers (1)
HES 404 Health, Physical Activity and Aging (3)
HLT 230 Health Promotion and Health Systems (3)
HLT 410 Health and Wellness Assessment and Programming (3)
HLT 451 Healthcare Administration (3)

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 - Financial (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 Social Work

Total Hours - 18 hours

Required - 9 hours

SWK 220 Introduction to Social Work (3)
SWK 223 Social Policies and Issues (3)
SWK 317 Interdisciplinary Approach to Diversity and Social Justice (3)

Elective - 9 hours

9 hours of Social Work courses.

Minor in Sociology

Program Requirements

Hours: 18

Minor Required Courses - 9 hours

SOC 103 Our Social World (3) CS
SOC 202 Race, Class, Gender (3)

SOC 370 Sociological Theories (3)

Minor Elective Courses - 9 hours

Choose any three SOC courses

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

Minor in Socio-Psychology

Program Requirements

Hours: 18

Available to students with any major or minor other than psychology or sociology

Minor Courses - 6 hours

PSY 103 Introduction to Psychology (3) CEP
or
PSY 103H HON:Intro Psychology (3) CEP

Choose one other Psychology course (3)

Cognate Courses - 6 hours

SOC 103 Our Social World (3) CS
Choose one other SOC course (3)

Psychology/Sociology Electives - 6 hours

Choose 2 additional PSY and/or SOC 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

Hours: 15

*Students must have earned a minimum of an associate degree to be eligible to earn the certificate.

Required - 6 hours

GST 261/SOC 261 Social and Psychological Aspects of Aging (3)
GST 360 Mental Health & Aging (3)

Recommended Electives - 9 hours

BIO 130 Medical Terminology (2) LAS

GST 332 Holistic Wellness and Aging (3) IDS
GST 333/SWK 332 Elder Abuse (3) IDS
GST 350 Special Topics Global Aging: Comparative Perspectives (1-3)
GST 359 Work, Leisure and Retirement (3)
HES 404 Health, Physical Activity and Aging (3)
HLT 230 Health Promotion and Health Systems (3)
HLT 410 Health and Wellness Assessment and Programming (3)
HLT 451 Healthcare Administration (3)

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

School of Business

Sharon Wagner, Ph.D., Dean, School of Business

School of Business Mission Statement

The School of Business forwards engaged and ethical leaders who are ready to serve.

School of Business Offerings for Undergraduate Students

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 three departments within the School of Business that: Business Administration, 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 make strong contributions to organizations. The 4 + 1 format allows students to complete the requirements for an MBA in one additional year after completing their undergraduate degree. Admitted students complete four MBA courses during their senior year (12 credits). These 12 credits count toward both their baccalaureate and MBA requirements, and are included in calculation of the undergraduate and graduate grade point averages. During the "+1" (5th) year, students complete 24 graduate credits for a total of 36 graduate credits.

Web address to Graduate Catalog, Master of Business Administration: https://registrar.msj.edu/graduate-catalog/graduate-programs/business/mba.html

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

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 apply for the MBA program during their junior year at the Mount. Acceptance to the 4+1 MBA program is provisional, allowing students to complete the first four courses in the MBA program during their senior year. Requirements for application to the 4+1 program are:

- Undergraduate cumulative GPA of 2.75 or above
- Graduate Admission Application
- MBA Required Foundational Courses form
- One-page, typed statement of your career goals in the next five years and how an MBA will help you in achieving those 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 4+1 MBA students become fully admitted, graduate degree-seeking students at the end of their senior year upon the completion of the following:

- Undergraduate cumulative GPA of 3.0 or above
- Completion of MBA foundational courses with GPA of 3.0 or above, or completion of an alternative method provided by the School of Business to demonstrate mastery of foundational areas
- Completion of the first 12 credits of the MBA program with a GPA of 3.0 or above

Program Requirements

Hours: 51

Candidates for the MBA must successfully complete the 36 hours of MBA coursework with a GPA of 3.0 or above.

FOUNDATIONAL COURSES (15 credits)

ACC 213 Principles of Accounting I - Financial (3)
FIN 300 Corporate Finance (3)
MTH 174 Statistics I (3) CMA

MGT 300 Management/Org Behavior (3)
or
MKT 300 Principles of Marketing (3)

ECO 211 Principles of Macroeconomics (3)
or
ECO 212 Principles of Microeconomics (3) CEP
or
ECO 201 Economic Issues (3)

MBA PROGRAM COURSES (36 credits)

ACC 600 Managerial Accounting (3)
BUS 505 Legal and Ethical Responsibility (3)
BUS 510 Social Responsibility for Managers (3)
BUS 604 MBA Seminar I (3)
BUS 606 MBA Seminar II (3)
ECO 600 Global Economic Issues (3)
FIN 610 Managerial Finance (3)
MGT 585 Understanding and Managing Others (3)
MGT 602 Leadership in Organizations (3)
MGT 603 Project and Operations Management (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.**

BUS 505 Legal and Ethical Responsibility (3)
BUS 510 Social Responsibility for Managers (3)
MGT 585 Understanding and Managing Others (3)
MKT 520 Marketing for Management (3)

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 Business Administration

Charles Kroncke, Ph.D., Chairperson

The Bachelor of Science degrees in the Department of Business Administration allow students to obtain a comprehensive business education with a specialization in either accounting or financial economics. Employment options include private sector careers in management, finance, corporate accounting, and operations, as well as careers in the public sector and non-profit organizations. Students who graduate with a degree from the Department of Business Administration may choose to complete graduate studies in such fields as accounting, economics, finance, business administration, economics, and law.

The School of Business also offers a minor in Business Administration (see page 97) and a minor in Sport Management (see page 101).

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

Major in Accounting - Bachelor of Science Degree

Program Requirements

Hours: 66

Business Core - 42 Hours

ACC 213 Principles of Accounting I - Financial (3)
ACC 214 Principles of Accounting II - Managerial (3)
BUS 210 Business Law I (3)
BUS 352 Business Communications I (3)
BUS 498 Entrepreneurship and New Venture Creation (3)
CIS 203 Business Information Technology (3)
ECO 211 Principles of Macroeconomics (3)
ECO 212 Principles of Microeconomics (3) CEP
FIN 300 Corporate Finance (3)

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

MGT 300 Management/Org Behavior (3)
MKT 300 Principles of Marketing (3)
MTH 174 Statistics I (3) CMA

MTH 180 Math for Business (3) CMA
or
MTH 190 Concepts of Calculus (3) 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 (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.

Major in Financial Economics - Bachelor of Science Degree

Program Requirements

Hours: 60

Business Core - 42 Hours

ACC 213 Principles of Accounting I - Financial (3)
ACC 214 Principles of Accounting II - Managerial (3)
BUS 210 Business Law I (3)
BUS 352 Business Communications I (3)
BUS 498 Entrepreneurship and New Venture Creation (3)
CIS 203 Business Information Technology (3)
ECO 211 Principles of Macroeconomics (3)
ECO 212 Principles of Microeconomics (3) CEP
FIN 300 Corporate Finance (3)

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

MGT 300 Management/Org Behavior (3)
MKT 300 Principles of Marketing (3)
MTH 174 Statistics I (3) CMA

MTH 180 Math for Business (3) CMA
or
MTH 190 Concepts of Calculus (3) 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.

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 - Financial (3)
FIN 300 Corporate Finance (3)
MGT 300 Management/Org Behavior (3)
MKT 300 Principles of Marketing (3)
MTH 174 Statistics I (3) CMA

ECO 211 Principles of Macroeconomics (3)
or
ECO 212 Principles of Microeconomics (3) CEP

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

Department of Organizational Leadership

Sharon Wagner, Ph.D., Dean

The Bachelor of Science degrees in the Department of Organizational Leadership allow students to obtain a comprehensive business education with a specialization in either management or marketing. Employment options include private sector careers in management, operations, and marketing, as well as careers in the public sector and non-profit organizations. Students who graduate with a degree from the Department of

Organizational Leadership also may choose to complete graduate studies in such fields as business administration, marketing, and law. The School of Business also offers a minor in Business Administration (see page 97) and a minor in Sport Management (see page 101).

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

Major in Management - Bachelor of Science Degree

Program Requirements

Hours: 60

Business Core - 42 Hours

ACC 213 Principles of Accounting I - Financial (3)
ACC 214 Principles of Accounting II - Managerial (3)
BUS 210 Business Law I (3)
BUS 352 Business Communications I (3)
BUS 498 Entrepreneurship and New Venture Creation (3)
CIS 203 Business Information Technology (3)
ECO 211 Principles of Macroeconomics (3)
ECO 212 Principles of Microeconomics (3) CEP
FIN 300 Corporate Finance (3)

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

MGT 300 Management/Org Behavior (3)
MKT 300 Principles of Marketing (3)
MTH 174 Statistics I (3) CMA

MTH 180 Math for Business (3) CMA
or
MTH 190 Concepts of Calculus (3) 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: 60

Business Core - 42 Hours

ACC 213 Principles of Accounting I - Financial (3)
ACC 214 Principles of Accounting II - Managerial (3)
BUS 210 Business Law I (3)
BUS 352 Business Communications I (3)
BUS 498 Entrepreneurship and New Venture Creation (3)
CIS 203 Business Information Technology (3)
ECO 211 Principles of Macroeconomics (3)
ECO 212 Principles of Microeconomics (3) CEP
FIN 300 Corporate Finance (3)

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

MGT 300 Management/Org Behavior (3)
MKT 300 Principles of Marketing (3)
MTH 174 Statistics I (3) CMA

MTH 180 Math for Business (3) CMA
or
MTH 190 Concepts of Calculus (3) 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.

Department of Sport Management

Daniel M. Yost, M.A., J.D., Chairperson

The Bachelor of Science degree in the Department of Sport Management allows students to obtain a comprehensive business education with a specialization in sport management. The Sport Management program develops professionals with career options in such areas as intercollegiate athletics, professional sport, athletic associations such as the NCAA, NAIA, NJCAA and high school associations, recreational or intramural sport, event management, facility management, event coordination, marketing, promotion, fitness and health, and sport product retail. Students who graduate with a degree from the Department of Sport Management also may choose to complete graduate studies in such fields as business administration, sport management, and law.

The School of Business also offers a minor in Business Administration (see page 97) and a minor in Sport Management (see page 101). Students graduating with a major or minor from the School of Business must achieve a cumulative 2.0 grade point average or higher in their major or minor courses.

Major in Sport Management - Bachelor of Science Degree

Program Requirements

Hours: 75

Business Core - 42 Hours

ACC 213 Principles of Accounting I - Financial (3)
ACC 214 Principles of Accounting II - Managerial (3)
BUS 210 Business Law I (3)
BUS 352 Business Communications I (3)

BUS 498 Entrepreneurship and New Venture Creation (3)
CIS 203 Business Information Technology (3)
ECO 211 Principles of Macroeconomics (3)
ECO 212 Principles of Microeconomics (3) CEP
FIN 300 Corporate Finance (3)

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

MGT 300 Management/Org Behavior (3)
MKT 300 Principles of Marketing (3)
MTH 174 Statistics I (3) CMA

MTH 180 Math for Business (3) CMA
or
MTH 190 Concepts of Calculus (3) 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)

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.

Minor in Sport Management

Program Requirements

Hours: 18

The minor in sport management is for non-business majors only.

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)

Choose two:

SPM 225 Principles of Athletic Administration (3)
SPM 355 New Media & Public Relations (3)
SPM 375 Sport Facilities and Event Management (3)
SPM 380 Sport Law (3)
SPM 386 International Sport Management (3)

Residency requirement:12 hours

Minimum 2.0 cumulative GPA in those 12 hours

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.

Only government entities have the legitimacy to grant a teaching certificate (license, qualification) directly. **In Ohio, only the Ohio Department of Education grants licensure for teaching.** Every state reviews its own certification applications, according to its own requirements and Mount St. Joseph cannot guarantee a candidate teaching certification in other states.

Mount St. Joseph University School of Education's initial licensure programs are state-approved by the Ohio Department of Higher Education and have national certification by the Council for the Accreditation of Educator Preparation (CAEP). Mount St. Joseph University, as an institution, is accredited regionally by the Higher Learning Commission (HLC). As such, candidates who successfully complete our program are qualified to apply for an initial teaching license from Ohio, provided they meet the applicable requirements of the state board of education. Additionally, through reciprocity agreements, they may be eligible to obtain teaching certification or licensure from most other states, provided they meet the applicable licensing requirements of those states.

For clarity's sake: In the United States, whoever desires a teaching credential (license, certificate, qualification) must first successfully **complete an approved teacher preparation program in a given state,**

then apply directly to that state's department of education and meet all its requirements (normally including examinations), in order to be awarded the legitimate, recognized teaching credential.

Starting in September 2013, 100% of Mount St. Joseph's School of Education completers have passed the Ohio Assessment for Educators (OAE) examinations.

School of Education Vision Statement

The School of Education through innovative programs that are rooted in quality and rigorous research, will:

- Nurture educators who are knowledgeable, collaborative, ethical, and committed to diverse and inclusive practices
- Prepare educators to make an impact on P-12 student learning and improve the schools in which they will serve.

School of Education Mission Statement

The School of Education, aligned with the mission of Mount St. Joseph University, prepares highly qualified, collaborative, caring and reflective educators who uphold the tradition of social responsibility, academic excellence, and ethical leadership.

Core Values of the School

- We promote critical thinking and reflective practices
- We utilize the research in both education and cognitive science in preparing teachers and in supporting their advancement
- We teach students to have respect for themselves and others
- We encourage students to participate in professional development and scholarship
- We value and model ethical conduct
- We advance our collective and individual roles in understanding the importance of diversity, equity and inclusive practices

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[1]. It is important to complete the admission process in a timely manner. Since many of the required courses within the major require program

[1] https://mymount.msj.edu/ICS/Mount_Community/Mount_Groups/Education_Licensure_Students_and_Majors/Public_Page.jnz

admission, gaining official program admission will ensure that you are able to move along and make progress in your program without interruption or delay.

State Licensure Requirements

Whenever changes in Ohio Standards for Teacher Education and Licensure are recommended by the State Department of Education and the Ohio 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 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.

Only government entities have the legitimacy to grant a teaching certificate (license, qualification) directly. **In Ohio, only the Ohio Department of Education grants licensure for teaching.** Every state reviews its own certification applications, according to its own requirements and Mount St. Joseph cannot guarantee a candidate teaching certification in other states.

Mount St. University School of Education's initial licensure programs are state-approved by the Ohio Department of Higher Education and have national certification by the Council for the Accreditation of Educator Preparation (CAEP). Mount St. Joseph University, as an institution, is accredited regionally by the Higher Learning Commission (HLC). As such, candidates who successfully complete our program are qualified to apply for an initial teaching license from Ohio, provided they meet the applicable requirements of the state board of education. Additionally, through reciprocity agreements, they may be eligible to obtain teaching certification or licensure from most other states, provided they meet the applicable licensing requirements of those states.

For clarity's sake: In the United States, whoever desires a teaching credential (license, certificate, qualification) must first successfully **complete an approved teacher preparation program in a given state, then apply directly to that state's department of education and meet all its requirements** (normally including examinations), in order to be awarded the legitimate, recognized teaching credential.

Starting in September 2013, 100% of Mount St. Joseph's student teachers have passed the Ohio Assessment for Educators (OAE) examinations.

The majors available at the Mount that offer licensure are:

- Middle Childhood Education
- Secondary Education (Adolescent to Young Adult Education) in Math or Science (working with students in grades 7-12)
- Special Education (K-12) and Primary (P-5) Major Dual License

These licensure programs are also available:

- Secondary Education (Adolescent to Young Adult Education) in Social Studies or English (working with students in grades 7-12)
- 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.

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) CEP
SOC 103 Our Social World (3) 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) EXP
MCE 444 MCE Student Teaching (12) EXP

Choose two courses from the following, according to subject 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)

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) EXP
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 - 18 Hours

Media - 3 Hours (choose 1)

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

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

Modern and Contemporary Literature - 9 hours (choose 3)

ENG 140 Survey of Women Writers (3) CL
ENG 171 Sports in Literature (3) CL
ENG 173 20 Voices, 20 Countries: World Poetry (3) CL
ENG 174 Meet Me at the Theatre: Mod & Contemp American Drama (3) CL
ENG 176 Modern Novel (3) CL
ENG 206 State of the Unions:20th Century British and American Drama (3) CL
ENG 223 Cincinnati Authors (3) CL
ENG 226 Multicultural Women Writers (3)
ENG 245 African-American Writers (3) CL
ENG 275 A History of Violence: Survey of 20th-Cent British Literature (3) CL
ENG 276 The 20th-Century Graphic Novel (3) CL
ENG 277 Dollars & Sense: Materialism in 20th-Century American Fiction (3) CL
ENG 278 The End of the World as We Know It: Fiction After 9/11 (3) CL
ENG 279 Killing the Angel in the House: 20th-Cent Brit Women Novelists (3) CL
ENG 280 In Their Own Voices: American Autobiography,Letters,Memoirs (3) CL

Social Studies - 18 Hours

GEG 202 World Regional Geography (3)
HIS 105 World Civilization to 1500 (3) CH
HIS 106 World Civilization Since 1500 (3) CH
HIS 109 U.S. History to 1877 (3) CH
HIS 110 U.S. History Since 1877 (3) CH
PSC 201 American National Government (3)

Science - 20 hours

BIO 101 Introduction to Biology (4) CN
CHE 104 General, Organic and Biochemistry (3) CN
CHE 104A General & Organic Chemistry LAB (1) CN
CHE 104R Gen & Organic Chem (Recitation) (0) CN
GEO 115 Earth Science (L/L) (4) CN
PHY 105 Physical Science L/L (4) CN

Choose one course from the following:

BIO 131 Basic Human Anatomy and Physiology (4) CN
PHY 130 Astronomy Lecture & LAB (4) CN

Mathematics - 19 hours

EDU 143 Problem Solving & Number Systems (3)
EDU 153 Geometry and Measurement (3)
MTH 174 Statistics I (3) CMA
MTH 180 Math for Business (3) CMA
MTH 185 Precalculus (3) CMA
MTH 193 Calculus I (4) CMA

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/Music)

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) Requirements

Program Requirements

Hours: 53 (for Art Education Licensure), 51-52 (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) CEP
SOC 103 Our Social World (3) CS
Choose one discipline specific mathematics 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)

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

Music Education Licensure Requirements - 22-23 hours

Students must take MUS 120N for 1 credit hour for 2 semesters; students must also take at least 1 credit hour of MUS 110E as part of the 8 hours of ensembles required for a music major.

EDU 333M Music Education Practicum (2-3) EXP
EDU 444M Music Education Student Teaching (12) EXP
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.

Major in Educational Studies, Non-Licensure Program - Bachelor of Arts Degree

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.

Program Requirements

Hours - 54-57

Prerequisites - 15 hours

COM 100 Spoken Word (3) C
ENG 101 Written Word (3) C
SOC 103 Our Social World (3) CS
PSY 103 Introduction to Psychology (3) CEP
Choose one discipline specific mathematics course in the Core Curriculum (3)

Major Courses - 14 hours

EDU 190 Introduction to the Educational Profession (1)
EDU 207 Educational Theory & Reflective Teaching (3)
EDU 356 Classroom Mgmt & Organization (3)
RDG 215 Theoretical Perspectives and Foundations in Literacy (3)
SED 215 Human Exceptionalities (3)
SED 215S Serv Lrng:Human Exceptionalities (1) EXP

Major Electives choose - 12 hours from the following:

AYA 345 Intro to Secondary Education (3)
ECE 250 Developmentally Appropriate Practice & Observing and Understanding Whole Child (3)
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)
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)
MCE 300 Intro Middle School (3)
MUS 246 Mus Exp For Young Children (3) CAM
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 Assessment and Diagnosis for Special Education (3)
SED 340 Teaching in an Inclusive Setting (3)
SED 345 Collaboration and Transition (3)
SED 351 Intro to Learning Disabilities (3)

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

Cognate Courses - 10-13 hours
CED 220 Foundations of Professionalism (1)
SOC 202 Race, Class, Gender (3)
SOC 370 Sociological Theories (3)
SWK 223 Social Policies and Issues (3)

CED 394 Cooperative Education (0) EXP
or
EDU 396 Co-Op:Parallel(PT) (1-3) EXP
or
One Practicum Course Listed Below:

AYA 333 Adol/Young Adult Practicum (1) EXP
AYA 334 Adol/Young Adult Practicum II (2) EXP
ECE 333 Early Childhood Practicum (1) EXP
ECE 334 Collaborative Practices in Early Childhood Education (1) EXP
EDU 333A Art Education Practicum (3) EXP
EDU 333M Music Education Practicum (2-3) EXP
MCE 333 MCE Ed Content Practicum (2) EXP
RDG 305 Literacy Practicum (1) EXP
RDG 316 Literacy Practicum (1) EXP
SED 332 Moderate/Intense Practicum (1) EXP
SED 333 Curriculum & Methods/Students with Mild/Moderate Needs (1) EXP
SED 334 Inclusive Teaching, Support and Transition (1) EXP

Communications choose - 3 hours from the following

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

Secondary Education Licensure (grades 7-12), English or Social Studies

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 7th through 12th 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:

- Integrated Language Arts
- Integrated Social Studies

AYA Licensure Programs (grades 7-12) (Social Studies or English)

Program Requirements

Major in Liberal Arts is required for those seeking licensure in Social Studies or English Language Arts

Hours: 53 plus Choose License Content Area (see below)*

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) CEP
SOC 103 Our Social World (3) CS
Choose a discipline specific mathematics class in the core curriculum (3) MA

Major Courses (19 hours)

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

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)

***License Content Areas**

AYA Licensure in Integrated Language Arts - 33 hours

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 - 3 hours

COM 220 Visual Communication (3)
COM 250 Digital Video Production (3)
COM 340 Intercultural & World Comm (3) LAS
COM 359 American Film Authors (3) LAS

RENAISSANCE - 3 hours

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

NINETEENTH CENTURY - 3 hours (choose 1)

ENG 160 Apes, Angels & Victorians: A Survey of the Victorian Period (3) CL
ENG 162 Murder Most Foul:Detectives in 19th Cent British Literature (3) CL

ENG 260 19th-Century American Thought And Prose (3) CL/CH
or
HIS 260 19th Century American Thought And Prose (3) CL/CH

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

MODERN AND CONTEMPORARY - 6 hours (choose 2)

(ENG 173 recommended)

ENG 140 Survey of Women Writers (3) CL
ENG 171 Sports in Literature (3) CL
ENG 173 20 Voices, 20 Countries: World Poetry (3) CL
ENG 174 Meet Me at the Theatre: Mod & Contemp American Drama (3) CL
ENG 175 Modern Short Fiction (3) CL
ENG 176 Modern Novel (3) CL
ENG 206 State of the Unions:20th Century British and American Drama (3) CL

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

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

AYA Licensure in Integrated Social Studies - 42 hours

Nine hours in US History

HIS 109 U.S. History to 1877 (3) CH
HIS 110 U.S. History Since 1877 (3) CH
Choose one 200-300 level American History course (3) or LIB XXX (History content only)

Six hours in Western History

Select two courses from the following or equivalents

HIS 107 European Civilization to 1500 (3) CH
HIS 108 European Civilization Since 1500 (3) CH
HIS 200-300 level European History courses (3) or LIB XXX (History content only)

Six hours in Non-Western History

HIS 105 World Civilization to 1500 (3) CH
HIS 106 World Civilization Since 1500 (3) CH

Six hours in Political Science

PSC 201 American National Government (3)
PHI 220 Political Philosophy (3) CP

Fifteen hours in other Social Science Courses

ECO 201 Economic Issues (3)
or
ECO 211 Principles of Macroeconomics (3)

GEG 202 World Regional Geography (3)
PSY 103 Introduction to Psychology (3) CEP
SOC 103 Our Social World (3) CS
SOC 202 Race, Class, Gender (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 engage in reflective practice, promotes collaboration among peers, families, and communities, and takes on opportunities for professional development.

Secondary Education Major (Science or Math) (grades 7-12) Bachelor of Arts Degree

Program Requirements

Hours: 53 plus choose license content area (see below)*

Corequisite: Minor or Major in the primary content area.
Minor in content area for: Mathematics, Biology, Chemistry.

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) CEP
SOC 103 Our Social World (3) CS
Choose a discipline specific mathematics class in the core curriculum (3) CMA

Major Courses (19 hours)

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

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)

*License Content Areas

AYA Licensure in Biology/Life Science - 44 hours

Required courses - 12 hours

BIO 111 Principles of Biology I (4) CN
BIO 111A Principles of Biology I (LAB) (0) CN
BIO 112 Principles of Biology II (4)
BIO 112A Principles of Biology II (LAB) (0)
BIO 201 Anatomy & Physiology I (4)
BIO 201A Human Anatomy & Physiology (LAB) (0)

Choose one w/lab co-requisite - 4 hours

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

Choose three of the following 5 BIO courses - 12 hours

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

Required courses - 16 hours

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

CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)

AYA Licensure in Chemistry - 44 hours

CHE 111 General Chemistry I (3) CN
CHE 111A General Chemistry I (LAB) (1) CN
CHE 111R General Chem I (Recitation) (0) CN
CHE 112 General Chemistry II (3) CN
CHE 112A General Chemistry II (LAB) (1) CN
CHE 112R General Chemistry II-Recitation (0)
CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)
CHE 314 Intermediate Analytical Chem (3)
CHE 314A Intermediate Analy Chem (LAB) (1)
CHE 350 Physical Chemistry I (3)
CHE 350A Physical Chemistry I (LAB) (1)
MTH 193 Calculus I (4) CMA
MTH 194 Calculus II (4)
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)

Choose 4 hours from following:

CHE 315 Instrumental Analysis (3)
CHE 315A Instru Analysis (LAB) (1)
CHE 325 Biochemistry I (3)
CHE 325A Biochemistry I (LAB) (1)
CHE 326 Biochemistry II (3)
CHE 326A Biochemistry II (LAB) (1)
CHE 355 Physical Chemistry II (3)
CHE 355A Phys Chemistry II (LAB) (1)
CHE 360 Intermediate Inorganic Chem (3)
CHE 360A Int Inorganic (LAB) (1)

AYA Licensure in Integrated Math - 44 hours

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

MTH 391 Advanced Calculus (3)
MTH 400 Senior Research (1)

AYA Licensure in Integrated Science - 60 hours

CHE 111 General Chemistry I (3) CN
CHE 111A General Chemistry I (LAB) (1) CN
CHE 111R General Chem I (Recitation) (0) CN
CHE 112 General Chemistry II (3) CN
CHE 112A General Chemistry II (LAB) (1) CN
CHE 112R General Chemistry II-Recitation (0)
CHE 211 Organic Chemistry I (3)
CHE 211A Organic Chem I (LAB) (1)
CHE 212 Organic Chemistry II (3)
CHE 212A Organic Chemistry II (LAB) (1)

Choose one:

CHE 314 Intermediate Analytical Chem (3)
CHE 314A Intermediate Analy Chem (LAB) (1)
or
CHE 325 Biochemistry I (3)
CHE 325A Biochemistry I (LAB) (1)

BIO 111 Principles of Biology I (4) CN
BIO 111A Principles of Biology I (LAB) (0) CN
BIO 111R Principles of Bio I (Recitation) (0) CN
BIO 112 Principles of Biology II (4)
BIO 112A Principles of Biology II (LAB) (0)
BIO 197 Human Anatomy and Physiology for the Health Sciences I (4) CN
BIO 197A Human Anatomy and Physiology for the Health Sciences I (LAB) (0) CN
BIO 305 Microbiology (4)
BIO 305A Micro (LAB) (0)

or
BIO 310 Cell Biology (4)
BIO 310A Cell Biology (LAB) (0)
or

BIO 315 Ecology (4)
BIO 315A Ecology (LAB) (0)
BIO 320 Genetics (4)
BIO 320A Genetics (LAB) (0)
GEO 115 Earth Science (L/L) (4) CN
PHY 130 Astronomy Lecture & LAB (4) CN
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PHY 202 General Physics II (3)
PHY 202A Gen Physics II (LAB) (1)

and

GEO Elective (4)

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 (K-12)/Primary (P-5) Dual Major (BA) & Licensure

The Special Education (K-12) and Primary (P-5) Dual Licensure program is based on preparing candidates to teach in general education early childhood classrooms (P-5) and as Intervention Specialists 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 and Moderate/Intense 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 Primary (P-5) Educator will prepare candidates to work with all children between the ages of 3 through 10 (Prekindergarten to grade 5), and with their families, other professionals, and representatives from community agencies.

The program of study for Special Education (K-12) and Primary (P-5) Dual 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.

Students will major in Special Education/Primary and select one of the five concentrations below:

Concentration 1 (Primary Track) leads to Ohio licensure in:

- Primary (P-5)
- Intervention Specialist Mild to Moderate (K-12)

- Intervention Specialist Moderate to Intense (K-12)

Concentration 2 leads to Ohio licensure in:

- Primary (P-5)
- Intervention Specialist Mild to Moderate (K-12)

Concentration 3 leads to Ohio licensure in:

- Primary (P-5)

Concentration 4 leads to Ohio licensure in:

- Intervention Specialist Mild to Moderate (K-12)
- Intervention Specialist Moderate to Intense (K-12)

Concentration 5 leads to Ohio licensure in:

- Intervention Specialist Mild to Moderate (K-12)

Spec Ed (K-12) and Primary (P-5) Major Dual License - BA Degree - Concentration 1

Program Requirements

Ohio licenses included in Concentration 1:

- Primary (P-5)
- Intervention Specialist, Mild to Moderate (K-12)
- Intervention Specialist, Moderate to Intense (K-12)

Hours: 104

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) CEP
SOC 103 Our Social World (3) CS
MTH 172 Mathematics for Early Childhood and Special Educators (3) CMA

Content area for licensure - 10 hours

- Choose one core coded Science course with LAB (PHY 105 Physical Science L/L (4) CN Recommended)

- Choose one core coded Art or Music course (MUS 246 Mus Exp For Young Children (3) CAM recommended
- Choose one core coded History course (HIS 109 U.S. History to 1877 (3) CH recommended)

Major Courses - 38 hours

ECE 250 Developmentally Appropriate Practice & Observing and Understanding Whole Child (3)
ECE 333 Early Childhood Practicum (1) EXP
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)
SED 215 Human Exceptionalities (3)
SED 215S Serv Lrng:Human Exceptionalities (1) EXP
SED 330 Assessment and Diagnosis for Special Education (3)
SED 331 Moderate to Intense Instructional Strategies (3)
SED 332 Moderate/Intense Practicum (1) EXP
SED 333 Curriculum & Methods/Students with Mild/Moderate Needs (1) EXP
SED 334 Inclusive Teaching, Support and Transition (1) EXP
SED 340 Teaching in an Inclusive Setting (3)
SED 345 Collaboration and Transition (3)
SED 351 Intro to Learning Disabilities (3)
SED 380 Curriculum & Methods/Students with Mild/Moderate Needs (3)

Student Teaching - 16 hours (6 hours of one course + 10 hours of the other)

ECE 444 Student Teaching (6-12) EXP
SED 444 SED Student Teaching (6-12) EXP

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 - 16 hours

RDG 215 Theoretical Perspectives and Foundations in Literacy (3)
RDG 305 Literacy Practicum (1) EXP
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)

Program Outcomes

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 instruc-

tional 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.

