Beginning our one hundred and thirtieth year
devoted to the development of each
student’s personal potential

Ashland University
2008-2009 Catalog

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Accreditations/Association Memberships
Ashland University is accredited by The Higher Learning Commission and a member of the North Central Association (web address: http://www.ncahlc.org/ and phone: 800-621-7440 or 312-263-0456). In addition, individual programs are accredited by the American Association of Theological Schools; Association of Collegiate Business Schools and Programs (ACBSP); American Chemical Society; National Association of Schools of Music (NASM); The National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036, (202) 466-7496, which covers the B.S.Ed., M.Ed., and Ed.D. programs; the Council on Social Work Education (at the baccalaureate level); College Consortium for International Studies (CCIS); Consortium for Overseas Student Teaching (COST); Association of Governing Boards; National Association of Independent Colleges and Universities (NAICU); Council of Independent Colleges (CIC); and The Commission on Collegiate Nursing Education (CCNE). Authorization to grant bachelor, master and doctor degrees comes from the Ohio Board of Regents.

The Ohio Dept. of Education has granted approval for teacher education licensure in early childhood, middle grades, grades 7-12 content areas, pre-K-12 specialist areas; intervention specialist areas; and school nurse programs. A.U. is accredited by the National Council for the Accreditation of Teacher Education. NCATE currently has partnerships with 50 states and units, providing assistance with moving from one state to another. Graduates of A.U. benefit from Ohio's participation in the Interstate Agreement on Qualifications of Educational Personnel. This agreement provides assistance from the National Association of State Directors of Teacher Education Certification (NASDTEC) and the Interstate Reciprocity Agreement which facilitates teacher licensure throughout the country.

A.U. holds membership in the American Assoc. of Colleges, American Assoc. of Colleges of Nursing, National Collegiate Honors Council, National League for Nursing, American Assoc. of University Women, the American Assoc. of Colleges for Teacher Education, Institute of International Education, NAFSA: Association of International Educators, the National Collegiate Athletic Assoc., and Association of Independent Liberal Arts Colleges for Teacher Education.

Ashland University also is a member of the Ohio College Association, the Ohio Foundation of Independent Colleges, the Association of Independent Colleges and Universities of Ohio, and the Ohio Association of Private Colleges for Teacher Education.

Departments hold memberships in America-MidEast Educational and Training Services (AMIDEAST); American Alliance for Health, Physical Education, Recreation and Dance; American Association of Family and Consumer Sciences; American Council on the Teaching of Foreign Languages; Association of Departments of Foreign Languages; Council on Hotel, Restaurant and Institutional Education; Broadcast Education Association; International Federation of Home Economics (collective memberships); Midwest Alliance in Nursing; National Communication Association; Ohio Association for Health, Physical Education, Recreation and Dance; Ohio Association of Broadcasters; Ohio Biological Survey; and University and College Intensive English Programs.

Ashland University has membership in Alpha Gamma Omega Nu, National Honor Society in Physical Education; Alpha Lambda Delta, Honor Society for Freshmen; Alpha Phi Sigma, National Honor Society in Criminal Justice; Alpha Psi Omega, National Honor Society in Theatre; Beta Beta Beta, National Honor Society in Biology; Delta Mu Delta, National Honor Society in Business; Kappa Delta Pi, National Honor Society in Education; Kappa Omicron Nu, National Family and Consumer Sciences Honor Society; Omicron Delta Epsilon, the International Economics Honor Society; Phi Alpha, National Social Work Honor Society; Phi Alpha Theta, International Honor Society in History; Phi Sigma Iota, Gamma Tau chapter, International Foreign Language Honor Society; Phi Sigma Tau, National Honor Society in Philosophy; Pi Mu Epsilon, National Honor Society in Mathematics; Pi Sigma Alpha, National Honor Society in Political Science; Psi Chi, National Honor Society in Psychology; Sigma Gamma Epsilon, National Honor Society in Geology; Sigma Tau Delta, National Honor Society in English; Sigma Theta Tau, RhoNu Chapter, International Honor Society of Nursing; and Upsilon Pi Epsilon, Honor Society for the Computing Sciences.

Ashland University Rights
The provisions of this catalog are to be considered directive in nature and are not to be regarded as an irrevocable contract between the student and Ashland University. The university reserves the right to make, at any time, the changes it deems advisable in the offerings, regulations and fees stated in this catalog.

Because these rules and regulations are intended to guide the student's progress through the university, each student has the obligation to become familiar with the contents of this catalog and follow the directives as stated.

Individual Rights
Ashland University is an Equal Opportunity Institution and reasonable efforts will be made to accommodate all students regardless of disabilities, sex, age, race, color, religion, and national or ethnic origin, as per Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975 and the American Disabilities Act of 1991. Each applicant for admission to Ashland University is considered on individual merit. Each applicant's record is reviewed for academic achievement, aptitude and interest in order to admit those students who possess the ability and motivation to benefit from their enrollment at Ashland University.

Family Educational Rights and Privacy Act
The purpose of the Act is to require educational institutions and agencies to conform to fair information practices. Ashland University will not release personally identifiable student records on file without prior student consent. Exceptions to this are (1) Ashland University school officials or teachers who have a legitimate educational interest in the student; (2) another school to which the student has applied and intends to enroll; (3) authorized federal and state officials; (4) persons dealing with a student's application for financial aid; and/or (5) parents. It is Ashland University policy that no data from student records be provided to non-university agencies for mailing purposes.

At the end of a semester, a student's grades will be mailed to the student's home address, in the student's name, unless otherwise indicated by the student. Access to information regarding a student's personal file will not be permitted to any other party, except those indicated above, without written consent of the student.

Inquiries regarding compliance may be directed to the Registrar, Ashland University, 401 College Ave., Ashland, Ohio 44805.

Student Right to Know Act
In accordance with guidelines for The Student Right to Know Act, Ashland University had a six-year graduation rate of 61% for the entering first-time freshmen of 2002.
2008-2009 AU Calendar and Contact Information

Fall 2008
Classes begin. ......................... August 25
Labor Day (no classes). .................... September 1
Homecoming. ............................ October 4
Family Weekend. ......................... October 18
Thanksgiving Break. ..................... November 26-30
(after Tuesday evening classes end)
Classes resume. ......................... December 1
Classes end. ............................. December 5
Final Exams. ............................. December 8-11
Winter Commencement. ................. December 14

Spring 2009
Classes begin. .......................... January 12
Martin Luther King Day (no classes). January 19
Spring Break. ............................. March 9-15
Classes resume. ......................... March 16
Easter Break. ............................. April 10-13
  (Classes resume at 5:00 pm Monday, April 13)
Classes end. ............................ May 1
Final Exams. ............................. May 4-7
Spring Commencement. ................. May 9

Summer 2009
1st 5 Week Session. ..................... May 11 - June 13
1st 6 Week Session. ..................... May 11 - June 20
2nd 5 Week Session. ..................... June 22 - July 25
2nd 6 Week Session. ..................... June 22 - August 1

Undergraduate Admission information and campus tours —
Office of Admission, 206 Founders Hall, 419-289-5052; e-mail: enrollme@ashland.edu.

Financial aid, scholarships, loans and student employment —
Office of Financial Aid, 310 Founders Hall, 419-289-5002

Student bills — Office of Student Accounts, 202 Founders Hall, 419-289-5022

Athletics — Athletic Department, Physical Education Center, 419-289-5441

Registration, scheduling, transcripts and veterans’ affairs —
Office of the Registrar, 200 Founders Hall, 419-289-5029

BSN — Department of Nursing, 236 Andrews Hall, 419-289-5242

Undergraduate Evening and Weekend Program — Dauch
College of Business and Economics, 419-289-5809

On-campus housing and charges — Office of Residence Life,
2nd floor, Hawkins-Conard Student Center, 419-289-5303

Current information about the University and its facilities can also
be found through the Internet on the Ashland University worldwide
web home page: http://www.ashland.edu

Ashland University
401 College Avenue
Ashland, Ohio 44805

Switchboard 419-289-4142
In Ohio 1-800-882-1548
Welcome to the campus of Ashland University. Everywhere you look you will find a rich tradition of excellence that has been the hallmark of this university since its early founding in 1878.

The community of Ashland University takes pride in developing and maintaining our facilities and grounds to showcase the heart and spirit of the University. As you walk around the campus, you will find cleanliness and beauty, and that floors shine, windows sparkle and everything is in its place. In the spring, thousands of flowers add to the beauty of the campus and in the fall purple and gold mums add to the celebration of alumni coming home. Ashland University is a place of beauty.

Rich traditions make a distinctive impression on those who know and love Ashland University. Old timers still remember Billie, the stuffed goat who first appeared in 1915 and was passed between upperclassmen in the chapel. It draws upon memories of bygone days when President J. Allen Miller grazed his goats on the Quad. A replica is showcased here in the Accent Room. The tradition of the Case Eagles goes back into the late 40s when the first Case eagle flew the coop from a dealer in Wooster to become permanently encased in cement on the college campus. Through the years other eagles would mysteriously arrive on campus in the dark of night and roost in wet cement already prepared. In 1965 the J.I. Case Company donated Old Abe, the 20 foot tall eagle which sits proudly in front of the athletic complex of the University. Today, 25 eagles grace the campus maintaining the tradition of nearly 60 years.

Pine trees on the hilltop, the bells of chapel ringing loudly, and Accent on the Individual make for rich traditions that instill pride in the hearts and minds of those who call Ashland University home. Strong athletic programs with national rankings as well as intramural and club sports provide part of the Ashland spirit.

The campus of the University could be described as a community within a community. With over 6,500 students in undergraduate and graduate programs and 25,000 students enrolled in professional development programs across the State of Ohio, Ashland is making its mark as one of the premier private comprehensive universities in the Midwest.

As you look through this catalog you will discover Ashland’s commitment to academic excellence. We believe that it is important to blend the liberal arts with the development of professional competencies and skills. Our academic programs, degrees and majors are extensive to meet the growing needs of a variety of students. Faculty are highly committed to teaching excellence based on their own dedication to research and scholarship. In fact all the men and women who serve Ashland University are exceptional in their desire to enhance “Accent on the Individual.”

Explore with us the world of Ashland University. Come by for a visit and see first hand what it means to be an Ashland Eagle. It could be the most important decision you make in choosing your college.

Frederick J. Finks
President, Ashland University
Ashland University

Founded in 1878, Ashland University is a private, comprehensive institution committed to challenging and supporting students intellectually, spiritually, socially, culturally and physically.

Located midway between Cleveland and Columbus off Interstate 71, Ashland University is home to 2,150 full-time, undergraduate students. Eighty-five percent of these students are from Ohio, while students also come from 27 other states and 31 countries. The University’s total enrollment is 6,500 students, and this includes graduate programs in business, education and theology and the off-campus centers in Cleveland, Columbus, Massillon and Elyria.

In addition to its traditional undergraduate studies, AU offers an evening and weekend program with classes one night per week and on Saturdays; a master of American history and government; a master of business administration degree program; a master of education degree program; a doctor of education degree program; master’s degrees and doctorate in theology through Ashland Theological Seminary; a BSN program for registered nurses, and a bachelor’s plus program for students with a non-education degree who want to teach.

Situated on a beautiful 120-plus acre campus with trees, brick walkways and flower gardens, the University’s campus contains 44 modern buildings including a new 110,000-square-foot Recreation and Rybolt Sport Sciences Center, a new Dwight Schar College of Education, a new Richard E. and Sandra J. Dauch College of Business and Economics, and a renovated Kettering Science Center.

Ashland University takes great pride in its philosophy of “Accent on the Individual” and offers a learning environment in which students can expect personal attention from professors and staff who genuinely care about them and their development. Professors, not graduate assistants, teach the classes and labs.

The University features a strong academic reputation, offering more than 60 majors including toxicology/environmental science, hospitality management and radio/TV, which are unusual for an institution this size. In addition, it offers more traditional liberal arts majors as well as a wide range of majors in business and education. The education program, which offers pre-K through doctorate level courses, is one of the largest among independent and state institutions in Ohio. Academic programs are enhanced by an Honors Program and the John M. Ashbrook Center for Public Affairs.

Ashland University is accredited by the North Central Association of Colleges and Schools and is authorized by the Ohio Board of Regents to grant bachelor’s, master’s and doctoral degrees. Individual programs are accredited by the Association of Collegiate Business Schools and Programs, the National Council for Accreditation of Teacher Education, the National Association of Schools of Music, the American Association of Theological Schools, the Commission on Collegiate Nursing Education, the Council on Social Work Education, the American Chemical Society, the Accreditation Commission for Programs in Hospitality Administration and the Commission on Accreditation of Allied Health Education Programs.

Ashland University is proud of its involvement in small town life, which boasts friendly people, a pleasant atmosphere and a peaceful community – all important items in today’s society. Security is a priority on the Ashland campus, and a well-lighted campus and an electronic security system in all residence halls illustrate that fact.

Ashland University is known for many things, including:

- an impressive computer technology infrastructure that features more than 1,000 computers on campus and at off-campus sites. The campus features several large computer labs as well as several buildings and areas that offer wireless laptop computers with access to the campus network.
- the No. 1 student activities programming in the nation as awarded by the National Association for College Activities.
- the No. 1 college food service in the nation as judged by the National Association of College and University Food Service.
- a strong Division II athletic program featuring 20 men’s and women’s sports.
- its location in friendly Ashland, Ohio, listed in the most recent FBI study as having the lowest violent crime rate of any city its size in the state.

Our Mission, Identity, Core Values, Vision

Mission Statement
Ashland University educates and challenges students to develop intellectually and ethically, to seek wisdom and justice, and to prepare for the rigors of living and working as citizens aware of their global responsibilities.

Identity Statement
Ashland University is a comprehensive university, associated with the Brethren Church, where Judeo-Christian values are the foundation of the educational and social environment. The university promotes the liberal arts and sciences as well as professional development for undergraduate and graduate students. Founded in 1878 in Ashland, Ohio, the University serves a diverse student population through its main campus, regional centers, and Seminary.

Core Values
In pursuing its mission, Ashland University:
1. Pledges the best individual and collective efforts to challenge each student while offering the attention and encouragement promised in Ashland University’s “Accent on the Individual.”
2. Affirms Judeo-Christian values as a core element of the University’s institutional identity, emphasizing faith in God, moral integrity, and respect for the value of each person in a community of learning.
3. Stresses character formation: integrity, self-discipline, responsibility, compassion, service, and good citizenship.
4. Supports free, open and critical inquiry as central to academic freedom and necessary for intellectual and professional development.
5. Recognizes teaching supported by research and scholarship as the University’s central and most important activity and duty.

Vision Statement
Ashland University aspires to be the leading private comprehensive university in the Midwest.
Admission Procedures

Office of Admission Staff
Thomas Mansperger, Director of Admission
Becky Barnes, Associate Director, Transfer Coordinator
Tony Box, Assistant Director of Admission
Jay Pappas, Assistant Director of Admission
Lanie Roberts, Special Project Coordinator
LeeAnn Larson, Admission Representative
Laura Kruger, Admission Representative

Ashland University is an Equal Opportunity institution and its programs are available to all students regardless of handicaps, sex, age, race, color, religion, and national or ethnic origin. Each applicant for admission to Ashland University is considered on individual merit. Each applicant’s record is reviewed for academic achievement, aptitude and interest in order to admit those students who possess the ability and motivation to benefit from their enrollment at Ashland University.

Each applicant is highly encouraged to visit the campus for an interview with an admission representative. A visit provides additional opportunity for the admission staff to assess the applicant and for the applicant to ask questions of the admission representative, AU students, faculty, coaches, and administrators and to tour the campus and facilities.

The quality of the academic record is shown by an applicant’s grades, class standing and difficulty of courses taken. A well-prepared candidate will have four units of English, three units of social studies, three units of science, three units of mathematics and two units of foreign language. The results of the SAT or the ACT serve as additional indicators of academic aptitude.

Ashland University is very interested in the applicant’s record as a school citizen and will accept recommendations from guidance counselors and/or teachers as to ability, motivation and character.

High School Student
To be considered for admission, the applicant must be graduating from a high school accredited by a regional accrediting agency or by a state department of education. Early in the senior year of high school, the applicant should:
1. Complete and submit the Ashland University Application for Undergraduate Admission which is online at: www.exploreashland.com
2. Ask the guidance counselor to forward a copy of the high school transcript. Test scores, class rank, and a list of senior courses should be included. (Results of the G.E.D. are recognized.)
3. If applicant participated in the post-secondary option, contact the registrar at the college/university attended and request an official transcript be sent to the Ashland University Office of Admission. College credit will be granted for any college-level coursework taken in high school in which a “C–” or better grade is received. Also, college credit may be granted for Advanced Placement (AP) coursework depending on the score on the AP test.
4. All candidates for admission to the freshman class are required to take the ACT (American College Test) or the SAT (Scholastic Aptitude Test). Results may be sent directly to Ashland University using these codes: ACT – 3234; SAT – 1021."
5. Upon high school graduation, a final transcript must be forwarded to the Ashland University Office of Admission.

6. Ohio residents must send results of the Ohio Graduation Test to the Ashland University Office of Admission.

High School Equivalence Diploma (GED)
Ashland University will recognize the GED instead of a high school diploma for those applicants who did not graduate from high school. (Ashland University does not administer the GED.) Students may also be required to take the ACT.

Home Schooled Student
An applicant who is home schooled should use the following admission guidelines:
1. Complete and submit the Ashland University Application for Undergraduate Admission which is online at: www.exploreashland.com
2. Submit an accredited diploma, GED, grade transcript or home school credit evaluation form.
3. Provide results of a standardized test such as the ACT, SAT, or other state or nationally normed test.
4. Visit the Office of Admission for a personal interview with an admission representative.

Transfer Student
A student from an accredited institution of higher learning may be considered for admission as a transfer student to Ashland University provided s/he is in good standing socially and academically with at least a 2.25/4.0 cumulative GPA at the previous college(s) attended. Credit earned through a recognized accredited college or university will be accepted at Ashland University as long as the credit earned is “C minus” or better. Credits will be awarded for specific Ashland University courses when transferable credits are for equivalent courses. When the transferable courses do not have Ashland University equivalents, credits will be awarded as ‘elective’ credits. A student transferring to Ashland University from other institution(s) of higher learning must meet residence requirements (see index) in order to be eligible for graduation from a baccalaureate degree program. A candidate for a degree must take a minimum of 32 semester hours at Ashland University. The last 16 hours of coursework and at least one half of the student’s work in his/her major field must be taken at AU. A minimum of 60 hours must be earned at a four-year college or university. A student interested in transferring to Ashland University should:
1. Complete and submit the Ashland University Application for Undergraduate Admission which is online at: www.exploreashland.com
2. Contact the registrars at all colleges attended and request that official transcripts be sent to the Ashland University Office of Admission.
3. Contact the high school guidance office to request that an official transcript be sent to the Ashland University Office of Admission if the applicant does not hold an associate degree. A student holding an associate degree or who is a graduate of a two-year school will be granted junior status at AU (except in the nursing program), and all credits for the degree will be accepted. The final decision regarding course-equivalence of transfer credit will be made by the Registrar’s Office. A student may receive an unofficial evaluation of credit by scheduling an appointment with the
appropriate Transfer Coordinator or sending a written request including intended major and transcript(s) to the Office of Admission.

While Ashland University does not formally participate in Ohio’s “Statewide Articulation and Transfer Policy,” the Transfer Module is one basis for evaluating course equivalencies when transferring general education courses to meet Institutional Baccalaureate Requirements.

Readmission
A student who leaves Ashland University for one or more semesters must submit an application for readmission. The entire previous record of the student is reviewed and favorable action is necessary before the student can register for classes. A student may apply for readmission at www.exploreshland.com. A student who has been dismissed by the University must apply for reinstatement through the Office of Admission. Documentation demonstrating ability to succeed academically at Ashland University must accompany readmission application. A student seeking readmission after an absence of more than one year will be subject to the curricula requirements in effect as of the first registration of classes subsequent to readmission. If the student has attended other schools, transcripts from these schools must be sent to the Office of Admission.

Students seeking readmission after a medical withdrawal must follow the steps under “Readmission after Medical Withdrawal” in the Academic Affairs section of the catalog.

Special Student
A special student at Ashland University is one who is not a candidate for a degree. The classification includes transient students in good standing at another institution, certain international students, post graduate students, and students wishing to attain specific skills such as music or art. A special student does not need to file the regular application for admission. After earning 12 semester hours, a special student must submit an application for admission. To register as a special student, contact the Registrar’s Office.

A student who is a college graduate and who submits authenticated evidence of graduation to the Registrar may register for any class without contacting the Office of Admission. If, however, the student is working toward a second degree, or if the student will require the services of Ashland University in securing teacher licensure, the student must fulfill the usual requirements for admission.

Transient Student
A transient student must submit a statement of good standing or permission in writing to take courses at Ashland University. S/he is permitted to take a maximum of 18 semester hours, after which the usual requirements for admission must be fulfilled.

Senior Citizen
A senior citizen (age 60 or older) may take classes as a special student at a reduced rate if space is available. No credit is given for the course. The cost is determined at the beginning of each year and published in the Fees and Charges brochure.

Veteran
A veteran needs to file a regular application for admission and follow the appropriate admission process. College credit earned while serving in the military will be evaluated by the Registrar’s Office on an individual basis. Four semester hours of credit will be granted to veterans who have been honorably discharged from military service to the United States. Any changes in registration must be reported to the Registrar’s Office immediately for submission to Veterans Affairs.

Auditor
Any regularly enrolled student in the University may audit a course. Other persons who do not wish to receive college credit and who do not meet admission requirements may also register as auditors upon payment of the audit fee and any special class fees (e.g. lab or music fees). Under no circumstances will audit grades later be changed to credit status. A student may not change from audit to credit, and vice versa, after the third week of a semester. Students may not audit more than 16 hours of class without permission from the Academic Advising Office.

Second Degree or Major
The applicant who holds a bachelor’s degree from an accredited institution may earn a second degree or major in a different field of study. The applicant must meet specific course requirements appropriate to the degree and/or major, and follow the application procedures outlined in the “Transfer Student” section. Ashland University offers the Bachelor’s Plus Program for individuals who have a bachelor’s degree from an accredited college or university in a field other than education who now wish to teach. For information, contact the Bachelor’s Plus Program at 1-800-882-1548, ext. 5298.

Evening and Weekend Program
See p. 24 for information about eligibility and the admission process for this program.

Bachelor of Science in Nursing Program
This program is for registered nurses who are graduates of diploma or associate degree programs and are interested in completing a baccalaureate degree in nursing. For information, see the Nursing section in this catalog.

International Student
Because an international student studying in the U.S. has added burdens of adjustment to language and culture, s/he is required to have the equivalent of a 2.75/4.0 GPA on the American system. For countries which do not use the grade point average, a determination is made to equate the score to the U.S. system.

The international student should submit the following materials:
1. A completed International Student Application Form.
2. A $50 nonrefundable application fee made payable to Ashland University.
3. A bank statement showing the sponsor’s ability to support the student with funds equal to or greater than the estimated expenses per year.
4. Academic records from all secondary schools, colleges or universities attended, both in English and the original language.
Admission Procedures

5. Results of any state or government comprehensive exams, such as the Baccalaureate or the G.C.E., if applicable.
6. An official TOEFL score of 65 (iBT) or above, or an IELTS score of 6.0 or above. If the TOEFL or IELTS score is below the required level, or these tests have not been taken, the student may enter the Center for English Studies (ACCESS).
7. Personal statement of 250 words that outlines your educational goals and reason for choosing Ashland University.

After formal admission, the international student will receive a Form 1-20 A-B, Certificate of Eligibility for non-immigrant (F-1) student status. This document is then presented to the U.S. Consul in the student’s country of residence in order to apply for a visa.

International Student Services provides assistance, orientation, and advising to international students. The office also promotes intercultural contacts and provides student organization programs. The services of Ashland University are designed in accordance with federal rules and regulations concerning foreign students, the Ohio College Association Code of Ethical Practices for Foreign Student Recruitment and Admissions, and the principles and guidelines of NAFSA: Association of International Educators. Visit the website: www.ashland.edu/iss

International Transfer Student
An international student from a recognized institution of higher learning may be considered for admission as a transfer student to AU provided the student has a 2.75/4.0 cumulative GPA at previous colleges/universities attended.

Credits earned at other colleges or universities will be accepted according to the principles described under the “Transfer Student” section.

To apply as a transfer student, the international student needs to follow the procedures outlined under the “International Student” section. However, since the international student will be transferring into the academic program, a TOEFL score of 70 (iBT) or above is required.

Second and Non-Degree Programs for International Students
The University also offers programs for Second Degree and Non-Degree students. A student who already holds a bachelor’s degree from an accredited institution can earn a second degree at Ashland in a different field of study. These programs are generally one to three years in length, depending upon which field of study is chosen.

A student who wishes to study for a period of one year or less might consider the Non-Degree program in which the student can study whatever subjects he/she wishes to study without pursuing a degree.

Both the Second Degree and Non-Degree programs require a score of at least 70 (iBT) on the TOEFL and a GPA of at least 2.75/4.0.

To apply for a Second Degree or Non-Degree program, the international student should follow the application procedures outlined in the “International Student” section.
Finance & Administration

Finance and Administration encompasses those areas directly related to the business operation of the University, including the management of University assets; collection and disbursement of funds; maintenance and protection of the physical plant; food service; health service; personnel and purchasing.

University Fees

Tuition and fees for the school year 2008-2009 are:

- Tuition Fee: $23,550
- Room: 4,768
- Board: 4,108
- Activity Fee: 220
- Health Center: 122
- Technology Fee ($10/hr. for part-time): 300
- Recreation Center Fee: 150

*Total: $33,218

*This total does not include single or paid double room fee, fraternity fee and special class fees. Special housing such as senior apartments, Clayton Hall suites, fraternity and servant leadership houses requires a different fee structure.

Tuition Fee

The tuition fee permits a student to take from 12 to 19 hours each semester. An additional charge of $723 is made for each semester hour in excess of 19 hours. A student taking less than 12 semester hours pays tuition at the rate of $723 per semester hour.

However, non-probationary sophomore, junior and senior students in the Honors Program may register for up to 21 hours of course credit without paying for the additional hours over the comprehensive fee. The student must have a college GPA of 3.5, so freshmen are not eligible for this. Hours taken beyond the 21 hour limit will be charged at the regular rate.

Instructional Supply Fee

Some courses have instructional supply or service fees. These are listed in the Ashland University Fees and Charges brochure which is available in the Business Office.

Room Fee

The fee is $4,768 per year for double/triple occupancy, $6,148 per year for single occupancy and $5,456 for paid double occupancy.

Board Fee

The fee for the 19-meal plan and the 15-flex meal plan (includes $150 Eagle dollars per semester) is $4,108 per year. The fee for the 10 flex meal plan (includes $125 Eagle dollars per semester) is $4,008 per year. The fee for the Block meal plan (includes $80 Eagle dollars) is $2,004 per year. The Block meal plan is only available to commuter students and senior apartment residents.

Activity Fee

An annual fee of $220 is paid by all full-time students. For parttime students the fee is $8 per semester hour. This fee supports numerous social and recreational activities. It partially funds the student center, intramural programs and department performance programs. It also provides funding for student government organizations, the Campus Activities Board, and the student newspaper and yearbook.

Graduation Fee

The $75 graduation fee provides for a diploma and other commencement items. This is a one-time fee charged at the time of filing for graduation. No person will be allowed to participate in commencement exercises or receive a diploma if the University account is not paid in full. Students eligible for tuition reimbursement from their employers must have all fees and charges paid in full prior to taking final exams during the last semester before graduation.

Insurance

All full-time students are covered, without exception, under a group accident plan, the cost of which is included in the comprehensive fee. Students are required to participate in a group sickness plan, unless they sign a waiver card prior to September 19 which states that they have adequate sickness coverage. The group sickness plan fee, which is listed in the Fees and Charges brochure, is not covered in the comprehensive fee.

Enrollment Deposit

An enrollment deposit of $200 is required for all students who have been accepted and plan to enter college. This deposit will be applied to first semester tuition and is non-refundable after May 1 for fall semester or December 1 for second semester.

Other fees and charges are listed in the Fees and Charges brochure, which is available in the Business Office.

All fees and charges are subject to change at any time by the Board of Trustees.

Terms of Payment

Tuition and fees are due and payable in full on or before August 4, 2008 for fall semester, and on or before Jan. 5, 2009, for spring semester. Statements are mailed prior to the due dates.

Interest of 1.5 percent will be charged each month on any unpaid balance. Seniors or students eligible for tuition reimbursement from their employers will not be permitted to take final exams in their last semester or take part in commencement until all accounts are clear with the Business Office.

There are two payment plans available to meet the costs of attending Ashland University.

1. Payment up front:
   a. Checks or money orders may be payable to Ashland University.
   b. MasterCard, Discover, Visa, or American Express. Call the Student Accounts office. (1-800-882-1548; non-Ohio residents and Ashland County residents call 1-419-289-5019)

2. Monthly payments (due by the 15th of each month) may be made through Tuition Pay. A contract must be made with Tuition Pay prior to attending classes and must cover any pending Financial Aid. There is a $55 service fee, but no interest is charged. For more details, please call Tuition Pay at 1-800-635-0120.
   A person’s account must be paid in full before registration becomes valid and before a person can reside in University facilities.
Refund Policy

This refund policy applies to students completely withdrawing from school.

Withdrawal — An enrolled student withdraws from all classes during the term. This refund policy applies to students in this situation.

Dropping of class(es) — An enrolled student drops a class (or classes) but is still enrolled for one or more classes in the term. This refund policy does not apply to students in this situation.

Withdrawal procedures — Students who choose to withdraw from the University must go through the official withdrawal process which includes contacting:

- the Registrar’s Office to complete the Ashland University Withdrawal Request and Information Form. To obtain a copy of this form, contact extension 5028.
- the Director of Student Success and Retention (x5308), Director of Academic Advising (x5098), Director of Psychological and Counseling Services (x5065), or Vice President of Enrollment Management (x5054) to complete an exit interview.
- the Assistant Director of Residence Life (x5326), if you are living on campus.
- the Business Manager for Auxiliary Services (x5758), Amstutz Hall, if you are on the meal plan.
- the EagleCard Office (x5076).

Return of Title IV Funds/Institutional Refund Policy — This applies to students who withdraw or are expelled. Refunds for these students are determined according to the following policy:

1. The term “Title IV Funds” refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal Parent Loan PLUS, Federal Pell Grant, Federal Educational Opportunity Grant, Federal Academic Competitiveness Grant, National Smart Grant.

2. A student’s withdrawal date is:
   - the date the student began the institution’s official withdrawal process or officially notified the institution of intent to withdraw; or
   - the midpoint of the term for a student who leaves without notifying the institution; or
   - the student’s last date of attendance at a documented academically related activity.

3. Students who are granted a leave of absence are treated in the same manner as students who withdraw from the university.

4. Refund Policy:
   - Refunds on all charges including tuition, room and board, and special fees will be prorated on a per day basis up to the 60% point in the term. There are no refunds after the 60% point in time. A copy of the worksheet used for this calculation can be requested from the Ashland University Financial Aid Office.
   - Title IV, state and institutional aid is earned in a prorated manner on a per day basis up to the 60% point in the term. Title IV, state, and institutional aid is viewed as being 100% earned after the 60% point in time.
   - A refund (if there is one) and an adjusted bill will be sent to the student’s home address following withdrawal.
   - There are no refunds for courses for which a grade of “I” (incomplete) or “IP” (in progress) is received.

In accordance with federal regulations, when financial aid is involved, refunds are allocated in the following order: Unsubsidized Federal Stafford Loan; Subsidized Federal Stafford Loan; Federal Academic Competitiveness Grant; National Smart Grant; Federal Perkins Loan; Federal Parent (PLUS) Loan; Federal Pell Grant; Federal Supplemental Opportunity Grant; other Title IV assistance; other federal sources of aid; other state, private and institutional aid; and finally, the student.

Ashland University’s responsibilities in regard to the return of Title IV funds include:
   - providing each student with the information given in this policy;
   - identifying students who are affected by this policy and completing the Return of Title IV funds;
   - calculations for those students;
   - returning any Title IV funds that are due the Title IV programs.

The student’s responsibilities in regard to the return of Title IV funds include returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.

Appeal Process — A student who has an issue with the billing or financial aid portion of this policy may write a letter of appeal: c/o Comptroller (billing) or Director of Financial Aid (financial aid), 410 College Ave., Ashland, OH 44805.

If a student is asked to leave for disciplinary reasons, all rights to adjustments from the tuition and fees are forfeited.

No person may have official transcripts of his or her records until that person’s account is paid in full.
Financial Aid

Ashland University provides financial assistance to any qualified and eligible undergraduate student. A qualified student is one who has been accepted for admission to the University, will be at least a half-time student (taking six credit hours per term), is not on disciplinary probation and is meeting the standards required in the Financial Aid Satisfactory Academic Progress Policy listed at the end of this section. Undergraduate students who are attending less than half-time may qualify for a Pell Grant and/or an Ohio College Opportunity Grant.

Financial assistance is awarded on the basis of outstanding scholarship, accomplishments, talents and/or financial need. By using a combination of available assistance from federal, state, and University sources, Ashland University attempts to meet a student’s financial need as calculated through completion of the Free Application For Federal Student Aid.

All financial assistance administered by Ashland University is awarded annually. Therefore, students must reapply for financial aid each year and must meet criteria required for renewal. To receive University funds, a student must enroll on a full-time basis and be billed the comprehensive rate of tuition, while a student attending part time may qualify for federal or state funds.

Students enrolled in study abroad or affiliate programs are not eligible for Ashland University grants or scholarships.

How to Apply for Financial Aid

Students should follow the steps listed below to apply for financial aid. Applications for financial aid will be processed on a first-come, first-served basis, with priority given to those applications submitted by March 15.
1. Apply for admission to Ashland University (incoming students).
2. Student and parent each apply for a PIN (personal identification number) at www.pin.ed.gov to sign the FAFSA online.
3. Complete an AU Financial Aid Application online. Incoming students complete the application at www.exploreashland.com and returning students complete it at www.ashland.edu/finaid
4. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA at www.fafsa.ed.gov
5. Review electronic award and additional required processes at www.ashland.edu/finaid (Next Steps for Undergraduate Students). Other forms and procedures may be required in order to receive certain types of aid. For example, all first-time borrowers of federal loans must complete Entrance Loan Counseling and a Promissory Note at www.ashland.edu/finaid prior to disbursement of funds.

Types of Financial Assistance Available

The payment of University expenses is primarily the responsibility of the parent and the student. However, a wide variety of financial assistance is available to afford students the opportunity of an education at Ashland University. Types of assistance include scholarships, grants, employment and low-interest student and parent loans.

Scholarships and grants are types of gift assistance used for educational expenses that do not require repayment. The Ashland University grants and scholarships listed on the following pages are available only to full-time, regular undergraduate students who are billed the comprehensive rate of tuition. This excludes students in the Evening and Weekend, Nursing, and LCCC programs from institutional assistance. Additionally, Ashland University grants and scholarships are only available during the fall and spring semesters.

Student employment and loans are types of self-help assistance that are also used to help cover educational expenses. Student loans are funds which require repayment after graduation or withdrawal from the University.

Financial aid opportunities are described below under the following section headings:
A) Ashland University Funded Grants and Scholarships
B) Federal and State Grants and Scholarships
C) Student Loans
   • Provided by Federal Sources
   • Provided by Private Sources

Attendance at Other Institutions

Students who enroll at other institutions as part of their Ashland University degree (e.g. Art Institute of Pittsburgh) are not eligible for financial aid from Ashland University but must apply for aid at the other institution. Aid available at the other institution may be significantly different from aid offered from Ashland University. Students who will attend Ashland University and another institution simultaneously may be eligible for federal and state aid through a consortium agreement. Contact the Financial Aid Office for more information.

Ashland University Funded Grants and Scholarships

Ashland University offers the following institutional aid to students who meet the eligibility criteria. Students may qualify for multiple types of aid from the University. These programs may be added together, but the total institutional funds available to any one student will be limited to the full-time cost of tuition ($23,550 for 2008-2009) for the fall and spring semesters.

Students who receive Ashland University gift aid may not receive total gift aid (including federal, state, outside and institutional sources) which exceeds the cost of full-time tuition (12-18 credits per semester), room, board, activity fee, recreation center fee, and health center fee for students living on campus, or exceeds the cost of full-time tuition, activity fee, recreation center fee, and health center fee for students living off campus. Institutional aid will be reduced to prevent the above from occurring.

Outside Awards—Students who qualify for gift aid from outside/private sources are responsible to inform the Financial Aid Office in writing regarding the name of the award, the amount of the award, and the number of years the award is available to the student. Ashland University allows students to benefit from scholarships received from outside/private sources. These funds will be added to the award as long as the student demonstrates sufficient financial need and the total gift aid falls within the parameters noted in the previous paragraph. In the event that aid must be adjusted, student loans and/or Federal Work-Study will normally be adjusted.

Presidential Scholarship

First-time freshmen who have a minimum high school GPA of 3.25 or higher and have a minimum ACT score of 23 or SAT of 1050 qualify for a scholarship ranging from $8,000 to $10,000. The award is renewable with a GPA of 3.0 or higher. Students who qualify for the Presidential Scholarship are not eligible for a Director’s Scholarship.
Financial Aid

**Director’s Scholarship**
First-time freshmen who have a minimum high school GPA of 3.0 or higher and have a minimum ACT score of 21 or SAT of 970 qualify for a scholarship of $6,000. The award is renewable with a GPA of 2.5 or higher.

**Alumnus Grant**
Children and grandchildren of Ashland University alumni are eligible for this grant. This $2,000 grant is renewable by maintaining satisfactory academic progress.

**Art, Music, and Theatre Scholarships**
These departments award scholarships based on talent. Each department requires an on-campus interview. An audition is required for the theatre and music scholarships, while submission of a portfolio is necessary to apply for the art scholarship. These scholarships are renewable by fulfilling certain departmental criteria.

**Ashbrook Scholarship**
A need-based grant awarded to students. In addition to financial need, the grant is based on high school GPA and ACT or SAT scores, or college GPA for transfer students. Renewal is based on the need of the student in subsequent years and the academic performance of the student at Ashland University.

**Ashland University Grant**
A need-based grant offered to students. In addition to financial need, the grant is based on high school GPA and ACT or SAT scores, or college GPA for transfer students. Renewal is based on the need of the student in subsequent years and the academic performance of the student at Ashland University.

**Athletic Scholarship**
Men’s and women’s varsity sports offer scholarships to selected athletes. The coaches, under the leadership of the athletic director and in coordination with the Financial Aid Office, determine standards of distribution that follow the guidelines set down by the athletic conference and the NCAA. The coach determines the amount of the scholarship.

**Brethren Grant**
Students who are members of the Ashland-based Brethren Church are eligible for this grant. A letter from the student’s minister verifying membership is to be sent to the Director of Admission. This $2,000 grant is renewable by maintaining satisfactory academic progress.

**Brethren Summer Ministries Award**
Students who participate in the summer ministry program of the Board of Christian Education of the Ashland-based Brethren Church are eligible for this grant for the academic year immediately following their summer of service. The $1,000 grant is renewable with subsequent summers of service.

**Buckeye Girls State Scholarship**
The Buckeye Girls State program is hosted each summer by Ashland University. Attendees who enroll at AU are eligible for a $1,000 scholarship, renewable by maintaining satisfactory academic progress.

**Endowed Scholarships**
Endowed scholarship recipients are selected by the Financial Aid Office. If an endowed scholarship is targeted for a specific department, that department may provide nominations for the scholarship to the Financial Aid Office. In most cases, these awards are used to fund the AU Grant.

**Family Grant**
This grant is offered when two siblings from the same family are full-time undergraduate students at AU. The value of the grant is worth 50% of tuition and will be split equally between the students. Recipients may qualify for other non-need-based AU grants or scholarships with a maximum equal to tuition. Each student must maintain a minimum GPA of 2.5 to receive his or her portion of the award.

**Mathematics and Computer Science Department Scholarships**
The AU Mathematics and Computer Science Department offers the following scholarships to students who achieve certain results on the noted tests: AMC-12 Scholarship--$2,000 per year; OCTM State Mathematics Contest- -$2,000 per year; AU Memorial Mathematics Scholarship--$1,000 per year. Contact the Department of Mathematics and Computer Science for more information.

**Ministerial Grant**
This grant is offered to children of pastors, missionaries and staff who are ordained or licensed and actively serving full-time within the Ashland-based Brethren church or who have retired from full-time service for reasons of age or health. Students who qualify for this grant will receive total AU gift aid equal to 75 percent of tuition. The grant is renewable with a minimum GPA of 2.5.

**Science Scholarship**
The University offers science awards to students who receive a superior rating at the Mohican District Science Fair hosted by Ashland University or the Ohio Academy of Science Fair hosted by Ohio Wesleyan University. The amount of the scholarship is $1,000 at the district level and $2,000 at the state level.

**AU Transfer Student Scholarships**

**Alpha Beta Gamma National Business Honor Society Scholarship**
A renewable scholarship for incoming transfer students in the amount of $500. A minimum GPA of 3.0/4.0 and an A.A., A.S., A.A.S., or Canadian Degree equivalent is required. Alpha Beta Gamma designation on transcript is required. The scholarship is renewable with a minimum 3.0 GPA.

**Phi Theta Kappa Scholarship**
A renewable scholarship for incoming transfer students in the amount of $1,000. A minimum GPA of 3.0/4.0 and an A.A., A.S., A.A.S., or Canadian Degree equivalent is required. Phi Theta Kappa designation on transcript is required. The scholarship is renewable with a minimum 3.0 GPA.

**Transfer Scholarship**
Incoming transfer students (those with 15 or more credits from previously attended colleges—excluding post-secondary coursework) who have attained a cumulative GPA of 3.0 or higher in college are eligible for this award. The scholarship ranges from $5,000 to $8,000 and is renewable with a cumulative GPA of 3.0 or higher.
Federal and State Grants and Scholarships

Federal Academic Competitiveness Grant Program (ACG)
Eligible students will receive $750 for the first academic year of study and $1,300 for the second. To qualify, the student must be a U.S. citizen; Federal Pell Grant recipient; full-time in a degree program; have completed a rigorous secondary school program of study; and maintain a 3.0 grade point average. The U.S. Dept. of Ed. notifies each applicant who is potentially eligible based upon FAFSA information. Ashland University will then receive notification of potentially eligible candidates and is required to verify information before awarding the grant.

Federal Pell Grant
Students seeking financial assistance may apply for this need-based federal grant program by filing the FAFSA or Renewal FAFSA. The award ranges from $890 to $4,731 for 2008-2009.

Federal SMART Grant Program
Eligible students will be awarded $4,000 each year for their third and fourth academic years. To qualify, the student must be a U.S. citizen; a Federal Pell Grant recipient; enrolled full-time in a degree program; enrolled at a four-year degree-granting institution; major in physical, life or computer science, engineering, mathematics, technology, a critical foreign language, psychology, or natural resources and conservation, and maintain a 3.0 grade point average each term. Students must enroll for at least one class major for each term scholarship is to be received. Ashland University is responsible for identifying eligible students prior to awarding. Additional information is available at http://studentaid.ed.gov

Federal Supplemental Educational Opportunity Grant
These federal funds are awarded by Ashland University to students who have a high financial need. To apply, file the FAFSA or Renewal FAFSA. The amount of this grant varies.

Ohio Academic Scholarship
Awarded to one student from each Ohio high school who will enroll in an Ohio college or university. The amount of the scholarship is $2,205 per year. Contact the high school guidance counselor for more information.

Ohio College Opportunity Grant
This is a new program from the State of Ohio that is effective with the 2006-2007 school year and will replace the Ohio Instructional Grant program within the next four years. It is available to eligible students who are residents of Ohio. To apply for this program, a student must file the FAFSA or Renewal FAFSA. Eligibility is based upon the Expected Family Contribution number. The award ranges from $600 to $4,922.

Ohio Instructional Grant
This program is available to eligible students who enrolled in college prior to May 2006 and who are residents of Ohio. To apply for this program, a student must file the FAFSA or Renewal FAFSA. Eligibility is based on family income and the number of dependents.

Ohio National Guard Tuition Grant
This program is offered to eligible members of the National Guard. This grant pays the average state-assisted university’s tuition costs at private institutions recognized by the Ohio Student Aid Commission.

Financial Aid

The grant is available for undergraduate studies. For further information and application, contact a local Ohio National Guard Armory.

Ohio Student Choice Grant
This state program provides a grant (estimated at $660 in 2008-09) to each full-time student who is a resident of Ohio; has not enrolled full time at a college or university prior to July 1, 1984; attends a private, four-year institution; and is pursuing a bachelor’s degree. To receive this grant, eligible students must complete and return the Ashland University Financial Aid Application.

Ohio War Orphan Scholarship
Awarded to students whose parent served at least 90 days of active duty during a declared war or conflict and is severely disabled or deceased as a result of service. Applications are available from high school guidance counselors or veterans offices.

Pennsylvania State Grant
This grant is available to eligible full-time students who are residents of Pennsylvania. To apply for this grant, file the FAFSA or Renewal FAFSA.

Student Loans
The cost of a college education ought to be viewed as a valuable investment in one’s future. It is necessary for most families to borrow to supplement other financial aid to pay for education. Students are wise to borrow the least amount possible during their college career. Loans are usually easy to obtain, and repayment normally does not begin until after graduation or withdrawal from college. Students who default on student loan payments will damage their credit ratings and thus their ability to make credit purchases in the future.

Federal Direct Stafford Loan (Eligible students will receive $750 for the first academic year of study and $1,300 for the second. To qualify, the student must be a U.S. citizen; Federal Pell Grant recipient; full-time in a degree program; have completed a rigorous secondary school program of study; and maintain a 3.0 grade point average. The U.S. Dept. of Ed. notifies each applicant who is potentially eligible based upon FAFSA information. Ashland University will then receive notification of potentially eligible candidates and is required to verify information before awarding the grant.

Ohio Academic Scholarship
Awarded to one student from each Ohio high school who will enroll in an Ohio college or university. The amount of the scholarship is $2,205 per year. Contact the high school guidance counselor for more information.

Ohio College Opportunity Grant
This is a new program from the State of Ohio that is effective with the 2006-2007 school year and will replace the Ohio Instructional Grant program within the next four years. It is available to eligible students who are residents of Ohio. To apply for this program, a student must file the FAFSA or Renewal FAFSA. Eligibility is based upon the Expected Family Contribution number. The award ranges from $600 to $4,922.

Ohio Instructional Grant
This program is available to eligible students who enrolled in college prior to May 2006 and who are residents of Ohio. To apply for this program, a student must file the FAFSA or Renewal FAFSA. Eligibility is based on family income and the number of dependents.

Ohio National Guard Tuition Grant
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Financial Aid

The grant is available for undergraduate studies. For further information and application, contact a local Ohio National Guard Armory.

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Ohio War Orphan Scholarship
Awarded to students whose parent served at least 90 days of active duty during a declared war or conflict and is severely disabled or deceased as a result of service. Applications are available from high school guidance counselors or veterans offices.

Pennsylvania State Grant
This grant is available to eligible full-time students who are residents of Pennsylvania. To apply for this grant, file the FAFSA or Renewal FAFSA.

Student Loans
The cost of a college education ought to be viewed as a valuable investment in one’s future. It is necessary for most families to borrow to supplement other financial aid to pay for education. Students are wise to borrow the least amount possible during their college career. Loans are usually easy to obtain, and repayment normally does not begin until after graduation or withdrawal from college. Students who default on student loan payments will damage their credit ratings and thus their ability to make credit purchases in the future.

Subsidized Federal Direct Stafford Loan
This need-based loan can provide up to $3,500 per year to freshmen, $4,500 per year for sophomores, $5,500 per year for juniors and seniors and $8,500 per year for graduate students. For loans borrowed prior to June 30, 2006, the interest rate is variable and capped at 8.25%. Loans borrowed after June 30, 2006 have a fixed interest rate of 6.8%. Subsidized loans borrowed between July 1, 2008 and June 30, 2009 will have a fixed rate of 6.0%. Repayment begins six months after the student ceases to be enrolled at least half time, and the federal government pays the interest while the student is enrolled in school. Eligibility for a Subsidized Federal Direct Stafford Loan is determined through the FAFSA.

Unsubsidized Federal Direct Stafford Loan
A non-need-based loan that is similar to the Subsidized Federal Direct Stafford Loan except that the borrower is responsible for the interest while enrolled which can be paid monthly, quarterly, or capitalized and added to the loan principal until after the borrower ceases to be enrolled at least half time. Eligibility for the Subsidized Federal Direct Stafford Loan must be determined before a student can be certified as eligible for an Unsubsidized Federal Direct Stafford Loan. This loan provides up to $5,500/yr. to freshmen, $6,500/yr. to sophomores, $7,500/yr. to juniors and seniors and $8,500/yr. to graduate students. Independent students are eligible to borrow...
Federal Perkins Loan
This long-term, low-interest loan program is designed to assist students who demonstrate financial need through the Free Application For Federal Student Aid. Loans range up to $2,000 per academic year. Repayment and interest on this loan begin nine months after the student ceases to enroll in college on at least a half-time basis. The current rate of interest is 5% and the maximum repayment period is ten years.

Alternative Loans
These are private loans borrowed by the student, usually requiring a credit-worthy co-signer, that provide funding to eligible students up to the cost of education minus any other financial aid. Interest can be paid monthly, quarterly, or capitalized and added to the loan principal until after the borrower ceases to be enrolled at least half time. Always read any potential lender’s information carefully to be fully informed regarding terms of the loan.

Federal Direct Parent Loan
Under this federal program, parents of dependent students may borrow up to the cost of education minus any other financial aid. The interest rate is variable and capped at 9% on loans borrowed prior to June 30, 2006. Loans borrowed after June 30, 2006 have a fixed interest rate of 8.5%. Repayment begins 2 months after the date of full disbursement, but may be deferred while the student is enrolled at least half-time.

Student Employment
At AU, the Federal Work-Study and Regular Student Employment programs employ 400 to 500 students each year. Preference for jobs on campus is available to those who qualify for the Federal Work-Study Program. Jobs may be related to your major or simply a way to earn cash for educational expenses. Job opportunities are posted at www.ashland.edu/finaid as well as on the job board outside the Financial Aid Office. Students are paid every two weeks for hours worked and are currently paid $7.00 per hour.

Federal Work Study
This is a need-based employment program through which several hundred students work each year. Eligible students may earn up to $2,700 per year.

Regular Student Employment
A non-need-based employment program through which students may work on campus.

Resident Assistant
Students selected for these positions (approximately 40 per year) receive free room and board (2008-2009 value of $8,876) and a small stipend. Various duties focus on development of a floor and hall community. Each RA is responsible for organizing social and educational floor events, participating in conflict resolution activities, responding to crises, serving as a referral source, and assisting with the adjustment issues that face new and returning students. The application and selection process is highly competitive. Applications are available to upperclass students from the Office of Residence Life.

Financial Aid Refund Repayment Policy
Refer to the Refund Policy in the Finance & Administration section of this catalog to review the University’s policy. Financial aid questions related to the policy may be directed to the Financial Aid Office.

Standards of Satisfactory Progress Policy for Regular Undergraduate Financial Aid Recipients
Federal regulations require that an institution develop and enforce a policy for standard satisfactory progress for students who receive financial aid. These standards must be the same or stricter than the standards the institution has for students not receiving aid. This policy is to be applied to students receiving federal and institutional assistance at Ashland University who are enrolled in an undergraduate program. It should be noted that this policy is separate from the academic policy administered by the Academic Standards and Graduation Committee. Students may be allowed to enroll at AU but may not be eligible to receive financial aid due to academic deficiencies.

Interpretation and Enforcement
The Director of Financial Aid will have primary responsibility for the interpretation and enforcement of this policy. Unusual issues related to this policy may be directed to the Financial Aid Committee for consultation.

Definitions of Terms
1. Academic Year: the fall and spring terms of a given year.
2. The status of an undergraduate student according to the credit hours taken in a regular term is as follows:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>12 or more</td>
<td>full-time</td>
</tr>
<tr>
<td>9-11</td>
<td>three-quarter-time</td>
</tr>
<tr>
<td>6-8</td>
<td>half-time</td>
</tr>
<tr>
<td>1-5</td>
<td>less-than-half-time</td>
</tr>
</tbody>
</table>

3. Satisfactory Course Completion (for financial aid purposes) is a final grade of “D-” or higher, “S” (Satisfactory) or “CR” (Credit). All others are unsatisfactory.
4. A Repeated Course is one taken again which could affect a student’s cumulative grade point average. Repeated courses will count toward the minimum number of credit hours to be completed per term, but will not affect the cumulative credit hours completed.
5. A Non-credit Remedial Course will not count toward the minimum number of hours required per term or the minimum number of cumulative hours required per academic year.
6. A student on Financial Aid Probation is receiving financial aid, but at the end of the term must show satisfactory academic progress by the required qualitative or quantitative standard.
7. Transfer Hours which are creditable to an Ashland University degree will be rounded down to the nearest multiple of 16 to determine the corresponding terms the student has already used in financial aid eligibility. For example, if a student transfers 45 hours, that student will have used two out of ten terms of financial aid eligibility at the previous school.
Standards and Measurement of Satisfactory Academic Progress

Qualitative Requirements:
Students must achieve the required GPA standards noted below. Terms completed refers to any terms completed at any college.

<table>
<thead>
<tr>
<th>Terms Completed</th>
<th>Minimum Required</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2.0</td>
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</tr>
<tr>
<td>8</td>
<td>2.0</td>
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</tr>
<tr>
<td>10</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

The student who has not attained the required GPA but has attended fewer than the stated terms shall be placed on Financial Aid Probation. The student with a GPA less than the stated requirement immediately loses eligibility for federal and institutional financial aid. Reinstatement of financial aid eligibility will occur after the student attains the required cumulative GPA at AU subject to Ashland University packaging policies. Students who receive a grade of “F,” “WF,” “WP,” “W,” “IP,” or “I” in all courses during any term will immediately lose eligibility for financial aid.

Quantitative Requirements:
Students have ten terms of full-time attendance to complete their degree requirements. Students must earn the required hours based on the following:

<table>
<thead>
<tr>
<th>Minimum Credits</th>
<th>Enrollment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned in College</td>
<td>full-time (12 or more hours)</td>
</tr>
<tr>
<td></td>
<td>three-quarter-time (9-11 hours)</td>
</tr>
<tr>
<td></td>
<td>half-time (6-8 hours)</td>
</tr>
<tr>
<td></td>
<td>less-than-half-time (5 or less)</td>
</tr>
</tbody>
</table>

The student who completes less than the “Minimum Credits to be Completed” in a term will be placed on Financial Aid Probation. The student who completes less than the “Minimum Credits to be Completed” for any two terms will be ineligible for federal and institutional aid until the credits are made up at the student’s expense.

Merit-Based Financial Assistance
Students who are eligible to receive certain scholarships have additional requirements to maintain in order to retain those scholarships. Recipients of the Presidential or Transfer Scholarships must maintain a cumulative GPA of 3.0 to continue to receive the award. Students who have less than a 3.0 cumulative GPA will lose their Presidential Scholarship or Transfer Scholarship. Recipients of the Director’s Scholarship must maintain a cumulative GPA of 2.5 or higher to continue to receive the award.

Appeals
A student who is ineligible for financial aid due to not meeting the requirements of this policy may submit a written letter of appeal to the Financial Aid Committee via the Director of Financial Aid. The committee will review the student’s appeal and make a final determination as to whether the student will be offered financial aid for another term considering any unusual or extenuating circumstances which may include, but are not limited to, the following:

- A. Illness
- B. Injury
- C. Severe mental or emotional stress
- D. Physical or mental hardship

In the event of unusual and/or extenuating circumstances, the Financial Aid Committee may place the student on Financial Aid Probation for another loan term. During this term, the student will be eligible to receive financial aid. The student’s academic status will be reevaluated at the end of the term to determine if the student has met the required standards.

Financial aid policies and programs are subject to change under the direction of the Board of Trustees.
Student Affairs

Vice President for Student Affairs,
Dean of Students
B. Sue Heimann

Mission Statement
Through a collaborative holistic approach, the primary purpose of Student Affairs is to enhance student learning and personal development congruent with the AU mission. The student learning outcomes for Student Affairs related to the mission are:

**Intellectual**
- Develop a commitment to lifelong learning
- Apply critical thinking skills such as analysis, problem solving, decision-making, and goal setting

**Spiritual**
- Develop ethically and morally through Judeo-Christian values such as compassion, integrity, and honesty
- Affirm the value of each individual

**Social**
- Lead a meaningful and productive life through service to others
- Develop skills of leadership, teamwork, diplomacy, and civility

**Cultural**
- Develop an awareness of history and diverse cultural and aesthetic values
- Understand our common humanity
- Respect the expression of others’ points of view

**Physical**
- Acknowledge the importance of personal well-being and physical fitness
- Recognize the value of sportsmanship and fellowship as expressed through recreational and competitive activities

**Personal Identity**
- Gain an understanding of self
- Develop confidence and a sense of self worth
- Learn resource management, communication, and interpersonal skills

Campus Creed
As a member of Ashland University, I will hold myself to the highest standards of academic, personal and social integrity; respect the dignity of each individual; honor the University’s tradition and commitment to Judeo-Christian values; and serve others in our world community. (Written and adopted by Student Senate on the eleventh of April in the year 2000.)

Student Center
The Hawkins-Conard Student Center promotes student community for undergraduate residential, commuter, and graduate students. Included in the center are a bookstore, health center, Safety Services Office, Eagles’ Landing, mail center and student mailboxes, ATM machine, Eagles’ Nest snack bar, wireless internet, copy machine, multipurpose auditorium, commuter lounges and lockers, meeting rooms, student organization resource room, as well as selected offices of Student Affairs.

Orientation
For the majority of new students, orientation is a two-part process that helps ease the transition into university life. First, the one-day summer Drive In program allows students and families to take care of business, learn of services and campus involvement opportunities, and get answers for initial questions through upperclass students, faculty and staff. Second, participation in the fall Orientation Weekend is essential for new students particularly as the first class of the required freshman course, Introduction to University Life (IUL), is scheduled on Saturday. Students begin to make Ashland their home away from home by creating new friendships and becoming better acquainted with the campus. Special events are also offered specifically for transfer and non-traditional students.

Prior to spring semester, a shortened orientation program is provided for new students and their families. Orientation is conducted by a student orientation team, faculty and administration, and is coordinated through Student Affairs. Further information is located on our website: [http://www.ashland.edu/orientation/index.html](http://www.ashland.edu/orientation/index.html)

Residence Life
As a residential campus community, Ashland University requires its students to live on campus and contribute to its environment. Students play an integral part in the creation of programs, as well as housing policies and procedures through their involvement in the Residential Housing Association (RHA), hall councils, and other student leadership organizations.

All full-time students must reside on campus unless they reside in the permanent, primary residence of their parents/guardian within thirty-five driving miles of Ashland University. Residential students, except those assigned to the Senior Apartments, are also required to have a meal plan. Students who are 22 years old prior to September 1st of the current academic year are permitted to reside off campus. Off campus applications are due by March 1st for returning students and are accepted on a rolling basis for new and transfer students. Any student found to be living off-campus without authorization will be invoiced for full room and board charges. The complete off-campus residency policy is available in the Office of Residence Life. Family housing is not available at Ashland University.

Campus Activities
The national award-winning Campus Activities Board and the Student Activities department serve together as a primary resource for campus programming. In addition, there are more than 100 other active organizations and campus groups. Categories include: academic and professional clubs and honor societies, fraternities and sororities, para-professional campus services, performance groups, religious life, special interest organizations, student government, and student publications. Information regarding campus organizations is available in the department of Student Activities.

Student Handbook
The Student Handbook, developed by students, faculty, administrators, and the Board of Trustees, contains the policies and regulations for Ashland University. Primary handbook content areas include: academics, campus services, health and counseling, judicial system, University policies, residence life, safety services, and student involvement. See it online at: [www.ashland.edu/staff/handbook](http://www.ashland.edu/staff/handbook). A limited number of hard copies are available in the Student Affairs Office. For additional information, please contact Student Affairs at 419-289-5304.
Services

Counseling Center — provides personal, social, academic or career counseling to students. These services are free, and personal concerns are kept confidential.

Career Development Center — provides career consultation, programs and a resource room to students and alumni. The center assists students in planning for their careers; researching career fields, internships, graduate schools, and employers; and developing resumes and job search strategies. Students are strongly encouraged to undertake internship experiences while at Ashland University. Internships allow students to explore career interests, gain experience and skills, develop leadership abilities, establish professional networks, and enhance future employment opportunities. In addition, research indicates that students with internship backgrounds have greater potential for employment and receive higher starting salaries when they enter the workforce. The students interested in completing an internship should contact the Career Development Center and his/her faculty advisor, the latter for potential credit. Visit www.ashland.edu/career/ for more information.

Center for Community Service — provides opportunities for students to become involved in service on campus and in the surrounding community. Community service organizations include Community Care, Habitat for Humanity, and PROUD. The department works with service agencies, academic departments, public schools, and the local Habitat for Humanity, and coordinates service trips. Please visit www.ashland.edu/commserv for more information.

Student Health Center — provides confidential medical care for common illnesses and injuries and arranges for consultation with specialists as needed. The services are covered by a student health fee and include a gynecology clinic, a sports medicine clinic, and health and wellness education materials. The medical staff consists of two full-time nurse practitioners, a registered nurse, and a part-time physician. The health center is located on the first floor of the Hawkins-Conard Student Center.

Minority Student Services — supports the academic, cultural and social interests of underrepresented students. The office provides programs, seminars and workshops to promote cultural awareness and provide a comfort zone for students of color. Major programs include student mentoring, peer advising, a Martin Luther King celebration, and special event programming. The office also advises Black Student Union.

Recreational Services — provides opportunities for students to participate in intramural events, sport clubs, group fitness, special events, wellness, outdoor pursuits, and informal recreation. Facility highlights include the Recreation Center comprised of two gymnasiums, one multi-purpose area, climbing and bouldering walls, fitness center, weight room, game room, aerobics room, golf simulator, swimming pool, whirlpool sauna, 3-lane jogging track, and two racquetball courts; and outside, four sand volleyball courts, and intramural/sport clubs field. Membership to the Recreation Center is open to all students, seminary, faculty and staff of Ashland University. Visit www.ashland.edu/recservices/ for more information.

Safety Services — serves a wide variety of student needs with officers on duty 24 hours a day. Safety Service personnel constantly monitor the condition of outside lights, fire extinguishers, exit lights, and other equipment that enhance student safety. Personnel also patrol the campus, enforce University regulations, assist students who are locked out of their cars or their rooms, and provide late night escorts. Residence halls at Ashland University are equipped with a computer-controlled, electronic access system which is monitored by Safety Services. Students enter by using individually encoded identification cards. Visit www.ashland.edu/stuaff/safety/safety.html for more information.
Ashland University is a liberal arts university committed to Judeo-Christian values. The Center of Religious Life exists to support, stimulate, and encourage those values in student life and among the various departments of Ashland University. As such, the Center of Religious Life sponsors and cosponsors a large number of student organizations and activities oriented to the Christian faith, some of which are listed below. In addition, the Center sponsors all-campus convocations each year for the President’s Convocation, Thanksgiving, Christmas, and Easter.

**Adventure Club**
The Adventure Club provides a unique opportunity for individuals who enjoy rugged, outdoor adventure. Backpacking, white-water rafting, rock climbing, and other outdoor adventures are combined with opportunities for exploring the Scriptures and learning about the God of creation. Contact person – Joe Maggelet, ext. 5483.

**Alabaster**
Alabaster is a creative arts ministry rooted in biblical foundations of worship and the arts. It seeks to enable worshippers to express their love for God through the arts: painting, dance, drama, and/or multimedia. A group travels to churches and conferences to lead worship through the arts. Contact person – Joe Maggelet, ext. 5483.

**The Call**
The Call is a program offered in cooperation with Ashland University’s Center for Religious life, Religion Department, and funded by the Kern Family Foundation. Its goal is to help undergraduate students prepare for seminary. Practical ministry experience will be gained through leadership opportunities in campus ministry and through an internship in a local church. Participants will also have the opportunity to take seminar level classes as an undergraduate. Contact person – John Swope, ext. 5624.

**Fellowship of Christian Athletes**
The Fellowship of Christian Athletes is an inter-denominational, coeducational group of student athletes and interested students which, in addition to regular meetings, provides opportunities for retreats, conferences, Bible study, and evangelism training. The club’s purpose is to present the challenge and adventure of receiving Jesus Christ as Savior and Lord. Contact person – Joe Maggelet, ext. 5483.

**HOPE Fellowship**
HOPE Fellowship is a ministry creating spaces and places for individuals to connect with God and each other through 242 groups, retreats and special events. Opportunities to experience community with other believers are available to fit different situations and schedules. Contact Religious Life office, ext. 5489.
The integration of the liberal arts and career development is a major strength of Ashland University. Through what might be called a synthesis for learning, Ashland University has faced the challenge of on the one hand meeting discipline standards for certifications and keeping majors up to date while, on the other hand, preserving the liberal arts and allowing students a measure of flexibility in their course selection. The concept which has evolved contains three primary elements: core requirements, major/minor requirements, and elective courses.

Ashland University intends to liberate the minds of students and to challenge each student to reach his or her full potential. Academic Affairs works to see that the teaching and program core of the institution allow and encourage that growth.

Academic Affairs is administered by the Provost through the Academic Council.

Provost
Frank Pettigrew, Ph.D

Asst. Provost – Undergrad. Academic Affairs
Vickie J. Van Dresar, Ph.D.

The College of Arts and Sciences
Dean: Dawn Weber, Ph.D.
Associate Dean: Michael Hupfer

DEPARTMENTS AND MAJORS
- **Art**: art education, commercial art, fine art, computer art and graphics programming
- **Biology/Toxicology**: biology, biology/environmental science, forensic biology, integrated science education, life science education, toxicology
- **Chemistry/Geology/Physics**: biochemistry, chemistry, chemistry education, chemistry/environmental science, earth science education, forensic chemistry, geology, geology/environmental science, integrated science education, physical science education, physics
- **Communication Arts**: electronic media production, integrated language arts education, journalism/English, speech communication, sport communication
- **Criminal Justice/Sociology**: criminal justice, sociology
- **English**: English, creative writing, integrated language arts education
- **Family and Consumer Sciences**: child and family studies; fashion merchandising; foods and nutrition; family and consumer science education in: work and family life, occupational food management, occupational early childhood education and care
- **Foreign Language**: French, Spanish, French education, Spanish education
- **History/Political Science**: history, international political studies, political science, integrated social studies education
- **Mathematics/Computer Science**: computer science, mathematics, integrated mathematics education
- **Music**: music (applied music or academic studies emphasis), music education
- **Nursing**: nursing
- **Philosophy**: philosophy
- **Psychology**: psychology
- **Religion**: religion
- **Social Work**: social work
- **Theatre**: theatre, theatre education

The Dauch College of Business and Economics
Dean: James Maxwell, Ph.D.
Associate Dean: Ray Jacobs, Ph.D.

DEPARTMENTS AND MAJORS
- **Accounting/MIS**: accounting, management information systems
- **Economics/Finance**: economics, finance
- **Management**: business administration, business management, international business, vocational integrated business (education major)
- **Marketing/Hospitality/Law**: hospitality management, marketing

The Dwight Schar College of Education
Dean: James P. Van Keuren, Ed.D.
Associate Dean: Linda Billman, Ph.D.

DEPARTMENTS AND MAJORS
- **Curriculum and Instruction**: middle grades (4-9), intervention specialist (mild-moderate, moderate-intensive), adolescent to young adult (7-12) [see departmental listings for majors], multi-age (PreK-12) [see departmental listings for majors]
- **Early Childhood**: early childhood, early childhood intervention specialist
- **Educational Foundations**: undergraduate education core
- **Sport Sciences**: athletic training, exercise science, physical education, recreation, sport management
- **Educational Administration** (see graduate catalog)

Note: Students entering academic programs that are designed to result in licensure or in employment in professions serving vulnerable populations such as elderly, children, or persons with developmental disabilities, may be required to undergo a criminal background check including fingerprinting and, possibly drug screening to be admitted to, participate in required learning activities, or graduate from these programs. The requirements for each program may be different, and students are urged to consult the requirements and policies in the undergraduate catalog description of the specific program they wish to enter.

Besides the three colleges, Academic Affairs also includes these areas:

1. **Library**
2. **Special Academic Programs**
   - a. The Ashbrook Center for Public Affairs
   - b. Bachelors Plus Program
   - c. Undergraduate Evening and Weekend Program
   - d. The Center for English Studies (ACCESS)
   - e. Honors Program
   - f. The Gill Center for Business and Economic Education
   - g. Reformatory programs
   - h. Off-Campus Learning Centers
   - i. Professional Development Services
   - j. Study Abroad Opportunities
k. The Telego Center for Educational Improvement
3. Academic Support Services
   a. Academic Advising
   b. Classroom Support (accommodations for students with disabilities)
      1) Disability Services
      2) Tutoring
   c. Study Strategies
4. Registrar
5. Curriculum Library
6. Writing Center

 Degrees Offered by Ashland University
 Associate of Arts
 Bachelor of Arts
 Bachelor of Fine Arts
 Bachelor of Music
 Bachelor of Science
 Bachelor of Science in Business Administration
 Bachelor of Science in Education
 Bachelor of Science in Nursing
 Bachelor of Science in Social Work
 Master of American History and Government
 Master of Business Administration
 Master of Education
 Master of Fine Arts in Creative Writing
 Doctor of Education in Educational Leadership

 Degrees Offered by Ashland Theological Seminary
 Master of Arts (Biblical, Historical, and Theological Studies)
 Master of Arts (Religion)
 Master of Arts in Clinical Pastoral Counseling
 Master of Arts in Pastoral Counseling
 Master of Arts in Practical Theology
 Master of Divinity
 Master of Divinity, Pastoral Counseling Track
 Master of Divinity, Clinical Pastoral Counseling Track
 Doctor of Ministry

 Institutional Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUL 101 Intro. to University Life</td>
<td>1</td>
</tr>
<tr>
<td>Core (see list following):</td>
<td></td>
</tr>
<tr>
<td>Communications course</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Lifetime Wellness course</td>
<td>2</td>
</tr>
<tr>
<td>Math/Logic course</td>
<td>3</td>
</tr>
<tr>
<td>Religion course</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 1 course from 4 of the 5 categories: 12
   - Aesthetics course (3)
   - Humanities course (3)
   - Natural Sciences course (3)
   - Social Sciences course (3)
   - Historical Reasoning course (3)
International Perspectives course* (3)
Electives and/or Concentration(s) 35
Total: 64 hrs.

*This may be used to satisfy one of the above requirements or taken in addition to the above distribution.

NOTE: For the Associate Degree with a concentration in General Studies, the student chooses the electives of interest to make up the 35 hours above. For specific programs, see the alphabetical listing for that subject.

 BACCALAUREATE DEGREES
 Ashland University's baccalaureate degree program, with the traditional four-year bachelor degrees, offers its students the wide sampling of courses and opportunities that a well-rounded student needs.

 Bachelor of Arts
 Candidates for the degree of Bachelor of Arts must meet the following requirements:
1. Students must complete a major and a minor, or a dual major, or a comprehensive major.
2. Foreign language – Students must fulfill the foreign language requirement as defined by successful completion of Intermediate II or the equivalent of a single language. The number of credit hours needed (0-12) to complete the requirement depends on the student’s entry level of study. See Foreign Languages section of the catalog for placement information.
3. For degree requirements within a specific major, see the entry for that field of study.

 Bachelor of Fine Arts
 See Art section.

 Bachelor of Music
 See Music section.

 Bachelor of Science
1. Candidates for the degree must complete a concentration totaling at least 60 hours in either:
   a. A comprehensive major of at least 60 hours;
   b. A comprehensive major and related concentration totaling at least 60 hours; or
   c. A major, related minor and related concentration totaling at least 60 hours.

   The majors, minors and concentration areas in respective disciplines are those on record and approved by the University’s general curricular process.
2. For degree requirements within a specific major or for a specific Bachelor of Science degree, see the entry for that field of study.
3. Students graduating with a Bachelor of Science degree must take one course designated as an International Perspectives course.
Bachelor of Science in Business Administration
See Business and Economics section.

Bachelor of Science in Education
See Education section.

Bachelor of Science in Nursing
See Nursing section.

Bachelor of Science in Social Work
See Social Work section.

INSTITUTIONAL BACCALAUREATE DEGREE REQUIREMENTS
Institutional Baccalaureate Degree Requirements include: (a) IUL 101, 1 hour (description below) or HON 101, 3 hours (description in Honors program); (b) The Core Curriculum, 44 hours (detailed below); (c) an International Perspectives course, 3 hours (options including both Core and non-Core courses); and (d) for the Bachelor of Arts degree, foreign language (6-12 hours).

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUL 101 Intro. to University Life</td>
<td>(1)</td>
</tr>
<tr>
<td>Core (see list following)**</td>
<td></td>
</tr>
<tr>
<td>Communications course</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Lifetime Wellness course</td>
<td>2</td>
</tr>
<tr>
<td>Math/Logic course</td>
<td>3</td>
</tr>
<tr>
<td>Religion course</td>
<td>3</td>
</tr>
<tr>
<td>Aesthetics</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Historical Reasoning course* (see list following)</td>
<td>(3)</td>
</tr>
<tr>
<td>Language (for the Bachelor of Arts degree)</td>
<td>(6-12)</td>
</tr>
</tbody>
</table>

*This may be used to satisfy many of the above requirements or taken in addition to the above distribution.

**The number of hours that can be taken from any one academic area (i.e. courses with the same prefix) as part of an individual student’s core requirements is limited to six hours for the group of core categories requiring 3 hours (excluding historical reasoning), and nine hours for group of core categories requiring 6 hours (including historical reasoning).

NOTE: IUL 101 INTRODUCTION TO UNIVERSITY LIFE is a required 1-hour graded course meeting 1-2 hours per week. This Seminar helps freshmen become active, committed members of the learning community. Students will explore and define their academic expectations of college life, reflect on the nature of liberal arts, explore possible degree paths, and become familiar with the AU learning community.

Student Learning Objectives of the Ashland University Core Curriculum
Students who complete the AU Core Curriculum will:

1. Read and listen carefully—they will read and listen for contextual understanding, and recognize underlying assumptions and beliefs.
2. Speak and write clearly—they will develop a thesis and effectively communicate complex ideas in a manner appropriate to the audience.
3. Think and question deeply—they will grapple with complex issues, distinguish fact from opinion, and raise difficult questions.
4. Solve problems logically and creatively—they will recognize problems, identify the information needed to solve problems, access and evaluate that information, be innovative in seeking possible solutions, critically evaluate proposed solutions, and come to well-reasoned conclusions regarding complex issues.
5. Understand fundamental questions of the liberal arts:
   a. They will understand how scientific methodology is employed to gain new knowledge.
   b. They will understand the process of historical reasoning used to investigate how change occurs over time in human events.
   c. They will identify and understand issues involved in studying individuals, groups, and institutions within human society.
   d. They will deepen their understanding of the human condition.
   e. They will develop their appreciation for beauty and have an understanding of the standards used to evaluate aesthetic works.
6. Have minds liberated from narrow prejudice and unconsidered opinion—they will be aware of their own biases and seek to pursue truth in an open, objective fashion.
7. Have an enhanced ability to lead meaningful lives in the world community—they will consider and understand the possible consequences of human actions on a local and global scale.

Credit Transfer Policy for Core Courses
All students who enroll at Ashland University with college credit from other institutions shall be considered transfer students for the purposes of this policy. This includes students who have taken advanced placement courses and CLEP exams, or have obtained credit through the post-secondary option program.

Transfer Students
1. For students transferring to Ashland University, course credits from other institutions will be evaluated by the registrar, in consultation with department chairs and the Core Director.
2. Students entering with 30-59 transferrable hours must take at least two Core liberal arts courses (Aesthetics, Humanities, Natural Sciences, Social Sciences, and Historical Reasoning categories) at Ashland and students entering with 60 transferrable hours are required to take at least one Core liberal arts course, even if all Core requirements have been met through courses taken at another institution.
3. Where articulation agreements have been signed with other institutions, university officials will strive whenever possible to recommend courses in keeping with the spirit of AU’s Core Curriculum.

Ashland University Students
Once students enroll at Ashland University, all remaining AU Core requirements must be fulfilled by approved AU courses or by courses at other institutions which are judged appropriate to fit one of the categories of the AU core. Students must fill out a transient student form in advance of taking the course for an evaluation of the proposed transfer course credit.
International Perspectives Requirement

1. Definition: An International Perspectives course will increase the student's knowledge and understanding of the world outside the United States. Such a course is dedicated to studying current or historical texts, ideas, languages, or ways of life as a means toward understanding contemporary international issues as well as the differences and similarities among cultures.

2. There is an Institutional Baccalaureate Degree Requirement of a single 3 semester-hour International Perspectives (IP) course. This requirement may be fulfilled in one of the following ways:
   a. A student may complete an IP-designated foreign language through the intermediate level.
   b. A student may take an IP-designated course.
   c. An international student with an F or J visa will be deemed to have met the requirement upon proper notification of the Registrar from the Director of International Student Services.
   d. A student who earns transfer credit for a semester or more of full-time study at a foreign university will meet the requirement upon proper notification of the Registrar from the Director of Study Abroad.
   e. A student intending to complete non-AU coursework at a foreign university less than full-time or less than a semester’s duration may petition the Assistant Provost for Undergraduate Academic Affairs for IP credit prior to the learning experience. The petition should contain evidence of the duration and intensity of the coursework, the nature of the institution offering the coursework, information concerning the acceptability of the coursework for credit at AU, and justification for receiving IP credit for the coursework.

List of approved Core courses:
NOTE: Courses listed in two different Core categories satisfy either category, but not both.