Spec Ed (K-12) and Primary (P-5) Major Dual License - BA Degree - Concentration 2

Program Requirements

Ohio licenses included in Concentration 2:

- Primary (P-5)
- Intervention Specialist Mild to Moderate (K-12)

Hours: 100

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) CEP
SOC 103 Our Social World (3) CS
MTH 172 Mathematics for Early Childhood and Special Educators (3) CMA

Content area for licensure -10 hours

- Choose one core coded Science course with LAB (PHY 105 Physical Science L/L (4) CN Recommended)
- Choose one core coded Art or Music course (MUS 246 Mus Exp For Young Children (3) CAM recommended)
- Choose one core coded History course (HIS 109 U.S. History to 1877 (3) CH recommended)

Major Courses - 34 hours

ECE 250 Developmentally Appropriate Practice & Observing and Understanding Whole Child (3)
ECE 333 Early Childhood Practicum (1) EXP
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)
SED 215 Human Exceptionalities (3)
SED 215S Serv Lrng:Human Exceptionalities (1) EXP
SED 330 Assessment and Diagnosis for Special Education (3)
SED 333 Curriculum & Methods/Students with Mild/Moderate Needs (1) EXP
SED 334 Inclusive Teaching, Support and Transition (1) EXP

SED 340 Teaching in an Inclusive Setting (3)
SED 345 Collaboration and Transition (3)
SED 351 Intro to Learning Disabilities (3)
SED 380 Curriculum & Methods/Students with Mild/Moderate Needs (3)

Student Teaching - 16 (6 hours of one course + 10 hours of the other)

ECE 444 Student Teaching (6-12) EXP
SED 444 SED Student Teaching (6-12) EXP

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 - 16 hours

RDG 215 Theoretical Perspectives and Foundations in Literacy (3)
RDG 305 Literacy Practicum (1) EXP
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)

Spec Ed (K-12) and Primary (P-5) Major Dual License - BA Degree - Concentration 3

Program Requirements

Ohio license included in Concentration 3:

- Primary (P-5)

Hours: 96

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) CEP
SOC 103 Our Social World (3) CS
MTH 172 Mathematics for Early Childhood and Special Educators (3) CMA

Content area for licensure - 10 hours

- Choose one core coded Science course with LAB (PHY 105 Physical Science L/L (4) CN Recommended)
- Choose one core coded Art or Music course (MUS 246 Mus Exp For Young Children (3) CAM recommended)

- Choose one core coded History course (HIS 109 U.S. History to 1877 (3) CH recommended)

Major Courses - 34 hours

ECE 250 Developmentally Appropriate Practice & Observing and Understanding Whole Child (3)
ECE 333 Early Childhood Practicum (1) EXP
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)
SED 215 Human Exceptionalities (3)
SED 215S Serv Lrng:Human Exceptionalities (1) EXP
SED 330 Assessment and Diagnosis for Special Education (3)
SED 333 Curriculum & Methods/Students with Mild/Moderate Needs (1) EXP
SED 334 Inclusive Teaching, Support and Transition (1) EXP
SED 340 Teaching in an Inclusive Setting (3)
SED 345 Collaboration and Transition (3)
SED 351 Intro to Learning Disabilities (3)
SED 380 Curriculum & Methods/Students with Mild/Moderate Needs (3)

Student Teaching - 12 hours

ECE 444 Student Teaching (6-12) EXP

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 - 16 hours

RDG 215 Theoretical Perspectives and Foundations in Literacy (3)
RDG 305 Literacy Practicum (1) EXP
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)

Spec Ed (K-12) and Primary (P-5) Major Dual License - BA Degree - Concentration 4

Program Requirements

Ohio licenses included in Concentration 4:

- Intervention Specialist (K-12) Mild to Moderate
- Intervention Specialist (K-12) Moderate to Intense

Hours: 100

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) CEP
SOC 103 Our Social World (3) CS
MTH 172 Mathematics for Early Childhood and Special Educators (3) CMA

Content area for licensure - 10 hours

- Choose one core coded Science course with LAB (PHY 105 Physical Science L/L (4) CN Recommended)
- Choose one core coded Art or Music course (MUS 246 Mus Exp For Young Children (3) CAM recommended)
- Choose one core coded History course (HIS 109 U.S. History to 1877 (3) CH recommended)

Major Courses - 38 hours

ECE 250 Developmentally Appropriate Practice & Observing and Understanding Whole Child (3)
ECE 333 Early Childhood Practicum (1) EXP
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)
SED 215 Human Exceptionalities (3)
SED 215S Serv Lrng:Human Exceptionalities (1) EXP
SED 330 Assessment and Diagnosis for Special Education (3)
SED 331 Moderate to Intense Instructional Strategies (3)
SED 332 Moderate/Intense Practicum (1) EXP
SED 333 Curriculum & Methods/Students with Mild/Moderate Needs (1) EXP
SED 334 Inclusive Teaching, Support and Transition (1) EXP
SED 340 Teaching in an Inclusive Setting (3)
SED 345 Collaboration and Transition (3)
SED 351 Intro to Learning Disabilities (3)
SED 380 Curriculum & Methods/Students with Mild/Moderate Needs (3)

Student Teaching - 12 hours

SED 444 SED Student Teaching (6-12) EXP

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 - 16 hours

RDG 215 Theoretical Perspectives and Foundations in Literacy (3)
RDG 305 Literacy Practicum (1) EXP
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)

Spec Ed (K-12) and Primary (P-5) Major Dual License - BA Degree - Concentration 5

Program Requirements

Ohio license included in Concentration 5:

- Intervention Specialist (K-12) Mild to Moderate

Hours: 96

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) CEP
SOC 103 Our Social World (3) CS
MTH 172 Mathematics for Early Childhood and Special Educators (3) CMA

Content area for licensure - 10 hours

- Choose one core coded Science course with LAB (PHY 105 Physical Science L/L (4) CN Recommended)
- Choose one core coded Art or Music course (MUS 246 Mus Exp For Young Children (3) CAM recommended)
- Choose one core coded History course (HIS 109 U.S. History to 1877 (3) CH recommended)

Major Courses - 34 hours

ECE 250 Developmentally Appropriate Practice & Observing and Understanding Whole Child (3)
ECE 333 Early Childhood Practicum (1) EXP
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)
SED 215 Human Exceptionalities (3)
SED 215S Serv Lrng:Human Exceptionalities (1) EXP
SED 330 Assessment and Diagnosis for Special Education (3)
SED 333 Curriculum & Methods/Students with Mild/Moderate Needs (1) EXP
SED 334 Inclusive Teaching, Support and Transition (1) EXP
SED 340 Teaching in an Inclusive Setting (3)
SED 345 Collaboration and Transition (3)
SED 351 Intro to Learning Disabilities (3)
SED 380 Curriculum & Methods/Students with Mild/Moderate Needs (3)

Student Teaching - 12 hours

SED 444 SED Student Teaching (6-12) EXP

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 - 16 hours

RDG 215 Theoretical Perspectives and Foundations in Literacy (3)
RDG 305 Literacy Practicum (1) EXP
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)

Minor in Educational Studies

Program Requirements

Hours: 18-19

Minor Core Courses - 7 Hours

EDU 207 Educational Theory & Reflective Teaching (3)
SED 215 Human Exceptionalities (3)
SED 215S Serv Lrng:Human Exceptionalities (1) EXP

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 Developmentally Appropriate Practice & Observing and Understanding Whole Child (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 Assessment and Diagnosis for Special Education (3)
SED 345 Collaboration 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, Ph.D., RN, Dean of Health Sciences

The School of Health Sciences offers baccalaureate degrees with majors in health and exercise science, nursing and speech, language, and hearing sciences.

Department of Exercise Science and Integrative Health

Darla Vale, PhD, RN, Dean of Health Sciences
Robert Charles-Liscombe, Ed.D., ATC, Chairperson

Beginning Fall 2021, the Health and Wellness major is discontinued. Program details can be found in the 2020-2021 Undergraduate Catalog for current students being taught out.

The mission of the Department of Exercise Science and Integrative Health at Mount St. Joseph University is to educate compassionate and culturally competent exercise science and fitness, health and wellness and athletic training professionals who are dedicated to providing high-quality, person-centered care that optimizes health, wellness, and human performance.

Graduates will be recognized for their expert clinical skills, professionalism, commitment to life-long learning, and compassion for the well-being of all persons and the communities they serve.

The department offers the Bachelor of Science degree in Health and Exercise Science 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. Students interested in pursuing a career in Athletic Training are encouraged to pursue the combined Bachelor of Science in Health and Exercise Science - Master of Athletic Training 3+2 Concentration. Articulation agreements with CAATE accredited graduate athletic training programs at other institutions have been developed for this concentration.

Description of the Major

The Health and Exercise Science major provides foundational scientific knowledge and clinical applications enhancing wellness, quality of life, and physical activity across the lifespan. The curriculum encompasses **a biopsychosocial model of health** with an expanded emphasis on understanding the role of physical activity and exercise to improve health and optimize human performance. Our program prepares students to enter careers in the health, fitness or wellness industries. Additionally, with the selection of prerequisite coursework, graduates may pursue admission to a variety of graduate programs. These include, but are not limited to athletic training, behavioral and mental health, chiropractic medicine, nursing, occupational therapy, physical therapy, physician assistant studies, and public health programs.

The program has four concentrations:

1. Clinical Exercise Science: focusing on exercise prescription for moderate to high risk patients and special populations and preparation for graduate studies in a health-related field,
2. Sport Performance and Active Aging: focusing on exercise prescription and performance enhancement across the lifespan,
3. Health promotion: focusing on protective and negative health behaviors and risk factors, the social determinants of health, and interventions to promote well-being across the lifespan, and
4. Master of Athletic Training 3+2: combines the Health and Exercise Science degree (BS) with the Master of Athletic Training degree to complete both degrees in 5 years.

Clinical Exercise Science Concentration

This concentration prepares students for entry-level careers in clinical exercise settings. In addition, students have the opportunity to prepare for graduate programs in a health-related field. Common careers include: cardiac rehabilitation specialist, clinical exercise physiologist, or an exercise specialist in a medical fitness facility.

Common graduate programs: Athletic training, chiropractic medicine, nursing, occupational therapy, physical therapy, or physician assistant studies.

Sport Performance and Active Aging Concentration

This concentration focuses on the development of knowledge and skills to design and implement exercise programs across the lifespan. Common career industries: Community and corporate fitness, group exercise instruction, personal training, strength and conditioning, sport coaching, or wellness coaching.

Common graduate programs: Athletic training, exercise science, exercise physiology, kinesiology, and public health.

Health Promotion Concentration

This concentration focuses on protective and negative health behaviors and risk factors, the social determinants of health, and interventions to promote well-being across the lifespan. Common career industries: Healthcare facilities, non-profit or public health organizations, corporate fitness, or geriatric settings.

Common graduate programs: health education, public health, behavioral and mental health specialists, social work, healthcare administration, and health-related law and policy.

Master of Athletic Training 3+2 Concentration

This concentration combines sports, medicine, health, disease and injury prevention, health behavior change, and exercise prescription allowing students to earn both degrees in 5 years. Common career industries: Athletic programs, student wellness centers, outpatient rehabilitation clinics, military and tactical medical services, performing arts, worksite wellness and occupational health settings, family medicine and orthopedic physician practices, and the fitness industry.

Program Outcomes

Upon completion of the Health and Exercise Science major, the graduate will be able to:

1. Identify how physical activity and exercise impact health and well-being across the lifespan.
2. Collect, interpret, and summarize health and exercise science research topics and data.
3. Assess individual and community factors affecting physical activity, health, well-being, and quality of life.
4. Design and implement physical activity, fitness, performance enhancement, and/or health promotion strategies, interventions, and programs.

Health and Exercise Science: Clinical Exercise Science Concentration - Bachelor of Science Degree

Core Courses - 22 hours

ACT 160 Fundamentals of Personal Fitness (1)
CED 220 Foundations of Professionalism (1)
HES 150 Foundations of Health and Exercise Science (3)
HES 121 First-Aid & Basic Life Support for Healthcare Providers (1)

HES 224 Principles of Human Performance (3)
or

PSY 220 Health Psychology (3)

HES 226 Human Nutrition (3)
HES 332 Epidemiology of Physical Activity and Health (3)
HES 327 Physiological Adaptations and Management of Stress (3)

HES 394 Cooperative Education (0) EXP
or
HES 396 Co-Op:Parallel (1-3) EXP

HES 430 Research Design (3)
HES 452 Senior Seminar (1)

Clinical Exercise Science Courses - 40 hours

BIO 130 Medical Terminology (2) LAS
BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
BIO 301 Pathophysiology (4)
CHE 111 General Chemistry I (3) CN
CHE 111A General Chemistry I (LAB) (1) CN
ESC 202 Lifespan Motor Development and Control (3)
ESC 303 Exercise Physiology (4)
ESC 303A Exercise Physiology (LAB) (0)
ESC 311 Biomechanical Analysis of Human Movement (3)
ESC 323 Principles of Health Assessment and Exercise Prescription (4)
ESC 323A Principles of Health Assessment and Exercise Prescription (LAB) (0)
ESC 475 Exercise Programming for Special Populations (3)
HLT 100 Pathways to the Health Professions (2)
HLT 230 Health Promotion and Health Systems (3)
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)

Health and Exercise Science: Sports Performance and Active Aging Concentration - Bachelor of Science Degree

Core Courses - 22 hours

ACT 160 Fundamentals of Personal Fitness (1)
CED 220 Foundations of Professionalism (1)
HES 150 Foundations of Health and Exercise Science (3)
HES 121 First-Aid & Basic Life Support for Healthcare Providers (1)

HES 224 Principles of Human Performance (3)
or
PSY 220 Health Psychology (3)

HES 226 Human Nutrition (3)
HES 332 Epidemiology of Physical Activity and Health (3)
HES 327 Physiological Adaptations and Management of Stress (3)

HES 394 Cooperative Education (0) EXP
or

HES 396 Co-Op:Parallel (1-3) EXP

HES 430 Research Design (3)
HES 452 Senior Seminar (1)

Sports Performance and Active Aging Courses - 37 hours

ACT 260 Group Exercise Instruction (2)
BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
CHE 111 General Chemistry I (3) CN
CHE 111A General Chemistry I (LAB) (1) CN
ESC 202 Lifespan Motor Development and Control (3)
ESC 303 Exercise Physiology (4)
ESC 303A Exercise Physiology (LAB) (0)
ESC 311 Biomechanical Analysis of Human Movement (3)
ESC 323 Principles of Health Assessment and Exercise Prescription (4)
ESC 323A Principles of Health Assessment and Exercise Prescription (LAB) (0)
ESC 336 Sports Nutrition (3)
ESC 422 Athletic Conditioning and Performance (4)
ESC 422A Athletic Conditioning and Performance(LAB) (0)
ESC 475 Exercise Programming for Special Populations (3)
HES 404 Health, Physical Activity and Aging (3)

Health and Exercise Science: Health Promotion Concentration - Bachelor of Science Degree

Core Courses - 22 hours

ACT 160 Fundamentals of Personal Fitness (1)
CED 220 Foundations of Professionalism (1)
HES 150 Foundations of Health and Exercise Science (3)
HES 121 First-Aid & Basic Life Support for Healthcare Providers (1)

HES 224 Principles of Human Performance (3)
or
PSY 220 Health Psychology (3)

HES 226 Human Nutrition (3)
HES 332 Epidemiology of Physical Activity and Health (3)
HES 327 Physiological Adaptations and Management of Stress (3)

HES 394 Cooperative Education (0) EXP
or
HES 396 Co-Op:Parallel (1-3) EXP

HES 430 Research Design (3)
HES 452 Senior Seminar (1)

Health Promotion Courses - 18 hours

ACT 260 Group Exercise Instruction (2)
HES 404 Health, Physical Activity and Aging (3)

HLT 230 Health Promotion and Health Systems (3)
HLT 410 Health and Wellness Assessment and Programming (3)
HLT 410S Serv Lrng:Health and Wellness Assessment and Programming (1) EXP
PSY 204 Lifespan Development (3)

Select one from the following:
HLT 451 Healthcare Administration (3)
FIN 300 Corporate Finance (3)
SOC 300 Mgmt/Fnd Raising in Nonprofit (3)
SWK 377 Evaluation, Research and Grantsmanship (3)

Elective Courses - 9 hours

Select from the list below. At least one Communication COM Course

ACC 213 Principles of Accounting I - Financial (3)
BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
COM 220 Visual Communication (3)
COM 250 Digital Video Production (3)
COM 295 Writing for New Media Environments (3) LAS
CRM 210 Drugs and Crime (3) LAS
ESC 303 Exercise Physiology (4)
ESC 303A Exercise Physiology (LAB) (0)
ESC 323 Principles of Health Assessment and Exercise Prescription (4)
ESC 323A Principles of Health Assessment and Exercise Prescription (LAB) (0)
HLT 100 Pathways to the Health Professions (2)
SWK 226 Mental Health and Social Work (3)
SWK 313 Addiction: The Foundation I (3)
SWK 314 Addiction: The Foundation II (3)

Health and Exercise Science: 3+2 Master of Athletic Training - Bachelor of Science

Health and Exercise Science Core Courses - 18 hours

ACT 160 Fundamentals of Personal Fitness (1)
CED 220 Foundations of Professionalism (1)
HES 150 Foundations of Health and Exercise Science (3)
HES 121 First-Aid & Basic Life Support for Healthcare Providers (1)

HES 224 Principles of Human Performance (3)
or
PSY 220 Health Psychology (3)

HES 226 Human Nutrition (3)
HES 332 Epidemiology of Physical Activity and Health (3)
HES 327 Physiological Adaptations and Management of Stress (3)

Athletic Training Courses - 39 hours

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

BIO 130 Medical Terminology (2) LAS
BIO 197 Human Anatomy and Physiology for the Health Sciences I (4) CN
BIO 197A Human Anatomy and Physiology for the Health Sciences I (LAB) (0) CN
BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
CHE 111 General Chemistry I (3) CN
CHE 111A General Chemistry I (LAB) (1) CN
ESC 303 Exercise Physiology (4)
ESC 303A Exercise Physiology (LAB) (0)
ESC 311 Biomechanical Analysis of Human Movement (3)
ESC 323 Principles of Health Assessment and Exercise Prescription (4)
ESC 323A Principles of Health Assessment and Exercise Prescription (LAB) (0)
MTH 174 Statistics I (3) CMA
PHY 201 General Physics I (3)
PHY 201A Gen Physics I (LAB) (1)
PSY 103 Introduction to Psychology (3) CEP

Minor in Exercise Science & Fitness

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).

Program Requirements

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) CN
BIO 197A Human Anatomy and Physiology for the Health Sciences I (LAB) (0) CN
BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
ESC 303 Exercise Physiology (4)
ESC 303A Exercise Physiology (LAB) (0)
ESC 311 Biomechanical Analysis of Human Movement (3)

ESC 323 Principles of Health Assessment and Exercise Prescription (4)
ESC 323A Principles of Health Assessment and Exercise Prescription (LAB) (0)
ESC 422 Athletic Conditioning and Performance (4)
ESC 422A Athletic Conditioning and Performance(LAB) (0)
HES 332 Epidemiology of Physical Activity and Health (3)

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

Department of Nursing

Darla Vale, Ph.D., RN, Dean of Health Sciences

Nancy Hinzman, D.N.P., RN, Chairperson

The outstanding reputation of the Mount's baccalaureate degree in nursing is built upon a century of experience in preparing students as professional practitioners of nursing. Graduates of our Nursing program 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 BSN programs is to prepare students 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

The pre-licensure BSN has as its major focus the preparation of students for initial entry into the professional practice of nursing. Kerri Getz, RN, MSN, MBA, CCRN-K, PCCN-K, CNE - Program Director

For admission into this competitive program, students must first be accepted by the University and meet the admission requirements for the 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.

Bachelor of Science in Nursing Degree/Pre-licensure Program

Admission Requirements

Admission Requirements for the Bachelor of Science in Nursing Program

TRADITIONAL STUDENTS: (out of high school less than four years) the nursing department evaluates applicants from a holistic perspective and considers a strong applicant one who meets the following criteria for the Nursing Program:

- ACT score of 21 or higher/SAT score of 1070 or higher (recommended).
- High school cumulative GPA of 3.0 or higher.
- Successfully completed high school chemistry, algebra I and algebra II with a "C" or higher.
- Taken a rigorous high school college prep course load that may include honors, advanced placement, or dual-credit options.
- Placed above MTH 098 - Intermediate Algebra

Students must submit their official high school transcript and application to the University in order to be considered for the Nursing Program.

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
- Placed above MTH 098-Intermediate Algebra

*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 Accuplacer test and place above Intermediate Algebra (MTH 098)
- 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 and place above Intermediate Algebra (MTH 098)
- 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 Nursing program.

Change of Major Students

Currently enrolled non-nursing MSJU students may apply to the Clinical Nursing Program. Students who meet the admission criteria for the Clinical Nursing Program will be considered based on space availability.

- 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 and place above Intermediate Algebra (MTH 098)

- 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 Nursing program.

Requirements for Progression into the Clinical Nursing Program:

In order to progress into clinical nursing coursework, students will need to submit a letter of intent and meet the criteria described below:

- Admission to Mount St. Joseph University
- Completed 28 credit hours
- Cumulative GPA of 2.80 or higher (all previous college/university coursework is included in calculating GPA)
- Completed the required Category I or Pre Clinical 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 Declaration of Intent to Progress to the Clinical Nursing Program form to the BSN Program Director on or before March 1.

***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.*

****To enroll in clinical courses, students must have successfully completed both a Criminal Background check performed by a service designated by the Department of Nursing and a drug screening with negative results.*

Students who have not met the above stated requirements for progression by the end of the spring semester, will not progress into the Clinical Nursing Program for the upcoming fall semester. Students will be notified in writing of their progression status.

Note: If after completing the Declaration of Intent to Progress to the Clinical Nursing Program, a student (Mount and/or non-Mount transfer students) earns less than a "C" in any Category I (pre-clinical) course, the student will need to resubmit their Declaration of Intent. 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 progression into the clinical nursing program.

Requirements for Continuing Enrollment in the Clinical Nursing Program

To continue enrollment in the Clinical 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
ETH:REL 252/PHI 250
NUR 205/205A
NUR 280
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 receives a D or F in a Category II or Category III course must, prior to continuation in the Clinical Nursing Program:

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.

I. Any student who receives a "D" or "F" in a Category II or III course and fails to complete steps 1-3 as described above will be dismissed from the Nursing Program
II. A successfully repeated Category II or III course does not nullify the existence of a Category II or III course failure.

The student who fails to achieve a "C" or higher in two Category II or two Category III courses or a combination of one Category II and one Category III course, or twice in the same Category II or III course 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 Requirements

Hours: 95

Pre-Clinical Nursing Courses - 21 hours

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

BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
BIO 198A Human Anatomy and Physiology for the Health Sciences II (LAB) (0)
CHE 104 General, Organic and Biochemistry (3) CN
CHE 104A General & Organic Chemistry LAB (1) CN
PSY 103 Introduction to Psychology (3) CEP
SOC 103 Our Social World (3) CS
NUR 100 Health Promotion (3)

Clinical Nursing Courses - 61 hours

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) EXP
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) EXP
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) EXP
NUR 280 Pathophysiology: A Nursing Perspective (3)
NUR 317 Pharmacology and Medication Administration (4)
NUR 317A Pharmacology and Medication Administration LAB (0)
NUR 320 Medical-Surgical Nursing II: Acute/Chronic Conditions (6)
NUR 320C Medical-Surgical Nursing II: Acute/Chronic Conditions- Clinical (0) EXP
NUR 360 Family-Centered Maternity Nursing (4)
NUR 360C Family-Centered Maternity Nursing-Clinical (0) EXP
NUR 370 Patient-Centered Nursing in Mental Health (4)
NUR 370C Patient-Centered Nursing in Mental Health-Clinical (0) EXP
NUR 410 Medical-Surgical Nursing III: Complex Conditions I (5)
NUR 410C Medical-Surgical Nursing III: Complex Conditions I-Clinical (0) EXP
NUR 420 Medical-Surgical Nursing IV: Critical Care (5)
NUR 420C Medical-Surgical Nursing IV: Critical Care-Clinical (0) EXP
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- 13 hours

BIO 215 Introductory Microbiology (4)
BIO 215A Introductory Microbiology (LAB) (0)

ETH:REL 252 Theological Health Care Ethics (3) CE
or
ETH:PHI 250 Health Care Ethics (3) CE

PSY 204 Lifespan Development (3)
MTH 174 Statistics I (3) CMA

Program Outcomes

The graduate of the baccalaureate nursing program is able to:

- implement effective, culturally sensitive therapeutic interventions based upon 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

Department of Speech, Language, and Hearing Sciences

Erin Redle Sizemore, Ph.D., CCC-SLP, Chairperson

The Bachelor of Science degree with a major in speech, language, and hearing sciences is blended with the Mount's broad liberal arts foundation to prepare students for a variety of careers. The curriculum integrates a sequence of interdisciplinary courses designed to provide a thorough understanding of normal human communication processes in children and adults, in addition to various disorders associated with these processes.

A master's degree is the entry-level degree for professional clinical practice in speech-language pathology, and a clinical doctorate is the entry level degree for audiology. Thus, for many students, an undergraduate major in speech, language, and hearing sciences is a pre-professional degree. The program incorporates guided clinical opportunities where students can gain the skills and experiences needed for admission and success in graduate studies.

Students pursing an undergraduate degree in Speech, Language, and Hearing Sciences program may be eligible for the Combined 3+2 program here at the Mount. For those students who meet the eligibility requirements the 3+2 program provides a clear pathway to graduate studies and reduces the time/semesters to completion of the master's degree. Eligible students apply to the MSLP program in their junior year and begin the program their senior year. Thirteen credits (13) from the MSLP program can be transferred back to meet the requirements of the bachelor's program in Speech, Language, and Hearing Sciences and the bachelor's degree is typically granted after the first summer of the graduate program.

Major of Speech, Language, and Hearing Sciences - Bachelor of Science Degree

Program Requirements

Hours - 61

Prerequisites - 3 hours

PSY 103 Introduction to Psychology (3) CEP

Major Courses - 31 hours

SLH 101 Intro to Speech, Language, and Hearing Sciences (3)
SLH 207 Anatomy and Physiology of Speech and Hearing with Lab (4)
SLH 207A Anatomy and Physiology of Speech and Hearing (LAB) (0)
SLH 210 Neuroscience and Communication Behavior with Lab (4)
SLH 210A Neuroscience and Communication Behavior (LAB) (0)
SLH 220 Speech and Language Development (3)
SLH 221 Seminar in Speech Language Pathology and Audiology I (1)
SLH 310 Introduction to Audiology (3)
SLH 320 Science of Speech and Hearing (3)
SLH 321 Seminar in Speech Language Pathology and Audiology II (1)
SLH 410 Research in Speech, Language, and Hearing Sciences (3)

SLH 411 Senior Seminar in Speech, Language, and Hearing Sciences (3)
SLH 420 Evaluation and Treatment of Speech and Language Disorders (3)

Cognate Courses - 27 hours

ASL 101 Beginning American Sign Lang. I (3) LAS
ASL 102 Beginning American Sign Lang.II (3) LAS
BIO 197 Human Anatomy and Physiology for the Health Sciences I (4) CN
BIO 197A Human Anatomy and Physiology for the Health Sciences I (LAB) (0) CN

CHE 104/104A General, Organic and Biochemistry with Lab (4) CN
or
CHE 105 Chem for Everyday Living (4) CN
or
PHY 201/201A General Physics I with Lab (4) CN

MTH 174 Statistics I (3) CMA
PSY 204 Lifespan Development (3)
RDG 215 Theoretical Perspectives and Foundations in Literacy (3)
RDG 215S Serv Lrng:Literacy (1) EXP
RDG 330 Phonics and Linguistics (3)

Program Outcomes

Upon completion of the program the graduate will:

1. Apply the knowledge of basic neurologic, physiological and communicative development across the life span.
2. Identify key anatomical, physiological and neuroscience alterations that occur in human communication disorders.
3. Describe the social, emotional and cultural impacts of communication differences and disorders on individuals and families.
4. Demonstrate emerging clinical skills related to speech, language, and hearing sciences.
5. Engage in reflective practice from experiential learning related to speech, language, and hearing sciences.

MSLP 3+2 Program

The Master's in Speech-Language Pathology (MSLP) education program in speech-language pathology (residential) at Mount St. Joseph University is an Applicant for Candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498- 2071 or 301-296-5700.

Admission Criteria

The specific requirements for the MSLP program through the 3+2 pathway include:

- 3.3 cumulative GPA
- B (3.0) or better in all SLH courses

- C (2.0) or better in required/related major courses
- No instances of academic misconduct or academic probation
- Meet the technical standards of the profession
- Completed a minimum of 107 credit hours prior to beginning graduate-level coursework
- Complete CSDCAS application for the MSLP program

Additional MSLP 3+2 Information:

- Students must have completed 107 undergraduate credit hours to begin the MSLP program, including all other general requirements required by the University (e.g. Core Curriculum requirements, Experiential Learning, Capstone, etc.)
- Students completing the 3+2 program will transfer 13 graduate credit hours into the undergraduate program (9 completed Fall Semester, 4 completed Summer Semester).
- Graduate credits will transfer back to meet the required undergraduate courses. These will only transfer as credits; grades will not transfer and will not contribute to the undergraduate cumulative or major grade point average.
- Students will complete their Bachelor of Science in Speech, Language, and Hearing requirements the summer after beginning the MSLP program. Should a student desire, he or she would be eligible to participate in the Spring graduation ceremony. To receive the undergraduate degree, students must follow all University procedures for graduation.

The following courses must be completed with at least a C grade to meet the credit hour and curriculum requirements for the Bachelor's in Speech, Language, and Hearing Sciences.

- SLP 510 Research Methods and Application (3 credit hours; meets the requirement for SLH 410)
- SLP 531 Simulation & Integration I (3 credit hours; meets the requirement for SLH 420)
- SLP 533 Simulation & Integration III (2 credit hours; combined with SLP 544 meets the requirement for SLH 411)
- SLP 542 Speech Sound Disorders (3 credit hours, transfers as an elective course)
- SLP 544 Fluency & Counseling (2 credit hours; combined with SLP 533 meets the requirement for SLH 411)

Cooperative Education

Amanda Meeker, 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 apply up to 9 co-op hours towards their degree; individual programs may further restrict the number of co-op hours that can apply towards a major.

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

Hours - 19

The requirements for graduating from the Honors Program are:

- Completion of fifteen credit hours of Honors coursework (five 3-credit courses, for example).
- 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.

Credit-Bearing Service Learning Program

The Credit-Bearing Service Learning 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 with faculty permission. 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 learning outcomes, student expectations, and evaluation criteria. Students are expected to complete a minimum of 30 hours onsite with identified community organizations. The 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 Credit-Bearing Service Learning 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 service learning credits may be accumulated during pursuit of a degree.
- Service learning credits cannot be added as a 12th credit hour to create full-time status.

Other Opportunities for Service

In addition to Credit-Bearing Service Learning 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
- One-time volunteer experiences
- Project-based service learning
- Academic student philanthropy

Academic Information

Academic Calendar

2022-23 Academic Calendar

First Semester 2022 (S1 23)

August 22	Monday	Classes Begin (Day & Evening)
September 5	Monday	Labor Day - Holiday
October 7	Friday	Mid-Semester Holiday
November 23-27	Wednesday-Sunday	Thanksgiving Recess - University Closed
November 28	Monday	Classes Resume
December 5-8	Monday-Thursday	Semester Examinations
December 8	Thursday	Semester Ends
December 10	Saturday	December Graduation Ceremony (10:00 a.m.)

Second Semester 2023 (S2 23)

January 16	Monday	Martin Luther King Holiday
January 17	Tuesday	Classes Begin (Day & Evening)
February 24	Friday	Mid-Semester Holiday
March 13-18	Monday-Saturday	Spring Break
March 20	Monday	Classes Resume
April 7-10	Friday-Monday	Easter Break (Good Friday thru Easter Monday)
April 11	Tuesday	Classes Resume
May 8-11	Monday-Thursday	Semester Examinations
May 11	Thursday	Semester Ends
May 13	Saturday	Commencement

Summer Semester 2023 (S4 23)

May 22 - August 18	All Summer Session
May 22 - June 30	Summer Session I
July 10 - August 18	Summer Session II

Degree Information

Baccalaureate Majors and 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 (see page 93)
Bachelor of Science
(Department of Business Administration)

ART EDUCATION (see page 19)
Bachelor of Arts
Multi-age licensure in art education
(Department of Art & Design)

BEHAVIORAL SCIENCE (see page 81)
Bachelor of Science
(Department of Sociology and Social Work)

BIOCHEMISTRY (see page 57)
Bachelor of Science
(Department of Chemistry and Physical Sciences)

BIOLOGY (see page 42)
Bachelor of Science
(Department of Biology)

BIOMEDICAL SCIENCES (see page 42)
Bachelor of Science
(Department of Biology)

CHEMISTRY (see page 57)
Bachelor of Science
(Department of Chemistry and Physical Sciences)

COMMUNICATION AND NEW MEDIA STUDIES (see page 25)
Bachelor of Arts
(Department of Communication and New Media Studies)

COMPUTER SCIENCE (see page 65)
Bachelor of Science
(Department of Computing)

COMPUTER SCIENCE/NATURAL LANGUAGE PROCESSING (see page 65)
Bachelor of Science
(Department of Computing)

CRIMINOLOGY (see page 71)
Bachelor of Science
(Department of Criminology and Criminal Justice)

EDUCATIONAL STUDIES (see page 102)
Bachelor of Arts
(Department of Undergraduate Education)

FINANCIAL ECONOMICS (see page 93)
Bachelor of Science
(Department of Business Administration)

FINE ARTS (see page 19)
Bachelor of Arts
(Department of Art & Design)

GRAPHIC DESIGN (see page 19)
Bachelor of Fine Arts
(Department of Art & Design)

HEALTH AND EXERCISE SCIENCE (see page 128)
Bachelor of Science
(Department of Exercise and Science and Integrative Health)

LIBERAL ARTS (see page 28)
Bachelor of Arts
(Department of Liberal Arts)

MANAGEMENT (see page 97)
Bachelor of Science
(Department of Organizational Leadership)

MARKETING (see page 97)
Bachelor of Science
(Department of Organizational Leadership)

MATHEMATICS (see page 76)
Bachelor of Science
(Department of Mathematics)
The Major in Mathematics - Bachelor of Science Degree program has been placed on a two-year hiatus as of November 2021. Current students in the program will be allowed to continue in the program, but no new students will be admitted for the 2022-2023 academic year.

MIDDLE CHILDHOOD EDUCATION (see page 102)
Bachelor of Arts
Licensure in middle childhood education (grades 4-9)
(Department of Undergraduate Education)

MUSIC (see page 37)
Bachelor of Arts
Optional multi-age education licensure in music
(Department of Music)

NATURAL SCIENCES (see page 57)
Bachelor of Science
(Department of Chemistry and Physical Sciences)

NURSING (see page 135)
Bachelor of Science in Nursing
(Department of Nursing)

PSYCHOLOGY (see page 78)
Bachelor of Science
(Department of Psychology)

SECONDARY EDUCATION (see page 102)
Bachelor of Arts
Licensure in secondary education (grades 7-12)
(Department of Undergraduate Education)

SOCIAL WORK (see page 81)
Bachelor of Arts
(Department of Sociology and Social Work)

SOCIOLOGY (see page 81)
Bachelor of Science
Optional concentration in Family Dynamics
(Department of Sociology and Social Work)
The Major in Sociology - Bachelor of Science Degree program has been placed on a two-year hiatus as of November 2021. Current students in the program will be allowed to continue in the program, but no new students will be admitted for the 2022-2023 academic year.

SPECIAL EDUCATION AND PRIMARY (see page 102)
Bachelor of Arts
Multiple licensure options
(Department of Undergraduate Education)

SPEECH, LANGUAGE, AND HEARING SCIENCES (see page 141)
Bachelor of Science
(Department of Speech, Language, and Hearing Sciences)

SPORT MANAGEMENT (see page 100)
Bachelor of Science
(Department of Sport Management)

WEB & MOBILE APP DEVELOPMENT (see page 65)
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).

ADDICTIONS STUDIES (see page 81)
(Department of Sociology & Social Work)

AMERICAN STUDIES (see page 28)
(Department of Liberal Arts)

ART (see page 19)
(Department of Art & Design)

ART HISTORY (see page 19)
(Department of Art & Design)

BIOLOGY (see page 42)
(Department of Biology)

BUSINESS ADMINISTRATION (see page 93)
(Department of Business Administration)

CHEMISTRY (see page 57)
(Department of Chemistry and Physical Sciences)

COMMUNICATION AND NEW MEDIA STUDIES (see page 25)
(Department of Communication and New Media Studies)

COMPUTER SCIENCE (see page 65)
(Department of Computing)

CREATIVE WRITING (see page 28)
(Department of Liberal Arts)

CRIMINOLOGY (see page 71)
(Department of Criminology and Criminal Justice)

DATA SCIENCE (see page 65)
(Department of Computing)

EDUCATIONAL STUDIES (see page 102)
(Department of Undergraduate Education)

ENGLISH (see page 28)
(Department of Liberal Arts)

ETHICS (INTERDISCIPLINARY) (see page 28)
(Department of Liberal Arts)

EXERCISE SCIENCE AND FITNESS (see page 128)
(Department of Exercise Science and Integrative Health)

FORENSIC SCIENCE (see page 42)
(Department of Biology)

GERONTOLOGY (see page 81)
(Department of Sociology & Social Work)

GRAPHIC DESIGN (see page 19)
(Department of Art & Design)

HISTORY (see page 28)
(Department of Liberal Arts)

MATHEMATICS (see page 76)
(Department of Mathematics)

MUSIC (see page 37)
(Department of Music)

NONPROFIT LEADERSHIP (see page 81)
(Department of Sociology & Social Work)

PHILOSOPHY (see page 28)
(Department of Liberal Arts)

PHOTOGRAPHY (see page 19)
(Department of Art & Design)

PSYCHOLOGY (see page 78)
(Department of Psychology)

RELIGIOUS STUDIES (see page 28)
(Department of Liberal Arts)

SOCIAL WORK (see page 81)
(Department of Sociology & Social Work)

SOCIO-PSYCHOLOGY
(Department of Sociology & Social Work [page 81] and Department of Psychology [page 78])

SOCIOLOGY (see page 81)
(Department of Sociology & Social Work)

SPORT MANAGEMENT (see page 100)
(Department of Sport Management)

SUSTAINABILITY STUDIES (see page 57)
(Department of Chemistry and Physical Sciences)

VICTIM STUDIES (see page 71)
(Department of Criminology and Criminal Justice)

WEB & MOBILE APP DEVELOPMENT (see page 65)
(Department of Computing)

Associate Majors and Degree Programs

Listed is the major available with an associate degree through the designated academic department.

COMMUNICATION AND NEW MEDIA STUDIES (see page 25)
Associate in Arts
(Department of Communication and New Media Studies)

Certificate Programs

Certificate Programs Offered

GERONTOLOGY (see page 81)
(Department of Sociology and Social Work)

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 website. Certificates are mailed to students from the Registrar's Office, Conlan Center.

Licensure Programs in Education

Education Licensure Programs Offered

Early Childhood Education Licensure (Grades Pre-K-5)

Middle Childhood Education Licensure (Grades 4-9)

Multi-Age Licensure (Ages 3-21)

- Art Education
- Music Education

Secondary Education (Adolescent to Young Adult Licensure, grades 7-12)

- Biology/Life Science
- Chemistry
- Integrated Language Arts

- Integrated Math
- Integrated Science
- Integrated Social Studies

Special Education Intervention Specialist Licensure (grades K-12)

- Mild to Moderate
- Moderate to Intense

See the School of Education starting at page 102 for details on each licensure program.

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, would be non-degree seeking, and 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. 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 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.

Posthumous Degree Policy

1. A request for the awarding of a posthumous degree may be initiated by the deceased student's family, OR by the student's advisor/program chair. The request is made to the Provost.

2. The Registrar will review the student's record to determine whether the student has met the following criteria:

    a. Student is in good academic standing.

    b. Student is in good social standing.

    c. Student's cause of death was not due to any unlawful activity by the student.

    d. Student has completed more than 90 semester hours to earn an undergraduate degree, 30 of which must be MSJ hours, or has 6 to 9 semester hours remaining to earn a graduate degree. (Other criteria may be considered at the discretion of the Registrar and the Provost.)

3. The Provost will have final approval of the awarding of a posthumous degree once the above criteria has been confirmed by the Registrar and Dean of Students.

4. The Registrar will note if the student was enrolled at the time of death or was an active-duty member of the U.S. Armed Forces, federal military reserve forces, or National Guard.

5. A notation that the degree is presented posthumously is indicated on the student record. It will appear on the transcript, commencement program, and diploma. The student's name in the commencement program will be listed parenthetically noted as "Posthumous". The diploma will say, "Awarded Posthumously". The transcript will be noted that it is a posthumous degree.

6. The diploma may be presented to a family member during a Commencement ceremony or Baccalaureate service at the families' request.

7. A deceased student who does not meet the semester hour requirement for a degree may be awarded a posthumous certificate of recognition, if appropriate. The certificate is posted on the transcript and is presented privately. A lower posthumous degree (AS instead of BS) may also be considered.

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 161.

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 information provided in the following pages

- Baccalaureate Degree Specific Requirements, page 157
- Associate Degree Specific Requirements, page 158

lists 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 Specific Requirements

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 156)
   - 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)

Humanities - Core Codes C, CL, CAM, CH, CR, CP - 21 credit hours	
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
Sciences - Core Codes CN, CMA, CS, CEP - 13 credit hours	
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)	Code CEP
PSY 103 Psychology (3 credit hours)	

Associate Degree Specific Requirements

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 156)
   - 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 24 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)

Humanities - Core Codes C, CL, CAM, CH, CR, CP - 9 credit hours	
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
Sciences - Core Codes CN, CMA, CS - 6-7 credit hours	
SOC 103 Our Social World (3 credit hours)	Code CS
Choose a science or mathematics:	
Biology + lab or Geology + lab or	Code CN
Chemistry + lab or Physics + lab (4 credit hours)	
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 Assistant Registrar for Transfer Credit in the Registrar's Office**

Current LA&S Fields Offered at Mount St. Joseph University	**Code***
American Sign Language (SED)	LAS
Anthropology	LAS
Art	CAM
Biology	CN
Chemistry	CN
Communication Studies	C/LAS
Economics	CEP
English	CL/LAS
Ethics (ETH:REL or ETH:PHI)	CE
French	LAS
Geology	CN
Geography	LAS
German	LAS
Gerontology	LAS
History	CH
Interdisciplinary Studies	IDS
Mathematics	CMA
Music	CAM
Philosophy	CP/LAS
Physics	CN
Psychology	CEP
Religion	CR
Sociology	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	CN
Atmospheric Sciences & Meteorology	CN
Botany	CN
Dance	LAS
Drama/Theatre Arts	LAS
Earth Sciences	CN
Film/Video/Photographic Arts	LAS
Foreign Languages (All)	LAS
General Studies	LAS
Humanities	LAS
International Studies	CS
Linguistics	LAS
Multicultural Studies	CS
Physiology	CN
Oceanography	CN
Urban Studies	CS
Zoology	CN

Learning Outcomes and 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.
- Synthesis - Formulate an opinion or draw a conclusion based on a questioning of assumptions, an analysis of relevant evidence, and a synthesis of scholarly perspectives.

Ethics - Reason about right and wrong

- Ethical Self-Awareness - Discuss one's core beliefs and their origins.
- Catholic Social Teaching - Describe fundamental principles of Catholic Social Teaching.
- Ethical Analysis - Recognize ethical issues within a complex context.
- Application of Ethical Perspectives - Propose and defend a solution to an ethical dilemma.

Social Responsibility - Understand how civic engagement can promote the common good

- Charity heritage - Describe the Sisters of Charity legacy of service.
- Social change - Explain how social injustice is perpetuated and overcome.
- Civic Engagement - Describe how individual actions can be personally and collectively beneficial.
- Global interdependence - Examine your individual and communal responsibility for the global community.

Cultural Competence - Analyze the diversity of human cultures

- Cultural self-awareness - Articulate the norms and biases of one's own culture.
- Awareness of other cultures - Demonstrate understanding of the values, beliefs, biases, and practices important to members of another culture.

- Global diversity - Contrast the diversity of history, values, politics, and economic conditions in developing and developed nations.

Integrative Learning - Integrate life and learning to create meaning and value

- Blending experience and knowledge - Connect experiences inside and outside the classroom.
- Connections across disciplines - Apply knowledge from more than one discipline to address a complex issue.
- Self-reflection - Reflect on how a liberal arts education has enriched your understanding of life's big questions.

Course Descriptions

See course descriptions in Appendix A starting on page 223.

Military Courses Taught at Other Institutions

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 www.afrotc.com or our local website at www.uc.edu/afrotc.html

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.html. For additional information about the ROTC program go to 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.

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. University freshman and sophomores pursuing an in-college Air Force ROTC scholarship should visit www.afrotc.com or call the Detachment 665 Unit Admission Officer at 513-556-2237.

Faculty

See the faculty listing in Appendix B starting on page 370.

Accreditation, Memberships, and Assessment

Accreditation or Approval

The University receives its regional accreditation[2] from The Higher Learning Commission[3].

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, www.ohiohighered.org

Copies of the University's accreditation and certificate of authorization can be obtained through the Office of the President.

Accreditation Council for Business Schools and Programs
Accreditation Review Commission on Education for the Physician Assistant
Commission on Accreditation in Physical Therapy Education
Commission on Collegiate Nursing Education (www.ccneaccreditation.org)
Council on Social Work Education
National Association of Schools of Music
Ohio Board of Nursing
Ohio Department of Higher Education

Institutional Memberships

American Academy of Physician Assistants
American Association of Colleges and Universities
American Association of Colleges of Nursing

[2] https://www.msj.edu/admission/state-authorization/index.html
[3] https://www.hlcommission.org/

American Association of Collegiate Registrars and Admissions Officers
American College Counseling Association
American College Health Association
American Institute for Foreign Study
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 Higher Education and Disability
Association of Independent Colleges and Universities of Ohio
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 of Independent Colleges
Council of Social Work
Employers Resource Association
Greater Cincinnati Chamber of Commerce
Greater Cincinnati Consortium of Colleges and Universities
Heartland Collegiate Athletic Conference (HCAC)
Heartland Collegiate Lacrosse Conference (HCLC)
Hispanic Chamber of Commerce
Indiana Association for College Admission Counseling
Kentucky Association for College Admission Counseling
Mathematics Association of America
Midwest Collegiate Volleyball League (MCVL)
NAFSA: National Association of International Educators
National Association for College Admission Counseling
National Association for Graduate Admission Professionals
National Association of Campus Activities
National Association of College and University Business Officers
National Association of CX/JX Users
National Association of International Education (NAFSA)
National Association of Lay Ministers
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Catholic Chaplaincy Association
National Catholic College Admission Association
National College Learning Center Association
National Collegiate Athletic Association (NCAA)
National Football Foundation and College Hall of Fame, Inc.
National League of Nursing
National Orientation Directors Association
Northern Kentucky Chamber of Commerce
OCLC, Inc.
Ohio Association for College Admission Counseling
Ohio Association of Colleges for Teacher Education
Ohio Association of Collegiate Registrars and Admissions Officers
Ohio Association of Physician Assistants
Ohio Biological Survey
Ohio Cooperative Education Association
Ohio Counseling Association
OhioLINK
OHIONET

Ohio Transfer Council
PA History Society
Physician Assistant Educational Association
Set Up to Quality
The College Board
The National Association of Collegiate Esports (NACE)
Universal Cheerleading Association
Universal Dance Team 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.

Guidelines for Credit Hour Determination

Following the Federal guidelines, a credit hour is defined as:

- One lecture (taught) or seminar (discussion) credit hour represents 1 hour per week of scheduled class/seminar time and 2 hours of student preparation time. Most lecture and seminar courses are awarded 3 credit hours. Over an entire semester, this formula represents at least 45 hours of class time and 90 hours of student preparation.
- One laboratory credit hour represents 1 hour per week of lecture or discussion time plus 1-2 hours per week of scheduled supervised or independent laboratory work, and 2 hours of student preparation time. The laboratory component of most courses is counted as 1 credit hour. This calculation represents at least 45 hours of class time, between 45 and 90 hours of laboratory time, and 90 hours of student preparation per semester.
- One practice credit hour (supervised clinical rounds, visual or performing art studio, supervised student teaching, field work, etc.) represents 3-4 hours per week of supervised and /or independent practice. This in turn represents between 45 and 60 hours of work per semester. Blocks of 3 practice credit hours, which equate to a studio or practice course, represent between 135 and 180 total hours of academic work per semester.
- One independent study (thesis or dissertation research) hour is calculated similarly to practice credit hours.
- Internship or apprenticeship credit hours are determined by negotiation between the supervising faculty and the work supervisor at the cooperating site, both of whom must judge and certify different aspects of the student's work. The credit formula is similar to that for practice credit.

The most common course formats at Mount St. Joseph University are as follows:

Traditional format courses: Courses that meet face-to-face on campus following the above guidelines. For example, a 3-credit-hour course typically meets for 50 minutes at a time on three days of a week; 75 minutes at a time on two days of a week; or 170 minutes at a time on one day of a week for 15 weeks plus one, 2-hour exam period.

Accelerated format courses: Courses that meet face-to-face on campus, and supplemented with out of class work meeting the above guidelines. The most common accelerated formats meet for 5, 6, 7, or 8 170-minute sessions, with a required pre-assignment, and a substantial amount of student work between sessions. These courses typically also have a substantial post-assignment following the last class session. These courses are reviewed by CCEP for a workload that meets the above Federal guidelines when they are submitted for approval.

Mixed FTF/Blended format courses: Courses where instructors interact with students in the same physical space (used for face-to-face courses) for less than 75% of the instructional time with the remainder of the instructional time provided through distance or correspondence education. These courses are reviewed by CCEP for a workload that meets the equivalent of the above Federal guidelines when they are submitted for approval.

Distance/Online format courses: Course work is entirely delivered through online means. Instructors interact with students through one or more forms of distance delivery. These courses are reviewed by CCEP for a workload that meets the equivalent of the above Federal guidelines when they are submitted for approval.

Advising and Registration

Academic Advising and 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 (https://mymount.msj.edu/ics).

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.

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.

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, https://mymount.msj.edu/ics (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: Consortiums

Mount St. Joseph University is a member with two consortiums: The Greater Cincinnati Collegiate Connection (GC3) and Acadeum Consortiums. The purpose of a Consortium is to provide students with a means of taking courses not offered at their own institution.

Full-and part-time degree-seeking students, both undergraduate and graduate, are eligible to enroll in the Greater Cincinnati Collegiate Consortium cross-registration program and/or request approval to enroll in Acadeum Online Consortium courses. Enrollment in Consortium courses occurs concurrently with enrollment at the Mount.

Degree-seeking Mount students may enroll in a maximum of two courses or six semester hours in Consortium courses each academic year. Courses taken through the Consortiums 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 Consortiums during the student's final 24 hours of Mount residency for students entering 2022 or later; 30 hours of Mount residency prior to 2022. 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.

Mount students are charged Mount tuition and $10 per consortium credit hour processing fee when registering

through the Consortiums. Credit hours earned by courses taken through a Consortium are treated as Mount residency hours. Consortium grades are calculated in the student's Mount grade point average. It is the student's responsibility to verify that all pre-requisites have been met before enrolling in a Consortium course.

Students registering for a Consortium course follow the academic calendar of the provider school. Tuition refund schedules do not follow the standard MSJ format. Students may be subject to an additional fee depending on the actual withdrawal date. If a change in enrollment status (add/drop) is made, the procedure **must be completed at both schools by the student.**

Extenuating circumstances may require an exception to the Consortium cross-registration policy. Appeals for exceptions are submitted in writing to the Provost, or designee. Approved University Study Abroad Programs are exempt from Consortium policies.

GC3 Consortium Cross-Registration

GC3 Cross-registration procedures are as follows:

1. Begin with the Consortium contact person in Mount St. Joseph University's Academic Advising Resource Center (AARC) 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 and Memorandum of Understanding for Mount St. Joseph University's Academic Advising Resource Center. 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. Information about how to submit the cross registration form to the institution where the course will be taken can be found on the GC3 website or from the GC3 representative in the AARC.
6. If a change in enrollment status (add/drop) is made, the add/drop procedure must be completed at both schools by the student prior to the published registration/drop/withdrawal dates.
7. A per credit hour NON-REFUNDABLE fee is assessed for each course taken through the GC3 in addition to the current tuition. The student is responsible for the non-refundable fee even if the student drops or withdraws from the GC3 course.

The following schools are members of the GC3 Consortium: Art Academy of Cincinnati, The Athenaeum, Chatfield College, 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 (ROTC and band only), Wilmington College, and Xavier University.

Academ Consortium Registration

Academ registration processes are as follows:

1. Email (ONLINECCREG@msj.edu) Mount St. Joseph University's Academ Administrator to review a request to take an Academ course.

2. If the Administrator approves, the student, advisor, and Associate Director of Student Administrative Services are emailed a checklist and the Memorandum of Understanding (MOU) of Financial Responsibility and Confirmation page that must be signed and returned to the Administrator.

3. If the student has returned the confirmation to the Administrator, the Administrator sends information to the student about how to request the course in the Academ system. After the Administrator approves the request in the Academ system, the provider/host institution is alerted. The student and Administrator will receive information via email from the provider/host institution to confirm or deny enrollment for the course.

4. Student begins the course on its scheduled day.Part time Mount students who withdraw after the academic drop date listed in the MOU will receive NO refund for tuition per course. Full time students who withdraw from the Academ consortium course after the withdrawal date stated on the MOU, will be charged an enrollment fee per Academ course as stated on the MOU.

5. A student who enrolls in Academ coursework and has two attempts resulting in withdrawal or failure will no longer be eligible to participate in Academ consortium course offerings. Any appeal would be directed to the Provost or designee.

Students seeking accommodations for disabilities and who are interested in taking an Academ course should first contact the *Director of the Learning Center, Disability Services, and Project EXCEL* at 513-244-4623 to facilitate the process for obtaining services from the school offering the Academ course. Requests for accommodations should be received at least 2 weeks prior to the term start although 30 days is preferable as some services may take longer to provide. If the disabilities services provider schools are not notified in time to make the necessary arrangements, students may not have their accommodations in place for the course. In this case, students may want to take the course in a later term so that their accommodations are available.

Adding and Dropping Courses

During periods when Web registration is open for a term, students may drop or add courses in myMount. Students are expected to seek an advisor's approval before making any changes to an advisor approved class schedule.

To add a course(s) after classes begin, students must obtain the instructor's signature on an add/drop form and submit the completed form to Student Administrative Services in the Conlan Center. In accelerated format classes, adding a course is not permitted after the first class session.

Any student who fails to submit an add/drop form for processing will receive a grade of FA (failure due to absence). Any student who does not officially add a class will not receive credit or a grade for course work.

(See Core Add/Drop Policies on page 156)

Variable Credit Hour Courses

For students registered in a full 15 week semester course that has variable credit (e.g., Co-ops, independent studies, athletic team courses), students will have until the end of the fifth week of the course to increase or decrease credit hours. Students should check with the Career & Experiential Education Center and their academic advisor before making any credit changes to make sure progress towards graduation is not negatively impacted. It is also highly recommended that students check with Financial Aid as any change in credit hours may impact financial aid and student billing. After the fifth week deadline, credit hour changes will not be accepted. In a course that is fewer than 15-weeks, students can increase or decrease the course hours until the end of the first week of courses.

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.

First/Second Semesters and All Summer Sessions	
Week 1-5	No record of dropped class
Week 6-10	Grade of "W" for dropped class
Week 11+	No drops accepted
4 Week Term	
Week 1 meeting day	No record of dropped class if dropped before the meeting day of 1st week *("W" grade begins the meeting day in week 1)*
Weekend/Week 2-3	Grade of "W" for dropped class *(grade of "W" ends the meeting day of 3rd week)*
Weekend/Week 4	No drops accepted the day after the 3rd week meeting day
5 Week Term	
Weekend/Week 1-2	No record of dropped class if dropped before the meeting day of 2nd week *("W" grade begins the meeting day in week 2)*
Weekend/Week 3-4	Grade of "W" for dropped class *(Grade of "W" ends the meeting day of the 4th week)*
Weekend/Week 5	No drops accepted the day after the 4th week meeting day

6 Week Term	
Weekend/Week 1-2	No record of dropped class if dropped before meeting day of 2nd week *("W" grade begins the meeting day in week 2)*
Weekend/Week 3-4	Grade of "W" for dropped class *(Grade of "W" ends the meeting day of the 4th week)*
Weekend/Week 5-6	No drops accepted the day after the 4th week meeting day
7 Week Term	
Weekend/Week 1-3	No record of dropped class if dropped before meeting day of 3rd week *("W" grade begins the meeting day in week 3)*
Weekend/Week 4-5	Grade of "W" for dropped class (*Grade of "W" ends the meeting day of the 5th week)*
Weekend/Week 6-7	No drops accepted the day after the 5th week meeting day
8 Week Term	
Weekend/Week 1-3	No record of dropped class if dropped before meeting day of 3rd week *("W" grade begins meeting day in week 3)*
Weekend/Week 4-6	Grade of "W" for dropped class (*Grade of "W" ends the meeting day of 6th week)*
Weekend/Week 7-8	No drops accepted the day after the 6th week meeting day
10 Week Term	
Week 1-3	No record of dropped class if dropped before the meeting day of 3rd week *("W" grade begins the meeting day in week 3)*
Week 4-6	Grade of "W" for dropped class *(Grade of "W" ends the meeting day of 6th week)*
Week 7-10	No drops accepted the day after the 6th week meeting day
Online Seven Week Classes	
Weeks 1-3	No record of dropped class if dropped **before** the day in the 3rd week that corresponds to the start date of the course as listed in the Course Schedule. *("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)*
Weeks 4-5 meeting day	"W" grade for dropped class *(Grade of "W" ends the day after the day in the 5th week that corresponds to the start date of the course as listed in the Course Schedule)*
Weeks 6-7	No drops accepted the day after the 5th week drop day
Online Eight Week Classes	
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. *("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*
Weeks 4-6	Grade of "W" for dropped class (*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*
Weeks 7-8	No drops accepted the day after the 6th week drop day

Student Withdrawal from University

Traditional students who choose to completely withdraw from the University must contact the Dean of Students in the Student Affairs Office in Seton 132. Email student.affairs@msj.edu or call 513-244-4239 to arrange your withdraw. You will be provided an online link to a withdraw survey and once you complete the survey, you will schedule a brief exit interview call with Dean of Students. Following the exit interview, the Dean will relay your official withdraw date to various offices and advisors.

Auditing Courses

Students may audit courses (except 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 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 and online courses 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.

Academic Major Field and 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. Some students, upon admission, decide to declare their preferred academic major area

of study, and some students need additional time to explore possibilities or meet prerequisite requirements. In accordance with the Academic Advising Mission Statement, 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. Students with a declared major will receive academic advising services by a faculty member in their chosen area of study. 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. A major or undeclared 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 and Placement Testing

The Mount provides students with an opportunity to confirm their basic skill competencies in writing, mathematics and computing. The appropriate academic departments, in conjunction with The Learning Center, will make recommendations, course placements and monitor students' progress.

Proficiency for traditional students includes:

- **Writing Assessment:** During the registration process, students complete a self-assessment of their writing needs. Based on the results, appropriate course work will be recommended.
- **Math Assessment:** 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. During the registration process, traditional students complete a self-assessment of their math skills. Based on the results, appropriate course work will be recommended.

Proficiency for non-traditional students may be demonstrated through our Prior Learning Assessment (PLA) process(es)

a. successful completion of previous college course work (e.g. Credit by Credential or Direct Award of Credit);

b. relevant life or work experience (e.g. Credit by Validation, Validation for Work Experience, Validation for Service Learning, Credit by Portfolio Process); and/or

c. successful completion of the placement tests (e.g. Credit by Examination).

Detailed information on the various PLA options is available at:
www.msj.edu/academics/academic-opportunities/prior-learning-assessment/

Non-traditional 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, and 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 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. (Note: 4+1 MBA students are exceptions to this policy; please see the 4+1 MBA program for more details.)

1. Graduate courses may be cross-listed with an undergraduate course number (#100-499) to meet undergraduate academic credit/degree requirements. Graduate level courses with numbers 500 and above will not fulfill undergraduate degree requirements.
2. Undergraduate seniors 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.
3. Undergraduate seniors may not register for more than a combined total of eighteen (18) hours of undergraduate and graduate courses.
4. The maximum amount of graduate credit may not exceed nine (9) hours while simultaneously pursuing an undergraduate degree.

5. Seniors who wish to take graduate level courses under the above guidelines are advised to check with Financial Aid prior to registering.
6. Students enrolling in graduate level courses under the above guidelines will be charged graduate level tuition.

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.

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.

Mount St. Joseph University complies with all regulations set forth by the Veterans Administration including, but not limited to, the Veterans Benefits and Transition Act of 2018 for Chapter 31 and Chapter 33 eligible veterans.

Mount St Joseph University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33.

Student Rights and University Policies

View the University's Title IX Policy at www.msj.edu/about/title-ix and Anti-Hazing Policy at www.msj.edu/about/anti-hazing-policy-and-reporting.

Additional policies that apply to students can be found in the Student Handbook (www.msj.edu/student-handbook) and University Policies (https://mymount.msj.edu/ICS/Info_and_Policies/).

Academic Policies

Academic Grade Appeal Policy

Consistent with the University's mission, course instructors have both the right and responsibility to render constructive and critical judgment regarding the quality of the academic work performed by students according to the grading criteria stated in the respective course syllabus. While a University student may appeal a final course grade consistent with this policy, a student must prove that the University's course instructor issued the final grade in an "inaccurate or unfair" manner in order to be successful. Consequently, a final course grade appeal is a significant assertion by a student against a course instructor that is taken seriously by the University.

A student may appeal a final grade received in any University course (the "Grade") within ten (10) business days (excluding University holidays) of a final course grade being posted to the University's electronic grade posting system(s) (the "Appeal Deadline").

Standard on Appeal
A student may appeal a Grade only when the student believes that the Grade is inaccurate or unfair based on the grading criteria stated in the course syllabus. In all Grade appeals, the student has the burden of proof. All of the student's test results, work-product, and/or other grade criteria set forth in the course syllabus may be considered in the Grade appeal process.

Grade Appeal Procedure
The following procedure must be followed by a student when making a Grade appeal:

1. **Written Notice of Appeal:** On or before the Appeal Deadline, the student must provide written notice to the course instructor and dean of the school in which the course is taught (the "Dean") that the student is appealing the Grade. The written notice of appeal must include:

    a. Confirmation of the date, time, and location when the student discussed the student's concerns about the Grade with the course instructor prior to submitting the written notice of appeal;

b. Details supporting the student's position that the Grade is inaccurate or unfair based on the grading criteria stated in the course syllabus; and,

c. A request by the student for a conference with the course instructor and school dean to discuss the Grade appeal.

(collectively, the "Notice of Appeal"). In the event that the course instructor is also the Dean, another full-time faculty member in the school in which the course is taught shall be appointed by the Office of the Provost to preside over this Grade appeal process instead of the Dean (the "Appeal Faculty") to permit the Dean to serve in the course instructor role during the appeal.

2. **Appeal Conference:** Following receipt of the Notice of Appeal, the Dean or Appeal Faculty shall schedule an appeal conference with the course instructor and student, which conference shall occur within ten (10) business days (excluding University holidays) of receipt of the Notice of Appeal (the "Appeal Conference"). Prior to the Appeal Conference, the course instructor shall provide documentation to the Dean or Appeal Faculty supporting the Grade. The Dean or Appeal Faculty presides over the Appeal Conference. The student may be accompanied to the Appeal Conference only by (a) the student's assigned University academic advisor, or (b) another full-time member of the University faculty. Any individual who accompanies a student to an Appeal Conference shall not advocate for the student, and may only provide support to the student.

3. **Grade Appeal Decision:** The Dean or Appeal Faculty shall render a written decision granting or denying the Grade appeal to the student and course instructor within five (5) business days (excluding University holidays) of the Appeal Conference (the "Grade Appeal Decision").

4. **Provost Review of Grade Appeal Decision:** In the event that the Grade Appeal Decision is unsatisfactory to either the student or course instructor, both the student and the course instructor shall have five (5) business days (excluding University holidays) from the receipt of the Grade Appeal Decision to request that the Office of the Provost review the Grade Appeal Decision (the "Provost Review Notice"). A Provost Review Notice shall be in writing and must include:

   a. All documents comprising the Notice of Appeal;

   b. A copy of the Grade Appeal Decision;

   c. A cover letter detailing the specific reasons that the student or course instructor believes that the Grade Appeal Decision is incorrect.

   In its sole discretion, the Office of the Provost may request additional documentation from the Dean or Appeal Faculty who presided over the Appeal Conference. The Office of the Provost shall review the collective documentation related to the Grade and render a final decision regarding the Grade appeal (the "Provost Final Decision") within ten (10) business days (excluding University holidays) of receiving the Provost Review Notice. The Provost Final Decision is binding and is not subject to further appeal.

5. If the course for which the Grade is being appealed is a prerequisite to another course, the student appealing the Grade may seek written permission from the Office of the Provost to enroll in the next course in the sequence while the appeal is pending, which permission shall be granted or denied in the sole discretion of the Office of the Provost.

6. No legal counsel for the student or course instructor may be involved in any step of the Grade appeal process.

7. A student may withdraw a Grade appeal at any juncture by making a written request to the Dean or Appeal Faculty, who will notify the Office of the Provost.

Academic Honesty Violation Policy

It is imperative 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. Faculty and students have a responsibility to behave honestly in whatever ways and by whatever means they use to share information. Academic honesty violations can include, but are not limited to:

- Using or receiving unauthorized material during a quiz, test, or exam
- Providing work or materials for another student to copy and submit as their own
- Using another's work or materials to submit as one's own
- Failing to document and cite all sources used on written and oral communications

Students have a responsibility to comprehend and practice the honest academic behaviors that are stated and implied in this policy without exception and to consult an appropriate University instructor or representative in any situation in which they are uncertain or unclear.

Students have rights when their instructor questions the integrity of a project, assignment, and/or work-product submitted in any course in any form (collectively, the "Work"). Included are the students' rights to:

- Receive a written explanation of the alleged dishonesty when an instructor questions the honesty of any Work,
- Defend an allegation of academic dishonesty in any Work before a final determination is made by an instructor; and,
- Challenge any decision finding academic dishonesty in the student's Work through the University's Academic Honesty Violation Appeal Policy.

When an instructor has reason to believe that this policy has been violated by a student, the following procedures shall be followed. The instructor may consult with the Dean of their School at any time during this process.

1. **NOTICE:** The instructor will notify the student through the student's University email account that there is an allegation of academic dishonesty concerning a Work and the basis for the allegation.
2. **OPPORTUNITY TO RESPOND:** The student shall have an opportunity to respond, in writing, to an allegation of academic dishonesty and may request to meet with the instructor in person. The student shall deliver the response to the instructor within five (5) calendar days (excluding University holidays) of the student having received notice. After receiving the student's response, if one is provided, the instructor shall schedule a meeting with the student within five (5) calendar days (excluding University holidays) if requested by the student in the written response.
3. **REPORT:** If the instructor determines that the student violated this policy, the instructor shall complete an Academic Dishonesty Occurrence Report within fifteen (15) calendar days from the date the instructor gave the student notice of the allegation of academic dishonesty. The Academic Dishonesty Occurrence Report shall explain the rationale leading to the instructor's determination that the student violated this policy and detail the consequences of the violation. Possible consequences include, but are not limited to: requiring the Work to be redone, assigning a failing grade for the Work, or assigning

a failing grade for the course in which the student submitted the Work. The Academic Dishonesty Occurrence Report shall be submitted to the Associate Provost for Academic Support and the student via an email to come through myMount by auto-generation.

4. **APPEAL OF INSTRUCTOR DETERMINATION:** An instructor is required to post the letter grade earned in the class, factoring in any consequences of the academic dishonesty that may negatively impact the grade, even if the finding of a violation of the academic honesty policy is being appealed by the student. If the student wishes to appeal the determination of the instructor, the student must do so, in writing, to the School Dean, or designee. The Dean, or designee, must receive the appeal within three (3) calendar days (excluding University holidays) of the issuance of the Academic Dishonesty Occurrence Report. The Dean, or designee, will convene a conference with the instructor and the student in an effort to resolve the issues within seven (7) business days of the Dean, or designee, having received the written appeal. The Dean, designee, shall tender a written decision on the appeal to the instructor and student, via email, within five (5) business days of the conference. 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. Should the decision of the Dean, or designee, be unsatisfactory to the student or the instructor, either party may submit a letter of appeal to Heather Crabbe, Associate Provost of Academic Support, via email (heather.crabbe@msj.edu) asking for a review of the decision. The letter of appeal must be received within three (3) calendar days (excluding University holidays) of the issuance of the Dean's, or designee's, decision. The letter of appeal must include a description of prior attempts to resolve the issue and the reasons for continuing the appeal. The Associate Provost for Academic Support will collect relevant information and correspond with the instructor and student together or separately before making a final decision. The written decision of the Associate Provost for Academic Support will be provided to all parties within five (5) business days of having received the appeal. This concludes the appeals process as it relates to the instructor's determination. There is no further appeal. No legal counsel will be present during any part of the appeal process. The student may withdraw an appeal at any juncture by providing a written request to do so to the person with whom the appeal is pending. If a student is successful in his or her appeal, the Associate Provost for Academic Support will notify the instructor and the procedures for a grade change will be initiated.

5. **PROVOST REVIEW:** Upon receipt of the Academic Dishonesty Occurrence Report and the expiration of the appeals process described in paragraph 4, the Associate Provost for Academic Support may, based on previous violations of this policy by the student and/or the severity of the violation detailed in the Academic Dishonesty Occurrence Report, determine that additional consequences for the student are necessary beyond those imposed by the instructor. These additional consequences for the student may include, but are not limited to, imposition of Academic Action, which could include suspension or dismissal from the University. In cases where the student may be subject to Academic Action, the respective program chair or dean will be consulted by the Associate Provost for Academic Support. Students will receive notice of any additional consequences to be imposed via email to their official University email account within five (5) business days of the date the Associate Provost for Academic Support received the Academic Dishonesty Occurrence Report.