Communications
   COMAR 101 Human Communication

Composition I
   ENG 101 English Composition I

Composition II
   ENG 102 English Composition II

Lifetime Wellness
   FCS/NUR/PE 180 Lifetime Wellness
   NUR 303 Individual Health

Math/Logic
   CS 101 Logic and Computing
   MATH 110 Finite Mathematics
   MATH 205 The Calculus I
   MATH 208 Elementary Statistics
   MATH 211 Theory of Elementary Arithmetic and Geometry
   MATH 217 Theory of Intermediate Arithmetic and Geometry
   MATH 223 Discrete Mathematics I
   PHIL 205 Analytical Philosophy
   PHIL 220 Practical Thinking
   PHIL 320 Symbolic Logic

Religion
   PHIL 217 Thought and Belief
   REL 106 Exploring the Bible
   REL 107 Exploring World Religions
   REL 109 Exploring Christian Ethics
   REL 110 Exploring Christian Hist. in Global Context
   REL 210 The Gospels

Aesthetics
   ART 130 Elements of Design
   ART 140 Fundamentals of Drawing
   ART 150 Art and Ideas
   ART 160 Fundamentals of Studio Art (not open to art majors)
      ART 160A Ceramics
      ART 160B Painting
      ART 160C Printmaking
      ART 160D Sculpture
   COMAR/THEA 105 Performance Studies
   COMAR 314/THEA 307 Advanced Performance Studies
   COMAR/EDCI 315 International Storytelling
   ENG 371 Literature & Film
   MUSIC 010-015, 020, 022, 030, 031, 050-052*
   MUSIC 140s, 240s, 340s, 440s*
   *(Up to 3 hrs. combine for Core Aesthetics Requirement)
   MUSIC 150 Principles of Music Making
   MUSIC 224A Love Songs
   MUSIC 224B 20th Century Music
   MUSIC 224C Music/Drama Across Cultures
   MUSIC 225 Musical Style
   THEA 203 Theatre Aesthetics
   THEA 207 The Visual Art of Theatre
   THEA 208 Vocal Expression of Literature
   THEA 214 Acting for Non-Majors
   THEA 303 American Musical Theatre
   THEA 3SGA Theatre Beauty & the Politics of Person

Humanities
   CHEM/GEOL/PHYS/PHIL 350 Science-Cult. Force
   ENG 203 American Literary Experience
   ENG 210 Bible as Literature
   ENG 217 British Literature
   ENG 304 The Short Story
   ENG 308 The Poem
   ENG 309 African American Literature
   ENG 314 Women’s Literature (was ENG 204)
   ENG 317 Studies in Shakespeare
   ENG 319 Modern Drama
   ENG 322 Modern Poetry
   ENG 324 Modern Novel
   ENG 333 American Studies — 19th Century
   ENG 334 American Studies — 20th Century
   ENG 337 Great Books (was ENG 237)
   ENG 338 Seminar in Great Ideas
   ENG 340 Readings in Jewish Literature
   ENG 350 Contemporary American Studies Seminar
   ENG 360 Literature of Crime & Retribution
   ENG 365 Greek Literature
   ENG 370 Russian Novel
   ENG 372 Nietzsche and the Problem of Values
   ENG 3SGB Heidegger & the Question of Interpretation
   PHIL 204 The Concept of Truth
   PHIL 208 Major Thinkers in Dialogue
   PHIL 210 Philosophy of Human Nature
   PHIL 215 Ethics
   PHIL 280A Sports and Ethics
   PHIL 280B Environmental Ethics
   PHIL 280D Medical Ethics
<table>
<thead>
<tr>
<th>Courses</th>
<th>Department</th>
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<tbody>
<tr>
<td>PHIL 309 Social &amp; Political Philosophy</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>PHIL 317 Philosophy of Religion</td>
<td></td>
</tr>
<tr>
<td>PHIL 330 Philosophical Readings</td>
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<tr>
<td>PHIL 450 Great Philosophers</td>
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<td>REL 220 Taking Human Life</td>
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<td>REL 240 Jewish Religious Traditions</td>
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<tr>
<td>REL 2SGC Understanding Islam in Today’s World</td>
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<td>REL 3SGA Religion and Medical Ethics</td>
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<td>REL 3SGB Religion and Criminal Justice</td>
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<tr>
<td>REL 3SGC Religion and Civil Rights</td>
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<tr>
<td>THEA 204 Script Analysis</td>
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**Natural Sciences**

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<th>Courses</th>
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<tr>
<td>BIO 100 Human Biology</td>
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<td>BIO 110 Ecology &amp; the Human Environment</td>
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<tr>
<td>BIO 111 Wetlands &amp; Waterways</td>
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<td>BIO 201 Molecular &amp; Cellular Basis of Life</td>
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<td>BIO 202 Organisms, Adaptation &amp; Diversity</td>
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<td>CHEM 250 Lead &amp; Civilization</td>
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<td>CHEM 251 Molecular Architecture</td>
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<td>CHEM 252 Chemistry of Crime Scene Investigation</td>
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<tr>
<td>CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force</td>
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<tr>
<td>CS 245 Robotics and Machine Learning</td>
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<td>CS 2SGB Modeling, Simulation and Scientific Thinking</td>
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<td>GEOL 210 Natural Disasters</td>
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<td>GEOL 211 Discovering the Ice Age</td>
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<td>GEOL 212 Archaeology &amp; Human Antiquity</td>
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<td>GEOL 213 Asteroids, Comets &amp; Catastrophism</td>
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<td>PHYS 107 The Hidden Life of the Stars</td>
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<td>PHYS 2SGB The Science of Sound</td>
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<td>PHYS 320 Origins of the Universe</td>
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**Social Sciences**

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<tr>
<td>ECON 101 Market Fundamentals</td>
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<td>ECON 301 Game Theory</td>
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<td>ECON 324 Economics of Government and Business</td>
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<td>ECON 331 Comparative Cultural Economic Studies</td>
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<tr>
<td>ECON 3SGA The Economics and History of Entrepreneurship</td>
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<tr>
<td>FCS 2SG Society’s Influence on Body Weight/Loss</td>
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<tr>
<td>MUSIC 2SGA Music in World Cultures</td>
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<td>NUR 201 Impact of Chronic Illness</td>
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<tr>
<td>NUR 2SGA Global Challenges in Public Health</td>
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<td>POLSC 101 Understanding Politics</td>
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<td>POLSC 345 Western Political Thought III</td>
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<td>POLSC 431 Human Being and Citizen</td>
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<td>PSYC 101 General Psychology I</td>
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<td>PSYC 102 General Psychology II</td>
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<td>PSYC 218 Psychology of Adolescence</td>
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<td>SOC 301 Race Ethnic, and Minority Issues</td>
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<td>SOCWK 2SG Hoboes and Homelessness</td>
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<td>SOCWK 305 Family Violence</td>
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<td>SOCWK 330 International Perspectives on Women</td>
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**Historical Reasoning**

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<th>Courses</th>
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<tr>
<td>ECON 434 Development of Economic Thought</td>
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<td>HIST 112 Western Civilization</td>
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<tr>
<td>HIST 113 Western Civilization</td>
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<td>HIST 212 American History through Civil War</td>
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<td>HIST 213 American History after Civil War</td>
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<tr>
<td>MUSIC 351 Music History I</td>
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<td>REL 230 History of Early Christianity</td>
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<td>REL 231 History of Medieval &amp; Reform. Christianity</td>
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<td>REL 232 History of Modern European Christianity</td>
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**Approved International Perspectives courses:**

- BUS 310 International Business/Culture
- BUS 429 Global Finance
- BUS 480 Global Management
- COMAR 302 Intercultural Communication
- ECON 342 International Economics
- EDFN 2SG Agrarianism and Global Culture
- EDCI/COMAR 315 International Storytelling
- ENG 325G Major Writers – African
- ENG 338GL Great Ideas – Lit. of Truth and Reconciliation
- FCS 211 Clothing & Culture
- FCS 221 Food and Culture
- FL 200 Intermediate Level Intensive Spanish Study in Mexico (by faculty approval)
- FL 252 Intermediate French II
- FL 262 Intermediate German II
- FL 272 Intermediate Spanish II
- HIST 327 Africa
- HIST 343 Modern East Asia
- MUSIC 224C Music/Drama Across Cultures
- MUSIC 2SGA Music in World Cultures
- NUR 2SGA Global Challenges in Public Health
- NUR 309 International Transcultural Perspectives
- POLSC 205 Comparative Politics
- POLSC 231 International Relations
- PSYC 241 Cross-Cultural Psychology
- REC 370 International Tourism
- REL 107 Exploring World Religions
- REL 110 Exploring Christian Hist. in a Global Context
- REL 2SGC Understanding Islam in Today’s World
- REL 307 World Religious Traditions: East &West
- REL 375 Study Abroad: Geog./Hist. Settings of the Bible
- SOCWK 330 International Perspectives on Women

**Special Academic Programs**

**The Ashbrook Center for Public Affairs**

The Ashbrook Center for Public Affairs is an academic forum for the study, research, and discussion of the principles and practices of American constitutional government and politics. The Ashbrook Center sponsors the Ashbrook Scholarship program, hosts a series of campus lectures and conferences, and provides internship opportunities for students interested in careers related to public affairs.

**Continuing Education**

Continuing Education offers students and adults an opportunity to take credit courses and non-credit seminars, workshops and courses. Continuing Education Units (CEUs) are awarded for non-credit offerings, one CEU per 10 contact hours. Non-credit offerings include but are not limited to nursing home administration, real estate licensing, banking, supervisor management, and social service. For information, contact the Gill Center for Business and Economic Education.

**Corporate Education**

In a continuing effort to better serve the needs of the business community, the Corporate Education Program was established.
Ashland University is in a position to offer services to business and industry throughout northeastern Ohio. This program provides business and industry with on-site training and services tailored to the needs of the organization. Contact the Gill Center at 419-289-5025 for more information.

**Evening and Weekend Program**

Ashland University offers students an Evening and Weekend Program that is designed to meet the needs of non-traditional students. This program is offered on the Ashland campus, and degree completion programs are offered at several off-campus sites. The program can be the beginning, a continuation, or the completion of an Associate or Bachelor’s degree. Classes generally meet one evening per week and some classes are offered on an accelerated Saturday or weekend format.

To qualify for admission into the Evening and Weekend program, the student must meet the following criteria:

1. The student must be admitted into the E/W program in an approved program or major (see below for details).
2. The student must be employed at least 30 hours per week.
3. The student must have a minimum of five years of full-time work experience.
4. The student must attend AU as a part-time student, taking no more than 9 semester hours per semester during the regular academic year (fall and spring semesters).
5. The student cannot receive Ashland University institutional aid. (Federal Pell grants, Ohio Instructional grants, and student loans are not considered institutional aid.)
6. The student cannot live in Ashland University residence halls. Students admitted into the Evening/Weekend program may take day classes if their schedule permits.

At night on the Ashland campus, AU offers an Associate of Arts degree in General Studies which can be customized to meet the student’s academic needs and interests, and a Bachelor of Science in Business Administration with majors in business management or marketing. A student who has already earned an Associate degree in Criminal Justice may take the Bachelor of Science degree with a comprehensive major in Criminal Justice. For those students interested in the Associate of Arts degree, a maximum of 70 cumulative semester hours can be earned without special permission from the program director.

To request more information about the Evening/Weekend program, please call our office at 419-289-5025 or 1-800-882-1548 x5025.

**The Gill Center for Business and Economic Education**

The Gill Center for Business and Economic Education facilitates a flow of economic and business intelligence and know-how to students, teachers and business men and women at all levels of education. The Center’s staff based in Ashland, Cleveland, and Columbus provide pre-service and in-service teacher training through professional development programs, graduate level courses, and classroom curriculum materials. In addition, dialogues are held with students, business men and women, teachers and economists to promote an understanding of economics in our highly complex interdependent society. The opportunity for students to discuss concerns of our society with top business leaders and leading economists is an unusual and valuable contribution of the center. The Center also conducts economic research which provides the student with practical experience and simultaneously serves the business community. The tenet of private enterprise—freedom of enterprise, freedom of individual choice, and freedom to gain from one’s efforts—is foundational to each of the Center’s programs.

The tenet of private enterprise — freedom of enterprise, freedom of individual choice and freedom to gain from one’s efforts — is advanced.

**Grafton Correctional Institution, Richland Correctional Institution and The Mansfield Correctional Institution Programs**

This program provides inmates with a recognized educational program.

**Interdisciplinary Major**

- Each student seeking approval for an interdisciplinary major will need at least two faculty sponsors, chosen from different academic disciplines. One of these sponsors must serve as the student’s primary academic adviser.
- The two faculty sponsors and the Director for the Interdisciplinary Major would constitute the student’s advisory committee and recommend approval of the student’s program to the Faculty Senate Undergraduate Curriculum Committee.
- The interdisciplinary major will be a comprehensive major, with no minor requirements. For a B.S. degree, this means a minimum of 60 hours of coursework applied to the major. For a B.A. degree, this means a minimum of 48 hours of coursework and 12 hours of foreign language.
- Core courses can be included as part of the major if there is a solid justification for doing so. The number of allowable courses will follow general university guidelines.
- Students declaring their intentions to complete an interdisciplinary major must apply no later than the first semester of the junior year. The proposed Interdisciplinary Major must be substantially different from existing majors as described in the AU catalog. At the time of approval, no more than 2/3 of the courses already completed or currently enrolled in may be credited toward the major. In other words, in a B.S. program only 40 hours can be credited toward the major at the time of approval; at least 20 hours would need to be completed after the major is approved.
- Applications for the interdisciplinary major may be made by completing the proposal form at the website: [http://www.ashland.edu/registrar/idsmajorguide.html](http://www.ashland.edu/registrar/idsmajorguide.html)

**Nursing Partnership**

Ashland University participates in The Nursing Education Mobility Action Group (NEMAG) articulation model, ACCESS in Nursing. AU has a flexible program designed for registered nurses who are working and have additional life roles. Some of the unique features include:

- All nursing courses are offered in web-based format which increases the convenience and accessibility for busy working professional adults.
- Clinical experiences designed to meet the individual learning needs of each student and can often be obtained in the student’s home geographic area with flexible scheduling.
- Credit awarded for nursing courses taken in a student’s associate degree or diploma program.
- Nursing program nationally accredited.

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Academic Affairs
Anyone interested in more information about the B.S.N. degree completion program may contact the AU Department of Nursing at 1-800-882-1548 ext. 5242.

Regional Centers (Undergraduate)
Ashland University has regional centers throughout the state. These centers offer undergraduate and graduate courses in education (B.S.Ed and M.Ed), undergraduate general education courses, nursing, and seminary courses. Regional centers offering undergraduate programs are found in the following areas:

Corporate Education
New Philadelphia
B.S. Ed.
Elyria/LCCC

Nursing
Medina (AU Medina Center)
For a list of specific sites and what programs and courses are offered at each site, please contact the Department of Nursing.

Graduation Policies
Course Requirements and Grade Point Average
A candidate for a baccalaureate degree must have completed all the course and proficiency requirements for that particular degree and must earn not less than 128 semester hours (64 hours for associate degree) of college work with a grade point average of not less than 2.0. The grade point average in the candidate’s major field must be at least 2.25 (2.5, however, in some majors).

To be eligible to participate in the May commencement ceremony, the graduate must be able to complete all degree requirements prior to the day of Spring Commencement. To be eligible to participate in the December commencement ceremony, the graduate must be able to complete all degree requirements prior to the day of Winter Commencement. Students completing degree requirements in the summer will participate in the Winter Commencement.

Any student listed in the graduation program who has failed to complete these requirements will not receive a diploma or teaching license at commencement. The student must then complete all requirements before reapplying for graduation or licensure on the next graduation date after requirements are fully met.

Degree Applications
An application for a degree is to be filed with the Registrar’s Office within the time specified in the Registrar’s calendar. Failure to submit an application will result in the student not being able to attend commencement or have the degree posted on the official transcript.

Residence Requirement (Academic)
A candidate for a degree must take a minimum of 32 semester hours at Ashland University. The last 16 hours of coursework and at least one half of the student’s work in his/her major field must be taken at AU. A minimum of 60 hours must be earned at a four-year college or university.

Second Degree
To qualify for a second degree, the candidate must present a minimum of 30 semester hours in addition to the first degree requirements and must meet specific course requirements appropriate to the degree and major he/she is seeking. The usual institutional and residence requirements apply.

To obtain the second degree, the candidate should petition the Academic Standards and Graduation Committee.

Class and Coursework Policies
Academic Integrity Policy
Note: The complete text of the academic integrity policy is on the EagleWeb under Policies.

Academic integrity is completing the assignments/tests/experiences of each course on one’s own and presenting no work completed by others as one’s own. Academic dishonesty includes, but is not limited to, the following:

1. Plagiarism — the intentional or unintentional presentation of someone else’s words, ideas or data as one’s own work. In the event the faculty member deems the plagiarism is unintentional, he/she shall typically require the student to rewrite the assignment. In the event the faculty member believes the plagiarism is willful, the sanctions in this document will apply.

2. Fabrication — the intentional falsification or invention of research, data, citations, or other information.

3. Cheating — an act of deception in which a student represents mastery of information that he/she has not mastered. The steps taken when a violation has occurred and the appeals process are listed in the Student Handbook.

Admission to Classes
Students are not admitted to classes without proper authorization from the Registrar. (See also Registration.)

Class Attendance and Preparation
A candidate for a degree is required to attend classes until the end of the school year.

Students are expected to prepare a minimum of two hours outside class for every hour in class. The length of time may vary according to course requirements.

Classification of Students
To be classified as a sophomore, a student must have completed at least 30 semester hours; to be classified as a junior, at least 60 semester hours; and to be classified as a senior, at least 90 semester hours. The classification of students is changed at the end of each semester after final grades are posted to the official transcript.

Conference Courses
When a student is unable to take a course at its regularly scheduled time due to an unavoidable peculiarity in the student’s program, the department may agree to offer the course on an individual (conference) basis. The course by conference form may be obtained from the Registrar’s Office and must be completed prior to registration. The following procedure is to be used:

1. The student must obtain written permission from the dean of the appropriate college, the department chair of the appropriate department, the student’s adviser and the instructor for the course to be taken by conference.

2. The student must then present the form to the Registrar’s Office for processing and consent. (See also Registration.)

Non-approval of this request prevents the student from enrolling in the course by conference.

Note: The complete text of the academic integrity policy is on the EagleWeb under Policies.
Course Level
Courses numbered 100 and 200 are designed generally for freshmen, and courses numbered 300 and 400 are generally designed for sophomores, juniors and seniors.
Courses numbered 300 and 400 may have graduate students taking them for graduate credit. These courses are co-numbered 500/600/700 and are cross-listed in the graduate course offerings of the College of Education and the Dauch College of Business and Economics.

Discontinued Classes
The University reserves the right to discontinue classes which have insufficient enrollment at the end of the registration period.

Independent Study Program
The opportunity for independent study is offered in each department. (Note that the independent study for recreation majors is different.) The objectives of the program are:
1. To broaden the student’s knowledge in a chosen field;
2. To demonstrate and develop the ability to study independently; and
3. To demonstrate and develop the ability to conduct an individual research project.

To take Independent Study 498 (1-8 semester hours), a student must obtain an Independent Study Request form from the Registrar’s Office and complete it prior to registration. Students must meet the following criteria to enroll:
1. The study must be in the student’s major field or an allied field of study.
2. The student must have a 3.0 or better GPA both overall and in the major field.
3. The student must have completed one half of the total semester hours within the major field.
4. The student must have completed 60 semester hours of the total academic program.
5. The student may apply no more than eight semester hours in Independent Study toward the 128 semester hours graduation requirement.
6. Credit in Independent Study may be applied toward a major field requirement only upon the written approval of the department chair.

Elective Internship Program
The opportunity for internship experience is available in many departments. Each department offering credit for internships has separate guidelines and requirements. See the department chair to begin the process. These courses will have the numbers 293, 393, or 493 except for several internship programs which began before the above numbers were chosen.

The University criteria for students to receive credit for the program include:
1. The elective internship experience must be in the student’s major field or an allied field of study.
2. The student must follow individual department internship guidelines to receive credit for internship experiences.
3. Generally, elective internships are evaluated on a satisfactory/unsatisfactory basis. Exceptions may be made by individual departments.
4. The student may apply no more than 16 credit hours in any internship experience toward the 128 semester hours graduation requirement.
5. The student must submit an Internship Learning Contract to the Career Development Center before beginning the elective internship experience and before registering for elective internship credit.

Elective Service Learning Program
Service learning is a form of experiential education that engages the student in a meaningful application of academic knowledge in significant service to the community. Service learning is a course-based, credit-bearing educational experience and is designed to promote civic responsibility, diversify and expand the student environment, advance professional development, enhance critical thinking skills, and help to create citizens aware of their global responsibilities. It must include orientation or training specific to the service site, meaningful and engaging service, and a structured reflection.

• Orientation/training familiarizes the student with the ideology of service learning, the service site and the expectations of the University, site supervisor and the professor.
• Service must be meaningful and engaging. It must not simply fulfill a need in the community but should also challenge the student to engage him or herself beyond the everyday classroom experience.
• Reflection is the purposeful consideration of the service experience with respect to the specific learning objective.

Student Learning Objectives
1. Apply academic theories and information to actual situations.
2. Encourage an understanding of the social and moral implications of education.
3. Develop civic and social responsibility and a concern for the welfare of others.
4. Explore new identities and unfamiliar roles.
5. Develop a conscious set of personal values and beliefs.
6. Acclimate students to new environments and working with people of diverse backgrounds.

University Criteria
1. All service learning activities must include orientation, meaningful service and reflection exercise as described in the service learning definition.
2. The service learning portion of all designated service learning courses (Plus One or Integrated Service Learning) will be evaluated satisfactory/unsatisfactory (S/U). The course to which the service learning is attached will be graded according to the course criteria.
3. All courses containing a service learning portion will be designated as such.
4. Acknowledgment of participation in service learning will be indicated on the student’s transcript.
5. All students participating in service learning should be flexible and open to new experiences and environments.
6. Students should be prepared to travel off campus.
7. Service learning activities should create joint ventures between students, faculty members and the community.

**Plus One Credit Option (1 Credit Hour)**
1. The Plus One Credit Option must be tied to the academic content of a course with which it is taken. It is not a course in itself; one hour must be attached to an already existing course. The professor of the course must be involved in the development of the learning contract. The contract must state how the learning objectives of the service learning activity coincide with the learning objectives of the course.
2. A student may receive no more than 3 service learning credit hours and only one credit per course. A minimum of 30 hours of service is required for one credit hour.
3. The student must submit a Service Learning Contract to the Center of Community Service before beginning the experience and before registering for the elective credit. The student must be registered for the credit before the last day to add. Any exceptions to this policy are up to the discretion of the Center for Community Service and the Registrar’s Office.
4. The service learning credit may not apply toward any major. The exception to that will be when a student has the permission of the Department Chair and the Dean of that College. Both will sign the learning contract and note for which major they are permitting the credit to count.

**Integrated Service Learning (0 Credit Hour)**
1. The Service Learning experience is created and designed by the professor to be a requirement of the course and directly relates to course content. The course syllabus will state how the learning objectives of the service learning activity coincide with the learning objectives of the course.
2. The student must sign up for the 0-credit service learning option concurrently with the corresponding service learning course.
3. The service requirement will be no less than 10 hours and no more than 29.
4. No extra credit hours will be awarded for the service.

**Registration**
Registration for courses that meet in a standard classroom format in a regularly scheduled semester or summer term or in a specially scheduled term not corresponding to a regular term must occur during the open registration dates for the term in which the course is to be offered. This policy applies regardless of location or program.
Registrations for course-by-conference, independent study, internship, service learning, M.Ed. practicum, M.Ed. inquiry seminar, or any other course requiring a special contract should be completed during the open registration dates for the designated course. In all circumstances, registrations for these kinds of courses must be recorded in the registrar’s system before the mid-point of the term in which the course is offered.
It is a violation of this policy to permit unregistered students to attend a class for any reason.

**Repeat Policy**
If a student repeats a course because of receiving a “C-” or lower, the last grade received is the grade earned. All courses and grades will be recorded; however, only the last grade will be used to determine the student’s grade-point average. Repeat courses must be taken at Ashland University. Courses with grades higher than C- cannot be repeated unless noted in the course description as repeatable.

**Schedule Changes**
Changes in the student’s schedule are made with the consent of the adviser and must be made within the time specified in the Registrar’s calendar. Each change involves the filing of a form in the Registrar’s Office, countersigned by the adviser and the instructor(s) concerned. Any change forms not processed through the Registrar’s Office will be declared void. A fee may be charged for each registration change form initiated by the student.
The student who drops a course without securing the consent of the adviser and the instructor will automatically fail the course. The student who adds a course to his/her schedule without following the proper procedure will not receive credit.
Any course dropped after the third week will be recorded as WF or WP at the discretion of the instructor. Forms not properly processed will result in receiving “F” grades.

**Special Group (SG) Studies**
Special group (SG) studies are courses developed by faculty and students to meet special needs and interests. These courses are not included in the University catalog, but are listed in the semester schedules.

**Student Load**
An average schedule load of 16 semester hours for each of eight semesters will meet the graduation requirements. Students may register for 18 semester hours without special permission. Twelve semester hours is considered full time during a regular term for an undergraduate student. Students are restricted to a maximum summer course load of 6 semester hours per session and a total of 15 semester hours per summer.
Approval for enrollment beyond 18 semester hours spring or fall and 15 semester hours summer is required. Students with a cumulative grade point average of 3.0 or better may register for up to 21 hours per semester with approval from the student’s advisor and chair of the student’s major department. Approval for enrollment over 21 hours is required from the student’s advisor, chair of the student’s major department, and dean. Non-probationary sophomore, junior, and senior students in the Honors Program may register for up to 21 hours of course credit without seeking approval. The student must have a college GPA of at least 3.5.
It shall be the responsibility of the student to resolve schedule conflicts resulting from overloads. Physical education activities and credit in music ensemble may be added to the scheduled load without being counted as an excessive academic load.

**Credit and Grade Policies**

Credits
The unit for computing credit is the semester hour, which is equivalent to one 50-minute class per week for approximately 15 weeks. For example, a student satisfactorily completing work in a course which meets for recitation 150 minutes per week will receive three semester hours credit at the end of the semester.
Grades and Quality Points
The system of letter grades and quality points is:

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D+ 1.33
- D 1.00
- D- 0.67
- F 0.00

Other grades are:
- AU — Audit — No grade or credit assigned.
- S — Satisfactory — applies to work rated “C-” or better.
- U — Unsatisfactory — applies to work rated “D+” or lower.
- IP — In Progress — indicates that the student has not completed the scheduled coursework during the term because the nature of the course does not permit completion within a single term, such as work toward a thesis.
- CR — Credit — assigned for satisfactory performance in non-academic courses and applies toward the total graduation requirement but is not used in computation of grade averages.
- K — Credits accepted in transfer — recorded on the student’s permanent academic record, but not included in the cumulative point hour ratio.
- W — Withdrawn — assigned for official withdrawals during the first three weeks of a semester or when a student is dismissed for disciplinary reasons through the 12th week, and not included in grade average computation.
- WP — Withdrawn, Passing — assigned from week 4 through 12 of the semester and not included in grade average computation; cannot be given after the 12th week.
- WF — Withdrawn, Failing — assigned from week 4 through the end of the semester and is counted as an “F” in the computation of averages. Also assigned to students dismissed for disciplinary reasons after the 12th week of a semester.
- NG — No Grade — grade not reported by instructor.

Satisfactory/Unsatisfactory Grade
Option—Undergraduates
Eligibility
Students with a cumulative grade point average of at least 2.00 for 16 semester hours of earned credit are eligible to register for courses, up to a maximum of seven, for which they earn the usual credit but are evaluated on a “Satisfactory/Unsatisfactory” basis. This opportunity is limited to one course each semester. (Exceptions: Courses offered only for S/U do not count toward the total.) Students with less than 16 semester hours of earned credit and/or less than a 2.00 cumulative grade point average are ineligible for the S/U option.

Courses for which S/U option is not available
Courses excluded are those taken to fulfill a major, the business core, Composition I and II in the Core, applied music lessons and teaching or pre-professional requisites.

Grade equivalent
“Satisfactory” means the equivalent of “C-” work or better. Work rated “D+” or lower on the conventional scale would be graded as “Unsatisfactory.”

Student’s permanent record
Courses taken under the S/U option will be recorded on the student’s permanent record, but not included in the computation of the student’s cumulative point hour average. A course in which an “Unsatisfactory” is received does not count toward graduation. Any course in which a “U” or “F” is received may be repeated on a graded basis.

Time to choose S/U option
Students will exercise the S/U option in the Registrar’s Office during the eighth week of the semester.

Prior Learning Credit
A maximum of 32 semester hours credit may be granted and a processing/recording fee may be charged for each credit earned.

Prior learning credit is accepted from recognized institutions and organizations based upon standard policies and practices in higher education. At Ashland University, prior learning may be defined as college-level learning achieved outside the traditional college classroom “prior to” any college coursework in that subject area. Prior learning is distinguished from prior experience by the key word “learning.” Prior experience, while it is important, will not necessarily be equivalent to prior learning.

Students achieve competencies through workshops, seminars, personal or professional opportunities, and/or independent study. Prior Learning Credit (PLC) is academic credit awarded for college-level learning obtained outside the traditional college classroom which can be verified by either an academic transcript from an accredited undergraduate institution or via equivalencies determined by the American Council of Education.

Common forms of PLC accepted by Ashland University:
- standardized examinations: Advanced Placement (AP); College Level Examination Program (CLEP); Chauncey Group International (DSST Program), formerly DANTES
- military; American Council on Education (ACE); professional licensures
- corporate and professional training which demonstrates college-level learning
- credit by examination – Enrolled students may obtain credit by examination in any required course. Proficiency must be demonstrated prior to the student’s last registration before graduation. Approval also must be given by the department chair concerned and the Academic Standards and Graduation Committee. No such application will be considered for any course which the student has previously taken or in any course for which a waiver has been previously granted. A grade of “B” or better must be obtained on the test to receive course credit; however, a grade of “S” will be entered on the student’s record. A processing/recording fee will be charged. See Fees and Charges brochure for details.

Grade Reports
Final grades are reported at the close of each term and become a part of the student’s permanent record. These grades determine academic status, i.e., “good standing,” “probation,” or “dismissal.”

It is the responsibility of the students to report to the registrar any discrepancy on their grade reports within 60 days of the end of the
grading period.

At the mid-point of each regular semester, a report will be made by the instructor to a student receiving a “C-” or lower in a course. This information is used for advising purposes and is not a part of the student’s permanent record.

**Grievance procedure** – In cases where a student believes his or her academic rights have been infringed, the student should, if possible, discuss the matter with the instructor involved. If the student wishes to appeal the case, the student must appeal in writing, to the department chairperson and then to the Dean and the Provost, who may confer with the Student Senate President and the chairperson of the Judicial Board in order to assure that the problem is settled satisfactorily. For questions specifically within the College of Arts and Sciences, refer to the “College of Arts and Sciences Grade Appeal Process” in the Student Handbook.

**Medical Withdrawal**

In the event that a student is unable to complete the semester due to a medical condition that prohibits making up missed work, a withdrawal may be processed providing the following conditions are met:

1. Class absences and missed work can be directly attributed to the medical condition.
2. A qualified health professional verifies in writing that the medical condition prohibits completion of the semester requirements.
   a. A “non-specific” medical withdrawal notice should be presented in writing to the Registrar. This immediate medical notice (signed by a physician) should state that a medical condition prohibits completion of the semester requirements; and, assign a date of condition onset (to verify times classes were missed).
   b. A notice of “specific” diagnostic information including all recommendations must be sent to the Health Center Director or Director of Psychological Counseling Services, as warranted. This is to ensure confidentiality and coordinate any recommended treatment or follow-up in the event of readmission.
3. The medical withdrawal process is initiated by the student, the physician, and/or the parent/guardian, not AU.
4. The medical condition fits in one of the following categories: medical illness; mental illness (must include date of psychiatric hospitalization and date of clinical assessment); drug or alcohol addiction; or surgery.

All medical withdrawals need to be initiated by contacting the Registrar. Once the Registrar has the documentation to support the withdrawal, a “W” will be assigned and the faculty will be notified. Any refunds will be determined based on the effective date of withdrawal.

**Readmission after Medical Withdrawal**

A notice of “specific” diagnostic information including all recommendations as they apply to readmission must be sent to the Health Center Director or Director of Psychological Counseling Services, as warranted. This is to ensure confidentiality and coordinate any recommended treatment or follow-up. Until this is complete, no readmission can occur.

**Transcripts**

A copy of a student’s academic record (official transcript) is available from the Registrar’s Office, Founders Hall, upon receipt of a written request and the required fee. Official transcripts are not available until after the final day of that semester and will not be issued if there is an unmet financial obligation to the University.

**Probation and Dismissal Policies**

The Probation and Dismissal policies listed below apply to those students who have been admitted and are seeking a degree at Ashland University.

The academic records of all students are reviewed at the end of each semester after final grades are posted to the official transcript. Students whose cumulative grade point averages falls at or below the standards listed here are placed on probation or dismissed. Transfer students will be reviewed based upon total semester hours earned at all institutions.

**Probation**

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Senior</th>
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</thead>
<tbody>
<tr>
<td>Between 1.501 and 1.800</td>
<td>Between 1.701 and 1.900</td>
<td>Between 1.701 and 1.999</td>
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<tr>
<td>Between 1.801 and 1.999</td>
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**Dismissed, Eligible for Conditional Reinstatement**

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 1.001 and 1.500</td>
<td>Between 1.551 and 1.700</td>
<td>Between 1.751 and 1.900</td>
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<tr>
<td>Between 1.651 and 1.800</td>
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**Dismissed, Not Eligible for Conditional Reinstatement**

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Senior</th>
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<tbody>
<tr>
<td>at or below 1.000</td>
<td>at or below 1.550</td>
<td>at or below 1.750</td>
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<tr>
<td>at or below 1.650</td>
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</tbody>
</table>

**Letter of Concern**

Students whose semester GPA falls below 2.00 but whose cumulative GPA is above 2.00 will receive a letter of concern from Academic Advising inviting them to review their academic performance and outlining available support services.

**Probation Self-Assessment required**

Students who are on probation must submit completed Probation Self-Assessment forms to the Academic Advising Office prior to the beginning of the upcoming semester. Copies of these documents will be forwarded to the faculty advisers for review and placed in the student’s advising files. Students must meet with their faculty advisers before the end of the first week of classes for the upcoming semester to discuss strategies for improving their grade point average.

**Dismissed, Eligible for Conditional Reinstatement – Plan for Academic Achievement required**

Students who are dismissed and eligible for Conditional Reinstatement must contact the Office of Academic Advising to create a Plan for Academic Achievement. This plan will include reviewing the student’s current major, outlining a plan for improving the GPA, and may, at the sole discretion of the Office of Academic Advising, also require additional evaluation and action. Such action may include taking a restricted load, taking specific courses, working with study strategies options, attending required tutorial sessions, not participating in co-curricular activities, and/or being evaluated by a mental health professional. All agreements will become a part of the student’s advising file.

Following the creation of an acceptable Plan for Academic
Achievement and the completion of any tasks immediately required by that plan, the student may register for the coming semester only for courses approved by the Office of Academic Advising.

Failure to adhere to the Plan for Academic Achievement at any point during the semester may, of itself, constitute grounds for dismissal. In addition, all information regarding the conditions of the dismissal will be placed in the student’s permanent file and will be reviewed in any future probation and dismissal discussions, as well as any application for readmission.

**Unsatisfactory Academic Progress – Written Appeal required**

Students earning a grade point average placing them in “Probation” or “Dismissed, Eligible for Conditional Reinstatement” status for two consecutive semesters are not eligible for Conditional Reinstatement after the end of the second semester. If students feel they have extenuating medical or psychiatric circumstances, they may file written appeals for reinstatement as outlined below under Dismissed, Not Eligible for Conditional Reinstatement.

**Dismissed, Not Eligible for Conditional Reinstatement – Written Appeal required**

Students who are ineligible for Conditional Reinstatement and feel they have extenuating medical or psychiatric circumstances may seek reinstatement by filing a written appeal with the Academic Standards and Graduation Committee. As part of the appeals process, professional documentation supporting the appeal must be passed through the University Health Center, Psychological Counseling Services and/or other appropriate professional office for verification. The written appeal and supporting documentation must be submitted within three weeks of the last day of final exams of the semester in question. Appeals are heard by the Academic Standards and Graduation Committee. The appeals process is coordinated by the Office of Academic Advising. Students receiving a spring dismissal while enrolled in a summer session may finish the session, however the dismissal will remain in effect through the fall term regardless of cumulative grade point average. All appeals made to the committee and resulting decisions will become a part of the student’s permanent record. Decisions regarding appeals falling under the purview of the Academic Standards and Graduation Committee are final, and the committee’s judgment concludes the appeals process.

**Registration Cancellation**

All students who are dismissed, whether or not they are eligible for conditional reinstatement, have their registrations automatically canceled. Students may not register or attend classes until they have completed their Plan for Academic Achievement, as outlined above. Students who are readmitted must re-register for classes.

**Financial Aid Probation**

Students who are not making satisfactory progress toward a degree may be placed on Financial Aid Probation even though they are not on Academic Probation. For information about Financial Aid Probation, contact the Director of Financial Aid.

**Academic Recognition**

All honors presented at the May graduation are based on the total GPA up to and including the semester ending the previous December. Grades earned at all other colleges will be used in calculating honors, but will not be included in the AU grade point average.

**Honors and Degrees with Distinction**

Each semester an honor list (Dean’s List) of names is prepared and published. The list is composed of the names of all full-time undergraduate students in the University who have received a grade point average of 3.5 or above for the preceding semester.

Degrees with distinction are awarded to baccalaureate students on the basis of grade point average calculated on all college grades. The averages necessary are:

- Summa Cum Laude 3.90 – 4.00
- Magna Cum Laude 3.70 – 3.899
- Cum Laude 3.50 – 3.699

**Academic Honors Program**

The academic transcript of each Honors graduate bears the acknowledgment of work completed in the Honors Program. For complete information on the program, see the Academic Honors Program section of the catalog.

**Honor Societies**

**HONOR SOCIETIES BASED ON GPA:**

- **Alpha Lambda Delta** honors students who, during their first or first two semesters, have achieved a 3.5 cumulative grade point average.
- **Gamma Alpha Kappa** honors graduates who have maintained a 3.6 cumulative scholastic average. This selection is announced at commencement.

**HONOR SOCIETIES IN THE SUBJECT AREAS:**

- Alpha Gamma Omega Nu – see Sport Sciences, Physical Education
- Alpha Phi Sigma – see Criminal Justice
- Alpha Psi Omega – see Theatre
- Beta Beta Beta – see Biology/Toxicology
- Delta Mu Delta – see Business and Economics
- Kappa Delta Pi – see Education
- Kappa Omicron Nu – see Family and Consumer Sciences
- Omicron Delta Epsilon – see Business and Economics, Economics section
- Phi Alpha – see Social Work
- Phi Alpha Theta – see History
- Phi Sigma Iota – see Foreign Languages
- Phi Sigma Tau – see Philosophy
- Pi Mu Epsilon – see Mathematics
- Pi Sigma Alpha – see Political Science
- Psi Chi – see Psychology
- Sigma Gamma Epsilon – see Geology
- Sigma Tau Delta – see English
- Sigma Theta Tau – see Nursing
- Upsilon Pi Epsilon – see Computer Science

**Academic Support Services**

**Academic Advising**

The Academic Advising Offices in the three Colleges of the University provide assistance to any student who needs help choosing a major or minor, understanding the requirements of a major or minor, scheduling of classes, or choosing a faculty adviser.

Service to incoming freshmen is a major responsibility of the Academic Advising Offices. This includes but is not limited to the
coordination of incoming freshmen advising folders and the creation of schedules for the fall semester. These offices also supervise the advising process for transfer students after the initial class schedules have been prepared by the Coordinator of Transfer Admissions.

Advising of first-year students is usually done by advisers who teach Introduction to University Life, a course required of all new freshmen. By the end of the first semester of study, each student is matched with a faculty adviser according to the student’s indicated major. The final responsibility for a student’s program of study, however, always rests with the student, and the faculty adviser’s aim is to develop the student’s self-sufficiency and knowledge.

In coordination with individual faculty advisers, the Academic Advising Offices work closely with students who are defined as academically at-risk. A student earning a GPA below 2.0 during any semester is encouraged, and at times required, to meet with an academic adviser to evaluate the impact of performance on grade point requirements for majors and/or degrees.

Office of Disability Services
Students who have documentation from a medical doctor, psychologist, or psychiatrist for specific learning and/or physical or health handicaps may receive services through Disability Services. The documentation must clearly state the nature of the disability and support the need for accommodations based on the testing and/or medical documentation. Disability Services reserves the right to ask the student to update or to obtain more complete testing before extending services to the student. Reasonable accommodations are on an individual basis and may include relocation of courses for classroom accessibility, sign language interpreters, out of classroom assistance for learning strategies, taped books, note takers, and test accommodations.

Students who suspect that they have a learning disability will be required to provide current documentation for their disability before any accommodations or modifications will be made. If the student does not have such documentation, arrangements for testing can be made through a local psychologist at the student’s expense.

For more information, contact the Office of Disability Services in Classroom Support Services.

Peer Tutoring
Peer tutoring is a free service available to any undergraduate student enrolled in classes at Ashland University. Peer tutors are chosen on the strength of grades and on the recommendation of professors. Students who require tutoring may contact the Peer Tutoring Office in Classroom Support Services.

Writing Center
The primary purpose of the Writing Center is to offer individual consultation for papers across the curriculum. Writing Assistants provide guidance and instruction in the following areas: understanding writing assignments and styles, writing the essay and critical analysis, supporting theses, revising for structure and grammar, documenting research, and teaching proofreading strategies.

More intense essay instruction is available to students through a Writing Lab, ENG 110, that is arranged in the Writing Center. Students may take the lab concurrently with ENG 101 or 102 or by arrangement with any course. The lab course may be taken for a maximum of two credit hours. The Writing Lab allows students to collaborate on a current writing assignment to reinforce skills for college papers.

The University Writing Center is located in 239 Center for the Arts and is open five days a week during the academic year and by appointment during summer sessions. Hours are posted and students should come to 239 to sign up for appointments. Further information can be obtained from the Writing Center Director.

Information Technology
The Department of Information Technology, located in 100 Patterson, provides a wide range of computing services to students. The office provides computing support to students for A.U. email, network, and other issues. The I.T. Help Desk can be reached at x5405 or help@ashland.edu Open hours are posted at the Help Desk (100 Patterson).

Computers are available 24 hours a day, 7 days a week via EagleCard access in the 200 Patterson computer lab. This lab has 50 PCs, 3 Apple computers, 2 scanners, free black & white laser printing, and color laser printing ($0.10/page).

Wireless laptop computers can be checked out for 2 hours at a time from the Hawkins-Conard Student Center Gameroom, the Library, and the I.T. Help Desk. Black & white laser printing is also available in these areas.

Pre-Professional Programs
Ashland University will assist students to meet the preparatory professional requirements of the schools they wish to attend. It is the students’ responsibility to make early application to the schools of their choice. The following are the minimum course requirements for pre-professional training in the areas indicated. It is recommended that students contact professional schools that they are interested in attending to be sure that their admission requirements are properly met. Students should also discuss their professional ambitions with their advisers in order to get recommendations of courses that will best prepare them for their choice of programs.

Pre-Law
The study of law requires a variety of skills, including critical reasoning, analytical reading, clear writing, and self-discipline. Good legal practice requires an appreciation of history, social and political institutions and, in general a developed understanding of human nature. Those approaching a profession in law should possess a morally serious character, since their actions will affect the lives of many people.

We do not believe that any particular major or set of courses uniquely provides these skills and virtues. Thus, Ashland University does not offer a Pre-Law major or minor. We instead believe that a broad background in the liberal arts is the best way to prepare for the study of law, perhaps supplemented by some courses which introduce legal concepts. Students are encouraged to get in touch with one of the Pre-Law advisers through the Academic Advising office in order to further define their course of studies.

Pre-Dentistry
For students interested in Pre-Dentistry, a major in biology, toxicology, biochemistry, or chemistry is recommended. Minimum college course requirements for admission to dental school typically include:

- BIO 201 Molecular & Cellular Basis of Life
- BIO 202 Organisms, Adaptation, & Diversity
- CHEM 103/104 General Chemistry
• CHEM 307/308 Organic Chemistry
• MATH 205/206 The Calculus
  or MATH 201/202 Calculus
• PHYS 205/206 University Physics
  or PHYS 201/202 General Physics
• Additional upper level courses in biology and chemistry
  (specific recommendations available from the Department of Biology/Toxicology)

Students must maintain a competitive GPA and perform well on the DAT to be considered competitive for admission to dental school.

Pre-Medical Technology

This program is designed to prepare students for acceptance into a school of medical technology following the completion of three years of undergraduate coursework. Following the completion of a medical technology program from an accredited school, the student will be granted the baccalaureate degree from Ashland University as well as a certificate in medical technology from the professional school. Minimum course requirements that are recommended to be completed prior to transfer include:

• Ashland University core requirements
• BIO 201 Molecular & Cellular Basis of Life
• BIO 202 Organisms, Adaptation, & Diversity
• BIO 225-226 Anatomy & Physiology I & II
• BIO 340 Microbiology
• BIO 429 Biochemistry
• BIO 454 Immunology
• CHEM 103/104 General Chemistry
• CHEM 307 Organic Chemistry

Minimum course requirements for admission to a school of pharmacy typically include:

• BIO 201 Molecular & Cellular Basis of Life
• BIO 202 Organisms, Adaptation, & Diversity
• BIO 225/226 Anatomy and Physiology
• BIO 340 Microbiology
• CHEM 103/104 General Chemistry
• CHEM 307/308 Organic Chemistry
• MATH 205/206 The Calculus
  or MATH 201/202 Calculus With Applications
• MATH 208 Elementary Statistics
• PHYS 205/206 University Physics
  or PHYS 201/202 General Physics
• Additional course recommendations are available from the Department of Biology/Toxicology

Pre-Optometry

For students interested in Pre-Optometry, a major in biology is recommended. Minimum course requirements for admission to a school of optometry typically include:

• BIO 201 Molecular & Cellular Basis of Life
• BIO 202 Organisms, Adaptation, & Diversity
• BIO 225/226 Anatomy and Physiology
• BIO 340 Microbiology
• CHEM 103/104 General Chemistry
• ES 190 Applied Human Structure, Function, and Development
• ES 308 Kinesiology
• ES 309 Physiology of Exercise
• MATH 201 Calculus
• MATH 208 Statistics
• PHYS 201/202 General Physics
• PSYC 101 General Psychology
• SOC 111 Principles of Sociology
• Additional upper level courses in biology, physical education, and other departments (specific recommendations available from the Department of Biology/Toxicology)

Additional requirements for acceptance to a physical therapy program usually include experience and exposure to physical therapy through direct association with a licensed physical therapist in a clinical setting. Credit for this may be received through BIO 493 Professional Internship. Contact Chair of the Biology Dept. for more information.
**Pre-Seminary Program**

The pre-seminary program at Ashland University is a joint effort of the Religion Department and the Center for Religious Life. The Kern Pre-Seminary Program is known as “The Call” and prepares students academically and vocationally for Christian ministry. Students who are accepted into The Call program:

1. must major or minor in religion;
2. complete two semesters of Biblical Greek or Hebrew;
3. complete the following coursework as part of their religion major or minor: REL 106 Exploring the Bible, REL 208 Exploring Christian Theology; one upper level course in the Biblical studies concentration, and one course within the practical theology concentration.

Students are also encouraged to take at least one course at Ashland Theological Seminary for undergraduate credit.

For additional information on “The Call” pre-seminary program, students should contact John Swope (x5624).

**Pre-Veterinary Medicine**

For students interested in Pre-Veterinary Medicine, a major in biology, toxicology, biochemistry, or chemistry is recommended. Minimum course requirements for admission to a school of veterinary medicine typically include:

- BIO 201 Molecular & Cellular Basis of Life
- BIO 202 Organisms, Adaptation, & Diversity
- CHEM 103/104 General Chemistry
- CHEM 307/308 Organic Chemistry
- MATH 205/206 The Calculus
- PHYS 205/206 University Physics
  or PHYS 201.202 General Physics
- Additional upper level courses in biology and chemistry
  (specific recommendations available from the departments)

Students must maintain a competitive GPA and perform well on the GRE or MCAT to be considered competitive for admission to a school of veterinary medicine.

**Affiliate Programs**

Ashland University has affiliate programs with a number of institutions. A student who enters one of these programs at Ashland and who fulfills the institutional requirements for graduation, as well as the program of the cooperating institution, will receive the baccalaureate degree from Ashland University and the professional certificate or degree from the cooperating school or university if applicable.

Students enrolled in study abroad or affiliate programs are not eligible for Ashland University grants or scholarships.

For more information, see the chair of the department offering the affiliate program.

**ART — Department of Art**

- The Art Institute of Pittsburgh (Pittsburgh, Pa.)
- Drew University, Madison, N.J.
- Hunter College, New York, N.Y.

**FASHION MERCHANDISING — Department of Family and Consumer Sciences**

- Fashion Institute of Technology, New York City
- Paris Fashion Institute
Located near the center of the Ashland University campus, the library symbolizes the University’s commitment to the values of learning, research and exploration in the educational experience of its students. The nine-story building, the tallest on campus, offers a multitude of services and resources. In addition to the main library, there is a library at the Ashland Theological Seminary campus which is part of the University library system. The resources of both libraries are available to off-campus teaching centers and students through the Internet. The combined holdings of both libraries include over 300,000 items. The library has several study rooms and offers a welcoming space where students are encouraged to research, study or work in groups.

Ashland University students are able to enjoy online access to the library catalog and the library’s digital resources from personal computers, both on and off campus. The Library is a member of OhioLINK, a consortium of academic, public, and special libraries across Ohio. Through OhioLINK, Ashland students have access to over 46 million items from all eighty-six of the participating libraries. Through OhioLINK, AU students also have access to over 140 electronic research databases containing thousands of scholarly journal titles.

The library serves as the federal government document depository for Ashland County. In addition, it houses the Instructional Resource Center, the Lulu Wood Library of Children’s Literature, the Harold E. Andrews Collection of Special and Rare Books, the John F. Kennedy Reading Area, the Richard Snyder Poetry Collection, the Leo & Laura Thomas Numismatic Center, the International Student Services office, the University Archives, the John M. Ashbrook Center for Public Affairs, and a 135-seat lecture room.

The library staff is committed to enhancing each student’s academic experience by providing the resources, skills and confidence to access, evaluate and synthesize information. To that end, professional reference librarians introduce the basics of information literacy to every incoming freshman class, schedule course-specific research classes for upper-level courses, offer individual research appointments for any student project, and provide reference assistance in person, by phone, e-mail, or chat. Instructional classes are held in the Library Instruction Classroom, a thirty-workstation facility including projection capabilities, which offers students immediate hands-on practice in the skills being taught.

Library/Instructional Resource Center

Instructional Resource Center

The IRC is located on the second floor of the Ashland University library. Included in this collection are materials that teacher education students use often in their course of study:

- Library of Congress Classification “L”: education titles;
- Juvenile literature collection;
- K-12 textbooks and activity books;
- Supplemental curriculum resources such as audio books, manipulative kits, and educational software;
- Technology resources computers, scanners, and printers available for in-library use;
- Consumables available for purchase;
- Ellison machines and dies.

The IRC is staffed by a full-time curriculum librarian, two College of Education graduate assistants, and student workers. The curriculum librarian is also the library liaison to the University’s College of Education.
In the increasingly interdependent world of the 21st century, the movement of people and ideas across cultural and national boundaries has become commonplace. The need for American students to develop international perspectives through their studies and study abroad opportunities is evident, regardless of discipline or career choice. At the same time, the international student population has become a recognized and integral segment of university life on campuses throughout the United States including Ashland University. With the needs of students of all nationalities in mind, AU affirms its commitment to programs of international educational interchange which enable our students to lead meaningful and productive lives in the world community.

AU promotes the infusion of international perspectives into its undergraduate curriculum. It provides opportunities for faculty to develop international expertise, offers courses that meet the International Perspectives requirement, and encourages inclusion of global perspectives in the curriculum. Extracurricular activities that promote international awareness and understanding are encouraged.

Opportunities to study, work, travel, and teach abroad enrich the international educational experience by increasing participants’ awareness and understanding of other cultures, languages and lifestyles. These opportunities encourage an independence of spirit and thought, and challenge participants to develop a global perspective. A Study Abroad Office provides reliable and up-to-date information on overseas programs available, either through Ashland University departments or through cooperative arrangements with other institutions. The academic departments of the university advise students on the appropriateness of programs to their fields of study.

The international educational experience is enhanced by the presence of international students on the campus who bring new perspectives to campus through classroom interaction and involvement in extracurricular activities. In admitting these students and assisting them to integrate fully into campus life, the University acknowledges that a student population of a diverse cultural and academic background offers the university community opportunities to expand its knowledge of and experience with people from other nations and possibilities to establish and maintain worldwide contacts.

The University recognizes that individuals from different cultures and educational systems have special needs and these needs must be met with special services. AU’s services are designed in accordance with federal rules and regulations concerning international students and the principles and guidelines of NAFSA. Assoc. of International Educators. Services are provided through the office of International Student Services and the Center for English Studies (ACCESS) to meet the special linguistic, cultural and legal needs of international students in their successful integration into campus life. To encourage intercultural interaction between these international students and the people of Ashland, programs of community outreach are provided.

Promoting understanding among people and developing an understanding of global issues are the twin goals of our international programs, which are regularly and systematically reviewed to assure that they remain relevant to these goals.

**Office for Study Abroad**

The Office for Study Abroad promotes opportunities for global education to all eligible Ashland University students in order for them to gain an understanding of other countries, regions, languages, and cultures through direct overseas experience.

Individual advising sessions are available to assist students in selecting a program to fit individual needs and interests. The Office for Study Abroad works with other offices to facilitate credit transfer approval and financial aid and provides a pre-departure orientation to inform study abroad participants about travel and related subjects.

Students desiring to participate in a study abroad program must meet eligibility criteria as well as program admission requirements. For current eligibility criteria, visit the Office for Study Abroad website: [www.ashland.edu/studyabroad/](http://www.ashland.edu/studyabroad/)

AU has maintained membership in the College Consortium for International Studies (CCIS) since 1990 which allows eligible students, regardless of major, to choose to study for a summer, semester, or entire academic year in over 70 programs in 28 countries. Most program classes are taught in English; however, language study is also available. For a list of countries and up-to-date program information, please visit the Office for Study Abroad in 701 Library.

Though costs vary according to CCIS program, the program cost (typically tuition, fees, insurance, housing, and select meals) often does not exceed a semester of tuition at Ashland University. Students enrolled in study abroad programs directly administered or affiliated with AU are not eligible for AU grants or scholarships, but may use federal and state financial aid.

The Department of Foreign Languages coordinates a study abroad program for intensive language study (FL 200 and FL 300) that is designed to provide students with an immersion experience. Students attend six hours of language instruction per day at the UNIVAC Language Center in Cuernavaca, Mexico typically for four weeks earning 6 hours of credit. For additional cultural experiences, students participate in excursions and live with Mexican host families.

Spanish language majors and minors may participate in an advanced program at the Center for Cross-Cultural Study in Spain or Argentina. Students must have the recommendation of the Department of Foreign Languages in order to participate in this program in which all coursework is taught completely in Spanish.

Student teaching abroad allows education majors the opportunity to complete the student teaching requirement outside the United States. Ashland University is a member of the Consortium for Overseas Student Teaching (COST), an organization that places student teachers in 14 countries at American-sponsored overseas schools or in overseas schools with which COST has a working agreement. Students approved to participate in this program spend the first 5 weeks of their student teaching in Ohio, but spend the final 6 weeks abroad. Additional information can be obtained from the Office of Field Experience (240 Schar COE Building).

Faculty from various departments sponsor short-term international experiences for students during the summer. Length of the programs vary. Some programs take advantage of inexpensive airfare and travel between semesters or during spring break. Past programs have been in Belgium, China, Costa Rica, Cuba, England, France, Germany, Hong Kong, Israel, Italy, and Spain. For information regarding upcoming programs, contact the Office for Study Abroad.

**The Center for English Studies (ACCESS)**

ACCESS provides international students opportunities to improve communication skills in American English and acquaints them with American people and culture. The Center offers a program of classes in reading, writing, structure, and speaking/listening, designed to prepare students to participate effectively in university classes and daily American life. In addition, the center provides cultural activities and field trips to points of interest in Ohio and beyond.
Academic Honors Program

Professional Staff
Christopher Swanson, Director, Assoc. Prof. of Mathematics

Mission Statement
The mission of the Honors Program is to offer academically talented undergraduate students cross-disciplinary experiences, participation in an intellectual community devoted to discussion and dialogue, and special projects and courses that challenge the mind. The cornerstone of the Honors Program is the belief that the best human life is the life examined in a framework of intellectual rigor and friendship.

To satisfy this mission, Honors freshmen enroll in the First Year Honors Seminar during the fall semester, in which they are introduced to the Honors Program and Ashland University while learning how to think critically and communicate clearly, thereby helping with their transition from high school to college. Honors students also have the opportunity to enroll in Honors sections of the core curriculum, capped at 15 students per section and taught by some of the best professors at Ashland University. The Honors Interdisciplinary Seminar will continue to develop the Honors students’ critical thinking and communication skills, building upon their involvement with previous Honors courses and helping them prepare for the rigors of the Honors Capstone Project. The pinnacle of the Honors experience is the Honors Capstone Project during which a student works closely with a faculty mentor in his/her major for at least two semesters to develop an original composition which is orally defended during the final semester of the project.

Requirements for Admission to the Honors Program
Entering first year students generally have a high school GPA of 3.5 or above, and an ACT of 27 or above or SAT (critical reading and math) of 1200 or above. First year students must complete an application form, and may request an interview with the Director of the Honors Program. Students who wish to participate in the Honors Program and do not meet the GPA or test score guidelines above are especially encouraged to request an interview. Students who are admitted to the Honors Program will receive notification prior to the Summer Drive-Ins.

AU students and transfer students who wish to apply for admission to the Honors Program must have an overall university GPA of 3.5, complete an application form, provide a letter of recommendation from a faculty member, and meet with the Honors Director for an interview (optional for transfer students). AU students and transfer students accepted into the Honors Program after the 1st semester of their freshmen year are not required to complete the First Year Honors Seminar. Students who begin in the Honors Program with sophomore status will only be required to complete Honors designated core courses in three different areas.

Honors Courses and Requirements
Honors designated core courses will be capped at 15 students, with Honors students given first priority during registration. A non-Honors student may take an Honors designated core course if it is not fully enrolled and the student receives permission from the Director of the Honors Program in consultation with the instructor.

To remain a member of the Honors Program, an Honors student must complete one Honors Core course by the end of his/her first year in the Honors Program, three Honors Core courses by the end of his/her second year in the Honors Program, be enrolled in Honors 310 during his/her junior year, and be working on the Honors Capstone Project during his/her senior year.

Course Number and Title  Hrs.  Prerequisites
HON 101 1st Year Honors Seminar 3  Honors freshman
HON 310 Honors Capstone Prep. Seminar 1  Honors; at least jr status
HON 390 Honors Interdisciplinary Seminar 3  Honors; soph. status
Honors Capstone Project 6  HON 310; permission
Honors Core courses (choose 4 diff. areas) 12  Honors or permission

Honors elective (at least one of the following) 0-3
2+ HON 390 Honors Interdisc. Seminar 3  Honors; soph. status
Honors Core course in a 5th area 3  Honors
Two 1-hour Honors Contract courses in major 2  Honors; soph. status
Honors study abroad experience 0-25  Honors; permission

101  FIRST YEAR HONORS SEMINAR 3
Prerequisite: enrollment in Honors Program
A course designed for students admitted to the Honors Program in their first year, satisfying the university IUL 101 requirement. The course introduces students to the Honors Program and Ashland University through classes offered in seminar format, including assigned readings, discussion, and written assignments.

310  HONORS CAPSTONE PREPARATION SEMINAR 1
Prerequisite: enrollment in Honors Program; at least junior status
The process of preparing a capstone project, including selecting a topic, choosing mentors, preparing a bibliography, constructing a written prospectus, and outlining a timetable for completing the Capstone Project. This course is required for all juniors who plan to complete an Honors Capstone Project their senior year. The course may be taken by conference if there is a scheduling conflict. Graded S/U.

390  HONORS INTERDISCIPLINARY SEMINAR 3
Prerequisite: enrollment in Honors Program; at least sophomore status
A course devoted to various topics related to the Honors Program mission of challenging the mind and participating in an intellectual community devoted to discussion and dialogue. Topics will be cross-disciplinary in nature, and the course may be team taught. Typically, the course will be tied to a study abroad opportunity in the spring semester of an odd-numbered year. May be repeated once with a different topic.

HONORS CAPSTONE PROJECT 3/3
The Honors Capstone Project will officially begin in the Honors student’s next to last semester, although it may start earlier if the student, faculty mentor, and Honors Director agree. The Honors Capstone Project will be completed in two semesters as two sections of Independent Study 498 in the student’s major, and thus the student must complete an Independent Study Request form from the Registrar’s Office prior to registration. For more information, see the Independent Study Program section of the catalog. A written prospectus is required of all Honors students by the conclusion of HON 310, and this prospectus (approved by the professor of HON 310, the faculty mentor, and the Honors Director) should serve as a guide to the Capstone Project. The Honors Capstone Project will typically be completed in the Honors student’s final semester, will be reviewed and approved by the faculty mentor, Honors Director, and an additional faculty reviewer of an appropriate academic department, and will be publicly presented to the Ashland University community. The Honors Capstone Project Handbook distributed in HON 310 should be consulted for the appropriate deadlines.
HONORS ELECTIVE
Honors students have four options for completing the Honors Elective: taking a 2nd HON 390, taking an Honors designated core course in a 5th area, completing two Honors Contract Courses, or completing an Honors Study Abroad experience. The latter two options are described in more detail below.

Honors Contract Course
To fulfill the Honors elective requirement, an Honors student may add-on one credit to two upper level courses within his/her major by completing additional work beyond the normal requirements and expectations of the courses. The additional work should focus on inquiry, discovery, and critical thinking, important skills the student will need as he/she works on the Honors Capstone Project.

An Honors student wishing to enroll in an Honors Contract course must fill out a contract, in consultation with the course instructor, describing in detail the additional work or project that will be tied to the academic content of the course. This contract available on the Honors Program website must be signed by the student and the course instructor, and should be submitted to the Honors Program Director when the student registers for classes. The contract must be submitted by no later than the end of the 1st week of classes.

The Honors portion of an Honors Contract course will be evaluated satisfactory/unsatisfactory (S/U) by the course instructor. The course to which the Honors Contract is attached will be graded according to the course criteria. Acknowledgment of Honors Contract courses will be indicated on the student’s transcript.

Honors study abroad experience
An Honors student participating in a Study Abroad Experience with an academic component related to the Honors Program Mission Statement may submit a petition requesting a waiver of the Honors Elective. This petition available on the Honors Program website must be approved prior to the beginning of the Study Abroad Experience and will be reviewed by the Honors Advisory Committee. At the request of this committee, the Honors Program Director may require a student to complete additional work beyond the normal expectations of the Study Abroad Experience in order to waive the Honors Elective. In particular, Study Abroad Experiences connected directly to Ashland University courses will almost always require a student to complete additional work. The student must submit a Course Substitution and Waiver Form signed by his/her advisor and the Honors Program Director upon completion of the Study Abroad Experience to the Registrar’s Office. No Honors Program academic credit will be awarded for this experience, although the student may receive academic credit from the university.

Continuation/Graduation Requirements
In order to remain in the Honors Program, students must maintain an overall GPA at AU of at least 3.3 during their freshman year, 3.4 during their sophomore year, and 3.5 during their junior and senior years. If the GPA drops below this standard, the student will be placed on probationary status if he or she can meet the standard by the end of the subsequent semester; otherwise, the student will be dismissed from the Honors Program. A student on probationary status who does not raise his or her cumulative GPA to meet the standard by the end of the subsequent semester will be dismissed from the Honors Program. Students who are dismissed from the Honors Program may reapply to the Honors Program if they raise their overall GPA to a 3.5. Students must meet the 3.5 standard at the time of graduation.

To remain a member of the Honors Program, an Honors student must complete one Honors Core course by the end of his/her first year in the Honors Program, three Honors Core courses by the end of his/her second year in the Honors Program, be enrolled in Honors 310 during his/her junior year, and be working on the Honors Capstone Project during his/her senior year.

Recognition and Achievement Award
The academic transcript of each Honors graduate bears an acknowledgment of work completed in the Honors Program. The Howard O. Rowe Faculty Honors Scholarship is awarded annually to the graduating student whose Honors Capstone Project is considered to be the best among his/her peers.

For more information, call or visit the Academic Honors Program office in 104 Founders Hall (x5260), or visit the website at www.ashland.edu/auchonors/
Art

Department of Art
The College of Arts and Sciences

Chair
Keith Dull, Associate Professor of Art

Faculty
Charles Caldemeyer, Professor of Art
Wendy Schaller, Associate Professor of Art
Jessica Maloney, Assistant Professor of Art
Daniel McDonald, Assistant Professor of Art
Priscilla Roggenkamp, Assistant Professor of Art
Larry Schiemann, Professional Instructor of Art,
Director of the Coburn Gallery

Degrees Offered
Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Science
Bachelor of Science in Education
Associate of Arts

Student Learning Objectives
The Department of Art seeks to provide education in the visual arts and to prepare students to function in a productive capacity within the larger culture, including the qualifications necessary for pursuit of graduate studies. The Department provides a comprehensive and contemporary approach to the field, and is committed to the maintenance of an environment that encourages seriousness of purpose in the creation, criticism, exhibition and understanding of art. The Department provides programs in fine art, art education, commercial art, and computer art and graphics programming. Within the context of a liberal arts institution, the Department strives to:
• develop in students high levels of technical skill, the ability to critically analyze their works of art, and the discipline to develop their ideas to the fullest extent possible;
• maintain high education standards;
• promote the professional integrity of faculty and students;
• instill in students the ability to think critically and solve problems creatively;
• prepare future art educators;
• provide a professional art exhibition program in Coburn Gallery;
• provide student art and other institutionally representative exhibition programs; and
• encourage a serious appreciation of the visual arts among all members of the campus community and make appropriate cultural opportunities available to the community as a whole.

Facilities and Equipment
Six studios and one specially equipped lecture classroom accommodate the needs of our faculty and students. Studios are well-equipped with specialized tools for each of the disciplines offered.
• Printmaking equipment including a 36” intaglio press and a lithography press
• Ceramics lab with 16 wheels and 2 gas-fired kilns
• Fully equipped painting studio with air exchange system
• Computer lab for graphics with color printer
• Sculpture equipment for working wood, metal, plastics, etc.
• Slide/video library
The Coburn Gallery at Ashland University provides exhibitions of contemporary and historical significance for the campus community and the Ashland area. Eight exhibitions annually provide excellent opportunity for supplementing academic studies.

Off-Campus Program Opportunities
*The Art Institute of Pittsburgh
In cooperation with the Art Institute of Pittsburgh, AU provides specially designed programs leading to careers in the fields of game art and design, graphic design, industrial design technology; interactive media design; interior design; media arts and animation; photography; video production; and visual effects and motion graphics. Students will attend the Art Institute of Pittsburgh for three quarters during their junior year concentrating on a career-oriented program and return to Ashland to complete the baccalaureate degree in their senior year.

*Drew University: The New York Semester
Designed mutually, with specific concern for a liberal, cultural, fine arts emphasis, Drew University and the Ashland University Department of Art offer full and half-year programs during a student’s junior year. Both include the highly regarded “New York Semester.” Titled “Problems in Art Criticism,” the program entails supervised visits with renowned artists in their studios, gallery and museum collections, internship and on-campus seminars highlighting recent developments in art.

*Hunter College: Junior Year in New York
Qualified students find a junior year in New York under the tutelage and guidance of the Hunter College staff exceptionally rewarding. This art program, mutually articulated, offers liberal, cultural and professional studies and internships in the metropolitan area. This enables students to receive “field work” credit for working directly with professionals in the visual arts.

*Note: Tuition and financial aid arrangements are made through the participating institutions. Although financial aid is not available from Ashland University during this time, students are encouraged to apply for aid from the participating institutions.

Description of Majors
Fine arts Our majors in fine arts offer concentrations in painting, sculpture, printmaking, ceramics, and computer art. These majors prepare students for careers as professional artists or for post graduate studies. Students begin with introductory drawing, design, and art history classes in the foundations sequence. Upper level work in the student’s concentration area, as well as electives from the other areas, gives graduates well-rounded art training that allows them to develop creative ideas in a variety of media. A series of reviews after the foundations sequence and during the junior year prepares students for the senior exhibition which takes place in the department’s Coburn...
identified. The threefold process includes content of courses, and the program as a whole, as needs are assessed. It may improve artistic skills and understanding. The process is expected to take place outside the context of individual classes. It is intended to support student development in the various areas of skill and knowledge the student is required to retain work done under classroom instruction.

Commercial art – The program in commercial art is accomplished through our affiliation with the Art Institute of Pittsburgh. Students spend the first two years at Ashland taking the foundations sequence and university core. The junior year is usually spent at the Art Institute taking upper-level classes in one of the areas of concentration they offer: game art & design, graphic design, industrial design technology, interactive media design, interior design, media arts and animation, video production, photography or visual effects, and motion graphics. Students then return to Ashland for their senior year, receiving upon graduation a baccalaureate degree and a certification in their field.

Graduates may work in the many-faceted commercial art field, depending on their concentration and special abilities. The benefits of this program are the solid fine art training in a serious liberal arts environment that students receive at Ashland, combined with the intensive instruction in the applied arts fields they receive at the Art Institute. Since the Institute is located in a major metropolitan area, students experience both a quiet, rural campus and a big city.

Computer art & graphics programming – This program is a combined major with the Mathematics/Computer Science Department and is designed to educate technologically literate artists. These graduates can design company websites as well as design websites to adapt and maintain them. In the first two years, students take the foundations sequence and the prerequisite math and computer science courses. Upper level students take advance classes in computer programming as well as computer art classes which are taught in the computer art studio which features such software as Adobe Photoshop and Illustrator; Macromedia Dreamweaver, Flash, and Director; and QuarkXpress.

Art education – This program combines training in studio art with teacher education instruction, leading to teacher certification. The advantage of this program lies in the amount of studio training received in conjunction with the education classes. Graduates are not only trained to teach, but also to be well-rounded, practicing artists.

Degree Requirements

General Requirements – The Department of Art reserves the right to retain work done under classroom instruction.

In recognition of the time commitment necessary for an adequate fulfillment of the requirements of the classroom/ studio, students are required to attend all classes as scheduled and remain in the class for the prescribed time. Academic penalties may be invoked in cases of excessive absences.

Assessment – The assessment process is designed to monitor student development in the various areas of skill and knowledge the department teaches. This process is conducted on a yearly basis and takes place outside the context of individual classes. It is intended to benefit the student by giving him/her a set of guidelines by which he/she may improve artistic skills and understanding. The process is also intended to help departmental faculty update and improve the content of courses, and the program as a whole, as needs are identified. The threefold process includes Foundations Review, Concentration Review, and the Senior Exhibition.

Art Foundations Sequence follows the completion of at least four of the five studio foundations courses (2-D Design, 3-D Design, Color Theory, Drawing I, and Drawing II). Students present a portfolio of foundations work to a committee composed of Art Department faculty. The committee gives written and oral assessments of strengths and weaknesses, and makes appropriate recommendations. Students will demonstrate proficiency in two-dimensional composition, three-dimensional design, the usage of color, the usage of spatial devices, observational and drawing skills, understanding of anatomy, and the quality of craft and sensitivity to artist’s materials.

Concentration Review takes place during the year of the second level of a student’s concentration for B.A. in Fine Art and B.S. in Education students, during the year of the third level for B.S. in Computer Art and Graphics Programming students and the fourth level for B.F.A. students. Candidates present a portfolio of upper level studio work that is critiqued in open session by the Art Department faculty, art majors, and visiting artists. The faculty will provide written assessments of the work, indicating areas of strength and weakness, and advising the student how best to fulfill the Senior Exhibition requirement. If a portfolio fails to show sufficient development, the student may be required to present additional work at another formal review the following semester. The areas evaluated are: the seriousness of the artistic direction, the consistency of the artistic direction, the volume of work created, and the potential for artistic growth.

Senior Exhibition is a graded component of Senior Seminar, and is the final graduation requirement. When applying for graduation, students must submit a body of prospective work to the Art Department faculty for approval. Candidates must provide a minimum of three pre-approved works for the exhibition, and display them in a professional manner that conforms to the standards of the Coburn Gallery and the Art Department. Areas evaluated are: the cohesiveness and excellence of the body of work, the professionalism of the presentation of the body of work, and the degree of understanding and application of techniques of documentation of artwork.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 133 Color Theory</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 134 2-D Design</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 135 3-D Design</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 141 Drawing I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 242 Drawing II</td>
<td>3</td>
<td>ART 141</td>
</tr>
<tr>
<td>ART 256 Western Art History I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 257 Western Art History II</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 497 Senior Seminar/Exhibition</td>
<td>1</td>
<td>none</td>
</tr>
</tbody>
</table>

Bachelor of Arts with a major in Fine Art

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Foundations Sequence</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Studio Concentration: painting, ceramics</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>printmaking, sculpture or comp. art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Art History elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Studio or Art History Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

43 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.
### Bachelor of Arts with a major in Commercial Art

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Foundations Sequence</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Junior Year at the Art Institute of Pittsburgh (see previous page for concentration areas)</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

52 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

### Bachelor of Fine Arts with a comprehensive major in Fine Arts
For the studio major and the studio minor, the student will choose 2 mediums from these: ceramics, computer art, painting, printmaking, or sculpture.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Foundations Sequence</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Studio major:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio major I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>Studio major II</td>
<td>3</td>
<td>studio major I</td>
</tr>
<tr>
<td>Studio major III</td>
<td>9</td>
<td>studio major II</td>
</tr>
<tr>
<td>Art 496 Major Thesis</td>
<td>5</td>
<td>studio maj III, BFA maj</td>
</tr>
<tr>
<td>Studio minor:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio minor I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>Studio minor II</td>
<td>3</td>
<td>studio minor I</td>
</tr>
<tr>
<td>Studio minor III</td>
<td>3</td>
<td>studio minor II</td>
</tr>
<tr>
<td>ART 495 Art Theory and Criticism</td>
<td>3</td>
<td>junior status</td>
</tr>
<tr>
<td>Art History electives</td>
<td>6</td>
<td>none</td>
</tr>
<tr>
<td>Art electives</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

69 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

### Bachelor of Science with a comprehensive major in Commercial Art and Graphics Programming
This is a comprehensive major and so does not require a minor.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Foundations Sequence</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>ART 206 Computer Art I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 307 Computer Art II</td>
<td>3</td>
<td>ART 206</td>
</tr>
<tr>
<td>ART 408 Computer Art III</td>
<td>3/3/3</td>
<td>ART 307</td>
</tr>
<tr>
<td>CS 121 Computer Programming I</td>
<td>4</td>
<td>2 yrs hs alg, 1 yr hs geom.</td>
</tr>
<tr>
<td>CS 122 Computer Programming II</td>
<td>4</td>
<td>CS 121</td>
</tr>
<tr>
<td>CS 230 Data Structures</td>
<td>3</td>
<td>CS 122, MATH 223</td>
</tr>
<tr>
<td>CS 303 Computer Algorithms</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 427 Computer Graphics</td>
<td>3</td>
<td>CS 303, MATH 307</td>
</tr>
<tr>
<td>MATH 201-202 Applied Calculus I-II</td>
<td>3/3</td>
<td>2 yrs hs alg; 1 yr hs geom OR</td>
</tr>
<tr>
<td>MATH 205 Calculus I</td>
<td>(5)</td>
<td>MATH 111 or equiv.</td>
</tr>
<tr>
<td>MATH 223-224 Discrete Math I-II</td>
<td>3/3</td>
<td>3 yrs. hs coll. prep math</td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
<td>3</td>
<td>MATH 202, 206 or 224</td>
</tr>
</tbody>
</table>

68-69 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

### Bachelor of Science in Education with a comprehensive major in Art, Multi-Age (PreK-12)

**Assessment** – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

**Note:** Students are required to take at least one course from each of the department’s concentration areas as part of their 18 hours of studio electives.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Foundations Sequence</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Studio Conc: painting, ceramics, printmaking, sculpture or comp. art</td>
<td>9</td>
<td>none</td>
</tr>
<tr>
<td>Studio electives</td>
<td>18</td>
<td></td>
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<tr>
<td>Art History elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Studio or Art History elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 221 Art Ed.: Theories &amp; Pract.</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

**Related Concentration**

| EDCI 131 Instructional Tech. Lab | 0 | Concur. with EDFN 130 |
| EDCI 232 Intro. to Prin. of Instr. Tech. | 3 | EDCI 131 |
| EDCI 250 Intro. Educational Intervention | 3 | none |
| EDCI 469 Student Internship PreK-12 | 10 | all student internship requ. |
| EDFN 130 Introduction to Teaching | 2 | none |
| EDFN 202 Teaching and Learn. Process | 3 | EDFN 130 |
| EDFN 402 Social and Prof. Issues | 3 | sr. status |

71 hrs.

**Remaining Education requirements:**

| EDCI 131 Instructional Tech. Lab | 0 | Concur. with EDFN 130 |
| EDCI 232 Intro. to Prin. of Instr. Tech. | 3 | EDCI 131 |
| EDCI 250 Intro. Educational Intervention | 3 | none |
| EDCI 469 Student Internship PreK-12 | 10 | all student internship requ. |
| EDFN 130 Introduction to Teaching | 2 | none |
| EDFN 202 Teaching and Learn. Process | 3 | EDFN 130 |
| EDFN 402 Social and Prof. Issues | 3 | sr. status |

95 hrs.


### Minor in Studio Art

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 150 Art and Ideas</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 141 Drawing I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 133 Color Theory</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 242 Drawing II</td>
<td>(3)</td>
<td>ART 141</td>
</tr>
<tr>
<td>ART 134 2-D Design</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 135 3-D Design</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 256 Western Art I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 257 Western Art II</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>Art electives</td>
<td>6</td>
<td>none</td>
</tr>
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</table>

24 hrs.

### Minor in Art History

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 256 Western Art I</td>
<td>3</td>
<td>none</td>
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<tr>
<td>ART 257 Western Art II</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 352 Art of the Renaissance</td>
<td>3</td>
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</tr>
<tr>
<td>ART 353 Baroque &amp; Rococo Art</td>
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<tr>
<td>ART 354 19th Century Art I</td>
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<tr>
<td>ART 356 20th Century Art I</td>
<td>3</td>
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</tr>
</tbody>
</table>

18 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.
Introduces the student to such elements of form as proportion, shape, mass, light, and space, as well as compositional structure. Particular emphasis is placed upon the understanding of spatial devices, including linear perspective and various ways of using value and line weight to create and deny space.

150  ART AND IDEAS

Note: not open to students who have taken ART 256 or 257

A combined visual and thematic introduction to Western art. The form and content of painting, sculpture, architecture, and graphics will be studied through a series of themes and purposes. Students will investigate the interplay of form and meaning of art objects from multiple eras through such themes as death and the macabre, entertainment, power and politics, religious beliefs, and landscape and the environment. The course introduces many of the issues associated with the visual arts including iconoclasm, restoration, aesthetic quarrels, and questions of cultural property. Meets Core credit for aesthetics.

160  FUNDAMENTALS OF STUDIO ART

160A  CERAMICS
160B  PAINTING
160C  PRINTMAKING
160D  SCULPTURE

This course is an exploration of the processes and philosophies of various studio art disciplines. Using the study of traditional studio topics (Ceramics, Painting, Printmaking, or Sculpture – subjects will vary each semester), students will learn the principles of art aesthetics, studio processes, and a general history of the relevant discipline. This course is designed for non-art majors to fulfill institutional core requirements in aesthetics, and is not open to students who have taken ART 211, 261, 271, or 281 respectively. Students may take two different topics to fulfill Core aesthetics requirements, but they may not repeat the same topic for credit.

204  PHOTOGRAPHY

A course dealing with the process and principles of digital photography. Technical and aesthetic considerations will be explored. Adobe Photoshop will be the software used in this class and students are expected to provide their own digital camera.

206  COMPUTER ART I

This course will cover the fundamentals of computer technology and allow the student to explore a range of techniques using Adobe Photoshop. Adobe Illustrator, and QuarkXpress. The latest developments in the field of computer graphics will be covered where applicable. The course is structured to increase the students’ understanding of metaphor in artistic production, increase the students’ ability to create two-dimensional artworks using computers and their peripheral devices, and to discuss the ways contemporary artists use technology in art.

211  CERAMICS I

An introduction to wheel throwing and hand built processes necessary to the formation of functional and nonfunctional vessels.

221  ART EDUCATION: THEORY AND PRACTICE FOR EARLY AND MIDDLE GRADES

Provides a comprehensive overview of the ideas and concepts that inform the contemporary teaching of art at the early and middle grade level. In addition, it provides hands-on experiences and practical information for the day-to-day procedures and management of early and middle grades classrooms.

222  ART EDUCATION: METHODS FOR EARLY CHILDHOOD

Focuses on the importance of the acquisition of visual art skills in the development of the very young. Provides an overview of methodologies, techniques, and practical knowledge to enable the early childhood educator to provide appropriate art experiences to their students.
242 DRAWING II  
Prerequisite: ART 141  
A continuation of approaches learned in Drawing I and incorporation of 2-D Design principles. Emphasis is placed on observation and analysis of more complex forms, value drawing, and successful integration of design in overall compositional form. Study of the human figure through the use of a live model will be included.

256 WESTERN ART I  
This course examines the history of art as it appeared in different periods and cultural contexts from the Old Stone Age to the Medieval Period, specifically the architecture, painting, and sculpture in terms of style and technique, and the ways in which they evolved. The course also examines the position of art and of the artist in society, the ways in which various cultures have used the visual arts, and the ideas which art expressed.

257 WESTERN ART II  
This course examines the history of Western Art as it appeared in different periods and cultural contexts from the Renaissance to the present day, specifically the architecture, painting, sculpture, and graphics in terms of style and technique, and the ways in which they evolved. The course also examines the position of art and of the artist in society, the ways in which various cultures have used the visual arts, and the ideas which art expressed. The major focus will be on the art of Europe, but special attention will be given to the contributions of American artists to the history of art during the 19th and 20th centuries.

261 PAINTING I  
This course acquaints the student with the fundamentals of the painting process. The basics of color theory and drawing are applied in a series of observational paintings in a variety of styles and techniques. Oil and acrylic painting media are explored in depth, as is the nature of the painted mark and the painted surface. Students also learn about solvents and mediums, and have experience making supports and grounds.

271 PRINTMAKING I  
Introduction to a variety of printmaking techniques and discussion of historical and contemporary issues in printmaking. Semesters will rotate among relief, intaglio methods, and planographic methods.

281 SCULPTURE I  
This course introduces the fundamental sculptural processes of addition, subtraction, and substitution. Emphasis will be on executing, understanding and discussing quality craft, successful composition, productive conceptualization and creative problem solving. Students will explore various sculptural methods including steel fabrication, wood construction, plaster construction, assemblage and mold-making.

307 COMPUTER ART II  
Prerequisite: ART 206  
This course emphasizes time-based media design. Students will be introduced to a range of basic HTML and multimedia content authoring tools in a series of class demonstrations and workshops. Contemporary theory examining the cultural impact and history of the Internet will be discussed. Students will be encouraged to develop simple 2D animation and basic web design skills. Programs used will be Dreamweaver, Flash, Photoshop, Illustrator, QuarkXpress, and Macromedia Director. Special emphasis will be placed upon art on the Internet and the World Wide Web as a means for visual communication. Students will integrate their knowledge of typography, illustration, photography, and other traditional print media with the time-based and sequencing capabilities of the web.

312 CERAMICS II  
Prerequisite: ART 211  
A continued exploration of both wheel thrown and hand built vessels with emphasis on form. Various techniques of glaze formulation and approaches to firings will be investigated.

343 DRAWING III  
Prerequisite: ART 242  
Advanced studio problems in drawing are individually established and implemented according to content, process, and formal analysis. Focus will be on the development of a personal style and direction.

352 ART OF THE RENAISSANCE  
A review of late medieval, Byzantine painting and sculpture precedes a study of early Italian art of the fifteenth century. The development of the sixteenth century is traced through the work of da Vinci, Michelangelo and Raphael. Covers how societal and church concerns affected the development of the late Renaissance style. The art of Italy and that of Flanders and Germany are contrasted.

353 BAROQUE AND ROCOCO ART  
The development of seventeenth century baroque art is traced through the painting and sculpture of Italy, France, Spain, England and the northern and southern Netherlands. The eighteenth century or rococo style is viewed primarily as a modification of the baroque with emphasis on the personal, the aristocratic and the decorative. Study of the period continues through the classical revival of the Louis XVI period to the French revolution.

354 19TH CENTURY ART  
This course examines the major artistic movements and stylistic developments in Europe from ca. 1789-1900. Major movements include Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, and Symbolism.

356 20TH CENTURY ART  
This course examines the major artistic movements and stylistic developments in both Europe and the United States from 1900 to 1999. The rise of Modernism as well as Post-Modernist trends will be considered. Major movements include Cubism, Surrealism, Abstract Expressionism, Pop Art, Minimalism, and Neo-Expressionism.

362 PAINTING II  
Prerequisite: ART 261  
Students use the basic techniques developed in Painting I to begin to establish a personal investigation. Students are expected to do a series of experiments aimed at building a body of consistent work. The technical and formal aspects of the painting process are augmented by critique and class discussion as students identify conceptual concerns and begin to tie their studio practice to the exploration of content.

372 PRINTMAKING II  
Prerequisite: ART 271  
Emphasis is placed on development of the technical skills introduced in Printmaking I. One or two processes will be explored from the categories of monoprint, wood/linocut, engraving, etching, collagraphy, serigraphy, and lithography.

382 SCULPTURE II  
Prerequisite: ART 281  
This course requires students to pick a specific sculptural material and to thoroughly examine its properties, qualities and characteristics for three-dimensional expression. This will allow the student to produce a body of work that reflects personal interest. Emphasis will be on experimentation, the development of technical skill, and creative problem solving.

408 COMPUTER ART III  
Prerequisite: ART 307  
This course emphasizes more advanced problems in time-based media design. Students will be encouraged to explore different techniques in digital art making. Considerable responsibility and autonomy will be required of the students. Students are encouraged to work on out-of-the-box experiments with the computer, such as installations or mixed media projects.
413 CERAMICS III 3-9
Prerequisite: ART 312
An advanced course in which the development of throwing skills, glaze formulation, and firing proficiency is emphasized. The student is encouraged to develop a personal experience of form and direction.

452 TOPICS IN AMERICAN ART 3-9
An in-depth study of major movements and ideas in contemporary American art. Some topics have included: art and popular culture of the 1960s; art and technology; and American folk art.

463 PAINTING III 3-9
Prerequisite: ART 362
Students continue to develop their investigations in a medium and style appropriate to their content. Emphasis is placed on consistency of approach and sensitivity to materials and the creative process. The ability to write about one’s work becomes increasingly important. Students are expected to maintain a sustained output of work.

473 PRINTMAKING III 3-9
Prerequisite: ART 372
Advanced studio problems in printmaking are individually established and implemented according to content, process, and formal analysis. Focus will be on development of personal style and direction.

483 SCULPTURE III 3-9
Prerequisite: ART 382
This course focuses on the relationship between idea, form and material. Students will be required to produce a series of sculptures that explore one specific personal or social issue of their choice. Metaphor and symbolism will be examined and used as a vehicle for communicating meaning. Emphasis will be placed on the unity of the body of work being produced as well as on clarity, craftsmanship and presentation.

495 ART THEORY AND CRITICISM 3
Prerequisite: junior status
Through critique sessions, reading, writing and discussion, this course provides a forum for the examination of the theories of contemporary artmaking and helps students to evaluate critically and conceptualize their own artistic production. Students will be required to think analytically and to articulate their perceptions of works of art verbally and in writing. This course also examines the role of the artist in society and prepares students for their role as participants in contemporary cultural production by focusing on presentation skills and professionalism.

496 MAJOR THESIS 5
Prerequisites: BFA major, 9 hrs. 400-level studio concentration coursework
A class focusing on the rigorous refinement of the personal style and direction established in the student’s major concentration, and the development of a body of work in conjunction with a written thesis component. The student must pass both elements of the course in order to receive a passing grade. Five sections (ceramics, computer art, painting, printmaking, sculpture) are offered each semester, as needed.

497 SENIOR SEMINAR 1
This course introduces guidelines for portfolios, resumes, and professional display and documentation of artwork. It is taken in conjunction with the senior exhibition requirement. Students must pass the exhibition requirement of this course to graduate. Graded S/U.
Biology/Toxicology

Department of Biology/Toxicology
The College of Arts and Sciences

Chair
Mason Posner, Associate Professor of Biology

Faculty
Soren Brauner, Professor of Biology
Douglas A. Dawson, Professor of Biology/Toxicology
Karen E. Stine, Professor of Biology/Toxicology
Richard L. Stoffer, Professor of Biology
Steven D. Fenster, Assistant Professor of Biology
Andrew V. Greene, Assistant Professor of Biology
Patricia Ann Saunders, Assistant Professor of Biology

Degrees Offered
Bachelor of Science
Bachelor of Science in Education

Mission and Goals
The mission and goals of the Department of Biology/Toxicology are:
• to educate B.S. and B.S.Ed. students in biology and toxicology, and to successfully prepare them for jobs or graduate/professional schools;
• to educate future teachers, providing them with the knowledge and skills necessary to teach children biology;
• to educate students from other disciplines, encouraging them to become citizens who are knowledgeable about biological issues;
• to advance biological knowledge through research and scholarship; and
• to enhance the knowledge and understanding of biology in the community at large.

Student Learning Objectives
Students graduating with a major in biology or toxicology will:
• be able to understand and use the scientific method (including experimental design, sampling strategy, and data analysis) as a means of investigating biological problems;
• be able to demonstrate a breadth of knowledge commensurate with their coursework, including an understanding of cellular structure and function, homeostasis, growth and reproduction, molecular and population genetics and evolution, taxonomic organization, and principles of ecology;
• be able to demonstrate practical knowledge in the use and application of equipment employed in the study of biology, including sampling techniques, separation techniques (e.g., gel electrophoresis and chromatography), microscopy, and appropriate techniques for quantitative analysis (e.g., spectroscopy, ion-specific electrodes);
• be able to read and understand, summarize and analyze the primary literature in biology;
• be able to communicate their findings successfully to colleagues through oral presentations, and written papers.

Facilities and Equipment
The recently completed $12 million renovation and addition to the Kettering Science Center includes five teaching and four research laboratories, a large animal facility with multiple rooms for different species and a collections room for preserved specimens. The department is well-equipped to provide students with a broad hands-on experience in biological techniques. Equipment available for student use includes:
• Large number of compound and dissecting microscopes as well as an Olympus inverted microscope with phase, Nemarsky and fluorescence optics and Nikon research grade microscope with phase optics. These microscopes are equipped with digital cameras and image analysis software.
• Wide range of tools for molecular and cellular biology, including two refrigerated centrifuges, ultracentrifuge, shaker incubator, four thermal cyclers for PCR, Kodak digital imaging station, and a full complement of DNA and protein electrophoresis equipment including 2D gel electrophoresis.
• Tissue culture facility with biological containment hood, CO₂ incubator and inverted microscope.
• Microtomes and cryostat for histological studies.
• Two UV/VIs spectrophotometers for diverse biological applications.
• Tecan fluorescent microplate reader for diverse techniques in toxicology and microbiology.
• Microtox system for studies in aquatic toxicology.
• Tools for environmental studies, including a Seabird profiling instrument for lakes and oceans, a YSI handheld instrument for streams and shallow wetlands, a photosynthesis measuring system for studies of plant physiology, and GPS instruments and GIS software for mapping and collection of spatial data.
• Field sampling equipment, including gear appropriate to both aquatic and terrestrial studies.
• Numerous growth chambers, environmental chambers and incubators.
• Multiple aquariums, including a 75-gallon saltwater tank for study of marine organisms.
• Physiology analysis equipment including the Vernier system with a wide range of sensors (EKG, spirometry, etc.) and the Iworx system.
• Access to a large number of laptops and desktop workstations for use in the classroom and laboratory.

Field Studies
In addition to five Environmental Preserves managed by the Environmental Science Program, Ashland University’s location enhances field study opportunities. Various field courses utilize the close proximity of diverse bodies of water (including Lake Erie), swamps, bogs, prairie habitats, rich deciduous forests (including Mohican State Forest) and the boundary between glaciated and unglaciated Appalachian Plateau. Summer field studies give students the opportunity to study other unique habitats around the country.
Student Honor Society
Beta Beta Beta, Xi Mu chapter, honors biology majors and minors. Regular members maintain a 3.0 and have completed at least three biology courses. Associate membership is available to all other students with an interest in biology.

Pre-Professional Programs
Biology courses make up a substantial component of the required curriculum for a number of pre-professional programs. For minimum requirements, see the Academic Affairs section on pre-professional programs. The Biology Department along with other departments has prepared recommended course sequences which give students the greatest probability of acceptance into professional schools. In most of these programs a biology major is a strong preparation. Those programs with a strong biology component include pre-medicine, pre-dentistry, pre-veterinary medicine, pre-medical technology, pre-pharmacy, pre-physical therapy and pre-optometry.

Description of Majors
Biology – Biology majors explore the characteristics of life, living organisms, and the environments that support life. This exploration comes at many levels—from the molecular and cellular to the interactions between organisms and their environment. Along with classroom work, students gain extensive laboratory and field exposure and are encouraged to conduct undergraduate research. Biology majors have many career options, including medicine and other health-related fields, pharmaceuticals, biochemistry, engineering, forensics, education, environment, or agriculture. They may work with animals, manage wildlife, work with plants, manage forests, work in the field or parks, or work in laboratories.

Forensic Biology – The forensic biology major was developed to meet the needs of students interested in pursuing a career in forensic biology, the application of biological principles to law enforcement. The major provides a strong basic background in both biology and chemistry, along with specialized upper level courses specifically applicable to forensics. Course work in criminal justice and other areas provide additional perspectives. After graduation, forensic biology majors will be well prepared for either on-the-job training in a forensics laboratory or for graduate study in the area of forensics.

Toxicology – Toxicology is a field that combines elements of biology and chemistry to study the actions of poisons (toxicants) on living systems. Toxicologists apply their knowledge and skills to interesting and relevant biomedical and environmental problems in areas such as cancer research, drug development, environmental health, forensics, and ecological toxicology. While at AU, toxicology majors take courses in basic and applied toxicology and have the opportunity to participate in undergraduate research and/or internships. After graduation, toxicology majors may choose to go on to graduate or professional school, or may choose to enter the workforce directly.

Degree Requirements
Assessment – All biology, forensic biology, and toxicology majors will begin the assessment process during the freshman year with research project papers written in BIO 201/202 and continue the process during the junior year in BIO 301 and senior year in BIO 495.

Bachelor of Science with a comprehensive major in Biology

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>BIO 202 Organisms, Adapt. &amp; Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 205 General Zoology</td>
<td>4</td>
<td>BIO 202</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 207 General Botany</td>
<td>4</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 234 Forensic Science</td>
<td>3</td>
<td>4 hrs. bio., 4 hrs. chem.</td>
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<tr>
<td>BIO 301 Professional Preparation</td>
<td>1</td>
<td>major, jr. status</td>
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<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 126 or 202</td>
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<tr>
<td>BIO 495 Biology Senior Seminar</td>
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<tr>
<td>Four of the following courses:</td>
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<tr>
<td>BIO 219 Entomology</td>
<td>4</td>
<td>BIO 202 or perm.</td>
</tr>
<tr>
<td>BIO 330 Principles of Toxicology</td>
<td>3</td>
<td>BIO 202, CHEM 104</td>
</tr>
<tr>
<td>BIO 424 Cell Biology</td>
<td>4</td>
<td>12 hrs. bio, BIO 303</td>
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<tr>
<td>BIO 428 Molecular Biology</td>
<td>4</td>
<td>BIO 303</td>
</tr>
<tr>
<td>BIO 429 Biochemistry</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>BIO 454 Immunology</td>
<td>4</td>
<td>BIO 340 or 424 or 428 or perm.</td>
</tr>
<tr>
<td>BIO 493 Professional Internship</td>
<td>3</td>
<td>12 hrs. credit; jr or sr status, perm</td>
</tr>
<tr>
<td>CHEM 204 Quantitative Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 420 Instrumental Analysis</td>
<td>3</td>
<td>CHEM 204</td>
</tr>
<tr>
<td>CHEM 103/104 General Chemistry</td>
<td>4/4</td>
<td>h.s. chem.; 3 yrs. h.s. math</td>
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<tr>
<td>CHEM 307/307L Organic Chemistry I</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L Organic Chemistry II</td>
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<td>CHEM 307</td>
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<tr>
<td>CJ 130 Intro to Criminal Justice</td>
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<tr>
<td>CJ 200 Criminal Investigation I</td>
<td>3</td>
<td>CJ 130</td>
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<tr>
<td>CJ 235 Courts and Justice</td>
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<td>CJ 130</td>
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<td>CJ 242 Criminology</td>
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<td>CJ 362 Criminal Law</td>
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<td>CJ 130</td>
</tr>
<tr>
<td>CJ 450 Ethics in Criminal Justice</td>
<td>3</td>
<td>CJ 130, 362, sr. status</td>
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<tr>
<td>MATH 201 Calculus with Applications</td>
<td>3</td>
<td>2 yrs. hs alg; 1 yr. hs geom</td>
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<tr>
<td>OR</td>
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<tr>
<td>MATH 205 The Calculus I</td>
<td>5</td>
<td>MATH 111 or equiv.</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. hs alg.</td>
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</table>
**Biology/Toxicology**

**Course Number and Title**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>PHYS 201-202 General Physics</td>
<td>4/4</td>
<td>hs alg. &amp; geom; 201 for 202 OR</td>
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<tr>
<td>PHYS 205-206 University Physics</td>
<td>(5/5)</td>
<td>MATH 206; 205 for 206</td>
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</table>

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

**Bachelor of Science**

with a comprehensive major in **Toxicology**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>CHEM 104 General Chemistry II</td>
<td>4</td>
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<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>h.s. chem., 3 yrs. h.s. math</td>
</tr>
<tr>
<td>BIO 126 or 202</td>
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<tr>
<td>BIO 104</td>
<td>4</td>
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<tr>
<td>BIO Electives</td>
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<tr>
<td>(courses numbered 200 or above.</td>
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<tr>
<td>See department chair for any course(s) not permitted)</td>
<td></td>
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<tr>
<td>CHEM 103/104 Gen. Chemistry</td>
<td>4/4</td>
<td>h.s. chem., 3 yrs. h.s. math</td>
</tr>
<tr>
<td>CHEM 204 Quant. Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 307 Organic Chemistry I</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 420 Instr. Analysis</td>
<td>3</td>
<td>CHEM 204</td>
</tr>
<tr>
<td>MATH 201/202 Calculus, Applied</td>
<td>3/3</td>
<td>2 yrs. hs alg, 1 yr hs geom</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 205/206 The Calculus</td>
<td>(5/5)</td>
<td>MATH 111 or equiv.</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. hs alg</td>
</tr>
<tr>
<td></td>
<td>71-75 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

**Note:** Students planning to attend a graduate or professional school should take a full year of physics and organic chemistry, although not required for a major in toxicology.

**Bachelor of Science in Education**

with a comprehensive major in **Integrated Science**

(Grades 7-12)

See listing in Education.

**Bachelor of Science in Education**

with a comprehensive major in **Biology**

(Life Sciences Licensure) Grades 7-12

**Assessment** – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
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<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>BIO 202 Organisms, Adapt. &amp; Divers.</td>
<td>4</td>
<td>BIO 202</td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
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</tr>
<tr>
<td>BIO 205 General Zoology</td>
<td>4</td>
<td>BIO 202 or 205</td>
</tr>
<tr>
<td>BIO 207 General Botany</td>
<td>4</td>
<td>BIO 202</td>
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<tr>
<td>Choose one sequence:</td>
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<td></td>
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<tr>
<td>BIO 125-126 Anatomy &amp; Physiol.</td>
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<td>125 for 126</td>
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<tr>
<td>BIO 225-226 Anatomy &amp; Physiol.</td>
<td>4/4</td>
<td>BIO 202; 225 for 226</td>
</tr>
<tr>
<td>BIO 301 Professional Preparation</td>
<td>1</td>
<td>bio. major, junior status</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 126 or 202</td>
</tr>
<tr>
<td>BIO 495 Biology Senior Seminar</td>
<td>1</td>
<td>bio. tox, env. sci/bio maj</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>h.s. chem, 3 yrs. h.s. math</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry II</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>CHEM 307/307L Organic Chemistry I</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. h.s. alg.</td>
</tr>
<tr>
<td>PHYS 101 Introduction to Physics</td>
<td>3</td>
<td>h.s. alg. &amp; geom.</td>
</tr>
<tr>
<td>BIO electives*</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>MATH elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Related Concentration:**

| EDCI 207 Curr./Instr./Assess. 7-12            | 3    | EDFN 202                           |
| EDCI 432 Secondary Methods                   | 3    | EDCI 230                           |
| Choose one from:                             | 3    |
| FCS 270 Lifespan Human Develop.              | (3)  | none                               |
| PSYC 209 Developmental Psych                  | (3)  | PSYC 101                           |
| PSYC 218 Psyc. of Adolescence                | (3)  | none                               |
|                                               | 62-64 hrs. |

**Remaining Education requirements:**

| EDCI 131 Instructional Tech. Lab            | 0    | concur. with EDFN 130              |
| EDCI 230SEC Workshop in Education           | 2    | EDFN 130, 202                      |
| EDCI 232 Intro. to Prin. of Instr. Tech.    | 3    | EDCI 131                           |
| EDCI 250 Intro. Educational Intervention     | 3    | EDFN 130                           |
| EDCI 330SEC Educ. for Diversity 7-12        | 2    | EDCI 230, 287, PSYC 209, 218, or FCS 270 |
| EDCI 392 Content Area Reading               | 3    | none                               |
| EDCI 461 Student Internship. Gr. 7-12       | 3    | EDCI 432                           |
| EDFN 130 Introduction to Teaching           | 2    | EDFN 130                           |
| EDFN 202 Teaching and Learning Process      | 3    | EDFN 130                           |
| EDFN 402 Social and Prof. Issues            | 3    | sr. status                         |
|                                               | 93-95 hrs. |

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

* Biology electives must include at least 3 hours at the 300 level or above. They may not include BIO 493 and may include no more than 3 hours of BIO 497 and 498 combined.

**Minor in Biology**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>BIO 202 Organisms, Adapt. &amp; Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 126 or 202</td>
</tr>
<tr>
<td>6 additional hrs. of biology</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1 sem. of General Chemistry</td>
<td>4</td>
<td>h.s. chem. 3 yrs. h.s. math</td>
</tr>
<tr>
<td>1 sem. of Mathematics</td>
<td>3-5</td>
<td>(calculus or statistics recommended)</td>
</tr>
<tr>
<td></td>
<td>25-27 hrs.</td>
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</tbody>
</table>

**Biology Courses and Descriptions**

**100 HUMAN BIOLOGY**

This course addresses the questions of what it means for cells to be “alive,” and how individual cells are integrated into a complex, self-regulating human organism capable of survival in its own right. This includes an examination of the functions of cells, the idea of homeostasis (physiological equilibrium) and the mechanisms of disease. Three lectures and one two-hour laboratory per week. This course does not count toward a biology major nor minor. Offered each semester. Meets Core credit for natural sciences.

**110 ECOLOGY AND THE HUMAN ENVIRONMENT**

This course examines the characteristics of ecosystems, the ways in which they change with time, and the impact of human activities on those changes. Included in this will be the study of the science behind current issues such as biological resource management, pollution, and global climate change. Three lectures and one two-hour laboratory per week. This course does not count toward a biology major or minor. Offered each semester. Meets Core credit for natural sciences.

**111 WETLANDS & WATERWAYS**

This course is organized around the central question: How does the cycling of water shape the world in which we live? This course will use scientific method to investigate the ecological roles of aquatic ecosystems (streams and
rivers, lakes, wetlands, groundwater) and to study the ways in which humans and other species alter the functioning of these ecosystems. Students will practice a variety of investigative techniques from library study to field and laboratory work, and they will exercise their skills in critical thinking and analysis. Written and oral communications will also be emphasized. Does not count toward a biology major or minor. Meets Core credit for natural sciences.

125-126 ANATOMY AND PHYSIOLOGY I & II  3-3
Prerequisite: 125 for 126
A systematic study of the structure and function of the vertebrate body with particular reference to man. Two one-hour lectures and one two-hour laboratory period per week. Offered each year.

130 INTRODUCTION TO TOXICOLOGY  1
Introduction to the science of toxicology focusing on broad general principles and their applications to current issues and events. Offered every spring.

201 THE MOLECULAR AND CELLULAR BASIS OF LIFE  4
Prerequisites: High school biology and chemistry or equivalent strongly recommended
This course centers on the question: What are the molecular and cellular processes that define life, and how are they sustained from generation to generation? In the process of studying this question, students will have the opportunity to examine the application of the scientific method to the study of the fundamentals of cellular structure and function, as well as to investigate the molecular transmission of information from generation to generation and the integration of cells into whole functioning organisms. Three lectures and one 2-hour lab per week. Meets Core credit for natural sciences.

202 ORGANISMS, ADAPTATION, AND DIVERSITY  4
Prerequisite: BIO 201
This course centers on the question: How do organisms solve the problems of survival, and how are the solutions that have evolved influenced by the environment? Students will examine how observed similarities and differences in organismal structure and function relate to environmental pressures, as well as studying how these observations can be used to construct a logical theory of evolutionary relationships between different organisms. In addition, the complex interactions that have developed between different organisms and between organisms and their environment will be examined. Three lectures and one 2-hour lab per week. Meets Core credit for natural sciences.

205 GENERAL ZOOLOGY  4
Prerequisite: BIO 202
A study of biological principles as they pertain to animals and a systematic study of the anatomy, physiology, ecology, behavior, and taxonomy of the major animal phyla. Three lectures and one two-hour laboratory period per week. Offered each fall.

207 GENERAL BOTANY  4
Prerequisite: BIO 202
A systematic study of the anatomy, physiology and taxonomy of plants. Three lectures and one two-hour laboratory period per week. Offered each spring.

215 FIELD ZOOLOGY  4
Prerequisite: BIO 202 or 205
A study of the principles of field study and the collection, preservation, and identification of common vertebrate and invertebrate animals. Three lecture/laboratory periods and one three-hour laboratory/field trip per week. Offered spring semester of even years.

217 LOCAL FLORA  3
Prerequisite: BIO 202 or permission
A study of the principles of field study and classification of the common plants of north central Ohio. Two lecture/laboratory periods and one three-hour field trip per week.

219 ENTOMOLOGY  4
Prerequisite: BIO 202 or permission
A study of the diversity, taxonomy, morphology, ecology and behavior of insects, our most common and numerous animals. Three lectures and one three-hour laboratory/field trip per week. Offered spring semester of odd years.

225-226 ANATOMY AND PHYSIOLOGY I & II  4-4
Prerequisites: BIO 202; 225 for 226
This course is designed to impart the in-depth knowledge of anatomy and physiology needed by pre-professional students planning careers in allied health fields. Offered each year.

234 FORENSIC SCIENCE  3
Prerequisites: Four hours of biology and four hours of chemistry
This course explores the application of scientific methods and techniques to problems in the field of forensic science. Topics considered include analysis of hair, fiber, and other materials, fingerprinting, forensic serology and toxicology, and DNA analysis. Offered spring semester of odd years.

297 INTRODUCTION TO LABORATORY AND FIELD RESEARCH  1
Prerequisites: sophomore or junior status, permission of instructor
This course is designed to introduce the student to biology research in the laboratory or field through individual instruction under the direction of a Biology/Toxicology faculty member. Graded S/U. Offered each semester.

301 PROFESSIONAL PREPARATION  1
Prerequisite: Biology/toxicology/env. sci. major and junior status
This course begins to prepare biology students for their transition from college to a professional school, graduate school, or job. This course should be taken during the junior year. Graded S/U. Offered each semester.

303 GENETICS  4
Prerequisite: BIO 126 or 202
An introduction to modern genetics, including Mendelian principles, molecular genetics, cytogenetics, population genetics and quantitative genetics. Three lectures and one two-hour laboratory per week. Offered each semester.

310 ECOLOGY  4
Prerequisite: BIO 202
A study of living organisms in their relations to each other and to their environment. Three lectures and one three-hour laboratory field trip per week. Offered fall semester of odd years.

325 ADVANCED HUMAN PHYSIOLOGY  4
Prerequisite: 16 hours of biology
This course examines the human being from the physiological perspective. Emphasis is placed on understanding the biological, chemical, and physical aspects of the major organ systems of the body: nervous, muscle, cardiovascular, respiratory, renal, digestive, endocrine, and reproductive. Each system is studied from the perspective of how that system functions independently within the human body, and how it contributes to the overall functioning of the human being. 3 hours of lecture and 2 hours of lab per week. Offered each spring.

328 VERTEBRATE BIOLOGY  4
Prerequisite: BIO 202
Introduces the broad field of vertebrate biology. It will use vertebrate diversity as a framework for examining the ways that this group of animals has come to dominate all of the world’s habitats. The course will examine anatomy, physiology, ecology, behavior and biogeography in relation to the vertebrate evolutionary story that dates back over 500 million years.
329 DEVELOPMENTAL BIOLOGY 4
Prerequisite: BIO 202 and 303
This course examines development of living organisms, with primary emphasis on vertebrate animal development, but including important developmental concepts related to invertebrate animals and to flowering plants. Study includes reproductive anatomy and physiology, morphology, cell fate, potency and determination, genomic equivalence, developmental regulation, cellular differentiation, the roles of Hox genes and apoptosis in development, and pattern formation. Offered spring of odd years.

330 PRINCIPLES OF TOXICOLOGY 3
Prerequisites: BIO 202, CHEM 104
This course will focus on the basic principles of toxicology, the study of poisons. Topics covered include molecular and cellular sites of action of toxicants, carcinogenesis, and teratology, as well as physiological effects of toxicants on the nervous system, cardiovascular system, respiratory system, immune system, and other organ systems. The actions of environmental toxicants on ecological systems will also be explored. Offered each fall.

331 METHODS IN TOXICOLOGY 4
Prerequisite: BIO 330
Designed to give students experience in applying biochemical, histological, physiological, ecological, and epidemiological techniques to toxicological problems. Students will plan and carry out experiments, analyze data, and write up results from an original research project. Discussion and critical analysis of current research articles from toxicology journals will also be included. Offered spring of even years.

340 MICROBIOLOGY 4
Prerequisites: BIO 201 and CHEM 104 or permission
This course explores the characteristics of microorganisms including bacteria, viruses, protists and fungi, with an emphasis on bacteria. Topics discussed include cellular structure and function, molecular genetics of bacteria, microbial metabolism and physiology, microbial diversity and ecology, and mechanisms of pathogenesis and host immunity. Through this course students will gain a deeper understanding of the microbial world and its relevance to human life, and master the tools and techniques necessary for successful laboratory investigations involving microbes. Offered each spring.

348 EMERGING PATHOGENS 3
Prerequisite: BIO 340
A course designed to give the student an understanding of factors that lead to the emergence of new human pathogens. Emerging diseases such as HIV, Mad Cow disease, Dengue Fever, and E.coli H157 are discussed. Offered fall of even years.

403 ADVANCED GENETICS 4
Prerequisites: BIO 303, CHEM 307
This course considers viral and bacterial genetics, molecular aspects of gene regulation, recombinant DNA technology and current applications of genetics. Three lectures and one two-hour laboratory per week. Offered spring semester of even years.

410 BIOLOGY FIELD STUDY 1-6
Prerequisite: 12 hours of biology
Studies unique habitats and natural areas through intensive on-site exploration to develop an appreciation for the complex interactions that have shaped various natural areas and how these areas are significant to our knowledge of biological diversity.

A - THE ECOLOGY OF THE GREAT SMOKY MOUNTAINS 2/4
A study of the unique features that have made The Great Smoky Mountains one of the most diverse temperate regions on earth. We will study the complex ecological interactions that have shaped this unique area and how the Smokies have influenced even the Ashland area. Class is organized into two weeks of an on-campus classroom preparation followed by one week of study in The Smokies and a final class session after returning. Offered summer of even years.

411 LIMNOLOGY 4
Prerequisite: BIO 202
This class introduces the fundamental concepts of limnology, the study of lakes, rivers, and wetland ecosystems. Limnology is an integrative science that investigates the physical, chemical, biological, and ecological properties and processes of fresh water environments. Therefore, we will discuss fundamental concepts and questions about how aquatic ecosystems affect organisms from different perspectives. We will also practice basic techniques for measuring and experimentation, and evaluate current research through a variety of approaches. 3 hours of lecture and one 3-hour lab per week.

412 MARINE BIOLOGY 4
Prerequisite: BIO 202
This course will examine the marine environment with a focus on marine ecology. Topics covered will include physical and chemical processes in the ocean, marine biodiversity and ecology, and human impact on the oceans. The course includes a hands-on lab component utilizing the department’s marine aquarium and collection of marine organisms. The semester concludes with a field trip to the Atlantic coast. Offered spring semester of even years.

415 ETHOLOGY 4
Prerequisite: BIO 205
A study of animal behavior and its genetic, evolutionary and ecological aspects. Three lectures and one three-hour laboratory-field trip per week. Offered fall semester of even years.

420 HISTOLOGY 3
Prerequisite: 16 hours biology
This course is an in-depth study of the organization of the cells, tissues, and major organs of the body. An emphasis is placed upon identification of tissues and organs from mammalian systems. Students learn to identify cell types, tissue types, and organs by examination of prepared and ektachrome slides from our large histological slide collection. 2 hours of lecture and one 2-hour lab per week. Offered spring semester of even years.

424 CELL BIOLOGY 4
Prerequisites: 12 hours of biology, BIO 303 or corequisite
This course examines multiple aspects of the biology of the cell as the fundamental unit of life. Emphasis is placed upon both the cellular and molecular details of eukaryotic cell structure and function with careful consideration given to the evolutionary relationships that exist between species. Topics covered include biomolecules, the plasma membrane, cellular organelles, membrane trafficking, cell signaling, the cytoskeleton, the cell cycle, and programmed cell death. Students will not only have the opportunity to learn basic cell biology, but also to improve their critical thinking skills, and gain hands-on experience with modern laboratory equipment. 3 hours of lecture and one 2-hour lab per week. Offered every fall.

428 MOLECULAR BIOLOGY 4
Prerequisite: BIO 303
This course examines several topics in molecular biology including gene structure, transcription regulation, DNA processing, molecular evolutionary biology, translation, bioinformatics, and the techniques used by molecular biologists to study these topics. This course emphasizes the development of a molecular biological vocabulary, the development of critical thinking skills, and an intense laboratory experience. 2 hours of lecture and one 4-hour lab per week. Offered spring semester of odd years.

429 BIOCHEMISTRY 3-4
See CHEM 429 for course description.

430 APPLIED TOXICOLOGY 3
Prerequisite: BIO 330
An introduction to acute, subchronic, and chronic toxicity studies including assessment of carcinogenic and reproductive/teratogenic effects of chemicals. Emphasis is placed on designing and conducting these studies to meet governmental regulations. Special topics covered include pathology, analytical
toxicology, toxicokinetics, and risk assessment. Offered each fall.

432 PHARMACOLOGY AND TOXICOLOGY I 3
Prerequisites: 16 hours of biology, CHEM 307
A study of the principles of pharmacology, including drug administration, pharmacokinetics, and therapeutic and/or toxic effects of commonly used drugs. Focus is on the action of drugs on the autonomic and central nervous systems. Offered each fall.

433 PHARMACOLOGY AND TOXICOLOGY II 3
Prerequisite: BIO 432
Further study of effects of drugs and toxicants. Includes the study of drugs which affect cardiovascular, urinary, gastrointestinal, respiratory, immune, and endocrine systems. Also covered are antibiotics, chemotherapy, and a survey of major classes of toxicants (solvents, pesticides, and heavy metals). Offered each spring.

449 VIROLOGY 3
Prerequisite: BIO 340 or 424 or 428 or permission
This course examines the characteristics of viruses, including those that infect bacteria, plants, insects, and man. Topics discussed include replication strategies of various viruses, bacteriophages as agents of evolution, pathology of mammalian viruses, prevention and treatment of viral disease, associations between viral infection and cancer, and the transmission of viruses from host to host. Offered spring of even years.

454 IMMUNOLOGY 4
Prerequisites: BIO 340 or 424 or 428 or permission
The study of the host’s response to infectious diseases. Topics discussed include generation of antibody diversity, interactions between antigens and antibodies, T-cell and B-cell activation and function, the complement system, autoimmune disorders, acquired immune disorders, immunological memory, and vaccination strategies. Laboratory activities include antibody preparation, gel diffusion assays, Western Blotting, and ELISA. Offered fall of odd years.

493 PROFESSIONAL INTERNSHIP 1-16
Prerequisites: 12 hours of resident credit, junior or senior standing, and permission of department chair
A course designed to allow advanced biology students to gain practical experience in an area of potential career interest. Students will work under the guidance of an on-site supervisor, following a learning plan to be developed jointly by the supervisor, the student, and a faculty advisor. Graded S/U.

495 BIOLOGY SENIOR SEMINAR 1
Prerequisite: senior status in biology, toxicology, env. sci./bio. or permission
This course asks the question, “What should a well-educated biologist know?” and serves as a review of the important topics that all biology majors should be familiar with upon graduation. Spring semester of the senior year.

497 DIRECTED LABORATORY AND FIELD RESEARCH 1-3
Prerequisite: Permission of instructor
A directed research project supervised by individual faculty which is designed to provide the student with experience in the methods of biological research, including experimental design, use of instrumentation, analysis of results, and presentation of the study in the format of a scientific paper. May be repeated for up to 12 credit hours.

Special Offerings
Courses listed below are offered infrequently, subject to student need, faculty availability and with the approval of the department chair and school dean.

107 INTRODUCTORY BOTANY 4
A study of selected aspects of plant anatomy, physiology, and taxonomy. This course does not count toward a biology major or minor.

327 PLANT PHYSIOLOGY 4
Prerequisite: BIO 207
A detailed study of processes involved in plant metabolism. Three lectures and one three-hour laboratory per week.

480 ADVANCED TOPICS IN BIOLOGY/TOXICOLOGY 1-4
Prerequisite: junior standing, permission of instructor
This course is designed to offer in-depth study of a selected advanced topic at a level appropriate to junior and senior majors in biology/toxicology and related areas. May be repeated for credit as topics change.
Faculty by Department

ACCOUNTING/MIS
Chair: Kristine Parsons, Associate Professor
John W. Fraas, Professor and Trustees’ Professor
Gary L. Margot, Professor
Paul G. Schloemer, Professor
Kathleen M. Brenan, Associate Professor
J. David Lifer, Associate Professor
Beverly J. Piper, Associate Professor
Robert Miller, Assistant Professor
Victoria L. Kaskey, Instructor

ECONOMICS/FINANCE
Chair: Jeffrey E. Russell, Assistant Professor
Javier F. Garcia, Associate Professor
Mark A. Nadler, Associate Professor
Robert P. Rogers, Associate Professor
Sharon A. Valente, Associate Professor
Thomas Harvey, Assistant Professor
Terry E. Rumker, Assistant Professor
Wendy Wasnich, Assistant Professor
Charles (Chuck) Bryant, Instructor

MANAGEMENT
Chair: Steven W. Pool, Professor
Beverly A. Heimann, Professor
Raymond A. Jacobs, Professor
Khushwant K. Sidhu Pittenger, Professor
Constance M. Savage, Associate Professor
Sivakumar Venkataramany, Associate Professor
Michael J. Colburn, Visiting Assistant Professor
Mary C. Miller, Assistant Professor
Debra Westerfelt, Assistant Professor

MARKETING/HOSPITALITY/LAW
Chair: Richard Symons, Professor
Ronald Paugh, Associate Professor
Daniel Fox, Assistant Professor
Kristen B. Hovsepian, Assistant Professor
Diane B. Moretz, Assistant Professor
Rene Rawraway, Assistant Professor
Paul Lewis, Professional Instructor

Degrees Offered
Bachelor of Arts
Bachelor of Science in Business Administration
Bachelor of Science in Education
Master of Business Administration (separate catalog)

Accreditation of the Program
The College of Business and Economics received its initial professional accreditation for its degree programs (BA, BSBA and MBA) at all sites from the Association of Collegiate Business Schools and Programs (ACBSP) in June 1993. The degree programs are also approved by the Ohio Board of Regents. These certifications serve to assure the public that the business education at Ashland University meets nationally recognized standards of quality in terms of professors, curriculum, methods of instruction and financial support.

Vision/Mission/Core Values
Our program’s vision is to be the provider of choice of managerial resources to organizations in the geographical areas we serve.
Our mission is to help our students achieve those competencies most prized by organizations wishing to hire or promote individuals into positions of increasing responsibility.
The core values of the program are:
• competency-based education;
• student-centered, experiential learning;
• systematic stakeholder involvement and outcomes assessment;
• continual program review and improvement;
• partnership with current and potential employers; and
• scholarly activities in research, application, integration, teaching and service.

Facilities and Equipment
Offices and classrooms are in the new business building called the Dauch College of Business and Economics. The business and economics programs provide more than 100 personal computers for student use with wireless computing available in the new building. The campus library, the Internet, and the World Wide Web are accessible from these computers.

BUSINESS
Student Learning Objectives
1. To provide students with the fundamental business knowledge, competencies, and applications needed to serve business and other organizations around the world.
2. To provide students with both theory and applied business education in the context of the Judeo/Christian values of Ashland University.
3. To provide students with an understanding of integrity and accountability by encouraging all students to tell the truth and do what they say they are going to do.
4. To provide the interested student necessary academic preparation to be successful in advanced study.

Institute for Contemporary Financial Studies
The mission of the Institute for Contemporary Financial Studies is to complement the work in the discipline of finance, balancing theoretical understanding of the principles of corporate finance and investment management with hands-on experience in the field. The objective is to link the classroom with current financial research, elements of corporate finance, securities trading, and investment management functions as conducted by leading financial management firms across the country. Specifically, it is the goal of the Institute to prepare students of finance to be able to “Walk Down Wall St. With Anyone.”
The Small Business Development Center

The Small Business Development Center (SBDC) at Ashland University assists small businesses from a nine-county area with continuing business education. Projects conducted in the past have included aid in initial business start-up, marketing and advertising audits, development of computer networking methods tailored to clients’ needs marketing research and management consulting.

Students participating in the SBDC are business and related majors in their junior or senior year and are assigned to businesses whose needs correspond with the students’ major areas of study. The activities of each team of three to five students are closely supervised by a faculty member and one of the professional SBDC counselors. The consulting process generally lasts throughout one semester.

Student Organizations

The College of Business and Economics offers student groups which assist in the professional development of their disciplines: The American Marketing Association Club; ACICS: The Association for Operations Management; Business & Economics Scholars Team (BEST); Eagle Investment Group; Hospitality Management Student Association (HMSA); Institute of Management Accountants (IMA); National Society of Minorities in Hospitality (NSMH); Society for Advancement of Management (SAM); Society for Human Resource Management (SHRM); Students in Free Enterprise (SIFE); and Delta Mu Delta honor society (see below).

Student Honor Society

Students who excel in business administration are eligible for membership in Delta Mu Delta, a national honor society in business. The society honors junior and senior undergraduate students who have completed at least one-half of the work required for the degree with a GPA of 3.5 and who are in the top 20 percent of their college class in cumulative average grades. It also honors graduate students who have completed at least one-half of the MBA requirements including MBA 501, 503, and 504 with a GPA of 3.8. Candidates must receive faculty approval to join.

Description of Majors

Accounting – Accounting majors find jobs in public accounting firms as well as internal accounting departments of businesses and government agencies. Accounting is also an excellent background for those who desire leadership and executive positions. In addition to a focus on specialized knowledge, managerial thinking skills, and communication skills, the program highlights the following competencies that are relevant to success in the accounting field: maintaining high ethical and professional standards, teamwork and proactivity. Students may choose to broaden their career options by pursuing one of the following professional certifications:

- CPA — Certified Public Accountant
- CMA — Certified Management Accountant
- CIA — Certified Internal Auditor

Eligibility requirements for taking the examinations to earn these certifications include a baccalaureate degree in accounting with a prescribed core of additional business courses. All required and elective courses offered for accounting majors are suitable for students considering these professional certifications. Those who plan to take one of the professional certification exams should take the four accounting electives: BUS 302, 308, 402, and 440.

Those planning to take the CPA exam in the state of Ohio must complete at least 150 hours of undergraduate and/or graduate education. AU graduates must, therefore, take an additional 22 semester hours of coursework beyond the 128-hour requirement for their baccalaureate degree in order to take the CPA examination. These courses may be taken at AU or another university in either an undergraduate or graduate program. Students planning to take the CPA examination outside the state of Ohio should contact the relevant State Board of Accountancy for specific course and degree requirements.

Business Management – Business management majors are provided the knowledge and skills to be successful business managers or entrepreneurs, form effective teams, lead people, manage resources, understand the conceptual frameworks required to operate a business, and pursue graduate programs or management careers in a wide variety of business and nonbusiness enterprises. Majors develop personal portfolios listing accomplishments and showing examples of their work to prepare for the interview process and to provide prospective employers information about their potential.

In addition to a focus on specialized knowledge, managerial thinking skills, and communication skills, the management program helps students develop the competencies of: setting and achieving high standards; teamwork and managing/facilitating group processes; and self-control.

Finance – Finance students obtain knowledge in corporate finance, financial strategies, security analysis, investment portfolio management, money and banking, insurance, and global finance. They also have the unique opportunity to manage a portion of Ashland's endowment fund—actually making decisions about buying and selling of equity, fixed income, and other securities. They may also choose a curriculum to prepare to take the NASD Series Seven examination and become a licensed securities broker immediately upon graduation.

In addition to a focus on specialized knowledge, managerial thinking skills, and communication skills, our finance program will help students to develop the competency of maintaining high ethical and professional standards.

Hospitality Management – Our hospitality management program has a well-deserved reputation for excellence, concentrating on the management aspects of the industry. The major begins with the business administration core and adds courses in hospitality accounting, management aspects of the industry. The major begins with the business administration core and adds courses in hospitality accounting, hospitality marketing, institutional employment, hospitality law, and food production. Depending on their area of interest, students can focus their studies in the areas of hospitality, or management.

Practical experience is another important aspect of the program and 640 hours are spent working in the hospitality industry. Our students work at well-respected companies such as Disney World, Marriott, and Hyatt. This kind of experience will give them firsthand knowledge of the industry and a head start on their career.

Our hospitality management students are in demand because, in addition to a focus on specialized knowledge, managerial thinking skills, and communication skills, we insist that students develop the following important competencies: setting and achieving high standards; stamina; adaptability; and teamwork.

International Business – This major combines a solid core of business courses with classes in international business/culture, international marketing, global finance, global management, international economics, and foreign languages. This major prepares the student to work for a foreign corporation or serve as an international business specialist for an American company.

Management Information Systems – Management information systems combines the fields of computers and information technology with a business degree to prepare students for careers in systems
analysis, systems design, or information systems. Our program focuses on managing technology and change, a very real challenge for those who work with computing and information systems.

In addition to a focus on specialized knowledge and communication skills, the MIS program focuses heavily on the key managerial thinking competencies of logical thinking, conceptualization, and the application of theories and concepts to the real world.

**Marketing** – Organizations increasingly rely on marketing professionals to guide all aspects of business, from product conception to promotion to distribution. The marketing courses at Ashland provide the knowledge to succeed in many areas such as advertising, market research, brand management, new product planning, sales, and international marketing, to name just a few. Our students take professional internships and participate in organizations such as the student chapter of the American Marketing Association and Students In Free Enterprise (SIFE) to gain different perspectives and experience.

In addition to focusing on specialized knowledge, managerial thinking skills, and communication skills, marketing majors also focus on competency of teamwork as they learn to work well with others.

### Student Learning Objectives for Marketing

1. To provide an understanding of marketing principles and how these concepts play a part in the overall management and organization of a business entity.
2. To enhance the liberal arts philosophy in terms of what motivates people and how business must satisfy consumer wants and needs in the long term in order to survive and profit.
3. To prepare non-majors with a basic understanding of marketing principles and to prepare majors to understand and excel in their upper level courses.
4. To prepare those students interested in graduate work in marketing with the essentials, such as marketing research, marketing plan development, and insights into marketing-related fields such as advertising, retail merchandising, and sales.
5. To provide majors with the ability to create feasible business and marketing plans.
6. To provide those planning to teach the information to teach effectively the basic and more advanced principles of marketing.

### Degree Requirements

**Bachelor of Arts with a major in Business Administration**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 107 Acct. Principles I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 108 Acct. Principles II</td>
<td>3</td>
<td>BUS 107</td>
</tr>
<tr>
<td>BUS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 233 Principles of Marketing</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 240 Intro. to Management</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 319 Operations Management</td>
<td>3</td>
<td>BUS 240, MATH 208</td>
</tr>
<tr>
<td>BUS 323 Bus. Communication</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>BUS 328 Financial Management</td>
<td>3</td>
<td>BUS 108</td>
</tr>
<tr>
<td>Choose one: 0-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 239 Business Work Experience</td>
<td>0-3</td>
<td>soph. status, permission</td>
</tr>
<tr>
<td>BUS 339/439 Bus. Intern/Coop. Ed.</td>
<td>3</td>
<td>soph. status, permission</td>
</tr>
<tr>
<td>BUS 238/338 Summer Work Exp.</td>
<td>0-3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 401 Business Law I</td>
<td>3</td>
<td>jr. status or perm.</td>
</tr>
<tr>
<td>BUS 489 Sr. Seminar — Bus. Capst.</td>
<td>3</td>
<td>bus. major, sr. stat.</td>
</tr>
<tr>
<td>BUS 499 Sr. Assessment</td>
<td>1</td>
<td>bus. major, sr. stat.</td>
</tr>
<tr>
<td>31-34 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Core Requirements from Business:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 107 Acct. Principles I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 108 Acct. Principles II</td>
<td>3</td>
<td>BUS 107</td>
</tr>
<tr>
<td>BUS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 233 Principles of Marketing</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 240 Intro. to Management</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 319 Operations Management</td>
<td>3</td>
<td>BUS 240, MATH 208</td>
</tr>
<tr>
<td>BUS 323 Bus. Communication</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>BUS 328 Financial Management</td>
<td>3</td>
<td>BUS 108</td>
</tr>
<tr>
<td>Choose one: 0-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 239 Business Work Experience</td>
<td>0-3</td>
<td>soph. status, permission</td>
</tr>
<tr>
<td>BUS 339/439 Bus. Intern/Coop. Ed.</td>
<td>3</td>
<td>soph. status, permission</td>
</tr>
<tr>
<td>BUS 238/338 Summer Work Exp.</td>
<td>0-3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 401 Business Law I</td>
<td>3</td>
<td>jr. status or perm.</td>
</tr>
<tr>
<td>BUS 489 Sr. Seminar — Bus. Capst.</td>
<td>3</td>
<td>bus. major, sr. stat.</td>
</tr>
<tr>
<td>BUS 499 Sr. Assessment</td>
<td>1</td>
<td>bus. major, sr. stat.</td>
</tr>
<tr>
<td>31-34 hrs.</td>
<td></td>
<td></td>
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</tbody>
</table>

### Core Requirements from Other Disciplines:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 205 Accounting Info. Systems</td>
<td>3</td>
<td>BUS 108, 221</td>
</tr>
<tr>
<td>BUS 207 Intermediate Accounting I</td>
<td>3</td>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 208 Intermediate Accounting II</td>
<td>3</td>
<td>BUS 207</td>
</tr>
<tr>
<td>BUS 301 Managerial Accounting</td>
<td>3</td>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 321 Business Spreadsheets</td>
<td>3</td>
<td>BUS 107, 221</td>
</tr>
<tr>
<td>BUS 406 Auditing, Prof. Ethics</td>
<td>3</td>
<td>BUS 205, 207, MATH 208</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>BUS 302 Cost Management</td>
<td>3</td>
<td>BUS 301</td>
</tr>
<tr>
<td>BUS 308 Fed. Inc. Tax. Individuals</td>
<td>3</td>
<td>BUS 108, 221</td>
</tr>
<tr>
<td>BUS 402 Business Law II</td>
<td>3</td>
<td>BUS 401</td>
</tr>
<tr>
<td>BUS 440 Advanced Accounting</td>
<td>3</td>
<td>BUS 208</td>
</tr>
<tr>
<td>BUS 453 Spec. Topics - Acct</td>
<td>3</td>
<td>BUS 208</td>
</tr>
<tr>
<td>30 hrs.</td>
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<td></td>
</tr>
<tr>
<td>Core Requirements from Business</td>
<td>31-34</td>
<td></td>
</tr>
<tr>
<td>Core Requ. from other disciplines</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>73-76 hrs.</td>
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<td></td>
</tr>
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</table>

### Accounting Major:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 205 Accounting Info. Systems</td>
<td>3</td>
<td>BUS 108, 221</td>
</tr>
<tr>
<td>BUS 207 Intermediate Accounting I</td>
<td>3</td>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 208 Intermediate Accounting II</td>
<td>3</td>
<td>BUS 207</td>
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<tr>
<td>BUS 301 Managerial Accounting</td>
<td>3</td>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 321 Business Spreadsheets</td>
<td>3</td>
<td>BUS 107, 221</td>
</tr>
<tr>
<td>BUS 406 Auditing, Prof. Ethics</td>
<td>3</td>
<td>BUS 205, 207, MATH 208</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>BUS 302 Cost Management</td>
<td>3</td>
<td>BUS 301</td>
</tr>
<tr>
<td>BUS 308 Fed. Inc. Tax. Individuals</td>
<td>3</td>
<td>BUS 108, 221</td>
</tr>
<tr>
<td>BUS 402 Business Law II</td>
<td>3</td>
<td>BUS 401</td>
</tr>
<tr>
<td>BUS 440 Advanced Accounting</td>
<td>3</td>
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</tr>
<tr>
<td>BUS 453 Spec. Topics - Acct</td>
<td>3</td>
<td>BUS 208</td>
</tr>
<tr>
<td>30 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Requirements from Business</td>
<td>31-34</td>
<td></td>
</tr>
<tr>
<td>Core Requ. from other disciplines</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>73-76 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

### BUSINESS MANAGEMENT MAJOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>BUS 301 Managerial Accounting</td>
<td>3</td>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 307 Organiz. Theory &amp; Design</td>
<td>3</td>
<td>PSYC 101, BUS 240</td>
</tr>
<tr>
<td>BUS 318 Organizational Behavior</td>
<td>3</td>
<td>PSYC 101, BUS 240</td>
</tr>
<tr>
<td>BUS 325 Interpers. Comm. for Bus.</td>
<td>3</td>
<td>PSYC 101, BUS 318, 323</td>
</tr>
<tr>
<td>BUS 343 Soc. Resp. &amp; Bus. Ethics</td>
<td>3</td>
<td>BUS 240</td>
</tr>
<tr>
<td>BUS 402 Business Law II</td>
<td>3</td>
<td>BUS 401</td>
</tr>
<tr>
<td>BUS 410 Human Resource Mgmt.</td>
<td>3</td>
<td>BUS 307, 318, PSYC 101</td>
</tr>
<tr>
<td>Electives (only 3 hrs. may be ECON)</td>
<td>12</td>
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</tr>
<tr>
<td>*BUS 339/439 Internship</td>
<td>3</td>
<td>soph. status, perm.</td>
</tr>
<tr>
<td>BUS 310 Internatl’l. Bus./Culture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 480 Global Management</td>
<td>3</td>
<td>BUS 240, sr. stat.</td>
</tr>
<tr>
<td>ECON 342 International Econ.</td>
<td>3</td>
<td>ECON 232 or 233</td>
</tr>
<tr>
<td>BUS 316 Supply Chain Mgmt.</td>
<td>3</td>
<td>MATH 208; BUS 233 or 240</td>
</tr>
<tr>
<td>Course Number and Title</td>
<td>Hrs.</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>------------------------</td>
<td>------</td>
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</tr>
<tr>
<td>BUS 321 Business Spreadsheets</td>
<td>3</td>
<td>BUS 107, 221</td>
</tr>
<tr>
<td>BUS 322 Personal Asset Mgmt.</td>
<td>3</td>
<td>soph. status</td>
</tr>
<tr>
<td>BUS 327 Risk &amp; Insurance</td>
<td>3</td>
<td>ECON 232, 233, MATH 208</td>
</tr>
<tr>
<td>BUS 340 Management Science</td>
<td>3</td>
<td>BUS 221, MATH 208</td>
</tr>
<tr>
<td>BUS 343 Soc. Resp./Bus. Ethics</td>
<td>3</td>
<td>BUS 240</td>
</tr>
<tr>
<td>BUS 402 Business Law II</td>
<td>(3)</td>
<td>BUS 401</td>
</tr>
<tr>
<td>BUS 364 Electronic Commerce</td>
<td>(3)</td>
<td>BUS 221, 233 or 240</td>
</tr>
<tr>
<td>BUS 450 Spec. Topics - Mgmt.</td>
<td>(1-3)</td>
<td>sr. mgmt. major</td>
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<tr>
<td>BUS 470 Database Management</td>
<td>(3)</td>
<td>BUS 372</td>
</tr>
<tr>
<td>ECON 324 Econ. of Govt. &amp; Bus.</td>
<td>(3)</td>
<td>ECON 101, 232 or 233</td>
</tr>
<tr>
<td>ECON 346 Managerial Econ.</td>
<td>(3)</td>
<td>ECON 232</td>
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<tr>
<td>*Electives:</td>
<td></td>
<td>30 hrs.</td>
</tr>
<tr>
<td>Core Requirements from Business</td>
<td></td>
<td>31-34 hrs.</td>
</tr>
<tr>
<td>Core Requi. from other disciplines</td>
<td></td>
<td>12 hrs.</td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FINANCE MAJOR:**

**Finance Core**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 327 Risk &amp; Insurance</td>
<td>3</td>
<td>ECON 232, 233, MATH 208</td>
</tr>
<tr>
<td>BUS 329 Int. Financial Management</td>
<td>3</td>
<td>BUS 328</td>
</tr>
<tr>
<td>BUS 330 Principles of Investment</td>
<td>3</td>
<td>BUS 328</td>
</tr>
<tr>
<td>BUS 420 Financial Mgmt. Strategy</td>
<td>3</td>
<td>BUS 329, sr. status</td>
</tr>
<tr>
<td>ECON 334 Money and Banking</td>
<td>3</td>
<td>ECON 233</td>
</tr>
<tr>
<td><em>Finance Core</em>*</td>
<td></td>
<td>15 hrs.</td>
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**Asset Management Track**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>BUS 321 Financial Spreadsheets</td>
<td>3</td>
<td>BUS 107, 221</td>
</tr>
<tr>
<td>BUS 429 Global Finance</td>
<td>3</td>
<td>BUS 328, permission</td>
</tr>
<tr>
<td>Electives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 322 Personal Asset Mgmt.</td>
<td>(3)</td>
<td>soph. status</td>
</tr>
<tr>
<td>BUS 358 Fin. Stmnt Anal./Sec. Val.</td>
<td>(3)</td>
<td>BUS 328</td>
</tr>
<tr>
<td>BUS 402 Business Law II</td>
<td>(3)</td>
<td>BUS 401</td>
</tr>
<tr>
<td>BUS 422 Security Analysis</td>
<td>(3)</td>
<td>BUS 330</td>
</tr>
<tr>
<td>BUS 429 Global Finance</td>
<td>(3)</td>
<td>BUS 328, permission</td>
</tr>
<tr>
<td>BUS 454 Spec. Topics in Finance</td>
<td>(3)</td>
<td>BUS 328, permission</td>
</tr>
<tr>
<td><em>BUS 339/439 Internship</em>*</td>
<td></td>
<td>(3) soph. status, permission</td>
</tr>
<tr>
<td>Finance Core</td>
<td></td>
<td>15 hrs.</td>
</tr>
<tr>
<td>Core Requirements from Business</td>
<td></td>
<td>31-34 hrs.</td>
</tr>
<tr>
<td>Core Requi. from other disciplines</td>
<td></td>
<td>12 hrs.</td>
</tr>
<tr>
<td><strong>Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.</strong></td>
<td></td>
<td>73-76 hrs.</td>
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</tbody>
</table>

**INTERNATIONAL BUSINESS MAJOR:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 301 Managerial Accounting</td>
<td>(3)</td>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 310 International Bus./Culture</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>BUS 317 International Marketing</td>
<td>(3)</td>
<td>BUS 233</td>
</tr>
<tr>
<td>BUS 318 Organizational Behavior</td>
<td>(3)</td>
<td>PSYC 101, BUS 240</td>
</tr>
<tr>
<td>BUS 334 Mgmt. of Inst Employment</td>
<td>(3)</td>
<td>PSYC 101, BUS 240</td>
</tr>
<tr>
<td>BUS 337 Food Production II</td>
<td>(3)</td>
<td>BUS 336</td>
</tr>
<tr>
<td>BUS 410 Human Resource Mgmt.</td>
<td>(3)</td>
<td>BUS 307,318, PSYC 101</td>
</tr>
<tr>
<td>BUS 433 Hospitality Marketing</td>
<td>(3)</td>
<td>BUS 233</td>
</tr>
<tr>
<td>BUS 435 Quantity Food Production</td>
<td>(3)</td>
<td>BUS 337</td>
</tr>
<tr>
<td>BUS 437 Catering</td>
<td>(3)</td>
<td>none</td>
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<tr>
<td>FCS 221 Food and Culture</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>FCS 322 Experimental Foods</td>
<td>(3)</td>
<td>FCS 120</td>
</tr>
<tr>
<td>FCS 328 Nutr. for Everyday Living</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>FCS 428 Human Nutrition</td>
<td>(3)</td>
<td>CHEM 103 or 251</td>
</tr>
<tr>
<td>Core Requirements from Business</td>
<td></td>
<td>31-34 hrs.</td>
</tr>
<tr>
<td>Core Requi. from other disciplines</td>
<td></td>
<td>12 hrs.</td>
</tr>
<tr>
<td><strong>Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.</strong></td>
<td></td>
<td>73-76 hrs.</td>
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</table>
MANAGEMENT INFORMATION SYSTEMS MAJOR:

<table>
<thead>
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<th>Course Number and Title</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>BUS 370-371 Programming for Bus.</td>
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<td>BUS 221</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>CS 121-122 Comp. Programming</td>
<td>(4/4)</td>
<td>2 yrs hs alg., 1 yr hs geom</td>
</tr>
<tr>
<td>BUS 372 Systems Anal. &amp; Design</td>
<td>3</td>
<td>BUS 221</td>
</tr>
<tr>
<td>BUS 373 Adv. Systems Devel.</td>
<td>3</td>
<td>BUS 371, 372</td>
</tr>
<tr>
<td>BUS 470 Database Management</td>
<td>3</td>
<td>BUS 372 or perm.</td>
</tr>
<tr>
<td>BUS 475 Network Fund./Info. Sec.</td>
<td>3</td>
<td>BUS 372</td>
</tr>
<tr>
<td>BUS 340 Management Science</td>
<td>3</td>
<td>BUS 221, MATH 208</td>
</tr>
</tbody>
</table>

Electives (6 hrs. must be BUS): 9

| BUS 339/439 Internship  | (3)  | soph. st., perm. |
| BUS 321 Business Spreadsheets | (3)  | BUS 107, 221 |
| BUS 346 Electronic Commerce  | (3)  | BUS 221; 233 or 240 |
| BUS 370 Programming for Bus. I  | (3)  | BUS 221 |
| BUS 371 Programming for Bus. II  | (3)  | BUS 370 |
| BUS 452 Spec Topics in Info. Syst. (1-3) | BUS 372 |
| BUS 472 Decision Sup. Syst./B.Int. (3)  | BUS 372 or perm. |
| BUS 479 Mgmt. of Info. Systems (3)  | BUS 372 or perm. |
| CS 121 Comp. Programming I (4)  | 2 yrs hs alg., 1 yr hs geom |
| CS 122 Comp. Programming II (4)  | CS 121 |
| CS 301 Comp. Architecture (3)  | CS 122 |
| CS 460 Adv. Topics in Comp. Sci. (3)  | CS 230 or perm. |

30-32 hrs.

Core Requirements from Business 31-34

Core Requ. from other disciplines 12

73-78 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Notes: Courses may not count both in the required area and the elective area. Internship must be related to the major and pre-approved by the lead professor and the department chair.

MARKETING MAJOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 311 Mkt. Analysis &amp; Research</td>
<td>3</td>
<td>BUS 221, 233, MATH 208</td>
</tr>
<tr>
<td>BUS 313 Salesmanship</td>
<td>3</td>
<td>BUS 233</td>
</tr>
<tr>
<td>BUS 326 Consumer Behavior</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>BUS 411 Marketing Management</td>
<td>3</td>
<td>senior status</td>
</tr>
</tbody>
</table>

Electives:

18

| BUS 339/439 Internship  | (3)  | soph. st., perm. |
| BUS 310 Internl. Bus./Culture (3)  | none |
| BUS 314 Advertising Principles (3)  | BUS 233 |
| BUS 315 Retail Merchandising (3)  | BUS 233 |
| BUS 316 Supply Chain Mgmt. (3)  | MATH 208; BUS 233 or 240 |
| BUS 317 International Mkgt. | (3)  | BUS 233 |
| BUS 333 Services Mkgt. | (3)  | BUS 233 |
| BUS/MATH 341 Internm. Statistics | (3)  | MATH 208 |
| BUS 343 Soc. Resp. & Bus. Ethics | (3)  | BUS 240 |
| BUS 346 Electronic Commerce | (3)  | BUS 221; 233 or 240 |
| BUS 402 Business Law II | (3)  | BUS 301 |
| BUS 433 Hospitality Marketing | (3)  | BUS 233 |
| BUS 451 Spec. Topics Marketing | (3)  | senior status |

30 hrs.

Core Requirements from Business 31-34

Core Requ. from other disciplines 12

73-76 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Notes: Courses may not count both in the required area and the elective area. Internship must be related to the major and pre-approved by the lead professor and the department chair.

Bachelor of Science in Education with a major in Vocational Integrated Business Education (Grades 7-12)

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

NOTE: The Ohio Dept. of Education requires students seeking a Vocational Integrated Business Teaching License to complete two years of related work experience or the equivalent before applying for a license (Standard 1.10 of Vocational Teacher Education Core Competencies). It is the student’s responsibility to provide the appropriate documentation to the Vocational Integrated Business Coordinator and the faculty teaching EDCI 383.

Course Number and Title | Hrs. | Prerequisites |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 107-108 Accounting Prin. I-II</td>
<td>3/3</td>
<td>107 for 108</td>
</tr>
<tr>
<td>BUS 205 Accounting Info. Systems</td>
<td>3</td>
<td>BUS 108, 221</td>
</tr>
<tr>
<td>BUS 221 Information Technology</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>BUS 233 Principles of Marketing</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 240 Intro. to Management</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 307 Organiz. Theory &amp; Design</td>
<td>PSYC 101, BUS 240</td>
<td></td>
</tr>
<tr>
<td>BUS 321 Business Spreadsheets</td>
<td>BUS 107, 221</td>
<td></td>
</tr>
<tr>
<td>BUS 323 Business Communication</td>
<td>ENG 102</td>
<td></td>
</tr>
<tr>
<td>BUS 328 Financial Management</td>
<td>BUS 108</td>
<td></td>
</tr>
<tr>
<td>BUS 401 Business Law I</td>
<td>3</td>
<td>jr. status or perm.</td>
</tr>
<tr>
<td>ECON 232 Prin. of Microeconomics</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>ECON 233 Prin. of Macroeconomics</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>BUS 314 Advertising</td>
<td>BUS 233</td>
<td></td>
</tr>
</tbody>
</table>

OR

BUS 331 Comp. Cultural Econ. Stud.. (3) any ECON course

OR

ECON 334 Money and Banking (3) ECON 233

BUS 310 International Business Culture (3) none

OR

ECON 342 International Economics (3) ECON 232 or 233

Related Concentration:

EDCI 287 Curr/Instr/Assess. 7-12 (3) EDFN 130, 202 or perm.

EDCI 330SEC Educ. for Diversity 7-12 (3) EDCI 230, 287; PSYC 209, 218, or ECS 270

EDCI 383 Teach. Voc. Integ. Bus. 7-12 (3) junior status; concur. with ECS 330 or 461

PSYC 101 General Psychology (3) none

MATH 208 Elementary Statistics (3) 2 yrs. h.s. algebra

6-7 hrs.

Remaining Education requirements:

EDCI 131 Instructional Tech. Lab (0) Concur. with EDFN 130

EDCI 232 Intro. to Prin. of Instr. Tech. (3) EDCI 131

EDCI 250 Intro. Educational Intervention (3) none

EDCI 392 Content Area Reading (3) none

EDCI 393 Social and Prof. Issues (3) senior status; concur. with EDCI 383 or 461

FCS 270 Lifespan Human Develop. (3) none

PSYC 209 Developmental Psych. (3) PSYC 101

PSYC 218 Psych. of Adolescence (3) none

91 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Minors for Business Majors

A minor should be selected to broaden the student’s background and supplement the education necessary for a chosen vocation. Suggestions to accompany business majors are economics, English, mathematics, history, philosophy, psychology, sociology and speech. Please see business faculty adviser before declaring a business minor.

These minors are crafted for business majors. Because they have already taken the necessary prerequisites, the remaining coursework for each minor is 12 hours. A student from outside the school would need to take all the required courses listed (and possibly others depending on the electives.
chosen) or take one of the minors specially crafted for non-business majors.

### ACCOUNTING MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 107 Acct. Principles I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 108 Acct. Principles II</td>
<td>3</td>
<td>BUS 107</td>
</tr>
<tr>
<td>BUS 205 Accounting Info. Systems</td>
<td>3</td>
<td>BUS 108, 221</td>
</tr>
<tr>
<td>BUS 207 Intermediate Accounting I</td>
<td>3</td>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 301 Managerial Accounting</td>
<td>3</td>
<td>BUS 108</td>
</tr>
<tr>
<td>Elective:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS 208 Intermediate Accounting II</td>
<td>(3)</td>
<td>BUS 207</td>
</tr>
<tr>
<td>BUS 302 Cost Management</td>
<td>(3)</td>
<td>BUS 301</td>
</tr>
<tr>
<td>BUS 308 Fed. Inc. Tax. Individuals</td>
<td>(3)</td>
<td>BUS 108, 221</td>
</tr>
<tr>
<td>BUS 406 Auditing, Prof. Ethics</td>
<td>(3)</td>
<td>BUS 205, 207, MATH 208</td>
</tr>
</tbody>
</table>

### BUSINESS MANAGEMENT MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 240 Intro. to Management</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 307 Organiz. Theory &amp; Design</td>
<td>3</td>
<td>PSYC 101, BUS 240</td>
</tr>
<tr>
<td>BUS 318 Organizational Behavior</td>
<td>3</td>
<td>PSYC 101, BUS 240</td>
</tr>
<tr>
<td>BUS 410 Human Resource Mgmt.</td>
<td>3</td>
<td>BUS 307, 318, PSYC 101</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>Elective:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS 339/439 Internship</td>
<td>(3)</td>
<td>soph. status, perm.</td>
</tr>
<tr>
<td>BUS 301 Managerial Accounting</td>
<td>(3)</td>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 325 Interpers. Comm. for Bus.</td>
<td>(3)</td>
<td>PSYC 101, BUS 318, 323</td>
</tr>
<tr>
<td>BUS 340 Management Science</td>
<td>(3)</td>
<td>BUS 221, MATH 208</td>
</tr>
<tr>
<td>BUS 343 Soc. Resp./Bus. Ethics</td>
<td>(3)</td>
<td>BUS 240</td>
</tr>
<tr>
<td>BUS 402 Business Law II</td>
<td>(3)</td>
<td>BUS 401</td>
</tr>
<tr>
<td>BUS 450 Spec. Topics - Mgmt.</td>
<td>(1-3)</td>
<td>sr. mngmt. major</td>
</tr>
</tbody>
</table>

Note: Internship must be related to the minor and pre-approved by the lead professor and the department chair.

### ENTREPRENEURSHIP MANAGEMENT MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 245 Intro. to Entrepreneurship</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 445 New Venture Creation</td>
<td>3</td>
<td>BUS 233, 240, 245</td>
</tr>
<tr>
<td>BUS 450 Special Topics in Management</td>
<td>3</td>
<td>jr. status or permission</td>
</tr>
<tr>
<td>BUS 451 Special Topics in Marketing</td>
<td>3</td>
<td>jr. status or permission</td>
</tr>
</tbody>
</table>

12 hrs.

### FINANCE MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 107 Acct. Principles I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 108 Acct. Principles II</td>
<td>3</td>
<td>BUS 107</td>
</tr>
<tr>
<td>BUS 327 Risk &amp; Insurance</td>
<td>3</td>
<td>ECON 232,233, MATH 208</td>
</tr>
<tr>
<td>BUS 328 Financial Management</td>
<td>3</td>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 329 Intermed. Financial Mgmt.</td>
<td>3</td>
<td>BUS 328</td>
</tr>
<tr>
<td>BUS 330 Principles of Investment</td>
<td>3</td>
<td>BUS 328</td>
</tr>
<tr>
<td>ECON 232 Prin. of Microeconomics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 233 Prin. of Macroeconomics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. h.s. algebra</td>
</tr>
<tr>
<td>Elective:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS 339/439 Internship</td>
<td>(3)</td>
<td>soph. status, perm.</td>
</tr>
<tr>
<td>BUS 301 Managerial Accounting</td>
<td>(3)</td>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 321 Business Spreadsheets</td>
<td>(3)</td>
<td>BUS 107, 221</td>
</tr>
<tr>
<td>BUS 420 Financial Mgmt. Strategy</td>
<td>(3)</td>
<td>BUS 329, sr. status</td>
</tr>
<tr>
<td>BUS 422 Security Analysis</td>
<td>(3)</td>
<td>BUS 330</td>
</tr>
<tr>
<td>BUS 429 Global Finance</td>
<td>(3)</td>
<td>BUS 328, perm.</td>
</tr>
<tr>
<td>BUS 454 Spec. Topics - Finance</td>
<td>(3)</td>
<td>BUS 328, perm.</td>
</tr>
</tbody>
</table>

30 hrs.

Note: Internship must be related to the minor and pre-approved by the lead professor and the department chair.

### HOSPITALITY MANAGEMENT MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 135 Hospitality Computer Syst.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 235 Food &amp; Beverage Control</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 335 Environmental Management</td>
<td>3</td>
<td>soph. status</td>
</tr>
<tr>
<td>BUS 336 Food Production I</td>
<td>3</td>
<td>soph. status</td>
</tr>
</tbody>
</table>

12 hrs.

### INTERNATIONAL BUSINESS MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 107 Acct. Principles I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 108 Acct. Principles II</td>
<td>3</td>
<td>BUS 107</td>
</tr>
<tr>
<td>BUS 233 Principles of Marketing</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 240 Intro. to Management</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 317 International Marketing</td>
<td>3</td>
<td>BUS 233</td>
</tr>
<tr>
<td>BUS 328 Financial Management</td>
<td>3</td>
<td>BUS 108</td>
</tr>
<tr>
<td>BUS 429 Global Finance</td>
<td>3</td>
<td>BUS 328, perm.</td>
</tr>
<tr>
<td>BUS 480 Global Management</td>
<td>3</td>
<td>BUS 240, sr. st.</td>
</tr>
<tr>
<td>Elective:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS 210 Study Tour</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>BUS 339/439 Internship</td>
<td>(3)</td>
<td>soph. st., perm.</td>
</tr>
<tr>
<td>Study Abroad Prog. (see dept. chair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMAR 302 Intercult. Commun.</td>
<td>(3)</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>ECON 342 International Economics</td>
<td>(3)</td>
<td>ECON 232 or 233</td>
</tr>
<tr>
<td>200 level Foreign language</td>
<td>(3)</td>
<td>FL 1 - or prof.</td>
</tr>
<tr>
<td>HIST 301 Cultural Geography</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 205 Comparative Politics</td>
<td>(3)</td>
<td>POLSC 101 or 102</td>
</tr>
<tr>
<td>POLSC 301 Am. Foreign Policy</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 307 World Religious Trad.</td>
<td>(3)</td>
<td>REL 106 or 107</td>
</tr>
<tr>
<td>27 hrs.</td>
<td></td>
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</tbody>
</table>

Note: Internship must be related to the minor and pre-approved by the lead professor and the department chair.

### MANAGEMENT INFORMATION SYSTEMS MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 370 Programming for Bus. I</td>
<td>3</td>
<td>BUS 221</td>
</tr>
<tr>
<td>BUS 372 Systems Anal. &amp; Design</td>
<td>3</td>
<td>BUS 221</td>
</tr>
<tr>
<td>Elective:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>BUS 339/439 Internship</td>
<td>(3)</td>
<td>soph. st., perm.</td>
</tr>
<tr>
<td>BUS 321 Business Spreadsheets</td>
<td>(3)</td>
<td>BUS 107, 221</td>
</tr>
<tr>
<td>BUS 340 Management Science</td>
<td>(3)</td>
<td>BUS 221, MATH 208</td>
</tr>
<tr>
<td>BUS 346 Electronic Commerce</td>
<td>(3)</td>
<td>BUS 221, 233 or 240</td>
</tr>
<tr>
<td>BUS 371 Programming for Bus. II</td>
<td>(3)</td>
<td>BUS 370</td>
</tr>
<tr>
<td>BUS 373 Adv. Systems Devel.</td>
<td>(3)</td>
<td>BUS 371, 372</td>
</tr>
<tr>
<td>BUS 452 Spec Topics – Info. Syst.</td>
<td>(1-3)</td>
<td>BUS 372</td>
</tr>
<tr>
<td>BUS 470 Database Management</td>
<td>(3)</td>
<td>BUS 372 or perm.</td>
</tr>
<tr>
<td>BUS 472 Decision Sup. Syst./B.Int.</td>
<td>(3)</td>
<td>BUS 372 or perm.</td>
</tr>
<tr>
<td>BUS 475 Network Fund./Info. Sec.</td>
<td>(3)</td>
<td>BUS 372</td>
</tr>
<tr>
<td>BUS 479 Mgmt. of Info. Systems</td>
<td>(3)</td>
<td>BUS 372 or perm.</td>
</tr>
<tr>
<td>CS 121 Comp. Programming I</td>
<td>(4)</td>
<td>2 yrs. hs alg., 1 yr. hs geom.</td>
</tr>
<tr>
<td>CS 460 Adv. Topics in Comp. Sci.</td>
<td>(2)</td>
<td>CS 230 or perm.</td>
</tr>
<tr>
<td>15 hrs.</td>
<td></td>
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</tr>
</tbody>
</table>

NOTE: Internship must be related to the minor and pre-approved by the lead professor and the department chair.

### MARKETING MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 233 Principles of Marketing</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 311 Mkt. Anal. &amp; Research</td>
<td>3</td>
<td>BUS 221, 233, MATH 208</td>
</tr>
<tr>
<td>BUS 326 Consumer Behavior</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>BUS 411 Marketing Management</td>
<td>3</td>
<td>senior status</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. h.s. algebra</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>Any remaining course from mkgt. maj.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>24 hrs.</td>
<td></td>
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</table>
Business and Economics

Minors for Non-Business Majors

All minors for business majors are available to non-business majors who complete the necessary prerequisites.