6. **APPEAL OF ADDITIONAL CONSEQUENCES:** A student may appeal any additional consequences imposed by the Associate Provost for Academic Support. The appeal must be in writing and will be considered by Christa Currie, Associate Provost for Academic Affairs. The Associate Provost for Academic Affairs must receive the appeal within three (3) calendar days (excluding University holidays) of the date that the Associate Provost for Academic Support emailed notification of additional consequences to the student. The appeal can be emailed to christa.currie@msj.edu or hand delivered to Office 208 in the Administrative Building of the Mount St. Joseph University campus. The appeal must contain the following:

    - The name, address, and phone number of the student;
    - A clear statement of the reason for the appeal; and,

- The names of any witness(es) or individual(s) who the student believes has knowledge or information that supports the appeal

The Associate Provost for Academic Affairs may choose to uphold the additional consequences imposed by the Associate Provost for Academic Support, modify the additional consequences imposed by the Associate Provost for Academic Support, or eliminate the additional consequences altogether. The Associate Provost for Academic Affairs will notify the student and the Associate Provost for Academic Support, in writing, of her findings on the appeal within five (5) business days. The decision of the Associate Provost for Academic Affairs is final; there is no further appeal.

Academic Standing

Good Academic Standing

University students are expected to maintain a cumulative grade point average at or above the Good Academic Standing requirements set forth in this Catalog (collectively referred to as "Good Academic Standing").

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

Notice of a student's failure to remain in Good Academic Standing shall be sent to the student's University email account and may subject the student to any of the following academic actions as set forth herein: academic warning, academic probation, academic condition, academic suspension, or academic dismissal (collectively, "Academic Action").

Determination of Academic Action is made by the Office of the Provost or designee in fall and spring semester/term only. Academic Action is noted on the student's transcript.

The University reserves the right to require a formal remedial plan on behalf of a student whose semester/term grade point average results in any Academic Action. A formal remedial plan may include, but is not limited to, requiring students to repeat failed courses, take a reduced course load, or to seek remedial support.

a. **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 Academic Warnings. Academic Warning serves as notice to a student that if the student's academic performance and grade point average do not improve, the student may be subjected to a different form of Academic Action.

b. **Academic Probation**
A student who fails to maintain the following required minimum cumulative grade point average shall be placed on Academic Probation:

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

Students on Academic Probation cannot carry an academic course overload and should decide, with the help of counseling and advising, how to concentrate their efforts on their studies so that they can improve their academic performance and cumulative grade point average. Students who fail to meet these minimum cumulative grade point requirements for two (2) consecutive semesters/terms shall be subject to a different form of Academic Action, including but not limited to academic condition, suspension, or dismissal from the University.

c. **Academic Condition**
In certain instances when a student's academic performance and cumulative grade point average may otherwise lead to academic suspension or dismissal from the University, but in the sole discretion of the University exceptional circumstances exist for the student and the student has demonstrated a reasonable prospect for academic success, the University may elect to place the student on no more than one semester/term of Academic Condition. Students placed on Academic Condition shall consult with their academic advisor and complete a written plan for improving the quality of their work (the "Remedial Plan") and submit it to the student's major department chairperson and the Office of the Provost prior to beginning coursework in a subsequent semester/term. In order to be removed from Academic Condition and avoid academic suspension or dismissal from the University, a student on Academic Condition must complete the Remedial Plan and complete the semester/term with no grades below a "D" and a semester/term grade point average of 1.75 or higher.

d. **Academic Suspension**
A student may be subject to Academic Suspension if the student:

- Failed to achieve the required minimum grade point average after two consecutive semesters/terms.
- Failed to complete a remedial plan prior to beginning course work in a subsequent semester/term.
- Failed to raise his/her grade point average to the minimum standard after one semester and/or failed to fulfill the terms of any required remedial plan.
- Earned a session grade point average of 1.00 or less for a semester/term.

A student who is placed in Academic Suspension is not permitted to take courses or participate in any University activities or programs, including but not limited to living in the University's Residence Hall, and may be prohibited from the University's facilities and other on- and off-campus University activities. A student shall remain on Academic Suspension for at least one semester and meet certain conditions established by the Office of the Provost before the student may be evaluated for possible return to the University. Students may timely appeal Academic Suspension through the "Appeals/Petitions Process for Reinstatement" set forth in this Catalog.

e. **Academic Dismissal**
A student whose cumulative grade point average remains below the minimum requirement to remain in Good Academic Standing for an extended period of time and/or whose cumulative grade point average may preclude the student from successfully completing a degree program may be subject to Academic Dismissal. Process for reinstatement after Academic Dismissal is below.

A student who was subject to Academic Suspension and after reinstatement at the University earns an "F" grade in any course shall automatically be subject to Academic Dismissal from the University with no right of appeal for two years. See below Reinstatement after Academic Dismissal for more information.

A student who is subject to Academic Dismissal is not permitted to take courses or participate in any University activities or programs, including but not limited to living in the University's Residence Hall, and may be prohibited from the University's facilities and other on- and off-campus University activities.

f. **Reinstatement after Academic Dismissal**
An appeal for University reinstatement may be filed two years after the date of earning Academic Dismissal.

Before applying for University reinstatement, the student must meet one of the following requirements:

- Earn a cumulative 2.5 GPA or higher from a regionally accredited institution and complete a minimum of 45 credit hours toward a degree-seeking program; OR
- Earn an associate or bachelor degree from a regionally accredited institution; OR
- Complete at least two years of military service with an honorable discharge if applicable.

Once any of the above is met, the student must:

- Apply for University admission.
- Submit a personal statement showing personal growth AND a detailed plan for academic success.
- Meet with the Associate Provost for Academic Support for final decision on University reinstatement.

The appeal will be considered for reinstatement only after the student completes the above requirements. The decision of the Associate Provost for Academic Support is final. If the decision is to not offer reinstatement, the student must wait another three years before appealing again. If the decision is to reinstate the student, the student will be reinstated on Academic Probation, and must follow the guidelines for Probation (see above).

Disciplinary Procedures

a. **Disciplinary Suspension**
A student who earns Disciplinary Suspension from the University pursuant to any University process, policy, or procedure shall be excluded from the University campus, classes and other on- and off-campus University activities for a specific period of time as determined in the sole discretion of the University. The student may additionally be asked to seek and/or complete counseling as a condition or term of suspension. A student who earns Disciplinary Suspension is immediately excluded from all courses with no right to take tests or make up work missed during the period of Disciplinary Suspension. Any reinstatement following Disciplinary Suspension may be conditioned on the continuation of certain sanctions or restrictions and/or the issuance of new or additional sanctions or restrictions. Disciplinary Suspension is noted on the official University transcript of the student and includes the specific period of time the sanction is/were in place.

If reinstatement is approved by the Dean of Students, Conditioned Remove will be noted on student's transcript, with the effective term, immediately following the Disciplinary Suspension notation. The student will be returned to the Academic Status earned at the time of the Disciplinary Suspension.

b. **Disciplinary Dismissal**
Disciplinary Dismissal from the University results in the permanent termination of a student's status with the University. The dismissed student is not allowed on the University's campus, permitted to attend classes, or to participate in University activities on or off campus. Disciplinary Dismissal is permanent and is noted on the official University transcript of the student.

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 be in good academic standing (as defined for all students) during the semester in which they are participating. Furthermore, to be eligible for competition, a returning intercollegiate athlete must have earned a cumulative total of 24 hours during the previous twelve months. For intercollegiate athletes participating in the Fall Term, the cumulative hours shall be counted from the immediately previous Summer, Spring and Fall Terms. For intercollegiate athletes participating in the Spring Term, the cumulative hours shall be counted from the immediately previous Fall, Summer and Spring Terms. An intercollegiate athlete who has been enrolled for less than one academic year must have earned 12 hours during the previous academic term. These requirements shall not apply to students during their first semester of full-time enrollment at Mount St. Joseph University. The earned hours requirement may not apply to students who are in their first season of athletics. These requirements apply to students participating in any intercollegiate sport regardless of the sport's affiliation with the NCAA.

Reinstatement Policies and Procedures

a. **Appeals for Reinstatement after Suspension**
Appeals of Academic Suspension requesting immediate reinstatement must be submitted within two weeks of the date of notice of Academic Suspension. Alternatively, appeals for reinstatement following Academic Suspension shall be submitted at least one month before the desired date of re-entry at the University. Appeals must be in writing, addressed to the Office of the Provost, and the individual seeking reinstatement has the sole responsibility of submitting the following required documentation for an appeal to be considered:

- A self-assessment of factors that contributed to poor academic performance;
- A narrative description of what will be or has been done differently to improve the poor academic performance;
- Recommendations from an advisor and at least one faculty member (from the student's department, if a major has been declared) for reinstatement; and,
- 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, and 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.

(collectively, the "Appeal Documentation"). In addition to Appeal Documentation, the Office of the Provost or designee shall consider the student's academic and personal/disciplinary record at the University in determining, in the sole discretion of the Office of the Provost or designee, whether to grant reinstatement. A successful appeal reinstates the student but also immediately places the student on Academic Condition as set forth in this Catalog.

b. **Academic Renewal**
Baccalaureate degree-seeking students may file a written petition to the Provost, or designee requesting Academic Renewal. Students 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 or an academic advisor 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.

c. **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. Fresh Start is not available for students who have earned Academic Dismissal. 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 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, https://mymount.msj.edu/ICS/MSJAcademics/Learning_Center/Disability_Services.jnz?portlet=Handouts

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. Depending on the point in the semester when the student requests a medical leave, the student may receive course withdrawal (W) notation(s) on their transcript which can impact financial aid and student billing. Therefore, prior to taking a medical leave, the student is strongly advised to consult with Financial Aid as the student will remain responsible for any balance due. 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.

Active Duty Policy: Policy/Procedures for Military/ Veterans Called to Active Duty

Mount St. Joseph University is very supportive when our military/veterans are called to active duty. Available options for a student served with orders will vary depending on the week in the semester (or the course) when the orders are received. A student **must** show a copy of the official order for active duty to the VA School Certifying Official, in the Registrar's Office, who will assist the student in completing the required paperwork.

Available Options

a. If the student has completed at least 80% of the coursework for a standard or accelerated course(s) and a grade can be determined by the course instructor, a written approval from the instructor will need to be submitted with a grade for the course.

b. If the student has completed a sufficient amount of coursework for a standard or accelerated course(s) and the instructor feels the coursework can be finished, a learning contract can be made in writing between the student and the instructor for how the coursework will be completed via distance learning. If the coursework is not completed by the end of the term, a grade of Satisfactory in Progress (SP) will be assigned for a period of up to one year until the work is fulfilled.

NOTE: A copy of the written agreement between the student and all instructors presented in options a. and b. must be on file in the Registrar's Office.

c. If the student **has not** completed a sufficient or majority amount of coursework, all classes for the current semester (and next semester, if appropriate) will be completely dropped. A 100% refund for tuition and fees will be initiated for the appropriate semester.

NOTE: **This option is not available for students who enlist in military service and withdraw from the University.** A withdrawal from courses due to voluntary enlistment will receive a refund according to the regular refund policy in effect at the time of withdrawal. The voluntary enlistment will entitle the student to a credit statement issued from the Vice President for Academic Affairs which will permit the student to repeat either part or the whole semester in which the student was enrolled at the time of the student's withdrawal.

Military/Veterans Student Responsibilities and Actions

1. The senior degree candidate student qualifying in his/her last semester will graduate with his/her class provided:
   - A sufficient/majority amount of coursework has been completed on which to base a grade (options a. and b.)
   - The credits for courses taken in the final semester complete the regular requirements for the degree for which he/she is a candidate.
2. The student receiving VA Educational Benefits must show a copy of official orders for active duty and the drop/add receipt to the V.A. School Certifying Official in the Registrar's Office. This is essential to complete documents to interrupt V.A. benefits and prevent overpayment.
3. Those students who have elected student health insurance coverage must contact the Dean of Students' Office as they may be eligible for a 100% reimbursement of the paid premium.
4. The dorm student must contact the Dean of Students' Office regarding a pro-rated refund for room and board charges.
5. Financial Aid funds can be refunded from the date of withdrawal; however, the student is responsible for any expense monies received.

A student called to active military duty may choose to remain under requirements of his/her college catalog or may elect to change to the catalog in effect upon returning to the Mount to resume coursework toward degree completion.

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 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.

In*Sync - In*Sync courses include a combination of asynchronous and synchronous learning. With this format, a student will not only work on their own schedule to meet deadlines for assignments but also will attend scheduled virtual class sessions. Delivered through Blackboard, the content for this delivery format is highly structured.

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 both online and in the scheduled in-person class sessions. 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 who are not in good standing with the University must obtain approval to register for either a Mount St. Joseph University or a Consortium institute online course from the Academic Advising Resource Center or faculty advisor.

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, heather.crabbe@msj.edu.

**This registration at MSJ is a technical requirement, and does not conflict with the usual and customary AIFS online registration.*

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 and Classification

Clarification of Course Terminology in the Curriculum

Curricular Component Areas

Core Requirements

- Common Good
- Discipline Specific Core

Program Requirements

- Major Courses
- Cognate Courses
- Prerequisite Courses

General Electives

- Additional Courses Taken to Reach 120 Credit Hours

Glossary of Terms

Note: Associate Degrees require a total of 60 credit hours and 24 - 25 credit hours of core requirements. The glossary terms otherwise applies to Associate Degrees as they do to Baccalaureate Degrees.

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

Note: Associate Degrees require a total of 60 credit hours and 24 - 25 credit hours of core requirements. The course classifications otherwise apply to Associate Degrees as they do to Baccalaureate Degrees

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.

FERPA

Annual Notification of Students Rights Under the Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An eligible student under FERPA is defined as a student who is 18 years of age or older, OR who attends the University. Attending students become eligible the first day of the semester in which they are enrolled.

1. Students have the right to inspect and review their education records within 45 days of the day Mount St. Joseph University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the student shall be advised of the correct official to whom the request should be addressed. If the student does not live within reasonable commuting distance from the University and wishes to inspect their records, the student must provide this information with the 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).

   In general, an education record is any record which contains information that is personally identifiable to a student, and is maintained by the University or by a party or organization acting on behalf of the school. Education records may include: written and printed documents; electronic media; magnetic tape (microfilm and microfiche); film, diskette or CD's; video or audio tapes. This includes transcripts or other records obtained from a school in which a student was previously enrolled. The following exemptions are **not** part of the education record or subject to this Act:

   i. Personal records maintained by University staff/faculty if kept in the sole possessions of that individual, and the information is not accessible or revealed to any other person, e.g. faculty grade book, advising file.

ii. Employment records not contingent on the student's enrollment. (Therefore, student worker records, evaluations and files are part of a student's education record.)

iii. Law enforcement records that are created by a law enforcement agency for that purpose.

iv. Medical and psychological records used solely for treatment and made or maintained by a physician, psychologist, psychiatrist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity.

v. Alumni records containing information relating to a person after that person is no longer a student at the University.

2. Students have the right to request the University amend an education record that the student believes to be ., misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school 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 by the student, 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 to a hearing.

3. Students have the right to provide written consent before the University discloses personally identifiable information (PII) from the student's record, except to the extent that FERPA authorizes disclosure of directory information without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with a legitimate educational interest:

   - A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, degree conferral agent, document managing agent, and placement sites for internship, clinical, or similar student work/study opportunities); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, and volunteers or other outside parties to whom the University has outsourced institutional services or functions that it would otherwise use employees to perform. 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.
   - As allowed within FERPA guidelines, the University may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.
   - 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.

4. The student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Mount St. Joseph 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 20202-4605.

5. At its discretion, the University may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or invasive of privacy if disclosed. Designed Directory Information for the University includes the following:

   - Student Name
   - Address(es) (local, home, and email)

- 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 withhold Directory Information by notifying the Registrar in writing within the first two weeks of the academic semester the request is to become effective. A request form to withhold Directory Information is available in the Registrar's Office. The University assumes no liability for honoring a student's withholding of information.

6. As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records - including your Social Security Number, grades, or other private information - may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Mount St. Joseph University
Registrar Office
5701 Delhi Road
Cincinnati, OH 45233-1670
Registrar@msj.edu

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 and overseas consortium programs.

Grading System

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

Grade	***Quality Points***	
A	Excellent achievement of course objectives	4.00
AU	Audit (not calculated in GPA)	0.00
B	High achievement of course objectives	3.00
C	Satisfactory achievement of course objectives	2.00
D	Minimal achievement of course objectives	1.00
F	Failure	0.00
FA	Failure due to absence Grade option for the mid-term grade if student stops attending class prior to the mid-semester. The grade would remain FA for the final grade if the student does not withdraw from the class or improve performance.	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 Grade not reported by instructor, through Consortium, or external institution as of deadline for reporting grades for each semester/academic term as established by the Registrar's Office (the "Grade Deadline"). NR grades do not calculate into Grade Point Average, do not count for academic credit towards graduation, and cannot be changed more than one (1) calendar year after the Grade Deadline.	0.00
P	Pass (not calculated in GPA)	0.00
SP	Satisfactory Progress Grade option for thesis, research, clinical, and internship courses that may exceed one semester in length to complete with no credit towards graduation awarded until completion of the course requirements. SP grades must be changed to a letter grade within one (1) calendar year of the deadline for reporting grades as established by the Registrar's Office the first semester the student was registered for the course or the SP grade converts to an "F" grade.	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 Grade Option

Degree seeking students who have earned 48 semester hours and are in good academic standing may opt to register for one course per semester as Pass/Fail instead of letter graded. 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. Non-degree seeking students may register for courses offered on a Pass/Fail basis without 48 semester hours previously earned.

Students must complete all course requirements satisfactorily (i.e., earn a D or higher in the course). A grade of "P" for Pass or "F" for Fail will be assigned by the instructor. A Pass "P" grade does not affect the student's grade point average. However, a grade of Fail "F" does calculate into the grade point average. Pass/Fail credits are counted in the maximum credits allowed for a semester.

If a student wishes to change from letter grade to Pass/Fail or vice versa, the changes must be made via an Add/Drop form in Student Administrative Services or the Registrar's Office during the first five weeks of class for a traditional semester course. For accelerated and summer sessions, students must declare the "PF" grading option the first quarter of the course.
Credit hours earned using the Pass/Fail grade option are counted toward the residency hours and total hours

earned required for graduation. However, credit hours earned under the Pass/Fail grade option do not count toward the minimum 42 residency hours required for graduation with Latin honors.

Incomplete Grades

Read more information about incomplete grades at 203.

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

Undergraduate students may repeat a course in which they have received a grade below an "A", took as an audit, or earned a "W" for withdrawal. There is no limit on the number of attempts a student can repeat a course, or attempt to transfer in an equivalent. When a course is repeated, the credit hours and highest grade earned will be the one counted in the student's cumulative grade point average (GPA) and toward graduation requirements. Credit hours are only counted once in earned hours regardless of attempted repeats. The student's academic record, however, will show every attempt at a course and a grade for each attempt.

Some programs have additional requirements that limit the number of a times a student can repeat a course and remain in the program.

When repeating courses, students should consult with the Student Administrative Services office for how financial aid may be affected.

This policy does not apply to courses that are considered repeatable. See below.

Repeatable Courses

Repeatable courses are those courses, like special topics, sport courses, music lessons, which are repeatable for credit and grade. See course descriptions for more information on number of times courses are repeatable for credit.

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.

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. A transcript issued to the student is marked "Student Copy."

Transcripts can be ordered and sent electronically. Complete information regarding a transcript request can be found at www.msj.edu/academics/registrar/transcript-requests/.

Incomplete Grades

Students may request an Incomplete "I" grade ONLY if they have made significant academic progress in a course of at **least 75% of work must be completed** and plan to complete work before an agreed upon deadline. Incomplete grades do not contribute to the semester or cumulative grade point average, and are not calculated in academic standing until replaced by a grade.

Requesting an incomplete requires the student to do the following:

1. Discuss the possibility of an Incomplete grade with the instructor. It may be in the best interest of the student to withdraw from the course and repeat in a future term.

2. Student must have completed 75% of the course requirements, and for a serious reason are unable to complete the remaining requirements by the end of the course.

3. Student must be able to complete the work without "sitting in" on the same course in the upcoming semester.

4. If instructor is agreeable, student completes the Incomplete Contract with the instructor, and obtains instructor's signature by the last week of the classes for a traditional semester course OR before the last scheduled date of an accelerated course.

5. A completion date must be included prior to the "I' to "F" grade conversion chart 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.

6. Student submits the completed Incomplete Grade contract to the Registrar's Office prior to exam week or the final scheduled accelerated class meeting. Late submission requires approval from the Provost Office or designee.

Upon receipt, the Registrar's Office will enter the Incomplete grade and will maintain the Incomplete Grade Contract in the student record.

"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": Last day of the 3 rd week of fall semester.
Summer session "I" grades change to "F": 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.

10. Students can apply up to 9 co-op hours towards their degree; individual programs may further restrict the number of co-op hours that can apply towards a major.

11. No more than three documented Plus One Credits may be accumulated during pursuit of a degree.

12. Students can apply a maximum of 4 credits total of combined ACT 175 intercollegiate sport credits to their MSJ degree.

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

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 graduation (certificate degree) application must be on file in the Registrar's Office by the posted deadline dates for December, May, and

August graduation.*

If graduation requirements are not completed by the date (month/year) specified on the student's graduation 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 graduation requirements after they are notified their application has been cancelled, the student will be required to petition for review of completed graduation requirements for certification on the next official graduation date.

A one-time $50.00 non-refundable graduation application fee is assessed to all graduation candidates for each degree and/or certificate application. Students who apply after posted application deadlines are at risk for not receiving important communications regarding participation in commencement and graduation-related activities, may not have their name listed in the commencement program, and may not be eligible to participate in commencement.

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 the full graduation application fee. A certificate seeking student is invited to 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 at page 205.

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.

Chi Alpha Sigma, is the first national scholar-athlete society to honor those collegiate student-athletes who have excelled in both the classroom and in athletic completion. Chi Alpha Sigma recognizes college students who receive a varsity letter in their sport while earning the required cumulative grade point average and residency requirement.

Kappa Gamma Pi and Chi Alpha Sigma 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 at page 207 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[4] 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[5]. *This credit may include up to 9 hours of credit for internships and/or field experience. All credit will be awarded through Prior Learning Assessment.*

Validation Process

- Students who have attended extensive, informal trainings such as hospital-sponsored trainings or a comprehensive series of workshops have the potential for receiving credit via the validation process. Students should contact the PLA coordinator to determine if their particular training fits the necessary criteria. Fees for this type of validation evaluation are $80 for the first credit hour awarded and $20 for each additional hour.

[4] http://www2.acenet.edu/credit/?fuseaction=browse.main
[5] https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/military-guide-online.aspx

- 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 for the evaluation fee (which also includes the first credit hour awarded) and $90 for each additional 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 three months before repeating the exam.
  - More information on CLEP testing, along with the CLEP tests accepted by the Mount, can be found at clep.collegeboard.org or www.msj.edu/academics/academic-opportunities/prior-learning-assessment/college-level-examination-program1/.

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.

Registration Requirements

Late registration begins the first calendar day of the semester and ends the ninth calendar day of the semester at 5 pm for full semester courses. Registration is not permitted after the ninth calendar day of the semester for full semester courses. See the current semester policies* for late registration dates for other sessions.

Students must be registered for a course PRIOR to attending class or prior to participating in any clinical/rotation off-site component of a course. Students who are not registered for classes after the ninth calendar day of the semester are not permitted to reside in the residence halls.

*(View the semester policies documents online at https://mymount.msj.edu/ICS/MSJAcademics/Catalogs.jnz?portlet=Semester_Policies which specify the last date to register for accelerated/online courses in the "Dates to Remember" section of each document)

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 associate degrees are:

- 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.

The residency requirements for baccalaureate degrees are:

- Students must complete at least 30 hours at Mount St. Joseph University.
- Students entering after 2021-2022 (UG22) catalog year:
  - Twenty-four (24) of the last thirty-one (31) hours must be completed as continuous enrollment at Mount St. Joseph University in order to fulfill the residency requirement of the baccalaureate degree.
- Students entering prior to the 2021-2022 (UG22) catalog year:
  - Thirty (30) of the last thirty-seven (37) hours must be completed as continuous enrollment at Mount St. Joseph University in order to fulfill the residency requirement of the baccalaureate 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

The Solomon Amendment is a federal law that allows military recruiters to access some address, biographical and academic program information on students age 17 and older.

The Department of Education has determined that Solomon Amendment supersedes most elements of FERPA. An institution is therefore obligated to release data included in the list of "student recruiting information," which may or may not match Mount St. Joseph University's FERPA directory information list. However, if the student has submitted a request to restrict the release of their Directory Information, then no information from that student's education record will be released under the Solomon Amendment.

Definition - "Student Recruitment Information" or "Solomon Information"

- Name
- Address
- Telephone number
- Birth date
- Major
- Class Level (e.g., Sophomore, Senior)
- Degree awarded
- Expected Graduation Date

Procedure for releasing information to a military recruiter:

1. Under the Solomon amendment, information will be released for military recruitment purposes only. Military recruiters may request student recruitment information once each term or semester for each of the 13 eligible units within the six branches of the service:
    a. **Army**: Army, Army Reserve, Army National Guard
    b. **Navy**: Navy, Navy Reserve
    c. **Marine Corps**: Marine Corps, Marine Corps Reserve
    d. **Air Force**: Air Force, Air Force Reserve, Air Force National Guard
    e. **Coast Guard**: Coast Guard, Coast Guard Reserve
    f. **Space Force**: Space Force
2. The request should be submitted in writing on letterhead clearly identifying the unit of service requesting the student recruitment information.
3. The request should specify whether the information needed is for the current or previous semester.
4. Requests should be emailed to the attention of the Registrar at Registrar@msj.edu.

Student Classifications and 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. Students applying 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.
2. To seek transfer credits earned while in high school, through dual enrollment or College Credit Plus programs, students must request their official college transcript from where the credit/course was earned. College credit will not be transferred from a high school transcript.
3. 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.
4. 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.
5. Courses that do not earn credit hours and/or quality points at the transferring institution will not be accepted.
6. Transfer courses are evaluated for acceptance of core curriculum requirements and general elective credit. The Academic Departments determine the applicability of transfer courses to program requirements.
7. *Students who earned a "P" or "S" grade from a regionally accredited institution during the Spring and Summer 2020 semesters will be awarded credit as a passing grade. These semesters are categorized as times of COVID-19 disruption which would require no further proof of a "C" grade or better. Transfer credits will be applied to the same areas of acceptance as noted in transfer policy #6.
8. All active articulation and transfer agreements between Mount St. Joseph University and other educational institutions will be honored when evaluating transfer credit.
9. Transfer students with an earned baccalaureate degree from a regionally accredited institution will normally have the core curriculum requirements waived.
10. A maximum of 90 semester hour credits from regionally accredited institutions will be transferred to the University.
11. 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.

12. 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.
13. Only undergraduate course credit will be accepted toward an undergraduate degree.
14. Duplicate transfer credit will not be accepted. Previously awarded transfer credit will be deducted if course work is later repeated at the Mount.
15. Cooperative education (co-op) credit from regionally accredited colleges or universities satisfies the core experiential learning requirement (EXP), with earned hours.
16. Internship and practicum credit from regionally accredited colleges or universities transfer as general elective credit, with earned hours. Students may pursue major applicability and experiential learning (EXP) through the Director of Career and Experiential Education in collaboration with the appropriate academic department chairperson.
17. Health Science Clinical credit from regionally accredited colleges or universities satisfies the core experiential learning requirement (EXP), with earned credit hours.
18. Credit-bearing Service Learning and Travel courses satisfy the core experiential learning requirement (EXP), with earned credit hours.
19. Honorably discharged Military Veterans with appropriate documentation will automatically satisfy the core experiential learning requirement (EXP) and may earn credit hours. Credit for experience not reflected on the military transcript may be pursued through the Director of Career and Experiential Education.
20. C-TAG (Career Technical Assurance Guide) credit from Ohio technical high schools may be eligible for credit upon review of appropriate documentation.
21. Official Advanced Placement (AP) and International Baccalaureate (IB) transcripts must be sent to the Mount's Registrar's Office for evaluation and transfer credit posting. AP/IB credit will not be transferred from a high school transcript.
22. International transfer credits may be accepted but are subject to evaluation based on standardized guidelines from AACRAO, WES, NAFSA or other approved organizations.

Student Rights and Responsibilities

Additional rights and responsibilities can be found under Academic Policies starting at page 183.

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 (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 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 at https://www.hlcommission.org/Student-Resources/complaints.html.

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 at https://www.ohiohighered.org/students/complaints.

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 at https://www.ohiohighered.org/students/complaints.

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 at 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 any University computer systems for any reason. Violations may result in criminal and civil penalties. *See* Ohio Revised Code 2913.04 and 2913.42. Additionally, violations by students and employees of the University will be subject to discipline under the Student Code of Conduct or Employee Handbook, respectively, which could result in sanctions up to and including dismissal from the University or termination of employment, as applicable.

Non-Discrimination Policy

See the University's Equal Opportunity and Non-Discrimination Policy in Appendix C starting on page 383.

Finance and Mission

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 by 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 October 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 in 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 (course) or general 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.

Veterans' Education

See Veterans' Education at page 181 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.

University Mission and Catholic Identity Statement

See the University Mission and Catholic Identity Statement in Appendix D on page 393.

Appendices

Appendix A: Course Descriptions

ACC

ACC 213 Principles of Accounting I - Financial (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 - Managerial (3)
Prerequisite(s): ACC 213
This course is a continuation of ACC 213 and introduces the student to management's use of accounting information for decision making and planning. Introduction to management accounting terms and concepts: various costing systems such as actual, normal, and standard costing, and variable versus absorption costing. Various topics such as outsourcing decisions, maximizing constraints, cost-volume-profit analysis, cost function estimation, activity-based costing, and management's preparation and use of budgets and analysis of variances.

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)
Concurrent requisite(s): ACC 304
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 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)
Concurrent requisite(s): ACC 445
Course description as stated in ACC 445 (Honors Course)

ACC 481 Advanced Accounting (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, analyze, and work with complicated accounting problems.

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.

ACC 499 Independent Study (1-3)
Independent Study Course

ACT

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 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 133 Yoga as Therapy: Balancing Mind, Body, and Spirit (2)
New Course
Prerequisite(s): ACT 130
Intended to expand students' knowledge and experience of yoga, the course integrates mental focus and emotional wellness with the use of asana (yoga postures and movement), pranayama (breathing techniques), and meditations. Students will examine the history of yoga as a therapeutic intervention to bring about balance and healing.

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)
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
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175B Intercol Women's B-Ball (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175C Intercol Softball (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175D Intercol Men's Tennis (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175E Intercol Football (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175F Intercol Baseball (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175G Intercol Wrestling (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175I Intercol Women's Soccer (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175J Intercol Men's Basketball (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175K Intercol Women's Cross Country (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175L Intercol Men's Cross Country (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175M Intercoll Women's Golf (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175N Dance Team (0-1)
Prerequisite(s): Dance Team members only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175O Cheerleading (0-1)
Prerequisite(s): Mount Cheerleaders only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175P Intercol Men's Golf (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175Q Intercoll Women's Track/Fld (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175R Intercoll Men's Track/Fld (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175T Intercoll Women's Tennis (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175U Intercoll Men's Soccer (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175V Intercoll Men's Lacrosse (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175W Intercoll Women's Lacrosse (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175X Intercol Men's Volleyball (0-1)
Prerequisite(s): Intercollegiate athletes only
Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

ACT 175Y Intercollegiate Esports (0-1)
Participation on the intercollegiate Esports team during its traditional season of competition for both practices and contests. Students can apply a maximum of 4 credits of any combination of ACT 175 courses towards their degree.

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.

ACT 260 Group Exercise Instruction (2)
Prerequisite(s): ACT 160 & BIO 131 or BIO 197
This course will focus on the knowledge and skills to safely and effectively lead group exercise activities. More specifically, it will explore the fundamentals of group exercise leadership, primary components of group exercise, and group exercise programming for all age groups and fitness levels.

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.

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 101 Drawing I (3) CAM
Fundamental drawing approaches using various drawing media and techniques. Course work includes common projects focusing on teaching specific skills for ART and GRD majors. These include the study of perspective, color and drawing. Other studio work and sketchbooks involve all students in the creative expression possible through drawing. Research, writing assignments, and critiques develop students' abilities to think critically about their own work and the subject area.

ART 102 Drawing II (3) 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 2D Design (3) 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 3D Design (3) 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 121 World Art History (3) 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 132 Artworld (3)
Prerequisite(s): GRD 110 or Instructor Approval
This course is a requirement for all freshman art and design students. It is designed to assist the growth and evolution of each student's individual art studio practice, work habits, career, and life strategies that will serve them at the university level and help prepare them for an active professional life after graduation. Topics will include: developing ties in the art world (networking), exploring careers in the art and design fields, creating original work, documenting work, building on concepts and skills taught in Digital Literacy to maintain an online identity through a website and portfolio presence, preparing and exhibiting work, addressing financial and legal concerns, and developing skills in reading, writing and discussing art and design. Students will be guided in the preparation and presentation of both a digital and professional portfolio of their best foundation artwork for review by the art and design faculty at the end of the semester.

ART 133 The Art Guild (0-1)
The Art Guild is a hands-on art making experience. Members of the class will be completing public art projects both on and off campus. The Art Guild provides students with the opportunity to work on individual and group projects in areas of their expertise and interest. Enrollment in the group is open to all MSJ students by instructor approval.

ART 140 Ceramics (3) CAM
Explores principles of working in clay using handbuilding methods: coil, slab, pinch, and drape. Includes study of clay traditions both historical and contemporary in vessel forms, sculpture, figure, narrative, decoration, surface texture, and glazing. May be taken more than once for the development of individual skills in any of the above categories.