**BUSINESS ADMINISTRATION MINOR:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 107 Accounting Principles I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 233 Principles of Marketing</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 240 Intro. to Management</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 322 Personal Asset Management</td>
<td>3</td>
<td>soph. status</td>
</tr>
<tr>
<td>ECON 232 Princ. of Microeconomics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 233 Princ. of Macroeconomics</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

**ENTREPRENEURSHIP MANAGEMENT MINOR:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 233 Principles of Marketing</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 240 Introduction to Management</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 245 Intro. to Entrepreneurship</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 445 New Venture Creation</td>
<td>3</td>
<td>BUS 233, 240, 245</td>
</tr>
<tr>
<td>BUS 450 Special Topics in Management</td>
<td>3</td>
<td>jr. status or permission</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

**MANAGEMENT INFORMATION SYSTEMS MINOR:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 370 Programming for Bus. I</td>
<td>3</td>
<td>BUS 221</td>
</tr>
<tr>
<td>BUS 372 Systems Anal. &amp; Design</td>
<td>3</td>
<td>BUS 221</td>
</tr>
<tr>
<td>Electives:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>BUS 321 Business Spreadsheets</td>
<td>(3)</td>
<td>BUS 107, 221</td>
</tr>
<tr>
<td>BUS 340 Management Science</td>
<td>(3)</td>
<td>BUS 221, MATH 208</td>
</tr>
<tr>
<td>BUS 371 Programming for Bus. II</td>
<td>(3)</td>
<td>BUS 370</td>
</tr>
<tr>
<td>BUS 373 Adv. Systems Devel.</td>
<td>(3)</td>
<td>BUS 371, 372</td>
</tr>
<tr>
<td>BUS 452 Spec. Topics in Info. Syst.</td>
<td>(3)</td>
<td>BUS 372 or perm.</td>
</tr>
<tr>
<td>BUS 470 Database Management</td>
<td>(3)</td>
<td>BUS 372 or perm.</td>
</tr>
<tr>
<td>BUS 472 Decision Sup. Syst./B.Int.</td>
<td>(3)</td>
<td>BUS 372 or perm.</td>
</tr>
<tr>
<td>BUS 475 Network Fund./Info. Sec.</td>
<td>(3)</td>
<td>BUS 372</td>
</tr>
<tr>
<td>BUS 479 Mgmt. of Info. Syst.</td>
<td>(3)</td>
<td>BUS 372 or perm.</td>
</tr>
<tr>
<td>CS 121 Comp. Programming I</td>
<td>(4)</td>
<td>2 yrs hs alg, 1 yr hs geom.</td>
</tr>
<tr>
<td>CS 460 Adv. Topics in Comp. Sci.</td>
<td>(1-3)</td>
<td>CS 230 or perm.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

ECONOMICS

Student Learning Objectives

1. To provide an understanding of economic principles and institutions as an essential preparation for effective citizenship.
2. To enhance the liberal arts philosophy through knowledge in applied logic and problem solving.
3. To provide a basic educational background for positions in business and government.
4. To prepare interested students for graduate study in economics.
5. To provide training for effective teaching of economic subject matter in grades K through 12.

Student Honor Society

Omicron Delta Epsilon, Phi chapter, a national honor society in economics, honors junior economics majors and/or senior students with majors or minors in economics and a 3.0 cumulative average.

Description of Major

Economics majors study the principles and institutions that form the foundation of our economy. We look at the policies that affect the development of industries, the growth of the economy, and consumers’ standard of living. In addition to gaining specialized knowledge and communication skills, economics majors focus most of their attention on the key managerial thinking competencies of logical thinking, conceptualization, and the application of theories and concepts to the problems found in the real world.

Degree Requirements

Assessment — First, the student will be required to demonstrate a level of professional economic thought and practice. This will be assessed through a formal written exam and participation in an independent application of economics. Upon completion or while concurrently enrolled in ECON 332 and 333, the student will be required to write a two-part exam covering microeconomic and macroeconomic reasoning.

Second, the student will provide evidence of the ability to collaborate successfully with other people in the profession. Activities which satisfy this requirement may include an internship, an independent research project, or a presentation of joint faculty/student papers at a professional conference.

Third, the student will be required to have satisfactory completion (grade of C or higher) in ECON 440 Senior Assessment, ECON 342 International Economics, and ECON 441 Economics Capstone.

Bachelor of Arts with a major in Economics

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 232 Principles of Microecon.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 233 Principles of Macroecon.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 240 Research I</td>
<td>1</td>
<td>soph. status, ECON 232, 233 or concurrent</td>
</tr>
<tr>
<td>ECON 332 Intermed. Microcon.</td>
<td>3</td>
<td>ECON 232</td>
</tr>
<tr>
<td>ECON 333 Intermed. Macroecon.</td>
<td>3</td>
<td>ECON 233</td>
</tr>
<tr>
<td>ECON 342 International Economics</td>
<td>3</td>
<td>ECON 232 or 233</td>
</tr>
<tr>
<td>ECON 340 Research II</td>
<td>1</td>
<td>soph. status, ECON 240, BUS 208</td>
</tr>
<tr>
<td>ECON 440 Senior Assessment</td>
<td>1</td>
<td>all ECON coursework or concurrent</td>
</tr>
<tr>
<td>ECON 441 Economics Capstone</td>
<td>3</td>
<td>jr. status, ECON 332, 333, 340 or concurrent</td>
</tr>
<tr>
<td>ECON electives 300 &amp; above</td>
<td>9</td>
<td>2 yrs. hs algebra</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>33 hrs.</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Bachelor of Science in Business Administration with a major in Economics

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 232 Principles of Microecon.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 233 Principles of Macroecon.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 240 Research I</td>
<td>1</td>
<td>soph. major, ECON 232, 233 or concurrent</td>
</tr>
<tr>
<td>ECON 332 Intermed. Microcon.</td>
<td>3</td>
<td>ECON 232</td>
</tr>
<tr>
<td>ECON 333 Intermed. Macroecon.</td>
<td>3</td>
<td>ECON 233</td>
</tr>
<tr>
<td>ECON 342 International Economics</td>
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</tr>
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<td>ECON 340 Research II</td>
<td>1</td>
<td>soph. status, ECON 240, BUS 208</td>
</tr>
<tr>
<td>ECON 440 Senior Assessment</td>
<td>1</td>
<td>all ECON coursework or concurrent</td>
</tr>
</tbody>
</table>
ECON 441 Economics Capstone 3 jr. status, ECON 332, 333, 340 or concur.
ECON electives 300 & above 9
30 hrs.
Core Requirements from Business 31
Remaining Core Req., other disciplines 6 67 hrs.
Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Minor in Economics
Course Number and Title Hrs. Prerequisites
ECON 232 Prin. of Microecon. 3 none
ECON 233 Prin. of Macroecon. 3 none
ECON 332 Int. Microecon. 3 ECON 232
ECON 333 Int. Macroecon. 3 ECON 233
ECON electives 300 & above 6 18 hrs.

Business Courses and Descriptions (BUS)
100 CONTEMPORARY BUSINESS 3
The purpose of this course is to introduce the student to the organization and operation of the basic product- and service-producing institutions in our society—business firms—and the economic environment in which these businesses make decisions.

107 ACCOUNTING PRINCIPLES I 3
A study of the terminology and principles of accounting as they apply to the analysis, recording and summarization of business transactions, and the preparation of financial statements. The topics covered include the theory of double-entry bookkeeping, the accounting cycle, accounting information systems and controls, receivables and payables, and payroll accounting.

108 ACCOUNTING PRINCIPLES II 3
Prerequisite: BUS 107 taken within the last 4 years
A continuation of the study of the terminology and principles of accounting as they apply to the analysis, recording and summarization of business transactions, and the preparation of financial statements. The topics covered include partnership accounting, corporation accounting, cash flow statement preparation, and analysis of financial statements.

135 HOSPITALITY COMPUTER SYSTEMS 3
Introduction to the application of computers in the hospitality industry. A study of how computers are used in hotels and restaurants for controlling reservations, making room assignments, helping keep track of food and beverage charges, forecasting and scheduling. The course will serve as a foundation for integrating computer usage in other hospitality curriculum. Special emphasis will be directed to computerized front office operation.

205 ACCOUNTING INFORMATION SYSTEMS 3
Prerequisites: BUS 108, 221
A study of the accounting information system as a component of an integrated enterprise system. The REA model is used as a framework for analyzing the relationship between an organization’s critical resources, events, and agents. Database software is used to convert conceptual business models into physical models. System documentation techniques are studied.

207 INTERMEDIATE ACCOUNTING I 3
Prerequisite: BUS 108
A review of the fundamental accounting processes followed by a detailed analysis of the contents of the balance sheet, income statement and statement of cash flows.

208 INTERMEDIATE ACCOUNTING II 3
Prerequisite: BUS 207
A detailed analysis of financial reporting under Generally Accepted Accounting Principles. Emphasis is placed on the accounting treatment and disclosures required for balance sheet items (assets, liabilities and owner’s equity).

210 STUDY TOUR 1-3
A course designed to use organized experiences with top business and/or government decision makers as learning opportunities for economics and business majors and other interested students. These visits offer inside views of decision making in business, finance and/or government that will help illuminate campus studies and suggest career possibilities. An acceptable term project report and post trip seminar will be required for credit.

221 INFORMATION TECHNOLOGY 3
This course is an introduction to the use of computers in a business environment. It traces the evolution of data processing systems through the advanced systems currently in use, including hardware, software, programming and operating systems. Other current topics including data communications, databases and computer security also will be discussed. (Does not satisfy the institutional requirement for a Business/Economics course.)

233 PRINCIPLES OF MARKETING 3
Prerequisite: sophomore status or IUL
This course outlines the essential concepts, principles and terminology required to understand basic marketing. Material will deal with the areas of promotion, distribution, product development, the general marketing environment and information sources for marketing decisions.

234 HOTEL ACCOUNTING 3
Prerequisite: BUS 108
A systematic study of accounting principles as they apply to the lodging industry, the requirements for special accounting procedures and records and their use in maintaining sound control and in supporting management decisions.

235 FOOD AND BEVERAGE CONTROL 3
Prerequisite: MATH 208
The course outlines the essential principles and procedures of effective food and beverage control and emphasizes calculation of food costs, standards and planning. Covered are purposes of cost control; food purchasing, receiving, storing and issuing; cost calculation; establishment and calculation of standards; ways to avoid waste; production planning and special control; improvement methods; beverage control and sales.

238/338 SUMMER WORK EXPERIENCE 0-6
The equivalent of eight 40-hour weeks of practical work experience in the hospitality industry is required two of three summers for all hotel/restaurant majors. Credit for this experience is possible by permission of the department chair and fulfilling all requirements including submitting prescribed reports. Under certain circumstances, with the approval of the department chair, the work experience may be carried on during the academic year.

239 BUSINESS WORK EXPERIENCE 0
Prerequisite: sophomore status and approval by the Academic Internship Advisor
This course helps the BSBA student meet the internship/work experience requirement for the BSBA degree. A minimum of 225 hours is needed to fulfill this requirement. Before beginning the work experience, the student will need to complete all appropriate paperwork including the Learning Contract, fulfill the requirements listed in the Learning Contract, and obtain the approval of the Academic Internship Advisor.

240 INTRODUCTION TO MANAGEMENT 3
Prerequisite: sophomore status or IUL
A survey course which aims to familiarize students with accepted management theory as well as contemporary thinking that might challenge the assumptions forming the foundation of traditional management practices. Students will
learn the management functions of planning, organizing, leading and controlling in the context of a changing global environment and explore ethical issues facing managers working with today’s diverse workforce.

245 INTRODUCTION TO ENTREPRENEURSHIP 3
This course will introduce students to the fundamental concepts of entrepreneurship. Special emphasis will be placed on learning how to develop an idea into a commercial opportunity. Students will learn how to write a feasibility plan for a real product or service and perform a market test of the proposed product or service.

250-259 TOPICS IN BUSINESS 1-3
Prerequisites: as required, depending on topic
Courses devoted to various topics of current interest in business. Courses will be designed to meet the educational needs of students in a corporate setting. Courses do not count toward a particular major or minor in the college. Repeatable for new topics.

301 MANAGERIAL ACCOUNTING 3
Prerequisite: BUS 108
A study of the accounting information necessary for managers to plan operations, control activities, evaluate performance, and make decisions as well as how to collect the information, and interpret it.

302 COST MANAGEMENT 3
Prerequisite: BUS 301
An in-depth study of selected cost and management accounting topics, including current issues in cost management.

307 ORGANIZATIONAL THEORY & DESIGN 3
Prerequisites: PSYC 101 and BUS 240
An advanced macro approach to business organizational studies with a comprehensive survey and analysis of contemporary findings interpreted with current theory and its application to all phases of business management, personnel, production and/or service, material and control.

308 FEDERAL INCOME TAXATION OF INDIVIDUALS 3
Prerequisites: BUS 108, 221
A study of federal income tax law as it relates to the individual taxpayer including gross income, exclusions, deductions, capital gains and losses, tax credits and the Alternative Minimum Tax.

309 FEDERAL INCOME TAXATION OF BUSINESS ENTITIES 3
Prerequisites: BUS 108, 221
A study of federal income tax law as applied to various forms of business entities, including sole proprietorships, C corporations, S corporations and partnerships.

310 INTERNATIONAL BUSINESS/CULTURE 3
Treats the interrelationship of the cultures of other nations with that of the U.S. within a business setting. The first half of the course focuses on cross-cultural relations, using role-playing and crosscultural awareness “games.” The second half focuses on the impact of culture on international and multinational business, including such subjects as bribery, morality, and people-relations. Meets International Perspectives requirement.

311 MARKET ANALYSIS AND RESEARCH 3
Prerequisites: BUS 221, 233 and MATH 208
Students will be exposed to the research process with a focus on the analysis of the data provided through this process. Topics covered will include investigation into market stratification, validation of data and statistical analysis and significance of data.

313 SALESMSHIP 3
Prerequisite: BUS 233
Techniques of effective selling, the psychological, marketing and economic elements of the salesperson’s job. Designed for students in all fields, as well as for those majoring in marketing and commercial education.

314 ADVERTISING PRINCIPLES 3
Prerequisite: BUS 233
A course in the general principles of advertising and sales promotion as applied to the sale of goods and services. A study of advertising agencies, advertising departments, copy, layouts, illustration, and media and advertising research.

315 RETAIL MERCHANDISING 3
Prerequisite: BUS 233
A study of the operation and management of retail establishments, including detailed consideration of problems in store policies, organizations, location, services, buying, sales systems and records.

316 SUPPLY CHAIN MANAGEMENT 3
Prerequisites: MATH 208; BUS 233 or 240
Physical distribution management involves the integration of the purchasing, production, control, warehousing, transportation, materials handling, forecasting, order processing and marketing functions in a modern business. A relatively new area of management study, physical distribution draws upon the fields of marketing, production, accounting and transportation, and the disciplines of applied mathematics, organizational behavior and economics.

317 INTERNATIONAL MARKETING 3
Prerequisite: BUS 233
The integration of the basic elements of marketing into the international marketing system. The application of marketing strategies into the global market, creating an international business entity and arranging all elements of the business to compete globally.

318 ORGANIZATIONAL BEHAVIOR 3
Prerequisites: PSYC 101 and BUS 240
A human relations approach to personnel selection and development, human engineering and motivation, supervision and work efficiency, individual and group behavior in business organizations, evaluation and testing, organizational development and control.

319 OPERATIONS MANAGEMENT 3
Prerequisites: BUS 240 and MATH 208
This is an introduction to the operations function. A study of modern theory and practice relating to the operations function in both manufacturing and service organizations. Quantitative management tools will be surveyed.

321 BUSINESS SPREADSHEETS 3
Prerequisites: BUS 221 (taken in the last 4 years), 107
An advanced study of the development and implementation of spreadsheets as applied to business applications, including worksheet design, problem organization and results presentation. The course prepares the student for the expert-level Microsoft User Specialist exam.

322 PERSONAL ASSET MANAGEMENT 3
Prerequisite: sophomore status
This course is designed to introduce students to methods of effective money management. Topics discussed in this course will range from setting realistic financial goals to various methods that can be employed to accomplish those goals. This course demonstrates how to successfully face all the personal finance issues in the real world.

323 BUSINESS COMMUNICATION 3
Prerequisite: ENG 102
Upon completion of the course, the student will be able to communicate effectively in the business world. This will be demonstrated by actual business situations involving sales, goodwill, routine requests, unpleasant news, credit and collections, resumes and cover letters, follow-up letters and interviewing techniques. For sophomores and juniors.
### Business and Economics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>325</td>
<td>INTERPERSONAL COMMUNICATION FOR BUSINESS</td>
<td>3</td>
<td>PSYC 101, BUS 318 and 323</td>
<td>Students will investigate and practice a variety of communication techniques in face-to-face situations as they arise in the relationship between supervisors and their subordinates. Orientation will be toward communication objectives and methods needed to effectively manage a productive enterprise or project.</td>
</tr>
<tr>
<td>326</td>
<td>CONSUMER BEHAVIOR</td>
<td>3</td>
<td></td>
<td>See PSYC 306 for course description.</td>
</tr>
<tr>
<td>327</td>
<td>RISK AND INSURANCE</td>
<td>3</td>
<td>ECON 232, 233, MATH 208</td>
<td>Economic theory of risk, its significance and treatment; theory and practice of property, liability, life and health insurance.</td>
</tr>
<tr>
<td>328</td>
<td>FINANCIAL MANAGEMENT</td>
<td>3</td>
<td>BUS 108</td>
<td>An introduction to the finance function: the obtaining and efficient use of capital in a business setting. Specific topics include risk and return analysis, financial planning, decisions involving assets and equities, and the financial structure of the firm.</td>
</tr>
<tr>
<td>329</td>
<td>INTERMEDIATE FINANCIAL MANAGEMENT</td>
<td>3</td>
<td>BUS 328</td>
<td>This course presents financial theory in a decision-making context. The course will emphasize long-term funding, optimal capital structure, the cost of capital, and capital budgeting.</td>
</tr>
<tr>
<td>330</td>
<td>PRINCIPLES OF INVESTMENT</td>
<td>3</td>
<td>BUS 328</td>
<td>An introduction to the analysis of investments in financial assets, both in an individual and a portfolio context; the characteristics and evaluation of specific investment vehicles.</td>
</tr>
<tr>
<td>333</td>
<td>SERVICES MARKETING</td>
<td>3</td>
<td>BUS 233</td>
<td>Presents the concepts that differentiate the marketing of services from the marketing of products. Topics for discussion include the services marketing mix, customer retention, and service quality.</td>
</tr>
<tr>
<td>334</td>
<td>MANAGEMENT OF INSTITUTIONAL EMPLOYMENT</td>
<td>3</td>
<td>sophomore status</td>
<td>A study of acquiring, maintaining, motivating and utilizing a work force under the special conditions found in hotels, restaurants and other personal-service type institutions.</td>
</tr>
<tr>
<td>335</td>
<td>ENVIRONMENTAL MANAGEMENT</td>
<td>3</td>
<td>sophomore status</td>
<td>Examines the organization and operation of the housekeeping and engineering departments of food service facilities. The course stresses training and record keeping and provides essential technical information in electricity, heating, plumbing and other equipment. Additional significance of sanitation and personal hygiene in all food service operations will be studied. Knowledge needed to implement a sanitation program for any facility will be discussed.</td>
</tr>
<tr>
<td>336</td>
<td>FOOD PRODUCTION I</td>
<td>3</td>
<td>sophomore status</td>
<td>The course is designed to teach those with management responsibilities how quality foods are produced. Additionally, purchasing criteria and guidelines for the major groups of foods purchased by quantity buyers will be discussed. Topics including all the major food groups, cost implications, and cooking theory will be conducted by lecture format. Culinary techniques and practical production concentration will be provided at two-team member stations in a laboratory environment.</td>
</tr>
<tr>
<td>337</td>
<td>FOOD PRODUCTION II</td>
<td>3</td>
<td>BUS 336</td>
<td>This course is a continuation of Food Production 1. The completion of all major food groups with relation to preparation and purchasing will be integrated in class lecture and lab. Emphasis on practical production procedures and culinary techniques via team-station laboratory performance is continued.</td>
</tr>
<tr>
<td>339/439</td>
<td>BUSINESS INTERNSHIP/COOPERATIVE EDUCATION</td>
<td>3-9</td>
<td>sophomore status and approval by the Academic Internship Advisor</td>
<td>This course helps the BSBA student meet the internship/work experience requirement for the BSBA degree. A minimum of 225 hours is needed to fulfill this requirement. Before beginning the internship, the student will need to complete all appropriate paperwork including the Learning Contract, fulfill the requirements listed in the Learning Contract, and obtain the approval of the Academic Internship Advisor. The student may repeat 339 once for a total of no more than 9 credit hours.</td>
</tr>
<tr>
<td>340</td>
<td>MANAGEMENT SCIENCE</td>
<td>3</td>
<td>BUS 221, MATH 208</td>
<td>A survey of techniques of management science, an approach to managerial decision making that involves the use of quantitative tools of analysis. Topics covered will include linear programming, queuing models, simulation, decision analysis, and networking models for project management.</td>
</tr>
<tr>
<td>341</td>
<td>INTERMEDIATE APPLIED STATISTICS FOR BUSINESS AND THE SOCIAL SCIENCES</td>
<td>3</td>
<td></td>
<td>See MATH 341 for course description.</td>
</tr>
<tr>
<td>342</td>
<td>SOCIAL RESPONSIBILITY AND BUSINESS ETHICS</td>
<td>3</td>
<td>BUS 240</td>
<td>A study of the moral, ethical and social roles of enterprise. Working from a historical perspective, the changing patterns of values and normative models of behavior tolerated, expected or required by society will be explored. Contributions from other disciplines will be utilized.</td>
</tr>
<tr>
<td>346</td>
<td>ELECTRONIC COMMERCE</td>
<td>3</td>
<td>BUS 221; 233 or 240</td>
<td>An examination of electronic commerce (the application of computer information systems and telecommunications technologies), particularly the internet and the World Wide Web, to facilitate the processing of business transactions and workflows. Topics will include the technological infrastructure, privacy and security, legal and regulatory issues, marketing and purchasing applications, relevant business models, and related issues.</td>
</tr>
<tr>
<td>358</td>
<td>FINANCIAL STATEMENT ANALYSIS &amp; SECURITY VALUATION</td>
<td>3</td>
<td>BUS 328</td>
<td>Building upon accounting and finance fundamentals, this course provides understanding of how businesses work, how they generate value, and how the value is captured in financial statements. The course will combine analysis of accounting financial statements and financial security valuation.</td>
</tr>
<tr>
<td>370</td>
<td>PROGRAMMING FOR BUSINESS I</td>
<td>3</td>
<td>BUS 221</td>
<td>An introduction to computer programming in the business environment. Using Visual Basic, students will design, flowchart, program, enter, test and debug, and document programs of minimal to medium degree of difficulty.</td>
</tr>
<tr>
<td>371</td>
<td>PROGRAMMING FOR BUSINESS II</td>
<td>3</td>
<td>BUS 370</td>
<td>A continuation of BUS 370. Will involve advanced programming techniques, including file handling. Complex problem-solving situations will be undertaken in order to provide the student with applications-oriented experience.</td>
</tr>
</tbody>
</table>
372 SYSTEMS ANALYSIS AND DESIGN 3
Prerequisite: BUS 221 or permission of instructor
An introduction to the concepts and methods of systems analysis and design. The course will examine the life cycle of an information system from initial business problem through system development, implementation, and maintenance. Students will follow the development of various systems through the use of select business cases.

373 ADVANCED SYSTEMS DEVELOPMENT 3
Prerequisites: BUS 371, 372
A study of advanced systems design and development methodologies. The course will include a project requiring the student to develop and implement a computer-based information system.

401 BUSINESS LAW I 3
Prerequisite: junior status or permission.
Introduces the business student to the legal principles involved with contract law, real property, personal property, bailment law and agency law.

402 BUSINESS LAW II 3
Prerequisite: BUS 401
An in-depth examination of particular legal principles including, but not limited to, the Uniform Commercial Code, labor and other employment law, consumer protection, product liability law and administrative agency law.

406 AUDITING AND PROFESSIONAL ETHICS AND RESPONSIBILITIES 3
Prerequisites: BUS 205, 207 and MATH 208
A study of auditing principles and procedures including the study of internal control to prevent fraud, the professional ethics and legal responsibilities of the public accountant and the preparation of working papers and reports.

410 HUMAN RESOURCE MANAGEMENT 3
Prerequisites: BUS 307, 318 and PSYC 101
The basic function of management as applied to personnel problems of a business organization. Consideration given to special problems of employment, health, safety, labor relations and morale, employee education and training, wages and salaries.

411 MARKETING MANAGEMENT 3
Prerequisite: Senior status
A study of the factors involved in the management of the marketing function. Focus is on the achievement of the firm's goals through product development, promotion, pricing and physical distribution. The marketing structure is studied as a system within the competitive market economy.

420 FINANCIAL MANAGEMENT STRATEGY 3
Prerequisite: BUS 329, senior status
An advanced exploration of issues in business finance: financial valuation, required rates of return for projects and companies, management of working capital and fixed assets and obtaining funds from the debt and equity markets.

422 SECURITY ANALYSIS 3
Prerequisite: BUS 330
An advanced study of topics in investment management: fundamental and technical analysis of stocks, investment in bonds, convertible securities and stock options; portfolio management and capital market theory.

429 GLOBAL FINANCE 3
Prerequisites: BUS 328, permission of instructor
A study of the global financial environment with emphasis on business operations in a global setting. Topics in multinational finance, foreign exchange risk management, and the financing of foreign operations are emphasized. Meets International Perspectives requirement.

432 INVESTMENT PORTFOLIO MANAGEMENT I 3
Prerequisite: finance major and BUS 422 or approval of instructor
Teaches the fundamentals of portfolio management through integration of theory and practice. Students as a class manage an actual investment portfolio of significant worth under the supervision of the instructor.

433 HOSPITALITY MARKETING 3
Prerequisite: BUS 233
A study of the controllable and noncontrollable factors involved in marketing the food and lodging institution. Course introduces the role of marketing, analyzes the consumer, delves into the product planning, distribution planning, promotion planning and price planning roles of the hospitality manager. "Hands-on" class project developing an actual marketing and communication plan.

434 INSTITUTIONAL LAW 3
Prerequisite: BUS 401
A presentation of the many responsibilities which the law imposes upon institutional management and ownership.

435 QUANTITY FOOD PRODUCTION 3
Prerequisite: BUS 337
Practical application of management and production skills via laboratory procedures. Emphasis will be placed on menu planning, menu costing, production scheduling, cost control and quality controls.

437 CATERING 3
Prerequisite: BUS 401
A study of the factors involved in the management of the marketing function. Focus is on the achievement of the firm's goals through product development, promotion, pricing and physical distribution. The marketing structure is studied as a system within the competitive market economy.

440 ADVANCED ACCOUNTING 3
Prerequisite: BUS 208
A study of topical advanced accounting issues such as business combinations and consolidation accounting, accounting for international (i.e. foreign currency) transactions and translations, interim and segment reporting, governmental and not-for-profit accounting, and partnership accounting.

442 INVESTMENT PORTFOLIO MANAGEMENT II 3
Prerequisite: finance major and BUS 432
Proficiency in portfolio construction, management, and protection; managing the Eagle Investment Group portfolios, understanding of investment portfolio theory, mastery of current investment analysis techniques, and preparation for NASD Series 7 Securities licensure.

445 NEW VENTURE CREATION 3
Prerequisites: BUS 233, 240, 245
This course will focus on the process of developing a new commercial venture and the writing of a business plan. Students will also learn small business management principles for creating and operating a startup venture. Developing actual business opportunities by students will be encouraged so that business plans can be submitted to business plan competitions and investor groups after the course is finished.

450 SPECIAL TOPICS FOR MANAGEMENT 1-3
Prerequisite: junior status or permission
A course devoted to various topics of current management issues. May be repeated once for different topics with approval of management faculty.

451 SPECIAL TOPICS IN MARKETING 3
Prerequisite: junior status or permission
A course devoted to various topics related to current issues in marketing. May be repeated once for different topics with approval of marketing faculty.
452 SPECIAL TOPICS IN INFORMATION SYSTEMS 1-3
Prerequisite: BUS 372 or permission of instructor
An examination of various topics related to current issues in information systems. May be repeated once for different topics with the approval of MIS faculty.

453 SPECIAL TOPICS FOR ACCOUNTING 3
Prerequisite: BUS 208
A course devoted to various topics related to current issues in accounting. May be repeated once for different topics with approval of accounting faculty.

454 SPECIAL TOPICS IN FINANCE 3
Prerequisites: BUS 328 and approval of instructor
A course devoted to various topics related to current issues in finance. May be repeated once for different topics with approval of finance faculty.

470 DATABASE MANAGEMENT 3
Prerequisite: BUS 372 or permission of instructor
An introduction to database management which combines theory with application. The course will present aspects of relational database theory including cardinality, normalization, and referential integrity. Students will then apply these theories to design, and implement databases using a variety of database management systems.

472 DECISION SUPPORT SYSTEMS AND BUSINESS INTELLIGENCE 3
Prerequisite: BUS 372 or permission of instructor
An examination of the role of information systems in managerial decision making. The course describes the decision making process and examines how various information systems are used to support this process. Specific topics covered in the course include decision support systems, business intelligence, and knowledge management.

475 NETWORK FUNDAMENTALS AND INFORMATION SECURITY 3
Prerequisite: BUS 372
Overview of network technology for local area networks (LANs), wide area networks (WANs), and the internet. Focus will be placed on designing, implementing, managing, and troubleshooting a network environment. A foundation-level understanding of the various domains for certification as an information systems security professional will also be discussed.

479 THE MANAGEMENT OF INFORMATION SYSTEMS 3
Prerequisite: BUS 372 or permission of instructor
The theory and practice of planning, control and administration of the management aspects of MIS installations will be analyzed in general, and information resource management in particular. This course will develop the background necessary for relating the practice of information systems support to the realities of management needs. The student will be responsible for researching and reporting on current topics in the field.

480 GLOBAL MANAGEMENT 3
Prerequisites: BUS 240, senior standing
The course deals with the strategic management of multinational/transnational corporations, focusing on the international environment, competitive strategy formulation, implementation and control along with MNC organization design and structure. Figuring prominently in the course will be comparative management issues related to managing in different international settings, particularly issues that relate to increasing firm competitiveness in the global context. Meets International Perspectives requirement.

489 SENIOR SEMINAR-BUSINESS CAPSTONE 3
Prerequisites: Business major and senior status
This interdisciplinary course integrates content from a variety of disciplines, including business and economics. Students will examine multiple objectives, synthesize concepts, identify problems, analyze and evaluate alternative solutions, and put knowledge into practice.

499 SENIOR ASSESSMENT 1
Prerequisites: senior status, business major
The student earning a business degree is required to demonstrate competence in the areas of specialized business knowledge, managerial thinking, and verbal and written communication skills. In this course, the student will create an electronic portfolio to document levels of competence in these three major categories. In addition, the student may include documentation of competencies and accomplishments specifically related to their majors and/or minors.

Economics Courses and Descriptions (ECON)

101 MARKET FUNDAMENTALS 3
This course will engage students in the economic way of thinking by taking an in-depth look at market fundamentals. Why, how, and who uses markets and what do we do when they fail? Students will be introduced to the economist’s view of the world through extensive discussion, analysis, and writing. Does not count toward an economics major or minor. Meets Core credit for social science.

201 ECONOMICS: LEARNING AND INSTRUCTION 3
Prerequisite: For Education majors only
A sophomore level course designed to teach education majors the principles of economics in a manner designed to assist them in incorporating these concepts into the K-12 curriculum. In addition to quizzes and examinations students may be expected to prepare one or more lesson plans or instructional units appropriate to the grade level they are preparing themselves to teach. Instructional materials produced by the National Council on Economic Education, the Federal Reserve System and others are featured. No credit if courses numbered Economics 200 or higher have previously been taken.

232 PRINCIPLES OF MICROECONOMICS 3
Analysis of the pricing processes in a private enterprise economy under varying competitive conditions, their role in the allocation of resources and the functional distribution of national income. Special emphasis is given to theoretical analysis as applied to business problems.

233 PRINCIPLES OF MACROECONOMICS 3
An examination of the determinants of national income, employment and the price level in the private enterprise system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interaction between money and national income. International economic relations are also emphasized.

240 RESEARCH I 1
Prerequisites: sophomore economics major, ECON 232, 233 or concurrent
The student begins a collaborative professional activity under the supervision of a research advisor and develops a strategy that will be further developed in ECON 340, 440, and 441. The student begins to summarize and analyze existing research associated with the activity which was approved by his research advisor.

250-259 TOPICS IN ECONOMICS 1-3
Courses devoted to various topics of current interest in economics. Courses will be designed to meet the educational needs of selected groups of students, but will not be applicable to a particular major or minor. Repeatable for new topics.

301 GAME THEORY 3
Prerequisite: Core math/logic requirement
Techniques using classical game theory, auction design, controlled human-subject experiments, evolutionary game theory, and agent-based computer models are used to understand and solve situations involving potential conflict and cooperation such as military strategies, the auction of FCC licenses, the Middle East conflict, and the rise of resistant strains of bacteria in hospitals. While game theory is demanding in terms of reasoning ability, the focus of the class will be qualitative rather than quantitative analysis. Meets Core credit for social sciences.
321 PUBLIC FINANCE 3
Prerequisite: ECON 232
The economic theories of taxation and government finance as demonstrated at federal, state and local government levels. The interrelation of public finance and economic stability and growth is explored to discover the basis and objectives of financial policy.

324 ECONOMICS OF GOVERNMENT & BUSINESS 3
Prerequisite: ECON 101 or 232 or 233
This course examines the economic effects of the attempts of government to regulate natural monopolies, monopolistic behavior, and other business practices in the public interest and to promote and maintain competition in other areas of the economy. This course will provide the students with a perspective on how economics analyzes the interaction of government and business. Government regulation is pervasive in the social and business environment, and the ability to analyze this phenomenon is important to a well-educated person. Meets Core credit for social sciences.

331 COMPARATIVE CULTURAL ECONOMIC STUDIES 3
Prerequisite: any ECON course
In today’s world economy, countries around the globe have fashioned their own versions of a market-oriented economic system. This course will focus on why and how this has occurred, through the investigation and critique of various countries’ economic systems from a cultural point of view. Special emphasis will be given to the understanding of selected countries and cultures and prevailing economic policies and institutions. Meets Core credit for social science.

332 INTERMEDIATE MICROECONOMICS 3
Prerequisite: ECON 232
A study of the conditions of producer and consumer equilibrium, price of products within the firm and the industry both under perfect and imperfect competition, and price and employment of factors of production.

333 INTERMEDIATE MACROECONOMICS 3
Prerequisite: ECON 233
Every American deals with and should understand macroeconomics. This course applies powerful tools of economic analysis to answer questions like: Will globalization destroy good jobs in the U.S.? Does free trade make the average American better off? Are today’s budget deficits bad for future generations? Will Social Security go bankrupt? What determines how fast the U.S. economy grows? How do the President and the Fed affect the economy? Should the U.S. help developing countries grow faster?

334 MONEY AND BANKING 3
Prerequisite: ECON 233
The functioning of a private enterprise society is analyzed in terms of money in all of its economic aspects, including its amount, form and flow, and the institutions, public and private, that assist in mobilizing and distributing purchasing power. A historic approach is included to provide a foundation and a perspective.

340 RESEARCH II 1
Prerequisites: sophomore status, ECON 240, BUS 208 or concurrent
Under the supervision of the research advisor, the student continues the collaborative professional activity begun in ECON 240 and develops a project strategy to be executed in ECON 440 and 441. The student will review statistical techniques relevant to the proposal under the direction of the research advisor.

342 INTERNATIONAL ECONOMICS 3
Prerequisite: ECON 232 or 233
The theory of international trade, exchange rates, trade barriers, balance of payments disequilibrium, United States commercial and aid policies, regional economic integration and international economic development. Environmental, operational and functional variables in international economics. Meets International Perspectives requirement.

346 MANAGERIAL ECONOMICS 3
Prerequisite: ECON 232
A study of economics applied to decision making, managerial economics emphasizing the use of economic analysis in clarifying problems, in organizing and evaluating information and in comparing alternative courses of action. The general problem of resource allocation will be dealt with in the context of business enterprises, nonprofit organizations and public agencies.

440 SENIOR ASSESSMENT 1
Prerequisites: all ECON coursework or concurrent
Assessment of the student’s collaborative professional activity as well as the student’s ability to apply key economic methods of analysis. The student will orally present the results of the collaboration with the research advisor from ECON 240, 340, and 441. A comprehensive exam will be used to assess the student’s knowledge of key methods of analysis.

441 ECONOMICS CAPSTONE
Prerequisites: junior status, ECON 332, 333, 340
Using the literature review and research strategy developed in ECON 240 and 340, the student will write an original research paper under the guidance of the research advisor. The completed activity will be reviewed by at least one other economics professor.

Special Offerings
Courses listed below are offered infrequently, subject to student need, faculty availability and with the approval of the department chair and school dean.

407 ECONOMICS OF LABOR 3
Prerequisite: ECON 232
This course is primarily a study of the institutionalization of labor as an economic, social and political force. A survey of the historic and economic roots of labor power, the existence of organized labor as a social phenomenon, and the resultant implications for other social, political and economic institutions.

426 INTRODUCTION TO ECONOMETRICS 3
Prerequisites: MATH 208; ECON 232 or 233
This course is designed to expose students to the use of multiple regression as a model building tool. Topics covered include: design of multiple regression models; statistical analysis of regression models; problems and techniques of correcting for multicollinearity, autocorrelation, specification error and heteroscedasticity; and design of distributive lag models. This course is recommended for a student planning to attend graduate school.

434 DEVELOPMENT OF ECONOMIC THOUGHT 3
A study of how people’s thought on economic issues has changed over time. It will deal with the effect of historical change on economic thinking and with the impact of economic thought on historical change. Emphasis will be placed on the influence of the important economic thinkers on subsequent and modern economic theory and practice, and the impact of the important economic thinkers of the past on the economic, political, and social milieu of the modern world. Meets Core credit for historical reasoning.
Chemistry and Biochemistry

Department of Chemistry/Geology/Physics
The College of Arts and Sciences

Chair
Jeffrey D. Weidenhamer, Professor of Chemistry

Faculty
Matthew L. Arthur, Professor of Chemistry
Perry S. Corbin, Associate Professor of Chemistry
Rebecca W. Corbin, Associate Professor of Chemistry
Brian K. Mohney, Associate Professor of Chemistry
Robert Bergosh, Assistant Professor of Chemistry

Degrees Offered
Bachelor of Science
Bachelor of Science in Education

Mission and Goals
The chemistry program prepares chemistry and other science majors to apply the scientific method to problems and to discover the intimate relation of chemistry to all phases of everyday life and to other sciences. Chemistry majors graduate with the background and skills necessary for jobs in commerce, industry, or education, or further graduate or professional training.

The program places heavy emphasis on faculty/student interactions, hands-on training with instrumentation, and data analysis tools such as computer modeling and spreadsheets. The importance of writing and communication skills is stressed throughout the curriculum, beginning in the introductory courses and carried through every course offered by the department.

The chemistry program seeks to provide non-science majors with the basic understanding of the nature of science needed to live as responsible citizens in a technological society. Students gain an understanding of the scientific method through an in-depth analysis of topics and case studies, selected hands-on activities in classroom and laboratory, and exploration of the consequences of scientific discoveries for society.

Student Learning Objectives
Students majoring or minoring in chemistry will:

1. demonstrate an understanding of the scientific method through original research;
2. become adept at using instrumentation to solve scientific problems;
3. present their results in either journal format or an honors thesis;
4. present their results at regional or national meetings, as appropriate.

Students taking chemistry courses to meet core curriculum requirements will:

1. evaluate sources of information;
2. develop an understanding of the scientific method;
3. demonstrate critical thinking with respect to scientific issues that impact society and the consequences of scientific advances for society as a whole.

Chemistry Facilities and Equipment
The chemistry program is approved by the American Chemical Society. Six laboratories and ample classroom space accommodate the needs of the faculty and students. The Ingmand laboratory houses chromatography and spectroscopy instruments that students will use in industry, a clinical setting, or graduate school. Recent acquisitions include a graphite furnace atomic absorption spectrophotometer for measuring trace metals, a high-performance liquid chromatograph for determination of natural products and pharmaceutical agents, a spectrofluorimeter for protein-ligand binding studies, and a MALDI-TOF mass spectrometer. The Fran and Warren Rupp Foundation Environmental Geochemistry laboratory, which houses an X-ray fluorescence spectrometer, is shared with the geology program. The chemistry curriculum is structured so that students begin hands-on use of these instruments during their first two years at Ashland University.

Pre-Professional Programs
Chemistry courses make up a substantial component of the required curriculum for a number of pre-professional programs. For minimum requirements, see the Academic Affairs section on pre-professional programs. The chemistry faculty along with other departments has developed recommended course sequences that give students the needed background to continue studies in professional schools. A major in chemistry, biochemistry, or forensic chemistry is a strong preparation for professional schools in medicine, dentistry, veterinary medicine and pharmacy.

Description of Majors
Chemistry – Chemistry is the study of the structure and behavior of atoms, compounds and their properties and reactions. Whether it is the development of new pharmaceuticals to treat disease, new materials, or reduction of environmental hazards, chemists are at work in many industries and related disciplines such as geology and biology. A degree in chemistry can open the door to almost any scientific or technological field, as well as careers in medicine, business and law.
Biochemistry – Biochemists apply chemistry to understand biological processes at the cellular and molecular level. Biochemists seek to understanding the structure and function of molecules found in living organisms. The interdisciplinary nature of biochemistry and molecular biology are blurring the traditional boundary lines between biology and chemistry.

Forensic Chemistry – Forensic chemists apply modern instrumental methods of analysis to criminal investigations. The forensic chemistry major equips students with a well-rounded, multidisciplinary experience necessary for careers and advanced graduate work in forensic science, law, chemistry, and associated fields of science and engineering.

Majors in chemistry, biochemistry, and forensic chemistry are provided with broad training in chemistry and biochemistry and extensive, hands-on laboratory training, along with the opportunity to conduct independent research with one of our faculty. Our graduates have been successful in continuing their education in graduate and professional schools, and in obtaining positions in chemical and pharmaceutical companies, and government laboratories.

Degree Requirements

Assessment – All chemistry and biochemistry majors will participate in a portfolio assessment process that will include papers and exams gathered from courses beginning in the freshman year.

Bachelor of Science with a comprehensive major in Chemistry

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103-104 General Chemistry</td>
<td>4/4</td>
<td>h.s. chem; 3 yrs h.s. math</td>
</tr>
<tr>
<td>CHEM 204 Quantitative Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 307/307L Organic Chemistry I</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L Organic Chemistry II</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 411-412 Physical Chemistry</td>
<td>4/4</td>
<td>CHEM 204, PHYS 206, MATH 206</td>
</tr>
<tr>
<td>MATH 205-206 Calculus</td>
<td>5/5</td>
<td>MATH 111 or equiv.</td>
</tr>
<tr>
<td>PHYS 205-206 University Physics</td>
<td>5/5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 305 The Calculus III</td>
<td>4</td>
<td>MATH 206</td>
</tr>
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</table>

GENERAL TRACK

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry Core</td>
<td>52-53</td>
<td></td>
</tr>
<tr>
<td>Other 400-level CHEM courses</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Other 400-level CHEM, GEOL, or BIO or 300-level MATH or PHYS course if needed to reach at least 60 hrs.</td>
<td>(3)</td>
<td>MATH 202, 206 or 224 52-53 hrs.</td>
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</table>

ACS APPROVED TRACK

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry Core</td>
<td>52-53</td>
<td></td>
</tr>
<tr>
<td>CHEM 416 Adv. Inorganic Chemistry</td>
<td>4</td>
<td>CHEM 411</td>
</tr>
<tr>
<td>CHEM 420 Instrumental Analysis</td>
<td>3</td>
<td>CHEM 204</td>
</tr>
<tr>
<td>CHEM 429/429L Biochemistry</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>400-level Chem. elect. (incl. CHEM 498)</td>
<td>3</td>
<td>66-67 hrs.</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Bachelor of Science with a comprehensive major in Biochemistry

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>BIO 202 Organisms, Adapt. &amp; Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 424 Cell Biology</td>
<td>4</td>
<td>12 hrs. bio., BIO 303</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>h.s. chem., 3 yrs. h.s. math</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry II</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>CHEM 204 Quantitative Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 307/307L Organic Chemistry I</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L Organic Chemistry II</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 411/411L Physical Chem. I</td>
<td>4</td>
<td>CHEM 204, PHYS 206, MATH 206</td>
</tr>
<tr>
<td>CHEM 429/429L Biochemistry</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 432 Adv. Topics in Biochemistry</td>
<td>3</td>
<td>CHEM 429</td>
</tr>
<tr>
<td>MATH 205 Calculus I</td>
<td>5</td>
<td>MATH 111 or equiv.</td>
</tr>
<tr>
<td>MATH 206 Calculus II</td>
<td>5</td>
<td>MATH 205</td>
</tr>
<tr>
<td>PHYS 205 University Physics I</td>
<td>5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>PHYS 206 University Physics II</td>
<td>5</td>
<td>PHYS 205</td>
</tr>
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</table>

Bachelor of Science with a comprehensive major in Forensic Chemistry

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>BIO 202 Organisms, Adapt. &amp; Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 126 or 202</td>
</tr>
<tr>
<td>CHEM 103-104 General Chemistry</td>
<td>4/4</td>
<td>h.s. chem; 3 yrs h.s. math</td>
</tr>
<tr>
<td>CHEM 204 Quantitative Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 307/307L Organic Chemistry I</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L Organic Chemistry II</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 411/411L Physical Chem. I</td>
<td>4</td>
<td>CHEM 204, PHYS 206, MATH 206</td>
</tr>
<tr>
<td>CHEM 420 Instrumental Analysis</td>
<td>3</td>
<td>CHEM 204</td>
</tr>
<tr>
<td>CHEM 429/429L Biochemistry</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 493 Internship</td>
<td>3</td>
<td>junior status</td>
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<tr>
<td>CHEM 498 Independent Study</td>
<td>(3)</td>
<td>permission</td>
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<tr>
<td>CJ 130 Intro to Criminal Justice</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>CJ 200 Criminal Investigation I</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>COMAR 208 Argumentation &amp; Debate</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>MATH 205-206 The Calculus I/II</td>
<td>5/5</td>
<td>MATH 111 or equiv.</td>
</tr>
<tr>
<td>PHIL 280 Applied Ethics</td>
<td>1-2</td>
<td>none</td>
</tr>
<tr>
<td>PHYS 205-206 University Physics</td>
<td>5/5</td>
<td>MATH 206</td>
</tr>
</tbody>
</table>

Bachelor of Science in Education with a comprehensive major in Chemistry (Chemistry Licensure)

Grades 7-12

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
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<tbody>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>h.s. chem., 3 yrs. h.s. math</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry II</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>CHEM 203 Int. Inorganic Chemistry</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 204 Quantitative Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 307/307L Organic Chemistry I</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L Organic Chemistry II</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.
quence for organic chemistry according to periodic properties. Bonding theories are developed for solid state and coordination chemistry. Three lectures and one three-hour laboratory per week. Offered spring even years. Prerequisite: CHEM 104

203 INTERMEDIATE INORGANIC CHEMISTRY 4
Prerequisite: CHEM 104

Prepares inorganic chemistry according to periodic properties. Bonding theories are developed for solid state and coordination chemistry. Three lectures and one three-hour laboratory per week. Offered spring even years.

204 QUANTITATIVE ANALYSIS 4
Prerequisite: CHEM 104

A study of the fundamental principles of gravimetric, volumetric, colorimetric, potentiometric and chromatographic methods of analysis as applied to the quantitative determination of constituents in practical samples. Two lectures and two three-hour laboratory periods per week. Offered every fall.

250 LEAD AND CIVILIZATION 3

An intensive examination of the role lead has played in the history of civilization, with emphasis on how the uses and toxicity of this metal are related to its chemical properties. Meets Core credit for natural sciences.

251 MOLECULAR ARCHITECTURE 3

The vibrant world of chemistry is explored by seeking answers to three specific questions: 1) What is a molecule? 2) How are molecules “constructed”? 3) How are molecules characterized? Answers to these questions are sought by an in-depth investigation of organic molecules that are either encountered in daily life or are, in part, critical for sustaining life. Consequently, students are introduced to the logical processes of scientific reasoning and investigation and invited to contemplate the impact of chemistry upon society. Meets Core credit for natural sciences.

252 CHEMISTRY OF CRIME SCENE INVESTIGATION 3
Prerequisite: high school chemistry

This course relates “real world” applications of analytical chemistry to the investigation of crimes. The underlying chemical principles involved in forensic analysis are addressed. Also, the exploration of scientific inquiry as it relates to developing hypotheses and providing proof of a crime is investigated. This course does not count toward any major in the natural sciences. Meets Core credit for natural sciences.

307-308 ORGANIC CHEMISTRY I and II 3-3
Prerequisite: CHEM 104; 307 for 308

A survey of the general principles of organic chemistry including nomenclature, structure, reactions, multi-step synthesis, the effect of structural variation on reactivity and structural determination by spectroscopic methods. Emphasis is placed on mechanism and application. Must be taken concurrently with lab. 307 offered every fall. 308 offered every spring

307L-308L ORGANIC CHEMISTRY I-II – LABORATORY 2-1
A 4-hour per week lab which provides practical experience in modern techniques utilized in the organic laboratory. Must be taken concurrently with 307/308.

350 SCIENCE AS A CULTURAL FORCE 3
Prerequisite: any natural science core course

An inquiry into the nature of the scientific method in relation to human culture and its use in gaining and applying new knowledge. This course constitutes a substantial interdisciplinary investigation of the impact of science and technology upon society by way of a sustained look at one particular scientific issue or question for the semester. The ethical dimensions of advances in science and technology are explored in detail. Meets Core credit for humanities or natural sciences, but not both. May be taken only once for Core credit. CHEM/GEOL/PHYS/PHIL credit.

A – THE MAKING OF THE BOMB
B – THE TOBACCO WARS
C – SCIENCE AND HUMAN NATURE
D – EVOLUTION: FOR & AGAINST
E – SCIENCE AND RATIONALITY

411-412 PHYSICAL CHEMISTRY I and II 3-4, 3-4
Prerequisite: CHEM 204 or permission of instructor. PHYS 206, MATH 206. CHEM 411 is a prerequisite for 412.

Studies the basic concepts of thermodynamics, kinetics and quantum mechanics. Three lectures and one three-hour laboratory per week. Chemistry minors may omit the labs and receive 3 hours credit for each. 411 is offered in the fall, odd years; 412 is offered in the spring, even years.
413 ADVANCED SYNTHESIS LABORATORY 3
Prerequisites: CHEM 411 or approval of the instructor
Multistep syntheses with careful purification and characterization of each intermediate are used to integrate new ideas and techniques with those introduced in previous courses.

416 ADVANCED INORGANIC CHEMISTRY 4
Prerequisite: CHEM 411
Studies trends in reactivity, structure and properties of the elements. Three lectures and one three-hour laboratory per week. Offered every fall.

420 INSTRUMENTAL ANALYSIS 3
Prerequisite or corequisite: CHEM 204
A thorough study of the physical principles and the analytical techniques used in instrumental methods of analysis. One lecture and two three-hour laboratory periods each week. Offered in the Spring of odd years.

429 BIOCHEMISTRY 3-4
Prerequisite: CHEM 307
Introduction to biochemical principles, systems and methods including the chemistry and metabolism of biologically important compounds. Three lectures and one three-hour laboratory period per week. Course may be taken without laboratory for three hours credit. Offered each fall. BIO/CHEM credit.

432 ADVANCED TOPICS IN BIOCHEMISTRY 3
Prerequisite: CHEM 429
A study of the complexity of the chemical reactions of biological macromolecules involving investigating the interactions of both organic and inorganic molecules (bio-inorganic chemistry) and the techniques used to study biomolecular structure and function (bio-physical chemistry). This seminar emphasizes critical review and discussion of current scientific literature as well as the development of oral and written presentation skills.

493 INTERNSHIP 1-4
Prerequisite: junior status
An internship in a forensic chemistry laboratory setting will be completed with supervision by a qualified professional. Documentation of 50 clock hours per credit hours over six consecutive weeks (minimum).
Student Learning Objectives

The Communication Arts student will:

1. Understand the complexity of human communication as an ongoing transaction between speakers and listeners, writers and readers, and broadcasters and audiences through various channels of communication;
2. Develop critical thinking and oral and written communication skills within a liberal arts tradition;
3. Understand the power and influence of human and mediated communication and adhere to the accepted social, legal, and ethical responsibilities of communication professionals;
4. Gain an understanding of and practical experience in the various professional media fields.

Laboratory Opportunities

Each of the four program areas in Communication Arts offers on-campus laboratory and off-campus internship opportunities.

The journalism/English program publishes The Collegian, a national award-winning weekly university newspaper. Newspaper staff positions typically are filled by journalism students, and the newspaper is produced in a computer design laboratory operated by students.

The electronic media program transmits daily radio programs from the studios of WRDL, the campus 3kw FM (88.9) radio station. The department operates two announcing recording studios, one a digital multitrack production studio. All campus and community television programs on the Ashland cable TV system are cablecast from the university on TV-2. The department operates production and master control rooms, a television studio for production and on-air use, a computerized newsroom, and a three-camera truck equipped for remote TV productions. Three video editing suites and a multimedia computer lab are available for student productions. A number of students are employed within the electronic media production area to assist the staff with operation of the radio and television stations.

The speech communication program offers off-campus opportunities in profit and not-for-profit businesses and agencies in the form of internships and Accent PR, a public relations club.

The sport communication program offers opportunities for students to work in cooperation with the Ashland University sports information office and with its NCAA Division II athletic teams in a wide variety of men’s and women’s sports. Sport communication students also have the opportunity to practice play-by-play and color commentary skills through WRDL and TV-2.

Description of Majors

Electronic Media Production – Electronic media students will be prepared for positions in the electronic media: broadcast and non-broadcast facilities in the areas of radio production, television production, professional video, media management, and related fields. A range of laboratory experiences in the campus radio station, television station, video production facility and multimedia laboratory are open to qualified students regardless of class rank. The electronic media program instills in the student an understanding of the power and influence of the media as well as the social and ethical responsibility it places upon media professionals and consumers.

Journalism/English – Journalism students are prepared for writing, reporting and editing positions at newspapers, magazines, and book publishing companies. Students learn a core curriculum of news writing, feature writing and editing, as well as practical instruction in general, specialty and investigative reporting. The journalism program publishes a first rate university newspaper, providing a laboratory experience for journalism majors and minors, that aids journalism majors in finding internships while students, and jobs after graduation.

Speech Communication – Speech communication students hone their speaking, listening, writing, organizational, and leadership skills in concentrations such as public relations, persuasive studies, intercultural studies, and performance studies.
Communication Arts

Through classroom and internship experiences, students have many opportunities to practice public speaking, argumentation and debate, and small group discussion, skills widely recognized as being keys to success in most fields.

A minor broadens the student’s education and increases options after graduation. Commonly chosen minors are business, political science or psychology.

**Sport Communication** – Sport communication majors study management, sport broadcasting, crisis management, media relations, statistics, college sports information, sport ethics, and sport public relations to prepare them for fields such as broadcasting, marketing, public relations, community outreach, sport management, and sport journalism.

Students can sharpen skills and gain experience working on the campus radio and television stations, the campus newspaper, and the sports information office.

**Degree Requirements**

**Assessment** – Majors in the department will be expected to participate in programmatic assessment during the process of completing their degree requirements. This process includes, but is not limited to, the submission of writing samples, speeches, and video/audio projects. Faculty will inform the students in their major classes as to which projects will be collected for assessment.

**CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 101 Human Communication</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 103 Intro. to Mass Commun.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 203 Writing for the Media</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 303 Comm. Law and Ethics</td>
<td>3</td>
<td>COMAR 103, jr. st.</td>
</tr>
<tr>
<td>COMAR 304 Interpersonal Commun.</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>COMAR 436 Internships</td>
<td>3</td>
<td>see course description</td>
</tr>
</tbody>
</table>

**Bachelor of Arts with a major in**

**Electronic Media Production**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts core</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>COMAR 133 Media Tech. &amp; Operations</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 201 Practicum in Media</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 331 Broadcast Management</td>
<td>3</td>
<td>COMAR 103</td>
</tr>
<tr>
<td>COMAR 403 Media Effects</td>
<td>3</td>
<td>jr. status</td>
</tr>
<tr>
<td>COMAR 404 Media Criticism</td>
<td>3</td>
<td>jr. status</td>
</tr>
</tbody>
</table>

**One of the following concentrations:**

**Video Concentration**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 232 Field Production</td>
<td>7</td>
<td>COMAR 133</td>
</tr>
<tr>
<td>COMAR 234 Studio Production</td>
<td>4</td>
<td>COMAR 133</td>
</tr>
</tbody>
</table>

**Audio Concentration**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 237 Basic Audio Prod.</td>
<td>7</td>
<td>COMAR 133</td>
</tr>
<tr>
<td>COMAR 337 Adv. Audio Prod.</td>
<td>4</td>
<td>COMAR 133, 237</td>
</tr>
<tr>
<td>Electives from other conc. or below:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>COMAR 224 Topics in Elec. Med.</td>
<td>3</td>
<td>COMAR 103</td>
</tr>
<tr>
<td>COMAR 235 Broadcast Reporting</td>
<td>3</td>
<td>COMAR 133, 203</td>
</tr>
<tr>
<td>COMAR 311 Script Writ. Elec. Med.</td>
<td>3</td>
<td>COMAR 203</td>
</tr>
<tr>
<td>COMAR 330 Organiz. &amp; Corp. Vid.</td>
<td>4</td>
<td>COMAR 222</td>
</tr>
<tr>
<td>COMAR 332 Rad. Prod. &amp; Prog.</td>
<td>3</td>
<td>COMAR 237</td>
</tr>
<tr>
<td>COMAR 325 Directing for TV</td>
<td>4</td>
<td>COMAR 234</td>
</tr>
<tr>
<td>COMAR 335 Broadcast Announc.</td>
<td>2</td>
<td>COMAR 101, 103</td>
</tr>
<tr>
<td>COMAR 412 Electr Post Prod. &amp; Ed.</td>
<td>4</td>
<td>COMAR 232</td>
</tr>
<tr>
<td>COMAR 498 Independent Study</td>
<td>1-4</td>
<td>COMAR 103</td>
</tr>
</tbody>
</table>

**Bachelor of Arts with a major in Journalism/English**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts core</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>COMAR 307 Adv. Reporting</td>
<td>3</td>
<td>COMAR 203</td>
</tr>
<tr>
<td>COMAR 320 Feature Writing</td>
<td>3</td>
<td>COMAR 203</td>
</tr>
<tr>
<td>COMAR 402 News Writing</td>
<td>3</td>
<td>COMAR 203</td>
</tr>
</tbody>
</table>

**Plus 6 hrs. from each group below**

**Group I**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 235 Broadcast Rep./News.</td>
<td>3</td>
<td>COMAR 133, 203</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMAR 311 Script Writing</td>
<td>3</td>
<td>COMAR 203</td>
</tr>
<tr>
<td>COMAR 242 Sport Reporting</td>
<td>3</td>
<td>COMAR 203</td>
</tr>
<tr>
<td>ENG 351 Advanced Composition</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 352 Technical Writing</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 403 Seminar in Writing</td>
<td>3</td>
<td>jr. st., 1 writing crs</td>
</tr>
</tbody>
</table>

**Group II**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 304 The Short Story</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 306 The Essay</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 324 Modern Novel</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 325 Major Writers Seminar</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 350 Contemp. Am. Stud. Sem.</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 425, 426, 427, or 428 Am. Lit.</td>
<td>3</td>
<td>ENG 102</td>
</tr>
</tbody>
</table>

39 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

**Bachelor of Arts with a major in Speech Communication**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts core</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>COMAR 301 Public Speaking</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>COMAR 302 Intercultural Commun.</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>COMAR 306 Group Disc. &amp; Leadership</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
</tbody>
</table>

**Choose one of the following concentrations:**

**Public Relations/Organizational Studies**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 305 Organiz. Commun.</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>COMAR 308 Public Relations</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
</tbody>
</table>

**Six hours from:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 208 Argument./Debate</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>COMAR 222 topic appr. by dept.</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>COMAR 323 Sport Public Rel.</td>
<td>3</td>
<td>COMAR 163</td>
</tr>
<tr>
<td>COMAR 330 Org. &amp; Corp. Video</td>
<td>4</td>
<td>COMAR 232</td>
</tr>
<tr>
<td>COMAR 403 Media Effects</td>
<td>3</td>
<td>jr. status</td>
</tr>
<tr>
<td>BUS 233 Principles of Marketing</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 240 Intro. to Management</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 307 Business Organization</td>
<td>3</td>
<td>PSYC 101, BUS 240</td>
</tr>
<tr>
<td>BUS 314 Advertising Principles</td>
<td>3</td>
<td>BUS 233</td>
</tr>
<tr>
<td>BUS 318 Organiz. Behavior</td>
<td>3</td>
<td>PSYC 101, BUS 240</td>
</tr>
<tr>
<td>BUS 323 Business Commun.</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>BUS 343 Social Resp./Bus. Ethics</td>
<td>3</td>
<td>BUS 240</td>
</tr>
<tr>
<td>PSYC 306 Consumer Behavior</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
</tbody>
</table>

**Persuasive Studies**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 208 Argumentation/Debate</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>COMAR 309 Persuasion</td>
<td>3</td>
<td>COMAR 101</td>
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</table>

**Six hours from:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 222 topic appr. by dept.</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>COMAR 403 Media Effects</td>
<td>3</td>
<td>jr. status</td>
</tr>
<tr>
<td>BUS 343 Social Resp./Bus. Ethics</td>
<td>3</td>
<td>BUS 240</td>
</tr>
<tr>
<td>PHIL 280 Applied Ethics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>courses approved by COMAR dept. in CJ (i.e. 362, 450) or PSYC (i.e. 305, 306, 320)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Intercultural Studies**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 312 Int. Comm./Pop. Cult.</td>
<td>3</td>
<td>COMAR 302</td>
</tr>
<tr>
<td>COMAR 315 Internl. Storytelling</td>
<td>3</td>
<td>Core comm.</td>
</tr>
</tbody>
</table>

**Six hours from:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPR courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SOC 301 Race/Ethnic/Min. Iss.</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>
### Performance Studies

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 105 Performance Stud.</td>
<td>6</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 314 Adv. Perform. Stud.</td>
<td>3</td>
<td>COMAR 105</td>
</tr>
<tr>
<td>COMAR 315 Intern. Storytelling</td>
<td>3</td>
<td>Core comm.</td>
</tr>
<tr>
<td>COMAR 222 topic appr. by dept.</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>THEA 205 Voice &amp; Articulation</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

Six hours from:

- COMAR 133 Media Tech. & Operations 3 none
- COMAR 103 Intro. to Mass Commun. 3 none

### English electives, 300/400 level 9

- COMAR 402 News Editing 3 COMAR 203
- COMAR 320 Feature Writing 3 COMAR 203
- COMAR 307 Advanced Reporting 3 COMAR 203
- COMAR 203 Writing for the Media 3 none

### Course Number and Title Hrs. Prerequisites

See listing in English.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

### Bachelor of Arts with a major in Sport Communication

#### Course Number and Title Hrs. Prerequisites

- Communication Arts core 18
- BUS 240 Intro to Management 3 soph. status or IUL
- COMAR 163 Found. of Sport Commu. 2 none
- COMAR 201 Practicum in Sport Comm. 2 none
- COMAR 223 Topics in Sport Comm. 3 COMAR 163 or perm.
- COMAR 242 Sport Reporting 3 COMAR 203
- COMAR 323 Sport Public Relations 3 COMAR 163
- COMAR 472 Seminar in Sport Rhetoric 3 sr. status
- MATH 208 Elementary Statistics 3 2 yrs. h.s. alg
- PE/SM 160 Intro. to Sport Sciences 2 none
- PHIL 280A Sport Ethics 1 none
- SM 405 Mgmt. of Sport Sciences 3 PE 160
- SM 410 Event Management 3 PE160

46 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

### Bachelor of Science in Education with a comprehensive major in Integrated Language Arts (Grades 7-12)

- COMAR elect. from speech comm. major 3
- COMAR 306 Group Disc. & Lead. 3 COMAR 101
- COMAR 301 Public Speaking 3 COMAR 103
- COMAR 101 Human Communication 3 none
- COMAR 103 Intro to Mass Comm. 3 none
- COMAR 133 Technology & Operations 3 none
- COMAR 203 Writing for the Media 3 none
- COMAR 232 Field Production 3 COMAR 133
- COMAR 234 Studio Production 4 (4) COMAR 133
- COMAR 303 Comm. Law and Ethics 3 COMAR 103, 203
- COMM 105 Performance Studies 3 none
- COMM 101 Performance Studies 3 none

35-36 hrs.

### Minor in Speech Communication

#### Course Number and Title Hrs. Prerequisites

- COMAR 101 Human Communication 3 none
- COMAR 105 Performance Studies 3 none
- COMAR 208 Argument. & Debate 3 COMAR 101
- COMAR 301 Public Speaking 3 COMAR 101
- COMAR 306 Group Disc. & Lead. 3 COMAR 101
- COMAR elect. from speech comm. major 3

18 hrs.

### Associate of Arts with a concentration in Electronic Media Production

#### Course Number and Title Hrs. Prerequisites

- COMAR 103 Intro to Mass Comm. 3 none
- COMAR 133 Technology & Operations 3 none
- COMAR 203 Writing for the Media 3 none
- COMAR 232 Field Production 3 COMAR 133
- COMAR 234 Studio Production 4 COMAR 133
- COMAR 303 Comm. Law and Ethics 3 COMAR 103, 203
- COMAR 303 Comm. Law and Ethics 3 COMAR 103, 203
- Choose from electives list in Electronic Media Production major 20

### Communication Arts Courses and Descriptions

#### 101 HUMAN COMMUNICATION

This course encompasses communication theory, interpersonal communication, small group communication and public speaking. Emphasis is placed on speaking, critical thinking, and listening skills. Attention is also paid to nonverbal communication. Meets Core credit for communications.

#### 103 INTRODUCTION TO MASS COMMUNICATION

Introductory, yet critical examination of the relationship between mass media and American society. Attention given to analysis of the development and role of mediated communications, particularly print, telecommunication, and electronic media. Competition between traditional and emerging media also examined.

#### 105 PERFORMANCE STUDIES

This course investigates what constitutes performance in everyday life and how performance can be viewed as an aesthetic experience. The course will focus on the discipline of performance studies, its link to the oral tradition, its ties to the oral interpretation movement, and current understanding of what constitutes a performance text. This course will include an emphasis on performance in everyday life as well as aesthetic performance of both literary and non-literary texts. Techniques involving textual analysis, use of voice and body for solo performance, and audience adaptation will be used. Meets Core credit for aesthetics. COMAR/THEA credit.

#### 133 MEDIA TECHNOLOGY AND OPERATIONS

An introduction to the technology and operation of radio and television equipment in the Electronic Media industry. This course will be lab intensive, focusing on introductory aspects of audio and video production.

#### 163 FOUNDATIONS OF SPORT COMMUNICATION

Introduction to the sport communication field with emphasis on organization and administration areas. The course will deal with the working relations with media and personnel at other intercollegiate athletic conferences.

### Minor in Electronic Media Production

#### Course Number and Title Hrs. Prerequisites

- COMAR 103 Intro. to Mass Comm. 3 none
- COMAR 133 Media Tech. & Operations 3 none
- Electives: 12
  - COMAR 203 Writing for the Media 3 none
  - COMAR 224 Topics in Electr. Med. 3 COMAR 103
  - COMAR 232 Field Production 3 COMAR 133
  - COMAR 234 Studio Production 4 COMAR 133
  - COMAR 235 Broadcast Reporting 3 COMAR 133, 203
  - COMAR 237 Basic Audio Prod. 3 COMAR 133
  - COMAR 303 Comm. Law & Ethics 3 COMAR 103, jr. st.
  - COMAR 311 Script Writ. Elec. Med 3 COMAR 203
  - COMAR 325 Directing for TV 4 COMAR 234
  - COMAR 330 Organiz. & Corp. Vid. 4 COMAR 232
  - COMAR 331 Broadcast Mgmt. 3 COMAR 103
  - COMAR 332 Radio Prod. & Prog. 3 COMAR 237
  - COMAR 335 Broadcast Announc. 4 COMAR 101, 103
  - COMAR 337 Adv. Audio Prod. 4 COMAR 133, 237
  - COMAR 403 Media Effects 3 jr. status
  - COMAR 404 Media Criticism 3 jr. status
Communication Arts

201 PRAC TIC U M 1/2–1
Practicum credit is intended to encourage and reward students for hands-on application of their communication skills outside of the classroom. Each one-half credit practicum experience must involve a minimum of 16 hours work. Students may register for up to 1 credit hour of practicum, per course number, in the same semester if they participate in more than one of the qualified areas. Students must complete a Practicum Learning Contract before enrolling. Graded S/U.

BA–ELECTRONIC MEDIA–AUDIO/RADIO (4 credits maximum)
BB–ELECTRONIC MEDIA–VIDEO/TV–2 (4 credits maximum)
Two credits are required for the electronic media major.

C–SPEECH COMMUNICATION (4 credits maximum)
Speech communication majors may elect to participate in programs or performances as approved by the faculty of the department.

D–SPORT COMMUNICATION (2 credits maximum)
Two credits are required for the sport communication major. Each one-half credit will be a minimum of 12 hours split among 3 of the following 4 areas: production/performance on campus radio, campus television, campus newspaper, or the campus sports information office.

203 WRITING FOR THE MEDIA 3
A course stressing the development of practical skills in news writing for mass media: print news, broadcast news, and public relations. Emphasis is placed on news values and judgment, effective leads and organization, writing clarity and style. Class assignments will involve writing projects on a variety of news topics.

208 ARGUMENTATION AND DEBATE 3
Prerequisite: COMAR 101
A study of the theory and practice of developing argumentative discourse to gain audience adherence. Practice in analyzing actual situations that call for debate is emphasized, with attention to several debate formats.

222 TOPICS IN COMMUNICATION 3
Prerequisites: COMAR 101 and, for some topics, permission of professor
This course will examine various topics relating to communication needs. Typical topics would include interviewing, persuasion, public address, assertiveness training, public relations, professional communication, rhetorical criticism, history of public address and rhetorical theory. May be repeated for credit as topics change.

223 TOPICS IN SPORT COMMUNICATION 3
Prerequisite: COMAR 163 or permission
This course will examine various topics relating to sport communication issues. Typical topics would include Sport and Film, History of Sport and the Media, Sport and Media Relations, and perhaps classes cross-listed with other disciplines, such as Sport Literature. May be repeated for credit as topics change.

224 TOPICS IN ELECTRONIC MEDIA 3
Prerequisite: COMAR 103
The course will examine various topics relating to electronic media. Previous topics have included reality television, writing TV dramas and sitcoms, editing with Avid Xpress Pro, and entertainment reporting. May be repeated for credit as topics change.

232 FIELD PRODUCTION 3
Prerequisite: COMAR 133
Course covers the advanced practices, procedures, and techniques of video field production and post-production.

234 STUDIO PRODUCTION 4
Prerequisite: COMAR 133
Course covers the practices, procedures, and techniques associated with the production of studio television programs.

235 BROADCAST REPORTING & NEWSGRAPHING 3
Prerequisites: COMAR 133, 203
Continuation of COMAR 203 with emphasis on news writing, gathering, interviewing and delivery skills for broadcast media; attention given to technical, aesthetic, and ethical problems. Students will learn the basics of audio pre- and post-production techniques.

237 BASIC AUDIO PRODUCTION 3
Prerequisite: COMAR 133
Covers the basic theories of field and studio audio production. Students will become familiar with the use of field and studio audio equipment and will learn the basics of audio pre- and post-production techniques.

242 SPORT REPORTING 3
Prerequisite: COMAR 203
A survey of the patterns and practices of sport reporting. Emphasis on reporting sports events and sports features. Class assignments will involve gathering and preparing sports-related information as well as writing and analyzing representative forms of sports reporting.

301 PUBLIC SPEAKING 3
Prerequisite: COMAR 101
Continues the communication concerns of Speech 101, while offering practice in developing speeches for a variety of career and personal interest occasions with adaptation to particular audiences and time limitations. Theories of rhetoric and persuasion are a part of the content.

302 INTERCULTURAL COMMUNICATION 3
Prerequisite: COMAR 101 or permission
Introduces students to methods of learning about other cultures and ways to communicate effectively with and about people of other countries and subcultures. Meets International Perspectives requirement.

303 COMMUNICATION LAW AND ETHICS 3
Prerequisites: COMAR 103 and junior standing
An examination of the roles of the law and ethics in determining appropriate conduct in the fields of print and broadcast journalism, public relations, advertising, entertainment and other areas of public communication. A fundamental understanding of first amendment principles and legal philosophy affecting freedom of expression in the communications industries will be stressed.

304 INTERPERSONAL COMMUNICATION 3
Prerequisite: COMAR 101
A course emphasizing the theoretical approaches and contemporary research on patterns of interpersonal communication in human relationships. Emphasis will be placed on developing skills for analyzing interactional processes through close description and interpretation.

305 ORGANIZATIONAL COMMUNICATION 3
Prerequisite: COMAR 101
This course is a study of communication systems and behaviors within organizations and will serve as an introduction to the study of communication channels and networks in organizations. Topics include the relevance of communication to management operations, employee morale, networks, superior-subordinate relationships, production, leadership, organizational climates and cultures, and ethics in organizations.

306 GROUP DISCUSSION AND LEADERSHIP 3
Prerequisite: COMAR 101 recommended
Students relate the theories of small group process and problem solving to actual practice, eventuating in the completion of a real problem solving task. Parliamentary procedures, for use in larger and legally formed groups, are practices at the end of the course.
### Communication Arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>307</td>
<td><strong>ADVANCED REPORTING</strong></td>
<td>3</td>
<td>COMAR 203</td>
</tr>
<tr>
<td></td>
<td>A course designed to instruct students in comprehensive news gathering skills. Emphasis on gathering material derived from interviews, observation, public records and other documents and on using such research material to construct effective, in-depth news articles. Class assignments will involve extensive field research as well as article preparation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>308</td>
<td><strong>PUBLIC RELATIONS</strong></td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td></td>
<td>This course includes an introduction to and application of public relations theories, philosophies, and principles for a variety of organizations. We will explore historical perspectives, current and future trends, as well as professional associations and career opportunities in public relations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>309</td>
<td><strong>PERSUASION</strong></td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td></td>
<td>This course focuses on the theories, principles, and practices of the art of persuasion. From examining classical theories of rhetoric to modern research on attitudes, advertising, and advocacy, the study of persuasion prepares a student to deal with appeals in the social, corporate, and political realms. Attention will be paid to the role of ethics in modern persuasive campaigns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>311</td>
<td><strong>SCRIPT WRITING FOR THE ELECTRONIC MEDIA</strong></td>
<td>3</td>
<td>COMAR 203</td>
</tr>
<tr>
<td></td>
<td>An examination of and practice in the writing styles associated with the electronic media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>312</td>
<td><strong>INTERCULTURAL COMMUNICATION IN POPULAR CULTURE</strong></td>
<td>3</td>
<td>COMAR 302</td>
</tr>
<tr>
<td></td>
<td>This course provides students with the opportunity to explore the intersection of popular culture and intercultural communication in everyday life. The course will focus on music, fashion, leisure, electronic media, print media and text in the context of intercultural communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>314</td>
<td><strong>ADVANCED PERFORMANCE STUDIES</strong></td>
<td>3</td>
<td>COMAR 105</td>
</tr>
<tr>
<td></td>
<td>This course explores the ways we can transform non-traditional performance texts into artistic solo and group performances using voice and body. Focus will be on the study of the aesthetic criteria needed for the evaluation of performances, as well as compilation and creation of scripts and staging. COMAR 314/THEA 307 credit. Meets Core credit for aesthetics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>315</td>
<td><strong>INTERNATIONAL STORYTELLING</strong></td>
<td>3</td>
<td>Core communications or permission</td>
</tr>
<tr>
<td></td>
<td>An introduction to world cultures through the analysis and performance of their stories. Meets Core credit for aesthetics and International Perspectives requirement. COMAR/EDIC credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>320</td>
<td><strong>FEATURE WRITING</strong></td>
<td>3</td>
<td>COMAR 203</td>
</tr>
<tr>
<td></td>
<td>A course stressing the development of effective techniques for researching and writing the feature story. Analysis of selected examples of feature writing from contemporary journalistic practice. Class assignments will involve a series of practical writing projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>323</td>
<td><strong>SPORT PUBLIC RELATIONS</strong></td>
<td>3</td>
<td>COMAR 163 or PE/SM 160</td>
</tr>
<tr>
<td></td>
<td>This class will examine the tasks of the sport public relations specialists, including such areas as promotions, media relations, community relations, and crisis communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>325</td>
<td><strong>DIRECTING FOR TELEVISION</strong></td>
<td>4</td>
<td>COMAR 234</td>
</tr>
<tr>
<td></td>
<td>This course offers advanced instruction in directing for television. Working collaboratively, students will execute a series of advanced television productions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>330</td>
<td><strong>ORGANIZATIONAL AND CORPORATE VIDEO</strong></td>
<td>4</td>
<td>COMAR 232</td>
</tr>
<tr>
<td></td>
<td>Covers the organization, procedures, and practices associated with producing video for organizations and corporations and managing the corporate video facility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>331</td>
<td><strong>BROADCAST MANAGEMENT</strong></td>
<td>3</td>
<td>COMAR 103</td>
</tr>
<tr>
<td></td>
<td>A course exploring management theories and practices as they apply to radio and television broadcast stations, cable outlets and other electronic media facilities. Course topics include station management, programming and formats, sales, marketing and research, promotion, engineering, consultants and syndication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>332</td>
<td><strong>RADIO PRODUCTION AND PROGRAMMING</strong></td>
<td>3</td>
<td>COMAR 237</td>
</tr>
<tr>
<td></td>
<td>Instruction in production technique with special emphasis on producing a full scale radio program. This course examines the role of the production director, state-of-the-art gear and how radio formats impact on production mix down. A digital recording studio is utilized for this course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>335</td>
<td><strong>BROADCAST ANNOUNCING</strong></td>
<td>2</td>
<td>COMAR 101, 103</td>
</tr>
<tr>
<td></td>
<td>A course designed to improve communication skills in the area of radio and television announcing. Students will learn proper techniques in voicing radio and television commercials and news copy.</td>
<td></td>
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</tr>
<tr>
<td>337</td>
<td><strong>ADVANCED AUDIO PRODUCTION</strong></td>
<td>4</td>
<td>COMAR 133, 237</td>
</tr>
<tr>
<td></td>
<td>Covers the advanced practices, procedures, and techniques of audio field production and post-production with emphasis on the design and construction of professional quality audio productions involving a complex mixture of audio techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>402</td>
<td><strong>NEWS EDITING</strong></td>
<td>3</td>
<td>COMAR 203</td>
</tr>
<tr>
<td></td>
<td>A course in the principles and practices of editing the modern newspaper, magazine or newsletter. Emphasis on content and copy editing, headline writing, picture editing, typography, layout and design. Class assignments include extensive practical experience in all aspects of newspaper and magazine editing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>403</td>
<td><strong>MEDIA EFFECTS</strong></td>
<td>3</td>
<td>Junior status</td>
</tr>
<tr>
<td></td>
<td>This course is a more intensive study of some of the media effects issues raised in Introduction to Mass Communication. The focus of this examination is the social and cultural impact of media systems by studying theory and research on the effects of the various media on its audiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>404</td>
<td><strong>MEDIA CRITICISM</strong></td>
<td>3</td>
<td>Junior status</td>
</tr>
<tr>
<td></td>
<td>This course provides students the theoretical foundations and critical contexts for analyzing media content and messages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>412</td>
<td><strong>ELECTRONIC POST PRODUCTION &amp; EDITING</strong></td>
<td>4</td>
<td>COMAR 232</td>
</tr>
<tr>
<td></td>
<td>Covers the advanced techniques of electronic editing and video special effects. Includes use of desk-top video, computer-generated graphics and digital video effects.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
436  INTERNSHIP IN COMMUNICATION ARTS  3
All students enrolled in one of the majors are required to complete an internship outside of the Communication Arts department. Students should apply the knowledge attained through their studies in a workplace similar to what they might seek after graduation. Internships can be started any time after the student’s sophomore year, must reflect the student’s area of study, and must be pre-approved by the faculty internship advisor for that major. Credit for the internship may be taken simultaneously with the internship or the semester immediately after completing the internship experience. Students will be responsible for reporting the results of their internship experience to the faculty internship advisor, and the faculty advisor may require an evaluation of the student’s work from the supervisor at the internship. Graded S/U.

A – JOURNALISM  
B – ELECTRONIC MEDIA  
C – SPEECH  
D – SPORT COMMUNICATION

472  SEMINAR IN SPORT RHETORIC  3
Prerequisite: Senior status
Advanced studies in sport communication. Students will read primary documents as well as scholarly publications examining various issues in order to get a better understanding of the impact of the messages communicated by, and through sport. Students will also be expected to perform their own research, culminating in a final paper or project.

Special Offerings

100  DEVELOPMENTAL SPEECH  3
(elective credit)
An elementary course designed for freshmen students whose oral communication skills are in need of reinforcement. Class enrollment will be determined by the recommendation of faculty members or student request. The credit hours may not be applied to speech requirements for graduation. Course will be graded A, B, C or U. If a U is earned, course must be repeated.
Chair
Darren Wick, Associate Professor of Mathematics

Faculty
Iyad Ajwa, Professor of Computer Science
Paul Cao, Assistant Professor of Computer Science
Boris Kerkez, Assistant Professor of Computer Science

Degrees Offered
Bachelor of Science
Bachelor of Arts

Mission
The mission of the Department of Mathematics and Computer Science is to educate students in the areas of mathematics and computer science. The department is committed to providing the students with a broad overview of the central concepts of mathematics, computer science, and logic. The mathematics and computer science curriculum are supported by the foundation of a liberal arts education.

Student Learning Objectives
1. To provide students with the fundamentals of computer science and the allied field of mathematics, including an understanding of the areas of discrete structures, computer architecture, programming, and algorithm analysis and design.
2. To develop understanding of and basic competence in logical thought, critical thinking, and problem solving.
3. To develop the ability to express computational ideas in both written and oral form.
4. To provide appropriate computational background, advising, and information for the student who wishes to continue into graduate school, professional school, or industry.

Facilities and Equipment
In addition to the university network and open computer labs, the department operates a dedicated laboratory for majors. This lab includes 10 Sun workstations and several desktop computers. These workstations run the UNIX operating system and provide high-performance, time-sharing, and multi-user environment. They are accessible through the university network via the XWin32 software technology.

Internships
Computer science majors and minors are encouraged to take advantage of internship opportunities. Most computer-related internships are paid positions. Some positions are available on campus during the school year while others are in industry, usually during the summer. A student may receive course credit for an internship through the University Elective Internship Program (see the description of CS 493 for requirements).

Student Organizations
Any interested student may join either the University student chapter of the Association of Computing Machinery or The Mathematics Association of America. Outstanding students may be invited to join the computer science honor society, Upsilon Pi Epsilon.

Upsilon Pi Epsilon, Ohio Epsilon chapter, honors students who have shown academic excellence in the computing sciences. The purpose of the society is to promote the computing sciences and to encourage its contribution to the enhancement of knowledge. Computer science majors who have completed 60 hours of overall course work with a GPA of at least 3.5 are eligible for membership.

Description of Majors
Both the Bachelor of Science and Bachelor of Arts degrees prepare students for jobs in industry, such as computer programmer, software developer, systems analyst, or for further study in graduate school. The breadth of learning in the program will enable the student to be a versatile employee.

Degree Requirements

Assessment — As part of the department assessment process, majors in computer science will be asked to complete a survey during the spring of their sophomore year and again during their last semester before graduating.

Bachelor of Science with a comprehensive major in Computer Science
This program is designed for those students who wish to pursue a career in science, with heavy emphasis on computer science.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 121 Computer Programming I</td>
<td>4</td>
<td>2 yrs hs alg, 1 yr hs geom</td>
</tr>
<tr>
<td>CS 122 Computer Programming II</td>
<td>4</td>
<td>CS 121</td>
</tr>
<tr>
<td>CS 230 Data Structures</td>
<td>3</td>
<td>CS 122, MATH 223</td>
</tr>
<tr>
<td>CS 301 Computer Architecture</td>
<td>3</td>
<td>CS 122</td>
</tr>
<tr>
<td>CS 302 Theory of Computation</td>
<td>3</td>
<td>MATH 224</td>
</tr>
<tr>
<td>CS 303 Computer Algorithms</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 304 Programming Languages</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 421 Operating Systems</td>
<td>3</td>
<td>CS 230, 301</td>
</tr>
<tr>
<td>CS 499 Software Development</td>
<td>3</td>
<td>CS 304</td>
</tr>
<tr>
<td>MATH 201-202 Applied Calculus I-II</td>
<td>3/3</td>
<td>2 yrs hs alg, 1 yr hs geom. OR</td>
</tr>
<tr>
<td>MATH 205 Calculus I</td>
<td>(5)</td>
<td>MATH 111 or equiv.</td>
</tr>
<tr>
<td>MATH 223 Discrete Mathematics I</td>
<td>3</td>
<td>3 yrs. hs coll prep math</td>
</tr>
<tr>
<td>MATH 224 Discrete Mathematics II</td>
<td>3</td>
<td>MATH 223</td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
<td>3</td>
<td>MATH 202, 206, or 224</td>
</tr>
<tr>
<td>2 courses from the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CS 409 Compiler Design</td>
<td>(3)</td>
<td>CS 302, 304</td>
</tr>
<tr>
<td>CS 427 Computer Graphics</td>
<td>(3)</td>
<td>CS 303, MATH 307</td>
</tr>
<tr>
<td>CS 433 Computer Networks</td>
<td>(3)</td>
<td>CS 230, 301</td>
</tr>
<tr>
<td>CS 460 Adv. Topics in CS</td>
<td>(3)</td>
<td>CS 230 or perm.</td>
</tr>
<tr>
<td>1 course from the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS 372 Systems Analysis/Design</td>
<td>(3)</td>
<td>BUS 221 or perm.</td>
</tr>
<tr>
<td>BUS 373 Adv. Systems Devel.</td>
<td>(3)</td>
<td>BUS 371, 372</td>
</tr>
<tr>
<td>BUS 470 Database Management</td>
<td>(3)</td>
<td>BUS 372 or perm.</td>
</tr>
</tbody>
</table>
Computer Science Courses and Descriptions

101 LOGIC AND COMPUTING
Prerequisite: 2 years high school algebra
Beginning with the building blocks of circuits and advancing through a collection of language abstractions, students use logic at several levels to gain a deep insight into how modern digital computers actually work. This course is intended for non-majors and assumes no computer hardware or programming experience. Meets Core credit for math/logic.

121 COMPUTER PROGRAMMING I
Prerequisites: 2 years H.S. algebra and 1 year H.S. geometry
An introduction to problem solving techniques, algorithm development, and the design and development of procedural programs using the C++ programming language. Includes a 1-hour lab.

122 COMPUTER PROGRAMMING II
Prerequisite: CS 121
A continuation of CS 121. A further exploration of the principles, methods, tools and practice of programming, including derived and dynamic data structures, abstract data types, object-oriented programming, and basic algorithms. Includes a 1-hour lab.

170 WEB DESIGN
An introduction to the World Wide Web, the creation of Web sites, Web page markup and styling languages, and client-side programming.

230 DATA STRUCTURES
Prerequisites: CS 122, MATH 223
Formal specification of abstract data types using an object-oriented language with examples of their uses in computer science: records, stacks, queues, linked lists, hash table, heaps, and trees.

245 ROBOTICS AND MACHINE LEARNING
An introduction to the therapy, design, and implementation of elementary robotics systems and machine learning techniques. Topics covered include: history of robotics and machine learning, philosophical perspectives and impact of artificial intelligence systems on society, robot construction techniques, robot navigation and manipulation, machine learning algorithms and their applications, and software robots. This course is intended for non-majors and assumes no computer science background. Meets Core credit for natural sciences.

260 TOPICS IN COMPUTER SCIENCE
Prerequisite: permission of instructor
This course is offered subject to student need, faculty availability, and with the approval of the department chair and college dean. Topics may include Java Programming, Web Publishing and Design, and Introduction to UNIX. Repeatable for different topics.

301 COMPUTER ARCHITECTURE
Prerequisite: CS 122
An introduction to the characteristics of computer systems at the digital logic and organization levels.

302 THEORY OF COMPUTATION
Prerequisite: MATH 224
An introduction to the logical and mathematical foundations of computer science. Topics discussed include models of computation, grammars and parsing, solvable and unsolvable problems, and P/NP complexity classes.

303 COMPUTER ALGORITHMS
Prerequisites: CS 230 and MATH 224
An introduction to the design and efficiency of algorithms from both sequential and parallel perspectives, including identifying characteristics of sequential algorithms which are easily parallelizable and different parallel computing paradigms.
304 PROGRAMMING LANGUAGES 3
Prerequisites: CS 230 and MATH 224
Issues in the design and implementation of a programming language including type models, control models, parameter passing, and storage management. Formalisms to describe the syntax and semantics of a programming language.

409 COMPILER DESIGN 3
Prerequisites: CS 302 and 304
Introduction to the process of compilation, the components of a compiler, and the relationship between a program written in a high level language and its realization as a sequence of machine instructions. Lexical analysis, various forms of syntactic analysis, code generation and optimization.

421 OPERATING SYSTEMS 3
Prerequisites: CS 230 and 301
Introduction to the design and implementation of modern operating systems. Topics include processes, interprocess communication, I/O management, memory management, file systems, and security.

427 COMPUTER GRAPHICS 3
Prerequisites: CS 303 and MATH 307
An introduction to computer graphics concepts. Several graphics algorithms will be presented and implemented. Graphics theory in clipping, rotation, three-dimensional graphics and other related topics will be explored.

433 COMPUTER NETWORKS 3
Prerequisites: CS 230 and 301
Presents computer networks and internets from the lowest level of data transmission over hardware to the highest level of communication between software applications.

460 ADVANCED TOPICS IN COMPUTER SCIENCE 1-3
Prerequisite: CS 230 or permission of instructor
This course is offered subject to student need, faculty availability and with the approval of the department chair and school dean. Topics to be taught include Neural Networks, System Programming, and Software Engineering and Development. Repeatable for different topics.

499 SOFTWARE DEVELOPMENT 3
Prerequisite: CS 304
Application of product engineering methods to the design and development of software—quality assurance, project management, requirements analysis, specifications, design, development, testing, production and maintenance.

293/393/493 INTERNSHIP 1-3
Prerequisites: CS 121 and permission of instructor, Learning Contract
Credit will be granted for field experience in computer studies relevant to the student's educational development and career goals. This work may be done on campus by providing technical assistance to faculty. Examples include Unix administration, maintaining the hardware lab, and preparing and running formal class laboratories for the introductory programming classes. Alternatively, this work may be done off campus. Prior approval of a CS faculty member is required. Does not count toward science electives.
Criminal Justice

Department of Criminal Justice/Sociology
The College of Arts and Sciences

Chair
Russell L. Craig, Professor of Criminal Justice; Director of CJ Prog.

Faculty
Jeffrey Spelman, Associate Professor of Criminal Justice
Michael Barrett, Assistant Professor of Criminal Justice

Degrees Offered
Bachelor of Science
Associate of Arts

Mission
The mission of the Department of Criminal Justice/Sociology for the criminal justice program is to provide pre-professional and career-oriented students with a strong preparation in the liberal arts-based criminal justice discipline.

Student Learning Objectives
Students are expected:
1. to acquire and understand the basic knowledge of the criminal justice system and recognize the importance of its liberal arts, interdisciplinary foundation;
2. to gain a basic understanding of the theoretical material important to the social sciences and criminal justice;
3. to develop a basic philosophy of justice and social welfare that lends itself to sound ethical practice;
4. to demonstrate the ability to synthesize and integrate knowledge, theory, and philosophy, bringing it to bear on professional behavior. As partial demonstration of meeting these objectives, students will be required to submit a project or major paper to the department. This paper or project can be one from an independent study, if the student qualified for this experience, or one from a senior level course.

Facilities and Equipment
Four class and meeting rooms provide adequate physical resources for the student. Numerous local, state and federal agencies and organizations provide the student with the opportunity to intern/visit or relate to the system in operation. Additionally, the library offers many opportunities to study and research the vast field of law and justice.

Student Honor Society
Students who have excelled in criminal justice are eligible for membership in Alpha Phi Sigma, a national honor society. Membership is by invitation to those students who have demonstrated good character and maintained an overall GPA of 3.00, a 3.2 in criminal justice course work, 40 hours overall and a minimum of 12 hours in criminal justice. Students must also have the recommendation of the Alpha Phi Sigma adviser.

Pre-Law
There is no one way to prepare for law school or a legal career. The study of law requires a variety of skills, including proficient writing, critical reasoning, analytical reading, and self-discipline. Good legal practice requires an appreciation of history, social and political institutions and, in general, a developed understanding of human nature. Those approaching a profession in law should possess an especially acute sense of values, since their actions will affect the lives of many people.

We do not believe that any particular major or set of courses uniquely provides these skills, sensitivities, and values. Thus, Ashland University does not offer a Pre-Law major or minor. We instead believe that a broad background in the liberal arts is the best way to prepare for the study of law, perhaps supplemented by some courses which introduce legal concepts. Students are encouraged to get in touch with one of the Pre-Law advisers through the Academic Advising office in order to further define their course of studies.

Requirements for Admission
Students may provisionally declare a major in criminal justice, however, there is an admission process to be completed before they may officially declare the major and be allowed to take upper division (senior level) coursework. The admission process and requirements are as follows:
1. Complete 12 hours of criminal justice lower-level coursework or prerequisites from other areas with a GPA of 2.0 or better. The student must maintain a minimum GPA of 2.0 overall and in the major or they will be placed on probation with the department for one semester. Failure to achieve a GPA of 2.0 at the end of this time period will result in dismissal from the major.
2. Earn a GPA of at least 2.25 in the major to graduate (University requirement).
3. Transfer students with criminal justice credits and prerequisites from other schools must complete 12 hours at AU with a GPA of 2.0 before they can be admitted to the criminal justice major. Transfer students must also complete at least half of the major (30 hours) at AU, and because the CJ major is interdisciplinary and comprehensive with concentrations available from many other areas, 18 hours of specifically criminal justice coursework must be completed at AU.
4. Criminal justice major applicants with histories of felony or certain misdemeanor convictions cannot be admitted to the major as this type of background precludes most criminal justice employment.

Description of Major
The criminal justice major is built upon a strong liberal arts base as provided by the University’s core curriculum. Course work in the major is structured in a manner that acquaints the student with the basic concepts and content areas of the field of criminal justice including law enforcement, corrections, and the courts. The major introduces the criminal justice system as a concept that demonstrates the connectedness and the interdependence of making laws, breaking laws, and reacting to the breaking of laws. This process is referred to as justice, and its application as the criminal justice system.
criminal justice major acquires a basic understanding of the importance of the liberal arts to criminal justice, a sound knowledge base of criminal justice, and an understanding of the basic philosophical foundations and the major theories of the cause of crime and the application of law.

Degree Requirements

Assessment – Students will be required to submit a project or major paper to the department demonstrating that the learning objectives of the department have been met. This paper or project will be completed as part of the requirements for SOC 460 Research Methods. Copies of these papers/projects are shared with the department faculty for purposes of assessing, in a macro sense, if and how effectively the learning objectives have been achieved.

Bachelor of Science

with a comprehensive major in Criminal Justice

A student may elect a minor of 18 hours or more, a concentration of 18 hours in forensic science or forensic psychology (see dept. chair for the list of courses identified for these concentrations), or a cluster of 18 hours in an area that supports the student’s interest. All concentrations and content must be approved by the chair of the Department of Criminal Justice/Sociology.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 111 Princ. of Sociology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>CJ 130 Intro to Criminal Justice</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>CJ 270 Role of Police</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 242 Criminology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>CJ 362 Criminal Law</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 430 Institutional Corrections</td>
<td>3</td>
<td>CJ 130, 242, sr. status</td>
</tr>
<tr>
<td>CJ 450 Ethics in Criminal Justice</td>
<td>3</td>
<td>CJ 130, 362, sr. status</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. h.s. algebra</td>
</tr>
<tr>
<td>SOC 460 Research Methods</td>
<td>3</td>
<td>MATH 208, SOC 111</td>
</tr>
</tbody>
</table>

Electives in Criminal Justice 18

Concentration area 18

Plus Institutional Associate Degree Requirements, p. 20.

Criminal Justice Courses and Descriptions

130 INTRODUCTION TO CRIMINAL JUSTICE 3

Prerequisite for advanced courses

An overview of the philosophical, historical and operational aspects of the justice system in the United States.
315 COMMUNITY-BASED CORRECTIONS 3
Prerequisite: CJ 130
Provides the student with an in-depth study of the areas of probation and parole and their place in the overall concept of rehabilitation and community corrections in modern society.

331 TOPICS IN CRIMINAL JUSTICE 3
A seminar open to criminal justice majors/minors which will provide an opportunity to explore, in-depth, topics pertinent to or impacting on the field of criminal justice. This may include critical observations of historical, contemporary or future issues. Repeatable to a maximum of 9 hours.

360 READINGS IN CRIME AND JUSTICE 3
This surveys major literary works that deal with crime and punishment and examines these works in terms of motivation, social milieu, culture and legal systems that affect our understanding of justice and the laws that attempt to achieve that justice.

362 CRIMINAL LAW 3
Prerequisite: CJ 130
Analysis and evaluation of the growth of legal relationships between the individual and government with special attention to problems of law enforcement – law adjudication and the impact of their decisions on the citizen and the criminal justice system.

366 CRIMINAL PROCEDURE 3
Prerequisites: CJ 130, 362
Examination of the area of law balances governmental power and individual rights. Issues that address balancing controlling crime with due process rights include search and seizure, detention and arrest, interrogation, trial rights and sentences.

403 FIELD EXPERIENCE/INSTRUCTION – CRIMINAL JUSTICE 1-12
Prerequisite: Permission of instructor
Provides an opportunity for CJ majors to observe and experience the criminal justice system in action. The student selects from a variety of agencies or organizations willing to offer this opportunity and, with the help and guidance of the field coordinator, participates in an experience designed to bring academic preparation together with the reality of being professional criminal justice practitioners. Experience may be taken for up to a total of 12 hours.

415 ADVANCED CRIMINOLOGY 3
Prerequisites: CJ 242
A case study approach to applying theory to the practice of criminology. CJ/SOC credit.

430 INSTITUTIONAL CORRECTIONS 3
Prerequisites: CJ 130, 242, and senior status
Study of the historical developments in penology, with emphasis on these implications for contemporary corrections methods (incarceration, treatment and facilities). Must be taken at AU.

450 ETHICS IN CRIMINAL JUSTICE 3
Prerequisite: CJ 130, 362, and senior status
This course will analyze ethical behavior and provide criminal justice practitioners with decision-making skills to enhance the practitioners’ duty performance and the public interest. The focus will be on making moral, rational and responsible decisions which will lead to ethical professional behavior. Must be taken at AU.
Education

Departments of Curriculum/Instruction, Early Childhood, Education Foundations, Educational Administration, and Sport Sciences

The Dwight Schar College of Education

Dean
James Van Keuren, Professor of Education

Associate Dean
Linda Billman, Associate Professor of Education

Director of Field/Clinical Experiences
Joseph Hendershott

Director of Academic Advising
Kathy Stone

Director of Teacher Testing and Licensure
Steve Willeke

Director of UG Teacher Education at Elyria
Sandra Gallagher, Assistant Professor of Education

Faculty by Department

CURRICULUM/INSTRUCTION
Chair: David Kommer, Professor
Joan Knickerbocker, Professor
Jane Piirto, Professor, Trustees’ Professor
James Rycik, Professor
Bonnie Adams, Associate Professor
Cynthia Bowman, Associate Professor
Herbert Broda, Associate Professor
Patricia Edwards, Associate Professor
Carla Abreu-Ellis, Assistant Professor
Deborah Arrowsmith, Assistant Professor
Stephen Denny, Assistant Professor
Allison Dickey, Assistant Professor
Jason Ellis, Assistant Professor
Deanna Romano, Assistant Professor
David Silverberg, Assistant Professor
Donna Villareal, Assistant Professor
JoAnn Campanelli, Professional Instructor
James Chapple, Professional Instructor
Connie Ericson, Professional Instructor
Pamela Huber, Professional Instructor
David Kowalka, Professional Instructor

EARLY CHILDHOOD
Chair: James Schnug, Associate Professor
Maria Sargent, Professor
Jacalyn Wood-Morton, Professor
Mary Rycik, Associate Professor
Deborah Cochran, Assistant Professor
Brenda Rosler, Assistant Professor
Jan Rinehart, Professional Instructor
Tantzeh Sharpe, Instructor

EDUCATIONAL FOUNDATIONS
Chair: Howard Walters, Associate Professor
Kathleen Flanagan Hudson, Professor
Louise Fleming, Professor
James Lifer, Professor
Ann C. Shelly, Professor
Carl Walley, Professor
Penny Arnold, Associate Professor
Linda Billman, Associate Professor
Rachel Wlodarsky, Associate Professor
Amy Brady, Assistant Professor
Fredrick Burton, Assistant Professor
Cathryn Chappell, Assistant Professor
Rosaire Ifedi, Assistant Professor
Jill Lynch, Assistant Professor
Nathan Myers, Assistant Professor
Kathleen Scott, Assistant Professor
Jeffry White, Assistant Professor

SPORT SCIENCES – See Sport Sciences section in this catalog.

EDUCATIONAL ADMINISTRATION
Chair: Larry Cook, Associate Professor
Carla Edlefson, Professor
Greg Gerrick, Professor
James Van Keuren, Professor
Harold Wilson, Professor
Judy Alston, Associate Professor
Carol Engler, Associate Professor
Janet Kearney, Associate Professor
Muhammad Khalifa, Assistant Professor
Tucker Self, Assistant Professor
Robert Thiede, Assistant Professor
Jerry Klenke, Instructor
Richard Maxwell, Instructor

Degree Offered
Bachelor of Science in Education

Description of Majors

While majoring in a given field of education will enable students to become knowledgeable of the content and pedagogy needed to teach within various learning environments, they must also complete additional requirements to obtain a teaching license. These include passing appropriate licensure exams, completing background checks, and successfully meeting additional criteria as determined by the College of Education and the Ohio Department of Education.

Department of Early Childhood

Early Childhood – In addition to the core requirements, students study literacy, foundations of early childhood, behavior management, intervention techniques and assessment, and appropriate content methods. Extensive field experiences are built into the program. Early childhood majors are prepared to work with children in pre-
kindergarten through grade three who have mild to moderate educational needs.

**Early Childhood Intervention Specialist** – Similar to their early childhood counterparts, early childhood interventionist majors study the core requirements, literacy, foundations of early childhood, behavior management, intervention techniques and assessment, and appropriate content methods. They learn how to work with children, aged three to 8, who have moderate to intensive educational needs.

**Department of Curriculum and Instruction**

**Middle Grades** – Majors prepare to teach in grades 4-9 in two of four content areas: language arts, social studies, math, or science. This program includes early field experiences in middle level setting, block courses team-taught by faculty, strong foundation in literacy, and specific instruction in working with diverse student populations.

**Integrated Science** – A major within the Adolescent and Young Adult licensure program, this major enables students to teach a variety of science courses to students in grades 7-12. These courses include biology, chemistry, earth science, general science, and physics.

**Intervention Specialist--Mild/Moderate** – This program leads to Ohio licensure in the education of exceptional children who need mild to moderate levels of educational intervention and support to be successful in academic, functional, and social curriculum content in inclusive public schools. This licensure program trains teacher candidates to work effectively with students from grades K-12. Students in this program receive extensive field-based instruction prior to fully supervised student teaching experiences.

**Intervention Specialist--Moderate/Intensive** – This program leads to Ohio licensure in the education of exceptional children who need moderate to intensive levels of educational intervention and support to be successful in academic, functional, and social curriculum content in inclusive public schools. This licensure program trains teacher candidates to work effectively with students from grades K-12. Students in this program receive extensive field-based instruction prior to fully supervised student teaching experiences.

**Majors in Adolescent and Young Adult Licensure Programs** – Located in other colleges, students majoring in these programs work toward a grade 7-12 license in integrated English/language arts, integrated mathematics, integrated social studies, biology/life science, chemistry, earth science, or physical science. Additional vocational programs are offered in occupational early childhood, occupational food management, production, services, business education, vocational work and family, and physical education. See specific departments for descriptions of these majors.

**Majors in Multi-Age Licensure Programs** – Housed in the College of Arts and Sciences, these majors enable students to work toward a pre-kindergarten through grade 12 licensure in areas such as art, French, music, Spanish, and theatre. Students may also major in physical education, located within the Department of Sports Sciences. See specific departments for descriptions of these majors.

**Department of Sports Sciences**

See Sport Sciences section in this catalog.

**Programs**

(Licensures unless otherwise indicated.)

<table>
<thead>
<tr>
<th>Page</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>83</td>
<td>Early Childhood (PreK-3)</td>
</tr>
<tr>
<td>83</td>
<td>Middle Grades (4-9)</td>
</tr>
<tr>
<td>93</td>
<td>Integrated Language Arts/English</td>
</tr>
</tbody>
</table>

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**Vocational**

- Business Education
- Vocational: Work and Family
- Occupational Early Childhood Education and Care
- Occupational Food Management, Production, Services

**Multi-Age (PreK-12)**

- Art
- Foreign Language: French, Spanish
- Music
- Physical Education
- Theatre

**Intervention Specialist**

- Early Childhood: Mild/Moderate/Intensive Education Needs (PreK-3)
- Mild/Moderate Education Needs (K-12)
- Moderate/Intensive Educational Needs (K-12)

**Endorsements** (limited to age and grade levels on teacher license)

- Middle Childhood Generalist
- Reading

Checklists of requirements for each program can be obtained from the Associate Dean’s Office, 214 Schar COE Building.

**Mission of the College**

The College of Education seeks to prepare pre-service and practicing teachers, administrators, and human service professionals to impact positively students, schools, and society. We advocate the six principles of vision, knowledge, collaboration, ethics, accent on the individual, and reflection.

**Mission Statements for the Departments**

**Curriculum/Instruction**

The mission of the Department of Curriculum and Instruction is to create a learning community in which faculty, pre-service and practicing teachers, and other school personnel collaborate in an ongoing effort to critically examine and develop curriculum and to seek effective instructional practice. Our programs help each individual develop the personal and professional qualities needed to become an agent of change who positively influences all students, their schools, and our society. The instruction challenges and supports the members of the learning community as they explore current practice, raise questions, and learn to solve problems through the use of technological and professional resources, the application of theory and research, continuous assessment, and reflective self-evaluation.

**Early Childhood**

The mission of the Department of Early Childhood is to provide high quality experiences for both pre-service and practicing teachers leading to learning the philosophical, theoretical, and experiential knowledge as outlined in the College tenets and required by all early childhood teachers. The department goal is to develop early childhood educators who are able to teach, serve, and act effectively on behalf...
of the diverse needs, rights, and well-being of all young children.

Educational Foundations
The mission of the Department of Educational Foundations is to establish socio-cultural, historical, theoretical, and philosophical understandings for undergraduate and graduate students to guide their practice, frame curricular decisions, and support meaningful learning. The goal of the department is to develop a professional community of reflective, informed, and socially committed educators.

Sport Sciences
See Sport Sciences section in this catalog.

Educational Administration
See Graduate Education catalog.

Program Outcomes (Tenets)
The College of Education programs are based on foundations of education, current research, effective practice, and collaborative relationships with various members of the learning community. The programs are implemented in diverse classroom, field, and clinical settings through a blending of theoretical and practical experiences with an accent on the individual. The faculty believe that teachers are reflective decision makers who merge theory and practice; possess ethical character; value the individual and unity; embrace tradition and change; and acknowledge the service nature of educating in the following ways:

1. Promotes collegiality and works cooperatively and collaboratively with all stakeholders of our learning community (faculty members, students, school personnel, human service professionals, and members of the global community) to improve the condition of the local and larger community.
2. Listens, interprets, and communicates effectively.
3. Demonstrates global understandings of how individual development, cultural diversity, socio-economic conditions and individual differences influence the opportunities of all individuals to learn and contribute to their full potential.
4. Uses and participates ethically in research and leadership studies.
5. Uses a variety of appropriate and ethical assessment techniques to enhance learning and teaching.
6. Masters appropriate disciplines so as to engage students in meaningful learning experiences.
7. Integrates educational technology in teaching and learning processes.
8. Demonstrates reflection on professional strengths and needs, and plans for professional development to improve future performance.
9. Assumes the responsibility to be active in the profession.
10. Understands the relationship between schools and the larger culture and school as culture.
11. Identifies and justifies standards of professional behavior.

Accreditation of the Program
The teacher education program has been approved by the Ohio State Department of Education. The College of Education is accredited by the National Council for Accreditation of Teacher Education at the basic and advanced levels. These two agencies serve: (1) to assure the public that Ashland University offers a program for preparation of teachers that meets national standards of quality; (2) to ensure that children and youth are served by well-prepared school personnel; and (3) to advance the teaching profession through the improvement of teacher education programs. (Licensure requirements are subject to the authority of the Ohio State Department of Education and Ohio law. Course and field experiences will change, subject to minimum requirements approved by Ohio law.)

National Report Card
Pursuant to Federal Law, the AU education departments are required to report their 2006-2007 pass rates for the Praxis II, Principles of Teaching and Learning, state exam. Ninety-seven percent (97%) of AU Teacher Education program completers passed this exam.

Education Facilities and Equipment
Appropriate facilities and equipment for preparing prospective teachers are provided through well-equipped classrooms, the Becker Reading Center, the Reading Recovery lab, the Computer lab, and the children’s literature section and Instructional Resource Center (IRC) of the Ashland University Library.

Field and Clinical Experiences
All education students are required to complete a minimum of 300 clock hours of field and clinical experience prior to student teaching and a minimum of 300 clock hours of student teaching in their field(s) of licensure. The departments have established an excellent working relationship with area schools to provide these experiences. Students enrolled in field experiences and student teaching are responsible for providing their own transportation to and from the field site.

Student Honor Society
Kappa Delta Pi, a national honor society in education, honors education majors who have maintained a 3.0 average overall, a 3.5 in education courses, who have completed 30 hours, and who are outstanding in campus leadership.

Teacher Education Scholars
Teacher Education Scholars is an on-campus organization which provides Teacher Education students an opportunity to develop their potential and leadership skills by being involved in various seminars and activities sponsored by the College of Education. Freshman and sophomore education majors who have a 3.0 GPA are eligible to apply for membership each spring semester.

Policies related to Maintaining Good Standing in the Teacher Education Program:
1. The student must maintain a 2.5 cumulative average overall.
2. The student must maintain a 2.5 GPA in the major field.
3. The student must maintain a 2.5 GPA in the professional education courses.
4. If, at any time, the GPA falls below the 2.5 requirement, the student will automatically be placed on Conditional Admittance until the 2.5 GPA (in major, education, and overall) is regained.
5. After a student has been on Conditional Admittance for 2 consecutive semesters, the student will be dismissed from the Education Program.
6. A grade of C- or higher is required in each professional education course required for the Licensure Program. Any teacher education student who receives a grade lower than a C- must retake the course. (For E.C.E. and E.C.I.S. this also includes FCS 264, 265, 268 and 324.)
Education

7. The BCI background check expires after one year. The BCI Criminal Background Check may be required to be repeated as needed to continue through the program if any field experience placement school site requires the BCI check.

8. Students dismissed from the Education Program will be informed following the end of the semester of said dismissal. The student may appeal in writing within two weeks of the dismissal to the Associate Dean of the College of Education.

Admission to Teacher Education:
(Note: Transfer students must meet the same criteria for admission into teacher education. The only exception would be if they have been accepted into a teacher education program in another college or university and/or have completed appropriate and equivalent assessment requirements. Transfer students may have to take and pass the Praxis I test prior to the first field experience.)

1. Complete an “Intent to Enroll in Teacher Education” form for the appropriate department within the College of Education. This application should be completed in EDFN 130.

2. Sign a “Good Moral Character” statement verifying his/her awareness of the law that to become licensed in Ohio, students must undergo a background check at the Bureau of Criminal Identification and Investigation (BCI).

3. Satisfactorily complete one of the following assessments BEFORE taking the Sophomore Field Experience Course:
   a. achieve an ACT composite score of 21 or higher
   b. achieve a SAT composite score of 970 or higher; or
   c. achieve COMPASS scores 86 or higher on the reading portion; 86 or higher on the Writing portion; and on one of the following Math portions, achieve 70 or higher on the Prealgebra test, or achieve 49 on the Algebra test, or achieve 40 on the College Algebra test.

Students not meeting one of these requirements before admission to Ashland University must pass the Praxis I Test (Mathematics, Reading and Written Communication) with a score of 172 in each section before taking the Sophomore Field Experience Course. The college will provide tutoring for students who have not passed one or more of the sections of the Praxis I Test and desire assistance in preparation for re-taking the Praxis I Test section(s). This requirement must be met by the end of the semester preceding the sophomore field experience (EDCI 230IS, EDCI 230SEC, EDCI 236, EDEC 215, FCS 268, or PE 330HP).

4. Satisfactorily complete the Sophomore Field Experience course, EDCI 230/236 or FCS 268.

5. Apply for “Admission to Teacher Education” prior to the first junior level methods/field experience course block and comply with the following criteria:
   a. competence in academic field(s) – minimum 2.5 GPA
   b. proficiency in written English, reading, and basic math skills
   c. satisfactorily complete assessment requirement (refer to #3)
   d. proficiency in oral communication (successful completion of a Core communication course with a grade of C- or higher)
   e. ability to satisfy minimum voice fluency and articulation standards
   f. confidence and emotional control
   g. sincerity of purpose, good moral character and social adaptability
   h. complete a Criminal Background Check processed by the Bureau of Criminal Identification and Investigation (Note: a pass is required for licensure.)

   i. Submit a portfolio during the sophomore year demonstrating emerging competence with teacher education tenets as well as licensure-specific outcome statements. The portfolio will be evaluated by the program team and submit results to the department administrative assistant in charge of screening.

At the conclusion of the screening process, the student’s application will be categorized as one of the following: Approved or Rejected by the College of Education.

Admission to Student Teaching/Internship:

1. Develop a proposed schedule of major courses and student teaching. Consult current "Guidelines for Major Teaching Areas" available from your advisor or department chair.

2. Complete field-based experiences in culturally, racially and socioeconomically diverse urban and non-urban settings.

3. Submission of a portfolio during the Junior Year demonstrating emerging competence with the Teacher Education Tenets as well as licensure specific outcome statements (State Standards). The program team will evaluate the portfolio.

4. Receive approval for student teaching after fulfilling the following requirements:
   a. application for student teaching should be submitted to the Field and Clinical Office and should be completed two months prior to course registration
   b. approval of the major department/program team
   c. maintain 2.5 grade point average
   d. successful completion of junior level block methods/field experience courses
   e. successful completion of multicultural field experience
   f. successful completion of junior year portfolio
   g. completion of a satisfactory interview with the Director of Field Experiences, if requested. If a teacher education student is found to be deficient in any of the above, permission to enroll in student teaching courses may be denied until the deficiencies are removed.

Types of approval for student teaching are:

Regular – The status for those students who have fulfilled all of the above requirements for admittance to student teaching.

Provisional – The status granted by the Major Department/Program Team to those students who are admitted to student teaching, but performance must be monitored closely by Ashland University faculty.

Probationary – The status granted by the Major Department/Program Team to students who are admitted to student teaching with reservation. Conditions of acceptance are carefully outlined in writing and serve as the primary criteria for retention in the student teaching program.

Exit from Student Teaching/Internship:

1. Successfully complete an approved student teaching/internship placement including a minimum of 12 weeks on-site.

2. Receive satisfactory ratings on the final assessment form.

3. Complete a notebook (as described in the Student Teaching Handbook)

4. Complete the teacher work sample.

Recommendation for Licensure:

1. Complete the prescribed program (including student teaching).
2. Submit a final portfolio demonstrating exit competencies with teacher education tenets as well as licensure-specific outcomes statements.
3. Receive passing scores on the Praxis II Examinations (Principles of Learning and Teaching and Specialty Areas for licensure.)
4. Apply for teacher licensure and complete a BCI Criminal Background Check at the time of application for licensure. Return to the Office of Teacher Testing and Licensure, 112 Schar COE Building.

Transfer Students
Transfer students must meet the same criteria for admission into teacher education. The only exception would be if they have completed appropriate and equivalent assessment requirements. Transfer students may have to take and pass the Praxis I test prior to the first field experience. For further information, contact the Director of Academic Advising in the College of Education.

Students with Special Needs
It is the student’s responsibility to inform the Office of Disability Services and Peer Tutoring if special learning accommodations are required for course and/or field work. Teacher education faculty or administrators are not required to make accommodations unless appropriate documentation is on file with the Office of Disability Services. Personnel from Teacher Education as well as the Office of Disability Services work together closely to ensure fair and reasonable accommodations for the teacher education student.

Degree Requirements
Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate and equivalent assessment requirements. See previous pages for detailed description of process.

Bachelor of Science in Education

with a comprehensive major in Early Childhood Education

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 131 Instructional Tech. Lab</td>
<td>3</td>
<td>EDFN 130 concurrent</td>
</tr>
<tr>
<td>EDCI 232 Intro.—Prin. of Instr. Tech.</td>
<td>3</td>
<td>EDCI 131</td>
</tr>
<tr>
<td>EDEC 140 Phonics &amp; Eng. Lang.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 215 EC/ECIS Foundations</td>
<td>3</td>
<td>FCS 264</td>
</tr>
<tr>
<td>EDEC 262 Foundations in Literacy</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 323 Trade Books and Tech.</td>
<td>3</td>
<td>EDEC 262</td>
</tr>
<tr>
<td>EDEC 330EC Multicultural Field Exp.</td>
<td>2</td>
<td>EDEC 215, FCS 268</td>
</tr>
<tr>
<td>EDEC 361 El. Lang. Arts Curr.— Meth.</td>
<td>3</td>
<td>EDFN 202, EDEC 262</td>
</tr>
<tr>
<td>EDEC 363 EC Math—Curr. &amp; Meth.</td>
<td>3</td>
<td>MATH 211</td>
</tr>
<tr>
<td>EDEC 369 Assess./Eval.—At-Risk</td>
<td>3</td>
<td>FCS 264</td>
</tr>
<tr>
<td>EDEC 400 Behav. &amp; Social Intervent.</td>
<td>3</td>
<td>EDEC 215</td>
</tr>
<tr>
<td>EDEC 403 Early Interv. &amp; Integ.</td>
<td>3</td>
<td>FCS 264</td>
</tr>
<tr>
<td>EDEC 413 Curr. &amp; Meth.—EC Sci.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 414 Curr. &amp; Meth.— Soc. St.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 417 Wkshp. Teach. &amp; Intervent.</td>
<td>3</td>
<td>EDEC 330EC</td>
</tr>
<tr>
<td>EDEC/NUR 448 Bio-Medical Issues</td>
<td>3</td>
<td>EDCI 250 or EDEC 215</td>
</tr>
<tr>
<td>EDEC 460 Student Internship</td>
<td>3</td>
<td>all student internship req.</td>
</tr>
<tr>
<td>EDEN 130 Introduction to Teaching</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>EDEN 202 Teach. &amp; Learning Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDEN 402 Social &amp; Prof. Issues in Ed.</td>
<td>3</td>
<td>senior status</td>
</tr>
<tr>
<td>FCS 264 Child Development</td>
<td>3</td>
<td>waived</td>
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<tr>
<td>FCS 265 Adult-Child Relationships</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 268 Pre-School Laboratory</td>
<td>3</td>
<td>FCS 264</td>
</tr>
<tr>
<td>FCS/HED 324 Health, Nutri., &amp; Safety</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

Bachelor of Science in Education
with a comprehensive major in Middle Grades (4-9)

This major with its two concentrations fulfills the requirement of a comprehensive major.

TEACHER EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 131 Instructional Tech. Lab</td>
<td>0</td>
<td>EDFN 130 concur.</td>
</tr>
<tr>
<td>EDCI 232 Intro.—Prin. of Instr. Tech.</td>
<td>3</td>
<td>EDCI 131</td>
</tr>
<tr>
<td>EDCI 234 Phil., Org., Climate</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDCI 235 Meth. &amp; Assess. I</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDCI 236 Mid. Grades Field Exp. I</td>
<td>2</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDCI 250 Intro. to Ed. Intern.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 306 Middle/Sec. Reading Instr.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 312 Teach. Reading with Lit.</td>
<td>3</td>
<td>EDEC 140, EDCI 306</td>
</tr>
<tr>
<td>EDCI 334 General Meth. &amp; Assess. II</td>
<td>3</td>
<td>Block I</td>
</tr>
<tr>
<td>EDCI 335 Content Meth. &amp; Assess. II</td>
<td>3</td>
<td>Block I</td>
</tr>
<tr>
<td>EDCI 336 Mid. Grades Field Exp. II</td>
<td>2</td>
<td>Block I</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 467 Student Internship</td>
<td>10</td>
<td>all student internship req.</td>
</tr>
<tr>
<td>EDEC 140 Phonics and the Eng. Lang.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDFN 130 Introduction to Teaching</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>EDFN 202 Teach. and Learning Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Soc. &amp; Prof. Issues in Ed.</td>
<td>3</td>
<td>senior status</td>
</tr>
<tr>
<td>MATH 217 Intermed. Arith./Geom.</td>
<td>3</td>
<td>1yr. hs alg, 1 yr. hs geom</td>
</tr>
<tr>
<td>PSYC 218 Psych. of Adolescence</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

58 hrs.

Plus two of the following concentrations and the Institutional Baccalaureate Degree Requirements, pp. 20-21.

ENGLISH/LANGUAGE ARTS CONCENTRATION

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 English Composition I</td>
<td>3</td>
<td>ENG 100 or equiv.</td>
</tr>
<tr>
<td>ENG 102 English Composition II</td>
<td>3</td>
<td>ENG 101</td>
</tr>
<tr>
<td>MATH 211 Theory of Elem. Arith./Geom.</td>
<td>3</td>
<td>1 yr. hs alg, 1 yr. hs geom</td>
</tr>
<tr>
<td>MUSIC 150 Princ. of Music Making</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 222 Art Education: EC Methods &amp; OR</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MUSIC 232 Teaching Music in EC</td>
<td>(2)</td>
<td>MUSIC 150</td>
</tr>
<tr>
<td>PE 213 Movement, Games, Rhythms</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>SOC 301 Race/Ethnic/Minority Issues</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

91-92 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Note: All courses up to the category Related Requirements are included in the major GPA.

Note: A special Spanish minor was crafted for ECE majors. See Foreign Languages minors. If that minor is taken, instead of taking EDEC 413 and EDEC 414, EDEC 416 will be substituted.

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### MATH CONCENTRATION

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 201 Calculus with Appl. I</td>
<td>3</td>
<td>2 yrs hs alg., 1yr hs geom.</td>
</tr>
<tr>
<td>MATH 202 Calculus with Appl. II</td>
<td>3</td>
<td>MATH 201</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. hs alg.</td>
</tr>
<tr>
<td>MATH 218 Geometry for Middle Gr.</td>
<td>3</td>
<td>MATH 217</td>
</tr>
<tr>
<td>MATH 223 Discrete Mathematics I</td>
<td>3</td>
<td>3 yrs. hs coll. prep math</td>
</tr>
<tr>
<td>MATH 309 History of Mathematics</td>
<td>3</td>
<td>MATH 223; 202 or 206</td>
</tr>
</tbody>
</table>

Elective—Choose one:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 121 Computer Programming I</td>
<td>4</td>
<td>2yrs. hs alg., 1yr. hs geom.</td>
</tr>
<tr>
<td>MATH 224 Discrete Mathematics II</td>
<td>3</td>
<td>MATH 223</td>
</tr>
<tr>
<td>PHYS 201 General Physics I</td>
<td>3</td>
<td>hs alg. &amp; geom.</td>
</tr>
</tbody>
</table>

21-22 hrs.

### SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>BIO 202 Organisms, Adapt. Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
</tbody>
</table>

Choose one from:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103 General Chemistry</td>
<td>4</td>
<td>hs chem., 3 yrs. hs math</td>
</tr>
<tr>
<td>CHEM 250 Lead &amp; Civilization</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>CHEM 251 Molecular Arch.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 101 Physical Geology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>PHYS 201 General Physics I</td>
<td>3</td>
<td>hs alg &amp; geom</td>
</tr>
</tbody>
</table>

25-26 hrs.

### SOCIAL STUDIES CONCENTRATION

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 112 or 113 Western Civilization</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HIST 212 or 213 American History</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HIST 239 History of Ohio</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HIST 301 Cultural Geography</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 102 Democracy in America</td>
<td>3</td>
<td>none</td>
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</tbody>
</table>

Non-western history—Choose one:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>HIST 327 Africa</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HIST 329 Latin America</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HIST 341 Modern Middle East</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HIST 343 Modern East Asia</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REL 107 Exploring World Religions</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

Economics—Choose one:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>ECON 101 Market Fundamentals</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 201 Econ.: Learn/Instr.</td>
<td>3</td>
<td>ed. major</td>
</tr>
<tr>
<td>ECON 233 Principles of Macroecon.</td>
<td>3</td>
<td>none</td>
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</tbody>
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Sociology—Choose one:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 301 Race/Ethnic/Minority Iss.</td>
<td>3</td>
<td>none</td>
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24 hrs.

### MATH

<table>
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<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>MATH 218 Geometry for Middle Gr.</td>
<td>3</td>
<td>MATH 217</td>
</tr>
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</table>

Choose one from:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. hs alg.</td>
</tr>
<tr>
<td>MATH 223 Discrete Mathematics I</td>
<td>3</td>
<td>3 yrs hs coll. prep math</td>
</tr>
</tbody>
</table>

6 hrs.

### SCIENCE

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103 General Chemistry</td>
<td>4</td>
<td>hs chem., 3 yrs. hs math</td>
</tr>
</tbody>
</table>

Choose one from:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101 Physical Geology</td>
<td>4</td>
<td>none</td>
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<tr>
<td>GEOL 102 Historical Geology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 103 Phys. Geog. &amp; Environ.</td>
<td>3</td>
<td>none</td>
</tr>
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</table>

7-8 hrs.

### SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 239 History of Ohio</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HIST 301 Cultural Geography</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

6 hrs.

### Bachelor of Science in Education with a comprehensive major in Integrated Science—(Grades 7-12)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>BIO 202 Organisms, Adapt. Divers.</td>
<td>4</td>
<td>BIO 202</td>
</tr>
</tbody>
</table>

Choose one sequence:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 125-126 Anatomy &amp; Physiol.</td>
<td>3/3</td>
<td>125 for 126</td>
</tr>
<tr>
<td>BIO 225-226 Anatomy &amp; Physiol.</td>
<td>4/4</td>
<td>BIO 225 for 226</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 126 or 202</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry</td>
<td>4</td>
<td>hs chem, 3 yrs. hs math</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>CHEM 203 Int. Inorganic Chemistry</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 204 Quantitative Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>GEOL 101 Physical Geology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 102 Historical Geology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 311 Mineralogy</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>MATH 201 Calculus with Applications I</td>
<td>3</td>
<td>2 yrs hs alg, 1yr hs geom</td>
</tr>
<tr>
<td>MATH 202 Calculus with Applications II</td>
<td>3</td>
<td>MATH 201</td>
</tr>
<tr>
<td>PHYS 201 General Physics I</td>
<td>4</td>
<td>hs alg &amp; geom</td>
</tr>
<tr>
<td>PHYS 202 General Physics II</td>
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<td>PHYS 201</td>
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60-62 hrs.

### Education requirements:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>EDCI 131 Instructional Tech. Lab</td>
<td>0</td>
<td>concur. with EDFN 130</td>
</tr>
<tr>
<td>EDCI 230SEC Workshop in Education</td>
<td>2</td>
<td>EDFN 130, 202</td>
</tr>
<tr>
<td>EDCI 252 Intro. to Prin. of Instr. Tech.</td>
<td>3</td>
<td>EDCI 131</td>
</tr>
<tr>
<td>EDCI 250 Intro. Educational Intervention</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 287 Curr./Instr./Assess. 7-12</td>
<td>3</td>
<td>EDFN 202</td>
</tr>
<tr>
<td>EDCI 330SEC Multicul. Field Exp. 7-12</td>
<td>3</td>
<td>EDCI 230, 287; PSYC 209, 218, or FCS 270</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 432 Secondary Methods</td>
<td>3</td>
<td>EDCI 230</td>
</tr>
<tr>
<td>EDCI 461 Student Internship Gr. 7-12</td>
<td>10</td>
<td>EDCI 432</td>
</tr>
<tr>
<td>EDFN 130 Introduction to Teaching</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>EDFN 202 Teaching and Learn. Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Social and Prof. Issues</td>
<td>3</td>
<td>sr. status</td>
</tr>
</tbody>
</table>

Choose one from:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>FCS 270 Lifespan Human Develop.</td>
<td>3</td>
<td>none</td>
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<tr>
<td>PSYC 209 Developmental Psych.</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>PSYC 218 Psy. of Adolescence</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

100-102 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

---

### Middle Childhood Generalist Endorsement

This endorsement along with the comprehensive major in middle grades (4-9) enables the student to teach all four subject areas in grades 4-6. Choose the two subject areas not chosen as the concentrations in the major. Please see an education advisor or the Director of Academic Advising, in the College of Education for further information.

### ENGLISH/LANGUAGE ARTS

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 417 English Grammar &amp; Usage</td>
<td>3</td>
<td>ENG 102</td>
</tr>
</tbody>
</table>

Choose one from:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 203 Am. Literary Experience</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 425 American Literature</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 426 American Literature</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 427 American Literature</td>
<td>3</td>
<td>ENG 102</td>
</tr>
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</table>

6 hrs.
Bachelor of Science in Education with a comprehensive major in Early Childhood Intervention Specialist (PreK-3)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 131 Instructional Tech. Lab</td>
<td>0</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 230IS Interv. Specialist Field Exp.</td>
<td>2</td>
<td>EDEC 140, EDCI 306</td>
</tr>
<tr>
<td>EDCI 232 Intro to Prin. of Inst. Tech.</td>
<td>3</td>
<td>EDCI 131</td>
</tr>
<tr>
<td>EDCI 253 Assistive &amp;Instr. Tech. for IS</td>
<td>3</td>
<td>EDCI 131, 232</td>
</tr>
<tr>
<td>EDCI 257 Sens. Motor--IS Mod/Inten.</td>
<td>3</td>
<td>EDCI 230IS, 330</td>
</tr>
<tr>
<td>EDCI 451 Comm.: IS Mod/Int.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 140 Phonics &amp; the Eng. Lan.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 215 EC/ECIS Foundations</td>
<td>3</td>
<td>FCS 264</td>
</tr>
<tr>
<td>EDEC 262 Foundations in Literacy</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 323 Trade Books and Technology</td>
<td>3</td>
<td>EDEC 262</td>
</tr>
<tr>
<td>EDEC 330EC Multicult. Field Exp.</td>
<td>2</td>
<td>EDEC 215, FCS 268</td>
</tr>
<tr>
<td>EDEC 361 El. Lang. Arts--Curr./Meth.</td>
<td>3</td>
<td>EDFN 202, EDEC 262</td>
</tr>
<tr>
<td>EDEC 363 El. Math--Curr. &amp; Methods</td>
<td>3</td>
<td>MATH 211</td>
</tr>
<tr>
<td>EDEC 369 Assess/Eval. At-Risk Child.</td>
<td>3</td>
<td>FCS 264</td>
</tr>
<tr>
<td>EDEC 400 Behav. &amp; Social Intervent.</td>
<td>3</td>
<td>EDEC 215</td>
</tr>
<tr>
<td>EDEC 403 Early Interv. &amp; Integr.</td>
<td>3</td>
<td>EDEC 262</td>
</tr>
<tr>
<td>EDEC 413 Curr. &amp;Methods of EC Sci.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 414 Curr. &amp; Meth.-EC Soc. Sr.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 417 Wrkshp. Teach. &amp; Intervent.</td>
<td>3</td>
<td>EDEC 330EC</td>
</tr>
<tr>
<td>EDEC/NUR 448 Bio-Medical Issues</td>
<td>3</td>
<td>EDCI 250 or EDEC 215</td>
</tr>
<tr>
<td>EDEC 466 Student Internship: EC IS</td>
<td>10</td>
<td>all student internship req.</td>
</tr>
<tr>
<td>EDFN 130 Introduction to Teaching</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>EDFN 202 Teaching and Learn. Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Social &amp; Prof. Issues in Educ.</td>
<td>3</td>
<td>senior status</td>
</tr>
<tr>
<td>FCS 264 Child Development</td>
<td>3</td>
<td>waived</td>
</tr>
<tr>
<td>FCS/HED 324 Health, Nutri., &amp; Safety</td>
<td>3</td>
<td>none</td>
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Related Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ENG 101 English Composition I</td>
<td>3</td>
<td>ENG 100 or equiv.</td>
</tr>
<tr>
<td>ENG 102 English Composition II</td>
<td>3</td>
<td>ENG 101</td>
</tr>
<tr>
<td>MATH 211 Theory of Elem. Arith./Geom.</td>
<td>3</td>
<td>1 yr hs alg, 1 yr hs geom</td>
</tr>
<tr>
<td>MUSIC 150 Princ. of Music Making</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 222 Art Education: EC Methods</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 232 Teaching Music in EC</td>
<td>3</td>
<td>MUSIC 150</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE 213 Movement, Games, Rhythms</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOC 301 Race/Ethnic/Minority Issues</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

96-97 hrs.

Bachelor of Science in Education with a comprehensive major in Intervention Specialist--Moderate/Intensive (K-12)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>EDCI 131 Instructional Tech. Lab</td>
<td>0</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 230IS Interv. Specialist Field Exp.</td>
<td>2</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDCI 232 Intro to Prin. of Inst. Tech.</td>
<td>3</td>
<td>EDCI 131</td>
</tr>
<tr>
<td>EDCI 250 Intro. to Educ. Intervention</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 251 Deafness/Intro. ASL</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 253 Assistive &amp;Instr. Tech. for IS</td>
<td>3</td>
<td>EDCI 131, 232</td>
</tr>
<tr>
<td>EDCI 257 Sens. Motor--IS Mod/Int.</td>
<td>3</td>
<td>EDCI 250</td>
</tr>
<tr>
<td>EDCI 261 Lang. Arts for Middle Grades</td>
<td>3</td>
<td>EDCI 250, 230IS or 335</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>none</td>
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<tr>
<td>EDCI 306 Mid Grades/7-12 Read. Instr.</td>
<td>3</td>
<td>EDCI 261</td>
</tr>
<tr>
<td>EDCI 306 Content Area Reading</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 411 Assess./Int. Integ. Lang. Arts</td>
<td>3</td>
<td>6 hrs. in readg/lang. arts</td>
</tr>
<tr>
<td>EDCI 441 Creat. Effective Learn. Environ.</td>
<td>3</td>
<td>EDCI 250</td>
</tr>
<tr>
<td>EDCI 442 Comm./Consult./Team.</td>
<td>3</td>
<td>EDCI 250, 230IS or 335</td>
</tr>
<tr>
<td>EDCI 445 Adv. Behavior Mgmt.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 450 Lang./Commun. Disorders</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 464 Stud. Internship IS Mild/Mod.</td>
<td>10</td>
<td>all student internship req.</td>
</tr>
<tr>
<td>EDCI 465 Stu. Internship IS Mild/Mod.</td>
<td>10</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>Senior status</td>
</tr>
<tr>
<td>MATH 217 Interm. Arith./Geom.</td>
<td>3</td>
<td>2 yrs. hs alg.</td>
</tr>
<tr>
<td>COMAR/THEA performance course</td>
<td>3</td>
<td>1 yr hs alg., 1 yr hs geom</td>
</tr>
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</table>

90 hrs.

Current First Aid and CPR training required at time of graduation.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Bachelor of Science in Education with a comprehensive major in Intervention Specialist--Moderate/Intensive (K-12)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>EDCI 131 Instructional Tech. Lab</td>
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<tr>
<td>EDCI 230IS Interv. Specialist Field Exp.</td>
<td>2</td>
<td>EDFN 130</td>
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<tr>
<td>EDCI 232 Intro to Prin. of Inst. Tech.</td>
<td>3</td>
<td>EDCI 131</td>
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<tr>
<td>EDCI 250 Intro. to Educ. Intervention</td>
<td>3</td>
<td>none</td>
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<td>EDCI 251 Deafness/Intro. ASL</td>
<td>3</td>
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<td>EDCI 253 Assistive &amp;Instr. Tech. for IS</td>
<td>3</td>
<td>EDCI 131, 232</td>
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<tr>
<td>EDCI 257 Sens. Motor--IS Mod/Int.</td>
<td>3</td>
<td>EDCI 250</td>
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<tr>
<td>EDCI 261 Lang. Arts for Middle Grades</td>
<td>3</td>
<td>EDCI 250, 230IS or 335</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 411 Assess./Int. Integ. Lang. Arts</td>
<td>3</td>
<td>6 hrs. in readg/lang. arts</td>
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<tr>
<td>EDCI 441 Creat. Effective Learn. Environ.</td>
<td>3</td>
<td>EDCI 250</td>
</tr>
<tr>
<td>EDCI 442 Comm./Consult./Team.</td>
<td>3</td>
<td>EDCI 250, 230IS or 335</td>
</tr>
<tr>
<td>EDCI 445 Adv. Behavior Mgmt.</td>
<td>3</td>
<td>EDCI 441</td>
</tr>
<tr>
<td>EDCI 450 Lang./Commun. Disorders</td>
<td>3</td>
<td>EDCI 250</td>
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<tr>
<td>EDCI 464 Stud. Internship IS Mild/Mod.</td>
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<td>all student internship req.</td>
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<tr>
<td>EDCI 465 Stu. Internship IS Mild/Mod.</td>
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<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>Senior status</td>
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<tr>
<td>MATH 217 Interm. Arith./Geom.</td>
<td>3</td>
<td>2 yrs. hs alg.</td>
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<tr>
<td>COMAR/THEA performance course</td>
<td>3</td>
<td>1 yr hs alg., 1 yr hs geom</td>
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90 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Reading Endorsement to attach to Middle Grades

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 306 Mid Grades/7-12 Read. Instr.</td>
<td>3</td>
<td>EDCI 261</td>
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<tr>
<td>EDCI 312 Teach. Reading with Liter.</td>
<td>3</td>
<td>EDCI 140, EDCI 306</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 411 Assess./Int. Integ. Lang. Arts</td>
<td>3</td>
<td>6 hrs. reading/lang. arts</td>
</tr>
<tr>
<td>EDCI 411 Phonics and the Eng. Lang.</td>
<td>3</td>
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</tr>
<tr>
<td>EDCI 411 Assess./Int. Integ. Lang. Arts</td>
<td>3</td>
<td>none</td>
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<tr>
<td>EDCI 411 Phonics and the Eng. Lang.</td>
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15 hrs.

85
Reading Endorsement to attach to Early Childhood Intervention Specialist

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 141 Assess./Interv. In Integ. L. A.</td>
<td>3</td>
<td>EDEC 140, EDCI 306, 6 hrs. reading/lang. arts</td>
</tr>
<tr>
<td>EDEC 140 Phonics and the Eng. Lang.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 262 Foundations of Literacy</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 323 Trade Books and Tech.</td>
<td>3</td>
<td>EDEC 262</td>
</tr>
<tr>
<td>EDEC 361 Lang. Arts/Read. Curr./Meth.</td>
<td>3</td>
<td>EDFN 202, EDEC 262</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>hrs.</td>
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Reading Endorsement to attach to Mild/Moderate Intervention Specialist

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>EDCI 312 Teaching Reading with Liter.</td>
<td>3</td>
<td>EDEC 140, EDCI 306, 6 hrs. reading/lang. arts</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
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<tr>
<td>EDCI 411 Assess./Interv. in Integ. L. A.</td>
<td>3</td>
<td>6 hrs. reading/lang. arts</td>
</tr>
<tr>
<td>EDEC 140 Phonics and the Eng. Lang.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 262 Foundations of Literacy</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>hrs.</td>
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</tbody>
</table>

Reading Endorsement to attach to Moderate/Intensive Intervention Specialist

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 261 Lang. Arts - Mid. Gr.</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 411 Assess./Interv. in Integ. L. A.</td>
<td>3</td>
<td>6 hrs. reading/lang. arts</td>
</tr>
<tr>
<td>EDEC 140 Phonics and the Eng. Lang.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 262 Foundations of Literacy</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>hrs.</td>
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</table>

Curriculum/Instruction Courses and Descriptions (EDCI)

131 INSTRUCTIONAL TECHNOLOGY LAB
Prerequisite: concurrent with EDFN 130
This self-instructional lab provides students with the opportunity to gain hands-on experience with the basic operations of various instructional media. Students are required to satisfactorily demonstrate their skills with these operations. The basic skills included in this lab will provide the foundations for the integration of instructional technologies in field and methods courses. Graded S/U.

204 GENERAL MUSIC METHODS I
Prerequisite: MUSIC 152, EDFN 130; music education major
Curriculum, methodology, materials, and practice in music appropriate for K-8, including observations, experiences, and lectures pertaining to actual classroom procedure. Limited work in pre-K (ages 3-4) will be included.

220 TEACHING DRAMA/THEATRE GRADES PREK-6
Prerequisite: EDFN 130; concurrent with EDCI 230PK
This course lays the foundation of the four goals of arts education in Ohio as they pertain to teaching drama/theatre. Students will participate in lesson development, peer teaching experiences, materials development and production experiences appropriate to preK-6th grades. Students will also learn and use creative dramatics as a tool for teaching other lessons. Required of theatre education majors, but open to early childhood/elementary education majors.

230ISE WORKSHOP IN TEACHING—GRADES 7-12 FIELD EXPERIENCE
Prerequisites: EDFN 130, 202, or permission of instructor
Field hours: 60
Special studies and investigations and/or field experience at the teacher aide (observation/assistance) level in working with school age youth in primarily rural/small town settings. Students should be concurrently enrolled in EDCI 287.

230IS WORKSHOP IN TEACHING—INTERVENTION SPECIALIST
Prerequisites: EDFN 130 or equivalent (EDEC 215 for ECIS)
Field hours: 60
A field placement in an inclusive education setting.

230PK WORKSHOP IN TEACHING—GRADES PreK-12 FIELD EXPERIENCE
Prerequisites: EDFN 130 or permission of instructor (FL 252 or 272 for foreign language majors; EDCI 204 or concur. for music majors)
Field hours: 60
Special studies and investigations and/or field experience at the teacher aide (observation/assistance) and small group level in working with school age youth in urban/multicultural, suburban, or rural/small town settings, with the focus being on PreK-6. Students may be concurrently enrolled in an appropriate methods course.

232 INTRODUCTION TO THE PRINCIPLES OF INSTRUCTIONAL TECHNOLOGY
Prerequisite: EDCI 131
Clinical hours: 20
Introduces the theories and principles of instructional technology. The five main areas of focus are: research, theory and history of IT; visual literacy; evaluation of IT including information on design criteria; the relationship of IT to learning styles; and instructional computing experiences. To assist in developing a link between theory and practice, students will also have some hands-on experience with various forms of instructional technology and with problem solving techniques appropriate to the media.

234 MIDDLE GRADES PHILOSOPHY, ORGANIZATION AND CLIMATE
Prerequisites: EDFN 130; concurrent with EDCI 235, 236
The philosophy of middle level schools, the psychology of the preadolescent and adolescent student, the role of the teacher as counselor, teaching, curriculum and instruction.

235 MIDDLE GRADES METHODS AND ASSESSMENT I
Prerequisites: EDFN 130; concurrent with EDCI 234, 236
The development of appropriate curriculum and instructional delivery and assessment procedures which meet the special needs of all middle level students.

236 MIDDLE GRADES FIELD EXPERIENCE I
Prerequisites: EDFN 130; concurrent with EDCI 234, 235
Field hours: 40 Clinical hours: 10
Provides opportunities to observe the setting, organization, and climate of middle schools and to interact appropriately with students in individual, small group, and whole class settings. Emphasis is on the effects of school climate and methodology on individual students within a diverse group of adolescent and preadolescent students.

250 INTRODUCTION TO EDUCATIONAL INTERVENTION
Prerequisites: concurrent with EDCI 250
Designed to review the history, legislation, legal definitions, characteristics, and educational concerns of students with need for mild/moderate/intensive educational intervention. Issues of assessment, identification, individualized educational programming, educational trends, service alternatives, and professional resources will be emphasized.

251 ORIENTATION TO DEAF CULTURE AND INTRODUCTION TO AMERICAN SIGN LANGUAGE
Field/Clinical hours: 20
An introduction to deaf culture, etiology, advocacy groups related to the deaf and/or nonverbal communication methods. Historical, sociological and literary aspects will also be studied. Develops elementary conversational skills in sign language. May not be used to fulfill the foreign language requirement.
253 ASSISTIVE AND INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALISTS  3
Prerequisites: EDCI 131, 232; concurrent with 230IS, 257
Field/Clinical hours: 15
Trains students to use technology and materials specifically to teach and assist
exceptional learners. Adaptations to technology and materials typically
available and those specifically designed to assist the learner with challenges
will be studied.

257 SENSORY MOTOR-INTERVENTION SPECIALIST MODERATE/INTENSIVE  3
Prerequisites: for Intervention K-12: EDCI 250, concurrent with EDCI 230IS, 253; for Early Intervention PreK-3: EDEC 215, concurrent with EDCI 230IS, 253; for Adapted PE: PE 209, concurrent with PE 394
Provides curriculum models, specialized methods, materials and equipment to
teach students with moderate and intense special needs in the areas of vision,
hearing, sensory motor, physical and health needs.

261 LANGUAGE ARTS FOR MIDDLE GRADES  3
Prerequisite: EDFN 130
Clinical hours: 12
Provides an understanding of the development of the language arts and
Instructional practices that facilitate competent oral and written
communication in the middle grades classroom.

287 CURRICULUM/INSTRUCTION/ASSESSMENT GRADES 7-12  3
Prerequisites: EDFN 202, or permission of instructor; concurrent with EDCI 230 7-12.
Clinical hours: 4
Provides the student with classroom instructional skills, methods and strategies
in secondary teaching fields from both the generalist and specialist
approaches. Also includes a detailed analysis of the curriculum within the
secondary schools and its effect upon classroom structures.

306 MIDDLE GRADES/GRADES 7-12 READING INSTRUCTION  3
A course designed to promote understanding of literacy development at the
middle/secondary school levels. The knowledge necessary to make and apply
appropriate programmatic and instructional decisions including knowledge of
the learner, the reading and writing processes, instructional strategies,
materials and learning environments will be the focus of the course. Required
for middle grade and grades 7-12 licensure.

312 TEACHING READING WITH LITERATURE  3
Prerequisite: EDCI 306; EDEC 140 for middle school licensures only
Provides an understanding of the selection and instruction of literature for the
middle school student. Included in the required knowledge base is history,
criticism, trends, authors, illustrators, types of literature, instructional
strategies, and organization of literature instruction and programs.

315 INTERNATIONAL STORYTELLING  3
See COMAR 315 for course description.

325 GENERAL MUSIC METHODS II  2
Prerequisites: MUSIC 152, EDFN 130, EDCI 204
Curriculum, methodology, materials, and practice in music appropriate for K-
8, including observations, experiences, and lectures pertaining to actual
classroom procedure. Limited work in pre-K (ages 3-4) will be included. For
music education majors, vocal track. (Instrumental majors may take an
elective.)

330PK CLASSROOM MANAGEMENT FIELD EXPERIENCE GRADES PreK-12: EDUCATION FOR DIVERSITY  2
Prerequisite: EDCI 230; FCS 270 or PSYC 218 or permission of instructor
Field hours: 150
This course provides teacher education students with effective classroom
management skills for educating for diversity. During seminars and field
experiences students will develop techniques for teaching students of diverse
backgrounds and abilities including dealing with surface behavior problems,
laws concerning teacher/student rights, and communicating with parents. Field
experience may occur in urban/multicultural, suburban, or rural/small town
setting with the focus being on grades 7-12. Students should be concurrently
enrolled in the appropriate methods course.

330IS WORKSHOP IN TEACHING STUDENTS WITH MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION IN MULTICULTURAL SETTINGS  2
Prerequisite: EDEC 215 or EDCI 250, and either EDCI 342/442 or 335/336; concurrent with EDCI 343
Field hours: 110
Seminars and field experience to afford students working toward Intervention
Specialist I or II opportunities to teach students with need for mild/moderate/
intensive educational intervention in inclusive multicultural environments.

330SEC CLASSROOM MANAGEMENT FIELD EXPERIENCE GRADES 7-12: EDUCATION FOR DIVERSITY  2
Prerequisites: EDCI 230, 287; PSYC 209, 218, or FCS 270
Field hours: 150
This course provides teacher education students with effective classroom
management skills for educating for diversity. During seminars and field
experiences students will develop techniques for teaching students of diverse
backgrounds and abilities, including dealing with surface behavior problems,
laws concerning teacher-student rights, and communicating with parents.
Students should be concurrently enrolled in EDCI 432.

334 MIDDLE GRADES GENERAL METHODS AND ASSESSMENT II  3
Prerequisites: Block I (EDFN 130, EDCI 234, 235, 236); concurrent with EDCI 335 and 336 (Block II)
This course is designed for education majors who seek either Middle Grades
(4-9) licensure or Intervention Specialist licensure. Students will learn best
practices for differentiated middle grades instruction in all content areas.
Topics include teaching methods, classroom management, professional
resources, unit planning, and lesson planning.

335 MIDDLE GRADES CONTENT METHODS AND ASSESSMENT II  3
Prerequisites: Block I (EDFN 130, EDCI 234, 235, 236); concurrent with EDCI 334 and 335 (Block II)
This course is designed for education majors who seek either Middle Grades
(4-9) licensure or Intervention Specialist licensure. Students will learn best
practices for differentiated middle grades instruction in Science, Math, and
Social Studies. Topics include teaching methods, professional resources,
content standards, value added assessment, Praxis II test preparation.

336 MIDDLE GRADES FIELD EXPERIENCE II  2
Prerequisites: Block I (EDFN 130, EDCI 234, 235, 236); concurrent with EDCI 334 and 335 (Block II)
Provides opportunities to make decisions relating to assessment, instruction,
evaluation, and intervention in the student’s content areas of concentration and
in interdisciplinary activities. Focus will be on implementing effective
instruction and assessment with middle grades students in small group,
individual and whole-class settings.

342 ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS  3
Prerequisite: EDCI 250; and either EDCI 230IS or 335/336; concurrent with EDCI 442
Field/Clinical hours: 30–in after school lab program
Explores and applies a variety of curriculum options, methods, materials, and
technology available for students with mild/moderate educational needs.
343 CURRICULUM/METHODS FOR CAREER AND DAILY LIVING SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION 3
Prerequisites: EDCI 250 and either EDCI 342/442 or 335/336; concurrent with EDCI 330IS
Emphasis is on curriculum, methods, materials, and technology to be used in teaching career, self-care, community living, personal-social, and occupational skills to students with needs for mild/moderate/intensive educational intervention.

380 FOREIGN LANGUAGE EDUCATION CURRICULUM & INSTRUCTION 3
Prerequisite: EDFN 202
A course designed to examine the theoretical and practical issues relating to the teaching of foreign language K-12. Instructional practices pertaining to the following are explored through lectures, reading of current literature, class discussion, etc.: the role of context in comprehension and learning, listening, reading, oral proficiency, writing, testing, culture, and curriculum. Required for French and Spanish multi-age license.

383 VOCATIONAL INTEGRATED BUSINESS EDUCATION METHODS 3
Prerequisites: junior status; concurrent with EDCI 330 or 461
Principal factors involved in the organization, implementation, practices and teaching procedures in vocational business education programs. A study of the methods and procedures relative to selection, instruction, evaluation and job placement. A study of the teaching methods and techniques in a vocational business education program.

389 VOCATIONAL FAMILY AND CONSUMER SCIENCES METHODS 7-12 3
Federal legislation, programs, requirements, strategies, evaluation and classroom teaching resources in family and consumer science programs in junior and senior high schools.

392 CONTENT AREA READING 3
Clinical Hours: 10
A course designed to provide teachers of all subject areas the knowledge to integrate the language processes, especially reading and writing in their instruction, to better enable students to learn a specified content. The course focuses on developing an understanding of instructional strategies which facilitate a learner’s interaction with text.

394 FCS OCCUPATIONAL METHODS 2
Prerequisite: junior or senior status in Grades 7-12
Federal legislation, requirements, course of study development, evaluation and classroom teaching resources in FCS occupational programs in vocational high schools.

395 CURRICULUM AND METHODS OF TEACHING INSTRUMENTAL MUSIC 3
Prerequisites: MUSIC 152, EDCI 230PK
A study of music teaching to provide the instrumental music education student with a foundation of teaching methodologies, classroom management strategies and insights to effectively teach and administer the instrumental music program from pre-band/orchestra (grades 3-4) through high school (grade 12) including consideration of adult community ensembles.

396 CURRICULUM AND METHODS OF TEACHING CHORAL MUSIC 3
Prerequisites: MUSIC 152, EDCI 230PK
A study of music teaching which provides the choral music education student with a foundation of teaching methodologies, classroom management strategies, and insights to effectively teach and administer the choral music program in the secondary schools.

411 ASSESSMENT AND INTERVENTION IN THE INTEGRATED LANGUAGE ARTS 3
Prerequisite: 6 hrs in reading/lang. arts
Clinical hours: 24
This course fulfills requirements for teacher education students desiring to have licenses endorsed with an area of concentration in reading. It provides experiences in using focused and ongoing assessment to develop instruction that is responsive to the needs of students who are struggling with English language arts. The lab component requires the participant to implement the assessment/instructional process with specific children and to effectively document and present children’s progress.

430 WORKSHOP IN TEACHING INTERVENTION SPECIALIST MODERATE/INTENSIVE 2
Prerequisite: EDCI 230IS and 330IS; concurrent with EDCI 451 (except for ECIS)
Field/Clinical hours: 100-150
Seminars and field experiences with students who have moderate to intensive educational needs, enabling students to assess, teach, and team with others in the educational community.

432 GRADES 7-12 METHODS: TEACHING ART, GRADES 7-12 3
TEACHING ENGLISH/LANGUAGE ARTS, GRADES 7-12
TEACHING FOREIGN LANGUAGES, GRADES K-12
TEACHING MATHEMATICS, GRADES 7-12
TEACHING SCIENCE, GRADES 7-12
TEACHING SOCIAL STUDIES, GRADES 7-12
TEACHING DRAMA/THEATRE, GRADES 7-12
Prerequisite: EDCI 230; EDFN 202 for foreign language students; ART 221 for art students
Clinical Hours: 4
A course designed to provide the student with classroom instructional skills, methods, and strategies in teaching grades 7-12 (exception Foreign Language is K-12).

441 CREATING EFFECTIVE LEARNING ENVIRONMENTS 3
Prerequisites: EDCI 250
Clinical Hours: 10
Introduces the social and emotional growth and needs of students with emotional and/or learning differences.

442 COMMUNICATION, CONSULTATION, AND TEAMING SKILLS 3
Prerequisites: EDCI 250 and either EDCI 230IS or 335/336; concurrent with EDCI 342
Provides an understanding of effective verbal and nonverbal communication skills, listening skills, and personality traits perceived as supportive. Emphasizes the development of sensitivity to the needs of individuals, families and professionals; collaboration, consultation and teaming; and skills of problem solving, effective handling of confrontational situations, and seeking and using support from other professionals.

445 ADVANCED BEHAVIOR MANAGEMENT 3
Prerequisite: EDCI 441; concurrent with EDCI 330IS or student teaching
Teaches preservice and inservice teachers how students with behavior of concern in school settings may be identified as eligible for special education, how to systematically approach functional behavior assessment, how to work with a team to construct effective behavior intervention plans, and multiple methods of teaching students whose behavior interferes with education how to manage and change their responses to eliminate or minimize such interference. Emphasis is on an educative rather than punitive approach to changing behavior.
Prerequisites: FCS 264 and successful completion of Teacher Education Foundation. A study of the English language as an alphabetic system. Emphasis is placed upon the development of the foundation of early childhood special education, including early childhood special education, and current societal issues regarding young children and their education.

262 FOUNDATIONS IN LITERACY 3
A course designed to promote understanding of the development of literacy. The knowledge necessary to make and apply appropriate programmatic and instructional decisions including knowledge of the learner, the reading and writing processes, instructional strategies, materials and learning environments will be the focus of the course. Required for ECE/ECIS programs.

323 TRADE BOOKS AND TECHNOLOGY WITHIN A BALANCED LITERACY PROGRAM 3
Prerequisites: EDEC 262; concurrent with EDEC 330, 361
This course provides an overview of pertinent theories and models that have provided a foundation for both early childhood education and early childhood special education, including specific areas of ability that affect young children ages birth to eight with mild/moderate/intensive needs and giftedness. Emphasis is placed upon the discussion of the foundation of early childhood education, including early childhood special education, and current societal issues regarding young children and their education.

323 TRADE BOOKS AND TECHNOLOGY WITHIN A BALANCED LITERACY PROGRAM 3
Prerequisites: EDEC 262; concurrent with EDEC 330, 361
This course provides an overview of pertinent theories and models that have provided a foundation for both early childhood education and early childhood special education, including specific areas of ability that affect young children ages birth to eight with mild/moderate/intensive needs and giftedness. Emphasis is placed upon the discussion of the foundation of early childhood education, including early childhood special education, and current societal issues regarding young children and their education.

330C WORKSHOP IN TEACHING—MULTICULTURAL FIELD EXPERIENCE AND CLASSROOM MANAGEMENT II 2
Prerequisites: EDEC 215, FCS 268, and successful completion of Teacher Education Screening Process; concurrent enrollment with EDEC 323 and 361.
Seminars and field experiences in a multicultural setting provide teacher education students opportunities to make decisions relating to assessment, instruction, evaluation and intervention in their certification area(s) with small groups, individuals, or with the entire class.