ART 181 Basic Camera Techniques (3) 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) CAM
Courses offered on an occasional basis to explore subject matter of special interest or timely relevance, often utilizing local exhibitions or themes.

ART 216 Watercolor (3) 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)
Prerequisite(s): ART 101/Equiv
An introduction to fundamental painting concepts, tools, materials, and practices. Intensive exercises introduce students to both oil and acrylic paints: students choose one of the two to use for the second half of the semester. Projects are grounded in traditional methods while developing each student's individual approach to painting. Visits to exhibitions, readings and writing supplement studio practice.

ART 218 Figure Painting (3) CAM
Prerequisite(s): ART 101
Basic painting practice and methods are applied to the human form. Students work from male and female models. Emphasis is placed on the development of painting skills on all levels. Projects range from gesture studies to full-color compositions of the human figure in space.

ART 230 History of Design:Hand Made to Apple (3) 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) 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) CAM
This course will investigate the position and contributions of women artists throughout the history of art. Lecture.

ART 234 Art History: Photography (3) 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) 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 244 Art History:Non-Western Survey (3)
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)
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)
This course will involve the study of the rich oeuvres of Henri Matisse and Pablo Picasso. We will specifically focus on the artistic rivalry and mutual influence of their respective works, as well as discuss their place in the formulation of Modern Art in the 20th century. We will evaluate each artist?s place in historical and societal context, how each artist engages subject matter, formalism, and Style. We will achieve this examination through classroom lecture, writing, and discussion, a museum paper with gallery talk, and exhibition project.

ART 280 Animation (3)
This course serves as an introduction to using video, sound, performance, and Adobe Photoshop generated moving images in conceptual projects and creative problem solving. We will also explore the increasing and expanding critical role of time-based artworks in contemporary art and society. Students will create artwork that explores linear and nonlinear narrative, context, and historical/cultural significance. Emphasis will be placed on intellectual, aesthetic solutions to the problems presented, and on developing skills with a variety of processes. Aesthetic, technical, historical, and conceptual issues within the context of contemporary art theory will be addressed through lectures, demonstrations, exercises, projects, screenings, research, and readings.

ART 281 Digital Photography I (3) 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 301 Figure Drawing (3)
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)
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)
Prerequisite(s): ART 101
This course focuses on the human form. Students will work in a traditional approach to figure sculpture: study drawings and maquettes - in both wet and oil clay - will be done directly from observation; casts will then be made from relief or three dimensional molds; surface finishing will complete the process. Projects will cover four areas: hands/feet, the face, the head, the figure. Emphasis will be on a dynamic gestural response to each and to the clay material. Basic anatomy and proportion will be covered. Students will study historic and contemporary figurative sculptors.

ART 317 Painting Workshop (3)
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) 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) 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 341 Ceramics Workshop:Using The Wheel (3) 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 349 Professional Prep for Artist (3)
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 350 Independent Study (1-3)
Independent Study Course. Learning Contract and Approval of Art Department Chair Required.

ART 362 Printmaking Workshop:Methods Survey (3) 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) EXP

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) CAM
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, marbleizing, screenprinting (film-cut, photographic emulsion).

ART 369 Pre-Thesis (3)
Prerequisite(s): Art Majors Only
Art 369 begins the Thesis project process in the senior year of the Art, Fine Arts, or Art Education major. It is a required course for majors. It fuses research, writing, and critiques of the studio work each individual student will be making in their independent, upper-level "Pre-Thesis," project in their own media area. In Art 369, each week brings presentation and deadlines for research writing, concept development, and the production of that independent work for critiques.

ART 380 Digital Photography II:Advanced Photoshop and Lightroom Techniques (3)
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)
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 395E 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 495 Thesis (3)
Prerequisite(s): Art majors only; Previous experience and/or advanced work in thesis area
In-depth independent study, research and application in a specific field of visual art, chosen by the student, approved by the art faculty resulting in a culminating exhibit in the senior year. This course requires 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 synthesizeknowledge and skillsacquired 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.

AYA

AYA 333 Adol/Young Adult Practicum (1) EXP
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) EXP
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) EXP

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) CN
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) 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) CN
Concurrent requisite(s): BIO 111 & BIO 111R
Course description as stated in BIO 111

BIO 111R Principles of Bio I (Recitation) (0) 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)
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)
Concurrent requisite(s): BIO 112
Course description as stated in BIO 112

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) 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) CN
Concurrent requisite(s): BIO 131
Course description as stated in BIO 131

BIO 140 Environmental Science (4) 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) CN
Concurrent requisite(s): BIO 140
Course description as stated in BIO 140

BIO 150 Dinosaur Biology (4) 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) 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) CN
Concurrent requisite(s): BIO 197
Course description as stated in BIO 197

BIO 197H HON:Human Anatomy and Physiology for the Health Sciences I (0) CN
Concurrent requisite(s): BIO 197
Course description as stated in BIO 197 (Honors Course)

BIO 198 Human Anatomy and Physiology for the Health Sciences II (4)
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)
Concurrent requisite(s): BIO 198
Course description as stated in BIO 198

BIO 201 Anatomy & Physiology I (4)
Prerequisite(s): C or better in BIO 111 and C or better in both CHE 111and 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)
Concurrent requisite(s): BIO 201
Course description as stated in BIO 201

BIO 202 Anatomy & Physiology II (4)
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)
Concurrent requisite(s): BIO 202
Course description as stated in BIO 202

BIO 203 Developmental Biology (4)
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)
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 204H HON: Biology Seminar (0)
Course description as stated in BIO 204 (Honors Course)

BIO 207 Plagues and Parasites (4)
New Course
Prerequisite(s): BIO 111 or BIO 197 or BIO 131
Concurrent requisite(s): BIO 207A
This course will explore the biology, epidemiology, and societal impacts of notable plagues that have significantly impacted human civilization. Students will learn about various epidemics such as the plagues of

Ancient Greece, the Black Death, flu pandemics, and HIV/AIDS. Lab will focus on parasites of medical and veterinary importance including identification of parasites and parasite-host interactions.

BIO 207A Plagues and Parasites (LAB) (0)
Concurrent requisite(s): BIO 207
Course description as stated in BIO 207.

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)
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)
Concurrent requisite(s): BIO 215
Course description as stated in BIO 215

BIO 215H HON:Introductory Microbiology (0) CN
Concurrent requisite(s): BIO 215
Course description as stated in BIO 215 (Honors Course)

BIO 218 Animal Behavior (4)
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)
Concurrent requisite(s): BIO 218
Course description as stated in BIO 218

BIO 255 Advanced Human Anatomy with Lab (4)
Prerequisite(s): BIO 197 and BIO 198 with 'C' or better in both - OR - BIO 201 and BIO 202 with 'C' or better in both
This course is a detailed survey of human gross anatomy, using both systemic and regional approaches. In this blended lecture and lab experience, students will work with cadavers, preserved organs, and Anatomage virtual anatomy software.

BIO 255H Honors:Advanced Human Anatomy with Lab (0)
Course description as stated in BIO 255 (Honors Course)

BIO 264 Biological Forensics (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.

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 301H HON:Pathophysiology (0)
Course description as stated in BIO 301 (Honors Course)

BIO 305 Microbiology (4)
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)
Concurrent requisite(s): BIO 305
Course description as stated in BIO 305

BIO 305H HON:Microbiology (0)
Course description as stated in BIO 305 (Honors Course)

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 306 Immunology (3) CN
Prerequisite(s): BIO 215 or BIO 305
A study of the vertebrate immune response, including the nature and structure of antigens and antibodies, the cellular basis of the immune response, immunogenetics and diseases related to immune functions. Lecture.

BIO 307 Extreme Physiology (3)
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)

New Course
Concurrent requisite(s): BIO 307
Course description as stated in BIO 307 (Honors Course)

BIO 309 Biotechnology (4)
New Course
Prerequisite(s): BIO 111 and BIO 112
Concurrent requisite(s): BIO 309A
This course explores the ways in which molecular and cellular processes can be harnessed to develop products for medicine, agriculture, and engineering. Historical and modern aspects of biotechnology will be explored from a technical and ethical perspective. Topics to be covered will include human cloning, genetically modified organisms (GMOs), genome editing, and biological warfare. Laboratory includes development of industry-relevant technical research skills. Lecture, lab.

BIO 309A Biotechnology (LAB) (0)
Prerequisite(s): BIO 111 and BIO 112
Concurrent requisite(s): BIO 309
Course Description as stated in BIO 309

BIO 310 Cell Biology (4)
Prerequisite(s): BIO 111 & CHE 111-112
Concurrent requisite(s): BIO 310A
A study of the fine structure and function of eucaryotic and procaryotic cells and their organelles, the chemical composition and organization of cells, cell metabolism and bioenergetics, genetic regulation and cellular differentiation. Lecture.

BIO 310A Cell Biology (LAB) (0)
Concurrent requisite(s): BIO 310
Course description as stated in BIO 310

BIO 314 Psychopharmacology (3)
Prerequisite(s): BIO 131 or BIO 197
Crosslisted PSY 314. Psychopharmacology is a survey of the major classes of psychoactive drugs. In addition to behavioral and psychological effects, emphasis is placed on sites and mechanisms of drug action.

BIO 315 Ecology (4)
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)
Concurrent requisite(s): BIO 315
Course description as stated in BIO 315

BIO 316 Aquatic Biology (4)
New Course
Prerequisite(s): BIO 111, BIO 112, CHE 111
Concurrent requisite(s): BIO 316A
An exploration of aquatic ecosystems, ranging from freshwater to oceans, and the adaptations of organisms living in these water environments. Lab includes field sampling of local freshwater habitats.

BIO 316A Aquatic Biology (LAB) (0)
New Course
Concurrent requisite(s): BIO 316

Course Description as stated in BIO 316

BIO 316H Honors:Aquatic Biology (0)
Course description as stated in BIO 316 (Honors Course)

BIO 317H Honors: Toxicology (0)
New Course
Course description as stated in BIO 317 (Honors Course)

BIO 320 Genetics (4)
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 316S Serv Lrng:Aquatic Biology (1) EXP
Concurrent requisite(s): BIO 316
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 317 Toxicology (4)
New Course
Prerequisite(s): BIO 111, BIO 112, and CHE 111
Concurrent requisite(s): BIO 317A
An introduction to the basic principles of toxicology including absorption, distribution, metabolism, and excretion of toxins from the body. Students will also gain knowledge of the effects of chemical exposure to the body at the tissue and cellular level, and explore effects of toxins on the environment.

BIO 317A Toxicology (LAB) (0)
New Course
Concurrent requisite(s): BIO 317
Course Description as stated in BIO 317

BIO 317S Serv Lrng: Toxicology (1) EXP
New Course
Concurrent requisite(s): BIO 317
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 320A Genetics (LAB) (0)
Concurrent requisite(s): BIO 320
Course description as stated in BIO 320

BIO 328 Neurobiology (4) CN

Prerequisite(s): BIO 197 or BIO 131
Concurrent requisite(s): BIO 328A
A study of the morphology and function of the nervous system. An overview of human and other animal systems will be studied from the cellular to the organismal level. Lecture, lab. Animal dissections required.

BIO 328A Neurobiology (LAB) (0) CN
Prerequisite(s): BIO 197 or BIO 131
Concurrent requisite(s): BIO 328A
Course description as stated in BIO 328

BIO 330 Evolution (4)
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)
Concurrent requisite(s): BIO 330
Course description as stated in BIO 330

BIO 330H HON:Evolution (0)
Concurrent requisite(s): BIO 330
Course description as stated in BIO 330 (Honors Course)

BIO 335 Entomology (4)
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)
Concurrent requisite(s): BIO 335
Course description as stated in BIO 335

BIO 335H HON: Entomology (0)
Concurrent requisite(s): BIO 335
Course description as stated in BIO 335 (Honors Course)

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 340H HON: Research in Biology (0)
Course description as stated in BIO 340 (Honors Course)

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) EXP
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)
Prerequisite(s): PSY 103 or PSY 103H and BIO 131 or BIO 197 or BIO 201
Concurrent requisite(s): BIO 360A
The physiological basis of behavior and mental processes. Includes neurophysiology, sense organs, neurotransmitters, and pathological maladies.

BIO 360A Biological Psychology (LAB) (0)
Concurrent requisite(s): BIO 360
LAB to Accompany BIO 360 (Biological)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.

BIO 496 Cooperative Education Work Experience: Alternating (1-3) EXP
Prerequisite(s): BIO 100 or BIO 398 or BIO 399, and departmental permission
A work experience supervised by a faculty member in the Department of Biology, in collaboration with the cooperative education staff. Credit is awarded as a general elective upon completion of the work experience and documentation of compliance with a pre-determined learning contract. The course may be repeated as a general elective up to nine credit hours. Learning contract required.

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 100 First Year Seminar in Business (1)
New Course
First Year Seminar in Business is a one credit hour course that introduces first year students to the School of Business, useful resources at the university and important academic strategies to be successful in the school, at the university, and in life after graduation.

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 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 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 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 498 Entrepreneurship and New Venture Creation (3)
A comprehensive and integrating experience in which students in the School of business demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. Students will utilize knowledge, skills, and abilities from accounting, economics, finance, management, marketing, information systems, quantitative methods, legal and social environment, and international business to analyze business situations. This is a capstone experience for business majors, to be taken during the senior year. course is open to senior business majors who have completed at least 84 credits at the time of registration.

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: Foundations of Professionalism (1) EXP
Concurrent requisite(s): CED 220
Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

CED 300 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)
Prerequisite(s): This course is designed for students who are sophomore standing or above. All students must have declared a major with the Registrar's Office. The course instructor must approve exceptions.
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)
Prerequisite(s): This course is designed for students who are sophomore standing or above. All students must have declared a major with the Registrar's Office. The course instructor must approve exceptions.
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 303 Charting Your Path to Graduate School (1)
Prerequisite(s): This course is designed for students who are sophomore standing or above. All students must have declared a major with the Registrar's Office. The course instructor must approve exceptions.
This course is for students interested in applying to graduate/professional school. The purpose of this course is to prepare students for the graduate school search and application processes. Course topics include: graduate program selection, personal statement development and financing your graduate education.

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)
Prerequisite(s): CED 220

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 370 Creating Your Career: How to Map Your Professional Journey (2)
New Course
Prerequisite(s): CED 220 (with a grade of C or above)
This course develops the competencies necessary for career readiness for success upon graduation. Students will utilize a design-thinking framework, starting right where they are and work to gain the skills and tools necessary to design their work life. Students will establish personal mission and value statements, develop their workview and lifeview, articulate their personal brand, create odyssey plans, reframe dysfunctional beliefs, fail fast and fail forward and be prepared navigating "what's next". This interactive and experiential course will provide students with critical tools, techniques and action plans that will position them for a successful launch of their careers within a dynamic and challenging job market. Laptop required. "Start from right where you are and design your way forward. You aren't designing the rest of your life; you're designing what's next." -Bill Burnett and Dave Evan, Designing Your Life

CED 370S Ser Lrng:Creating Your Career: How to Map Your Professional Journey (1) EXP
Corequisite(s): CED 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.

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)
Prerequisite(s): CED 320
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) 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) CN
Concurrent requisite(s): CHE 104,CHE 104A
Laboratory applications of the concepts introduced in CHE 104.

CHE 104R Gen & Organic Chem (Recitation) (0) CN
General & Organic Chem (Recitation)

CHE 105 Chem for Everyday Living (4) 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) 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) CN
Concurrent requisite(s): CHE 111, CHE 111R
Laboratory applications of the concepts introduced in Chemistry 111.

CHE 111R General Chem I (Recitation) (0) CN
Concurrent requisite(s): CHE 111, CHE 111A
General Chemistry I (Recitation)

CHE 112 General Chemistry II (3) 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) 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 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)
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)
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)
Prerequisite(s): CHE 211A and a grade of "C" or better in CHE 211
Concurrent requisite(s): CHE 212A
Principles of organic chemistry; theories of bonding and mechanisms; typical carbon compounds, their preparation, properties and reactions.

CHE 212A Organic Chemistry II (LAB) (1)
Concurrent requisite(s): CHE 212
Laboratory practice in the classical and instrumental techniques of organic chemistry; application of techniques for the preparation, purification and characterization of organic compounds.

CHE 300 Chemistry Junior Seminar (1)
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)
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)
Concurrent requisite(s): CHE 314
Laboratory applications of the concepts introduced in CHE 314

CHE 315 Instrumental Analysis (3)
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)
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)
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)
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)
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 326 Biochemistry II (3)
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)
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 326H HON: Biochemistry II (0)
Course description as stated in CHE 326 (Honors Course)

CHE 330 Environmental Chemistry (3)
Prerequisite(s): CHE 111
Corequisite(s): CHE 112
A systematic study of the basic concepts of environmental chemistry. Topics include air, water, soil chemistry, pollution, and environmental regulations.

CHE 341 Current Topics in Chemistry (1)
New Course
Prerequisite(s): CHE 111
A topic of current interest will be considered. Announcement of the topic will be made when the course is offered.

CHE 350 Physical Chemistry I (3)
Prerequisite(s): A Grade of "C" or Better in CHE 112, a Grade of "C" or Better in MTH 194
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)
Concurrent requisite(s): CHE 350
Laboratory applications of the concepts introduced in CHE 350

CHE 355 Physical Chemistry II (3)
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)
Concurrent requisite(s): CHE 355
Laboratory applications of the concepts introduced in CHE 355.

CHE 360 Intermediate Inorganic Chem (3)
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)
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 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)
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 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 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 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 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
Concurrent requisite(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 151 Peak Productions (1)
New Course
Peak Productions is a hands-on video production experience. Members of the class will participate in video production services both on and off campus. Peak Productions provides students the opportunity to practice and improve upon their video production skills and work together on video production projects throughout the term. Enrollment in the group is open to all MSJ students by instructor approval.

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 203 Interpersonal Communication (3) LAS
New Course
Prerequisite(s): COM 100 and ENG 101
Interpersonal communication refers to the climate of communication between two or more individuals. Students will gain an understanding of concepts and theories as they relate to verbal and nonverbal communication, perceptions, listening and relationships. Students will explore their own communication habits and relationships to identify strengths, weaknesses, and areas for improved communication effectiveness.

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)
Prerequisite(s): COM 100, ENG 101
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 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
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 311 New Media Law and Ethics (3)
Prerequisite(s): COM 100 and ENG 101
his 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 promoting 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 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 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 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) EXP
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)
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 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
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 424 Deviance, and Discrimination in Sport: Examining the Role of Ethical Leadership (3) CCP
Prerequisite(s): 40 Hours in the CORE and 90 Hours Total; Senior Status with Minimum GPA of 2.5 Required
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 global issues and problems in sport from historical, sociological, economic, psychological, political and legal perspectives. Students will explore their own ethics and moral reasoning, as well as the role of leadership in addressing these issues and problems.

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 425H Honors; Global Human Rights: The Case for Women & Child (0) CCP
Course description as stated in CORE 425 (Honors Course)

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
Prerequisite(s): 40 Hours in the CORE and 90 Hours Total; Senior Status with Minimum GPA of 2.5 Required
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
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 435 I Plead the 2nd! Examining the Role of Gun Violence in the 21st Century (3) CCP
Prerequisite(s): 40 hours in the Core, 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 gun violence from the perspectives of history, public health, public policy and discourse, economics,

psychology, rhetorical analysis and crime prevention.

CORE 435S Serv Lrng: I Plead the 2nd! Examining the Role of Gun Violence in the 21st Century (1) CCP
Concurrent requisite(s): CORE 435
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 460 What the F is Free Speech Anyway? (3) CCP
Prerequisite(s): 40 hours in the CORE and 90 hours total; Senior Status Only
This course is a culminating interdisciplinary course that is global in scope. Together, we will examine the concept of Free Speech as an ethical challenge. Why is Free Speech worth fighting for? What is the danger of silencing offensive speech? Are there/should there be limits to Free Speech? What does Free Speech look like throughout the world?

CORE 460H HON: What the F is Free Speech Anyway? (0) CCP
Course description as stated in CORE 460 (Honors Course)

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 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
Concurrent requisite(s): CORE 472
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
Concurrent requisite(s): CORE 473
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 Honors: 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)
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 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
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 215 Cults & Their Victims (3)

New Course
Prerequisite(s): CRM 103 or SOC 103; CRM Majors Must Get a C or Better for Credit
Throughout history, cults, sects, and new religious movements have developed at the edges of civilization. This course examines such groups in the context of modern movements. Students will explore common typologies of cults, the dynamics of charismatic leadership, models of conversion including "brainwashing," the sociology of small-group behavior, violence, and the experiences of members. Particular focus will be placed on the victimization of cult members and the consequences of their trauma.

CRM 215S Serv Lrng:Cults & Their Victims (1) EXP
Corequisite(s): CRM 215
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 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 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)
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 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)
New Course
Prerequisite(s): CRM 103 or SOC 103
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
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 penality. 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 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)
Prerequisite(s): CRM 103
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 311 Women & Criminal Justice (3) LAS
New Course
Prerequisite(s): CRM 103 or SOC 103
This course is designed to provide students with an understanding of the experience of women in the criminal justice system. Students will be introduced to the concepts of sex and gender, especially their place in the development of criminal justice. Particular focus will be placed on the three main ways in which women interact with the criminal justice system-as victims, as offenders, and as criminal justice employees.

CRM 330 Victim Treatment and Services (3)
Prerequisite(s): CRM 103
This course introduces students to the support, treatment, and services available for victims of crime, ranging from protective services to therapeutic treatment of victims and survivors. To that end, the dynamic and often controversial, processes currently utilized by criminal justice and social service agencies to engage, investigate, and provide support services for victims and their families will be examined. Further, aspects of both the criminal justice and juvenile justice systems' ability to prevent and help victims recover from serious violent crime will be addressed.

CRM 330S Serv Lrng: Victim Treatment and Services (1) EXP
Concurrent requisite(s): CRM 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.

CRM 335 Victimization in the Digital Age (3)
Prerequisite(s): CRM 103
This course focuses on life in the digital age, with particular focus on cybervictimization. Technology, and specifically the Internet, has forever changed the way people interact, behave, and conceive the world around us. Nowhere is this more evident than with the experience of victimization. With this course, students will examine how communication and interaction has changed online, review and analyze the key concepts and typologies of cybervictimization, and study the impact and consequences of cybercrime on victims. This is not a computer science course. As such, a high technical knowledge of computer programming and functions

is not necessary.

CRM 335S ServLearn: Victimization in the Digital Age (1)
Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

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 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 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 Developmentally Appropriate Practice & Observing and Understanding Whole Child (3)
Prerequisite(s): SED 215
Teacher candidates will learn about professional and developmentally appropriate education for ages birth to 8 years as well as children in grade 4 and 5. Teacher candidates will study typical and atypical development in children from birth to age 10. Major developmental theories, conditions and risk factors that affect children's development and learning will be examined. 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) EXP
Prerequisite(s): EDU 207
Corequisite(s): ECE 336 or ECE 337
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) EXP
Prerequisite(s): Admission to School and EDU 207
Corequisite(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)
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)
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): Department Admission, one history course with a grade of "C" or better, and one lab science with a grade of 'C' or better
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 (6-12) EXP

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)
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)
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) 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, binominal valuation of options and the Black-Sholes formula.

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)
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 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)
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)

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)
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)
Concurrent requisite(s): If you plan to take EDU 217, it is recommended that you take them in the same semester
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)
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 207H HON: Educational Theory & Reflective Teaching (0)
Concurrent requisite(s): EDU 207
Course description as stated in EDU 207 (Honors Course)

EDU 217 Technology in the Instructional Process (2)
Corequisite(s): EDU 190 - It is highly recommended that EDU 190 and EDU 217 be taken during the same semester
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 217H HON: Technology in the Instructional Process (0)
Course description as stated in EDU 217 (Honors Course)

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) EXP
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) EXP
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 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) EXP
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) EXP
Prerequisite(s): Admission to School and permission form 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 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 (0) C
Course description as stated in ENG 101 (Honors Course)

ENG 132 In the Beginning: World Myths of Creation & Origins (3) CL
A survey of early old and new world creation narratives and myths contrasted with current viewpoints.

ENG 140 Survey of Women Writers (3) 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) 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 160 Apes, Angels & Victorians: A Survey of the Victorian Period (3) 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) 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) CL
Concurrent requisite(s): ENG 162
Course description as stated in ENG 162 (Honors Course)

ENG 165 Literature, Nature & Environ (3)
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) 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) 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) 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) CL
A study of short stories in world literature.

ENG 176 Modern Novel (3) CL
Readings in modern fiction emphasizing leading writers of world literature who express the concerns of modern society.

ENG 206 State of the Unions:20th Century British and American Drama (3) 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) CL
Concurrent requisite(s): ENG 206
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 208 The Stars Our Destination: Masterworks of Science Fiction (3) CL
Prerequisite(s): ENG 101
This course will examine some of the masterworks of the science-fiction genre, from roughly the end of the Victorian era to the present, discussing the ways in which science fiction can both have a predictive quality and show us where we are in our present historical moment.

ENG 223 Cincinnati Authors (3) 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 226 Multicultural Women Writers (3)
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) 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) 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 260 19th-Century American Thought And Prose (3) CL/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) CL/CH
Course description as stated in ENG 260 (Honors Course)

ENG 262 I Was Crazy Once:Impaired Mind in Lit (3) 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) CL
Concurrent requisite(s): ENG 262
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) 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) 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) CL

Concurrent requisite(s): ENG 276
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) 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)
Concurrent requisite(s): ENG 277
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) 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 279 Killing the Angel in the House: 20th-Cent Brit Women Novelists (3) CL
Prerequisite(s): 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) 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) 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 290 The Story of Your Life: Writing Diaries, Memoirs & Autobiographies (3) LAS
Prerequisite(s): COM/ENG 101, 100-level literature course
This course will examine multiple techniques for writing about your own life. Students will produce substantial diary writing, and will shape a final manuscript of either a diary, memoir, or autobiography.

ENG 300 Advanced Composition (3) LAS
Prerequisite(s): COM/ENG 101 or equivalent; COM 200 recommended
Crosslisted COM 300. A course in writing nonfiction. While most of the work is practical, some theoretical considerations are made regarding style and methods of adapting discourse to meet the needs of a variety of audiences. Writing assignments involve descriptive, expository and persuasive writing.

ENG 301 The Past in Stages:A History of Theatre in Society (3)
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 314 Independent Study (3)
New Course
Independent Study

ENG 316 The School for Scandal: Restoration Comedy (3) CL
Prerequisite(s): ENG 101
This course will examine the comedies written and performed largely during the period in England known as the Restoration, when Charles II, who had fled England after the execution of his father Charles I during the English Civil War (after which England was headed by Oliver Cromwell), was restored to the throne. Drama thrived during this period, and the new king preferred his plays bawdy, raunchy, and explicit. We will examine many key Restoration plays (including two plays by Richard Brinsley Sheridan nearly 100 years later which borrow heavily from Restoration tropes) and discuss what these plays have to teach us about the values and mores of the time, and what they might have to say to us today, particularly on the topics of relations between men and women and the individual's relationship to power and authority.

ENG 350 Topics in Literature (1-3)
Special seminars, guided readings, minicourses of five or 10-week duration.

ENG 353 Topics:Literary Monsters Past & Present (3) 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 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 354S Serv Lrng: Literary London (1) EXP
Concurrent requisite(s): ENG 354
Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

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) 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 372 Creative Writing: Fiction (3) LAS
Prerequisite(s): COM/ENG 101 or equivalent
This course examines methods, models and practice in fiction writing.

ENG 373 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) 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
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 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)
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 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 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.

ESC

ESC 202 Lifespan Motor Development and Control (3)
Prerequisite(s): HES 150 & BIO 131 or BIO 197
Students will explore motor development and control theories and principles as they relate to human movement. Anatomical, physiological, and psychological factors that facilitate motor skill acquisition will be addressed. Emphasis will be placed on the neural and mechanical mechanisms and processes that facilitate or underlie motor behavior changes across the lifespan.

ESC 303 Exercise Physiology (4)
Prerequisite(s): BIO 131 or BIO 198
Concurrent requisite(s): ESC 303A
This course examines human anatomy and physiology and its response to training. Study of the musculoskeletal, cardiovascular, and pulmonary systems as well as bioenergetics, body composition, aging and health-related benefits will be integrated through a class and laboratory format.

ESC 303A Exercise Physiology (LAB) (0)
Concurrent requisite(s): ESC 303
Course description as stated in ESC 303

ESC 311 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.

ESC 323 Principles of Health Assessment and Exercise Prescription (4)
Prerequisite(s): ESC 303/303A
Concurrent requisite(s): ESC 323A
The course provides students with theoretical principles and practical experiences in exercise prescription and assessment in low-risk health populations. 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.

ESC 323A Principles of Health Assessment and Exercise Prescription (LAB) (0)
Concurrent requisite(s): ESC 323
Course description as stated in ESC 323

ESC 336 Sports Nutrition (3)
Prerequisite(s): HES 226 and BIO 131 or BIO 198
This course will discuss exercise bioenergetics to understand how energy is produced and utilized for optimal performance. Principles of nutrition will also be explored related to improving exercise performance, timing of nutrient intake, managing weight, and eating disorders. Topics will address the impact of sport-specific nutrient needs, dietary ergogenic aids, nutritional supplements, deficiencies on an athlete's health status.

ESC 422 Athletic Conditioning and Performance (4)
Prerequisite(s): ESC 311, ESC 303/ESC 303A

Concurrent requisite(s): ESC 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 Condition Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) examination and other fitness credentials. Extensive study of proper execution of flexibility, strengthening, plyometric, and functional activities will be emphasized. Students taking this course may not also earn credit for ATR 320.

ESC 422A Athletic Conditioning and Performance(LAB) (0)
Concurrent requisite(s): ESC 422
Course description as stated in ESC 422

ESC 422H Honors:Athletic Conditioning and Performance (0)
Course description as stated in ESC 422 (Honors Course)

ESC 475 Exercise Programming for Special Populations (3)
Prerequisite(s): ESC 323/323A
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. Interactions between medication and response to exercise as well as modifications to exercise prescription will also be covered. The course content is based upon guidelines published by the American College of Sports Medicine (ACSM).

ETH:PHI

ETH:PHI 203 Environmental Ethics (3) 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 204 Contemporary Moral Debate (3) 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 or 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) 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 240H Honors:Ethics (0) CE
Course description as stated in THE:PHI 240 (Honors Course)

ETH:PHI 250 Health Care Ethics (3) 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 250H Hon:Health Care Ethics (0)
Concurrent requisite(s): ETH:PHI 250

Course description as stated in ETH:PHI 250 (Honors Course)

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) CE
Course description as stated in ETH:PHI 397 (Honors Course) This course examines the moral dilemmas raised by the conduct of business. Topics to be discussed include: product safety, truth advertising, fair pricing, pollution, sexual harassment, and affirmative action. Fulfills Ethics requirement.

ETH:REL

ETH:REL 250 Christian Ethics (3) CE
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 251 Business Ethics (3) 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) 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 252H Honors;Theological Health Care Ethics (0) CE
Corequisite(s): ETH:REL 252
Course description as stated in ETH:REL 252 (Honors Course)

ETH:REL 252S Serv Lrng:Theol Healthcare (1)
Concurrent requisite(s): ETH:REL 252

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 256 Sexual and Reproductive Ethics (3) 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) 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.

FIN

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 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 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 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.

FIN 499 Corporate Finance (1-3)
Independent Study Course

GEG

GEG 202 World Regional Geography (3)
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) 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 120 Geology of Cincinnati (4) 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 120H HON:Geology of Cincinnati (L/L) (0) CN
Concurrent requisite(s): GEO 120
Course description as stated in GEO 120 (Honors Course)

GEO 140 Environmental Science (4) 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.

GRD

GRD 110 Digital Literacy (3)
Digital Literacy is designed to give you the foundation skills needed to use digital illustration tools and fundamental knowledge of open-source website navigation for portfolio development.

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 Production Design (2)
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): GRD 110
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 253 Digital Illustration (3)
Prerequisite(s): ART 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)
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): GRD 110
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): GRD 110
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 353 Typography II (3)
Prerequisite(s): GRD 250/Equiv
This course advances students' understanding and application of the core concepts of typographic organization, including typographic hierarchy, grid systems, designing a series, pacing, flow, and sequential viewing. Emphasis is placed on exploring type and image interaction to give form and meaning to a variety of messages and ideas.

GRD 355 Information Graphics (3)
Prerequisite(s): GRD 250
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 356S Service Learning: Brand Identity Design (1)
Prerequisite(s): GRD 355
Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

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)
Prerequisite(s): Senior Status in Graphic Design Program
This capstone seminar is designed to integrate the courses of the Graphic Design major with the core curriculum. Course content will be based upon the following spring's senior degree topic, including studying this theme from the multiple perspectives of the six baccalaureate learning outcomes that have been an integral part of students' college learning experience. Planned activities include reading, research, writing discourse, and presentation. Course learning will serve as the basis for each student's spring senior degree campaign and exhibit. Documented material from this course will also be used to assess program effectiveness.

GRD 455 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)
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 350 Special Topics Global Aging: Comparative Perspectives (1-3)
Crosslisted SOC 350. Announcement of topics will be made when course is offered.

GST 359 Work, Leisure and Retirement (3)
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)
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 360S Serv Lrng:Mental Hlth Aging (1)
Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

HES

HES 121 First-Aid & Basic Life Support for Healthcare Providers (1)
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 Healthcare Providers.

HES 150 Foundations of Health and Exercise Science (3)
The focus of this course is to introduce students to foundational knowledge of improving health through the promotion of physical activity. Students will explore the health effects of exercise and physical activity, personal and community factors influencing health, and strategies to measure physical activity. This course will emphasize physical activity and its impact on health across the lifespan.

HES 150S Serv Lrng: Foundations of Health and Exercise Science (1) EXP
Concurrent requisite(s): HES 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.

HES 224 Principles of Human Performance (3)
Prerequisite(s): PSY 103 or PSY 103H
Students will explore human performance from a psychological perspective. They will identify how psychosocial factors influence physical activity, exercise, and human performance by applying various psychological theories and principles. Additionally, students will learn how participation in sport, physical activity, and exercise affects health, cognitive functioning, and psychological well-being across the lifespan.

HES 226 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. The roles of macro- and micro-nutrients for facilitating and improving physical function will be addressed.

HES 327 Physiological Adaptations and Management of Stress (3)
Prerequisite(s): BIO 131 or BIO 198
Students will explore the body's physiological and psychological response to acute stressors as well as the body's adaptions to chronic stress. More specifically, the etiology of stress will be examined through its relationship to social, environmental, and health factors. The course will also include techniques and approaches to implementing a stress management program.

HES 332 Epidemiology of Physical Activity and Health (3)
Prerequisite(s): ENG 101 and MTH 174
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.

HES 332S Serv Lrng: Epidemiology of Physi Activity and Health (1) EXP
Corequisite(s): HES 332
Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

HES 394 Cooperative Education (0) EXP
Prerequisite(s): CED 220, Junior Status or Above, and Departmental Permission
For students placed in part-time work assignment 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.

HES 396 Co-Op:Parallel (1-3) EXP
Prerequisite(s): CED 220, 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.

HES 404 Health, Physical Activity and Aging (3)
Prerequisite(s): HES 332
This course will explore aging through the examination of physiological, psychological, and socio-economical factors. Further, the course will discuss the benefits and promotion of physical activity and exercise as it relates to healthful aging. Methods used to assess health, physical fitness, and barriers to exercise will also be discussed.

HES 430 Research Design (3)
Prerequisite(s): HES 332 or ESC 303/303A, MTH 174, Junior Status or Permission of the Instructor
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.

BIO 317S Serv Lrng: Toxicology (1) EXP
New Course
Concurrent requisite(s): BIO 317
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. >

HES 452 Senior Seminar (1)
Prerequisite(s): CED 220, Senior Status or Permission of the Instructor
Corequisite(s): HES 394 or HES 396
This course is taken concurrently with a cooperative education course (HES 394 or HES 396). This course serves as the culminating experience in the Health and Exercise Science major. It will focus on current professional issues.

HIS

HIS 102 World Civilization 1200-1500 (3)
New Course
The course will cover the history of the world from roughly 1200 CE to roughly 1500 CE. This course is for dual enrolled high school students only in AP World History Modern.

HIS 105 World Civilization to 1500 (3) 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) 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) 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) CH
A survey of European culture from the Renaissance to the present.

HIS 109 U.S. History to 1877 (3) 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 109H HON:U.S. Hist to 1877 (0)
Concurrent requisite(s): HIS 109
Course description as stated in HIS 109 (Honors Course)

HIS 109S Serv Lrng:U.S. Hist to 1877 (1) EXP
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) 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) 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) CH
This course explores the development of the Greater Cincinnati area, primarily from the late eighteen 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) 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)
New Course
An examination of the Byzantine Empire and its relation to the Medieval Mediterranean, Islamic and Slavic worlds

HIS 230 Competing Identities:The Modern Middle East (3) 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 236 From Cortez to Costco Impact of European Contact with the Americas on the Food We Eat (3) CH
This course examines the effects of European contact with the Americas on global biodiversity from the 15th century to the present.

HIS 260 19th Century American Thought in Prose (3) CL/CH
Corequisite(s): ENG 101 or equivalent
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) CH
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 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)
This course is a study of women's experiences in American history, Native American and colonial women to the 21st century.

HIS 326 The Scientific Revolution and the Enlightenment (3) CH
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 385 Sea, Sail & Song: Early American Maritime History (3) CH/EXP
Prerequisite(s): 15 or more credit hours earned and min 2.0 cum GPA
This course features early summer travel to the coast of Maine to explore the development of national identity through Americans' extensive reliance on the ocean. Together we will study how life on various frontiers?between past and future, land and sea, and between Native American and trans-Atlantic cultures–created new ideas concerning individualism, independence, and eventually, a new American character. Particular attention will be paid to how this process has been expressed through the music of the folk, and how the history of American seafaring life is communicated through museums of different sizes today. Activities will include music presentations, study at several historical sites, kayaking, a sail on a two-masted schooner, and several days' residence on Maine's historic Pemaquid Harbor. Only three credit hours will be earned upon successful completion of this course; however, this course is coded to satisfy two core curriculum requirements: History (CH) and Experiential Learning (EXP as a travel course).

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 History Internship (1-3) EXP
The History Internship allows students to work in a variety of historic and archival settings to earn Experiential Learning credit.

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)
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 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 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 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 410 Health and Wellness Assessment and Programming (3)
Prerequisite(s): HLT 230, MTH 174, Junior Status or Permission of the Instructor
Concurrent requisite(s): HLT 410S
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 410S Serv Lrng:Health and Wellness Assessment and Programming (1) EXP
Concurrent requisite(s): HLT 410
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 451 Healthcare Administration (3)
Prerequisite(s): HLT 320 and Junior Level Standing
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)
Concurrent requisite(s): HLT 451
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)
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 260S Serv Learn: Honors: Cincinnati Arts Scene (1-3)
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 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 263 HON:Museums,Monuments & Meaning (3) EXP
Prerequisite(s): 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 301 Honors Experience II (1)
Third-year 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 scholarship, service, and a wide variety of specific subject areas. Opportunities for attendance and participation are flexible to allow for busy schedules. Course activities will culminate with presenting at or attending Mid East Honors Association conference or equivalent conference in student's major discipline.

HON 301S Serv Lrng: Honors Experience II (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.

HON 400 Honors Capstone (1)
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.

HON 400S Serv Lrng: Honors Capstone (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.

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 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 378 Machine Learning and Data Mining (3)
Prerequisite(s): INF 221, INF 230, MTH 320
The course will focus on various data mining and machine learning techniques and their applications. Students will manage real data and implement applications for machine learning and data mining using Python and related libraries.

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 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 (Code CR)
Corequisite(s): 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 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
Prerequisite(s): Religion Course (Code CR)
Corequisite(s): SOC 103
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
Concurrent requisite(s): JCG 250
Course description as stated in JCG 250 (Honors Course)

JCG 255 Christian Social Justice (3) JCG
Prerequisite(s): Religion Course (Code CR)
Corequisite(s): SOC 103
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 255H HON: Christian Social Justice (0) JCG
Concurrent requisite(s): JCG 255
Course description as stated in JCG 255 (Honors Course)

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 Race and Justice (3) JCG
Prerequisite(s): Religion Course (Code CR)
Corequisite(s): SOC 103
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
Prerequisite(s): Religion Course (Code CR)
Corequisite(s): SOC 103
This course examines food production, distribution, and consumption using practical theological method. Students develop a spirituality of just food, paying special attention to social structures and individual choices that promote and/or inhibit sustainable foodways.

JCG 267 Healing and Loving Creation:An Ecological Spirituality for Our Time (3) JCG
Prerequisite(s): Religion Course (Code CR)
Corequisite(s): SOC 103
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 267S Serv Lrng: Healing and Loving Creation: An Ecological Spirituality for Our Time (1) EXP
Concurrent requisite(s): JCG 267
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 268 Bringing about a Sustainable Reign of God (3) JCG
Prerequisite(s): Religion Course (Code CR)
Corequisite(s): SOC 103
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/EXP
Prerequisite(s): Religion Course (Code CR) and minimum 2.0 cum GPA
Corequisite(s): SOC 103
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. Only three credit hours will be earned upon successful completion of this course; however, this course is coded to satisfy two core curriculum requirements: Justice and the Common Good (JCG) and Experiential Learning (EXP as a travel course).

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/EXP
Prerequisite(s): Religion Course (Code CR) and minimum 2.0 cum GPA
Corequisite(s): SOC 103
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. Only three credit hours will be earned upon successful completion of this course; however, this course is coded to satisfy two core curriculum requirements: Justice and the

Common Good (JCG) and Experiential Learning (EXP as a travel course).

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.

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)
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 151S Serv Lrng: Legal Principles (1) EXP
Concurrent requisite(s): LGS 151
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 152 Legal Research (3)
Corequisite(s): LGS 151

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 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 & the Law (3)
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)
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 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 354 Constitutional Law (3)
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 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 Sport Law (3)
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 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 100 Writer's Block (1)
New Course
A seminar for students who have received a Writer's Block grant for the semester, which will be awarded at the successful completion of the syllabus. Students will collaborate with the lead faculty in workshopping, project planning, and logistics.

LIB 100S Serv Lrng: Writer's Block (1) EXP
New Course
Concurrent requisite(s): LIB 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.

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)
Prerequisite(s): 21 Credit Hours toward the Liberal 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 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 307 Anxious, Alienated, Confused: The Subject of Late Capitalism (3)
New Course
Prerequisite(s): 21 hours completed in the Liberal Arts major
The subject enmeshed in the networks of late capitalism is constantly inundated with information, tragedy, advertisements promising fulfillment, polarized political opinions, social media posts, etc. Are individuals even capable of adequately processing so much affect and information? What does such daily exposure do to our sense of self? This interdisciplinary course will explore the religious and political roots of our contemporary condition, while at the same time seeking religious and political solutions to this anxious, alienated, and confused condition.

LIB 307S Serv Lrng: Anxious, Alienated, Confused; The Subject of Late Capitalism (1) EXP
New Course
Concurrent requisite(s): LIB 307
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 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 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)
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.

MAF

MAF 111 Mission Ambassadors Formation (1)
Prerequisite(s): Students are required to be Mission Ambassadors to be enrolled in the class.
The Mission Ambassadors Formation I course is designed to assist Mission Ambassadors understand their role in furthering the mission of Mount St. Joseph University. Students will learn about the legacy of the Sisters of Charity of Cincinnati, founders and sponsors of the University. They will be introduced to Catholic Intellectual Tradition, Catholic Social Teaching, diversity of cultures and beliefs, and the role of servant leadership as integral components of the University's mission as well as their role as Mission Ambassadors.

MAF 111S Serv Lrng: Mission Ambassadors Formation (1) EXP
New Course
Concurrent requisite(s): MAF 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.

MAF 211 Mission Ambassadors Formation II -Vocation and Call (1)
New Course
Prerequisite(s): MAF 111
The Mission Ambassadors Formation II -Vocation and Call course is designed to assist Mission Ambassadors in reflecting on and understanding the depth of meaning in a vocational call in connection with one's chosen field of study. Students will learn about men and women in the sacred biblical texts who model discernment in response to a call. Diversity of cultures and beliefs and respect and concern for all persons will be emphasized in teaching the cultural, religious, and historical context of these biblical figures. The connection between Christian baptism, vocation, and call will enrich their understanding of servant leadership as an integral component of the University's mission as well as their role as Mission Ambassadors.

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) EXP
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) EXP
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 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 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)
Concurrent requisite(s): MGT 335
Course description as stated in MGT 335 (Honors Course)

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
Covers selected topics in management. 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 461H Honors Leadership & Politics of Power (0)
Course description as stated in MGT 461 (Honors Course)

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.

MGT 499 Independent Study (1-3)
Independent Study Course

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 300S Serv Lrng:Prin of Marketing (1) EXP
Concurrent requisite(s): MKT 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.

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 356 Advertising (3)
Prerequisite(s): MKT 300
The course is a survey of the principles and practices of advertising. It covers the social and economic significance of advertising, its relation to business organization, the importance of an advertising plan, the preparation of advertisements, and the selection of media. No prerequisites. COM 200 and MKT 300 recommended.

MKT 357 Professional Selling (3)
Presents a behavioral approach to persuasion in the business transaction. The social and psychological elements of effective communication are emphasized. Individual and group presentations will be evaluated.

MKT 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 377 eMarketing (3)
New Course
Prerequisite(s): MKT 300
This course examines social media from a marketing perspective, including defining eMarketing goals for a brand; identifying consumer targets; selecting eMarketing platforms; planning, designing, and deploying content; and using analytics to drive strategic decisions about eMarketing. Laptop Required

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
Concurrent requisite(s): MKT 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.

MKT 453 Current Topics in Marketing (3)
Prerequisite(s): MKT 300
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.

MKT 499 Independent Study (1-3)
Independent Study Course

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 165 Hacking Math: A Tech-Based Survey of Mathematics (3) CMA
Prerequisite(s): Grade of "C" or Better in MTH 097 or MTH 098/Equiv or Placement.
This course is a survey of major branches of mathematics with examples of problems and methods in each, and explored primarily through the use of the programming language Python. (However, no previous coding experience is needed or required for success in this course!) Topics include solving linear equations in one

variable and applications of linear equations in one variable, basic concepts of number theory, geometry, mathematics of finance, probability, and basic descriptive and inferential statistics.

MTH 170 A Liberal Arts View of Math (3) 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 172 Mathematics for Early Childhood and Special Educators (3) CMA
Prerequisite(s): Grade of "C" or Better in MTH 097 or MTH 098/Equiv or Placement
This course prepares pre-service early childhood and special educators who are charged with teaching regular education P-5 and special education K-12 students. Educators will be exposed to the breadth and depth of critical concepts mandated by the state according to the Ohio Mathematics Learning Standards and Progressions. The course will challenge students to develop a deep understanding of the material they will eventually be teaching through critical thinking, mathematical investigations, discussions, and writing. The major mathematical concepts covered in this course will be Algebra (expressions, equations, functions, linear equations), Geometry (shapes, area, perimeter, symmetry, congruence, similarity), and Transformations (volumes, reflections, translations, and rotations) 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 (including writing), representation, and connection.

MTH 174 Statistics I (3) 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 180 Math for Business (3) 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) 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) 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) 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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
Prerequisite(s): MTH 220

Abstract algebraic structures and their application; group and group isomorphism and homomorphisms; rings and fields; historical references.

MTH 391 Advanced Calculus (3)
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 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
Concurrent requisite(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 and Skills 1 (3)
Concurrent requisite(s): MUS 113
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) CAM
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 110 University Singers for Core (3) CAM
Prerequisite(s): Director Approval
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 110E University Singers (0-1)
University Singers is a choral performance class which performs a variety of choral music from all musical periods and styles. Both mixed (SATB) and treble (SSA) and sometimes lower voice (TTB) 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 or two concerts per semester and is occasionally featured at various university functions. This ensemble also may have the opportunity for off-campus performances as part of being a "Beacon to the Region."

MUS 110G Chamber Singers (0-1)
Prerequisite(s): Audition Only. Instructor Permission to join.
Concurrent requisite(s): MUS 110E
Chamber Singers is a smaller, audition-only ensemble that will tackle more difficult repertoire and have faster-paced, more intense rehearsals. Chamber Singers will be called upon to do last-minute pop-up gigs, represent the choral program as ambassadors as needed, and perform at special events as needed. This group is open to anyone who is interested, and being a music major is not required. Auditions happen throughout the fall and spring semester and invitations to join Chamber Singers are offered prior to registration week each semester. Registration is by permission of the instructor.

MUS 117 Class Guitar (1)
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 118 Theory and Skills 2 (3)
Prerequisite(s): MUS 101
Further studies in musicianship. The course will cover Harmonic Progression/Harmonic Rhythm, Secondary Dominants, Neopolitan and Augmented Sixth Chords, Modulation, Modal Mixture, Harmonic Analyses, and Contrapuntal Composition Techniques. Students will continue to develop analytical and compositional skills.

MUS 119 Acting Workshop (3) CAM
Acting Workshop is designed for students who are interested in exploring the acting process. Over the course of the semester students will build foundational acting skills including self-awareness, vocal/physical technique, script analysis, rehearsal process, improvisation, and general theatre terminology. These skills will be developed through a combination of readings, videos, discussion, exercises, written analysis, and performance presentations. By the end of the semester students will have the fundamental skills allowing them to approach the world with curiosity, compassion, and confidence.

MUS 120 Band for Core (3) CAM
Prerequisite(s): Director Approval

The 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 120B Applied Chamber Ensemble (0-1)
Available to all qualified instrumentalists, featuring works for classical guitar, strings, brass and woodwinds. The ensemble performs a variety of music from all eras.

MUS 120E Lion's Roar Band (0-1)
The Lion's Roar Band is open to all wind, brass, and percussion instrumentalists, by director approval. It is a pep band that supports the University at home football and basketball games, and at a variety of other on and off campus events. The Band performs a diverse selection of music ranging from current Top 40 to classical and Broadway. Open to all music majors and non-music majors.

MUS 120F University Band (0-1)
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 120J Jazz Band (0-1)
The Jazz Band performs a wide variety of styles, arranged for the Big Band format. There are typically 2 required Performances a semester, with others as needed.

MUS 120K Orchestra (1)
Open to all strings and other orchestral instruments as needed, music majors and non-music majors, by director's approval (director approval requires an audition). The Orchestra performs standard symphonic literature and "pops" orchestral repertoire. Members of the orchestra will develop a deeper sensitivity not only toward outstanding musicianship, but also to historical style, performance practices, aesthetics, discipline, and professionalism. Students do not need to take this course for credit to participate.

MUS 120L Percussion Ensemble (0-1)
Open to all percussion students, music majors and non-music majors. The Percussion Ensemble performs literature from both the traditional and contemporary ensemble repertoire. Members of the ensemble will develop a deeper sensitivity not only toward outstanding musicianship, but also to historical style, performance practices, aesthetics, discipline, and professionalism.

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
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 (0.5)
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)
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 (0.5)
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)
Weekly one hour private instruction.

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 (0.5)
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)
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 (0.5)
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)
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 (0.5)
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)
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 (0.5)
Weekly half hour private instruction. To study the techniques and musical skills for playing the Cello.

MUS 162A Cello (1)
Weekly one hour private instruction. To study the techniques and musical skills for playing the Cello.

MUS 162P Cello & Pedagogy (0.5)
Prerequisite(s): Approval by Instructor
This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor

MUS 163 Bass (0.5)
Weekly half hour private instruction. To study the techniques and musical skills for playing the Doublebass

MUS 163A Double Bass (1)
Weekly one hour private instruction. To study the techniques and musical skills for playing the Doublebass.

MUS 163P Bass & Pedagogy (0.5)
Prerequisite(s): Approval by Instructor
This course will provide time for intensive study and analysis of pedagogical methods and graded repertoire of the area of study (as indicated by national teaching associations) through the support and resources of the instructor.

MUS 164 Guitar (0.5)
Weekly 30 minute private instruction. Technical facility in scales, arpeggios and selected studies. Emphasis on contemporary guitar techniques.

MUS 164A Guitar (1)
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 (0.5)
New Course
Weekly half-hour private instruction. Emphasis on Classical Guitar

MUS 165A Classical Guitar (1)
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 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 (0.5)
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)
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 (0.5)
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)
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 (0.5)
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)
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 (0.5)
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)
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 (0.5)
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)
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 (0.5)
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)
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)
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 (0.5)
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)
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 (0.5)
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)
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 (0.5)
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)
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 (0.5)
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)
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)
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 (0.5)
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)
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 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 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) 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)
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 214 Stagecraft and Theatre Design (3)
Welcome to Stagecraft and Theatre Design! This course is designed to introduce you to theatre production areas including scenic construction, scenic painting, lighting, sound, costumes, make-up and stage management. Students completing this course will have the skills necessary to run a fully staged theatre production. Students will gain these skills through a variety of readings, lectures, class discussions, in and out of class activities, and a production assignment. This course will give a basic foundation in theory with a primary focus on practical application of skills. Students displaying exemplary dedication and skill may be offered future theatre staff opportunities through Mount St Joseph University.

MUS 217 Directing (3)
New Course
Directing is designed to students who are interested in exploring the fundamental techniques of theatrical directing. Students will explore the role of the director, script analysis, blocking principals, audition/rehearsal techniques and common spaces.

MUS 233 Listen to This:Musical Masterworks from the Middle Ages to 1750 (3) 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) 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) 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 307 Theory and Skills 3 (3)
Prerequisite(s): MUS 101, MUS 118
Further studies in musicianship. Transpositions, Phrases, Periods, Motives, Musical Forms from Teoria,

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 403 Basic Conducting (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 404 Theory and Skills 4 (3)
Prerequisite(s): MUS 101, MUS 118, MUS 307
Studies in Style, focusing on the Western Art Music Tradition, and the ensuing American tradition of music. Further studies in basic musicianship, including the vocal execution of themes, and aural recognition of chords, qualities, as well as various transcription skills.

MUS 405 Senior Recital (1)
Prerequisite(s): Music Major with 6 hours of Applied Lessons (MUS 140A-MUS 200A)
Senior Recital is the culmination of a student's private lesson study. Taken with their applied instructor, the Senior Recital course readies students for a final public recital, featuring themselves. Prior to the Recital Event, students must pass a Recital Hearing, where they perform their intended Recital Repertoire for their private instructor, as well as at least 2 other selected members of the Music Department. A pass on the Recital Hearing will approve their Recital to take place, and successful completion of the Recital Hearing, and Recital, shall consist a Pass for the course.

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.

NLP

NLP 105 Introduction to Linguistics for Computer Scientists (3)
In this class, we will explore common questions that linguistics answers such as: Where did English come from? Why do people have accents? If a baby hears two languages, will the baby be confused? The course will explore language structure (syntax), language in culture and use (pragmatics), word parts (morphology), and the sounds of human speech (phonetics and phonology). Expect to dive into fun projects, like teaching people to speak English, creating your own language, and finding out where you favorite words came from and why. This course provides necessary conceptual background for students interested in corpus linguistics and natural language processing and is a prerequisite to Introduction to Language and Computers.

NLP 106 Introduction to Secondary Research Methods (3)
Have you ever heard on the news "scientists have discovered" ...says who, where? Or what about a medical procedure or a drug...how do we know what kind of research has been done...is it safe? If you have ever wondered about these type of questions, this course is for you. We will learn how to find and interpret

academic and scientific articles in order to find answers to real world questions. We will learn to think critically about things that may impact the value of the research, such as sample selection and researcher bias. We will also work together to write an article with the view of submitting it to a journal or conference for publication. Natural language processing and computational linguistics requires a deep understanding of the real-world problems at hand and whether the computer derived solutions indeed work as intended in the messy contexts of workplaces and society-at-large. This course will prepare students to be critical consumers of information about the problems they are trying to solve and is a prerequisite to Introduction to Primary Research Methods.

NLP 120 Principles of NLP Programming I (3)
Prerequisite(s): MTH 165
This course will enable students to develop 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 real-world problems using Natural Language Processing (NLP) algorithms from existing open source libraries. INF 120 can be substituted for this course for CS-NLP double major students.

NLP 125 Introduction to Language and Computers (3)
Prerequisite(s): NLP 105
If you've ever wondered how your phone knows what you're going to type or how Google knows what you're trying to buy, this course will answer your questions. Using examples from technology and media we use every day, this course will overview basic concepts related to corpus linguistics (using a big collection of language to understand how language works) and natural language processing (understanding what language is trying to say and often using that information to make real time decisions). Working together, we will engage in hands-on activities and projects using corpus linguistics and natural language processing tools. We will also contemplate what all the advancements in technology mean to our daily work (are robots going to take over?) and privacy (who or what is listening to us and how and why?).

NLP 126 Introduction to Primary Research Methods (3)
Prerequisite(s): NLP 106
The first step to solving a problem, in computer science and other concentration areas, is narrowing the problem down and developing a plan of attack. Suppose we have a formal business or computer problem - and we determine that no one else has ever answered our exact question - how would we go about finding the answer? In this course you will learn how to develop and refine your own research question and conduct a mini-study using proper research theory and methods to look for answers. You will have the opportunity to explore pathways towards publishing or presenting your research.

NLP 221 Principles of NLP Programming II (3)
Prerequisite(s): NLP 120
Students will expand their knowledge of concepts and considerations of structured and object-oriented programming methodologies mastered in NLP 120 by learning approaches for development of reliable, highly maintainable, and re-usable NLP projects. To this end, students will expand their knowledge of object-oriented design approaches through the introduction to encapsulation, inheritance, polymorphism, and abstraction. Students will utilize these approaches to expand the project they developed in NLP 120. Additional topics include systems development lifecycle (SDLC), multi-dimensional arrays, exception handling, addresses, pointers, and dynamic storage allocation. INF 221 can be substituted for this course for CS-NLP double major students.

NLP 230 Applications of Database & Design Development for NLP Programming (3)
Prerequisite(s): NLP 120, INF 120, or equivalent
In addition to providing an introduction to fundamental database concepts including current relational database modeling, file management, data definition, and standards, students will learn to develop structured query language (SQL) statements to develop, retrieve, manipulate, and maintain NLP data generated in in their previously developed projects. Students will learn to use complex and compound criteria from multiple tables to develop appropriate reports and perform data analysis of the NLP data stored in the relational database. Additionally, students will explore some contemporary non-relational databases. INF 230 can be

substituted for this course for CS-NLP for double major students.

NLP 250 Web Fundamentals and NLP Programming (3)
Prerequisite(s): NLP 105, NLP 120, NLP 230 or equivalent
This course is intended to equip students with robust understanding of the fundamentals of current and proposed standards for HTML, XHTML and CSS. Using this knowledge, the students will develop web applications aimed at expanding their existing project developed in NLP 230. This course also examines various multimedia formats (images, audio, video, sound and animation), web standards and user accessibility. INF 250 can be substituted for this course for CS-NLP double major students.

NLP 270 Creating NLP-Driven Mobile Applications (3)
Prerequisite(s): NLP 221/INF 221and NLP 230
In this course, students will be introduced to the foundations of mobile app development and its unique requirements and constraints. Students will create a mobile app for their NLP web project created in NLP 230. Students will learn the requirements and design decisions tied to mobile application development and how they relate to limited resources available on mobile devices are emphasized. INF 270 can be substituted for this course for CS-NLP double major students.

NLP 340 Directed Research (1-3)
New Course
In this course, the student will design and conduct Natural Language Processing research under the direction of an NLP faculty member. The student will collect and interpret the data gathered 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.

NLP 350 Applied Social Computing (3)
New Course
Applied Social Computing: The goal of this course, taken towards the end of the student?s Mount education, is to synthesize the students? Mount experience and aid students in acquiring real-life technical, professional, and research skills. In this course, students will select from one of several possible research and/or technology projects that are associated with the Mount. Students will participate in their selected projects to review relevant professional and/or academic literature, conduct a needs analysis and/or develop their project?s technical specifications, and then map out a project goals timeline document. At the end of the term, students will present their experiences and their project to stakeholders and the Social Computing faculty and students.

NUR

NUR 100 Health Promotion (3)
Prerequisite(s): Nursing major or permission of the BSN Program Director
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 220/220A/220C, NUR 317/317A, NUR 280
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) EXP
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 207S Serv Lrng:Population-Focused Primary Health Care Nursing (1) EXP
Concurrent requisite(s): NUR 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.

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) EXP
Concurrent requisite(s): NUR 210/210A

Course description as stated in NUR 210

NUR 210S Serv Lrng: Foundations Patient- Centered Nursing Care (1) EXP
Concurrent requisite(s): NUR 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.

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): NUR 280, 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) EXP
Concurrent requisite(s): NUR 220/220A
Course description as stated in NUR 220

NUR 280 Pathophysiology: A Nursing Perspective (3)
Prerequisite(s): BIO 197/197A, BIO 198/198A, CHE 104/104A/104R, and BIO 215/215A
This course examines alterations in biological processes that affect homeostasis with an emphasis on disorders of body systems. Causes, pathogenesis, and compensatory mechanisms for disease states are discussed. Cellular, genetic and tissue changes in infection, inflammation, immunity, fever, and tissue repair are explored.

NUR 317 Pharmacology and Medication Administration (4)
Prerequisite(s): NUR 205/205A, NUR 210/210A/210C, BIO 215/215A
Corequisite(s): NUR 220/220A/220C, NUR 280
Concurrent requisite(s): NUR 317A
This course explores: Basic mechanisms of drug action, indications and contraindications of drug therapy; nursing interventions related to dosage; and 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 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 and Medication Administration LAB (0)
Concurrent requisite(s): NUR 317
Course description as stated in NUR 317

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) EXP
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, NUR 280
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) EXP
Concurrent requisite(s): NUR 360
Course description as stated in NUR 360

NUR 360H HON: Family-Centered Maternity Nursing (0)
Concurrent requisite(s): NUR 360
Course description as stated in NUR 360 (Honors Course)

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) EXP
Concurrent requisite(s): NUR 370
Course description as stated in NUR 370

NUR 370H HON:Patient-Centered Nursing 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 470
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) EXP
Concurrent requisite(s): NUR 410
Course description as stated in NUR 410

NUR 420 Medical-Surgical Nursing IV: Critical Care (5)
NUR 410/410C, 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) EXP
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/NUR 420C and must have successfully completed all nursing courses
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 430 Research for the Health Sciences (3)
Corequisite(s): MTH 174
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 452P Independent Study (1-3)
Independent Study

NUR 452U 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) EXP
Concurrent requisite(s): NUR 460
Course description as stated in NUR 460

NUR 460H Honors:Family-Centered Pediatric Nursing (0)
Course description as stated in NUR 460 (Honors Course)

NUR 460S Serv Lrng: Family-Centered Pediatric Nursing (1) EXP
Concurrent requisite(s): NUR 460
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 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 470H HON:Leadrshp in Professional Nursing (0)
Concurrent requisite(s): NUR 470
Course description as stated in NUR 470 (Honors Course)

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) 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) CP
Concurrent requisite(s): PHI 140
Course description as stated in PHI 140 (Honors Course)

PHI 200 Perspectives on Human Nature (3) 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) 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 220H HON: Political Philosophy (0) CP
Concurrent requisite(s): PHI 220
Course description as stated in PHI 220 (Honors Course)

PHI 285 Philosophy of Art (3) 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 285H HON:Philosophy of Art (0) CP

Course description as stated in PHI 285 (Honors Course)

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.

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 130 Astronomy Lecture & LAB (4) CN
Prerequisite(s): MTH 097 or equivalent OR MTH 098 or equivalent
Introduction to astronomy including: observations of the sky and how they are effected by Earth's motion; the evolution of astronomical thought; the tools that astronomers use; the Solar System; the nature and evolution of stars and galaxies; and the evolution of the universe. Lecture and laboratory.

PHY 201 General Physics I (3)
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)
Concurrent requisite(s): PHY 201
Laboratory applications of the concepts introduced in PHY 201.

PHY 202 General Physics II (3)
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)
Concurrent requisite(s): PHY 202
Laboratory applications of the concepts introduced in PHY 202.

PHY 202H General Physics II (0)
Concurrent requisite(s): PHY 202
Course description as stated in PHY 202 (Honors Course)

PHY 264 Physical/Chemical Forensics (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.

PSC

PSC 201 American National Government (3)
An introduction to the American political system, its structure and historical evolution. The role of political parties, the media and interest groups are considered.

PSY

PSY 103 Introduction to Psychology (3) 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) 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 110 Careers in Psychology (1)
New Course
In this course, students will learn about a variety of career paths in Psychology as well as applications of psychology in additional career settings. This seminar course will involve class discussion, reflective writing, and perspective from guest speakers in the field.

PSY 204 Lifespan Development (3)
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.

PSY 204H HON:Lifespan Development (3)
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 208 Social Psychology (3)
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 percep-

tion, 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)
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)
Prerequisite(s): PSY 103 or PSY 103H
This is an interdisciplinary course that looks at the issue of domestic/interpersonal violence from various disciplines (culture, history, health care, criminal justice, psychology, economics, politics, etc.) to assist students in understanding the complex nature of this problem. Students will explore possible solutions that utilize a combination of these disciplines and be able to reflect on how each discipline informs the other to create as well as exacerbate this complicated societal problem.

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)
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 225 Human Sexuality (3)
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 225H HON:Human Sexuality (0)
Concurrent requisite(s): PSY 225

PSY 225S Serv Lrng:Hum Sex Behavior (1) EXP
Concurrent requisite(s): PSY 225
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 250 Positive Psychology: The Science of Happiness (3)
Prerequisite(s): PSY 103 or PSY 103H
Examines scientific research on developing happiness and psychological well-being. Topics include, but are not limited to, the nature of happiness, self-esteem, developing successful relationships, and mindfulness. Students will learn some ways to increase their own levels of happiness.

PSY 275 Sport Psychology (3) LAS
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)
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)
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 310H HON: Cognition & Memory (0)
Course description as stated in PSY 310 (Honors Course)

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 340 Abnormal Psychology (3)
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)
Concurrent requisite(s): PSY 340
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)
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 360 Biological Psychology with LAB (4)
Prerequisite(s): PSY 103 or PSY 103H and BIO 131 or BIO 197
Examines how the human brain and nervous system influence our behaviors, including sensation, emotions, sleep and dreams, cognition, memory, and psychological disorders. Includes outside-of-class lab activities that allow students to gain experience and apply their learning.

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 the Paranormal (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)
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 385H HON:Persnlty Theory-Freud/Enemy (0)

Course description as stated in PSY 385 (Honors Course)

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 399S Serv Lrng: Independent Study (1) EXP
Concurrent requisite(s): PSY 399
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 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)
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 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)
Concurrent requisite(s): RDG 304
Course description as stated in RDG 304 (Honors Course)

RDG 305 Literacy Practicum (1) EXP
Prerequisite(s): Admission to School and RDG 215
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) EXP
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 330S Service Learning: Phonics and Linguistics (1) EXP
Concurrent requisite(s): RDG 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.

RDG 331 Methods of Teaching Reading and Writing (3)
Prerequisite(s): RDG 316 or RDG 305
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 331H HON:Methods of Teaching Reading and Writing (0)
Course description as stated in RDG 331 (Honors Course)

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 215, RDG 330, and RDG 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) 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) 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 102 Christian Scriptures (3) 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) 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 104 Personal Spirituality and Theology of Human Experience (3) 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) 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 107S Serv Lrng: Intro to Catholic Christianity (1) EXP
Concurrent requisite(s): REL 107
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 108 World Religions (3) 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 108S Service Learning:World Religions (1) EXP
Concurrent requisite(s): REL 108
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 109 Introduction to Biblical Literature (3) CR
This course explores the texts and basic theology of the Bible coupled with an analysis of the historical and cultural milieu from which the Old and New Testaments arose and the manner in which these texts were transmitted and interpreted.