361 LANGUAGE ARTS AND READING CURRICULUM METHODS 3
Prerequisites: EDFN 202 and EDEC 262; concurrent with EDEC 330, 323
This course provides an understanding of the development of the language arts and instructional procedures that facilitate competent oral and written communication in the early childhood (preK-grade 3) classroom.

363 EARLY CHILDHOOD MATHEMATICS CURRICULUM & METHODS 3
Prerequisite: MATH 211; concurrent with EDEC 369, 403, 413, 414, 417
A study of the mathematics curriculum content recommended for pre-kindergarten through grade three, along with the instructional methodology appropriate for teaching that content. Emphasis will be placed upon content, processes, environment materials, and developmentally and individually appropriate practices for all learners.

369 ASSESSMENT AND EVALUATION OF YOUNG CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 3
Prerequisite: FCS 264; concurrent with EDEC 363, 403, 413, 414, 417
Clinical Hours: 5
A comprehensive course designed to address pertinent issues, as well as procedures, of assessment and evaluation of young at-risk and handicapped children. Participants will be involved in local programs that service families of and/or at-risk and handicapped young children.

400 BEHAVIOR & SOCIAL INTERVENTION 3
Prerequisite: EDEC 215
Comprehensive studies of positive classroom and individual student management techniques. Emphasis is on developing appropriate strategies for young children with diverse backgrounds and developmental needs.
A study of early intervention models, current trends, and service delivery for children from birth through grade three with mild, moderate, intensive, and talent potential needs and their families. Emphasis will be placed on evidence based intervention strategies, developmentally appropriate practice, and the role of the family.

A study of the science curriculum content recommended for pre-kindergarten through grade three, along with the instructional methodology appropriate for teaching that content. Emphasis will be placed upon content, processes, environment materials, and developmentally and individually appropriate practices for all learners.

A study of the social studies curriculum content recommended for pre-kindergarten through grade three, along with the instructional methodology appropriate for teaching that content. Emphasis will be placed upon content, processes, environment materials, and developmentally and individually appropriate practices for all learners.

A course designed for preservice teachers who will deliver curriculum to English language learners in the content areas. Instructional methods will be studied that embrace the Ohio Content Standards and NAECY’s emphasizes on integration of curricular content areas, such as science and social studies, constructivist teaching, age and developmentally appropriate practices, awareness of culture, and comprehensible language input.

A study of the science curriculum content recommended for pre-kindergarten through grade three, along with the instructional methodology appropriate for teaching that content. Emphasis will be placed upon content, processes, environment materials, and developmentally and individually appropriate practices for all learners.

A course designed to study current issues in education, with a view toward understanding education as a social institution. Social, historical, and philosophical effects will be explored.

A course designed to study current issues in education, with a view toward understanding education as a social institution. Social, historical, and philosophical effects will be explored.

A study of biological, physiological and medical issues and conditions as they relate to the developing child from birth to age 8. The importance of understanding these issues in relation to the appropriate education and support of young children and their families is emphasized. Individual considerations that affect typical development or educational environment (e.g. attention problems, allergies, disabilities, etc.) are explored and appropriate techniques and resources for reducing the impact of these conditions on the child and learning potential are examined. EDUC/ NUR credit.

466 STUDENT INTERNSHIP: INTERVENTION SPECIALIST EARLY CHILDHOOD 10
Prerequisite: completion of all student internship requirements
Field hours: 300 Supervised field experience with an Intervention Specialist in a school setting.

Education Foundation Courses and Descriptions (EDFN)

130 INTRODUCTION TO TEACHING: EXPLORING TEACHING AS A CAREER 2
Field/Clinical Hours: 50
This course investigates the field of teaching as a profession. It explores historical, philosophical, and theoretical foundations and current issues. It also examines similarities and differences found in teaching at various licensure categories. Students engage in field and clinical experiences, including research, presentation, and discussion.

202 TEACHING AND LEARNING PROCESS 3
Prerequisite: EDFN 130
Clinical Hours: 12
This survey course explores the teaching and learning processes consistent with present-day psychological thinking, with emphasis on development of the learner and factors that enhance and inhibit the learning processes. The course focuses on factors influencing learner’s learning, appropriate instruction practices, learning environment-based assessment methods, and the role of the family and community in shaping the learner’s physical, cognitive, moral, and socio-emotional development.

231 WORKSHOP IN TEACHING 1-3
Prerequisite: 2.0 GPA or permission of the Teacher Education Screening Committee
Field/Clinical Hours: 30 clock hours per credit hour
Special studies and investigations, according to the needs of those registering. Application for EDFN 231 should be completed 1 month prior to course registration in the Field and Clinical office.

307 PHILOSOPHY OF EDUCATION 3
An introduction to the philosophical foundations of education designed to allow students to encounter some of the great and enduring ideas of human thought—not only to understand what has occurred in the past in education but also to develop the perspective to deal with education in the future.

402 SOCIAL AND PROFESSIONAL ISSUES IN EDUCATION 3
Prerequisites: Must be a teacher education student. Should be a senior or have written permission of the Education Foundations Department.
Field/Clinical Hours: 20
A course designed to study current issues in education, with a view toward understanding education as a social institution. Social, historical, and philosophical effects will be explored.

436 THE CHRISTIAN SCHOOL 3
This course introduces the student to the underlying purpose, philosophy and goals of the Christian school. It provides the student with an introduction to the history and breadth of the movement as well as the constitutional, educational and religious issues and implications.
General Education Courses and Descriptions

(EDUC)

100 UNIVERSITY READING IMPROVEMENT 1-3
This course is recommended for students who wish to work on individual reading needs such as 1) reading rate, 2) comprehension proficiency, 3) vocabulary building, and 4) reading study skill techniques. Course will be graded A, B, C or U.

102 UNIVERSITY STUDY SKILLS 3
This course introduces the study skills crucial to academic success. Emphasis is placed on practice in time management, listening, taking class notes, preparing for examinations, reading textbooks, writing papers, vocabulary building, problem-solving and utilizing educational resources. Course will be graded A, B, C or U. If a U is earned, course must be repeated.

371 SPECIAL TOPICS 1-9
Special Topics Seminars which will include topics such as early childhood/preschool, foreign language, reading, elementary/secondary education and topics pertinent to school treasurer/school business manager. All topics must be approved by the chair of the Department of Teacher Education.

470 INTERNSHIP 5-10
Field hours: 150-300
This is an intensive experience in a field agency setting conducted under the joint supervision of an on-site professional and a University representative. The approved setting selected is specifically related to the professional goals of the student. The student may receive compensation during this experience if such an arrangement is deemed appropriate by the university and the agency providing the experience.
Student Learning Objectives
The English major should be able to read well, write clearly, and demonstrate an understanding of the complexity and range of literature. Specifically, students should be able to perform the following tasks:
1. Elucidate a traditional text through an appropriate close reading.
2. Use literary and imaginative works to explore a social or historical issue.
3. Make use of appropriate secondary materials to explore a literary issue or individual text.
4. Demonstrate a familiarity with major writers who have defined and shaped the Western literary tradition.
5. Demonstrate a familiarity with literary periods and genres.
6. Demonstrate familiarity with the literature and culture of at least one tradition outside British and American literature.
7. Demonstrate the ability to write a sustained paper focusing on a critical problem.
8. Demonstrate the ability to edit critical and expository prose.

Students working toward certification in Integrated Language Arts also are expected to be able to do the following tasks, as well as those tasks identified by the College of Education:
1. Demonstrate the ability to lead a discussion that involves students in actively reflecting on a literary text.
2. Use the language of traditional grammar to support explanations of the teaching of literary conventions.
3. Understand the process of writing and editing well enough to teach the process appropriately at different grade levels.

Student Honor Society
Sigma Tau Delta, a national honor society in English, honors junior and senior English majors who achieve at least a 3.33 GPA in their English studies.

Description of Majors
English – The primary reason to major in English or one of its related majors, of course, is for the pure love of language and literature itself, a pathway through the beauty, the emotion, and the universal themes that have linked writers as diverse as William Shakespeare, Emily Dickinson, Gabriel García Marquez, or Toni Morrison. Majors also learn to think deeply and write carefully about a rich array of texts and topics—skills that prove useful to many occupations. Each year, for example, English majors perform better in law school admission tests than do many other majors. Employers recognize in English majors the ability to analyze problems, to sift through evidence, and to speak and write coherently. That experience prepares majors for a variety of careers in the arts, in education, in business, or in communications. The graduate of an English program is prepared to learn for a lifetime because careful reading, deep thinking, or effective communication never becomes obsolete.

Creative Writing – The creative writing major emphasizes the development of creative writing from a grounding in craft and from a study of literary genre and historical periods of literature. The course work features writing workshops in major genres of creative writing and culminates with a senior-level, capstone course, Editing One's Own Writing, in which students work toward a polished series of stories or essays, a longer narrative, the completion of a chapbook of poems, or a series of shorter plays.

Journalism/English – See Communication Arts.

Degree Requirements

Assessment – All English, creative writing, journalism-English, and American studies majors with sophomore status or higher are required to participate annually in the department’s portfolio assessment process.

Bachelor of Arts with a major in English

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 317 Studies in Shakespeare</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>4 courses, at least 2 starred, from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*ENG 401 Lit. of Early England</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>*ENG 404 English Renaissance</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>*ENG 406 17th Cent. English Lit.</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>*ENG 408 18th Cent. English Lit.</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>*ENG 410 Romantic Movement</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 411 Victorian Period</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 413 20th Cent. Anglophone Lit.</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>*ENG 425 American Lit. I</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
</tbody>
</table>
Bachelor of Science in Education
with a comprehensive major in
Integrated Language Arts (Grades 7-12)

Assessment — Assessment in teacher education programs begins with admission to the teacher education program and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

Course Number and Title Hrs. Prerequisites

Bachelor of Arts with a major in Creative Writing

Course Number and Title Hrs. Prerequisites

Writing courses:

ENG 201 Intro. to Creative Writing 3 none
ENG 300 Writers’ Workshop: Playwriting 3 ENG 101, 201
ENG 301 Writers’ Workshop: Poetry 3 ENG 101, 201
ENG 302 Wk. Wk.: Creat. Nonf./Fict. 3 ENG 101, 201
ENG 405 Problems in Creative Writing 3 ENG 301, 302
ENG 415 Editing One’s Own Writ. 3 Core comp. II

Genre courses (choose 3 courses): 9

ENG 304 The Short Story 3 Core comp. II
ENG 306 The Essay 3 Core comp. II
ENG 308 The Poem 3 Core comp. II
ENG 319 Modern Drama 3 Core comp. II
ENG 422 Modern Poetry 3 Core comp. II
ENG 424 Modern Novel 3 Core comp. II

Survey courses (choose 4 courses): 12

ENG 401 Lit. Early England 3 Core comp. II
ENG 404 English Renaissance 3 Core comp. II
ENG 406 17th Cent. English Lit. 3 Core comp. II
ENG 408 18th Cent. English Lit. 3 Core comp. II
ENG 410 Romantic Movement 3 Core comp. II
ENG 411 Victorian Period 3 Core comp. II
ENG 413 20th Cent. Anglophone Lit. 3 Core comp. II
ENG 425 American Literature I 3 Core comp. II
ENG 426 American Literature II 3 Core comp. II
ENG 427 American Literature III 3 Core comp. II
ENG 428 American Literature IV 3 Core comp. II

Related requirements

ENG 101 English Comp. I 3 ENG 100 or equiv.
ENG 102 English Comp. II 3 ENG 101

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.
EDCI 461 Student Internship Gr. 7-12 10 EDCI 432
EDFN 130 Introduction to Teaching 2 none
EDFN 202 Teaching and Learn. Process 3 EDFN 130
EDFN 402 Social and Prof. Issues 3 sr. status
Choose one from:
FCS 270 Lifespan Human Develop. (3) none
PSYC 209 Developmental Psych. (3) PSYC 101
PSYC 218 Psych. of Adolescence (3) none
109 hrs.

Minor in English

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ENG 101 English Comp. I</td>
<td>3</td>
<td>ENG 100 or equiv.</td>
</tr>
<tr>
<td>ENG 102 English Comp. II</td>
<td>3</td>
<td>ENG 101</td>
</tr>
<tr>
<td>ENG 325 Major Writers Sem.</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>Literature electives, 300 level</td>
<td>6</td>
<td></td>
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<tr>
<td>Literature electives, 400 level</td>
<td>9</td>
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<td></td>
<td></td>
<td>24 hrs.</td>
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Minor in Creative Writing

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ENG 101 English Comp. I</td>
<td>3</td>
<td>ENG 100 or equiv.</td>
</tr>
<tr>
<td>ENG 102 English Comp. II</td>
<td>3</td>
<td>ENG 101</td>
</tr>
<tr>
<td>ENG 201 Intro. to Creative Writing</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ENG 301 Writers’ Workshop: Poetry</td>
<td>3</td>
<td>ENG 101, 201</td>
</tr>
<tr>
<td>ENG 302 Wri. Wk: Creat. Non/Fict.</td>
<td>3</td>
<td>ENG 101, 201</td>
</tr>
<tr>
<td>ENG 304 The Short Story</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 308 The Poem</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>Literature electives, 300/400 level</td>
<td>6</td>
<td>ENG 102</td>
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<td></td>
<td></td>
<td>27 hrs.</td>
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</tbody>
</table>

Minor in Applied Writing

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 English Comp. I</td>
<td>3</td>
<td>ENG 100 or equiv.</td>
</tr>
<tr>
<td>ENG 102 English Comp. II</td>
<td>3</td>
<td>ENG 101</td>
</tr>
<tr>
<td>ENG 306 The Essay</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 351 Adv. Composition</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 352 Technical Writing</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 403 Seminar–Writing Tech, &amp; Style</td>
<td>3</td>
<td>jr. status</td>
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<tr>
<td>English elective, 300/400 level</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>21 hrs.</td>
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</tbody>
</table>

English Courses and Descriptions

101  COLLEGE WRITING IMPROVEMENT 3

This course focuses on fundamentals of grammatical form and compositional structure in order to improve writing skills required for college-level papers. Students are placed in the course by ACT/SAT scores and high school records. The course is graded S/U; a grade of “U” requires that the course be repeated until the student achieves an “S.” It does not satisfy the Core composition requirement and is not open to students with credit in ENG 101 or 102. Section AA is designated for international students.

102  ENGLISH COMPOSITION I 3

Prerequisite: ENG 100 if required by placement

This course stresses the development of effective grammatical and rhetorical form through the assignment of expository and argumentative writing projects. Students will learn to reflect on ideas and observations, to use writing as a tool to sharpen those ideas, to reflect on their own writing process, and to use and cite sources accurately. May not be taken for S/U credit. Meets Core credit for composition I.

103  ENGLISH COMPOSITION II 3

Prerequisite: ENG 101

This course stresses reading, writing, and thinking critically through close reading of literary texts. Students will develop additional sophistication in reading, observing, handling evidence, exploring texts, and presenting arguments. Frequent writing. May not be taken S/U. Meets Core credit for composition II.

110  WRITING LABORATORY 1

This course offers individualized instruction and practice in writing skills for all academic writing assignments, including grammar, punctuation, sentences, paragraphs and the short essay. Graded S/U. May be repeated once for additional credit. Does not fulfill general education or English requirement.

201  INTRODUCTION TO CREATIVE WRITING 3

This course introduces basic techniques and forms of poetry and fiction and nonfiction writing. Regular writing and reading assignments illustrate specific aspects of poetic and prose narrative form.

203  AMERICAN LITERARY EXPERIENCE 3

Prerequisite: a Core composition II course

This course focuses on a specific problem or question in American society from the colonial period to the present. Possible areas of focus might include Race and Slavery; Nature and the Environment; Freedom, Democracy, and the Individual; Immigration and Nativism; Gender in America; America at War; and American Exceptionalism. Meets Core credit for humanities.

210  BIBLE AS LITERATURE 3

Prerequisite: a Core composition II course

The course involves a sustained study of representative Biblical texts using the tools of literary analysis and will approach the Bible as literature from a social, historical, and literary perspective. Meets Core credit for humanities.

217  BRITISH LITERATURE 3

Prerequisite: a Core composition II course

This course involves a sustained study of selected texts of British literature from the past and the present and emphasizes literary content as statement of moral and philosophic attitudes in British writers. Meets Core credit for humanities.

300  WRITERS’ WORKSHOP: PLAYWRITING 3-9

Prerequisites: ENG 101, 201

This course familiarizes students with various approaches and techniques for writing plays. Focus will be on dramatic structure, character, and dialogue, with the goal of producing short one-acts. May be repeated twice for credit. ENG/TEA credit.

301  WRITERS’ WORKSHOP: POETRY 3-9

Prerequisites: ENG 101 and 201

This is a seminar course in the writing of poetry emphasizing various writing projects. Professors with extensive publication experience conduct the workshop. May be repeated twice for credit.

302  WRITERS’ WORKSHOP: CREATIVE NONFICTION/FICTION 3-9

Prerequisites: ENG 101 and 201

This is a seminar course in the writing of fiction and creative nonfiction emphasizing various writing projects. Professors with extensive publication experience conduct the workshop. May be repeated twice for credit.

304  THE SHORT STORY 3

Prerequisite: a Core composition II course

This course is an intensive study of the short story as a literary genre with particular attention paid to the narrative construction of representative short stories and to the techniques used by authors in the short form. Although the course is primarily a study of the writings of others, students may have some opportunity to write their own short fiction as part of the examination of the short story genre. Meets Core credit for humanities.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>306</td>
<td>THE ESSAY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
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<tr>
<td></td>
<td>This course is an analysis of the essay form as</td>
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<td></td>
<td>both a literary genre and a source of ideas.</td>
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<td></td>
<td>Student writing may include essay composition.</td>
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<tr>
<td>308</td>
<td>THE POEM</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
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<tr>
<td></td>
<td>The course focuses on poetry and poetics.</td>
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<tr>
<td>309</td>
<td>AFRICAN-AMERICAN LITERATURE</td>
<td>3</td>
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<td></td>
<td>Prerequisite: a Core composition II course</td>
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<tr>
<td></td>
<td>This course closely examines representative</td>
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<td></td>
<td>works by African-American writers, ranging</td>
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<td></td>
<td>from early slave narratives to contemporary</td>
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<td></td>
<td>prose, poetry, and drama. The course studies</td>
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<td></td>
<td>contributions within the literary canon as well</td>
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<td></td>
<td>as worthy texts that may have been excluded</td>
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<td></td>
<td>from the canon because of cultural</td>
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<td></td>
<td>considerations and examines the possible local</td>
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<td></td>
<td>and worldwide consequences of slavery and</td>
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<td></td>
<td>liberation, particularly as these forces relate</td>
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<td></td>
<td>to literary expression. Meets Core credit for</td>
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<tr>
<td></td>
<td>humanities.</td>
<td></td>
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<tr>
<td>310</td>
<td>LITERATURE FOR ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
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<tr>
<td></td>
<td>This course examines representative literature</td>
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<td></td>
<td>written for adolescents and emphasizes learning</td>
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<tr>
<td></td>
<td>styles and the integration of literature into</td>
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</tr>
<tr>
<td></td>
<td>thematic units in secondary school classrooms.</td>
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<tr>
<td></td>
<td>This course is intended for Integrated</td>
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<tr>
<td></td>
<td>Language Arts and Middle School Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students who are pursuing a teaching degree.</td>
<td></td>
</tr>
<tr>
<td>314</td>
<td>WOMEN'S LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
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<tr>
<td></td>
<td>This course focuses on representative texts</td>
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<tr>
<td></td>
<td>written by women across a variety of periods</td>
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<td></td>
<td>of literature, studies contributions by women</td>
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<td></td>
<td>writers within the literary canon as well as</td>
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<td></td>
<td>worthy texts that may have been excluded from</td>
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<td></td>
<td>the canon because of cultural considerations,</td>
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<td></td>
<td>and examines the way in which women’s</td>
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<td></td>
<td>experience and their social and cultural context</td>
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<td></td>
<td>have shaped their writing. Meets Core credit</td>
<td></td>
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<td></td>
<td>for humanities.</td>
<td></td>
</tr>
<tr>
<td>317</td>
<td>STUDIES IN SHAKESPEARE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
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<tr>
<td></td>
<td>Students will read examples of Shakespearean</td>
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<tr>
<td></td>
<td>histories, comedies, romances, and tragedies,</td>
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</tr>
<tr>
<td></td>
<td>exploring the language and dramatic techniques</td>
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<td></td>
<td>to develop an understanding of the structures</td>
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<tr>
<td></td>
<td>and themes. Meets Core credit for humanities.</td>
<td></td>
</tr>
<tr>
<td>319</td>
<td>MODERN DRAMA</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
<td></td>
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<tr>
<td></td>
<td>This course studies European and American</td>
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<tr>
<td></td>
<td>drama from the late 1800s to the present.</td>
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<tr>
<td></td>
<td>Through close analysis of the published texts,</td>
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<td></td>
<td>the course considers such questions as: How</td>
<td></td>
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<tr>
<td></td>
<td>have representations of reality changed on</td>
<td></td>
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<tr>
<td></td>
<td>stage over the 20th century? What</td>
<td></td>
</tr>
<tr>
<td></td>
<td>continuities are evident between modern</td>
<td></td>
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<tr>
<td></td>
<td>dramatic works and their predecessors? How</td>
<td></td>
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<tr>
<td></td>
<td>distinctly does the author loom in his or her</td>
<td></td>
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<tr>
<td></td>
<td>work? What influence have television and film</td>
<td></td>
</tr>
<tr>
<td></td>
<td>had on drama? Meets Core credit for humanities.</td>
<td></td>
</tr>
<tr>
<td>322</td>
<td>MODERN POETRY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
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<tr>
<td></td>
<td>This course focuses on close reading of</td>
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<tr>
<td></td>
<td>selected modern poems and discusses the ways</td>
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<tr>
<td></td>
<td>in which modern poetry differs from earlier</td>
<td></td>
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<tr>
<td></td>
<td>work in English. Meets Core credit for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>humanities.</td>
<td></td>
</tr>
<tr>
<td>324</td>
<td>MODERN NOVEL</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course analyzes the modern novel as an</td>
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<td></td>
<td>art form and as social document.</td>
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<td></td>
<td>Representative novels in English and/or English</td>
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<td></td>
<td>translation will be examined to explore</td>
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<td></td>
<td>a central question: How is the modern novel a</td>
<td></td>
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<tr>
<td></td>
<td>reaction to the problems and issues of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>modernity? Meets Core credit for humanities.</td>
<td></td>
</tr>
<tr>
<td>325</td>
<td>MAJOR WRITERS SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: ENG 102</td>
<td></td>
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<td>This course provides a comprehensive</td>
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<td>understanding of one or more major writers.</td>
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<td>Class assignments will include extensive</td>
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<td>reading of the works of the particular</td>
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<td>writers, supplemented by critical,</td>
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<td></td>
<td>biographical, and historical materials. The</td>
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<td>course may be repeated under different</td>
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<td></td>
<td>suffixes.</td>
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<tr>
<td>333</td>
<td>AMERICAN STUDIES — 19th CENTURY</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
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<td></td>
<td>An examination of a particular topic of</td>
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<td></td>
<td>American literature, history, religion and/or</td>
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<td>culture from the 19th century, this course</td>
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<td></td>
<td>focuses on how literature captures the</td>
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<td></td>
<td>American spirit and how it interacts with</td>
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<td></td>
<td>historical, religious, and other aspects of</td>
<td></td>
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<tr>
<td></td>
<td>culture. Meets Core credit for humanities.</td>
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<tr>
<td>334</td>
<td>AMERICAN STUDIES — 20th CENTURY</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
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<td></td>
<td>An examination of a particular topic of</td>
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<td>American literature, history, religion and/or</td>
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<td></td>
<td>culture from the 20th century, this course</td>
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<td></td>
<td>focuses on how literature captures the</td>
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<td>American spirit and how it interacts with</td>
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<td>historical, religious, and other aspects of</td>
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<tr>
<td></td>
<td>culture. Meets Core credit for humanities.</td>
<td></td>
</tr>
<tr>
<td>337</td>
<td>GREAT BOOKS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
<td></td>
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<tr>
<td></td>
<td>This course explores the human desire to make</td>
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<td></td>
<td>sense of history through literature. Each</td>
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<td></td>
<td>class explores a theme—such as the nature of</td>
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<td></td>
<td>good and evil or the place of human beings in</td>
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<td>the world—within the context of several great</td>
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<td>books of the western tradition. Meets Core</td>
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<td></td>
<td>credit for humanities.</td>
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<tr>
<td>338</td>
<td>SEMINAR IN GREAT IDEAS</td>
<td>3</td>
</tr>
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<td></td>
<td>Prerequisite: a Core composition II course</td>
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<td></td>
<td>This course explores a major idea or theme</td>
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<td></td>
<td>through a wide range of literary and related</td>
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<td></td>
<td>texts. Typically, the seminar will focus on a</td>
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<td></td>
<td>particular historical, social, or artistic</td>
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<td></td>
<td>idea. Meets Core credit for humanities.</td>
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<tr>
<td>340</td>
<td>READINGS IN JEWISH LITERATURE</td>
<td>3</td>
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<td></td>
<td>Prerequisite: a Core composition II course</td>
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<tr>
<td></td>
<td>This course involves reading and discussion of</td>
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<td></td>
<td>a number of major writings in Jewish</td>
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<td>literature. The works will be examined from</td>
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<td></td>
<td>historical, social, and aesthetic perspectives</td>
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<td></td>
<td>Meets Core credit for humanities.</td>
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<tr>
<td>350</td>
<td>CONTEMPORARY AMERICAN STUDIES SEMINAR</td>
<td>3</td>
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<td></td>
<td>Prerequisite: a Core composition II course</td>
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<td></td>
<td>An examination of a particular topic of</td>
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<td></td>
<td>American literature, history, religion and/or</td>
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<td></td>
<td>culture from contemporary life, this course</td>
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<td></td>
<td>considers a body of literature, generally</td>
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<td>published within the previous twenty years,</td>
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<td>about which historical conclusions are still</td>
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<td></td>
<td>largely unformed. Meets Core credit for</td>
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<td></td>
<td>humanities.</td>
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<tr>
<td>351</td>
<td>ADVANCED COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
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<tr>
<td></td>
<td>This is an advanced course in compositional</td>
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<td></td>
<td>form and expression emphasizing development of</td>
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<td></td>
<td>effective rhetorical and stylistic techniques</td>
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<td></td>
<td>in the essay, memoir, and other examples of</td>
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<td></td>
<td>literary nonfiction. Students will analyze</td>
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<td></td>
<td>the style of representative authors. Writing</td>
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<td>assignments stress stylistic control and</td>
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<td></td>
<td>conceptual development.</td>
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<tr>
<td>352</td>
<td>TECHNICAL WRITING</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisite: a Core composition II course</td>
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<tr>
<td></td>
<td>This is a workshop in contemporary technical</td>
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<td></td>
<td>communication designed to provide the student</td>
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<td>with writing skills applicable to professional</td>
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<td></td>
<td>careers in secondary school classrooms. This</td>
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<td></td>
<td>course is intended for Integrated Language Arts</td>
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<td></td>
<td>and Middle School Language Arts students who</td>
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<tr>
<td></td>
<td>are pursuing a teaching degree.</td>
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<td></td>
<td>This course emphasizes learning styles and the</td>
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<td></td>
<td>integration of literature into thematic units</td>
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<td></td>
<td>in secondary school classrooms. This course is</td>
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<td></td>
<td>intended for Integrated Language Arts and</td>
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<td></td>
<td>Middle School Language Arts students who are</td>
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<td></td>
<td>pursuing a teaching degree.</td>
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<tr>
<td></td>
<td>This course focuses on poetry and poetics.</td>
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<td></td>
<td>This course is an analysis of the essay form</td>
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<tr>
<td></td>
<td>as both a literary genre and a source of</td>
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<td></td>
<td>ideas. Student writing may include essay</td>
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<td></td>
<td>composition.</td>
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<tr>
<td>353</td>
<td>P – FAULKNER</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Meets International Perspectives requirement.</td>
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<tr>
<td>354</td>
<td>N – JANE AUSTIN</td>
<td>3</td>
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<tr>
<td></td>
<td>Meets International Perspectives requirement.</td>
<td></td>
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<tr>
<td>355</td>
<td>F – DOSTOYEVSKY</td>
<td>3</td>
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<tr>
<td></td>
<td>Meets International Perspectives requirement.</td>
<td></td>
</tr>
<tr>
<td>356</td>
<td>G – AFRICAN</td>
<td>3</td>
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<tr>
<td></td>
<td>Meets International Perspectives requirement.</td>
<td></td>
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<tr>
<td>357</td>
<td>C – 19th CENTURY WOMEN</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Meets International Perspectives requirement.</td>
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</tr>
</tbody>
</table>

**English**

95
business, science, and industry. Writing assignments will stress development of precision and clarity in descriptive technique.

360 LITERATURE OF CRIME AND RETRIBUTION 3
Prerequisite: a Core composition II course
This class stresses reading and close analysis of literature on the themes of crime and retribution. Meets Core credit for humanities.

365 GREEK LITERATURE 3
Prerequisite: a Core composition II course
This course will address the question, “What was the Greek view of men and women in relation both to each other and to the gods as revealed in their literature?” Readings will include at least one of the Homeric epics together with a selection of the plays of Aeschylus, Sophocles, and Euripides. Meets Core credit for humanities.

370 RUSSIAN NOVEL 3
Prerequisite: a Core composition II course
Students will discuss Tolstoy’s War and Peace and Dostoevsky’s The Brothers Karamozov. Among the many questions these monumental novels raise, perhaps the most important is how we can maintain our humanity in the face of suffering. Meets Core credit for humanities.

371 LITERATURE AND FILM 3
Prerequisite: a Core composition II course
This course emphasizes film aesthetics and visual narrative as it compares and contrasts to written literary narrative. The course focuses on both classic and contemporary motion pictures, with particular attention to shot composition, editing techniques, lighting, and sound. Students will consider how these elements of film direction create a visual narrative that can be studied as an aesthetic and cultural expression. This course may be used as an elective in the English major or minor. Meets Core credit for aesthetics.

372 NIETZSCHE AND THE PROBLEM OF VALUES 3
Prerequisite: a Core composition II course
Students taking this course will read a major work of Nietzsche’s such as Thus Spake Zarathustra or The Twilight of the Idols together with readings of other selected literary and philosophical texts by such authors as Heidegger, Shakespeare, Dostoevsky, and Melville from both philosophical and literary perspectives to determine how and why human beings create values. Meets Core credit for humanities.

401 THE LITERATURE OF EARLY ENGLAND 3
Prerequisite: a Core composition II course
This course is a high-level study of the literature of England from the Anglo-Saxon period through the time of Chaucer with particular emphasis on the rhetorical features of Old and Middle English, and reading and analysis of representative works, including Beowulf and The Canterbury Tales.

403 SEMINAR IN WRITING TECHNIQUE AND STYLE 3
Prerequisites: Junior status, and at least one writing course beyond Core composition II
This seminar and workshop explores the techniques and style in types of writing defined by the class members. Through analysis and experiment, students will explore the relationship of style to content and challenge the assumptions of particular types of writing. Students will focus on a specific area of writing and produce a major project in that area.

404 THE ENGLISH RENAISSANCE 3
Prerequisite: a Core composition II course
This course is a high-level study of England’s literature of the Elizabethan period with particular attention to the emergence of literary genre and the development of literary theory and philosophy. Representative writers include Spenser, Marlowe, and Shakespeare.

405 PROBLEMS IN CREATIVE WRITING 3
Prerequisites: ENG 301, 302
This course is concerned with the development of individual style and voice in student writing through a series of prose or poetic projects. The course is conducted by professors with extensive publication experience.

406 17TH CENTURY ENGLISH LITERATURE 3
Prerequisite: a Core composition II course
This course is a high-level study of material written by men and women in England and some of its colonies during the 17th century. Class discussions are set within the context of the political and religious strife during a century building up to the English Civil War and then reckoning with its aftermath. Students will look at many genre, including poetry, drama, fiction, pamphlets, petitions, letters, essays, captivity narratives, exploring what these various genre can teach about the social, political, and theological/philosophical landscape of early modern England.

408 18TH CENTURY ENGLISH LITERATURE 3
Prerequisite: a Core composition II course
This course is a high-level study of both traditional and emergent literary traditions, from neoclassicism to sentimentalism and from satire to sensibility. This literary time period is framed by two major political revolutions, the Glorious (or “Bloodless”) Revolution and the French Revolution, which greatly influenced literary production in England. Students will read poetry, drama, and fiction and discuss how the latter genre gains in significance and popularity over the course of the century. the class will also focus on several persistent themes: reason, science, and discovery (often called “enlightenment”); emotion, manners, and morals (often called “sensibility”); imperialism; social mobility (status/class); national identity; and gender identity.

410 THE ROMANTIC MOVEMENT 3
Prerequisite: a Core composition II course
This course is a high-level study of literary expression in the Romantic movement in 19th century England and the critical background of the period with reading and analysis of representative writers including Wordsworth, Keats, Blake, the Shelleys, Coleridge, and Byron.

411 THE VICTORIAN PERIOD 3
Prerequisite: a Core composition II course
This course is a high-level study of major texts and critical background of the Victorian period selected from the writings of Browning, Tennyson, Arnold, Carlyle, Newman, Gaskell, Eliot, Trollope and others.

413 20TH CENTURY ANGLOPHONE LITERATURE 3
Prerequisite: a Core composition II course
This course will be an exploration of the literature of Great Britain, Ireland, and the Anglophone world other than America in the 20th century. Students may read some literature in translation. Representative writers include Yeats, Joyce, Woolf, Beckett, Heaney, Wolcott, and Gordimer.

415 EDITING ONE’S OWN CREATIVE WRITING 3
Prerequisites: ENG 301, 302
This course is concerned with the editing and presentation of the student’s literary output. The principal work of the class will be the revision and presentation of the student’s writing over his/her college writing career.

417 ENGLISH GRAMMAR & USAGE 3
Prerequisite: a Core composition II course
This course will provide students with knowledge of grammar, syntax, and mechanics of the language and will fulfill stated NCATE requirements for teachers of English and Language Arts. It is designed for those preparing to be teachers of English and Language Arts as well as for those who wish to extend their knowledge of the language.
418 HISTORY OF THE ENGLISH LANGUAGE 3
Prerequisite: a Core composition II course
This course focuses on the history of the English language, its many dialects, and vocabulary development from root words and derivational affixes. It fulfills NCATE requirements in the history of the language for teacher licensure. The course is designed for English majors and minors wishing to improve their knowledge of the history of the language, those who will be teachers of secondary school English and language arts, and others curious about the history and dialects of the English language.

425 AMERICAN LITERATURE I: COLONIAL TO 1845 3
Prerequisite: a Core composition II course
This course is a high-level study of American writing from the Puritan period to 1845 with emphasis on the emergence of a particular American identity as expressed in literature of the period together with critical commentary. Representative selections may include works by, among others, Franklin, Edwards, Bradstreet, Taylor, Brown, Irving, Cooper, Emerson, and Poe, along with works by indigenous peoples.

426 AMERICAN LITERATURE II: THE AMERICAN LITERARY RENAISSANCE 3
Prerequisite: a Core composition II course
This course is a high-level study of American writing during the period called the American Renaissance, with emphasis on Transcendentalism as a dominant literary and intellectual school, and on the response of various American writers who both extended and resisted its influence and possibly on popular literature of the period. Representative writers may include, among others, Whitman, Dickinson, Hawthorne, Emerson, Thoreau, Fuller, Stowe, Douglass, and Melville. Critical commentary about the period may also be emphasized.

427 AMERICAN LITERATURE III: REALISM TO MODERNISM 3
Prerequisite: a Core composition II course
This course is a high-level study of the American literary consciousness from the late 19th century to the end of WWII with emphasis on social changes produced by urbanization and industrialization as reflected in the literature of the period and in critical commentary about the period. Representative writers may include, among others, Twain, Dreiser, Crane, Cather, James, Wharton, Moore, Frost, Stein, Pound, Eliot, Williams, Stevens, Fitzgerald, Wright, Faulkner, Hurston, O'Neill, Hemingway, Hughes, and Steinbeck.

428 AMERICAN LITERATURE IV: FROM WW II TO THE PRESENT 3
Prerequisite: a Core composition II course
This course is a high-level study of American literature from 1945 to the present with emphasis on social and cultural changes reflected in the literature of this period, and in critical commentary about the period. Representative writers may include, among others, Ellison, O'Connor, Bishop, Roethke, Williams, Miller, Baldwin, Ginsberg, Rich, Lowell, Plath, Wright, Brooks, Sexton, Carver, Oates, Barth, Ashbery, Bellow, Malamud, Morrison, Pynchon, Roth, Gluck, Graham, Oliver, Robinson, and McCarthy.
Environmental Science

The College of Arts and Sciences

Faculty
Soren Brauner, Professor of Biology, Dir. of Environmental Science
Karen E. Stine, Professor of Biology/Toxicology
Richard L. Stoffer, Professor of Biology
Jeffrey D. Weidenhamer, Professor of Chemistry
Douglas A. Dawson, Professor of Biology/Toxicology
Michael R. Hudson, Associate Professor of Geology
Mason Posner, Associate Professor of Biology
Patricia Ann Saunders, Assistant Professor of Biology

Degrees Offered
Bachelor of Science

Mission
The mission of Ashland University’s environmental science program is to deepen understanding of our environment and contribute to the solution of environmental problems through the education of students, research and scholarship, stewardship of several environmental preserves, and community outreach programs.

Student Learning Objectives
In addition to gaining competency in a primary discipline of biology, chemistry, or geology, students majoring in environmental science will:
1. be able to demonstrate a breadth of knowledge commensurate with their coursework in the understanding of environmental issues from a scientific standpoint;
2. be able to demonstrate proficiency in understanding and explaining the underlying causes and effects of human impacts on natural systems for several selected examples; and
3. be able to assess and discuss the economic, social, political, and ethical aspects of environmental issues as they relate to environmental problems and solutions to these problems.

Facilities and Equipment
Environmental Science courses and labs use the facilities and equipment within the biology, chemistry, and geology laboratories described in those areas. Ashland University maintains five environmental preserves that encompass 390 acres near campus that include wetlands, streams, old field, forest, and prairie.

Description of Major
Environmental science students acquire a strong foundation in the sciences with a major in a primary area along with an interdisciplinary background that enables students to understand environmental problems and seek solutions from a scientific perspective while also considering the economic, social, political, and ethical aspects of environmental issues. Environmental science graduates have entered a variety of careers with many going directly into the workforce and others pursuing graduate studies. A.U. graduates are working in environmental monitoring, environmental and toxicology labs (both private and governmental), parks and zoos, laboratory settings, and environmental education.

Degree Requirements

Assessment – All environmental science majors will be assessed during EVS 200 Environmental Science Seminar (taken spring semester of the freshman or sophomore year) for proficiency in the student learning objectives listed above. In addition, they will be assessed for competency in their primary discipline through the process administered by that department (biology, chemistry, or geology).

Bachelor of Science
with a comprehensive major in Environmental Science
This major is designed for students who wish to pursue a career in Environmental Science or Biology, Chemistry, or Geology with an emphasis in Environmental Science. Three alternate tracks are possible.

CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>EVS 200 Environmental Science</td>
<td>1</td>
<td>none</td>
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<tr>
<td>EVS 476 Issues in Environmental Sci.</td>
<td>3</td>
<td>30 hrs. of science</td>
</tr>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>BIO 202 Organisms, Adaptation, &amp; Env.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>hs chem; 3 hrs. hs math</td>
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<tr>
<td>CHEM 104 General Chemistry II</td>
<td>4</td>
<td>CHEM 103</td>
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<tr>
<td>ECON 101 Market Fundamentals</td>
<td>3</td>
<td>none</td>
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<tr>
<td>GEOL 101 Physical Geology</td>
<td>4</td>
<td>none</td>
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<tr>
<td>PHIL 280B Environmental Ethics</td>
<td>1</td>
<td>none</td>
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<tr>
<td>PLUS 28 hrs.</td>
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<tr>
<td>PLUS one of the following 3 tracks and plus the Institutional Baccalaureate Degree Requirements, pp. 20-21.</td>
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BIOLOGY TRACK

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>Choose one:</td>
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<tr>
<td>CHEM 204 Quantitative Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 420 Instrumental Analysis</td>
<td>3</td>
<td>CHEM 204</td>
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<tr>
<td>GEOL 210 Natural Disasters</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 309 Geomorphology</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 403 Geochemistry</td>
<td>4</td>
<td>GEOL 101, 311, CHEM 104</td>
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<tr>
<td>BIO 205 General Zoology</td>
<td>4</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 207 General Botany</td>
<td>4</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 301 Professional Preparation</td>
<td>1</td>
<td>bio, tox, env sci maj.; jr. st.</td>
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<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 126 or 202</td>
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<tr>
<td>BIO 310 Ecology</td>
<td>4</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 495 Biology Senior Seminar</td>
<td>1</td>
<td>24 hrs. biol.; sr. status</td>
</tr>
<tr>
<td>CHEM 307/307L Organic Chemistry I</td>
<td>5</td>
<td>CHEM 104</td>
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<tr>
<td>2 mathematics courses (calculus and/or statistics recommended)</td>
<td>6-10</td>
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<tr>
<td>BIO electives to reach 44 hours</td>
<td>11-16</td>
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<tr>
<td>Environmental Science core</td>
<td>44 hrs.</td>
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<tr>
<td>28 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>72 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHEMISTRY TRACK

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 310 Ecology</td>
<td>4</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 330 Princ. of Toxicology</td>
<td>3</td>
<td>BIO 202, CHEM 104</td>
</tr>
<tr>
<td>GEOL 210 Natural Disasters</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 309 Geomorphology</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 403 Geochemistry</td>
<td>4</td>
<td>GEOL 101,311, CHEM 104</td>
</tr>
</tbody>
</table>
CHEM 204 Quantitative Analysis 4 CHEM 104
CHEM 307/307L Organic Chemistry I 5 CHEM 104
CHEM 308/308L Organic Chemistry II 4 CHEM 307
CHEM 411 Physical Chemistry I 4 CHEM 204, PHYS 206, MATH 206
CHEM 412 Physical Chemistry II 4 CHEM 411
MATH 205 The Calculus I 5 MATH 111 or equiv.
MATH 206 The Calculus II 5 MATH 205
MATH 305 The Calculus III 4 MATH 206
MATH 307 Linear Algebra (3) MATH 202, 206, or 224
PHYS 205 University Physics I 5 MATH 206
PHYS 206 University Physics II 5 PHYS 205
2 additional 400-level CHEM courses 6-8

53-57 hrs.

Environmental Science core 28 hrs.

81-85 hrs.

GEOLOGY TRACK

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 310 Ecology</td>
<td>(4)</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 330 Princ. of Toxicology</td>
<td>(3)</td>
<td>BIO 202, CHEM 104</td>
</tr>
<tr>
<td>CHEM 204 Quantitative Analysis</td>
<td>(4)</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 307 Organic Chemistry</td>
<td>(3)</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 420 Instrumental Analysis</td>
<td>(3)</td>
<td>CHEM 204</td>
</tr>
<tr>
<td>GEOL 102 Historical Geology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 210 Natural Disasters</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 309 Geomorphology</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 311 Mineralogy</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 312 Igneous &amp; Metam. Petrology</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 313 Sedimentary Petrology</td>
<td>4</td>
<td>GEOL 102</td>
</tr>
<tr>
<td>GEOL 314 Paleontology</td>
<td>4</td>
<td>GEOL 101, 102</td>
</tr>
<tr>
<td>GEOL 401 Structural Geology</td>
<td>4</td>
<td>GEOL 312, 313</td>
</tr>
<tr>
<td>MATH 205 The Calculus I</td>
<td>5</td>
<td>MATH 111 or equiv.</td>
</tr>
<tr>
<td>MATH 206 The Calculus II</td>
<td>5</td>
<td>MATH 205</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 205-206 Univ. Physics I &amp; II</td>
<td>(5/5)</td>
<td>MATH 206</td>
</tr>
<tr>
<td></td>
<td>52-55</td>
<td>hrs.</td>
</tr>
<tr>
<td>Environmental Science core</td>
<td>28</td>
<td>hrs.</td>
</tr>
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</table>

80-83 hrs.

Minor in Environmental Science

This minor is an interdisciplinary science minor designed to provide non-science majors with the science and math background needed to examine and evaluate environmental issues. It includes courses from five disciplines to give students a broad environmental training.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103 General Chemistry</td>
<td>4</td>
<td>hs chem; 3 yrs. math</td>
</tr>
<tr>
<td>GEOL 101 Physical Geology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 103 Physical Geography</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BIO 110 Ecology/Human Environ.</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. hs algebra</td>
</tr>
<tr>
<td>PHIL 280B Environmental Ethics</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>EVS 476 Issues in Env. Sci.</td>
<td>3</td>
<td>all of the above</td>
</tr>
</tbody>
</table>

22 hrs.

Environmental Science Courses and Descriptions

Descriptions of biology, chemistry, and geology courses that support the Environmental Science Program are listed under those departmental pages.

200 ENVIRONMENTAL SCIENCE SEMINAR 1

A seminar course that examines selected environmental topics in conjunction with the Environmental Lecture series. May be taken twice for credit.

476 ISSUES IN ENVIRONMENTAL SCIENCE 3

Prerequisites: 30 hrs. of science courses (MATH, BIO, CHEM, GEOL, PHYS); or for Environmental Science minors, all of the other courses in the minor

A detailed examination of the scientific dimensions of selected environmental issues, with discussion of the economic, political and ethical aspects of those problems. BIO/CHEM/GEOL credit.
Chair
Cindy Moseman, Assistant Professor of FCS

Faculty
Deborah Sullivan, Professor of Family and Consumer Sciences
Nancy Morris, Associate Professor of Family and Consumer Sciences
David Vanata, Registered Dietitian, Associate Professor of FCS
Alex Mathers, Assistant Professor of Family and Consumer Sciences

Degrees Offered
Bachelor of Science
Bachelor of Science in Education

Mission and Goals
Our Department provides integrative programs which prepare professionals to advance knowledge and enhance the quality of the environments (family, community, and world) in which individuals and families function. The integrative programs offered include foods and nutrition, fashion merchandising, education, and child and family studies. The department prepares graduates for professional and leadership positions in education, business, or service organizations as well as for graduate school by developing and encouraging students’ critical thinking, knowledge, and communication skills.

Student Learning Outcomes
With the goal of successful employment and/or graduate study, a family and consumer science (FCS) major is expected to demonstrate:
1. strong writing skills as evidenced through papers submitted for FCS core courses;
2. beginning understanding of basic research methodology culminating in a formal research project;
3. strong presentation skills as evidenced by oral presentations throughout the FCS core courses;
4. professional skills for employment and/or graduate school through service learning and internship evaluations (career preparation, conflict management, critical thinking, decision-making, interpersonal skills, leadership, professional ethics and conduct, reflection, and time management); and
5. a strong understanding of content knowledge in the major as evidenced by successful completion of selected course assignments.

Affiliate Programs
Tuition and financial aid arrangements are made through participating institutions. Although financial aid is not available from Ashland University during this time, students are encouraged to apply for aid from participating institutions.

Fashion Institute of Technology — Fashion Merchandising
Junior year

Paris Fashion Institute — Fashion Merchandising
4-week program (fall, spring, or summer)

Study Abroad Opportunities
Study options are available in London and Paris. See Department Chair for more information.

Internships
Students will complete an internship experience--FCS 318, or EDCI 461 if an FCS education major.

Child and Family Studies – Students have internship opportunities in social service agencies, county extension offices, abuse centers, hospitals, preschools, or senior citizen centers.

Fashion Merchandising – Students are required to have internships in retail or related business.

Foods and Nutrition – Students may intern in food markets, food production companies, hospitals and nutrition programs.

FCS Education (Work & Family and Occupational) – Students have the opportunity to complete field-based experiences in culturally, racially and socio-economically diverse urban and non-urban settings.

Students entering FCS programs designed to result in licensure or in employment in professions serving vulnerable populations, such as elderly, children, or persons with developmental disabilities, may be required to undergo a criminal background check including fingerprinting and possibly drug screening to be admitted to internship or field experience placements. If a student or prospective student anticipates a problem with having a satisfactory background check or drug screening, he/she is advised to consult the chair of the department prior to enrollment in the FCS program.

Student Honor Society
Kappa Omicron Nu honors second semester sophomore or upper level FCS students who, through scholarship, leadership and service to the campus, show superior professional talent.

Description of Majors

Child and Family Studies – This major will further students’ understanding of human lifespan development, marriage and family relationships, human sexuality, adult-child relationships, stress management, child development, and adult development and aging. Career options include family life educator, child life specialist in a hospital, child case worker, preschool teacher, adoption/foster care worker, or program officer in a county foundation. Also, the major is excellent background for graduate study in counseling or other areas. Students have the option to become a Certified Family Life Educator.

Fashion Merchandising – This major combines coursework in human and consumer behavior with business and technical courses related to the fashion industry. Students complete internships in the fashion industry. A cooperative program between Ashland University and the Fashion Institute of Technology in NYC gives the interested student the opportunity to spend the junior year completing an associates degree in fashion merchandising management at FIT.

Foods and Nutrition – This major combines courses in food science principles, meal preparation labs, and human nutrition, preparing the student for career opportunities such as nutritionist,
Family and Consumer Sciences Education – Because of a nationwide shortage of FCS teachers, graduates enjoy excellent employment prospects. In addition to teaching, career opportunities exist in business, industry and government.

AU offers the following three programs in FCS education: Work & Family; Occupational Food Management; and Occupational Early Childhood Education & Care. The Work & Family program is taught in middle and high schools. Occupational programs are offered in career centers or vocational schools. All of our licensure programs are approved by the Ohio Department of Education, as well as accredited by the National Council for Accreditation of Teacher Education.

Degree Requirements

All FCS majors participate in three individualized learning experiences: (1) a service learning project as part of FCS 232; (2) an internship experience as part of FCS 318 or EDCI 461; and (3) an undergraduate research project in a chosen specialty area as part of FCS 419.

Assessment – All FCS majors take four core courses which are designed to provide an integrative curriculum. These core courses also provide opportunities for focused support and assessment of the first four department goals: writing, research, presentation, and professional skills. The fifth goal, content knowledge in the major, is assessed during certain major courses as noted on the syllabi.

Specified work samples for these experiences will be placed in the student’s assessment folders following certain FCS classes as indicated on the assessment plan. All majors receive the FCS assessment plan once enrolled in FCS 100.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 100 Introduction to FCS</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 232 Indiv. &amp; Fam. Resource Mgmt.</td>
<td>3</td>
<td>FCS 100</td>
</tr>
<tr>
<td>FCS 300 Topics in FCS</td>
<td>3</td>
<td>MATH 208</td>
</tr>
<tr>
<td>FCS 419 Research in FCS</td>
<td>12</td>
<td>MATH 208, MATH 300</td>
</tr>
</tbody>
</table>

**Bachelor of Science with a comprehensive major in Fashion Merchandising**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS Core</td>
<td>12</td>
<td>none</td>
</tr>
<tr>
<td>FCS 111 Fashion Analysis</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 112 Fashion Studio I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 211 Clothing &amp; Culture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 312 Ready to Wear Analysis</td>
<td>3</td>
<td>FCS 112</td>
</tr>
<tr>
<td>FCS 316 Textiles</td>
<td>3</td>
<td>CHEM 251</td>
</tr>
<tr>
<td>FCS 317 Fashion Industry</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 318 Internship</td>
<td>3</td>
<td>jr. status</td>
</tr>
<tr>
<td>FCS 330 Cons. Prob. &amp; Fin. Mgmt.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 413 Fashion Studio II</td>
<td>3</td>
<td>FCS 112</td>
</tr>
<tr>
<td>FCS 416 Fashion Merchand.</td>
<td>3</td>
<td>FCS 317</td>
</tr>
<tr>
<td>FCS 417 Fashion Evolution</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 430 Fashion Promotion</td>
<td>3</td>
<td>FCS 416, BUS 314, 315</td>
</tr>
<tr>
<td>FCS 441 Interior Design</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 107 Accounting Principles</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 233 Prin. of Marketing</td>
<td>3</td>
<td>soph. st. or IUL</td>
</tr>
<tr>
<td>BUS 314 Advertising Principles</td>
<td>3</td>
<td>BUS 233</td>
</tr>
<tr>
<td>BUS 315 Retail Merchandising</td>
<td>3</td>
<td>BUS 233</td>
</tr>
<tr>
<td>BUS 323 Bus. Communication</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>CHEM 251 Molecular Architecture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 232 Prin. of Microeconomics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 233 Prin. of Macroeconomics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>75 hrs.</td>
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**Bachelor of Science with a comprehensive major in Foods and Nutrition**

<table>
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<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>FCS Core</td>
<td>12</td>
<td>none</td>
</tr>
<tr>
<td>FCS 120 Food Science &amp; Applications</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 221 Foods &amp; Culture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 222 Meal Management</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 318 Internship</td>
<td>3</td>
<td>jr. status</td>
</tr>
<tr>
<td>FCS 321 Nutrition Ed/Commun. Skills</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 322 Experimental Foods</td>
<td>3</td>
<td>FCS 120</td>
</tr>
<tr>
<td>FCS 428 Human Nutrition</td>
<td>3</td>
<td>CHEM 103 or 251</td>
</tr>
<tr>
<td>BUS 100 Contemp. Business</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 233 Principles of Marketing</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 240 Intro. to Management</td>
<td>3</td>
<td>soph. status or IUL</td>
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<tr>
<td>BUS 323 Bus. Communication</td>
<td>3</td>
<td>ENG 102</td>
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<tr>
<td>BUS 336 Food Production I</td>
<td>3</td>
<td>soph. status</td>
</tr>
<tr>
<td>BUS 337 Food Production II</td>
<td>3</td>
<td>BUS 336</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry</td>
<td>4</td>
<td>h.s. chem., 3 yrs. h.s. math</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>CHEM 307/307L Organic Chemistry</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>BIO 125-126 Anatomy &amp; Physiology</td>
<td>6</td>
<td>125 for 126</td>
</tr>
<tr>
<td>BIO 340 Microbiology</td>
<td>4</td>
<td>BIO 201, CHEM 104; or perm.</td>
</tr>
<tr>
<td>ECON 232 Principles of Microecon.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 233 Principles of Macroecon.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. h.s. alg.</td>
</tr>
<tr>
<td>Computer course</td>
<td>2</td>
<td>86 hrs.</td>
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**Bachelor of Science with a comprehensive major in Child and Family Studies**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS Core</td>
<td>12</td>
<td>none</td>
</tr>
<tr>
<td>FCS 264 Child Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 265 Adult-Child Rel.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 318 Internship</td>
<td>3</td>
<td>jr. status</td>
</tr>
<tr>
<td>FCS 328 Nutrition for Everyday Living</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 330 Cons. Prob. &amp; Fin. Mgmt.</td>
<td>3</td>
<td>FCS 100</td>
</tr>
<tr>
<td>FCS 340 Marriage &amp; Fam. Relationships</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 355 Human Sexuality</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 375 Stress Management</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 440 Divorce &amp; Remarriage</td>
<td>3</td>
<td>FCS/SOC 340</td>
</tr>
<tr>
<td>FCS 450 Adult Development &amp; Aging</td>
<td>3</td>
<td>FCS 340</td>
</tr>
<tr>
<td>BIO 100 Human Biology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 304 Interpersonal Comm.</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMAR 306 Group Disc. &amp; Lead.</td>
<td>(3)</td>
<td>COMAR 101 recom</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. h.s. alg.</td>
</tr>
<tr>
<td>FCS 350 Death &amp; Dying</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOC 111 Principles of Sociology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOC 301 Race/Ethnic/Minor. Issues</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOCWK 305 Family Violence</td>
<td>3</td>
<td>none</td>
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</tbody>
</table>

**Bachelor of Science with a comprehensive major in Family and Consumer Sciences**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS Core</td>
<td>12</td>
<td>none</td>
</tr>
<tr>
<td>FCS 111 Fashion Analysis</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 112 Fashion Studio I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 211 Clothing &amp; Culture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 312 Ready to Wear Analysis</td>
<td>3</td>
<td>FCS 112</td>
</tr>
<tr>
<td>FCS 316 Textiles</td>
<td>3</td>
<td>CHEM 251</td>
</tr>
<tr>
<td>FCS 317 Fashion Industry</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 318 Internship</td>
<td>3</td>
<td>jr. status</td>
</tr>
<tr>
<td>FCS 330 Cons. Prob. &amp; Fin. Mgmt.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 413 Fashion Studio II</td>
<td>3</td>
<td>FCS 112</td>
</tr>
<tr>
<td>FCS 416 Fashion Merchand.</td>
<td>3</td>
<td>FCS 317</td>
</tr>
<tr>
<td>FCS 417 Fashion Evolution</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 430 Fashion Promotion</td>
<td>3</td>
<td>FCS 416, BUS 314, 315</td>
</tr>
<tr>
<td>FCS 441 Interior Design</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 107 Accounting Principles</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>BUS 233 Prin. of Marketing</td>
<td>3</td>
<td>soph. st. or IUL</td>
</tr>
<tr>
<td>BUS 314 Advertising Principles</td>
<td>3</td>
<td>BUS 233</td>
</tr>
<tr>
<td>BUS 315 Retail Merchandising</td>
<td>3</td>
<td>BUS 233</td>
</tr>
<tr>
<td>BUS 323 Bus. Communication</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>CHEM 251 Molecular Architecture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 232 Prin. of Microeconomics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 233 Prin. of Macroeconomics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>75 hrs.</td>
</tr>
</tbody>
</table>

**Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.**

Food service management, corporate or private health/fitness instructors/educators, or graduate study.
**Bachelor of Science in Education with a comprehensive major in Family and Consumer Sciences—Vocational: Work and Family Life (Grades 7-12)**

**Assessment** – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS Core</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>FCS 112 Fashion Analysis</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 112 Fashion Studio I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 220 Food Science &amp; Applications</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 222 Meal Management</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 264 Child Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 265 Adult-Child Relationships</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 330 Cons. Prob. &amp; Fin. Res. Mgmt.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 340 Marriage &amp; Family Rel.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 355 Human Sexuality</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 428 Human Nutrition</td>
<td>3</td>
<td>CHEM 103 or 251</td>
</tr>
<tr>
<td>FCS 441 Interior Design</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 480E FCS Education</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>CHEM 251 Molecular Architecture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. hs alg.</td>
</tr>
</tbody>
</table>

**Related concentration:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 287 Curr/Instr/Assess. 7-12</td>
<td>3</td>
<td>EDFN 202</td>
</tr>
<tr>
<td>EDCI 389 Teaching FCS Grades 7-12</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 394 FCS Occupational Methods</td>
<td>2</td>
<td>none</td>
</tr>
</tbody>
</table>

**Remaining Education requirements:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 131 Instructional Tech. Lab</td>
<td>0</td>
<td>concur. with EDFN 130</td>
</tr>
<tr>
<td>EDCI 230SEC Workshop in Education</td>
<td>2</td>
<td>EDFN 130, 202</td>
</tr>
<tr>
<td>EDCI 232 Intro. to Prin. of Instr. Tech.</td>
<td>3</td>
<td>EDCI 131</td>
</tr>
<tr>
<td>EDCI 250 Intro. Educational Intervention</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 330SEC Ed. for Diversity 7-12</td>
<td>2</td>
<td>EDCI 230, 287; PSYC 209, 218, or FCS 270</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 461 Student Internship Gr. 7-12</td>
<td>10</td>
<td>all student internship requ.</td>
</tr>
<tr>
<td>EDFN 130 Introduction to Teaching</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>EDFN 202 Teaching &amp; Learning Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Social &amp; Professional Issues</td>
<td>3</td>
<td>sr. ed. major</td>
</tr>
</tbody>
</table>

**Che 97 hrs.**

**Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.**

---

**Bachelor of Science in Education with a comprehensive major in Family and Consumer Sciences—Vocational: Occupational Early Childhood Education and Care (Grades 7-12)**

**Assessment** – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS Core</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>FCS 264 Child Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 265 Adult-Child Relationships</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 268 Pre-School Laboratory</td>
<td>3</td>
<td>FCS 264</td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 324 Health/Safety/Nutrition</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 340 Marriage &amp; Fam. Relationships</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 355 Human Sexuality</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 480B PreK Methods</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 480E FCS Education</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 304 Interpersonal Comm.</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>EDEC 215 EC/ECIS Foundations</td>
<td>3</td>
<td>FCS 264</td>
</tr>
<tr>
<td>EDEC 262 Foundations in Literacy</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 400 Behavior &amp; Social Interv.</td>
<td>3</td>
<td>EDEC 215</td>
</tr>
<tr>
<td>EDEC 448 Bio-Medical Issues</td>
<td>3</td>
<td>EDCI 250 or EDEC 215</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. hs alg.</td>
</tr>
</tbody>
</table>

**Related Concentration:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 287 Curr/Instr/Assess. 7-12</td>
<td>3</td>
<td>EDFN 202</td>
</tr>
<tr>
<td>EDCI 389 FCS Occ. Methods</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 394 FCS Occupational Methods</td>
<td>2</td>
<td>jr. or sr. status</td>
</tr>
</tbody>
</table>

**Che 63 hrs.**

**Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.**
Family and Consumer Sciences

Courses and Descriptions (FCS)

100 INTRODUCTION TO FAMILY AND CONSUMER SCIENCES
A course to acquaint the student with family and consumer sciences as a field for college study. It traces the growth and development of the profession. A survey is made of opportunities for occupations that are open to FCS graduates. Opportunities for personal contact with members of the profession are provided by lectures of guest speakers and personal interviews. Students will be introduced to and begin meeting requirements for the department assessment plan. Required of all students majoring in FCS.

111 FASHION ANALYSIS
Application of aesthetic principles to apparel design. Topics include fashion illustration and design, personal color analysis, figure analysis, and wardrobe planning.

112 FASHION STUDIO I
Apparel construction and design. Development of the basic principles, concepts, and skills essential for apparel construction. Students will apply individual design concepts to projects.

120 FOOD SCIENCE AND APPLICATIONS
Covers food selection and preparation. The interrelated factors of nutrition, food storage, equipment and time management as well as how food is properly prepared and served are covered in two one-hour lectures and applied in one two-hour lab per week.

180 LIFETIME WELLNESS
See PE 180 in Sport Sciences for course description.

211 CLOTHING AND CULTURE
Individual’s behavior as reflected in dress and adornment is studied from a sociological, psychological, physiological and economic basis. Environmental, technological and government factors that affect stability and change in clothing and behavior are emphasized. Meets International Perspectives requirement.

221 FOOD AND CULTURE
Nutritional needs of individuals and how to meet these needs; food supply around the world; consideration of factors which determine what societies and families eat – taboos, beliefs, rituals and symbolism of food. History of how people have met their food needs and future plans to do so. Meets International Perspectives requirement.

222 MEAL MANAGEMENT
Examination and application of components that contribute to the preparation of meals. Menu planning and shopping, food safety issues, budgeting constraints, and specific food recipe preparations in a laboratory will be explored. Proper hospitality and setting will also be addressed culminating in a formal luncheon for faculty. One lecture and one lab session per week.

232 INDIVIDUAL AND FAMILY RESOURCE MANAGEMENT
A study of the management of family resources and factors which affect their service learning activity.

264 CHILD DEVELOPMENT
A study of the factors involved in the physical, language, cognitive, social, emotional, and aesthetic development of all children, both typical and atypical from birth through age 8. The young child is studied within the contexts of family, culture, and society. Two class hours and one laboratory hour a week.

Minors in Family and Consumer Sciences

Note: Students must be accepted into the Child Development-Child Care minor. Contact the department chair for permission.

<table>
<thead>
<tr>
<th>COURSE NUMBER AND TITLE</th>
<th>HRS.</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 264 Child Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 265 Adult-Child Relationships</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 268 Pre-School Laboratory</td>
<td>3</td>
<td>FCS 264</td>
</tr>
<tr>
<td>FCS 480B Child/Family</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 215 EC/ECIS Foundations</td>
<td>3</td>
<td>FCS 264</td>
</tr>
<tr>
<td>One course from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 222 Art Education</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>MUSIC 232 Teaching Music in EC</td>
<td>(2)</td>
<td>MUSIC 150</td>
</tr>
<tr>
<td>PE 213 Movement, Games, Rhythm</td>
<td>(3)</td>
<td>none</td>
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<tr>
<td></td>
<td>17-18 hrs.</td>
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</table>

FAMILY STUDIES

<table>
<thead>
<tr>
<th>COURSE NUMBER AND TITLE</th>
<th>HRS.</th>
<th>PREREQUISITES</th>
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</thead>
<tbody>
<tr>
<td>FCS 270 Lifespan Human Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 340 Marriage &amp; Fam. Relationships</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>Choose 12 hrs. from the following:</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>FCS 264 Child Development</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>FCS 265 Adult-Child Rel.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>FCS 330 Con. Prob. &amp; Fin. Mgmt.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>FCS 355 Human Sexuality</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>FCS 375 Stress Management</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>FCS 440 Divorce &amp; Remarriage</td>
<td>(3)</td>
<td>FCS/SOC 340</td>
</tr>
<tr>
<td>FCS 450 Adult Devel. &amp; Aging</td>
<td>(2)</td>
<td>FCS 340</td>
</tr>
<tr>
<td></td>
<td>18 hrs.</td>
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</table>

FASHION MERCHANDISING

<table>
<thead>
<tr>
<th>COURSE NUMBER AND TITLE</th>
<th>HRS.</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 251 Molecular Architecture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 111 Fashion Analysis</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 316 Textiles</td>
<td>3</td>
<td>CHEM 251</td>
</tr>
<tr>
<td>FCS 317 Fashion Industry</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 416 Fashion Merchandising</td>
<td>3</td>
<td>FCS 317</td>
</tr>
<tr>
<td>Choose 6 hrs. from the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>FCS 112 Fashion Studio I</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>FCS 211 Clothing &amp; Culture</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>FCS 312 Ready to Wear Analysis</td>
<td>(3)</td>
<td>FCS 112</td>
</tr>
<tr>
<td>FCS 417 Fashion Evolution</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>21 hrs.</td>
<td></td>
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</tbody>
</table>

FOODS AND NUTRITION

<table>
<thead>
<tr>
<th>COURSE NUMBER AND TITLE</th>
<th>HRS.</th>
<th>PREREQUISITES</th>
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</thead>
<tbody>
<tr>
<td>CHEM 251 Molecular Architecture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 120 Food Science &amp; Applications</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 221 Food &amp; Culture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 222 Meal Mgmt.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 330 Cons. Prob. &amp; Fin. Mgmt.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 428 Human Nutrition</td>
<td>3</td>
<td>CHEM 103 or 251</td>
</tr>
<tr>
<td>FCS 480A Foods &amp; Nutrition</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>21 hrs.</td>
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</tr>
</tbody>
</table>

WELLNESS

See listing in Sport Sciences.
265 ADULT-CHILD RELATIONSHIPS & CLASSROOM MANAGEMENT I 3
An in-depth study of adult-child relationships within the context of the family, school, and community. Addresses basic child guidance techniques, and also views child and adult behavior as part of a broader context. Examines individual traits of children and adults, diversity among families, and family and societal stresses as they relate to adult-child relationships. Note: The non-education section will not have the classroom management component.

268 PRE-SCHOOL LABORATORY 3
Prerequisite: FCS 264
Seminar and field experiences in a preschool setting provide opportunities to learn and utilize authentic, classroom-based assessment, and how to interpret and use the information to plan curriculum that is responsive to and supportive of children's development and learning.

270 LIFESPAN HUMAN DEVELOPMENT 3
A study of development, behavior and interpersonal competence through the life span; emphasis on developing a good self concept, workable value system, attitudes about self and others, good interpersonal relationships. Trends and current concerns in areas of human growth and development are considered.

300 TOPICS IN FAMILY AND CONSUMER SCIENCES 3
Prerequisite: FCS 232
Contemporary and public policy issues in the areas of human/family development, resource management, food and human nutrition, apparel and textiles, shelter and design of the near environment will be investigated. The role of an FCS professional will be emphasized.

312 READY TO WEAR ANALYSIS 3
Prerequisite: FCS 112
The examination and evaluation of ready to wear apparel and its details for construction, style, quality and fit. Apparel manufacture terms, techniques, production methods and costing will be discussed.

316 TEXTILES 3
Prerequisite: CHEM 251
An in-depth study of fibers, yarns, fabric constructions and finishes of the fabrics currently in use for clothing and the household. Labeling, comparative consumption and the economics of textiles are studied.

317 FASHION INDUSTRY 3
The history and development of the fashion industry, its operation, merchandising activities and current industry trends, from the producers of raw materials to retail distribution of consumer goods.

318 INTERNSHIP 3
Prerequisite: Junior standing
Practical work experience in major subject areas of FCS. Students are required to spend 150 hours in internship experience. Follow-up seminar includes portfolio and resume development, interview skills and business etiquette.

321 NUTRITION EDUCATION AND COMMUNICATION SKILLS 1-3
Focuses on improving a student's nutrition education, communication, and demonstration skills, including discussion and evaluation of individual learning and behavioral theories, strategies for modifying an individual's cognition, and examination and application of behavioral modification techniques and motivational strategies. Student will develop and implement nutrition-related brochures and classroom presentations.

322 EXPERIMENTAL FOODS 3
Prerequisite: FCS 120
A study of factors affecting standard food products and an introduction into experimental methods. Students apply the experimental method of investigation to an individual project. Two lectures, one three-hour lab per week.

324 HEALTH, SAFETY, AND NUTRITION DURING EARLY CHILDHOOD YEARS 3
A study of health, nutrition, and safety concepts as they relate to the developing child from birth through middle grades in the home and in the community. The importance of health, nutrition and safety education for parents, children and professionals working with children and their families is emphasized. Planning healthful and safe environments as well as curriculum for use with children/families will be addressed. FCS/HED credit.

328 NUTRITION FOR EVERYDAY LIVING 3
The relationship between diet and human health. Students learn nutrition principles while discussing current nutrition issues and controversies. Methods for evaluating nutrition claims are considered.

330 CONSUMER PROBLEMS AND FINANCIAL MANAGEMENT 3
A study of the consumer role of individuals and families in today's economic system, with emphasis on the management of family financial resources in terms of individual and family goals.

340 MARRIAGE AND FAMILY RELATIONSHIPS 3
The study of the modern American family beginning with courtship and continuing through subsequent phases of the family life cycle. Identifies the various concepts, principles and stages as found in the three major components of study – the family, the premarital dyad, and the evolving marriage. FCS/SOC credit.

350 DEATH AND DYING 3
See SOCWK 350 for course description.

355 HUMAN SEXUALITY 3
See SOC 355 for course description.

375 STRESS MANAGEMENT 3
An analytical study of stress and its impact on the individual with emphasis on the identification of the various stressors that influence the individual and ways reduce or eliminate stress.

389 THE TEACHING OF VOCATIONAL FCS 3
See EDCI 389 for course description.

394 FCS OCCUPATIONAL METHODS 2
See EDCI 394 for course description.

413 FASHION STUDIO II 3
Prerequisite: FCS 112
Principles of apparel design by flat pattern methods. Advanced fitting techniques used to create a master pattern. Students will design and construct original fashion designs.

416 FASHION MERCHANDISING 3
Prerequisite: FCS 317
Includes planning, buying and selling of fashion merchandise through various distribution channels; fashion management, organization, operations and image; pricing and retail math; fashion promotion and visual merchandising.

417 FASHION EVOLUTION 3
A chronological study of costume and textiles from ancient civilizations to modern times. Historical and cultural aspects as they influenced period costume will be discussed.

419 RESEARCH IN FAMILY AND CONSUMER SCIENCES 3
Prerequisite: FCS 300, MATH 208
Students evaluate research in Family and Consumer Sciences and conduct individual research projects.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>428</td>
<td>HUMAN NUTRITION</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: CHEM 103 or 251</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exploration and discussion of basic principles of human nutrition, which include digestion/adsorption, macro- and micronutrients and their metabolism, energy balance, sport nutrition, and nutrition and chronic illnesses.</td>
<td></td>
</tr>
<tr>
<td>430</td>
<td>FASHION PROMOTION</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites: FCS 416, BUS 314 and 315</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course focuses on the comprehensive nature of promotion in the merchandising environment of fashion and related goods. Concepts, perspectives, and methods for the development and implementation of integrated marketing communications programs for fashion retailers are analyzed and critiqued. Students plan and develop promotional strategies.</td>
<td></td>
</tr>
<tr>
<td>440</td>
<td>DIVORCE AND REMARRIAGE</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: FSC/SOC 340</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>An analytical study of divorce and remarriage in American society today. This study will include, but not be limited to the identification and discussion of the economic, behavioral, social, relational and legal aspects of divorce and remarriage.</td>
<td></td>
</tr>
<tr>
<td>441</td>
<td>INTERIOR DESIGN</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Application of design principles to furnishing home and other interiors including study of backgrounds, furniture, textiles and accessories; consideration of aesthetic economies and social factors affecting choice.</td>
<td></td>
</tr>
<tr>
<td>450</td>
<td>ADULT DEVELOPMENT AND AGING</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: FCS 340</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A study of the sociological, biological, psychological and behavioral changes that take place in the adult years of the life cycle — early, middle and later adulthood.</td>
<td></td>
</tr>
<tr>
<td>480</td>
<td>DIGEST OF FAMILY AND CONSUMER SCIENCES</td>
<td>1-6</td>
</tr>
<tr>
<td></td>
<td>Student will select a problem under the guidance of a faculty member for investigation to broaden and extend knowledge in a special area of FCS from the following for a maximum of six hours:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Human nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B Child &amp; family studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C Home furnishings, housing, household equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D Resource management and consumer problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E FCS education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F Fashion merchandising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G Family and consumer sciences</td>
<td></td>
</tr>
</tbody>
</table>
Foreign Languages

Mission and Goals
The Department of Foreign Languages provides educational opportunities that nurture the development of proficiency in a foreign language and knowledge of other cultures. All foreign language courses are taught in the target language, in context, and make use of authentic materials. The learning experience is enhanced by the use of state-of-the-art technology, meaningful learning activities and assessment within a challenging, comprehensive, and balanced curriculum of language, civilization, and literature.

Student Learning Objectives
For non-majors acquiring a B.A. degree:
1. To develop intermediate-level proficiency in the four skills of the foreign language — speaking, writing, listening, and reading;
2. To develop a basic knowledge and understanding of the culture(s) of the countries represented by the foreign language; and
3. To develop strong reasoning skills.

For majors in French and Spanish:
1. To develop advanced-level proficiency in the four skills of the foreign language — speaking, writing, listening, and reading;
2. To develop a strong knowledge of the foreign language as a system;
3. To develop a broad knowledge of the civilization(s) of the foreign language;
4. To develop a broad knowledge of the literature(s) of the foreign language; and
5. To develop strong reasoning skills.

Facilities and Equipment
The Foreign Language department has a modern, digital audio laboratory with 14 computers as well as video, multimedia, and computer-assisted instruction capabilities. Language classrooms are equipped with media stations that link the classroom to the language laboratory and the University computing network.

Student Honor Society
Phi Sigma Iota, Gamma Tau chapter (International Foreign Language Honor Society), honors students who pursue a major or minor in foreign languages or an interdisciplinary major or minor which includes foreign languages as an essential component. Juniors and seniors are eligible for membership who have completed one 300-level course at AU, have an overall GPA of at least 3.0, and a GPA of at least 3.0 in their foreign language courses. Membership is by invitation.

Description of Majors
French and Spanish (B.A.) – Majors study to achieve advanced level proficiency in the language as well as a solid foundation in the civilization and literature of the countries in which that language is spoken. The annual portfolio process allows majors to measure their progress in a supportive environment. The program is enhanced by study abroad opportunities in Quebec and France for French majors and Mexico, Spain and other Spanish-speaking countries for Spanish majors. A B.A. degree allows graduates to pursue careers that require foreign language proficiency or graduate school.

French and Spanish Education – The education program consists of courses in the language, foreign language methodology, and general education. Students study to achieve an advanced level of proficiency in the language as well as a solid foundation in the civilization and literature of the countries in which that language is spoken through coursework at A.U. and abroad. Foreign language education courses and field experience supervision are provided by foreign language specialists. All foreign language education majors are encouraged to study abroad for at least one semester in Quebec or France for French majors and Mexico, Spain or other Spanish-speaking countries for Spanish majors. The B.S.Ed. leads to licensure to teach the language in all grades PreK through 12.

Institutional Requirement for the Bachelor of Arts Degree
Students pursuing a Bachelor of Arts degree must fulfill the foreign language requirement as defined by successful completion of Intermediate II or the equivalent of a single language. The number of credit hours needed (0-12) to complete the requirement depends on the student’s entry level of study.

Foreign Language Placement
Foreign language placement is based on three factors: 1) years of previous study of the foreign language; 2) ACT score; and 3) high school GPA. In order to enroll for a foreign language course at the 100 or 200 level, the student must first receive placement. The online placement tool may be found on the Academic Advising web page.

Degree Requirements
Assessment – All foreign language majors with sophomore status or higher are required to participate annually in the department’s portfolio assessment process.

Students taking a foreign language course for a French or Spanish major must earn a “C-” or better to count the course toward the major.

Students pursuing a Bachelor of Science in Education with a major in French or Spanish have minimum oral proficiency requirements associated with field experiences and licensure. In order to complete foreign language education field experiences at the 300 level and above, students must demonstrate the minimum oral proficiency score for that level experience on
the Foreign Language Department’s oral proficiency test. For licensure, students must demonstrate proficiency in the foreign language at the level set as the standard by the Ohio Department of Education.