REL 203 Theo/Dr.M.L.King/Malcolm X (3) CR
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 206 Spirituality & Wellness (3) 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 215 Life Through Death (3) 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 221 Theology of Human Marriage and Sexuality (3)
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 236 History of Christianity (3) CR
History of Christianity examines the history and theology of Christianity in its various cultural and geographic contexts. It will focus on the key issues, events, and individuals that have impacted the development of Christian tradition from its earliest roots to today. Of particular interest will be the formation of doctrines concerning the divinity and humanity of Jesus.

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) CR
This course will consider all of the dimensions and dynamics of the spiritually-potent women who have imagined and enfleshed 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 314 Spirituality of Leadership (3) 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 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 347 Seminar Systematic Theology I (3)
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)
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) 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 351 Spirituality of the Johannine Literature (3) 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 351S Serv Lrng:Johannine Literature (1) EXP
Concurrent requisite(s): REL 351
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 370 The Catholic Tradition: From Rome to Assisi and Back Again? (3) EXP/IDS
This accelerated 3 credit course offers students an on-site, immersion learning experience of Catholic culture, history, and theology in Rome and Assisi from an interdisciplinary methodological perspective. The majority of the course takes place in Italy and requires travel.

REL 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.

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)
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 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 380 Special Topics (1-4)
To be arranged by student with a faculty member.

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 Assessment and Diagnosis for Special Education (3)
Prerequisite(s): Admission to Division and SED 215
This course involves the intensified study of educational assessment and diagnosis of school-age student, including the referral process for special education services. The course includes the study and use of standardized and non-standardized 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 physical disabilities. This includes development of knowledge and skills for progress monitoring, curriculum aligned assessment, and strategies for remediation and enrichment.

SED 331 Moderate to Intense Instructional Strategies (3)
Prerequisite(s): Undergraduate students must be within 30 credit hours of graduation
Corequisite(s): SED 332
This course provides a study of curriculum programming, instructional environments and strategies, and assessment techniques for use with students with moderate to intense needs. The areas of social skills, behavior,

functional academics, technology, communication, and transition are covered. Curriculum adaptations and support in the general education curriculum are addressed. Best practices in community-based instruction, authentic assessment, and ecological evaluations are emphasized. Students must participate in a practicum along with this course. Failure to complete the practicum will result in failure of the course.

SED 332 Moderate/Intense Practicum (1) EXP
Prerequisite(s): Undergraduate students must be within 30 credit hours of graduation
Corequisite(s): SED 331
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 333 Curriculum & Methods/Students with Mild/Moderate Needs (1) EXP
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) EXP
Prerequisite(s): Admission to School
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 Collaboration and Transition (3)
Concurrent requisite(s): SED 215
This course provides the student with the 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 students. Students will explore strategies for building relationships and collaborative interventions within diverse contexts. The course also includes principles and techniques for providing career education and transition services.

SED 351 Intro to Learning Disabilities (3)
Prerequisite(s): SED 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 351S Serv Lrng:Intro to Learning Disabilities (1) EXP
Concurrent requisite(s): SED 351
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 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 444 SED Student Teaching (6-12) EXP
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.

SLH

SLH 101 Intro to Speech, Language, and Hearing Sciences (3)
This course is about communication and an overview of the kinds of disorders that disrupt communication across the life span. The course includes an overview of normal speech, language and hearing development and explanations of causes and characteristics of a wide variety of communication disorders. The roles of audiologists and speech-language pathologists are explored.

SLH 207 Anatomy and Physiology of Speech and Hearing with Lab (4)
Concurrent requisite(s): SLH 207A
The course will focus on normal anatomy and physiology of the body systems involved in the processes of speech, language, hearing, and swallowing. Lecture/Lab

SLH 207A Anatomy and Physiology of Speech and Hearing (LAB) (0)
Concurrent requisite(s): SLH 207
Course Description as stated in SLH 207

SLH 210 Neuroscience and Communication Behavior with Lab (4)
Prerequisite(s): BIO 211/211A
Concurrent requisite(s): SLH 210A
This course provides an overview of neuroanatomy, neurophysiology, and neuroscience pertinent to processes of human communication behavior and disorders of communication. Emphasis is on structural and functional relationships necessary for speech, language, hearing, and cognition although a general knowledge of the nervous system is first required. Topics include: gross anatomy of central and peripheral nervous systems; sensory systems, especially special systems (vision, auditory, gustatory), motor systems, and functional hemisphere and cortical organization. Neuropathology of stroke, progressive diseases, traumatic brain injury and other neurological disorders that result in cognitive or communication disorders are emphasized throughout the course. Lecture/lab

SLH 210A Neuroscience and Communication Behavior (LAB) (0)
Concurrent requisite(s): SLH 210A
Course Description as stated in SLH 210

SLH 220 Speech and Language Development (3)
Prerequisite(s): BIO 211/211A
This course explores speech and language acquisition theory and stages from birth through adolescence. A variety of methods for analyzing syntax, semantics, pragmatics, morphology and phonology across the stages of development are discussed. Contributions of biological, social, cognitive and environmental factors on the process of language development are integrated. Information on language variation in multicultural populations is presented

SLH 220H HON: Speech and Language Development (0)
Course description as stated in SLH 220 (Honors Course)

SLH 221 Seminar in Speech Language Pathology and Audiology I (1)
Concurrent requisite(s): SLH 210/210A, SLH 220
This is the first professional seminar for majors in speech language pathology and audiology. Students demonstrate observational techniques in class and observe with licensed SLPs in the community.

SLH 233 Phonetics (3)
Study of the various aspects of speech sounds and their production with a clinical focus on articulatory, acoustic, and linguistic bases of phonemes used in American English. In addition to the basic anatomy of speech sound production, students learn to discriminate, analyze, and transcribe speech sounds using the International Phonetic Alphabet (IPA). The relevance of course content to clinical and other applications is discussed as students learn to use the IPA to transcribe the speech of individuals with communicative differences and are introduced to phonological analysis.

SLH 310 Introduction to Audiology (3)
Prerequisite(s): SLH 210/210A, SLH 220
This course focuses on the topics related to the field of Audiology including the history of audiology, different employment settings for Audiology, hearing loss types and causes, diagnostic and treatment procedures for hearing impaired populations.

SLH 320 Science of Speech and Hearing (3)
Prerequisite(s): SLH 310, RDG 215
An introduction to speech physiology, acoustics, perception, models of speech production, research methodology and current topics in the area of speech science. Students will also engage in analysis of speech signals to provide application of theories discussed in class. Clinical applications will also be discussed.

SLH 321 Seminar in Speech Language Pathology and Audiology II (1)
This is the second professional seminar for majors in speech language pathology and audiology. Students demonstrate observational techniques in class and observe with licensed SLPs in the community.

SLH 396 Cooperative Education Work Experience (1-3) EXP
Prerequisite(s): CED 220
A speech, language, or hearing related work experience supervised by a speech, language, and hearing 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.

SLH 410 Research in Speech, Language, and Hearing Sciences (3)
Prerequisite(s): MTH 174
Evidence-based practice focuses on the interaction of the components of the research process with application to the theory and practice of audiology and speech pathology. This course emphasizes the critical appraisal and utilization of research including selected theories and ethical considerations. Critical and reflective thinking, as a professional who provides evidence based practice, will be emphasized.

SLH 411 Senior Seminar in Speech, Language, and Hearing Sciences (3)
Prerequisite(s): SLH 320, SLH 321
Concurrent requisite(s): This course provides the concepts of professional collaboration and counseling theory and practice as it relates to individuals with communication disorders. Consideration will be given to the psychological and psychosocial implications of communication disorders to individuals and their families. Interviewing and intervention styles will be discussed and practiced in a series of exercises and assignments. Students will be exposed to professionals that they may collaborate with in order to have an understanding of role sharing and professional cooperation.

SLH 420 Evaluation and Treatment of Speech and Language Disorders (3)
Prerequisite(s): SLH 320
This lecture course focuses on the study of speech and language disorders in children. Topics include assessment techniques with emphasis on language sample analysis, consideration of cultural and communication differences, and treatment techniques to facilitate generalization.

SLH 452 Independent Study (1-4)
Independent Study Course. Learning Contract and approval of Speech, Language, and Hearing Sciences Chair Required.

SOC

SOC 103 Our Social World (3) 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 103H HON:Our Social World (0) CS
Course description as stated in SOC 103 (Honors Course)

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 202 Race, Class, Gender (3)
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 208 Social Psychology (3)
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)
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 216 Sociology of the Family (3)
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)
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
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)
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 & the Law (3)
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
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)
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 activities, 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)
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
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 350 Special Topics: Sociology of Work, Occupations & Professions (1-3)
Topics vary. May be repeated once as topic changes.

SOC 370 Sociological Theories (3)
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 370S Serv Lrng: Sociological Theories (1)
Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

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 375S Serv Lrn:Social Research I (1) EXP
Concurrent requisite(s): SOC 375S
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 377 Evaluation, Research and 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)
Prerequisite(s): SOC 103, CRM 103, PSY 103, MTH 174 and CRM 375 OR SOC 375
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)
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
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 358 Hispanic Literature in English (3) 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 185H HON: Historical & Socio- Cultural Dimensions in Sport (0)
Course description as stated in SPM 185 (Honors Course)

SPM 185S Serv Learn:Hist & Socio-Cultural Dimensions in Sport (1) EXP
Concurrent requisite(s): SPM 185
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 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 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 340 Coaching of Team Sports (3)
This course focuses on the coaching team sports. Emphasis will be on coaching theory, instructional skill development, planning for practices, and game strategies.

SPM 342 Sport Skills (3)
This course focuses on the development of cognitive and psychomotor skills of selected sports. Emphasis will be on psychomotor skill development and assessment of these skills.

SPM 355 New Media & Public Relations (3)
Prerequisite(s): COM 100 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 355S Serv Lrng:New Media & Public Relations (1) EXP
Concurrent requisite(s): SPM 355
Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

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
The service learning travel experience is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. This course includes a service learning component of one credit hour which will be attached as a pass/fail credit to the course on your transcript. The following are requirements for the service learning credit: confirmation on MountConnect, completion of a pre and post evaluation, journaling, creating a presentation, and attending a guided reflection. Students will receive an incomplete for their service learning credit so they can complete the service component during the summer. As soon as all requirements are satisfied, the grade will be changed from an incomplete to pass.

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 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 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 499 Independent Study (1-3)
Independent Study Course

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.

SWK

SWK 201 Interprofessional Approaches to Suicide Prevention (3)
New Course
Prerequisite(s): SOC 103 or PSY 103
Using readings and interactive case studies from health sciences, public health, law and psychology, the course addresses multi-level influences on suicide and its prevention. Topics covered include suicide prevention-related ethical issues, terminology, attitudes and social norms, vulnerable populations, risk/protective factors, and mental health services and public health approaches to suicide prevention.

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
Concurrent requisite(s): SWK 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.

SWK 223 Social Policies and Issues (3)
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 233 Ethics and Social Welfare (3)
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 313 Addiction: The Foundation I (3)
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 314 Addiction: The Foundation II (3)
Prerequisite(s): SWK 313
This course focuses on theories and fundamentals of Substance Use Disorders and treatments. Topics will include assessment and diagnosis, treatment planning, theories of addiction, psychopharmacology, group, and individual treatment strategies, and professional ethics for substance abuse counselors. This course exceeds the Ohio Chemical Dependency Professional Board (OCDP) requirements for the Chemical Dependency Counselor Assistant (COCA) Phase 2.

SWK 315 Addiction: Stopping Before It Starts (3)
Prerequisite(s): SOC 103, PSY 103, or CRM 103
This course examines various prevention and intervention strategies used with individual, taking into special consideration the impact diversity plays in selecting such strategies. Student will learn about models and theories used to describe prevention from a contemporary and historical view point and risk factors that influence an individual's probability of misuse of substances of psychoactive substances.

SWK 316 Addiction: Brain, Body, and Relationships (3)
Prerequisite(s): SOC 103, PSY 103, or CRM 103
This course examines the impact of drugs of abuse on the biological, psychological, and sociological areas of the consumer. This course will also explore pharmaceutical intervention to assist in the detoxification process and potential interactions between drugs of abuse and those that treat addiction, as well as mental and emotional disorder. Students will also learn how various relationships are directly impacted by the addiction process and indicators of dysfunction within those relationships.

SWK 317 Interdisciplinary Approach to Diversity and Social Justice (3)
Prerequisite(s): SOC 103, PSY 103, or CRM 103
This course builds on the generalist practice curriculum and serves as an introduction to diversity and social justice in the context of social work practice. The course aims to enhance cultural competence by raising students' awareness of their own values, assumptions, and biases, as well as their relationships and styles of interaction and communication with people from cultures different than their own. Competence is considered in dimensions of values, knowledge, skills, and cognitive and affective processes. This course will examine social justice issues through an interdisciplinary lens.

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 322 Human Behavior and the Social Environment I (3)
Prerequisite(s): Nonsocial work majors: SOC 103 or PSY 103. Social work majors must also have completed SWK 220
This course is designed to provide the student with a descriptive overview of the theoretical and conceptual diversity framework that is used to understand the complexities of interactions of human behavior within the social environment from ages birth to adolescent. The course provides an in-depth description of the intervention approaches which impact the human condition and the dynamic developmental components that creates unique relationship and adaptations to their environment from ages birth through adolescence. The course will also describe the systems which create, shape, and influence the social structures, organizations and communities in which we live that impact children ages from ages birth to adolescence.

SWK 323 Human Behavior and the Social Environment II (3)
Prerequisite(s): Nonsocial work majors: SOC 103 or PSY 103. Social work majors must also have completed

SWK 220
This course is designed to provide the student with a descriptive overview of the theoretical and conceptual diversity framework that is used to understand the complexities of interactions of human behavior within the social environment from late adolescent to late adulthood. The course provides an in-depth description of the intervention approaches which impact the human condition and the dynamic developmental components that creates unique relationship and adaptations to their environment. The course will also describe the systems which create, shape, and influence the social structures, organizations and communities in which we live.

SWK 327 Interviewing and Assessment (3)
Prerequisite(s): SWK 220 & SWK 321 OR SWK 322 OR SWK 323; Junior Standing. For non social work majors: SOC 103 or PSY 103.
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): 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 322, SWK 327, SWK 317, Admission to the Social Work program, and senior class standing
Corequisite(s): SWK 328
The student spends sixteen hours 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 360 Case Management in the Helping Professions (3)
Prerequisite(s): for social work majors: SWK 327, for non-social work majors: SOC 103, PSY 103, or CRM 103
Catalog Description: This course is designed to provide the student with an introduction to concepts and skills for effective case management skill sets within the helping professions. This course will assist students in developing the skill associated with effective case management in social service settings. This course will provide students the opportunity to explore the current overview of the case management practice. Discussion topics include, but are not limited to: case management roles, case management components (intake, assessment, establishing goals, evaluation, and termination), interpersonal skills, record keeping and technical writing skills, working with special populations (addictions, mental health, health care, child welfare, geriatrics, etc.), crisis intervention, and termination.

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 Evaluation, Research and 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)
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.

SWK 432 Fieldwork II & Seminar (5) EXP
Prerequisite(s): SWK 323, SWK 328, SWK 330, and senior class standing
Corequisite(s): SWK 329
The student spends sixteen hours 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.

WST

WST 150 Woman as Person: Relationships (3)
This interdisciplinary course draws from history, literature, psychology, and sociology in a study of woman as an individual in terms of her nature, history and status, with an emphasis on relationships.

Appendix B: Faculty

Office of the Provost

CRABBE, HEATHER, J.D.
B.S., Western Kentucky University; J.D., NKU Chase College of Law
Associate Provost for Academic Support

CURRIE, CHRISTA, Ph.D.
Ph.D., University of Cincinnati
Acting Provost & Associate Provost of Academic Affairs

DAVIS, DIANA, Ph.D.
Ph.D., Colorado State University
Provost Emeritus

EVANS, HEATHER
Faculty
Biology

GLENN, NIKKI
Assistant Professor
Biology

STYGA, JOE
Faculty
Biology

School of Arts and Humanities

SONTAG, MICHAEL, Ph.D.
Ph.D., University of Cincinnati; B.A., University of Cincinnati
Dean of Arts & Humanities

AMANKWAH, REV. JOHN, Ph.D.
Ph.D., M.A., M.A., Duquesne University; Diploma, AMECEA Pastoral Institute
Associate Professor
Communication and New Media Studies

BARKLEY, ELIZABETH BOOKSER, Ph.D.
Ph.D., University of Cincinnati; M.A., St. Louis University; B.A., College of Mount St. Joseph
Professor, English, and Chair
Liberal Arts

BODLE, ROBERT, Ph.D.
Ph.D., University of Southern California; M.A., Arizona State University; B.A., University of California, Santa Cruz
Professor
Communication and New Media Studies

BRINKSMEIER, ULLI, M.M.
M.M., The Juilliard School of Music
Associate Professor
Music

BUECHEL-RIEGER, ANDREW, Ph.D.
Ph.D., Emory University; M.T.S., University of Notre Dame
Assistant Professor, Religious Studies
Liberal Arts

CHOPRA, SWATI, M.Des.
M.Des., University of Cincinnati; B.F.A., Rhode Island School of Design; A.A.S., College of Du Page
Assistant Professor
Art & Design

CREWS, LISA, Ph.D.
Ph.D., Ohio University, M.A., University of Denver, B.A., Wittenberg University
Chairperson and Assistant Professor
Communication and New Media Studies

DAVIDSON, CHRISTOPHER, Ph.D.
Ph.D., M.A., Villanova University; B.A., University of Oregon
Assistant Professor, Philosophy
Liberal Arts

GRANNAN, KURT, M.F.A.
B.F.A., Columbus College of Art and Design, M.F.A., University of Cincinnati
Associate Professor
Art & Design

KELLEY, MICHAELANN, Ed.D.
Ed.D., University of Houston; M.A., College of Mount St. Joseph; B.A., College of Mount St. Joseph
Chair and Assistant Professor
Art & Design

MASON, ELIZABETH, Ph.D.
Ph.D., Case Western Reserve University; M.F.A, Bowling Green State University; B.A., Michigan State University
Associate Professor, English
Liberal Arts

MCCAFFERTY, MARK, M.M.
M.M., Morehead State University, B.M., Morehead State University
Chairperson and Director of Bands
Music

MORRIS, JENNIFER, Ph.D.
Ph.D, Miami University
Professor, History
Liberal Arts

PREWITT-DAVIS, ELIJAH, Ph.D.
Ph.D., Drew University
Assistant Professor, Religious Studies
Liberal Arts

ROBINSON, PETER M., Ph.D.
Ph.D., Miami University; M.A., Miami University; B.S.Ed. Miami University
Professor, History
Liberal Arts

SCHENKEWITZ, KYLE, Ph.D.
Ph.D., Saint Louis University; M.T.S., Candler School of Theology at Emory University; M.A., University of Southern Mississippi; B.A., William Carey University
Assistant Professor, Religious Studies
Liberal Arts

SHANNON, DREW, Ph.D.
Ph.D., University of Cincinnati; M.A., University of Cincinnati; B.A., Xavier University
Associate Professor, English
Liberal Arts

SPOOR, IRIS, Ph.D.
Ph.D., University of Cincinnati; B.A., Thomas More College
Assistant Professor, Philosophy
Liberal Arts

WALTER, LOYOLA, M.F.A.
M.F.A., University of Cincinnati; B.A., Bellarmine University
Associate Professor
Art & Design

WHALEN, BRIAN
Faculty
Liberal Arts

WIETHORN, EMILY, MFA
M.F.A., University of Nebraska-Lincoln; B.F.A., Northern Kentucky University
Assistant Professor
Art & Design

School of Behavioral and Natural Sciences

KRITSKY, GENE, Ph.D.
Ph.D, M.S., University of Illinois; B.A., Indiana University
Dean of Behavioral & Natural Sciences

ALLEN, REBECCA, Ph.D.
Ph.D., University of Cincinnati; M.A., York University; B.A., University of Cincinnati
Assistant Professor
Computing

BODLE, JIM, Ph.D.
Ph.D., Miami University
Professor
Psychology

BROWN, MARIA, Ph.D.
Ph.D., University of Cincinnati; B.S., Mount St. Joseph University
Chairperson
Biology

CARTER II, JAMES (JW), Ph.D.
Ph.D., University of Cincinnati, M.S., Marshall University
Chairperson and Associate Professor
Criminology and Criminal Justice

CRANE, SUSAN, M.A.T.
M.A.T., Western Carolina University; B.S., Warren Wilson College
Instructor, Chemistry
Chemistry and Biochemistry

FISCHER, MARK, Ph.D.
Ph.D., M.S., The University of Michigan; B.A., Kalamazoo College
Professor, Physics
Chemistry and Biochemistry

GIBSON, DENNIS, M.S.
M.S., University of Cincinnati, B.S., University of Kentucky
Computer Science Program Director and Assistant Professor
Mathematics / Computing

HENSON, BILLY, Ph.D.
Ph.D., University of Cincinnati; M.S., Eastern Kentucky University
Associate Professor
Criminology and Criminal Justice

HOLLAND, ROXANA, M.S.S.W., LISW-S, LICDC
M.S.S.W., University of Louisville; B.A., Murray State University
Director of Field Education and Assistant Professor
Sociology and Social Work

HOTZ, RICHARD, Ph.D.
B.A., Rutgers University; Ph.D., North Carolina State University
Associate Professor
Chemistry and Biochemistry

JOHNSON, ERIC, Ph.D.
B.S., Xavier University; Ph.D., University of Cincinnati
Chairperson and Associate Professor
Chemistry and Biochemistry

KARSNER, DAVID, M.Ed., M.A.
M.Ed., University of Louisville; M.A., Southern Seminary; B.A., University of Kentucky
Instructor
Mathematics

KESSLER, ANN, M.S.
M.S., Miami University (Oxford, OH); B.A., College of Mount St. Joseph
Instructor
Mathematics

KROEGER, KENNETH
Faculty
Chemistry and Biochemistry

LAWSON, TIM, Ph.D.
Ph.D., Miami University
Professor
Psychology

MANDELLA, WILLIAM, M.S.
M.S., B.A., University of New Orleans
Instructor
Mathematics

MCDONOUGH, TRACY, Ph.D.
Ph.D., Bowling Green State University
Chairperson and Professor
Psychology

MILLER, DOUG, M.Ed.
M.Ed., Xavier University; B.A., Berea College
Instructor
Biology

MURRAY, BETH, Ph.D.
Ph.D., M.A., University of Cincinnati; B.S., College of Mount St. Joseph
Professor
Biology

PHELPS, KORY, M.S.
M.S., Morehead State University; B.S., Mount St. Joseph University
Instructor / Professional Tutor
Psychology / Project EXCEL

RIVOLTA, PIERRE, Ph.D., CFE
Ph.D., Sam Houston State University; M.Law, University of Lausanne in Switzerland
Associate Professor
Criminology and Criminal Justice

ROSENDALE, ANDREW, Ph.D.
Ph.D., Miami University; M.S., Miami University; B.S., Marietta College
Assistant Professor
Biology

SIMON, RICHARD, Ph.D.
Ph.D., Pennsylvania State University; M.A., Pennsylvania State University. B.A., Oakland University
Assistant Professor
Sociology and Social Work

TAGGART, GEORGANA, J.D. Professor Emerita
J.D., Salmon P. Chase College of Law; M.Ed., Xavier University
Professor Emerita
Legal Studies

TITUS, JAMIE, Ph.D.
Ph.D., University of Cincinnati; B.S., The Ohio State University
Associate Professor, Chemistry, and Academic Assessment Coordinator for the University
Chemistry and Biochemistry

WITHROW, JENNIFER, Ed.D., M.S.W.
Ed.D., Northern Kentucky University; M.S.W., University of Oklahoma; B.S.W., Northern Kentucky University
Chair & Program Director, Assistant Professor
Sociology and Social Work

School of Business

WAGNER, SHARON, Ph.D.
Ph.D., University of Tennessee
Dean

VERALDO, CYNTHIA, Ed.D.
Ed.D., University of Cincinnati; M.S., Miami University; B.A., Miami University
Assistant Dean and Associate Professor

BLAND, ELIZABETH, DBA
D.B.A., M.B.A., Saint Leo University; B.S.B.A., University of Central Florida
Visiting Assistant Professor, Management
Organizational Leadership

DARDUGNO, JR., NICHOLAS T., MST, CPA
M.S.T., DePaul University; B.B.A., Loyola University
Instructor
Business Administration

GICK, LISA, M.S., M.A.
B.A., College of Mount St. Joseph; M.S.; M.A.
Instructor, Management and Leadership
Organizational Leadership

KRONCKE, CHARLES, Ph.D.
Ph.D., Auburn University
Chairperson and Professor
Business Administration

RASHED, JAMAL, Ph.D.
Ph.D., Dedman College, Southern Methodist University; M.A., Southern Methodist University; M.S., North Texas State University
Professor
Business Administration

TRENDOWSKI, JOSEPH
Faculty
Business Administration

WEIMER, JASON
Visiting Assistant Professor
Organizational Leadership

XU, JIAYI, Ph.D.
Ph.D., M.S., Auburn University; B.S., Dalian Maritime University
Assistant Professor, Finance
Business Administration

YOST, DAN, J.D.
J.D. Syracuse University College of Law; M.A., Gonzaga University; B.A. University of Arkansas
Chairperson and Assistant Professor
Sport Management

ZHANG, YU, Ph.D., CMA
Ph.D., M.S., The University of Texas at Arlington; B.S., East China University of Science and Technology
Assistant Professor, Accounting
Business Administration

School of Education

SAYLOR, LAURA, Ph.D.
Ph.D., University of Cincinnati, M.Ed., Xavier University
Dean of Education, Associate Professor

MURDOCH, AMY, Ph.D.
Ph.D., University of Cincinnati
Assistant Dean of Reading Science
Graduate Education

AIELLI, MARIA, M.A.
M.A., Mount St. Joseph University
Instructor
Undergraduate Education

ASHBY, JANE, Professor
Faculty
Education (Graduate)

BINDIS, MICHAEL, Ph.D.
Ph.D., Miami University, M.A.Ed, Baldwin-Wallace University, B.S., University of Mount Union
Associate Professor
Undergraduate Education

COLLIER, HARRISON, M.Ed.
M.Ed., B.A., B.A., B.S.Ed., Miami University (Oxford, OH)
Chair and Director of Accreditation, Assessment, and Clinical Experiences
Undergraduate Education

COLLIER, LUCIE, M.Ed.
M.Ed., Miami University; B.S.Ed., University of Cincinnati
Instructor
Undergraduate Education

CORBO, ELIZABETH, Ed.D.
Ed.D., University of Cincinnati; M.S.Ed., Xavier University
Assistant Professor
Graduate Education

DINNESEN, MEGAN, Ed.D.
Ed.D., M.Ed., B.S., University of Cincinnati
Assistant Professor
Graduate Education

KEELOR, JENNIFER, Ph.D.
Ph.D., M.A., University of Cincinnati; M.Ed., Vanderbilt University; B.S., Miami University (Oxford, OH)
Assistant Professor
Graduate Education

MALTINSKY, JAN, M.Ed.
M.Ed., Xavier University; B.A., Miami University
Clinical Director, Reading Science Program
Graduate Education

PEAVLER, JAMEY, M.A., OGA-FIT, CERI-CDT
M.A., Mount St. Joseph University; B.S., Indiana University/Purdue University at Indianapolis
Instructor
Graduate Education

SCHMITS, KENNETHA, M.A., CDT
M.A., Mount St. Joseph University
Instructor, Graduate Program Director for Early Childhood and Special Education
Graduate Education

SHIBINSKI, CYNTHIA, M.A.
B.S., M.A., Ball State University
Instructor and Program Director, Undergraduate Dual Licensure Program
Undergraduate Education

STOLLAR, STEPHANIE, Ph.D.
Ph.D., M.Ed., University of Cincinnati; B.A. Wittenberg University
Assistant Professor, Reading Science
Graduate Education

STRICKLER, WENDY, Ph.D.
Ph.D., University of Cincinnati; M.Ed., University of Cincinnati; B.A., McGill University
Assistant Professor
Graduate Education

WARBURG, ROSANNE, M.A.
M.A., Mount St. Joseph University
Project Ready Project Manager/Early Learning Specialist
Undergraduate Education

School of Health Sciences

BUCKLEY, EMILY, MS, CCC-SLP
M.S., Ohio University; B.S., The Ohio State University
Director of Clinical Education
Speech, Language, and Hearing Sciences

School of Health Sciences

VALE, DARLA, Ph.D., RN
Ph.D., Rush University; M.S.N, University of Texas Medical Branch; B.S.N., Morningside College
Dean of Health Sciences

HINZMAN, NANCY, D.N.P., RN
D.N.P., University of Cincinnati; M.S.N., Indiana University/Purdue University in Indianapolis; B.S.N., Duke University
Assistant Dean, Associate Professor
Nursing

BAYLISS, JAMIE, PT, M.P.T., D.H.Sc.
D.H.Sc., University of Indianapolis; M.P.T., College of Mount St. Joseph; B.S., College of Mount St. Joseph
Associate Professor and Director of Clinical Education
Physical Therapy

BOLDEN, STEPHANIE, D.N.P., RN
D.N.P., Chamberlain University College of Nursing; M.S.N., Grand Canyon University; B.S.N., University of Cincinnati
Assistant Professor
Nursing

BURKE, LAUREN
Faculty
Speech, Language, and Hearing Sciences

CAFFERTY, PATRICK, MPAS, PA-C, DFAAPA
MPAS, University of Nebraska; PA-C, University of Kentucky; BS, University of Maryland
Chair, Program Director and Associate Professor
Physician Assistant Studies

CHARLES-LISCOMBE, BC, Ed.D., LAT, ATC
Ed.D., University of North Carolina - Greensboro; M.S., Indiana University-Bloomington; B.S., Guilford College
Chairperson and Associate Professor
Exercise Science and Integrative Health

CLEPHANE, KRISTIN, D.N.P., RN, CPN
D.N.P., Northern Kentucky University; M.S.N., Walden University; B.S.N., University Of Cincinnati
Associate Professor, MSN/DNP Program Director
Nursing

CUERVO, SISAN, Assistant Professor
Speech, Language, and Hearing Sciences

CURTIS, SANDRA, PhD, MSN, RN, GERO-BC
B.S.N., College of Mount St. Joseph
Assistant Professor
Nursing

DEHNER, LISA, Ph.D., PT, CEEAA, DHSc
B.S., Northeastern University, Ph.D., Virginia Commonwealth University/Medical College of Virginia
Chairperson and Professor
Physical Therapy

EBERWINE, JULIA, Ph.D., R.N., CCRN-K, PCCN-K
Ph.D., University of Cincinnati; M.S.N., University of Phoenix; B.S.N., Miami University
Assistant Professor
Nursing

EIFERT-MANGINE, MARSHA, Ed.D., PT, ATC, CERT
BS, Thomas More College; BS, Washington University; M.Ed., University of Cincinnati; Ed.D, University of Cincinnati
Associate Professor
Physical Therapy

GARDNER, JAMIE, M.S.N., M.Ed., RN
M.S.N., M.Ed., Xavier University; B.S.N., A.D.N., University of Cincinnati
Assistant Professor
Nursing

GARRETT, JEN, MPAS, PA-C
M.P.A.S., University of Nebraska; B.S., Butler University; B.S., Manchester College
Clinical Director
Physician Assistant Studies

GETZ, KERRI, M.S.N., MBA, RN, CCRN-K, PCCN-K, CNE
M.S.N., Western Governors University; M.B.A., B.S.N., Indiana Wesleyan University; A.S.N., Good Samaritan College of Nursing and Health Science
Instructor, BSN Program Director
Nursing

GREEN, ANDI, MPAS, PA-C
Principal Faculty
Physician Assistant Studies

GROH, TERESA, MPAS, PA-C
M.P.A.S., University of Toledo; B.S., University of Cincinnati
Principal Faculty
Physician Assistant Studies

HEHEMAN, CARRIE, D.N.P., RN
D.N.P., Mount St. Joseph University; M.S.N., B.S.N., University of Cincinnati
Assistant Professor/Simulation Lab Coordinator
Nursing

HEINRICH, CHRISTINA, D.P.T., PT, Board Certified Orthopedic Clinical Specialist
D.P.T., Shenandoah University; M.P.T., College of Mount St. Joseph; B.S., College of Mount St. Joseph
Instructor
Physical Therapy

HOFMEYER, ERIN, PT, D.P.T., GCS
D.P.T., Mount St. Joseph University; M.P.T., Mount St. Joseph University; B.S., Mount St. Joseph University
Assistant Professor & Assistant Director of Clinical Education
Physical Therapy

HOLTGREFE, KAREN, PT, DHSc
BS, Texas Woman's University; MHS, University of Indianapolis; DHSc, University of Indianapolis
Associate Professor
Physical Therapy

LEON, MICHELLE
Faculty
Speech, Language, and Hearing Sciences

MACPHERSON, SUSAN, DNP, RN, PNP-BC
D.N.P., M.S.N., Northern Kentucky University; M.S.N., College of Mount St. Joseph; B.S., Bowling Green State University
Assistant Professor, MSN-MAGELIN Program Director
Nursing

MATTHIAS, SANDY, M.S.N., RN
M.S.N., University of Phoenix; B.S.N., Duquesne University
Assistant Professor
Nursing

NEEDHAM, CINDY, M.S.N., RN
M.S.N., Mount St. Joseph University
Instructor & Nursing Skills Lab Coordinator
Nursing

NOLAN, NICOLE, Ph.D.
Ph.D., Purdue University; M.S., B.S., Miami University
Assistant Professor
Exercise Science and Integrative Health

OBERT, MICHAEL, PT, M.P.T., OCS, D.H.Sc.
D.H.Sc., University of Indianapolis; M.P.T., B.S., Saint Louis University
Assistant Professor
Physical Therapy

PALMER, THOMAS, Associate Professor
Exercise Science and Integrative Health

PATER, MEGAN, MPAS, MA, PA-C
M.P.A.S., Kettering College; M.A., Wright State University; B.S., University of Cincinnati
Academic Director
Physician Assistant Studies

PERKINS, KIM, PT, DPT
B.S., D.P.T., Duquesne University
Instructor
Physical Therapy

PRICKETT, MARA
Faculty
Physician Assistant Studies

QUILLA-DEZA, MELANIE, DNP, RN, CNE
D.N.P., Xavier University; M.S.N., Xavier University; B.S.N., Central Philippine University
Associate Professor
Nursing

SCHNEIDER, ERIC, PT, MPT, DHSc, OCS, CMTPT
D.H.Sc., University of Indianapolis; M.P.T., Mount St. Joseph University; B.S., Mount St. Joseph University
Assistant Professor
Physical Therapy

SIZEMORE, ERIN, Ph.D., CCC-SLP
Ph.D., University of Cincinnati; M.S., Emerson College; B.S., Miami University
Chairperson and Associate Professor
Speech, Language, and Hearing Sciences

STEWART, LINDSEY
Assistant Professor
Nursing

WARDE, MONICA, D.N.P., RN
D.N.P., Mount St. Joseph University; M.S.N., Northern Kentucky University; B.S.N., Mount St. Joseph University; A.D.N., Greenfield Community College
Assistant Professor
Nursing

WONG, BROOK
Faculty
Physician Assistant Studies

WRAY, JANET, Ph.D.
Ph.D., Loyola University; M.N., University of Washington; B.S.N., University of Florida
Associate Professor
Nursing

University Librarians

LLOYD, SCOTT, M.A., M.Div., M.L.S.
M.A., M.Div., Cincinnati Christian University; M.L.S., Southern Connecticut State University
Director of Library Services

DUMONT, BRIDGET, M.L.I.S.
M.L.I.S., Kent State University; B.A., University of Cincinnati
Head of Research and Instructional Services

FLANDERS, JULIE, M.L.S.
M.L.S., University of Kentucky; B.A., Ohio State University
Head of Strategic Collection Services

GREGORY, CYNTHIA, M.F.A., M.L.S.
M.F.A., University of Cincinnati; M.L.S., Indiana University; B.F.A., College of Mount St. Joseph; B.A., Northern Kentucky University
Head of Electronic Resources

ZELLER, JOSHUA, M.L.I.S.
M.L.I.S., Indiana University/Purdue University in Indianapolis; B.A., Mount St. Joseph University
Head of Access Services

Appendix C: Equal Opportunity and Non-Discrimination Policy

Adopted July 2022

1. **SCOPE OF THE POLICY**

   Mount St. Joseph University (the "University") is committed to providing a working and educational environment free from discrimination and harassment on the basis of race, color, national origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or any other legally protected status. This policy focuses on incidents of discrimination, harassment, or retaliation related to race, color, national origin, religion, age, disability, or other legally protected statuses (including incidents of discrimination, harassment or retaliation that are outside the scope of Title IX, as set forth in the University's Sex Discrimination, Sexual Misconduct and Interpersonal Violence Policy).

   For incidents of sex discrimination, sexual harassment, sexual misconduct, and interpersonal violence please see the University's Sex Discrimination, Sexual Misconduct and Interpersonal Violence Policy.

   This policy applies to all University community members, including students, prospective students, employees, professors, administrators, visitors, or other third-parties. This policy applies to all of the University's education programs and activities, which extends to admissions and employment. This policy applies not only to conduct occurring within the typical classroom or campus settings, but also to any location owned or operated by the University (or owned or controlled by a student organization that is officially recognized by the University) as well as locations, events, or circumstances over which the University exercises substantial control even if it takes place outside of those typical settings.

   Off-campus conduct that has an actual or potential adverse impact on another's working or learning environment may also violate this policy. The University will consider the effects of off-campus conduct—including conduct that did not occur in the context of an education program or activity—when evaluating whether there is a violation of this policy. The University expects that all members of its community will help promote a learning and working environment free from the conduct prohibited under this policy.

2. **NOTICE OF NON-DISCRIMINATION**

   The University does not tolerate discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, veteran status, or any other legally protected status and takes steps to ensure that students, employees, visitors, and other third-parties are not subject to a hostile environment.

   The University will respond promptly and effectively to allegations of discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or other legally protected status. The University will promptly conduct investigations and take appropriate action, including disciplinary action, against individuals found to have violated this policy, as well as provide appropriate remedies to complainants and the campus community. The University will take immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

   All students found in violation of this policy will be subject to disciplinary action up to and including suspension or dismissal from the University. Similarly, any employee found in violation of this policy shall be subject to disciplinary action up to and including termination of employment. Behavior that violates this policy may also violate federal, state, and/or local laws.

3. **ANTI-HARASSMENT**

   The University's prohibition against discrimination also includes harassment. Harassment of any person or group of persons, on the basis of race, color, national origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or any other legally protected status, is prohibited by the University.

   Prohibited harassment includes any words or conduct (verbal, physical, graphic or written) directed against any person or group of persons because of their race, color, national origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or any other legally protected status that has the purpose or reasonably foreseeable effect of creating an **offensive**, demeaning, intimidating, or hostile environment for any person or group of persons. Such words or conduct may include, but are not limited to, epithets, slurs, negative stereotyping, demeaning depictions or treatment, and threatened or actual abuse or harm.

4. **ANTI-RETALIATION**

   The University will not tolerate any form of retaliation taken against anyone who makes a complaint of conduct prohibited by this policy or anyone who cooperates in the investigation of a complaint of conduct prohibited by this policy. Retaliatory acts prohibited by this policy may include, but are not limited to, adverse employment action taken against employees; adverse action relating to participation in an educational program; unreasonable interference with an individual's academic or professional career; stalking, harassment, or assault; and inciting or aiding and abetting the retaliatory conduct of another.

5. **OTHER MISCONDUCT**

   Inappropriate or unprofessional remarks or other conduct may be reason for intervention and/or discipline even if such misconduct does not ultimately constitute or rise to the level of unlawful discrimination, harassment, or retaliation as those terms are defined in this policy and/or by applicable law. In addition, if any student or employee is found through proceedings brought pursuant to this policy to have engaged in misconduct in violation of another University policy or standard of conduct, that student or employee will be subject to disciplinary action pursuant to policy or standard that was violated even if no violation of this policy is found.

6. **EQUAL OPPORTUNITY OFFICE AND OFFICER**

   The University has designated its Office of Human Resources as its Equal Opportunity Office. The Equal Opportunity Office is managed by the University's CHROCHRO of the Office of Human Resources, Teri Compton, who is also the University's designated Equal Opportunity Officer. Ms. Compton can be reached by phone at (513) 244-4979 or by email at tericompton@msj.edu. The Equal Opportunity Office is the office responsible for responding to inquiries, addressing complaints, and coordinating compliance with the University's responsibilities under the various federal and state civil rights laws, including but not limited to Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and the Americans with Disabilities Act. All inquiries, issues, or complaints relating to discriminatory, harassing, or retaliatory conduct related to race, color, national origin, religion, age, disability, or another legally protected status should be directed to the Equal Opportunity Office.

   For incidents of sex discrimination, sexual harassment, sexual misconduct, and interpersonal violence, please see the University's Sex Discrimination, Sexual Misconduct and Interpersonal Violence Policy for contact information for the University's Title IX Coordinator.

7. **REPORTING**

   The University encourages any student or employee who has experienced any conduct prohibited by this policy to report such conduct immediately and in accordance with the procedures detailed below. Any student or employee who has witnessed or become aware of any conduct prohibited by this policy must report such conduct immediately and in accordance with the procedures detailed below. Employees who become aware of an alleged violation of this policy are required to report such conduct immediately to the Equal Opportunity Officer/CHRO of the Office of Human Resources, unless there is a legal privilege of confidentiality.

While the University strongly encourages everyone to report incidents of conduct prohibited by this policy, it recognizes an alleged victim's right to decline such reporting. Nonetheless, if the University is made aware of an allegation of conduct that is prohibited by this policy, the University may have an obligation to investigate and/or act in response to that conduct, with or without the cooperation of the alleged victim.

Upon receipt of a report to the University, the Equal Opportunity Officer will discuss availability of supportive measures with the alleged victim as well as explain the processes in this policy.

Crimes (or any conduct prohibited by this policy which a student or employee may believe is a crime) in progress should be reported immediately to the MSJ Police Department at 513-244-4226 or dial 0 from any campus phone.

Reporting Discrimination, Harassment, or Retaliation

Any student or employee who has been the victim of, witnessed, or become aware of discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, or any other legally protected class (other than sex) should report such conduct to the following offices:

- Criminal complaint
  - MSJ Police Department, (513) 244-4226 or dial 0 from any campus phone; additional information regarding reporting emergencies can be found on the MSJ Police Department Webpage
- Institutional complaint
  - Teri Compton, Equal Opportunity Officer/CHRO of the Office of Human Resources, (513) 244-4749, teri.compton@msj.edu, or submit a report/complaint Reporting Form

A student or employee may pursue both the University's processes and criminal processes.

Any student or employee who has been the victim of, witnessed, or become aware of discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, or any other legally protected class (other than sex) should report such conduct to the following offices:

Anonymous Reporting

Reports of violations of this policy can be made anonymously by calling or texting 513-244- TIPS or emailing 244TIPS@msj.edu. These anonymous reporting options are available 24 hours a day/365 days a year.

Please note that these anonymous reporting options are not intended for any immediate safety or emergency situations. All immediate safety or emergency situations should be reported immediately to the MSJ Police Department at 513-244-4226 or dialing 0 from any campus phone.

Written Statement of Rights

Any employee or student bringing forth a complaint of discrimination, harassment, or retaliation prohibited under this policy and any employee or student accused of such conduct will be provided with a written statement of their rights, reporting options, and resources.

Campus Security Authorities

Reports of any type of discrimination or retaliation prohibited under this policy can also be made to any of the University's Campus Security Authorities ("CSAs").

Confidentiality and Support

The University may, to the extent permitted by law, honor a request by a complainant that no investigation be pursued. Confidentiality requests should be made directly to the Equal Opportunity Officer/CHRO of the Office of Human Resources, Teri Compton, (513) 244-4979 or teri.compton@msj.edu.

If a complainant requests that the University not reveal the complainant's name to the respondent and/or asks the University to not investigate a report, this may limit the University's ability to respond fully to the incident, including pursuing disciplinary action against the respondent. However, in

order to ensure a safe and nondiscriminatory environment for all students or if required to report the incident by law, the University may not be able to honor a request for confidentiality. Regarding its obligation to ensure a safe and nondiscriminatory environment, a complainant's request for confidentiality will be determined after considering factors such as the seriousness of the alleged incident, the ages of the individuals involved, other complaints that may have been filed against a respondent, and a respondent's legal right to receive information maintained by the University as an education record.

Additionally, the University has a duty to complete certain publicly available recordkeeping, including reporting and disclosing information about certain crimes pursuant to a federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the "Clery Act"). The University is also obligated to issue timely warnings of crimes enumerated in the Clery Act occurring within relevant geography that represent a serious or continuing threat to students and employees, except in those circumstances where issuing such a warning may compromise current law enforcement efforts or when the warning itself could potentially identify the reporting individual. Duties under the Clery Act will not require the University to report or disclose a complainant's personally identifying information.

Further, there may be situations where disclosing some information about a complainant (or respondent) is necessary to provide a safe and non-discriminatory environment and/or to provide any supportive measures. For allegations of conduct related to discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, or any other legally protected class, the Equal Opportunity Officer/CHRO of the Office of Human Resources will determine what information about an individual needs to be disclosed and to whom this information will be disclosed. Unless extenuating circumstances exist, the individual will be informed before sharing personally identifying information that the University believes is necessary to provide a safe and non-discriminatory environment and/or to provide any supportive measures.

If a student or employee tells a Campus Security Authority ("CSA") about a criminal incident that was not reported to the MSJ Police Department, the CSA is required to report the information to the MSJ Police Department.

Students may seek support from the University's Wellness Center. Counselors and/or licensed health care professionals such as nurses and physicians are available to students through the Wellness Center. These trained professionals can provide students with counseling, information, and support in a confidential setting. Information shared by a student with a confidential resource at the University will not be disclosed to anyone else, including the University, except under limited circumstances. Incidents reported to a confidential resource will not be included in the University's annual crime statistics. These confidential resources available at the Wellness Center will not share information about a student (including whether that individual has received services) without the student's express permission, unless there is a continuing threat of serious harm to the individual patient/client or to others or there is a legal obligation to reveal such information. These support service providers are also available to help a student make a report to the University.

For employees, support from healthcare professionals may be available through the TriHealth Employee Assistance Program (EAP). The EAP is a benefit provided to all full-time and pro rata faculty and full-time, pro rata, and benefit-eligible part-time staff and members of their immediate households. The EAP may provide employees with assessment, short-term counseling, referral and follow up services. All EAP services are offered to eligible faculty, staff and household members free of charge. The TriHealth EAP can be contacted at (513) 891-1627, at 1-800-642- 9794, or at www.TriHealthEAP.com. Information shared by an employee with a confidential resource through the EAP will not be disclosed to anyone else, including the University, except under limited circumstances. Incidents reported to a confidential resource through the EAP will not be included in the University's annual crime statistics. These confidential resources available through the EAP will not share information about an employee (including whether that individual has received services) without the employee's express permission, unless there is a continuing threat of serious harm to the individual patient/client or to others or there is a legal obligation to reveal such information.

An alleged victim is encouraged to make a report even if the alleged victim is not seeking disciplinary

action against the respondent. The University will make every effort to respect a complainant's autonomy in determining how to proceed. Supportive measures and resources are always available to an alleged victim regardless of the chosen course of action. Receiving a report of an incident permits the University to keep records of reported incidents and determine the appropriate response and the potential need to alert the University community to potential danger. Reported incidents will also be included in the University's annual crime statistics as required

Supportive Measures

As appropriate, the Equal Opportunity Officer/CHRO of the Office of Human Resources will provide supportive measures to the complainant and the respondent. Supportive measures include non- disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the University's educational environment, or deter conduct in violation of this policy.

Supportive measures may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

The Equal Opportunity Officer/CHRO of the Office of Human Resources will be responsible for coordinating effective implementation of supportive measures. Individuals requesting additional supportive measures or experiencing difficulty with a violation of supportive measures that have been approved should immediately contact the Equal Opportunity Officer/CHRO of the Office of Human Resources. The University will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining that confidentiality would not impair the ability of the University to provide the supportive measures.

An individual may also consider seeking a protection or restraining order through a court of law. A protection or restraining order is a temporary order intended to help provide safety and protection from another individual. If you have a protection or restraining order against someone and that person violates the order in any way, law enforcement may be able to arrest that person and charge that person with a violation of the order. If needed and to the extent possible, the University will provide assistance in obtaining a protection order. To the extent possible, any such protective measures will be confidential. Please contact the Equal Opportunity Officer/CHRO of the Office of Human Resources for more information about these protective measures, including for contact information for law enforcement agencies and/or the prosecutor's office.

Other Available Resources

Any complainant and respondent will be notified upon request regarding medical, counseling, victim advocacy, support, respondent advisor support, legal assistance, visa and immigration assistance, student financial aid assistance, and pastoral resources available through the University or through external referral sources.

Good Samaritan/Amnesty Policy

The University values a safe environment conducive to learning and is committed to ensuring the safety and well-being of each student and employee. The University is also committed to providing guidance so that all members of the University community develop a responsible approach to social challenges, including whether to use alcohol, how to do so in moderation, and how to comply with local, state, and federal laws governing alcohol consumption.

Additionally, the University encourages reporting of conduct prohibited by this policy and seeks to remove any barriers to making a report. The University recognizes that an individual who has been drinking alcohol or using drugs at the time of an incident may be hesitant to make a report and/or file a formal complaint because of potential consequences for his/her own conduct. An individual that reports conduct prohibited by this policy, either on his/her own behalf or as a witness, will not

be subject to disciplinary action by the University for the individual's own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violation did not and does not place the health or safety of any other person at risk.

Emergency Removal and Administrative Leave

The University may remove a respondent from the University's education programs and activities on an emergency basis where, after undertaking an individualized safety and risk analysis, the University determines that an immediate threat to the physical health or safety of any student or other individual arising from the alleged violation(s) of this policy justifies removal. If the University makes such a determination, it will notify the respondent in writing and provide the respondent an opportunity to immediately challenge that decision.

The University retains full discretion to place a non-student employee respondent on administrative leave during the pendency of the resolution process.

8. INVESTIGATORY PROCEDURES[6]

Criminal Complaints

Criminal complaints follow criminal processes which may include a police investigation, a referral to the Hamilton County Prosecutor's Office, and/or the criminal court system for resolution.

Institutional Reports and Complaints

The University's investigation of reports and/or "formal" institutional complaints of policy violations is different and separate from a criminal complaint investigation by any law enforcement agency. An ongoing law enforcement investigation does not relieve the University of its obligation to investigate allegations of conduct prohibited by this policy. In cases involving potential criminal conduct, University personnel must determine, consistent with federal, state, and local law, whether appropriate law enforcement agencies or other authorities should be notified. Conduct may constitute a violation of this policy and result in disciplinary action by the University even if a law enforcement agency and/or court of law determines that the conduct did not constitute a crime.

If the MSJ Police Department receives a report/complaint of conduct potentially in violation of this policy, the MSJ Police Department will notify the Equal Opportunity Officer/CHRO of the Office of Human Resources.

In the event that an alleged victim or a third-party reports conduct potentially or allegedly in violation of this policy to the MSJ Police Department or the Equal Opportunity Officer/CHRO of the Office of Human Resources, the Equal Opportunity Officer/CHRO of the Office of Human Resources will discuss with the alleged victim the option of filing a "formal" institutional complaint. Such a complaint is a document that is written and signed (physically, digitally, or by some other means that sufficiently identifies the author) by the complainant which alleges a violation of this policy and seeks a formal University investigation of the incident(s). The institutional complaint should include as much detail as the complainant can recall about the incident(s) as well as any evidence the complainant believes will support the allegations in the institutional complaint. While filing an institutional complaint will provide the University the best opportunity to fully and thoroughly investigation the alleged conduct, filing an institutional complaint is not required nor is it a prerequisite to the University proceeding with an investigation into the alleged conduct.

In the event that an alleged victim(s) declines to submit a report or file a "formal" institutional complaint and in order to ensure a safe and non-discriminatory working and educational environment, the Equal Opportunity Officer/CHRO of the Office of Human Resources retains the discretion to file an institutional complaint where the Equal Opportunity Officer/CHRO of the Office of Human Resources determines that an investigation is necessary to ensure a safe, equitable, and non-hostile work and/or educational environment. When the Equal Opportunity Officer/CHRO of the Office of Human Resources files an institutional complaint, the Equal Opportunity Officer/CHRO of the Office of Human Resources does not then become a complainant or a party to the resolution process.

[6]Please see Section 11 below for investigative procedures that may be applied when the respondent is an employee of the University versus a student.

All individuals accused of a violation of this policy (i.e., respondents) are presumed to be not responsible for the alleged conduct unless and until a determination regarding responsibility is made via the process set forth in this policy.

Informal Resolution of Institutional Complaints

In appropriate circumstances, and with the voluntary, written consent of the complainant and respondent, the Equal Opportunity Officer/CHRO of the Office of Human Resources may attempt informal methods to resolve a report or an institutional complaint without the need for additional proceedings. When informal resolution is pursued, the Equal Opportunity Officer/CHRO of the Office of Human Resources will provide written notice to the complainant and respondent regarding (1) the allegations; (2) the voluntary nature of the informal resolution process and the availability of a formal investigation at all times; and (3) any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared. The objective of the informal process will be to resolve the report or institutional complaint to the mutual satisfaction of the parties involved, if possible.

If the informal resolution process is attempted, efforts will be made to conclude it within twenty-one (21) days of when the parties submit their voluntary, written consent to participate in the process.

Formal Resolution of Institutional Complaints

In instances where informal methods of resolution are inappropriate or declined, a formal investigation will be conducted.

While all investigations will vary due to the individual circumstances surrounding the particular report and/or institutional complaint, formal investigations under this policy will typically involve the following:

i. Initial Review: Preliminary review of any report/complaint by the Equal Opportunity Officer/CHRO of the Office of Human Resources to determine whether, on its face, a violation of the policy is alleged and a formal investigation is needed.

ii. Equal Opportunity Officer Notice: If a violation of the policy is alleged, the Equal Opportunity Officer/CHRO of the Office of Human Resources will provide written notice to the complainant and respondent within seven (7) days of the Initial Review. Written notice will include the known details of the report and/or a copy of the institutional complaint, identification of the policy section(s) alleged to have been violated, the statement of rights under this policy, notice of the procedures under this policy, notice of potential sanctions, a statement that the respondent is presumed not responsible and a determination regarding responsibility will be made at the conclusion of the process set forth in this policy, a statement informing the parties that they can request to inspect and review evidence, and a statement informing the parties that the University's code of conduct prohibits knowingly making false statements or knowingly submitting false information to the University.

iii. Equal Opportunity Team Assignment: Formal investigations are coordinated by the Equal Opportunity Officer/CHRO of the Office of Human Resources. The Equal Opportunity Officer/CHRO of the Office of Human Resources will assign University employees who are trained to conduct each stage of the formal investigation process. The Equal Opportunity Team Members consist of University employees trained in the areas of antidiscrimination laws and regulations, investigations, adjudication processes, appeal processes and the University's policy. Along with the Equal Opportunity Officer Notice, the Equal Opportunity Officer/ CHRO of the Office of Human Resources will send a written "Initial Equal Opportunity Team Assignment" to the complainant(s) and respondent(s), which will include the names of the Equal Opportunity Team Members assigned to the particular report/institutional complaint and each Equal Opportunity Team Member's assigned role, as follows:

- Equal Opportunity Investigator(s) (more than one member may be assigned)
- Equal Opportunity Appellate Official(s) (more than one member may be assigned)
- Alternate (one member, in the event that any assigned Equal Opportunity Team Member becomes unavailable)

Before assigning someone to the Equal Opportunity Team, the Equal Opportunity Officer/ CHRO of the Office of Human Resources will assess the individual for a potential conflict of interest, bias, or prejudice. If any complainant and/or a respondent believes that any Equal Opportunity Team Member assigned to the particular report/institutional complaint has a conflict of interest, bias or prejudice, the party must contact the Equal Opportunity Officer/CHRO of the Office of Human Resources in writing no more than seven (7) days (excluding University holidays) of receiving the Initial Equal Opportunity Team Assignment with an explanation of the Equal Opportunity Team Member's alleged conflict of interest, bias, or prejudice (a "Conflict of Interest Notice"). In the event that the Equal Opportunity Officer/CHRO of the Office of Human Resources timely receives a Conflict of Interest Notice, the Equal Opportunity Officer/CHRO of the Office of Human Resources will make any substitutions the Equal Opportunity Officer/CHRO of the Office of Human Resources deems appropriate.

Similarly, if an assigned Equal Opportunity Team Member believes that the particular report/complaint poses a conflict of interest for the individual or the Equal Opportunity Team Member believes he or she has any sort of bias/prejudice that cannot be set aside, the Equal Opportunity Team Member will contact the Equal Opportunity Officer/CHRO of the Office of Human Resources immediately and the Equal Opportunity Officer/CHRO of the Office of Human Resources will make any substitutions the Equal Opportunity Officer/CHRO of the Office of Human Resources deems appropriate.

After the Conflict of Interest Notice period has passed, the Equal Opportunity Officer/ CHRO of the Office of Human Resources will send a written "Final Equal Opportunity Team Assignment" to the complainant(s) and respondent(s).

iv. Interviews: The Equal Opportunity Investigator(s) will conduct interviews of the complainant(s), the respondent(s), and any witnesses identified by those parties. The respondent(s) shall be provided a copy of any written report/institutional complaint or otherwise informed of the substance of any complainant's allegations. Similarly, the complainant(s) shall be provided with a copy of any written response provided by a respondent or otherwise informed of the substance of any respondent's response to the allegations.

v. Consideration of Evidence by Equal Opportunity Investigator(s): The Equal Opportunity Investigator(s) will attempt to gather and examine relevant documents or evidence (e.g., law enforcement investigatory records, student and/or personnel files, etc.). Both the complainant and respondent will be asked to provide a list of possible witnesses as well as any written or physical evidence (e.g., text messages, social media postings, emails, photos, medical records, etc.) that they wish to be considered by the Equal Opportunity Investigator(s).

Neither the complainant nor the respondent has a burden of proof. Rather, the University has the burden of proof and the burden of gathering evidence. However, the University's ability to obtain relevant information and evidence will turn on the willingness of the parties and/or witnesses to engage in the investigatory process. And access to medical records or other sensitive or confidential documents can often only be obtained with the person's voluntary, written consent. No party will be restricted in his/her ability to discuss the allegations under investigation or to gather and present relevant evidence. Complainants and respondents, as well as their advisors, are entitled to and will be provided an opportunity to inspect and review the same information and evidence. This includes evidence directly related to the allegations that the University may not intend to rely on in determining responsibility as well as any inculpatory or exculpatory evidence whether obtained from a party or other source.

vi. Review of Evidence by the Parties: Complainants and respondents, as well as their advisors, are entitled to and will be provided an opportunity to inspect and review the same information and evidence. This includes any information, evidence, or allegation learned as a result of the Equal Opportunity Investigator(s)'s investigation into the formal complaint.

Prior to completion of the Investigation Report with Determination(s), the Equal Opportunity Investigator(s) will send to each party and the party's advisor, if any, the evidence gathered during the investigation for the party's review. The evidence will be delivered in an electronic format that restricts the parties and advisors from downloading or copying the evidence. The parties

will have ten (10) days to submit written responses to the Equal Opportunity Investigator(s) for consideration prior to completion of the Investigation Report with Determination(s).

vii. Prepare and Distribute an Investigation Report with Determination(s): Within twenty-one (21) days after receiving the parties' written responses, if any, the Equal Opportunity Investigator(s) shall prepare and distribute to all parties an Investigation Report with Determination(s). The Equal Opportunity Investigator(s) will use a preponderance of the evidence (i.e., "more likely than not") standard to determine whether or not an alleged policy violation occurred. The Investigation Report with Determination(s) will include (1) a summary of the interviews conducted and the relevant evidence gathered; (2) identification of the policy section(s) alleged to have been violated; (3) a description of the procedural steps taken from the receipt of the complaint through the determination; (4) findings of facts supporting the determination; (5) conclusions regarding the application of the policy section(s) to the factual determinations reached by the Equal Opportunity Investigator(s); (6) a statement of the result and rationale as to each allegation, including a determination regarding responsibility; (7) a recommendation on any discipline or sanctions to be imposed, if any; (8) a recommendation as to remedies provided to the complainant, if any; and (9) the procedures and permissible bases for the parties to appeal. The Equal Opportunity Investigator(s) may consider prior policy violations, among other things, when considering the level of recommended discipline or sanctions. Any determinations contained in the Investigation Report with Determination(s), including recommended sanctions or discipline, are final unless a timely appeal is submitted under this policy. If an appeal is timely submitted, any recommended sanctions or discipline will be stayed until resolution of the appeal process.

Any complainant and respondent has a right to be accompanied by one advisor or support person of the individual's choosing during any interview or meeting with the Equal Opportunity Investigator(s). The advisor or support person is permitted to provide support, not advocate for the party or impede the investigation. All parties will be provided written notice of the date, time, location, participants, and purpose of all interviews or other meetings, with sufficient time for the party to prepare to participate.

Efforts will be made to complete a formal investigation and prepare and distribute the Investigation Report with Determination(s) within sixty (60) days of receiving the initial report/complaint.

9. **APPEAL**

After the Equal Opportunity Investigator(s) provides the parties with the Investigation Report with Determination(s), the parties will have seven (7) days (excluding University holidays) to submit a written appeal to the assigned Equal Opportunity Appellate Official(s).

The five grounds of appeal include: (1) insufficient evidence to support the determination(s); (2) new evidence that was not reasonably available at the time the determination was made and that could affect the outcome of the matter; (3) procedural irregularity that affected the outcome of the matter; (4) the Equal Opportunity Officer/CHRO of the Office of Human Resources and/or the Equal Opportunity Investigator(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; and (5) the discipline/sanction is substantially disproportionate to the Equal Opportunity Investigator(s)'s determination(s).

If either party timely appeals, the other party will have seven (7) days (excluding University holidays) from receipt of a copy of the appeal to submit a written opposition to the Equal Opportunity Appellate Official(s). Upon receipt of the written opposition or the passing of the timeframe allowed to submit a written opposition, the Equal Opportunity Appellate Official(s) will consider the appeal and will issue a "Decision on Appeal" within fourteen (14) days.

The Equal Opportunity Appellate Official(s) has the authority to determine that appeal criteria has not been met, affirm the determination(s), reverse the determination(s), remand the matter back to the same or a new Equal Opportunity Investigator(s) to consider additional evidence or remedy a procedural error, or alter the recommended discipline/sanctions. Any Decision on Appeal will be simultaneously issued in writing to both parties and is final.

10. **TIMEFRAMES**

All of the timeframes set forth above may be extended by a showing of good cause. Any party's request for an extension of time must be submitted to the Equal Opportunity Officer/CHRO of the Office of Human Resources and may be granted or denied in the Equal Opportunity Officer/CHRO of the Office of Human Resources' sole discretion.

All parties involved will be promptly notified of any time extension or delay and provided the reason(s) for the extension or delay. Good cause may include, but is not limited to, the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

11. **HUMAN RESOURCES PROCESS FOR COMPLAINTS AGAINST EMPLOYEES**

In situations where the respondent is not a student (i.e. the respondent is an employee or person other than a student over whom the University has significant control), the Equal Opportunity Officer/CHRO of Human Resources may conduct the investigation and issue determinations using some or all of the steps of the informal or formal processes and other resources set forth above, as the Equal Opportunity Officer/CHRO of Human Resources deems appropriate in their sole discretion. The Equal Opportunity Officer/CHRO of Human Resources may delegate some or all of their investigatory and determination responsibilities to another person with proper training subject to the approval by the University's Vice President of Compliance Risk and Legal Affairs.

12. **POSSIBLE DISCIPLINE/SANCTION(S)**

If it is determined that an employee of the University has engaged in conduct in violation of this policy, the employee will be promptly disciplined, up to and potentially including termination of employment, depending on the seriousness of the offense and individual circumstances. Possible sanctions and corrective actions include, but are not limited to, discrimination or harassment education, counseling, reassignment, no contact orders, demotion, suspension, non-reappointment, and termination from employment.

If it is determined that a student has engaged in conduct in violation of this policy, the student will be promptly disciplined with penalties up to and including suspension or dismissal from the University. Other sanctions include, but are not limited to, disciplinary warning, disciplinary probation, disciplinary probation with restrictions, no contact orders, fines, restitution, notification to others, educational/work assignment/community service, counseling, loss of privileges, restricted access, room transfer, termination of housing contract, or mandatory withdrawal from University housing.

Where a student or employee has been found to have engaged in conduct in violation of this policy, the University will take appropriate steps to prevent recurrence and to correct discriminatory effects on the complainant, the campus, and others, as necessary.

13. **KNOWINGLY PROVIDED FALSE INFORMATION**

If it is determined by the University in its sole discretion that any individual involved in an investigation of a potential violation of this policy has deliberately or knowingly provided false information to those administering this policy, the individual will be subject to discipline, up to and including termination of employment or dismissal from the University.

14. **RIGHT TO FILE CRIMINAL COMPLAINT AND/OR WITH A GOVERNMENT AGENCY**

The University offers a variety of education, training and support resources to students and employees related to discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or other legally protected status. Information about education and training provided by the University can be found in the Sex Discrimination, Sexual Misconduct and Interpersonal Violence Policy and on the University's website (search "discrimination"). Information about additional resources for students and employees related to discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or other legally protected status can be found in the University's Equal Opportunity and Nondiscrimination Brochure and on the University's website (search "discrimination").

Appendix D: University Mission and Catholic Identity Statement

Mission Statement

Mount St. Joseph University is a Catholic academic community grounded in the spiritual values and vision of its founders, the Sisters of Charity. The University educates its students through interdisciplinary liberal arts and professional curricula emphasizing values, integrity and social responsibility.

Members of the Mount community embrace:

- excellence in academic endeavors;
- the integration of life and learning;
- respect and concern for all persons;
- diversity of cultures and beliefs;
- service to others.

Catholic Identity Statement

The Catholic Identity of the University is rooted in our Mission, in the Gospel values of service, compassion, and charity, and in the legacy and vision of our founders, the Sisters of Charity of Cincinnati. As an institution Catholic in faith and tradition, we commit ourselves to creating an inclusive environment where persons of all faiths and no faith are welcomed. We expect and value mutual respect, by all and for all, in our pursuit of knowledge and truth and in our search for the sacred.

Sisters of Charity of Cincinnati Heritage and Values

Mount St. Joseph University continues to be inspired by and faithful to the heritage and values of our founders, the Sisters of Charity of Cincinnati, which include:

- doing justice
- sharing resources for the liberation of the oppressed
- commitment to the healing of our global home
- embracing cultural expansion
- learning from and being in solidarity with the poor
- being prophetic in church and society
- risking a caring response

Catholic Intellectual Tradition

Six principles of the Catholic Intellectual Tradition:

- complementarity of faith and reason
- value in the study of all disciplines as a way of knowing God
- respect for the cumulative wisdom of those who have come before us
- integration of knowledge and education of the whole person
- attention to the community of all humanity
- cultivation of inclusiveness and diversity

Catholic Social Teaching

Seven Themes of Catholic Social Teaching:

- Life and dignity of the human person
- Call to family, community, and participation in society
- Rights and responsibilities for the common good
- Care for the poor and vulnerable
- Dignity of work and the rights of workers
- Solidarity in the pursuit of justice and peace
- Care for and stewardship of creation