**Bachelor of Arts with a major in French**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 251 Intermediate French I</td>
<td>3</td>
<td>FL 152 or equivalent</td>
</tr>
<tr>
<td>FL 252 Intermediate French II</td>
<td>3</td>
<td>FL 251 or equivalent</td>
</tr>
<tr>
<td>FL 303 French Grammar &amp; Comp.</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>Two from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 304 French Stylistics</td>
<td>(3)</td>
<td>FL 303 or permission</td>
</tr>
<tr>
<td>FL 305 French Phonetics</td>
<td>(3)</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>FL 357 Conversational French</td>
<td>(3)</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 353 Intro. to French Lit. I</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>FL 354 Intro. to French Lit. II</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>One from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 351 Intro. to French Fiction I</td>
<td>(3)</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>FL 352 Intro. to French Fiction II</td>
<td>(3)</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>FL 470 Seminar in Francophone Studies (literature topic)</td>
<td>(3)</td>
<td>FL 351-352 or 353-354 or permission</td>
</tr>
<tr>
<td>Civilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 301 French Civilization I</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>FL 302 French Civilization II</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 353 Intro. to French Lit. I</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>FL 354 Intro. to French Lit. II</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>One from:</td>
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<td></td>
</tr>
<tr>
<td>FL 351 Intro. to French Fiction I</td>
<td>(3)</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>FL 352 Intro. to French Fiction II</td>
<td>(3)</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>FL 470 Seminar in Francophone Studies (literature topic)</td>
<td>(3)</td>
<td>FL 351-352 or 353-354 or permission</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 305 French Phonetics</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>One from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 304 French Stylistics</td>
<td>(3)</td>
<td>FL 303 or permission</td>
</tr>
<tr>
<td>FL 357 Conversational French</td>
<td>(3)</td>
<td>FL 252 or equivalent</td>
</tr>
</tbody>
</table>

**Remaining Education requirements:**

- A major in French (Multi-Age, PK-12)
- A major in Spanish (Multi-Age, PK-12)
- A major in French (Intermediate, PK-12)
- A major in Spanish (Intermediate, PK-12)

**Study Abroad — Highly recommended (see Study Abroad Opportunities)**

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

**NOTE:** FL 252 meets International Perspectives requirement for this major.

**Bachelor of Arts with a major in Spanish**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 271 Intermediate Spanish I</td>
<td>3</td>
<td>FL 172 or equivalent</td>
</tr>
<tr>
<td>FL 272 Intermediate Spanish II</td>
<td>3</td>
<td>FL 271 or equivalent</td>
</tr>
<tr>
<td>FL 310 Spanish Grammar &amp; Comp.</td>
<td>3</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>Two from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 307 Spanish Phonetics</td>
<td>(3)</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>FL 377 Conversational Spanish I</td>
<td>(3)</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>FL 477 Adv. Comp. &amp; Conversation</td>
<td>(3)</td>
<td>FL 310</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 311 Civilization of Spain</td>
<td>3</td>
<td>FL 272</td>
</tr>
<tr>
<td>FL 312 Civilization of Latin America</td>
<td>3</td>
<td>FL 272</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 372 Survey of Spanish Literature</td>
<td>3</td>
<td>FL 310</td>
</tr>
<tr>
<td>FL 373 Survey of Latin American Lit.</td>
<td>3</td>
<td>FL 310</td>
</tr>
<tr>
<td>FL 476 Seminar in Hispanic Studies</td>
<td>3</td>
<td>FL 311 or 312; 372 or 373</td>
</tr>
<tr>
<td>30 hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 305 French Phonetics</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>One from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 304 French Stylistics</td>
<td>(3)</td>
<td>FL 303 or permission</td>
</tr>
<tr>
<td>FL 357 Conversational French</td>
<td>(3)</td>
<td>FL 252 or equivalent</td>
</tr>
</tbody>
</table>

**Assessment** — Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

**Bachelor of Science in Education with a comprehensive major in Spanish (Multi-Age, PreK-12)**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 171 Elementary Spanish I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FL 172 Elementary Spanish II</td>
<td>3</td>
<td>FL 171 or equivalent</td>
</tr>
<tr>
<td>FL 271 Intermediate Spanish I</td>
<td>3</td>
<td>FL 172 or equivalent</td>
</tr>
<tr>
<td>FL 272 Intermediate Spanish II</td>
<td>3</td>
<td>FL 271 or equivalent</td>
</tr>
<tr>
<td>FL 307 Spanish Phonetics</td>
<td>3</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>FL 310 Spanish Grammar &amp; Comp.</td>
<td>3</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>One from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 377 Conversational Spanish I</td>
<td>(3)</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>FL 477 Adv. Comp. &amp; Conversation</td>
<td>(3)</td>
<td>FL 310</td>
</tr>
</tbody>
</table>

**Advanced** — Highly recommended (see Study Abroad Opportunities)

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

**NOTE:** FL 252 meets International Perspectives requirement for this major.

**Bachelor of Science in Education with a comprehensive major in French (Multi-Age, PreK-12)**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 151 Elementary French I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FL 152 Elementary French II</td>
<td>3</td>
<td>FL 151 or equivalent</td>
</tr>
<tr>
<td>FL 251 Intermediate French I</td>
<td>3</td>
<td>FL 152 or equivalent</td>
</tr>
<tr>
<td>FL 252 Intermediate French II</td>
<td>3</td>
<td>FL 251 or equivalent</td>
</tr>
<tr>
<td>FL 303 French Grammar &amp; Comp.</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>FL 305 French Phonetics</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>One from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 304 French Stylistics</td>
<td>(3)</td>
<td>FL 303 or permission</td>
</tr>
<tr>
<td>FL 357 Conversational French</td>
<td>(3)</td>
<td>FL 252 or equivalent</td>
</tr>
</tbody>
</table>

**Assessment** — Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

**Bachelor of Science in Education with a comprehensive major in French (Multi-Age, PreK-12)**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 171 Elementary Spanish I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FL 172 Elementary Spanish II</td>
<td>3</td>
<td>FL 171 or equivalent</td>
</tr>
<tr>
<td>FL 271 Intermediate Spanish I</td>
<td>3</td>
<td>FL 172 or equivalent</td>
</tr>
<tr>
<td>FL 272 Intermediate Spanish II</td>
<td>3</td>
<td>FL 271 or equivalent</td>
</tr>
<tr>
<td>FL 307 Spanish Phonetics</td>
<td>3</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>FL 310 Spanish Grammar &amp; Comp.</td>
<td>3</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>One from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 377 Conversational Spanish I</td>
<td>(3)</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>FL 477 Adv. Comp. &amp; Conversation</td>
<td>(3)</td>
<td>FL 310</td>
</tr>
</tbody>
</table>
**Foreign Languages**

**Literature**
- FL 372 Survey of Spanish Literature 3 FL 310
- FL 373 Survey of Latin American Lit. 3 FL 310
- FL 476 Seminar in Hispanic Studies 3 FL 311 or 312; 372 or 373

**Electives — Spanish elect. or St. Abroad**

Courses related to Second-Language Acquisition
- EDCI 230PK Workshop in Teaching 2 EDEN 130, FL 272
- EDCI 330PK Field Exp. for Diversity 2 EDCI 230; FCS 270 or PSYC 218
- EDCI 380 FL Curriculum & Instruction 3 EDEN 202
- EDCI 432 Teaching For. Lang. Pre K-12 3 FL proficiency or none
- EDEC 262 Foundations in Literacy 3 none
- A human development course from 3 Core social sciences

Remaining Education requirements:
- EDCI 131 Instructional Tech. Lab 0 concur. with EDFN 130
- EDCI 232 Intro. to Prin. of Instr. Tech. 3 EDCI 131
- EDCI 250 Intro. Educational Intervention 3 none
- EDCI 469 Student Internship PreK-12 10 all student internship requ.
- EDFN 130 Introduction to Teaching 2 none
- EDFN 202 Teaching and Learn. Process 3 EDFN 130
- EDFN 402 Social and Prof. Issues 3 sr. status

**Study Abroad — Highly recommended:**
- FL 200 Intermediate Level Intensive Spanish Study in Mexico 3-6 hrs.
- FL 300 Advanced Level Intensive Spanish Study in Mexico 3-6 hrs.

(see Study Abroad Opportunities)

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

**Notes:**
- Students who begin study at a higher level than 171 must complete the course credit by exam or CLEP (College Level Examination Program) process by the eighth week of the first foreign language course taken at A.U. in order to have the credits appear on their university transcript.
- NOTE: FL 200 or 272 meets International Perspectives requirement for major.

**Foreign Language minors**

*Note: Student placement is determined by amount of prior language experience. Initial placement will determine how many credits students will need to take in the category (12 or fewer).

**Minor in French**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 hrs. of French courses at any level</td>
<td>0-12</td>
<td>*</td>
</tr>
<tr>
<td>FL 303 French Grammar &amp; Comp.</td>
<td>3</td>
<td>FL 252 or equivalent</td>
</tr>
<tr>
<td>Two other French courses 300 level or above</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>9-21 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Minor in Spanish**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 hrs. of Spanish courses at any level</td>
<td>0-12</td>
<td>*</td>
</tr>
<tr>
<td>FL 310 Spanish Grammar &amp; Comp.</td>
<td>3</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>Two other Spanish courses 300 level or above</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>9-21 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Minor in Spanish for ECE/ECIS majors**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 271 Intermediate Spanish I</td>
<td>3</td>
<td>FL 172 or equivalent</td>
</tr>
<tr>
<td>FL 272 Intermediate Spanish II</td>
<td>9</td>
<td>FL 271 or equivalent</td>
</tr>
<tr>
<td>FL 300 Intensive Study in Mexico</td>
<td>6</td>
<td>FL 272 or equiv; perm.</td>
</tr>
<tr>
<td>FL 310 Grammar &amp; Composition</td>
<td>3</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>FL 381 Early Childhood Education in Mexico</td>
<td>2</td>
<td>FL 300</td>
</tr>
<tr>
<td>Two from:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>FL 307 Spanish Phonetics</td>
<td>(3)</td>
<td>FL 272 or equivalent</td>
</tr>
<tr>
<td>FL 312 Civilization of Latin America</td>
<td>(3)</td>
<td>FL 272 or equivalent</td>
</tr>
</tbody>
</table>

**FL 377 Conversational Spanish I** (3) FL 272 or equivalent
**EDEC 416 Meth.-ECE Eng. Lang. Learners** (3) FL 300,381, EDEC 330, teach. ed. screening

**Minor in Foreign Studies**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 hrs. of foreign language through the 200 level</td>
<td>0-12</td>
<td>*</td>
</tr>
<tr>
<td>3 hrs. of foreign language at the 300 level</td>
<td>3</td>
<td>FL 252, 262, 272 or equiv.</td>
</tr>
<tr>
<td>COMAR 302 Intercultural Comm. International Perspectives courses outside FL dept.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>One study abroad experience of at least 8 weeks</td>
<td>12-24 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

**Foreign Language Courses and Descriptions**

**FRENCH**

151 **ELEMENTARY FRENCH I** 3
An introduction to the French language and culture with practice in the basic skills of the language. Lab work required. Taught in French. Offered annually.

152 **ELEMENTARY FRENCH II** 3
Prerequisite: FL 151
A continuation of FL 151. Lab work required. Taught in French. Offered annually.

251 **INTERMEDIATE FRENCH I** 3
Prerequisite: FL 152 or equivalent
A course designed to increase the student’s understanding of the language by building on the skills learned in the elementary course. Lab work required. Taught in French. Offered annually.

252 **INTERMEDIATE FRENCH II** 3
Prerequisite: FL 251
A continuation of FL 251. Lab work required. Taught in French. Offered annually. Meets International Perspectives requirement.

301 **FRENCH CIVILIZATION I** 3
Prerequisite: FL 252 or equivalent
A survey of the civilization of France from ancient times to the present. Oral work based on discussion of historical and contemporary aspects—political, economical, social and artistic—of French life. Taught in French. Offered alternate years.

302 **FRENCH CIVILIZATION II** 3
Prerequisite: FL 252 or equivalent
Focuses on contemporary France through the study of its most recent cultural production—the French political system, media, feminism, textual production, slang, immigration policies, and importation of American culture. Will emphasize the active use of the language. Taught in French. Offered alternate years.

303 **FRENCH GRAMMAR AND COMPOSITION** 3
Prerequisite: FL 252 or equivalent
The course offers an intensive review and expansion of grammar and vocabulary through reading and writing. Reading selections include cultural information from France and other French-speaking countries. Taught in French. Offered alternate years.
Prerequisite: FL 252 or equivalent
A course designed to provide a review of standard French pronunciation and an introduction to phonetics and phonology, including corrective exercises and a contrastive analysis of French and English sound systems. Language lab required. Taught in French. Offered alternate years.

353-354 INTRODUCTION TO FRENCH LITERATURE 3-3
Prerequisite: FL 252 or equivalent
Provides an overview of the literature and literary movements in France since the Middle Ages. Literature in its historical and cultural context will be emphasized as well as the study of genre and the evolution of the French language. Taught in French. Offered alternate years.

357 CONVERSATIONAL FRENCH 3
Prerequisite: FL 252 or equivalent
Provides students with an opportunity to apply concepts learned in language courses and to practice and develop conversational fluency. Taught in French. Offered alternate years.

470 SEMINAR IN FRANCOPHONE STUDIES 3
Prerequisite: FL 351-352 or 353-354 or permission
A seminar on topics pertinent to the field of Francophone Studies in language, culture, civilization or literature. The content will vary depending upon the interest and needs of students. The course may be repeated for a total of 6 hours. Taught in French. Offered alternate years.

SPANISH

171 ELEMENTARY SPANISH I 3
An introduction to Spanish language and culture with practice in the basic skills of the language. Lab work required. Taught in Spanish. Offered annually.

172 ELEMENTARY SPANISH II 3
Prerequisite: FL 171 or equivalent
A continuation of FL 171. Lab work required. Taught in Spanish. Offered annually.

200 INTERMED. LEVEL INTENSIVE SPANISH STUDY IN MEXICO 3-6
Prerequisite: FL 172 or equivalent, permission of the department, study abroad eligibility criteria
A program designed to provide students with an intermediate-level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with Mexican families. Orientation and debriefing sessions on campus are required. 6 hours, or 3 hours plus FL 271 meets the International Perspectives requirement.

271 INTERMEDIATE SPANISH I 3
Prerequisite: FL 172 or equivalent
A course designed to increase the student’s understanding of the language by building on the skills learned in the elementary course. Lab work required. Taught in Spanish. Offered annually.

272 INTERMEDIATE SPANISH II 3
Prerequisite: FL 271 or equivalent

300 ADVANCED LEVEL INTENSIVE SPANISH STUDY IN MEXICO 3-6
Prerequisite: FL 272 or equivalent, permission of the department, study abroad eligibility criteria
A program designed to provide students with an advanced-level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with Mexican families. Orientation and debriefing sessions on campus are required.

307 SPANISH PHONETICS 3
Prerequisite: FL 272 or equivalent
A course designed to provide a review of Spanish pronunciation and an introduction to phonetics and phonology, including the study of features of principal dialects and a contrastive analysis of Spanish and English sound systems. Language lab required. Taught in Spanish. Offered alternate years.

310 SPANISH GRAMMAR AND COMPOSITION 3
Prerequisite: FL 272 or equivalent
The course offers an intensive review and expansion of grammar and vocabulary. Students will apply the material studied and develop their written expression in Spanish through a writing and revising process that leads to portfolio assessment. Taught in Spanish. Offered annually.

311 CIVILIZATION OF SPAIN 3
Prerequisite: FL 272
A survey of Spanish civilization from ancient times to the present. A look at the past and at contemporary times through history, literature, art, and music. Taught in Spanish. Offered alternate years.

312 CIVILIZATION OF LATIN AMERICA 3
Prerequisite: FL 272
A survey of Latin American civilization from ancient times to the present. A look at the past and at contemporary times through history, literature, art and music. Taught in Spanish. Offered alternate years.

372 SURVEY OF SPANISH LITERATURE 3
Prerequisite: FL 310
A survey of the milestones of Spanish literature, from its beginnings to the present time. Taught in Spanish. Offered alternate years.

373 SURVEY OF LATIN AMERICAN LITERATURE 3
Prerequisite: FL 310
A survey of the milestones of Latin American literature, from its beginnings to the present time. Taught in Spanish. Offered alternate years.

377 CONVERSATIONAL SPANISH I 3
Prerequisite: FL 272 or equivalent
Designed to provide the student with an opportunity to apply the grammatical concepts learned in the basic language program and to improve conversational fluency through oral exercises, discussions, and activities related to everyday situations. Taught in Spanish. Offered alternate years.

381 EARLY CHILDHOOD EDUCATION IN MEXICO 2
Prerequisites: FL 300, 310, permission of the department, study abroad eligibility criteria met
A course designed to increase the student’s understanding of early childhood education in Mexico by providing in-class cultural and linguistic instruction as well as field experiences in Mexican schools. Taught in Spanish. Required for early childhood education Spanish minor. Offered annually.

476 SEMINAR IN HISPANIC STUDIES 3
Prerequisite: FL 311 or 312; 372 or 373
A seminar on topics pertinent to the field of Hispanic studies in language, culture, civilization or literature. The content will vary depending upon the interest and needs of students. The course may be repeated for a total of 6 hours. Taught in Spanish. Topics will vary or alternate each year. Taught annually.

Special Offerings
Courses listed below are offered infrequently, subject to student need, faculty availability and with the approval of the department chair and school dean.

161 ELEMENTARY GERMAN I 3
An introduction to the German language and culture with practice in the basic skills of the language. Lab work required. Taught in German.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>162</td>
<td>ELEMENTARY GERMAN II</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: FL 161 or equivalent</td>
<td>A continuation of FL 161. Lab work required. Taught in German.</td>
<td></td>
</tr>
<tr>
<td>261</td>
<td>INTERMEDIATE GERMAN I</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: FL 162 or equivalent</td>
<td>A course designed to increase the student’s understanding of the language by building on the skills learned in the elementary course. Lab work required. Taught in German.</td>
<td></td>
</tr>
<tr>
<td>262</td>
<td>INTERMEDIATE GERMAN II</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: FL 261 or equivalent</td>
<td>A continuation of FL 261. Lab work required. Taught in German. Meets International Perspectives requirement.</td>
<td></td>
</tr>
<tr>
<td>304</td>
<td>FRENCH STYLISTICS</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: FL 303 or permission</td>
<td>This course extends the concept of advanced French grammar and composition to questions of style and rhetoric. It will familiarize students with the constraints and freedoms of the French language through intensive analysis of a variety of texts and writing practice. Taught in French.</td>
<td></td>
</tr>
<tr>
<td>351-352</td>
<td>INTRODUCTION TO FRENCH FICTION</td>
<td>3-3</td>
</tr>
<tr>
<td>Prerequisite: FL 252 or equivalent</td>
<td>Introduces the student to complete works of French fiction. Special attention will be given to the novella, short story, and novel as examples of modern and contemporary literary production. Works will be selected from the literature of France and Francophone countries. Taught in French.</td>
<td></td>
</tr>
<tr>
<td>371</td>
<td>INTRODUCTION TO SPANISH LITERARY STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: FL 310, 311 or 312</td>
<td>Introduction to the analysis of Spanish literary texts, including poetry, drama, fiction and essay. Reading selections will include authors from both Spain and Latin America. Taught in Spanish.</td>
<td></td>
</tr>
<tr>
<td>378</td>
<td>CONVERSATIONAL SPANISH II</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: FL 272 or equivalent</td>
<td>A continuation of FL 377. Taught in Spanish.</td>
<td></td>
</tr>
<tr>
<td>477</td>
<td>ADVANCED CONVERSATION AND COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: FL 310</td>
<td>A course designed to enable students to practice speaking Spanish, build specialized vocabulary necessary for communication, reinforce complex syntactic structures, and improve writing skills. Taught in Spanish.</td>
<td></td>
</tr>
</tbody>
</table>
Geology

Department of Chemistry/Geology/Physics
The College of Arts and Sciences

Chair
Jeffrey D. Weidenhamer, Professor of Chemistry

Faculty
Michael R. Hudson, Associate Professor of Geology
Nigel Brush, Associate Professor of Geology

Degrees Offered
Bachelor of Science
Bachelor of Science in Education

Mission and Goals
The geology program strives to provide geology and other science majors with the detailed knowledge and technical skills that will allow them to pursue successfully jobs, careers, or advanced degrees in geology, related sciences, or education. The program places heavy emphasis on faculty/student interactions which occur especially well during field trips and junior/senior-level independent research projects. Writing and the use of instrumentation are especially significant in upper-level courses, where most laboratory exercises are project-oriented and problem-based.

The geology program seeks to provide non-majors with a workable knowledge of geological concepts and principles in order to gain an understanding of the forces and processes that shape the world around them. Students develop a deeper familiarity with the scientific method by critically examining the physical evidence upon which current geological models of the earth are built.

Student Learning Objectives
Students taking geology courses for major or minor requirements will:
• demonstrate their ability to apply the scientific method to problems through team-based laboratory projects, formal laboratory reports, and oral reports to peers and faculty, taking advantage of computer aided presentations;
• acquire hands-on skills in use of instrumentation through laboratory projects which are instrumentation intensive;
• become proficient in field work;
• understand the fundamental concepts and principles of geology; and
• develop writing, oral communication, and computing skills in a graded sequence as they progress through the geology program.

Students electing to carry out an undergraduate research project under the direction of a professor will:
• demonstrate an understanding of the scientific method through original research;
• present their results in either journal format or an honors thesis; and
• present their results at regional or national meetings, as appropriate.

Students taking geology courses to meet core curriculum requirements will:
• develop critical thinking skills in the context of problems relating to geology, earth science, or paleontology; and
• develop an understanding of the scientific method.

Facilities and Equipment
Four laboratories and sufficient classroom space meet the needs of the faculty and students in the geology program. The Fran and Warren Rupp Environmental Geochemistry laboratory, shared with the chemistry program, houses an X-ray fluorescence spectrometer and a clean chemical environment for the analysis of liquids and solids. Instruments in the chemistry program’s Ingmand laboratory, especially the ion chromatographs and graphite furnace atomic absorption spectrophotometer, are also utilized in the geology curriculum. A research grade polarizing microscope with audio, video, and photographic capabilities is used for mineralogical analyses. These instruments plus extensive mineral, rock, thin section, fossil, and map collections, rock preparation equipment, and an active field trip program give geology students a significant amount of hands-on exposure throughout their curriculum.

Field Studies in Geology
Majors in geology and earth science have excellent opportunities to observe in the field those theories and principles learned in the lecture halls and laboratories at Ashland University. Ashland is located within easy driving distance of many geologically significant areas within the state and in neighboring states. Students are afforded opportunities to visit these areas periodically.

Most graduate schools require the successful completion of a summer geological field camp. Although this is not a requirement for graduation from Ashland University, it is strongly recommended. There are many comprehensive summer field courses that include the fundamentals of field analysis and interpretation. These are conducted by leading universities or in cooperation with other geology departments and allow for the earning of six to eight hours. Scholarships are available for many of these camps.

Student Honor Society
Students who have excelled in geology courses are eligible for membership in the Zeta Lambda chapter of Sigma Gamma Epsilon, a national honor society for the earth sciences. Membership is by invitation, selected from students who have completed 12 hours or more of geology courses with a 3.0 GPA and who have greater than a 2.75 overall GPA.

Description of Majors
Geology is the study of the Earth, the rocks and minerals that compose the earth, and the processes that have shaped and continue to shape our planet. Geology also includes the study of the history of life on earth, and how these organisms, and the earth, have changed over earth’s history. Understanding geology provides an important foundation for understanding environmental issues such as groundwater pollution, mitigation of natural hazards, and climate change. Ashland provides its majors in geology with a broad training that emphasizes both hands-on laboratory training as well as extensive field experience. Students have the opportunity to conduct independent research with one of our faculty. A majority of our graduates continue their studies in graduate school, and Ashland graduates have been successful in obtaining a wide range of positions.
with natural resource and environmental companies and with governmental agencies.

Degree Requirements

Assessment – All geology majors will participate in a portfolio assessment process that will include papers and exams gathered from courses beginning in the freshman year.

Bachelor of Science with a comprehensive major in Geology

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101 Physical Geology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 102 Historical Geology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 309 Geomorphology</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 311 Mineralogy</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 312 Igneous/Metamorphic Petrology</td>
<td>4</td>
<td>GEOL 311</td>
</tr>
<tr>
<td>GEOL 313 Sedimentary Petrology/Stratigraphy</td>
<td>4</td>
<td>GEOL 102</td>
</tr>
<tr>
<td>GEOL 401 Structural Geology</td>
<td>4</td>
<td>GEOL 312, 313</td>
</tr>
<tr>
<td>GEOL 314 Paleontology</td>
<td>4</td>
<td>GEOL 101, 102</td>
</tr>
<tr>
<td>GEOL 403 Geochemistry</td>
<td>4</td>
<td>GEOL 311, CHEM 104</td>
</tr>
<tr>
<td>GEOL 404 Hydrogeology</td>
<td>4</td>
<td>GEOL 101, MATH 202 or 206</td>
</tr>
<tr>
<td>CHEM 103-104 Gen. Chemistry</td>
<td>4/4</td>
<td>h.s. chem., 3 yrs. h.s. math</td>
</tr>
<tr>
<td>PHYS 201-202 General Physics</td>
<td>4/4</td>
<td>h.s. alg. &amp; geom.</td>
</tr>
<tr>
<td>PHYS 205-206 University Physics</td>
<td>5/5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 201-202 Calculus, Applied Calculus</td>
<td>3/3</td>
<td>2 yrs. h.s alg., geom</td>
</tr>
<tr>
<td>MATH 205-206 Calculus</td>
<td>5/5</td>
<td>MATH 111 or equiv.</td>
</tr>
</tbody>
</table>

Additional courses in any of the sciences, MATH, or CS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0-6</td>
<td>60 hrs.</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Bachelor of Science in Education

with a comprehensive major in Integrated Science (Grades 7-12)

See listing in Education.

Bachelor of Science in Education with a comprehensive major in Earth Science (Grades 7-12)

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101 Physical Geology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 102 Historical Geology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 103 Phys. Geol. &amp; Environ.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 210 Natural Disasters</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 304 Oceanography</td>
<td>3</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 311 Mineralogy</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 312 Igneous &amp; Metamorphic Petrology</td>
<td>4</td>
<td>GEOL 311</td>
</tr>
<tr>
<td>GEOL 313 Sedimentary Petrology</td>
<td>4</td>
<td>GEOL 102</td>
</tr>
<tr>
<td>GEOL 429 Field Geology</td>
<td>1-2</td>
<td>GEOL 101, 102, 311</td>
</tr>
<tr>
<td>CHEM 103-104 Gen. Chemistry</td>
<td>4/4</td>
<td>h.s chem., 3 yrs. h.s math</td>
</tr>
<tr>
<td>PHYS 101 Introduction to Physics</td>
<td>3</td>
<td>h.s alg. &amp; geom.</td>
</tr>
<tr>
<td>PHYS 107 Modern Astronomy</td>
<td>3</td>
<td>h.s alg. &amp; trig.</td>
</tr>
<tr>
<td>BIO 201 Molec &amp; Cellular Basis of Life</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>Related concentration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 287 Curr./Instr./Assess. 7-12</td>
<td>3</td>
<td>EDFN 202</td>
</tr>
<tr>
<td>EDCI 432 Teaching Science 7-12</td>
<td>3</td>
<td>EDCI 230</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. h.s alg.</td>
</tr>
<tr>
<td>Choose one from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Develop.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>PSYC 209 Developmental Psych.</td>
<td>(3)</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>PSYC 218 Psych. of Adolescence</td>
<td>(3)</td>
<td>none</td>
</tr>
</tbody>
</table>

Remaining Education requirements:

EDCI 131 Instructional Tech. Lab 0 concur. with EDFN 130
EDCI 230SEC Workshop in Education 2 EDFN 130, 202
EDCI 232 Intro. to Prin. of Instr. Tech. 3 EDCI 131
EDCI 250 Intro. Educational Intervention 3 none
EDCI 330SEC Multicultural, Field Exp. 7-12 2 EDCI 230, 287; PSYC 209, 218, or FCS 270
EDCI 392 Content Area Reading 3 none
EDCI 461 Student Internship, Gr. 7-12 10 EDCI 432
EDFN 130 Introduction to Teaching 2 none
EDFN 202 Teaching and Learn. Process 3 EDFN 130
EDFN 402 Social and Prof. Issues 3 sr. status

91-92 hrs.

Geology Courses and Descriptions

101 PHYSICAL GEOLOGY

A study of the origin of minerals and rocks and the processes acting on and in the earth and their results as reflected in topography and earth structure. Three class sessions and one lab per week. Offered every fall.

102 HISTORICAL GEOLOGY

A study of the record in the rocks, especially the fossil record and the events of the earth’s formation through geologic time. Three class sessions and one lab per week. This course may also count toward a degree in biology. Offered every even spring.

103 PHYSICAL GEOGRAPHY AND THE ENVIRONMENT

Analysis of climatic elements and controls leading to an improved understanding of climatic types and their world distribution, followed by a study of the physical and cultural features within the major climatic regions, especially as these features relate to climatic conditions. The climatic regions form the framework for building up general geographic knowledge. Although memorization of geographic facts (including place names) is not stressed, the students are expected to improve greatly their knowledge of such facts. Offered every even fall.

210 NATURAL DISASTERS

What are natural disasters, and how can science lessen the damage done by events such as earthquakes, volcanic eruptions, and severe weather? This course will examine these events and how geologists attempt to predict when and where natural disasters are most likely to occur, as well as identify what steps endangered communities can take in order to avoid or minimize the danger posed by these natural processes. Meets Core credit for natural sciences.

211 DISCOVERING THE ICE AGE

How was the Ice Age discovered? This class will examine how 19th century scientists used stones, bones, and landforms to bring about a revolution in our understanding of earth history. It will also examine the scientific evidence upon which current models of the Pleistocene Ice Age are built, as well as how ice, sediment, and rock cores are providing us with new insights into past and
future ice ages. Meets Core credit for natural sciences.

212 ARCHAEOLOGY & HUMAN ANTIQUITY 3
Where did humans come from? How far back in time can we trace the human lineage? The question of human antiquity is a topic of universal interest and speculation. Archaeology is a discipline that seeks to answer this question. This class will critically examine some of the scientific techniques archaeologists have used, discoveries they have made, and conclusions they have reached about human antiquity. Meets Core credit for natural sciences.

213 ASTEROIDS, COMETS & CATASTROPHISM 3
How has the discovery of giant impact craters changed our understanding of earth history? This class will examine the scientific evidence for repeated asteroid and comet collisions with the earth, the catastrophic effect of these collisions, and the re-emergence of catastrophism as a viable paradigm in modern scientific theories. Meets Core credit for natural sciences.

275 TOPICS IN REGIONAL GEOLOGY 1-8
Prerequisite: permission
A study of various topics relevant to annual field trips conducted by the department, generally 10-14 days in May. Offered every odd spring.

304 OCEANOGRAPHY 3
Prerequisite: GEOL 101
To familiarize the student with general physical, chemical, biological and geological processes which affect the ocean and oceanic land forms, biota and chemistry. To show the student how these phenomena relate to current events and potential for future application to world population. To examine the depositional environment of the majority of crustal rocks. Offered every even fall.

309 GEOMORPHOLOGY 4
Prerequisite: GEOL 101
The interpretation of landscapes and landforms; their origin, evolution and relation to erosion, structure and rock characteristics. Three lectures and one lab per week. Offered every odd fall.

311 MINERALOGY 4
Prerequisite: GEOL 101
A course that includes the elements of crystallography, crystal chemistry and descriptive mineralogy of the important or common minerals. Three class sessions and one lab per week. Offered every fall.

312 IGNEOUS AND METAMORPHIC PETROLOGY 4
Prerequisites: GEOL 311
Analysis of the principal igneous and metamorphic rocks; their origin, structure and physical and chemical composition. Three class sessions and one lab per week. Offered every even spring.

313 SEDIMENTARY PETROLOGY AND STRATIGRAPHY 4
Prerequisites: GEOL 102
An introduction to the features found in sedimentary rocks and the principles of sedimentology and stratigraphy emphasizing interpretation, correlation, and use in assessing the geologic history of the earth. Three class sessions and one laboratory period per week. Offered every even fall.

314 PALEONTOLOGY 4
Prerequisites: GEOL 101 and 102
A study of the morphological relationships of important fossil animal and plant groups, principles of their development, and their use in historical geology. Three class sessions and one lab per week. Offered every even spring.

350 SCIENCE AS A CULTURAL FORCE 3
See CHEM 350 for course description.

401 STRUCTURAL GEOLOGY 4
Prerequisites: GEOL 312, 313
A study of the geometrical relationships of rock bodies of the earth, their orientation, distribution and bearing on theories concerned with the origin and development of major landscape features, the continents and the ocean basins. Three class sessions and one lab per week. Offered every odd spring.

403 GEOCHEMISTRY 4
Prerequisites: GEOL 101 and 311, CHEM 104, or permission of instructor and department chair
A quantitative introduction to the distribution and migration of chemical species within the earth, in space and in time, with emphasis on understanding the principle chemical controls on element distribution. Major chemical systems are investigated within the lithosphere and hydrosphere. Three lectures and one two-hour lab per week. This course may be used to satisfy elective hours for chemistry majors. Offered every odd spring.

404 HYDROGEOLOGY 4
Prerequisites: GEOL 313 or 323 or permission of instructor
A basic course on the origin, location and exploitation of groundwater. Exploration for and development of groundwater, together with its cultural and geological significance are covered. Theory and mathematics of flow through porous media and mapping and planning of groundwater resources and their environmental protection will be part of the lecture and laboratory.

429 FIELD GEOLOGY 1-8
Prerequisites: GEOL 101, 102, 311, and additional courses from the following are recommended: GEOL 309, 312, 313, 314 and 401
Field analysis and interpretation of the regional geology at several field camp locations. The work includes an introduction to field techniques and geological mapping on aerial photographs and topographic base maps. Offered every odd summer, generally 10-14 days in May.
History

Department of History/Political Science
The College of Arts and Sciences

Chair
David Foster, Associate Professor of Political Science

Faculty
Duncan R. Jamieson, Professor of History
John E. Moser, Associate Professor of History
Edith Foster, Assistant Professor of History
Emily Hess, Instructor of History

Degrees Offered
Bachelor of Arts
Bachelor of Science in Education

Mission
The history program is designed to introduce students to the great individuals, events and ideas of the past; to broaden and deepen their knowledge and understanding of historical continuity and change; and to help students to interpret the forces that shape human events. By examining the political, cultural, and moral forces that have shaped the modern world, we hope to provide the context by which students can better understand themselves and the world in which they live.

Student Learning Objectives
1. To provide for a major that guides students to become competent professional historians and teachers of history.
2. To have a broadening effect on both majors and non-majors by helping them to become informed individuals who develop the personal depth and scholarship to put the present world into historical perspective and provide leadership for the future.
3. To complement the liberal arts program at Ashland University by providing a wide range of historical topics that relate to and incorporate many of the specialized fields of study students pursue.
   We believe history is an integral part of the liberal arts education.
4. To assist students who want to pursue post-graduate education, research and writing.

Facilities and Equipment
The main library has a large collection of historical literature, books, government documents, newspapers, magazines, maps, references and media which complement the study of history and listed history courses. Classrooms are also provided with maps.

Student Honor Society
Students who have excelled in history are eligible for membership in Phi Alpha Theta, Omicron Zeta chapter, an international honor society in history. Membership is by invitation, selected from junior and senior students with a 3.1 or higher GPA and a minimum of 12 hours of history.

Description of Major
History, the study of how human beings have lived in the past, tries to describe the past and account both for continuity and change over time. While every aspect of human life falls within the historian’s concern, in this department we focus particularly on political and intellectual history. In our history courses, students will interpret historical figures and events, they will study times and places very different from our own, and they will examine the political, intellectual, and cultural forces that produced and now shape the modern world. The overall aim of these studies is to help students better understand themselves and their world. The major in history does not aim to produce specialists in a particular area, but to enliven students’ minds with the capacity to think seriously about human affairs and to consider prudently the important social and political questions they will face as citizens. Our strengths are American and European history (both ancient and modern); we also offer courses on particular areas of the world, most notably Africa, the Middle East, and Modern Asia.

Degree Requirements
Assessment – The goal of studying the important events, ideas, and people of history is not to train specialists in a particular skill, but to enliven minds with the capacity to think seriously about themselves as human beings and to consider prudently the important social and political questions they will face as citizens. Our goal is to cultivate a liberally educated person who is alive to the great questions revealed in history, who honestly grapples with opinions that fundamentally differ from his own, and who re-examines habitual opinions and assumptions in light of those challenges. That student will have taken the first step toward possessing a free mind and, in the process, will also learn the important skills of how to read difficult texts carefully, follow arguments closely, write clearly, and speak thoughtfully.

To assess their development as majors, students will maintain a portfolio of their work (papers, exams, etc.) in each of the department’s historical sub-fields: American history, European history, and world history. As part of their portfolio, they will also write two self-evaluations of their progress, one in their fourth semester as a student (or second semester as a major, if that is later) and one in their final semester as a student. The portfolio will be supervised by their academic advisor in the Department of History and Political Science.

Bachelor of Arts with a major in History

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 112 Western Civilization</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 113 Western Civilization</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>HIST 212 Am. History thru Civil War</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 213 Am. History after Civil War</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>History elec. (9 hrs. of non-U.S. history)</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>hrs.</td>
</tr>
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</table>

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Bachelor of Science in Education
with a comprehensive major in Integrated Social Studies
(Grades 7-12)

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.
History Courses and Descriptions

112 WESTERN CIVILIZATION 3
This course will seek to answer the question “what is civilization?” by studying certain historical moments in the West—classical Greece, the Roman Republic, early Christianity, the High Middle Ages, and the Renaissance—in order to see the changes over time in politics, religion, society, economics, and culture and to realize the extent to which the present world has inherited these institutional and intellectual foundations of human life. Meets Core credit for historical reasoning.

113 WESTERN CIVILIZATION 3
This course examines how the peoples of Western Europe understood freedom and sought to secure it in the 500 years from the Renaissance to WW II. Focusing on selected historical moments during this period, the course considers how this question for freedom transformed politics, religion, economics, and morality; in so doing, examines the reaction to this transformation, especially in totalitarianism. Meets Core credit for historical reasoning.

212 AMERICAN HISTORY THROUGH THE CIVIL WAR 3
An examination of the creation and development of a distinctively American civilization, from its origins through the Civil War (to 1865). Meets Core credit for historical reasoning.

213 AMERICAN HISTORY AFTER THE CIVIL WAR 3
Examines how the fundamental American principles of freedom and equality have developed as the United States emerged as the world’s leading power from the Civil War to the present. Meets Core credit for historical reasoning.

218 WOMEN IN AMERICAN HISTORY 3
A view of women as participants in the nation’s growth from the earliest colonial settlements to the present. Emphasis on student use of multi-media, including films, tapes, slides and guest speakers, to rediscover the record of women in American national life.

236 AMERICAN FOREIGN POLICY 3
See POLSCI 301 for course description.

239 HISTORY OF OHIO 3
A general history of the State of Ohio. If feasible, includes trips to Columbus to visit the Ohio Historical Museum and other institutions relating to Ohio’s history.

250 AMERICAN SOCIAL HISTORY 3
See SOCWK 250 for course information.

261 ANCIENT GREECE 3
Prerequisite: HIST 112 or permission of instructor
This course examines the political, military and intellectual history of Ancient Greece, emphasizing the developments that have most influenced the Greco-Roman tradition in Western culture. Focusing on selected literary sources written during this period, the course confronts the rise of the polis, the
development of political thought, tragedy, comedy, philosophy, and the spread of Hellenism throughout the Mediterranean.

264 ANCIENT ROME AND THE RISE OF CHRISTIANITY 3
Prerequisite: HIST 112 or permission of instructor
This course examines the political, military and intellectual history of Ancient Rome, including the rise of Christianity within Rome. Focusing on selected literary sources written during this period, the course examines the internal and external tensions that led to the rise and decline of Rome, including the factors in Roman history that were central to the rise of Christianity.

267 MEDIEVAL EUROPE 3
Prerequisite: HIST 112 or permission of instructor
A survey of ideas, events, individuals, and trends of Europe from the late Roman era to the Italian Renaissance, with an emphasis on showing how the modern world arose from a combination of Roman, Christian, and Germanic elements. The course will examine the rise of Christianity (both Roman and Orthodox), the struggle against Islam, the development of feudal society, the revival of trade and towns, and the ongoing battle between the papacy and the European monarchies.

268 RENAISSANCE AND REFORMATION 3
Prerequisite: HIST 112 or permission of instructor
This course covers the intellectual and political history of the European Renaissance and the Protestant Reformation. Focusing on literary sources written during this period, the course examines the intellectual developments, art, literature, politics, and religious thought that shattered the medieval worldview and led to the scientific revolution. The central purpose of this course is to understand how Italian and northern humanism developed and influenced later western history.

269 AGE OF ENLIGHTENMENT (1600-1789) 3
Examines the intellectual and political reformation that swept Europe in the 17th and 18th centuries. Will focus on the revolution in modern natural science, the rise and fall of absolute government, the growth of the English constitution, and the development of a new liberal philosophy.

270 AGE OF REVOLUTION AND REACTION (1789-1900) 3
Examines the history of Europe from the French Revolution to the years just before the outbreak of WWI. Topics studied include the Congress of Vienna, industrialization, ideologies such as liberalism, socialism, democracy and nationalism, the Franco-Prussian War, and colonial expansion.

271 20th CENTURY EUROPE TO THE PRESENT 3
A survey of the ideas, events, individuals, and trends of Europe since 1900, emphasizing the rise of totalitarianism and the two world wars. Through a combination of lecture and discussion of primary sources, the course will examine the origins and outcomes of World War I; the rise of collectivist dictatorships in Russia, Italy, and Germany; the Great Depression and its effects; the road to World War II, and the war itself; the postwar trends toward European union and decolonization; and the Cold War.

301 CULTURAL GEOGRAPHY 3
Survey of human settlement and its relationship with the physical environment, including population, ethnic and cultural patterns, economic and political organization and the uses of land and natural resources.

321 WARFARE: ANCIENT AND MODERN 3
Prerequisite: HIST 112 or 113 or permission of instructor
This course provides a comparative study of warfare across history, using selected conflicts from the ancient, medieval, and modern worlds to illustrate the underlying themes, causes, and motivations of wars.

327 AFRICA 3
Introduces Africa before the age of Imperialism, followed by an intensive study of the period of foreign control, and a study of the independence movement and the Africa of today. Meets International Perspectives requirement.

329 LATIN AMERICA 3
A survey of Latin America from the days of discovery and colonization to present time, focusing on contemporary institutions of selected Latin American countries, especially Argentina, Brazil, Mexico, Cuba, and the Caribbean and Central America Republics, including relations with the United States and the problems confronting the extension of democracy in Latin America.

341 MODERN MIDDLE EAST 3
This course traces the background of the various conflicts in the Middle East today, familiarizing the student with the history of Middle Eastern countries, key leaders (past and present), and the current situation between various Arab, Christian, and Jewish groups. Special emphasis will be given to the history of Israel and her relationships with her neighbors.

343 MODERN EAST ASIA 3
In this course we will consider the political, diplomatic, and cultural history of East Asia—specifically Japan, China, Korea, and Vietnam—from roughly 1600 to the present. Of particular interest will be how the civilization of East Asia was transformed in the modern era, mainly as a result of its contact with the West. Meets International Perspectives requirement.

351 COLONIAL AMERICA 3
This course covers colonial America from 1500 to 1776. Stress is laid upon the European backgrounds and the evolution of the political, economic and social institutions of the colonies.

352 THE AMERICAN FOUNDING 3
See POLSC 370B for course description.

353 THE EARLY REPUBLIC: US 1791-1820 3
Prerequisite: HIST 212 or permission of instructor
In this course we will examine the political, diplomatic, intellectual, and social history of the United States from 1791 to 1820.

354 NATIONHOOD AND SECTIONAL CONFLICT: US 1820-1854 3
Prerequisite: HIST 212 or permission of instructor
This course will cover the main events, personalities, developments, and ideas in the United States between 1820 and 1854.

355 LINCOLN: CIVIL WAR AND RECONSTRUCTION 3
See POLSC 370A for course description.

356 AGE OF ENTERPRISE AND PROGRESSIVISM 3
A study of the rise of modern America. The course begins in 1877 with the end of Reconstruction, and it finishes with America’s entry into World War I. Students will examine the beginnings of industrialization, the rise of cities, immigration, progressive reform, and America’s ascendency to world power.

357 AMERICA IN THE AGE OF WORLD WARS 3
A study of the American experience from 1920-1945, exploring the “Roaring” Twenties, Great Depression, New Deal, and the Second World War. Political, economic, social, intellectual, and cultural currents will be addressed as well as foreign policy issues.

358 POSTWAR AMERICA: 1945-1973 3
Prerequisite: HIST 213 or permission of instructor
An examination of the United States during the three decades following the Second World War. The social, economic, political, and diplomatic development of the country is stressed with a thematic emphasis.

359 CONTEMPORARY AMERICA: 1974 TO PRESENT 3
Prerequisite: HIST 213 or permission of instructor
Examines the United States from the end of Watergate to the present, with emphasis on the rise of the new conservatism, the collapse of the Soviet Union, and the search for a new foreign policy. The social, economic, political, and diplomatic development of the country is stressed with a thematic emphasis.
360  ECONOMIC HISTORY OF THE UNITED STATES  3
This course is a survey of the economic development of the United States from its foundation until the present time. It emphasizes the development of industry and commerce.

364  WORLD WAR II  3
Prerequisite: HIST 112 or 113 or permission of instructor
An examination of World War II, the most widespread, costly, and destructive war in the history of the planet. The course will cover the origins of the war, the strategies pursued by the participants, and the major events in both the Pacific and European theaters from the 1930s until 1945. Further, it will consider the significance of the war for the history of Europe, Asia, and the United States.

380  TOPICS, THEMES AND IDEAS  3
This course treats various topics, themes and ideas in American, European and World History. Students should check schedule and/or instructor to ascertain what topics are currently being offered. The course can be repeated if a different topic.

465  THE STUDY OF HISTORY SEMINAR  3
Introduction to methods of historical research and writing. Exposure to specific writings, emphasizing ideas and trends of either European or American historians, but especially the latter. Open only to junior or senior history majors or by permission of the instructor.
Mathematics

Department of Mathematics/Computer Science
The College of Arts and Sciences
http://www.ashland.edu/math

Chair
Darren Wick, Associate Professor of Mathematics

Faculty
Thomas Dence, Professor of Mathematics
Gordon Swain, Professor of Mathematics
Cathy J. Stoffer, Associate Professor of Mathematics
Christopher Swanson, Associate Professor of Mathematics
Krista Hands, Assistant Professor of Mathematics

Degrees Offered
Bachelor of Science
Bachelor of Arts
Bachelor of Science in Education

Mission
The mission of the Department of Mathematics and Computer Science is to educate students in the areas of mathematics and computer science. The department is committed to providing students with a broad overview of the central concepts of mathematics, computer science, and logic. The mathematics and computer science curriculum are supported by the foundation of a liberal arts education.

Student Learning Objectives
1. To provide students with the fundamentals of mathematics, including an understanding of:
   a. the calculus of real numbers and its applications;
   b. sets and discrete structures;
   c. mathematical proof methods and their importance; and
   d. algebraic structures.
2. To develop understanding of and basic competence in logical thought, critical thinking, and analytical problem solving.
3. To develop the ability to express mathematical ideas in both written and oral form.
4. To provide preparation for employment or further study related to the major through a variety of elective courses; appropriate academic advising; career and graduate school information; familiarity with using technology for computation, exploration, and technical writing; and awareness of connections between college level mathematics and the content future teachers may teach.

Facilities and Equipment
In addition to standard and multimedia classrooms, several computer labs equipped with PC and Mac computers and Sun UltraSparc workstations are available for individual or classroom use.

Student Organizations
Any interested student may join the student chapters of the Mathematical Association of America or the Association of Computing Machinery. Outstanding students may be invited to join the mathematics honor society.

Pi Mu Epsilon, Ohio Rho chapter, honors students who have excelled in mathematics and promotes scholarly activity in mathematics among students. Membership is offered to sophomore mathematics majors who have completed three semesters of college mathematics including one semester of calculus, with a 4.0 GPA in their mathematics courses, and who are in the top quarter of their class overall; or juniors and seniors who have completed at least two years of college mathematics including calculus, with a 3.0 GPA in their mathematics courses, and who are in the top 1/3 of their class overall.

Description of Majors
Both the Bachelor of Arts and Bachelor of Science degrees prepare students for jobs in industry such as actuary, operations research analyst, quality control engineer, or mathematics consultant, or for further study in graduate school. The analytical and logical abilities developed in these programs prepare students for further study in many other areas, such as business, law, or medicine.

The Bachelor of Science in Education degree, along with teacher licensure, prepares students to teach mathematics in grades 7-12.

Degree Requirements
Assessment – As part of the department assessment process, majors in mathematics and integrated mathematics will be asked to complete a survey during the spring of their sophomore year and again during their last semester before graduating.

Bachelor of Science with a comprehensive major in Mathematics
This program is designed for those students who wish to pursue a career in science, with heavy emphasis on mathematics.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MATH 205 Calculus I</td>
<td>5</td>
<td>MATH 111 or equiv.</td>
</tr>
<tr>
<td>MATH 206 Calculus II</td>
<td>5</td>
<td>MATH 205</td>
</tr>
<tr>
<td>MATH 223-224 Discrete Math. I - II</td>
<td>3/3</td>
<td>3 yrs. hs coll prep. math</td>
</tr>
<tr>
<td>MATH 305 Calculus III</td>
<td>4</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
<td>3</td>
<td>MATH 202, 206, or 224</td>
</tr>
<tr>
<td>MATH 415 Intro to Mod. Alg.</td>
<td>3</td>
<td>MATH 223, 307</td>
</tr>
<tr>
<td>MATH 417 Intro to Analysis</td>
<td>3</td>
<td>MATH 305</td>
</tr>
<tr>
<td>MATH 450 Seminar (take twice*)</td>
<td>1/1</td>
<td>jr. or sr. status</td>
</tr>
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3 courses from:

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<td>3</td>
<td>MATH 224</td>
</tr>
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<td>MATH 308 Operations Research</td>
<td>3</td>
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</tr>
<tr>
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<td>3</td>
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<td>3</td>
<td>MATH 206</td>
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<tr>
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<td>3</td>
<td>MATH 305</td>
</tr>
<tr>
<td>MATH 314 Numerical Analysis</td>
<td>3</td>
<td>CS 121, MATH 206</td>
</tr>
<tr>
<td>MATH 317 Probability</td>
<td>3</td>
<td>MATH 223, 202 or 206</td>
</tr>
<tr>
<td>MATH 318 Mathematics of Stats.</td>
<td>3</td>
<td>MATH 305, 317</td>
</tr>
<tr>
<td>MATH 319 Number Theory</td>
<td>3</td>
<td>MATH 206, 223</td>
</tr>
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</table>

Addl. courses in chemistry, physics, bio., math, comp. sci., or geology** 60 hrs.
Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.
* Students seeking a double major in computer science and mathematics only need to take MATH 450 once.
**Additional courses may not include MATH 110, 111, 201, 202 (if taken after MATH 205 was successfully completed), or CS 101.
Bachelor of Arts with a major in Mathematics

This program is designed for those students who wish to pursue a career primarily related to mathematics. This program does require a minor.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
MATH 205 Calculus I | 5 | MATH 111 or equiv.
MATH 206 Calculus II | 5 | MATH 205
MATH 223-224 Discrete Math. I-II | 3/3 | 3 yrs. hs coll prep math
MATH 305 Calculus III | 4 | MATH 206
MATH 307 Linear Algebra | 3 | MATH 202, 206 or 224
MATH 415 Intro to Mod. Alg. | 3 | MATH 223, 307
MATH 417 Intro to Analysis | 3 | MATH 305
MATH 450 Seminar (take twice*) | 1/1 |jr. or sr. status

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<td>MATH 309 History of Math.</td>
<td>(3)</td>
<td>MATH 223; 202 or 206</td>
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<tr>
<td>MATH 311 Modern Geometry</td>
<td>(3)</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 313 Elem. Differential Eq.</td>
<td>(3)</td>
<td>MATH 305</td>
</tr>
<tr>
<td>MATH 314 Numerical Analysis</td>
<td>(3)</td>
<td>CS 121, MATH 206</td>
</tr>
<tr>
<td>MATH 317 Probability</td>
<td>(3)</td>
<td>MATH 223; 202 or 206</td>
</tr>
<tr>
<td>MATH 318 Math. of Statistics</td>
<td>(3)</td>
<td>MATH 305, 317</td>
</tr>
<tr>
<td>MATH 319 Number Theory</td>
<td>(3)</td>
<td>MATH 206, 223</td>
</tr>
</tbody>
</table>

40 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Note: CS 121-122 is recommended for the major.

* Students seeking a double major in computer science and mathematics only need to take MATH 450 once.

Bachelor of Science in Education

with a comprehensive major in

Integrated Mathematics (Grades 7-12)

Assessment — Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See Education section for a description of the process.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
CS 121 Computer Programming | 4 | 2 yrs hs alg., 1 yr hs geom
MATH 205-206 Calculus I and II | 5/5 | MATH 111 or equiv.
MATH 208 Elementary Statistics | 3 | 2 yrs hs algebra
OR | MATH 318 Mathematics of Stats. | (3) | MATH 305, 317 |
MATH 223-224 Discrete Math. I-II | 3/3 | 3 yrs. hs coll prep math
MATH 305 Calculus III | 4 | MATH 206
MATH 307 Linear Algebra | 3 | MATH 202, 206 or 224
MATH 309 History of Mathematics | 3 | MATH 223; 202 or 206 |
MATH 311 Modern Geometry | 3 | MATH 206 |
MATH 317 Probability | 3 | MATH 223; 202 or 206 |
MATH 319 Number Theory | 3 | MATH 206, 223 |
MATH 415 Intro. to Modern Algebra | 3 | MATH 223, 307 |
MATH 450 Seminar (take twice) | 1/1 | junior or senior status |
PHYS 201 General Physics I | 4 | hs alg. & geom.
OR | PHYS 205 University Physics I | (5) | MATH 206 |

Related Concentration:

EDCI 330SEC Class. Mgmt. Gr. 7-12 | 2 | EDCI 230, 287; PSYC 209, 218, or FCS 270 |
EDCI 432 Secondary Methods—Math | 3 | EDCI 230 |
2 Core natural sciences courses | 6-8 | 62-65 hrs. |

Remaining Education requirements:

EDCI 131 Instructional Tech. Lab | 0 | concur. with EDFN 130 |
EDCI 230SEC Workshop in Education | 2 | EDFN 130, 202 |
EDCI 232 Intro. to Prin. of Instr. Tech. | 3 | EDCI 131 |
EDCI 250 Intro. Educational Intervention | 3 | EDFN 202 |
EDCI 287 Curr./Instr./Assess. 7-12 | 3 | none |
EDCI 392 Content Area Reading | 3 | none |

EDCI 461 Student Internship Gr. 7-12 | 10 | EDCI 432 |
EDFN 130 Introduction to Teaching | 2 | none |
EDFN 202 Teaching and Learn. Process | 3 | EDFN 130 |
EDFN 402 Social and Prof. Issues | 3 | sr. status |

Choose one from:

FCS 270 Lifespan Human Develop. | (3) | none |
PSYC 209 Developmental Psych. | (3) | PSYC 101 |
PSYC 218 Psy. of Adolescence | (3) | none |

97-100 hrs.

Minor in Mathematics

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
MATH 201-202 Calc. with Appl. I-II | 3/3 | 2 yrs. hs alg; 1 yr. hs geom |
OR | MATH 205-206 Calculus I-II | (5/5) | MATH 111 or equiv. |
MATH 307 Linear Algebra | 3 | MATH 202, 206 or 224 |
MATH 450 Seminar | 1 | jr. or sr. status |
2 courses from:

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MATH 223 Discrete Math. I | (3) | 3 yrs. hs coll. prep math |
MATH 224 Discrete Math. II | (3) | MATH 223 |
MATH 305 Calculus III | (4) | MATH 206 |
MATH 308 Operations Research | (3) | MATH 224 |
MATH 309 Hist. of Mathematics | (3) | MATH 223; 202 or 206 |
MATH 311 Modern Geometry | (3) | MATH 206 |
MATH 313 Elem. Differential Eq. | (3) | MATH 305 |
MATH 314 Numerical Analysis | (3) | CS 121, MATH 206 |
MATH 317 Probability | (3) | MATH 223; 202 or 206 |
MATH 318 Math. of Statistics | (3) | MATH 305, 317 |
MATH 319 Number Theory | (3) | MATH 206, 223 |
MATH 415 Intro. to Modern Algebra | (3) | MATH 223, 307 |
MATH 417 Intro. to Analysis | (2) | MATH 305 |

16-20 hrs.

Mathematics Courses and Descriptions

100 DEVELOPMENTAL MATHEMATICS 3

Designed to prepare students for courses having a prerequisite of one year of high school algebra. This course is not open to a student with grade “C” or higher in any of the courses below. May not be applied to any mathematics/science requirement for graduation. Course will be graded A, B, C (with pluses or minuses) or U. If a U is earned, course must be repeated.

110 FINITE MATHEMATICS 3

Prerequisite:Two years of high school algebra

Covers some topics of modern mathematics including principles of counting, probability, matrices, linear programming, and mathematics of finance with applications to biology, business, economics, and other social sciences. Meets Core credit for math/logic.

111 PRECALCULUS 3

Prerequisite:Two years high school college prep math

A study of functions, functional notation, trigonometric functions, logarithmic and exponential functions. Preparation for calculus.

201-202 CALCULUS WITH APPLICATIONS TO MANAGEMENT, LIFE, & SOCIAL SCIENCES I-II 3-3

Prerequisite:Two years of high school algebra; one year of high school geometry; MATH 201 is a prerequisite for 202.

Functions, limits, techniques of differentiation and integration, with applications in the natural, social and management sciences. Does not count toward a major in mathematics. 201 meets Core credit for math/logic.

205-206 THE CALCULUS I-II 5-5

Prerequisite: MATH 111 or equivalent; MATH 205 is a prerequisite for 206.
Essentials of analytic geometry, the theory and techniques of differentiation and integration with applications in business, social and natural sciences. 205 meets Core credit for math/logic.

208 ELEMENTARY STATISTICS 3
Prerequisite: Two years high school algebra
An introductory course designed to meet the needs of students in biology, business, economics, education, nursing, psychology and sociology. Sample and theoretical frequency distributions, data dispersion and central tendency, estimation, hypothesis testing, correlation and analysis of variance are topics studied. Meets Core credit for math/logic.

211 THEORY OF ELEMENTARY ARITHMETIC AND GEOMETRY 3
Prerequisites: 1 yr. high school algebra and 1 yr. high school geometry
A study of the fundamental mathematical concepts and theories underlying elementary arithmetic and geometry. Topics include mathematical communication, number theory, number systems, geometry, measurement, estimation, mathematical reasoning and problem solving. Some mathematical manipulatives are used to help students develop and understand concepts. Meets Core credit for math/logic.

217 THEORY OF INTERMEDIATE ARITHMETIC AND GEOMETRY 3
Prerequisites: 1 yr. high school algebra and 1 yr. high school geometry
A study of the mathematical theories and concepts underlying intermediate arithmetic and geometry. Topics include number theory, number systems, elementary probability, geometry, estimation, mathematical reasoning, problem solving, and communication. The course will emphasize the use of group work and manipulatives. Meets Core credit for math/logic.

218 GEOMETRY FOR MIDDLE GRADES TEACHERS 3
Prerequisite: MATH 217
A study of mathematical concepts and procedures for teaching in the middle schools. Topics include knowledge of the NCTM Standards, 3-dimensional geometry, axiomatic systems, experimental probability, algebra, algorithmic techniques, and technology. Emphasis on group work and manipulatives.

223-224 DISCRETE MATHEMATICS I-II 3-3
Prerequisites: Three years high school college prep math. MATH 223 is a prerequisite for 224.
An introduction to mathematical reasoning, proofs, recursion, graph theory, tree structures, combinatorics, mathematical models and algorithm design; applications to computer science. 223 meets Core credit for math/logic.

305 THE CALCULUS III 4
Prerequisite: MATH 206
A study of infinite series, power series, solid analytical geometry and multivariate calculus.

307 LINEAR ALGEBRA 3
Prerequisite: MATH 202, 206 or 224
A study of vector spaces, linear transformations, determinants and matrices.

308 OPERATIONS RESEARCH 3
Prerequisite: MATH 224
Introduces the theory and computer assisted solution of problems in operations research, such as Markov chains, replacement models, inventory models, queuing theory, linear programming, assignment and transportation models.

309 HISTORY OF MATHEMATICS 3
Prerequisites: MATH 223; 202 or 206
A survey of the historical development of mathematics through the calculus, together with problems appropriate to the topics and period being studied.

311 MODERN GEOMETRY 3
Prerequisite: MATH 206
A course devoted to various topics of mathematical interest. May be repeated for credit as topics change.
Music

Department of Music
The College of Arts and Sciences

Chair
Thomas Reed, Professor of Music

Faculty
Elizabeth Pastor, Professor of Music; Trustees’ Professor
Rowland F. Blackley, Associate Professor of Music
Christina Fuhrmann, Associate Professor of Music
Scott Garlock, Associate Professor of Music
Leonard Salvo, Associate Professor of Music
Stephanie Sikora, Associate Professor of Music
Marla Butke, Assistant Professor of Music

Degrees Offered
Bachelor of Music
Bachelor of Arts

Mission and Goals
The Department of Music provides students with a thorough education in the performance, theory, composition, pedagogy, history and literature of music within the context of a liberal arts education. The curriculum is designed to prepare the music student for advanced study at the graduate level in any of these areas. The department further provides, along with the Department of Teacher Education, professional preparation for those who wish to teach music in preschools, elementary schools and secondary schools.

The Department of Music affords opportunities for the general college student to participate in performing ensembles, to study voice or an instrument privately (applied lessons) or in groups, and to enroll in music courses as part of the University core curriculum. In addition, students who minor in music, major in theatre with a musical theatre emphasis, or major in early childhood education rely on the department to provide fundamental techniques and instruction to integrate music into their chosen discipline.

The faculty members emphasize individual mentoring and monitoring of student progress. They have specialized training and extensive experience in a wide range of musical areas, but share a dedication to training skilled music professionals, and to providing quality musical experiences to all students.

The department recognizes its place as a cultural force in the University community and the Ashland area by sponsoring and producing public performances of its resident faculty and ensembles as well as guest artists. The department demonstrates its strong commitment to the cultural enrichment of the Ashland community at large by providing musical leadership and expertise for the benefit of all.

Student Learning Objectives
Graduating majors should have a broad base of knowledge, skills and experiences that enable them to be competent musicians, effective teachers and leaders, and lifelong learners. They should be ethical individuals who are active contributors to their professional, artistic and local communities. They should demonstrate a substantial command of these areas of the curriculum:

• knowledge of music literature and skills in music research;
• skills in solfege and dictation;
• command of music fundamentals and notation;
• skills in part-writing and analysis;
• functional piano skills;
• the ability to perform effectively as an ensemble member;
• performance of significant solo repertoire at a high level of expression and accuracy in the senior recital, if required;
• advanced skill or comprehension of a special topic through the senior project, if required; and
• for those receiving the B.Mus. in Music Education, appropriate skills and knowledge required of music teachers, including instrumental and vocal techniques, conducting, methodology, classroom management, and planning.

Early childhood education majors or theatre majors with musical theatre emphasis will demonstrate basic knowledge and skills in musical notation, vocal production and performance, piano, solfege and dictation, as required in their curricula. Additionally, early childhood education majors electing music courses will demonstrate the ability to lead musical activities and teach music skills to young children. Music minors and general students should, as a result of their music courses, have a heightened understanding of music as an art form and an interest in further musical experiences.

Facilities
The music department is located in the Center for the Arts. The building also includes the art, radio/TV and theatre programs, as well as the 750-seat Hugo Young Theatre for the Performing Arts. Ample classroom, rehearsal and private practice facilities afford students opportunities to make music in a pleasant atmosphere.

Accreditation
Ashland University Department of Music is an accredited institutional member of the National Association of Schools of Music.

Description of Majors
The music education major is professional preparation for students who desire to become music teachers in preschools, elementary schools, or secondary schools. The student will choose either the instrumental or vocal emphasis.

The music major with emphasis on applied music is for students who desire a thorough study of music within a liberal arts program, with an emphasis on music performance.

The music major with emphasis on academic studies is for students who desire a thorough study of music within a liberal arts program, with an emphasis on music theory, history, or composition.

Admission Requirements & Procedures for Music Majors and Minors
Students wishing to pursue a major or minor in music must meet proficiency requirements as established by the music department. This procedure also applies to students transferring from other institutions.
degree requirements

Ensemble Requirements – All full-time music majors must enroll in a major ensemble, determined by his/her principal applied area or as approved by the department chair. Music education majors generally are not required to enroll in a major ensemble during the student internship semester. Ensembles recognized by the department as major ensembles are University Band and University Choir.

Assessment

Music Comprehensive Exam — Recognizing that the retention and ready application of musical knowledge is necessary to every musician, the Music Department requires each music major (B.Mus. or B.A.) to pass a comprehensive examination as a degree requirement. The examination will have three sections: music theory, music history, and a section specific to the major’s discipline including a piano proficiency exam for B.Mus. students. The examination will be administered to all students in the 6th or higher semester in the major. Faculty will meet shortly thereafter with each student to discuss those sections that may require remediation. The student will then be required to retake those sections of the examination until a satisfactory result is achieved.

Applied Music Juries and Recitals — Any student receiving two hours credit in applied music will be required to perform satisfactorily at two (2) departmental/area recitals per semester. Any student receiving one hour credit will be required to perform satisfactorily at one departmental/area recital per semester. Faculty members present at the recitals will determine whether or not the performances are satisfactory or unsatisfactory. Failure to comply with recital performance requirements will result in the reduction of applied lesson grades.

Juries are required of all students studying applied music for credit. At least three faculty members will be present at all juries. The student will receive a written, graded critique from each faculty member present. These evaluations will be considered by the instructor in determining the student’s final applied grade.

Any solo for a recital or jury which requires accompaniment will not be accepted unless it is performed with the appropriate accompaniment.

Degree Recitals — All students majoring in music education are required to perform a Senior Recital of thirty (30) minutes of music in their applied major area during their last year of study. All music majors with an Applied Music Emphasis are required to perform a Senior Recital of forty-five (45) minutes of music during their last year of study and a Junior Recital of thirty (30) minutes of music during a prior year.

Bachelor of Music with a comprehensive major in Music Education, Multi-Age (PreK-12)

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See Education for the detailed description of the process.

Course Number and Title Hrs. Prerequisites

Music 102 Recital Attend. (7 sem. @ 1 hr. ea.) 7 none
Music 151 Basic Musicianship I 3 diagnostic exam
Music 152 Basic Musicianship II 3 MUSIC 151
Music 237 Fund. of Conducting 2 MUSIC 152 or 261
Music 261 Adv. Musicianship I 4 MUSIC 152
Music 262 Adv. Musicianship II 4 MUSIC 261
Music 34-(4-) Principal Applied (4 sem. @ 1 hr. ea.) 4 music major
Music 351 Music History I 3 MUSIC 150,151,152 or 261
Music 355 Music History II 3 MUSIC 150,151,152 or 261
Music 357 Music History III 3 MUSIC 150,151,152 or 261
Music 361 Adv. Musicianship III 4 MUSIC 262
Music 362 Adv. Musicianship IV 4 MUSIC 361
Music 44-(4-) Principal Applied 6 jury
Music 403 Senior Recital 0 MUSIC 44-concurr.
Music 499 Comprehensive Exams 0 none
EDCI 204 General Music Methods I 3 MUSIC 152, EDFN 130
PSYC 218 Psych. of Adolescence 3 none

Instrumental Music Education Major:

Music 010 Univ. Band 7 none
Music 24- Secondary Applied (3 sem. @ 1 hr. ea.) 3 none
Music 209 Brass Techniques 2 music major
Music 213 String Techniques 2 music major
Music 214 Voice Meth./Instru. maj 1 none
Music 218 Woodwind Techniques 2 music major
Music 220 Percussion Techniques 1 music major
Music 375 Instrum. Conducting 3 MUSIC 237
Music 477 Instrum. Arranging 1 MUSIC 361
EDCI 395 Curr. & Meth. - Instrum. 3 MUSIC 152, EDCI 230PK OR

Vocal Music Education Major:

Music 022 Univ. Choir (7 sem. @ 1 hr. ea.) 7 none
**Music 240 Applied Voice (3 sem. @ 1 hr. ea.) 3 none
**Music 241 Applied Piano (3 sem. @ 1 hr. ea.) 3 none
Music 216 Vocal Dietion I 2 MUSIC 340
Music 270 Intro. to Instrum. Music (3 sem. @ 1 hr. ea.) 3 MUSIC 152 or 261
Music 348 Keyboard Harmony 2 MUSIC 152 or 261; 241 or 341
Music 376 Choral Conducting (3 sem. @ 1 hr. ea.) 3 MUSIC 237
EDCI 325 Gen. Music Methods II (2 sem. @ 1 hr. ea.) 2 MUSIC 152, EDFN 130, EDCI 204
EDCI 396 Curr. & Meth. – Choral (3 sem. @ 1 hr. ea.) 3 MUSIC 152, EDCI 230PK

Remaining Education Requirements:

EDCI 131 Instructional Tech. Lab 0 concur. with EDFN 130
EDCI 230PK Wkshp. Pre-K 2 EDFN 130, EDCI 204
EDCI 330PK Classroom Mgmt: Pre-K 2 EDCI 230, PSYC 218
EDCI 250 Intro. Ed. Intervention 3 none
EDCI 392 Content Area Reading 3 none
EDCI 469 Student Internship PreK-12 10 all student internship req.
EDFN 130 Introduction to Teaching 2 none
EDFN 202 Teaching & Learning Proc. 3 EDFN 130
EDFN 402 Social and Prof. Issues 3 none

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.
* Choose 3 hours of private applied secondary instruments or additional piano. 1 hour must be a wind, percussion or string instrument from a different family than the principal applied area selected from MUSIC 241-247 only.

**Vocal music education majors with a principal applied area of voice select 241; those with a principal applied area of piano or organ select 240.

### Bachelor of Arts with a major in Music

**(Applied Music Emphasis)**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 010 University Band</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 022 University Choir</td>
<td>(8)</td>
<td>Audition</td>
</tr>
<tr>
<td>MUSIC 102 Recital Attend. (8 sem.)</td>
<td>0</td>
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</tr>
<tr>
<td>MUSIC 151 Basic Musicianship I</td>
<td>3</td>
<td>diagnostic exam</td>
</tr>
<tr>
<td>MUSIC 152 Basic Musicianship II</td>
<td>3</td>
<td>MUSIC 151</td>
</tr>
<tr>
<td><strong>MUSIC (24-) Secondary Applied</strong></td>
<td>2/2</td>
<td>MUSIC 340</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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<tr>
<td>MUSIC electives, 200 level or higher</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>MUSIC 261 Adv. Musicianship I</td>
<td>4</td>
<td>MUSIC 152</td>
</tr>
<tr>
<td>MUSIC 262 Adv. Musicianship II</td>
<td>4</td>
<td>MUSIC 261</td>
</tr>
<tr>
<td>MUSIC (34-) Principal Applied</td>
<td>4</td>
<td>major</td>
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<tr>
<td>MUSIC 303 Junior recital</td>
<td>4</td>
<td>MUSIC 44-concurr</td>
</tr>
<tr>
<td>MUSIC 351 Music History I</td>
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<td>MUSIC 150,151,152 or 261</td>
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<td>MUSIC 357 Music History III</td>
<td>3</td>
<td>MUSIC 150,151,152 or 261</td>
</tr>
<tr>
<td>MUSIC 361 Adv. Musicianship III</td>
<td>4</td>
<td>MUSIC 262</td>
</tr>
<tr>
<td>MUSIC (44-) Principal Applied</td>
<td>8</td>
<td>300 level jury</td>
</tr>
<tr>
<td>MUSIC 403 Senior recital</td>
<td>0</td>
<td>MUSIC 44-concurr</td>
</tr>
<tr>
<td>MUSIC 499 Comprehensive Exam</td>
<td>0</td>
<td>53 hrs.</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

**Students whose principal applied area is voice take MUSIC 216-217. Others choose electives. Applied music and ensembles may not be selected.

**Students whose major instrument is voice should select piano or organ as the secondary instrument.

### Minor in Music (Applied Music Emphasis)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
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<th>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>MUSIC 010 University Band</td>
<td>4</td>
<td>none</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 022 University Choir</td>
<td>(4)</td>
<td>Audition</td>
</tr>
<tr>
<td>MUSIC 151 Basic Musicianship I</td>
<td>3</td>
<td>diagnostic exam</td>
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<tr>
<td>MUSIC 152 Basic Musicianship II</td>
<td>3</td>
<td>MUSIC 151</td>
</tr>
<tr>
<td>MUSIC 24- Principal Applied</td>
<td>6</td>
<td>minor stat., perm.</td>
</tr>
<tr>
<td>Choose one course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 261 Adv. Musicianship I</td>
<td>(4)</td>
<td>MUSIC 152</td>
</tr>
<tr>
<td>MUSIC 24- Secondary Applied</td>
<td>3</td>
<td>minor stat., perm.</td>
</tr>
<tr>
<td>MUSIC 351 Music History I</td>
<td>(3)</td>
<td>MUSIC 150,151,152 or 261</td>
</tr>
<tr>
<td>MUSIC 355 Music History II</td>
<td>(3)</td>
<td>MUSIC 150,151,152 or 261</td>
</tr>
<tr>
<td>MUSIC 357 Music History III</td>
<td>(3)</td>
<td>MUSIC 150,151,152 or 261</td>
</tr>
</tbody>
</table>

19-20 hrs.

### Minor in Music (Academic Studies Emphasis)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>MUSIC 010 University Band</td>
<td>4</td>
<td>none</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 022 University Choir</td>
<td>(4)</td>
<td>Audition</td>
</tr>
<tr>
<td>MUSIC 151 Basic Musicianship I</td>
<td>3</td>
<td>diagnostic exam</td>
</tr>
<tr>
<td>MUSIC 152 Basic Musicianship II</td>
<td>3</td>
<td>MUSIC 151</td>
</tr>
<tr>
<td>MUSIC 261 Adv. Musicianship I</td>
<td>4</td>
<td>MUSIC 152</td>
</tr>
<tr>
<td>MUSIC 262 Adv. Musicianship II</td>
<td>4</td>
<td>MUSIC 261</td>
</tr>
<tr>
<td>MUSIC (34-) Principal Applied</td>
<td>4</td>
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<tr>
<td>MUSIC 351 Music History I</td>
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</tr>
<tr>
<td>MUSIC 355 Music History II</td>
<td>3</td>
<td>MUSIC 150,151,152 or 261</td>
</tr>
<tr>
<td>MUSIC 357 Music History III</td>
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<td>MUSIC 150,151,152 or 261</td>
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<tr>
<td>Choose one course:</td>
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<td></td>
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<tr>
<td>MUSIC 351 Music History I</td>
<td>(3)</td>
<td>MUSIC 150,151,152 or 261</td>
</tr>
<tr>
<td>MUSIC 355 Music History II</td>
<td>(3)</td>
<td>MUSIC 150,151,152 or 261</td>
</tr>
<tr>
<td>MUSIC 357 Music History III</td>
<td>(3)</td>
<td>MUSIC 150,151,152 or 261</td>
</tr>
</tbody>
</table>

19 hrs.

### Music Courses and Descriptions

Private applied music courses and all ensembles, except for 040 Orchestra, meet up to 3 hours of the Core credit for aesthetics.

#### 010 UNIVERSITY MARCHING BAND

Marching Band meets in the fall semester only. Membership is open to students from all majors. The band appears at all home football games, selected campus and community events, and a selected away game or marching exhibition. The ability to play a wind or percussion instrument or ability to be part of the auxiliary units (color guard or feature twirler) is a prerequisite. Auxiliary members must audition. Major ensemble.

#### 010A UNIVERSITY CONCERT BAND

**Prerequisite: audition**

Concert Band meets in the spring semester only. Membership is open to students of all majors. This ensemble stresses a high level of artistry and musicianship and is intended to be an active medium for the study and performance of fine literature for the modern band. For music majors, it also provides the opportunity to observe rehearsal techniques and to reinforce and synthesize other aspects of their musical study. The ability to play a wind or percussion instrument is a prerequisite. Major ensemble.

#### 011 BRASS ENSEMBLE

**Prerequisite: audition**

Students will study, practice, and perform brass chamber music.
012  WOODWIND ENSEMBLE 1/2  
*Prerequisite: audition*
Students will study, practice, and perform woodwind chamber music.

013  PERCUSSION ENSEMBLE 1/2
*Prerequisite: audition*
Students will study, practice, and perform percussion ensemble music.

014  JAZZ ENSEMBLE 1  
*Prerequisite: audition*
Students will sight read, rehearse and perform jazz music in the big band idiom at their highest potential. In addition to campus performances, there will be concerts and tours off campus.

015  JAZZ COMBO 1/2
*Prerequisite: audition*
Students will interact spontaneously with one another, improvise at high levels, learn the standard combo literature and create new arrangements and compositions.

020  WOMEN'S CHORUS 1/2
*Prerequisite: audition*
Promotes healthy vocalization, musical literacy and artistic development through choral music for treble voices.

022  UNIVERSITY CHOIR 1
*Prerequisite: audition*
Allows students to rehearse, learn, and perform music suitable for the choral medium to a high degree of artistic excellence.

030  CHAMBER SINGERS 1/2
*Prerequisite: audition*
Allows students to rehearse, learn and perform music suitable for vocal chamber ensembles to a high degree of artistic excellence. In the fall semester, the focus is usually on a traditional Renaissance Madrigal Feast.

031  OPERA WORKSHOP 1/2
*Prerequisite: audition*
Students will rehearse, learn, and perform operatic literature resulting in a staged and costumed production at the end of the semester.

040  ORCHESTRA 1/2
*Prerequisite: audition*
Students study, practice, and perform symphonic music. Participation is by invitation of the Personnel Manager of the Ashland Symphony Orchestra. Graded S/U.

050  SPECIAL ENSEMBLE 1/2
*Prerequisite: audition*
The preparation and performance of music composed for a particular combination of resources not covered by other ensembles.

050A  WIND ENSEMBLE 1/2
*Prerequisite: audition*
Wind ensemble meets in the fall semester only. Membership is open to students of all majors and is made up of outstanding wind and percussion players from the University and the community. It offers the advanced player the opportunity to study and perform serious literature written or transcribed for this medium. For music majors, it also provides the opportunity to observe rehearsal techniques, broaden their knowledge of literature and to reinforce and synthesize other aspects of their musical study. The size of the ensemble is flexible depending upon the literature chosen. The ability to play a wind or percussion instrument is a prerequisite.

051  ASHLAND AREA COMMUNITY CONCERT BAND 1/2
This band is intended for both university students and members of the Ashland community to continue their musical study, creative activity and aesthetic enrichment. It meets one evening per week in both fall and spring semesters.

The band performs once in the fall semester and several times in the spring. It performs a wide variety of literature from Broadway selections and classic marches to masterworks transcribed or written for concert band. The ability to play a wind or percussion instrument is a prerequisite. No audition is required.

052  ASHLAND AREA CHORUS 1/2
A mixed chorus that allows students to rehearse, learn, and perform choral music to a high degree of artistic excellence. Previous choral singing is helpful, though not required. This chorus sings regularly with the Ashland Symphony Orchestra.

102  RECITAL ATTENDANCE N/C
A course in which music majors document their attendance at music performances both on and off campus.

113  GUITAR LEVEL I 2  
*Prerequisite: audition*
To obtain hands-on experience on the guitar as well as become a literate musician.

114  GUITAR LEVEL II 2  
*Prerequisite: MUSIC 113 or permission of instructor*
Advanced classical technique, reading music in first and second positions, song accompaniment.

150  PRINCIPLES OF MUSIC MAKING 3
*Prerequisite: audition*
An introduction to musical skills and concepts including notation, piano, treble recorder, and singing. Meets Core credit for aesthetics.

151  BASIC MUSICIANSHIP I 3  
*Prerequisite: pass diagnostic exam*
This course for majors and minors lays the foundations of music fundamentals, functional keyboard skills, and basic aural training.

152  BASIC MUSICIANSHIP II 3  
*Prerequisite: MUSIC 151*
This course for majors and minors continues the foundations of music fundamentals, functional keyboard skills, and basic aural training begun in 151.

205  MUSIC COMPOSITION I 2  
*Prerequisites: Consent of the instructor; MUSIC 261*
Students will learn how to identify and solve compositional problems. At first, these problems will be of a simple nature, then increase in complexity as the student acquires greater facility. The goal is to foster greater understanding of the compositional process. May be repeated as needed.

209  BRASS TECHNIQUES 2
Playing skills and pedagogical principles and techniques of common brass instruments. Intended for music majors.

213  STRING TECHNIQUES 2
Playing skills and pedagogical principles and techniques of orchestral string instruments. Intended for music majors.

214  VOICE METHODS FOR INSTRUMENTAL MAJORS 1
To familiarize the instrumental music education major with basic vocal techniques, including breathing, posture, diction, and vocal health.

216  VOCAL DICTION I 2  
*Prerequisite: MUSIC 340*
An in-depth study of English and foreign language diction for singers encompassing the fundamentals of the International Phonetic Alphabet and its direct application to repertoire.

217  VOCAL DICTION II 2  
*Prerequisite: MUSIC 216 and music major*
A continuation of 216, with emphasis on French and German.
Music

218  WOODWIND TECHNIQUES  2
Playing skills and pedagogical principles and techniques of common woodwind instruments. Intended for music majors.

220  PERCUSSION TECHNIQUES  1
Playing skills and pedagogical principles and techniques of common percussion instruments and accessories. Intended for music majors.

224  TOPICS IN MUSIC APPRECIATION  3
An introductory course for non-music majors dealing with various single topics in music appreciation. For the specific topic offered, consult the course schedule. Topics may include Jazz, World Musics, American Musical Theatre, Understanding Opera, American Music, or 20th Century Music.

A -- LOVE SONGS
Musicians from a wide variety of time periods and styles have composed songs about love. This course will explore selected love songs from Western culture, from medieval troubadour ballads to current show and pop tunes. Emphasis will be on understanding how artists have used music to express texts about love and how musical expressions of love have changed over time. Meets Core credit for aesthetics.

B -- 20TH CENTURY MUSIC
Are the stylistic innovations of 20th century art music valid aesthetic ideas? Which of these ideas can be considered experimental? Which of these ideas deserve the appreciation of listeners? This course for non-music majors examines the elements of musical style, form and content within the confines of concert music composed in the 20th century. Meets Core credit for aesthetics.

C -- MUSIC AND DRAMA ACROSS CULTURES
Whether you attend a puppet show, a movie, or an opera, and whether you live in New York or New Delhi, you rarely find drama separated from music. What does music add to drama? Why have so many cultures found it effective? Which uses of music in drama are universal? Local? This course examines the interaction of music and drama in a variety of cultural traditions, from ancient Chinese opera to the latest Hollywood blockbuster. Meets Core credit for aesthetics and International Perspectives requirement.

225  MUSICAL STYLE  3
Course will examine the fundamental question of what distinguishes different styles of music. Selected examples from classical, folk, and popular music will be studied. Meets Core credit for aesthetics.

232  TEACHING MUSIC IN EARLY CHILDHOOD  2
Prerequisite: MUSIC 150
Applies music skills to the music development of young children. Music learning theory, current methodology and techniques will be applied in field experiences with children age 3 through 3rd grade to understand the role of integrated, supplemental, and correlated music and movement activities in developing the young child.

237  FUNDAMENTALS OF CONDUCTING  2
Prerequisite: MUSIC 152 or 261
An introduction to basic baton technique, terminology, score reading and communication.

261  ADVANCED MUSICIANSHP I  4
Prerequisite: MUSIC 152
Pre-professional training in music theory, ear training, sight singing and practical keyboard skills.

262  ADVANCED MUSICIANSHP II  4
Prerequisite: MUSIC 261
Continuation of pre-professional training in music theory, ear training, sight singing and practical keyboard skills.

270  INTRODUCTION TO INSTRUMENTAL MUSIC  3
Prerequisite: MUSIC 152 or 261
Playing skills and pedagogical principles and techniques of selected wind and string instruments. For vocal music education majors.

303  JUNIOR RECITAL  0
Prerequisite: concurrent with MUSIC 44-
Performance of the Junior Recital as required for music majors.

305  MUSIC COMPOSITION II  2
Prerequisites: MUSIC 205 or permission
Continuation of Music Composition I. May be repeated as needed.

348  KEYBOARD HARMONY  2
Prerequisite: MUSIC 152 or 261; 241 or 341
This course serves the music education major with choral emphasis and focuses on accompanying, improvisation, and score-reading skills.

351  MUSIC HISTORY I: MEDIEVAL, RENAISSANCE, AND BAROQUE MUSIC  3
Prerequisites: MUSIC 150, 151, 152, or 261
A detailed study of Western art music as well as related folk and non-Western styles through the Baroque period. The focus will be on understanding the major developments of music history as well as learning how to conduct historical research in music. Meets Core credit for historical reasoning.

355  MUSIC HISTORY II: CLASSICAL AND ROMANTIC MUSIC  3
Prerequisites: MUSIC 150, 151, 152, or 261
A detailed study of Western art music as well as related folk and non-Western styles in the Classical and Romantic periods. The focus will be on understanding the major developments of music history as well as learning how to conduct historical research in music.

357  MUSIC HISTORY III: MUSIC OF THE 20TH AND 21ST CENTURIES  3
Prerequisites: MUSIC 150, 151, 152, or 261
A detailed study of Western art music as well as related folk and non-Western styles in the 20th and 21st centuries. The focus will be on understanding the major developments of music history as well as learning how to conduct historical research in music.

361  ADVANCED MUSICIANSHP III  4
Prerequisite: MUSIC 262
Continuation of pre-professional training in music theory, ear training, sight singing and practical keyboard skills.

362  ADVANCED MUSICIANSHP IV  4
Prerequisite: MUSIC 361
Continuation of pre-professional training in music theory, ear training, sight singing and practical keyboard skills.

375  INSTRUMENTAL CONDUCTING  3
Prerequisite: MUSIC 237
Conducting techniques, literature, materials and curriculum for the teaching of instrumental music.

376  CHORAL CONDUCTING  3
Prerequisite: MUSIC 237
Conducting techniques, choral literature, and rehearsal materials designed to prepare choral conductors.

403  SENIOR RECITAL  0
Prerequisite: concurrent with MUSIC 44-
Performance of the Senior Recital as required for music majors with applied music emphasis and music education majors.
405 ADVANCED MUSIC COMPOSITION  
Prerequisite: MUSIC 305 or permission  
Continuation of Music Composition II. May be repeated as needed.

477 INSTRUMENTAL ARRANGING  
Prerequisite: MUSIC 361  
Developing the skills and knowledge to enable students to write simple instrumental arrangements.

497 SENIOR PROJECT  
Prerequisite: MUSIC 362 or permission of instructor  
The Senior Project is a music composition, a research paper, or an analysis paper required of those students seeking a B.A. in music with emphasis on Academic Studies. It must be approved by the Music faculty. One faculty member should serve as the project advisor.

499 COMPREHENSIVE EXAMS  
Prerequisite: music major  
Exams in music theory and aural training, music history, keyboard skills, and the major area in music (such as music education or applied voice). Students must pass all portions of the exams to graduate with a music major (B.Mus. or B.A. with a major in music). Exams are offered at least once per semester.

Applied Music Courses  
Prerequisites: For Music Major: acceptance to program, written permission each semester before enrolling, and for the 400 level, pass 300 level change. For Music Minor: acceptance to program, written permission each semester before enrolling, availability of instructor, and passing grade in MUSIC 150 or 151 or demonstrated proficiency. General Student (not major or minor): 100 level—ability to read melodic and rhythmic music notation in clef appropriate to instrument or voice appropriate for successful study; passing grade in MUSIC 150 or 151 or demonstrated proficiency; availability of instructor; written permission each semester before enrolling.

Weekly individual and group instruction. Content includes the study of standard repertoire for the instrument or voice mainly comprising but not limited to solo classical repertoire. Instruction will concentrate on developing musicianship and performance skills both generally and specifically to the instrument/voice. Length of weekly private lessons is 30 minutes for 100-200 level, while 300-400 level is 60 minutes. Group instruction (studio class) is 50-minutes a week. All students studying applied music are required to attend a weekly studio class unless an exception is granted. All students in applied study are subject to the recital and jury performance requirements listed below. 
Applied music may not be taken for S/U credit.

Music Education Courses  
See descriptions of the following courses under Education.

EDCI 204 GENERAL MUSIC METHODS I  
EDCI 325 GENERAL MUSIC METHODS II  
EDCI 395 CURRICULUM AND METHODS OF TEACHING INSTRUMENTAL MUSIC  
EDCI 396 CURRICULUM AND METHODS OF TEACHING CHORAL MUSIC
Nursing

Department of Nursing
The College of Arts and Sciences

Chair
June Patton, Associate Professor of Nursing

Director of Recruitment/Administrative Services
Lori Brohm

Faculty
Jacqueline Owens, Instructor of Nursing

Degree Offered
Bachelor of Science in Nursing

Note: Applicants must be registered nurses or eligible to sit for NCLEX exam.

Mission and Goals
The mission of the Department of Nursing is to provide an opportunity for registered nurses (RN) who are graduates of diploma or associate degree nursing programs to acquire a baccalaureate degree in nursing. By building upon the foundation of previous knowledge and experience, the Department prepares the RN to practice professional nursing in a variety of settings with all types of clients. The program provides a foundation for graduate education in nursing.

Student Learning Objectives
Upon completion of the program, the student will be able to:
1. Synthesize knowledge derived from a liberal arts education with nursing theory and research as a basis for nursing practice.
2. Assume individual responsibility for nursing decisions, actions, and outcomes, thereby demonstrating accountability and sensitivity to the uniqueness of each consumer of nursing.
3. Demonstrate effective professional and technical communications, including appropriate culturally-based modifications.
4. Apply the nursing process in collaboration with the health care team in client-centered, culturally congruent care.
5. Collaborate with the client in the development and initiation of health teaching based on mutually identified learning needs and goals for health promotion, disease prevention, and illness care.
6. Coordinate the delivery of comprehensive health care appropriate for the cultural and environmental contexts through the application of leadership/management principles and strategies.
7. Plan strategies for personal and professional development congruent with the changing role of the nurse.
8. Evaluate therapeutic interventions and outcomes of care based on a broad spectrum of quantitative and qualitative research.
9. Critique data for independent and collaborative decision-making.
10. Collaborate with members of health professions and other citizens in promoting culturally sensitive efforts to meet the health needs of individuals, families, and groups.
11. Construct a personal philosophy of nursing and a personal ethical framework that guides professional practice.
12. Investigate health-related social justice concerns within legal and political contexts.

Accreditation
The Commission on Collegiate Nursing Education (CCNE) has granted accreditation to Ashland University’s Department of Nursing. For verification or other accreditation information, CCNE can be contacted at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120.

Accessibility
To facilitate access to baccalaureate education for working registered nurses, nursing courses are offered in a web-based format. Each nursing course will have approximately 2-4 synchronous class meetings during the semester with faculty. The remainder of the coursework is done online at the student’s convenience. Full and part-time study is available. Selected non-nursing courses are available at several off-campus locations, and/or in web-based formats.

Clinical Experience
Clinical field experiences are an integral and required component of the educational program. Criminal background checks and drug screening will be required for participation in NUR 303, 309, 405, and 414. The background check and drug screen must be completed at the time of admission into the nursing program. If a student or prospective student anticipates a problem with having a satisfactory background check or drug screen, he/she is advised to consult with the Chair of the Department of Nursing prior to enrollment in the nursing program. Based on the results of the criminal background check and/or drug screen, the student may be denied acceptance into Ashland University’s nursing program. The cost and responsibility of obtaining the required criminal background check and drug screening are borne by the student.

Computer Skills
Beginning level computer skills and access to a computer for assignments will be necessary. Prospective students with minimal computer skills are encouraged to develop skill prior to entering the nursing program. E-mail and internet access are required. All nursing courses are web-based.

Student Honor Society
Rho Nu Chapter, Sigma Theta Tau International honors students majoring in nursing who have demonstrated superior achievement and leadership qualities. Membership is by invitation. Senior students who have completed 300-level nursing courses are eligible for membership by ranking in the top 35% of the class and earning a minimum of 3.0 GPA in Ashland University courses.

Admission Requirements
1. Graduation from an approved associate degree or diploma nursing program.
2. Current active unrestricted, unencumbered RN license before
enrollment in 400-level nursing courses. Clinical requirement must be in a state in which student holds active licensure.

**Graduation Requirements**

A minimum of 128 semester hours are required for graduation with a grade point average of not less than 2.0 overall and 2.25 in the nursing major.

A minimum of 60 semester hours of credit must be earned from a 4-year college/university. 30 semester hours of Ashland University required nursing courses can be used toward meeting this requirement. The remaining semester hours may be met through non-nursing coursework. To earn a BSN degree from Ashland University, 30 hours of nursing credit must be earned through Ashland University. Department of Nursing proficiency credit can be earned for a maximum of two nursing courses. A student must enroll in and successfully complete a minimum of 4 required Ashland University nursing courses.

The last 16 semester hours earned before graduation must be earned from Ashland University.

**Credit Awarded for Previous Nursing Education**

Thirty semester hours of credit are granted for previous nursing education, experience, and continuing education. The credit will be granted upon successful completion of the first clinical nursing course.

**Description of Major**

Nursing majors are provided the knowledge and skills to advance their nursing careers and build on their basic nursing education. Majors study middle-range and practice level theories, enhance assessment skills, focus on international perspectives in health care, become consumers of research and its contribution to professional practice, apply the nursing process to families and aggregates in the community setting, explore the role of nurse as leader and manager in depth, and investigate the role of nurses in legal, ethical and political settings. Nursing majors will be prepared for many career options as well as graduate education if so desired.

**Degree Requirements**

Assessment – All nursing majors registered in nursing classes are required to participate in an exit assessment process which will include comprehensive projects.

**Bachelor of Science in Nursing**

Since the nursing program requires over 60 hours of nursing and related courses, students satisfy the requirements for a comprehensive major and therefore do not need to have a minor.

Each student must attain a minimum grade of “C” (74%) as a final grade in each nursing course to progress in the nursing program.

### REQUIRED NON-NURSING COURSES

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 240 Introduction to Management</td>
<td>3</td>
<td>soph. status or IUL</td>
</tr>
<tr>
<td>BUS 318 Organizational Behavior</td>
<td>3</td>
<td>PSYC 101, BUS 240</td>
</tr>
<tr>
<td>Philosophy course (Core humanities)</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. hs alg.</td>
</tr>
<tr>
<td>*BIO 125-126 Ana. &amp; Phys. I &amp; II</td>
<td>3/3</td>
<td>none</td>
</tr>
<tr>
<td>*BIO 340 Microbiology</td>
<td>4</td>
<td>BIO 201, CHEM 104; or perm.</td>
</tr>
</tbody>
</table>

An advanced human biological science elective (may use BIO 303, 325, 348 or 349 from AU offerings)

*Choose one from:

- CHEM 103 Gen. Chemistry I (4) |
- CHEM 250 Lead & Civilization (3) |
- CHEM 251 Molecular Architecture (3) |
- *PSYC 101 General Psychology I (3) |
- *SOC 111 Principles of Sociology (3) |

3-5 hrs. 

**NUR 414 Community/Public Health** *(2-3)* none

**NUR 414** *Community/Public Health* *(2-3)* |

34-37 hrs.

*These courses, as well as Comp I and COMAR 101, are prerequisites to the nursing courses.

### REQUIRED NURSING COURSES

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 302 Theoretical Bases</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>NUR 303 Individual Health</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>NUR 307 Topics in Nursing**</td>
<td>(2)</td>
<td>none</td>
</tr>
<tr>
<td>NUR 320 Educational Strategies**</td>
<td>(2-4)</td>
<td>none</td>
</tr>
<tr>
<td>NUR 321 Disaster Resp. Nursing**</td>
<td>(2-3)</td>
<td>none</td>
</tr>
<tr>
<td>NUR 309 Intl. Transcultural Persp.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>NUR 360 Research Bases</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>NUR 405 Health Care Systems</td>
<td>5</td>
<td>NUR 414, BUS 240, 318</td>
</tr>
<tr>
<td>NUR 408 Legal, Ethical, Pol. Perspect.</td>
<td>3</td>
<td>NUR 405 or concur.</td>
</tr>
<tr>
<td>NUR 414 Community/Public Health*</td>
<td>6-8</td>
<td>NUR 302, 303, 309, 360, MATH 208</td>
</tr>
</tbody>
</table>

30 hrs.

* These nursing courses include a clinical component.

**If NUR 414 is taken for 6 hours, then 2 hours of NUR 307 or 320 or 321 is required. If NUR 414 is taken for 8 hours, NUR 307 or 320 or 321 is not required.

**NUR 405:** Each student will need to be available for 45 hours of clinical experience during the semester. Since management functions will be studied, the clinical experience for the most part will involve weekday, daytime hours.

**NUR 414:** Each student will need to be available for approximately 40 hours of clinical experience for 6 hours of credit. If a student registers for 8 credit hours, an additional project with field work will be required. Since public health will be the focus of study, the clinical experience will, for the most part, involve weekday, daytime hours.

### School Nurse Licensure

The Bachelor of Science in Nursing degree is necessary for school nurse licensure.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 270 Human Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HED 318 School Environment &amp; Services</td>
<td>3</td>
<td>waived for nursing maj.</td>
</tr>
<tr>
<td>EDCI 250 Intro. to Ed. Intervention</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDFN 402 Social &amp; Prof. Issues in Ed.</td>
<td>3</td>
<td>senior status or perm.</td>
</tr>
<tr>
<td>EDFN 470 Internship: School Nurse</td>
<td>5-10</td>
<td>permission</td>
</tr>
</tbody>
</table>
NUR 320 Educational Strategies 3 none
NUR 309 Int’l. Transcultural Persp. 3 none
OR
SOC 301 Race/Ethnic/Minority Iss. (3) none

Note: The amount of internship credit required is determined by the Nursing and Teacher Education departments.

Nursing Courses and Descriptions

180 LIFETIME WELLNESS 2
See PE 180 in Sport Sciences for course description.

302 NURSING PROCESS: THEORETICAL BASES 4
The focus for study is selected middle-range and practice level theories that support the nursing process which serves as the mechanism to facilitate the implementation of theory and research-based nursing interventions. Curriculum concepts emphasized are: communication, critical thinking, therapeutic nursing interventions, and values/valuing.

303 NURSING PROCESS: INDIVIDUAL HEALTH 4
Presentation of the nursing process as a tool to facilitate nursing practice. Emphasis is on assessment. The course assists the students in improving skills in nursing assessment through the collection and analysis of data to formulate nursing diagnoses and comprehensive health plans. The course incorporates laboratory experience; no off-campus clinical component is required. Meets Core credit for lifetime wellness. Clinical and health requirement must be met prior to participation in this course. See Department of Nursing Policy Book.

307 TOPICS IN NURSING 1-3
A study of a specific aspect of nursing reflecting the changing focus of nursing practice. Topics will include such areas of nursing as computers in nursing, etc. May be repeated as topics change.

308 HEALTH PROMOTION FOR THE ELDERLY 3
This course is designed to assist students to develop increased knowledge about issues affecting health care of elderly. Community resources and health promotion strategies for aging populations will be explored. Attitudes toward aging will also be examined. NUR/SOCWK credit.

309 NURSING PROCESS: INTERNATIONAL TRANSCULTURAL PERSPECTIVES 3
The focus of this course is to gain an international perspective of health care issues. Through small group work, students will compare health-related values, beliefs, and practices in selected countries outside the United States with health-related values, beliefs, and practices within the United States. Incorporating this knowledge, students will then develop appropriate professional interventions for a specific sub-cultural group. Meets International Perspectives requirement.

320 EDUCATIONAL STRATEGIES FOR NURSES 2-4
This course provides an overview of educational strategies for nurses. The focus for study is specific roles and responsibilities of the professional nurse to educate patients, peers, and the community. Curriculum concepts emphasized are adult learning theory, learner needs, teaching methods, styles of learning, professional responsibility, program and learner evaluation, and supportive and active learning environments. Students in the school nurse track will consider course concepts specifically in the context of school health education for adolescent and adult populations.

321 OVERVIEW OF DISASTER RESPONSE NURSING 2-3
This course provides an overview of the latest concepts in disaster response. The focus for study is specific roles and responsibilities of the civilian RN in response to natural and intentional disasters. Curriculum concepts emphasized are types of disasters, disaster preparedness, disaster management, unique populations, and legal/ethical concerns.

360 NURSING RESEARCH 3
The course focuses on appropriate research design, data collection tools, and analytical strategies. Students are taught to be consumers of research and to apply research findings to nursing practice.

405 NURSING PROCESS: HEALTH CARE SYSTEMS 5
Prerequisites: NUR 414, BUS 240, 318
Clinical/Didactic Ratio: 3:2
The course focuses on the professional nurse’s leadership and management role in working effectively within the various types of organizational systems. The various aspects of the role of the nurse as leader and manager are explored in depth, with special emphasis on the role of the nurse leader as change agent. The course emphasizes a systemic theory approach to the management of organizations. Organizational behavior, the change process and the management of the health care delivery and nursing care within the health care organization are applied concepts. Clinical and health requirements must be met prior to participation in this course. See Dept. of Nursing Policy Book.

408 NURSING PROCESS: LEGAL, ETHICAL AND POLITICAL PERSPECTIVES 3
Prerequisites: NUR 405 or concurrent
This course concentrates on the professional role of the nurse as change agent for the profession and society. Present and future nursing roles related to public policy formation are identified while exploring their ethical, legal and political dimensions. Selected field experiences are an integral part of the courses. Emphasis is placed on strategies to influence public policy decisions that will promote ethical health care delivery.

414 NURSING PROCESS: COMMUNITY AND PUBLIC HEALTH 6-8
Prerequisites: NUR 302, 303, 309, 360, MATH 208
Clinical/Didactic Ratio for 6-hr. option: 2.5:3.5
Clinical/Didactic Ratio for 8-hr. option: 4.5:3.5
This course applies the nursing process to families and aggregates in the community setting with a strong focus on health promotion and disease prevention. In addition, core public health functions and public health nursing practice will be addressed. Students will have clinical experience throughout the semester. Clinical and health requirements must be met prior to participation in this course. See Department of Nursing Policy Book.

448 BIO-MEDICAL ISSUES FOR CHILDHOOD PROFESSIONALS 3
See EDEC 448 for course information.
Philosophy

Department of Philosophy
The College of Arts and Sciences

Chair
William Vaughan, Professor of Philosophy

Faculty
Mark Hamilton, Associate Professor of Philosophy
Jeffrey Tiel, Associate Professor of Philosophy
Louis A. Mancha, Assistant Professor of Philosophy

Degree Offered
Bachelor of Arts

Mission
The Department of Philosophy provides majors, minors, and other students a basic liberal arts understanding of historical philosophy, emphasizing exposure to primary classical works in a manner that challenges them intellectually and is consistent with the historic purpose of Ashland University to develop the whole person.

Student Learning Objectives
The student who is successful in the study of philosophy learns how to support his own claims with logical arguments, learns how to organize and analyze moral perspectives in a coherent and philosophically informed manner, and can locate his intellectual parameters and engage deeply in critical consultation with major texts in the history of philosophy.

For centuries, philosophical participation has been an essential component of self-realization. It generates human beings with greater democratic dispositions, greater tolerance of difference, more sensitivity to reciprocity, better able to engage in rational and moral discourse, and more prone to examine their own preferences—all qualities conducive to success in any field and living a more complete human life.

Facilities and Opportunities
- Philosophy bibliographic databases
- Access to Ashland Theological Seminary holdings and foreign languages
- Research internships
- Participation in Ohio Philosophical Association
- National Philosophy Honor Society (Phi Sigma Tau)
- Participation in Philosophy Club
- Departmental publication: Insights

Student Honor Society
Phi Sigma Tau, Ohio Mu Chapter, honors students who have demonstrated academic excellence in philosophy. Membership is by invitation, selected from students who have completed at least 9 semester hours of philosophy with a GPA of at least 3.2 in two of those classes, and have a cumulative GPA of 3.0 or higher.

Description of Major
Philosophy is unique both in its methods and in the nature and breadth of its subject matter. It pursues questions in every dimension of human life, and its techniques apply in any field of study or endeavor. No brief definition expresses the richness and variety of philosophy. It is a reasoned pursuit of fundamental truths, a quest for understanding, a study of principles of meaning and conduct. It seeks variously to establish, and to set into question, standards of evidence, to provide rational methods of resolving conflicts, and to create techniques for evaluating ideas and arguments. Philosophy is both a group of activities and a body of knowledge, and our department teaches from original texts in ways that enable students to acquire the relevant skills so that they can think for themselves.

Degree Requirements

Assessment
All philosophy majors are required to participate in the department’s assessment process, which includes passing an oral examination during the student’s final year of study.

Bachelor of Arts with a major in Philosophy

Course Number and Title Hrs. Prerequisites
1 intro crse (PHIL 204, 205, 208 or 217) 3 none
1 ethics course (PHIL 210, 215 or 280) 3 none
1 logic course (PHIL 220 or 320) 3 none
2 hist. crses (PHIL 311, 312, 313 or 314) 6 PHIL 204, 205, 208, 210 or 215
3 PHIL electives (300 level or above) 9 24 hrs.

Minor in Philosophy

Course Number and Title Hrs. Prerequisites
1 intro crse (PHIL 204, 205, 208 or 217) 3 none
1 ethics course (PHIL 210, 215 or 280) 3 none
1 logic course (PHIL 220 or 320) 3 none
1 hist. crses (PHIL 311, 312, 313 or 314) 3 PHIL 204, 205, 208, 210 or 215
1 PHIL elective (300 level or above) 3 15 hrs.

Minor in Ethics

See listing in Religion.

Minor in Humanities
The Humanities minor allows students to explore the relationships among the different areas of the humanities as they developed historically. The minor seeks to encourage a basic historic awareness along with the opportunity to pursue intellectual interests and curiosities in the humanities.

Courses taken for the student’s major are not applicable to this minor.

Course Number and Title Hrs. Prerequisites
Choose one course from each Period (All must be from different departments)
Period 1:
ART 352 Art of the Renaissance (3) none
ENG 401 Lit. of Early England (3) Core comp. II
ENG 404 English Renaissance (3) Core comp. II
MUSIC 351 Music History I (3) MUSIC 150,151,152 or 261
PHIL 311 Hist.-Anc. & Med. Phil. (3) PHIL 204, 205, 208, 210, 215, or 217

Note: At least 15 hours of coursework must be taken at the 300 level or above. An oral examination must be passed during the student’s final year.
Many fields of inquiry traffic in a conception of some fixed essence of humanity, in which we all share. The idea of there being a human nature serves as a kind of Archimedean point from which we can learn to judge whether particular virtues possessed by this or that society represent the best life for us, given that essential human nature. What makes this a philosophical issue is precisely that there is disagreement among philosophers as to whether or not there is such a constant, and what the possession of such a notion entails. Meets Core credit for humanities.

215 ETHICS
3
This course is a substantive study of major classical figures in western moral philosophy, including Plato, Aristotle, Aquinas, Kant, Mill, and Nietzsche. It deals with the questions: What are the fundamental rules that guide our actions? Can we ever rationally justify moral judgments? What is the relationship between ethics and religion? While this course emphasizes theory, the philosophers’ views are explicated with regard to contemporary issues. Meets Core credit for humanities.

217 THOUGHT AND BELIEF
3
The course probes specific areas where Western philosophy and the Christian tradition interrelate focusing on various religious topics that have philosophical implications, such as the nature of faith, salvation, the character of God, the problem of evil, and the practice of faith. Meets Core credit for religion.

220 PRACTICAL THINKING
3
Examines formal and informal fallacies, symbolic translation, and deductive and nondeductive reasoning as they emerge in everyday practical contexts. The student will learn the basics of argument, master the notions of validity and soundness, and perform some real world proofs to enable him to defend against the persuasive tools used against him daily. Meets Core credit for math/logic.

280 APPLIED ETHICS
1-6
Five-, ten-, or fifteen-week sections which investigate moral philosophy as it manifests itself in practical contexts. The focus is on how to arrive at the best moral reasons for acting within practical parameters which present their own special tasks, vocabularies, and sets of problems, including sports ethics, environmental ethics, human rights, medical ethics, racial identity, the ethics of property, military ethics, workplace ethics, and the ethics of empire. A maximum of three hours may be taken for Core humanities credit.

A – SPORTS AND ETHICS
1-3
This course is an examination of ethical theory and moral deliberation as applied to the context of sports, specifically youth sports, college athletics, and professional sports.

B – ENVIRONMENTAL ETHICS
1-3
This course is an examination of ethical theory and moral issues as applied to the context of environmentalism. Does nature have inherent worth independent of the uses to which it is put by human beings: Do humans have moral duties to animals, plants, or even ecosystems? These and other questions will be critically examined.

D – MEDICAL ETHICS
1-3
This course is comprised of three “separable” one-credit courses regarding medical ethics. Part I has to do with moral foundations in medicine concerning paternalism, informed consent, and professional responsibilities. Part II deals with medical resource allocation, analysis of social policy from various ethical perspectives, and issues surrounding physician-assisted suicide. Part III focuses on research on humans and various issues in reproductive ethics.

309 SOCIAL AND POLITICAL PHILOSOPHY
3
Prerequisite: PHIL 204, 205, 208, 210, 215, or 217 or permission
This course is the philosophical study of people in societies with particular attention to the abstract claims they have on each other in the form of individual rights, duties, and privileges, and their demands for equality, justice, and freedom. The course addresses the overlap between political and moral duties and obligations, how moral themes are translated into political rights, and how social categories of concern often conflict with their political articulation. Offered fall of even years. Meets Core credit for humanities. May be repeated for credit as topics change.
311 HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY  
**Prerequisite:** PHIL 204, 205, 208, 210, 215, or 217 or permission
An historical overview of the Greek, Roman and medieval philosophers, with special emphasis upon Plato, Aristotle, Augustine and Aquinas. Offered on a two-year cycle.

312 HISTORY OF MODERN PHILOSOPHY  
**Prerequisite:** PHIL 204, 205, 208, 210, 215, or 217 or permission
A study of influential Western philosophers from the Renaissance and the Enlightenment including Descartes, Hume, and Kant. Issues raised include empiricism and rationalism, human freedom, the nature and existence of God, skepticism, conceptual meaning, and the philosophy of mind. Offered on a two-year cycle.

313 HISTORY OF CONTEMPORARY PHILOSOPHY  
**Prerequisite:** PHIL 204, 205, 208, 210, 215, or 217 or permission
A study of recent Western philosophy, including, but not limited to, phenomenology, existentialism, pragmatism, analytic, and post-modern philosophy. Offered on a two-year cycle.

314 HISTORY OF 19TH CENTURY PHILOSOPHY  
**Prerequisite:** PHIL 204, 205, 208, 210, 215, or 217 or permission
A study of major 19th century philosophical movements and figures, roughly covering the time period between Kant and Husserl, including Hegel and German idealism, historicism, Kierkegaard, Nietzsche, Schopenhauer, Marx, and neo-kantianism. Offered on a two-year cycle.

317 PHILOSOPHY OF RELIGION  
**Prerequisite:** PHIL 204, 205, 208, 210, 215, or 217 or permission
Philosophy of religion is the critical examination of basic religious beliefs and concepts. Its focus is to philosophically consider the claims that people make about religion, e.g., about the nature of God, and assess the conceptual grounds upon which these claims stand. The course evaluates the facts and theories available for and against certain religious claims, facts and theories that are available to any rational person, whether religious or not. The usual topic for this course will be making sense of the concept of God. Other topics may be offered on occasion. Offered spring of even years. Meets Core credit for humanities.

318 TOPICS IN PHILOSOPHY  
**Prerequisite:** PHIL 204, 205, 208, 210, 215, or 217 or permission
Focuses on unique, particular issues and their accompanying sets of arguments that have formed their own research categories in philosophy, such as the mind-body problem, the problem of evil, freedom vs. determinism, the issue of reference in the philosophy of language, the problem of universals, the problem of contextualism, or the problem of induction in the philosophy of science. The focus is on the arguments rather than on great books or individuals of historical significance. May be repeated for credit as topics change.

320 SYMBOLIC LOGIC  
**Prerequisite:** PHIL 220 recommended
This course is a more advanced offering of techniques in logical analysis. Students will focus on constructing deductive arguments, engage in symbolic translation, recognize formal argument forms, do truth-table analysis, conduct proofs, and employ sentential and quantificational logics. Meets Core credit for math/logic.

330 PHILOSOPHICAL READINGS  
**Prerequisite:** PHIL 204, 205, 208, 210, 215, or 217 or permission
Philosophical readings courses are to be thought of as a series of “great works” which when taken together form a sustained whole. The course will conduct its inquiry in complete works which cross time periods and traditions within philosophy. Offered every three semesters. Meets Core credit for humanities. May be repeated for credit as topics change.

350 SCIENCE AS A CULTURAL FORCE  
See CHEM 350 for course information.

450 GREAT PHILOSOPHERS  
**Prerequisite:** PHIL 204, 205, 208, 210, 215, or 217 or permission
This course evaluates the thinking of a single major theoretical figure across a series of original texts addressing different subjects, but usually including combinations of that thinker’s views on metaphysics, epistemology, ethics, and aesthetics. The course shows how thinker’s views often form an organic whole unified across texts and time periods in their lives, and how ideas develop from earlier to later views, or in response to personal or world events. Offered every three semesters. Meets Core credit for humanities. May be repeated for credit as topics change.
Physics

Department of Chemistry/Geology/Physics
The College of Arts and Sciences

Chair
Jeffrey D. Weidenhamer, Professor of Chemistry

Faculty
Rodney A. Michael, Associate Professor of Physics

Degrees Offered
Bachelor of Science
Bachelor of Science in Education

Mission and Goals
The physics program prepares students to approach scientific problems in a logical, succinct fashion; to ascertain the relationship of physics to the other sciences and the nature of the world in which they live; and to develop skills needed to be successful in graduate study or professional careers in science, education, or technology.

Student Learning Objectives
Students taking physics courses for a major requirement in physics, chemistry, geology, biology, or toxicology will:
• understand the basis of rational thought and how it has led to current models of the world around us;
• demonstrate proficiency in applying basic physical concepts to complex problems and the ability to draw from several different areas to find a solution to a complex problem;
• be able to apply physical principles learned in class to the real world; and
• demonstrate computational, written, and computer skills as well as the ability to communicate scientific information in a clear, concise manner.

Students taking courses toward licensure in physical or integrated science will:
• understand the scientific method and relationship of physics to other scientific fields;
• master the use of mathematics in application to scientific theory and experimental data; and
• be able to express complex ideas in a clear, easy-to-understand fashion.

Students demonstrate their mastery of these outcomes through several avenues:
• hands-on laboratory experience that has an investigative and experimental design component;
• laboratory log books and formal reports;
• problem-solving using in-class assignments and homework assignments that require a team approach and also questions which cannot be answered with a single idea, but which require the student to tie many ideas together in a logical sequence; and
• independent research under the guidance of a professor with the final results presented in the form of a paper or presentation.

Students taking courses to meet core curriculum requirements will:
• understand the nature of the scientific method and its application;
• evaluate scientific data;
• understand the relationship between mathematics and our knowledge of the natural world; and
• understand the application of theory to everyday observation.

Facilities and Equipment
The physics program uses two multi-purpose laboratories and a dark room. Equipment available for every student’s use includes Tektronix oscilloscopes, function generators, multi-meters, and a variety of illustrative introductory laboratory equipment. One laboratory room includes interfacing electronics to allow for computer collection and analysis of data. Advanced students also have access to equipment for reproducing several famous 20th century experiments, and a small Unix sub-network is available to upper level students for use in computation and modeling.

Description of Majors
Physics is the study of matter, energy, space, and time. The study of physics is foundational to the scientific disciplines of biology, chemistry, and geology. Physicists study the fundamental particles of matter (quarks and leptons), the four fundamental forces, and the properties of energy in all of its varied forms, seeking to understand the underlying laws or patterns that govern the behavior of matter. Fundamental advances in physics undergird modern technology. Ashland provides its majors in physics with a broad training in physics that challenges students to learn to think as physicists, along with having the opportunity to conduct independent research as part of their major.

Degree Requirements
Assessment—All physics majors will participate in a portfolio assessment process that will include papers and exams gathered from courses beginning in the freshman year.

Bachelor of Science with a comprehensive major in Physics
This program is designed for those students who wish to pursue a career in science, with heavy emphasis on physics.

Course Number and Title Hrs. Prerequisites
PHYS 205-206 University Physics 10 MATH 206
3 courses from:
  PHYS 301 Elect. & Magnetism I (3) PHYS 206, MATH 305
  PHYS 302 Elect. & Magnetism II (3) PHYS 301
  PHYS 303 Mechanics I (3) PHYS 206, MATH 305
  PHYS 304 Mechanics II (3) PHYS 303
  PHYS 305 Modern Physics 4 PHYS 206, MATH 206
  PHYS 306 Heat 3 PHYS 206, MATH 206
  PHYS 403 Quantum Mechanics 3 PHYS 305, MATH 313
  PHYS electives (300 or 400-level) 6
MATH 205-206 Calculus 5/5 MATH 111 or equiv.; MATH 205 for 206
MATH 305 Calculus III 4 MATH 206
MATH 313 El. Differential Equations 3 MATH 305
CHEM 103-104 General Chemistry 4/4 hs. chem; 3 yrs. hs math; CHEM 103 for 104
Electives from biology, chemistry, computer science, geology 6

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.
magnetism. Three lecture-recitations with laboratory demonstrations per week.

This course is primarily for students without high school physics and with inadequate math background. It covers basic physical quantities and their units, 1-dimensional motions, forces and Newton’s three laws of motion, equilibrium conditions, simplified ideas of heat, light, electricity and magnetism. Three lecture-recitations with laboratory demonstrations per week.

Physics Courses and Descriptions

101 INTRODUCTION TO PHYSICS

Prerequisite: high school algebra and geometry

This course is primarily for students without high school physics and with inadequate math background. It covers basic physical quantities and their units, 1-dimensional motions, forces and Newton’s three laws of motion, equilibrium conditions, simplified ideas of heat, light, electricity and magnetism. Three lecture-recitations with laboratory demonstrations per week.

107 THE HIDDEN LIFE OF THE STARS

Prerequisite: high school geometry and trigonometry

Stars have a rich history in the development of our understanding of nature. Stellar life cycles will be used to illustrate concepts in modern astronomy. The history of understanding the stars will lead from Copernicus and Galileo to modern ideas in particle physics and relativity. Basic concepts from astronomy will be developed in an algebraic framework and applied to understanding the life cycle of a star, including birth, main cycle, and death. There will be evening observation field trips. Meets Core credit for natural sciences.

201-202 GENERAL PHYSICS

Prerequisites: high school algebra and geometry; 201 for 202

This course presents to liberal arts and pre-professional students the basic concepts, unifying principles and cultural aspects of the whole field of physics. Three lecture-recitations and one two-hour laboratory per week.

205-206 UNIVERSITY PHYSICS

Prerequisites: MATH 206 (or permission of instructor); 205 for 206

This thorough course is designed to impart a working knowledge of the fundamental principles, practical applications and techniques of general physics to physics majors, pre-engineering students and others specializing in physical sciences. Four lecture-recitations, one two-hour laboratory per week.

301-302 ELECTRICITY AND MAGNETISM I and II

Prerequisites: PHYS 206 and MATH 305; (MATH 305 may be taken concurrently.) PHYS 301 for 302

This is an intermediate electricity and magnetism course mainly for students majoring in physics or for pre-engineering students. It is a further study of electric and magnetic forces, fields, potentials and energies, along with electric currents and Maxwell equations. Three lecture recitations per week.

303-304 MECHANICS I and II

Prerequisites: PHYS 206 and MATH 305; PHYS 303 for 304

This intermediate mechanics course is a further study of Newtonian mechanics, such as harmonic motions, 3-dimensional motion, noninertial reference systems, central forces, dynamics of a system of particles and motions of rigid bodies Lagrangian mechanics is included. Three lecture-recitations per week.

305 MODERN PHYSICS

Prerequisites: PHYS 206 and MATH 206

The nature and properties of the electron, thermionic and photoclectric emission of electrons, atomic and molecular spectra, relativity, quantum mechanics, X-rays, natural and induced radio-activity, nuclear physics, cosmic rays, etc. Four lecture-recitations per week.

306 HEAT

Prerequisites: PHYS 206 and MATH 206

Temperature and thermal expansion; nature, quantity and transfer of heat, change of state, laws and equations of thermodynamics, heat engines, refrigeration and air conditioning, liquefaction of gases and cryogenics, measurement of low and high temperatures, kinetic theory of gases. Three lecture-recitations per week.

320 ORIGINS OF THE UNIVERSE

Prerequisites: high school algebra and trigonometry

A look from the scientific view point into the origin of the universe. The course takes a conceptual approach in understanding the two great physical theories of the twentieth century, Relativity and Quantum Mechanics, followed by applications in particle physics and cosmology. No previous science knowledge is assumed or required. Meets Core credit for natural sciences.

350 SCIENCE AS A CULTURAL FORCE

See CHEM 350 for course information.
402  OPTICS 3
Prerequisites: PHYS 206 and MATH 206
Nature, propagation and intensity of light, sources of light; formation of images, description and use of optical instruments, dispersion, spectra, color theory, interference and diffraction, polarization, and other properties and effects of light. Three lecture-recitations per week.

403  QUANTUM MECHANICS 3
Prerequisites: PHYS 305, MATH 313
This course is an introduction to the formal theory of quantum mechanics. The stress throughout is on the formulation of quantum mechanics and not on its application. It is a concise, axiomatic development of the theory with a view to bring out the main features of its mathematical and conceptual structure. Three lecture-recitations per week.

404  SOLID STATE PHYSICS 3
Prerequisites: PHYS 305, MATH 313
This is an introductory course to solid state physics. Free electron model, Lattice structure, energy bands, semiconductors, and magnetic properties of solids are discussed. Three lecture-recitations per week.

410  TOPICS IN THEORETICAL PHYSICS 3
Prerequisites: PHYS 301, 303; MATH 313
An advanced course in current topics and/or advanced theories of modern physics, taught at the advanced undergraduate or beginning graduate level. Application of Hamiltonian mechanics, Maxwell’s equations, and quantum mechanics will be emphasized throughout the course. Possible topics of study include general relativity, nuclear physics, particle physics, solid state physics, and string theory. May be repeated for credit as topics change.
This combined study of political philosophy, political institutions, and like George Washington, Abraham Lincoln, or Winston Churchill. words and deeds of statesmen who practice political art at its highest, laws, governing institutions, relations between countries, and the words and deeds of statesmen who practice political art at its highest, like George Washington, Abraham Lincoln, or Winston Churchill. This combined study of political philosophy, political institutions, and statesmanship makes up political science in all aspects.

Degree Requirements

Assessment – The goal of studying the great thinkers, institutions, and statesmen of politics is not to train specialists in a particular skill, but to enliven minds with the capacity to think seriously about themselves as human beings and to consider prudently the important social and political questions they will face as citizens. Our goal is to cultivate a liberally educated person who is alive to the great questions of political life, who honestly grapples with opinions that fundamentally differ from his own, and who re-examines habitual opinions and assumptions in light of those challenges. Such a student will have taken the first step toward possessing a free mind and, in the process, will also learn the important skills of how to read difficult texts carefully, follow arguments closely, write clearly, and speak thoughtfully.

To assess their development as majors, students will maintain a portfolio of work (papers, exams, etc.) in each sub-area of political science: political philosophy, American politics, and international politics. As part of their portfolio, they will also write two self-evaluations of their progress, one in their fourth semester as a student (or second semester as a major, if that is later) and one in their final semester as a student. The portfolio will be supervised by their academic advisor in the Department of History and Political Science.

Bachelor of Arts with a major in Political Science

This program is a traditional major in political science designed for students who wish to prepare themselves for careers that build on a background in political science or who seek knowledge of political life as part of a liberal education.

The program offers courses in the following fields:

(A) American Politics

POLSC 301, 305, 315, 336, 337, 370

(B) Political Thought

POLSC 320, 321, 343, 344, 345, 346, 380

(C) Comparative and International Politics

POLSC 205, 231, 355, 360, 390

Bachelor of Arts with a major in International Political Studies

Assessment – To graduate with this major, the student must complete the department’s assessment portfolio requirement.

Course Number and Title | Hrs. | Prerequisites
--------------------------|------|------------------
POLSC 101 Understanding Politics | 3 | none
POLSC 102 Democracy in America | 3 | none
POLSC 343 West. Polit. Thought I | 3 | POLSC 101
POLSC 345 West. Polit. Thought III | 3 | POLSC 101
POLSC 431 Human Being and Citizen | 3 | sr. status; dept. major
Electives from political science | 21 | 36 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.
Political Science

Political Science Courses and Descriptions

101 UNDERSTANDING POLITICS
This course is designed to immerse students in the intensive study of the fundamental question: “What is politics?” Our goal is to understand how politics shapes society and what distinguishes the political from the economic social, artistic, religious, etc. We will read several fundamental works of political thought and statesmanship which may include the Bible, Plato’s Apology, Aristotle’s Politics, Machiavelli’s The Prince, Shakespeare’s Julius Caesar or Henry V, Locke’s Two Treatises of Government, Rousseau’s Social Contract, Penn Warren’s All the King’s Men, or Churchill’s The Gathering Storm. Meets Core credit for social sciences.

102 DEMOCRACY IN AMERICA
An introduction to American politics, with primary emphasis on national institutions. Course topics include the political theory of the American Constitution, the relations among the different branches of government and between state and federal institutions, and the role of the courts in the protection of civil liberties.

205 COMPARATIVE POLITICS
Prerequisite: POLSC 101 or 102
This course will immerse students in the comparative study of regimes such as liberal democracy, monarchy, tyranny, and theocracy, especially as these are found in historical or contemporary city-states, nations, or empires. Such study can be comparative either because two or more different regimes are being examined together or because the same regime is being investigated from different perspectives and with different means (e.g. literature, political biography, economic data, historical development, geography and climate, language, religious traditions, political theory). Meets International Perspectives requirement.

231 INTERNATIONAL RELATIONS
Prerequisite: POLSC 101 or 102
This course will immerse students in the study of international relations, especially how and why countries fight wars and make and maintain peace. Drawing on both historical and contemporary examples, the course may examine both the writings of theorists and the speeches and deeds of leading statesmen. Meets International Perspectives requirement.

301 AMERICAN FOREIGN POLICY
A study of the foreign relations of the United States, underscoring the factors that determine formulation, execution and substance of U.S. foreign policy, traditional and contemporary, with emphasis on the place of the United States in today’s world. HIST 236/POLSC 301 credit.

305 POLITICAL PARTIES AND INTEREST GROUPS
A study of the origins, development and contemporary character and problems of American political parties and the party system, and an examination of the role of interest groups in the political process.

315 THE PRESIDENCY AND CONGRESS
A study of the nation’s Chief Executive and law-making body. Topics include the constitutional sources and framework for executive and legislative action, including conflict and cooperation of the President with Congress, the historical development of these branches of government and contemporary issues in the legislative-executive process.

320 AMERICAN POLITICAL THOUGHT I: REVOLUTION TO THE CIVIL WAR
A study of the political ideas of American statesmen and writers from the 18th century to the secession crisis. Candidates for consideration include Jefferson, Franklin, Adams, Madison, Hamilton and Calhoun.

321 AMERICAN POLITICAL THOUGHT II: RECONSTRUCTION TO THE PRESENT
A study of the political ideas of American statesmen and writers from the Civil War period to the present. Candidates for consideration include Lincoln,
Frederick Douglass, Twain, Melville, Booker T. Washington, Woodrow Wilson and Franklin Roosevelt.

336 CONSTITUTIONAL POWERS  3
Prerequisite: POLSC 102 or permission of instructor
A study of the American constitutional framework for the exercise of governmental power, with particular emphasis on the role of the Supreme Court in articulating that framework. Through reading Court cases and other materials, students address such questions as: how should the Constitution be interpreted? what are the respective powers of the Courts, the Congress and the President? what limits on those powers does the Constitution impose? what is the proper constitutional relationship between the states and the federal government?

337 CONSTITUTIONAL RIGHTS  3
Prerequisite: POLSC 102 or permission of instructor
A study of individual rights protected by the U.S. Constitution, as viewed through Supreme Court cases and other materials. The primary focus will be on the First Amendment rights of freedom of speech and press and of religious liberty, the 14th Amendment’s guarantee to each person of “the equal protection of the laws,” rights of political participation and constitutional protections of property and privacy.

343 WESTERN POLITICAL THOUGHT I: ANCIENT POLITICAL THOUGHT  3
Prerequisite: POLSC 101 or permission of instructor
This course immerses students in the study of ancient political thought, whose central concern is the search for the best regime—the one that most cultivates human excellence. We will examine this politics of virtue by reading several great works of political philosophy from thinkers such as Plato and Aristotle.

344 WESTERN POLITICAL THOUGHT II: MEDIEVAL POLITICAL THOUGHT  3
Prerequisite: POLSC 101 or permission of instructor
This course is an intensive study of major texts in medieval political thought. Particular attention will be given to the issue of how medieval thinkers from a variety of backgrounds attempted to deal with the relationship between reason and revelation in politics. Thinkers to be studied may include Augustine, Aquinas, Dante, Marsilius of Padua, Maimonides, Alfarabi, Averroes, or Avicenna.

345 WESTERN POLITICAL THOUGHT III: EARLY MODERN POLITICAL THOUGHT  3
Prerequisite: POLSC 101 or permission of instructor
This course is designed to immerse students in the study of modern political, thought those central concerns are human security, comfort, and liberty. We will examine this political of freedom by reading several great works of political philosophy from thinkers such as Machiavelli, Hobbes, and Locke. Meets Core credit for social sciences.

346 WESTERN POLITICAL THOUGHT IV: LATE MODERN POLITICAL THOUGHT  3
Prerequisite: POLSC 101 or permission of instructor
A study of selected works of leading political thinkers from the end of the 18th century to the present, such as Kant, Hegel, Mill, Marx, Nietzsche, Strauss and Rawls.

351 POLITICS AND RELIGION  3
Prerequisite: POLSC 101
This course is an intensive study of important thinkers, texts, or issues focusing on the proper relation between political authority and religious authority, law, or faith. Topics may include Christianity and politics, the rise of the political principle of religious toleration in the West, Islamic political thought, or the contemporary relation between religion and liberal democracy.
431  HUMAN BEING AND CITIZEN  3
Prerequisite: senior status, or permission of instructor
An attempt to understand the great issues animating politics—freedom, justice, equality, ethnicity—from the point of view of other disciplines and perspectives. The seminar will examine what it means to be a citizen, something of what it means to be a human being, and how each depends upon the other. Meets Core credit for social sciences.

Other Programs
The Ashbrook Center for Public Affairs
The Ashbrook Center for Public Affairs is an academic forum for the study, research and discussion of the principles and practices of American constitutional government and politics. The Ashbrook Center sponsors the Ashbrook Scholarship program, hosts a series of campus lectures and conferences, and provides internship opportunities for students interested in careers related to public affairs.
Chair
Mitchell M. Metzger, Associate Professor of Psychology

Faculty
Alinde J. Moore, Professor of Psychology
M. Aaron Roy, Professor of Psychology
Curt S. Ickes, Associate Professor of Psychology
Kathleen A. Petrill, Assistant Professor of Psychology

Degrees Offered
Bachelor of Arts
Bachelor of Science

Mission
The Department of Psychology provides a balanced education in psychology, presenting a thorough foundation in the scientific study of behavior and mental processes, while emphasizing ethical applications of psychology as a discipline to individuals and to society. The department seeks to maintain a current curriculum and to provide students with opportunities to become proficient in fundamental intellectual and social skills that are essential for achievement in the work world.

Student Learning Objectives
Students should strive to:
• gain knowledge in the basic areas of the scientific discipline of psychology;
• develop intellectual and social skills needed for a career in psychology and required for achievement in the world of work;
• develop and expand their understanding and use of scientific methodology; and
• develop an understanding of how to ethically apply their psychological knowledge outside of the classroom.

Opportunities
Internships and individual research projects are encouraged. There are some opportunities to assist professors with research, and to present research at regional conferences in places such as Chicago, Boston, and Philadelphia.

The Psychology Club offers the opportunity for social interaction with other students interested in psychology.

Student Honor Society
The Psi Chi National Honor Society is for majors or minors in psychology or an equivalent program psychological in nature. Undergraduates who are elected to Psi Chi must rank in the upper 35% of their class, have completed 9 semester hours of psychology courses and have earned a minimum 3.0 in psychology courses.

Description of Majors
The psychology major is built upon a strong liberal arts base as provided by the University's core curriculum. The coursework in the major is designed to acquaint the student with the basic content areas of the science of psychology. Scientific methodology and thought and the ethical application of the knowledge outside of the classroom is emphasized. Psychology students become proficient in fundamental intellectual and social skills that are essential for a career in psychology and required for achievement in the world of work. The department assists those students with professional aspirations in pursuing graduate education and provides a broad psychology background for those with other career plans. To this aim, the department offers the B.A. and the B.S. degrees and a career or general track within each degree. Students pick their degree and track based on their areas of academic strength and their career plans. Individual research projects are required of all career-track majors who are encouraged to present their findings at scientific conferences. Internships are encouraged for all psychology majors.

Degree Requirements
Students majoring or minoring in psychology may be granted waiver or credit for General Psychology 101.

Assessment – All career track psychology majors with sophomore or higher status are required to develop an experimental research project and to take content-based national exams and a self-report survey for the department’s assessment process.

Bachelor of Arts with a major in Psychology (career)
This program, intended for students who plan on taking graduate training in psychology, will help maximize acceptance into graduate school.

Course Number and Title  Hrs.  Prerequisites
PSYC 101 General Psychology I 3  none
PSYC 102 General Psychology II 3  PSYC 101
PSYC 210 Research Methods 3  PSYC 102
PSYC 310 Advanced Research 3  PSYC 102,210, MATH 208
PSYC 408 Hist. & Systems of Psyc. 3  PSYC 102, 307

Choose 18 hours from:

PSYC 209 Developmental Psych. 3  PSYC 101
PSYC 305 Social Psychology 3  PSYC 101
PSYC 307 Personality 3  PSYC 102
PSYC 320 Cognitive Psychology 3  PSYC 102, 210
PSYC 324 Theor./Princ. of Learn. 3  PSYC 102
PSYC 401 Psych. Tests & Measure. 3  PSYC 102,417, MATH 208
PSYC 412 Physiology Psych. 3  PSYC 102
PSYC 417 Abnormal Psych. 3  PSYC 102
BIO 125-126 Anatomy & Physiology 3/3  125 for 126
MATH 208 Elem. Statistics 3  2 yrs. hs algebra

Total 42 hrs.

Bachelor of Science
with a comprehensive major in Psychology (career)
This program, intended for students who plan on taking graduate training in psychology, will help maximize acceptance into graduate school.

Course Number and Title  Hrs.  Prerequisites
All career-oriented psych. courses listed above (with options) 33
BIO 125-126 Anatomy & Physiology 3/3  125 for 126
BIO 225-226 Anatomy & Physiology (4/4)  BIO 202; 225 for 226
BIO 201 Molec. & Cellular Basis of Life 4  none
These diverse approaches converge on questions about multiple influences on sociocultural theories. Psychological inquiries also include evaluation of how biological, psychoanalytical, behavioral, humanistic, cognitive, and assumptions, research methods, and conclusions embedded within the field of study. Behavior topics are examined by comparing and contrasting the perspectives emergent from the sociohistorical evolution of psychology as a behavior. Inquiries are framed in the context of the major theoretical frameworks. This course centers around the question, “How do we explain human behavior?” Inquiries are framed in the context of the major theoretical perspectives emergent from the sociohistorical evolution of psychology as a field of study. Behavior topics are examined by comparing and contrasting the assumptions, research methods, and conclusions embedded within the biological, psychoanalytical, behavioral, humanistic, cognitive, and sociocultural theories. Psychological inquiries also include evaluation of how these diverse approaches converge on questions about multiple influences on human behavior. Meets Core credit for social sciences.

102 GENERAL PSYCHOLOGY II
Prerequisite: PSYC 101
A continuation of 101 with an emphasis on science and the scientific method as it pertains to selected psychological topics and issues. Meets Core credit for social sciences.

104 PSYCHOLOGY OF ADJUSTMENT
Prerequisite: PSYC 101
A detailed study of principles underlying a mentally healthy lifestyle and its relationship to a meaningful life existence. Special attention is given to methods of preventing personal maladjustments and remedial treatment for adjustment disorders.

209 DEVELOPMENTAL PSYCHOLOGY
Prerequisite: PSYC 102 or permission of instructor
The investigation of the cognitive, motivational, and socialization changes that occur in the individual. Emphasis is placed on the genetic and environmental origins of behavior impacting development from birth to adolescence as well as the manifestations of these dynamic processes across the life span. Service learning plus one credit available. Submit signed service learning contract to the Center for Community Service before registering for SL credit.

210 RESEARCH METHODS IN PSYCHOLOGY
Prerequisite: PSYC 102 or permission of instructor
This course provides an introduction to psychological research techniques and methodology. Basic principles and procedures in the design, analysis, and write-up of research are provided. Students learn to select appropriate research topics, plan data collection and analysis, examine potential threats to internal and external validity, and ways to statistically analyze the data. In addition to lectures and readings, students will actively participate in the design of a semester-long project making sure it conforms to ethical standards in the field. The student will then write a research proposal using the most current A.P.A. style.

218 PSYCHOLOGY OF ADOLESCENCE
This course explores the nature of adolescent behavior. The physical, cognitive, and psychosocial development of adolescents are examined in the contexts of peers, family, schools, work, and culture/society, using the theoretical perspectives in psychology. Special consideration is given to the development of stable identity that will allow the adolescent to function effectively in adulthood. Meets Core credit for social sciences.

240 SENSATION AND PERCEPTION
Prerequisites: PSYC 101, 102
An introductory study into how the sense modalities (sensation) provide the necessary information for the mind to analyze and interpret this information (perception) to create a “mental world.” Laboratory experiences will emphasize vision and audition.

241 CROSS-CULTURAL PSYCHOLOGY
Prerequisite: PSYC 101
This course offers a broad introduction to the research and theoretical foundations of cross-cultural psychology. The impact of culture on processes mediating psychosocial development, and behavioral patterns will be stressed. Meets International Perspectives Requirement.

299 SPECIAL TOPICS
A course for students with a particular interest in the “special topic” being discussed that semester. Topics selected are not typically covered in the regular scheduled psychology courses. The focus will be on reading assignments, class discussions, and the sharing of ideas rather than formal lectures. May be repeated for different topics.
305 SOCIAL PSYCHOLOGY 3
Prerequisite: PSYC 101
The psychological study of the individual in relation to social groups, social forces and social problems. PSYC/SOC credit.

306 CONSUMER BEHAVIOR 3
Prerequisite: PSYC 101
An analysis of the basic concepts and principles of consumer behavior. Emphasis will be placed on the cognitive, behavioral and social influences as they relate to consumer attitudes, perceptions and purchases. The course explores the consumer decision process and marketing efforts to influence and shape that process. PSYC 306/BUS 326 credit.

307 PERSONALITY 3
Prerequisites: PSYC 101 and 102 or permission of instructor
A detailed investigation of the psychodynamic, behavioristic, humanistic and dispositional perspectives as related to the four basic issues of each (i.e., theory, research, assessment, and therapy).

308 CHILD AND ADOLESCENT PSYCHOPATHOLOGY 3
Prerequisites: PSYC 101, 102
This course is designed to provide students with an empirical and theoretical basis for the study of behavior disorders in children from birth to 18 years of age. Students will learn to use the DSM-IV as the basis for classification/diagnosis. Research regarding etiology and treatment methods will also be a major focus.

310 ADVANCED RESEARCH IN PSYCHOLOGY 3
Prerequisites: PSYC 102, 210, MATH 208
Continues PSYC 210. This course will further a student’s knowledge and experiences in the area of empirical research psychology. In addition to critically evaluating current literature, students will be required to design, conduct, analyze, and report the results of a semester-long project. Practical and ethical considerations of actually conducting a research project will be emphasized.

320 COGNITIVE PSYCHOLOGY 3
Prerequisite: PSYC 102 and 210 (highly recommended)
The psychological study of the processes humans use to transform, store, manipulate, and retrieve information. Topics include perception and attention, knowledge recognition, pattern recognition, memory, problem solving, and language processing.

324 THEORIES AND PRINCIPLES OF LEARNING 3
Prerequisites: PSYC 101 and 102 or permission of instructor
An introduction to and evaluation of the main psychological theories of learning as they apply to both human and animal behavior. Special attention will be given to the applications of those areas of theory and research which deal with factors which are known to influence the learning process.

393/493 ELECTIVE INTERNSHIP 1-3
Prerequisites: GPA of at least 3.0; permission of dept. & acceptance of work site; Learning Contract completed and turned in to the Career Development Center before taking or registering for the internship
Provides psychology majors experiential learning within various social service agencies and work settings related to the student's career interests under the supervision of an onsite coordinator. This offering may be repeated up to a total of 6 credit hours with permission of the student's advisor and the department chair. These credits cannot be used as substitutes for the required psychology course credits as identified in the catalog.

401 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3
Prerequisites: PSYC 101, 102, and 417 and MATH 208
An introductory course in basic measurement concepts and procedures. Evaluation and use of standardized tests, including individual and group testing of achievement, intelligence, aptitude and personality. Elementary statistics concepts related to testing and measurement are covered.

408 HISTORY AND SYSTEMS OF PSYCHOLOGY 3
Prerequisites: PSYC 102 and 307 or permission of instructor; HIST 112 recommended
Historical development of systems and theories of psychology as represented by behaviorism, Gestalt psychology, psychoanalysis, structuralism, functionalism and third force psychology. Trends in contemporary theories will be highlighted.

412 PHYSIOLOGICAL PSYCHOLOGY 3
Prerequisites: PSYC 102 or permission of instructor; 3 hrs. of biology recomm
A study of the anatomical, physiological and biochemical aspects of learning and memory, cognitive processes, motivational systems and basic sensory and motor functions.

417 ABNORMAL PSYCHOLOGY 3
Prerequisite: PSYC 102 or permission of instructor
A thorough study of the history, assessment, and classifications of abnormal behaviors. The DSM IV is used as the basis for the classification and diagnosis of all mental and emotional disorders.
Religion

Department of Religion
The College of Arts and Sciences

Chair
David C. Aune, Associate Professor of Religion

Faculty
Sue Dickson, Assistant Professor of Religion
Peter Slade, Assistant Professor of Religion
Donald Rinehart, Emeritus Professor of Religion

Degree Offered
Bachelor of Arts

Mission
The Department of Religion furnishes a basic Biblical understanding and appreciation of Christian thought for all graduating students. It seeks to help students become aware of how religious commitments and values continue to shape our world views and affect our ethics. It also seeks to be a learning environment for intensive and advanced work in religious explorations as a means of preparing students for graduate study and professional careers in churches and ministry.

Objectives of the Religion Department
1. To furnish a basic Biblical understanding and appreciation of Christian thought for all graduating students.
2. To provide preliminary studies for students wishing to do graduate work in religion.
3. To prepare students to enter seminary training, religious vocations and related social professions.
4. To provide courses of study for students who wish to teach religion in primary and secondary schools.
5. To provide courses of study for students who have interests in Christian involvement in community and church.

Student Learning Objectives
1. A basic knowledge of the content of the Bible.
2. An overview of the history of Christianity.
3. Ability to read and understand Christian theological works.
4. Familiarity with and appreciation for world religious traditions.
5. An integration of religious studies to life and vocation.

Clinical Experience in Religion
Majors in religion may elect an internship in a congregation or camp setting for three credit hours under the supervision of a leader approved by a Religion Department faculty member. Students must comply with all Independent Study Program requirements and guidelines developed by the Internship Office.

Study/Service Abroad is available during the summer semester with three programs: Jerusalem University College (history and geography study of the Holy Land), England Internship (pastoral experience south of London), and Mexican Language and Missions (intensive Spanish language study coordinated with missions service in Mexico City).

Pre-Seminary Program
The pre-seminary program at Ashland University is a joint effort of the Religion Department and the Center for Religious Life. The Kern Pre-Seminary Program is known as “The Call” and prepares students academically and vocationally for Christian ministry. Students who are accepted into The Call program:
1. must major or minor in religion;
2. complete two semesters of Biblical Greek or Hebrew;
3. complete the following coursework as part of their religion major or minor: REL 106 Exploring the Bible, REL 208 Exploring Christian Theology; one upper level course in the Biblical studies concentration, and one course within the practical theology concentration.
Students are also encouraged to take at least one course at Ashland Theological Seminary for undergraduate credit.

For additional information on “The Call” pre-seminary program, students should contact John Swope (x5624).

Description of Major
Religion majors become a part of a learning community that is both academically rigorous and sensitive to issues of faith development and spiritual formation. Students take courses in five major areas (Biblical studies, theology and ethics, Christian history, world religions, and practical theology) and they will have the opportunity to concentrate in one of these areas. The religion major not only prepares those who are called to a life of ministry in the church or academy but also helps those who are planning a career in other fields to apply a Biblical and theological world view to their respective disciplines.

Degree Requirements
Assessment – Upon declaring a religion major, the student is required to fill out the “Religion Major Information Form” and return it to his adviser. By the junior year, all majors are required to choose a concentration of 9 credit hours (see list at end of major). These courses are part of the 30-hour major requirement. Majors are also required to successfully complete the “Religion Thesis Seminar” course in their junior or senior year. Before graduation, majors must complete and submit the “Senior Assessment Survey.”

Bachelor of Arts with a major in Religion

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 106 Exploring the Bible</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REL 208 Explor. Christian Theology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REL 497 Religion Thesis Seminar</td>
<td>3</td>
<td>REL 106, perm.</td>
</tr>
<tr>
<td>Biblical Studies - select one course</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>REL 210 The Gospels</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 213 Life and Letters of Paul</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 304 Adv. Old Testament</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 305 Adv. New Testament</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 375 Study Abroad: Israel</td>
<td>(4)</td>
<td>REL 106, perm.</td>
</tr>
<tr>
<td>Christian History – select one course</td>
<td>3</td>
<td></td>
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<tr>
<td>REL 230 Hist. of Early Christianity</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 231 Hist. Med./Reform. Christ.</td>
<td>(3)</td>
<td>REL 106</td>
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<tr>
<td>REL 232 Hist. Mod. Europ. Christ.</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 233 Hist. Religions in America</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>World Religions – select one course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>REL 107 Exploring World Religions</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 307 World Religion Traditions</td>
<td>(3)</td>
<td>REL 106 or 107</td>
</tr>
</tbody>
</table>
144

Religion

Electives including Concentration and REL 400 or 401 or 404 11-12 30 hrs.

Concentrations – Take additional course(s) to complete 9-hour requirement. Approved courses for the Concentration Areas:

**Biblical Studies:** REL 106, 210, 213, 301 (selected topics), 304, 305, 375

**Christian History:** REL 110, 230, 231, 232, 233, 301 (selected topics), 400, 404

**Ethics and Theology:** REL 109, 208, 220, 301 (selected topics), 350, 401, 404

**Practical Theology:** REL 214, 215, 301 (selected topics), 311, 312, 350, 400

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

**Minor in Religion**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biblical Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REL 106 Exploring the Bible</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>Christian Thought - select one course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>REL 109 Exploring Christian Ethics</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 208 Expl. Christian Theology</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 220 Taking Human Life</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 230 Hist. of Early Christianity</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 231 Hist. Med./Reform.Christ.</td>
<td>(3)</td>
<td>REL106</td>
</tr>
<tr>
<td>REL 232 Hist. Mod. Europ. Christ.</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 233 Hist. Religions in America</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 400 Christian Literature</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 401 Seminar/Christian Ethics</td>
<td>(3)</td>
<td>REL 106 or 109</td>
</tr>
<tr>
<td>REL 404 Sem./Christian Theology</td>
<td>(3)</td>
<td>REL 106, 208</td>
</tr>
</tbody>
</table>

| Electives from religion dept. | 6 | 12 hrs. |

**Minor in Ethics**

*Note: Religion and Philosophy majors may count one of the ethics courses from that major toward the ethics minor requirement in that department.*

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy ethics courses—Choose 2:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>PHIL 210 Phil. of Human Nature</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>PHIL 215 Ethics</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>PHIL 280 Applied Ethics</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>Religion ethics courses—Choose 2:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>REL 109 Exploring Christian ethics</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 220 Taking Human Life</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 301 Topics—Bioethics</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 301 Tpc—Church, State, Soc.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 401 Sem. in Christian Ethics</td>
<td>(3)</td>
<td>REL 106 or 109</td>
</tr>
</tbody>
</table>

Any approved ethics course* 3 15 hrs.

*Courses will be approved by the Ethics Minor Committee. See department chair for the list.

**Minor in Recreation Ministry**

See listing in department minors in Sport Sciences.

**Religion Courses and Descriptions**

106 **EXPLORING THE BIBLE** 3

An introductory study of the nature and content of the Biblical writings with emphasis upon the basic ideas or message. Meets Core credit for religion.

107 **EXPLORING WORLD RELIGIONS** 3

An introductory exploration of basic historical developments, beliefs and practices in selected Eastern and Western world religious traditions. Students taking this course are expected to have some familiarity with Christianity. However, all thoughtful religious world views are welcomed. Meets Core credit for religion and International Perspectives requirement.

109 **EXPLORING CHRISTIAN ETHICS** 3

Introduces the discipline of Christian theological ethics. The course will examine the theological methods and resources in the Christian tradition which Christian ethicists have employed for developing a coherent vision of the Christian life and Christian character. Meets Core credit for religion.

110 **EXPLORING CHRISTIAN HISTORY IN A GLOBAL CONTEXT** 3

Explores topical issues in world history as self-identified Christian communities interacted and conflicted with non-Christian ones. Emphasis is on Christianity’s historical relationship with Judaism and Islam in a global context. Meets Core credit for religion and International Perspectives requ.

208 **EXPLORING CHRISTIAN THEOLOGY** 3

An introduction to the central doctrines of the Christian faith that is both critically respectful of classic theological traditions and critically open to the new voices and emphases of recent theologies. Students will become familiar with systematic theological categories and develop interpretive skills through the careful reading, analysis and discussion of theological texts.

210 **THE GOSPELS** 3

Study of the life and teachings of Jesus as portrayed in the New Testament gospels. Each gospel is examined and compared. Meets Core credit for religion.

213 **LIFE AND LETTERS OF PAUL** 3

Examination of Saul/Paul’s role in the early New Testament church and his influence in establishing the doctrine of the church. Acts and the Pauline epistles are included.

214 **PRINCIPLES OF CHRISTIAN EDUCATION** 3

Principles and objectives of religious education as related to curriculum, leadership training, church agencies and parochial education. Offered spring semester, even years.

215 **EXPLORING THE CHRISTIAN FAITH THROUGH SIMULATION AND GAMING** 3

The major motifs of the Christian faith are examined through the use of human relation exercises, simulation/gaming and the small group. An imaginative attitude toward scripture is used in such a way that scripture is not so much an idea to be debated as a situation to be lived.

220 **TAKING HUMAN LIFE** 3

Deals with the questions of whether it is permissible to take human life and if so, what the conditions might be that warrant or limit such behavior. Examines the issues of euthanasia, abortion, capital punishment, suicide and warfare from literary, philosophical, social, scientific, and religious perspectives, mainly from the Judeo-Christian viewpoint. Meets Core credit for humanities.

230 **HISTORY OF EARLY CHRISTIANITY** 3

*Prerequisite: REL 106*

Focuses upon selected literature and significant historical events in the development of Christianity from the 2nd to the 5th century. One central question will guide our inquiry: How did “orthodox” Christianity overcome various challenges to become the dominant religious tradition in the West? Meets Core credit for historical reasoning.

231 **HISTORY OF MEDIEVAL AND REFORMATION CHRISTIANITY** 3

*Prerequisite: REL 106*

Focuses on the history of Christianity from the 6th to the middle of the 17th century. Emphasis will be primarily on the social context within which medieval and Reformation Christianity developed, and secondarily on Christian thought during the period. Meets Core credit for historical reasoning.
232 HISTORY OF MODERN EUROPEAN CHRISTIANITY 3
Prerequisite: REL 106
Focuses on the history of Christianity in Europe from the mid-17th century to the present. Emphasis will be primarily on the social context within which modern European Christianity developed, and secondarily on Christian thought during the period. Meets Core credit for historical reasoning.

233 HISTORY OF RELIGIONS IN AMERICA 3
Prerequisite: REL 106
Focuses on the history of religions in America from the mid-16th century to the present. Emphasis will be primarily on the social context within which American religions developed and secondarily on American religious thought during the period. Meets Core credit for historical reasoning.

240 JEWISH RELIGIOUS TRADITIONS 3
Prerequisite: Core religion course
This course deals with a question that is central to all Jewish religious traditions: how do written and oral traditions combine to create the fabric of contemporary Jewish life? This question will be explored through selected Rabbinic writings and methods of Jewish Biblical interpretation, as well as distinctive Jewish religious practices and observances within the major movements in contemporary Judaism. Meets Core credit for humanities.

301 TOPICS IN RELIGION 3
An in-depth study of a particular topic in religion that is not covered in the regularly scheduled religion courses, for example, Christian worship, church-state relations, spirituality. The course will feature frequent writing assignments and in-depth reading on the subject matter. Several of the topics may require some background in Christianity. May be repeated for credit as topics change.

304 ADVANCED OLD TESTAMENT 3
Prerequisite: REL 106
A comprehensive study of the Old Testament which focuses on the theological and ethical visions of the writings of Hebrew Scripture, particularly as these are echoed in the New Testament teachings of Jesus. In addition to the Law and the proclamations of the Prophets, there is an examination of how the narratives of the Old Testament can be employed in formulating Jewish and Christian theology and ethics.

305 ADVANCED NEW TESTAMENT 3
Prerequisite: REL 106
An in-depth study of selected New Testament writings and their interpretation. Special focus may be placed upon specific themes such as Christian discipleship or the moral vision of the New Testament.

307 WORLD RELIGION TRADITIONS: EAST AND WEST 3
Prerequisite: REL 106 or 107
An advanced inquiry into selected topics within Judaism, Islam, Hinduism and Buddhism. Special focus will be placed on primary texts (the Tanakh, the Qur'an, the Bhagavad Gita and selected Buddhist scriptures) as we examine the world views and ethical teachings that have developed in each tradition. Meets International Perspectives Requirement.

311 YOUTH MINISTRY 3
Emphasis is placed on the characteristics of youth, the understanding of youths' problems and their implications for the work of the church. Programs, leadership, materials, trends and organization of youth work within and related to the church are thoroughly examined. Offered fall semester, odd years.

312 CHURCH-RELATED CAMPING AND RETREATS 3
Emphasis is placed on the principles and skills of church-related camping with attention given to the philosophy, history, and trends of the camping movement. Special attention will be given to both the theory and practice of church-related camping as a summer Christian education ministry, and the study of retreats as an extension of Christian education programming for both youth and adults.

375 STUDY ABROAD: GEOGRAPHICAL AND HISTORICAL SETTINGS OF THE BIBLE 4
Prerequisites: REL 106, junior status, or permission
An intensive 3-week course offered in conjunction with Jerusalem University College. It features an integration of the academic study of Biblical history and geography with on-site field experiences in Israel and Jordan. Also included is the study of contemporary social and political issues in the Middle East. Course fee. Meets International Perspectives Requirement.

400 CHRISTIAN LITERATURE 3
Prerequisite: REL 106
This course is designed to acquaint the student with the rich heritage of Christian literature. Selected writings from the theological, devotional and general literary work of Christian writers are read and discussed.

401 SEMINAR IN CHRISTIAN ETHICS 3
Prerequisite: REL 106 or 109
This is an advanced course in religious ethics focusing on primary source readings of Christian theological ethics in the 20th century from authors such as Niebuhr, Ramsey, Yoder, and Hauerwas, examining their methodologies, religious contexts, theological assumptions, and anthropological conclusions, and how these affect their treatment of particular issues.

404 SEMINAR IN CHRISTIAN THEOLOGY 3
Prerequisites: REL 106 and 208
The careful reading and interpretation of primary source materials in 20th century Christian theology. The goals are familiarization with contemporary Christian theology and the acquisition or sharpening of research and writing skills for use in future graduate work, pastoral ministry, or independent study.

450 SEMINARY COURSE IN BIBLICAL STUDIES 3
Prerequisites: 3.0 GPA minimum; junior status; Religion Dept. Chair approval; instructor approval
An ATS topics course in Biblical studies which investigates sections or books of the Bible. May be repeated once for a different topic. See department chair for information.

451 SEMINARY COURSE IN CHRISTIAN HISTORY, THEOLOGY, AND PHILOSOPHY 3
Prerequisites: 3.0 GPA minimum; junior status; Religion Dept. Chair approval; instructor approval
An ATS topics course in Christian history, theology, and/or philosophical studies. May be repeated once for a different topic. See department chair for information.

452 SEMINARY COURSE IN PRACTICAL THEOLOGY 3
Prerequisites: 3.0 GPA minimum; junior status; Religion Dept. Chair approval; instructor approval
An ATS topics course in Christian ministry or practical theology. May be repeated once for a different topic. See department chair for information.

497 RELIGION THESIS SEMINAR 3
Prerequisite: REL 106, permission
Designed to give religion majors a guided opportunity to research and write a paper on a topic of interest in their area of concentration.
Chair
Nancy Udolph, Program Director, Associate Professor of Social Work

Faculty
Dorothy Stratton, Professor of Social Work

Degree Offered
Bachelor of Science in Social Work

Mission
The Department of Social Work prepares beginning generalist social work practitioners for leadership in service to those people who are at-risk and oppressed. It provides students with an academic program, founded in the liberal arts, that develops social work knowledge, values, and skills, and incorporates an appreciation of diversity, a commitment to social justice, and an understanding of the need for continuing professional development in the ever-changing local, national, and global contexts of social work practice.

Goals and Objectives
Program goal #1: Prepare students for beginning professional generalist social work practice and leadership in service with individuals, families, small groups, organizations, and communities.

Objective 1: Demonstrate accurate and thorough generalist social work practice engagement and assessment skills with systems of all sizes.

Objective 2: Apply theories and empirically based knowledge of the variables that influence human development and behavior across the life span in diverse social systems and in the larger socio-cultural environments.

Objective 3: Demonstrate the ability to develop with the client system a plan of action, including goals and objectives, that leads to effective intervention.

Objective 4: Evaluate the extent to which practice interventions were successful.

Objective 5: Exhibit professional behavior and demonstrate an identity with the social work profession including its leadership role in service development and provision.

Objective 6: Demonstrate oral communication skills used differentially with a variety of client populations, colleagues, and members of the community.

Objective 7: Function within the structure of agencies and, under supervision, learn the process and skills for seeking organizational change.

Program goal #2: Prepare students for critical thinking through an educational process combining a liberal arts foundation with professional social work education.

Objective 8: Apply critical thinking skills within the context of professional social work practice.

Objective 9: Demonstrate an understanding of the profession of social work, including its history and contemporary structure and issues.

Objective 10: Analyze, formulate, and influence social policies and programs.

Objective 11: Evaluate research studies and apply research findings to practice.

Objective 12: Demonstrate effective professional writing skills and appropriate use of practice-relevant technology.

Program goal #3: Prepare students who incorporate the values and ethics of the social work profession into their professional practice with an emphasis on service to diverse and at-risk populations and the promotion of social and economic justice locally and globally.

Objective 13: Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Objective 14: Practice respectfully without discrimination using knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Objective 15: Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Program goal #4: Prepare students with a foundation for life-long learning, continuing professional development and graduate education.

Objective 16: Use supervision and consultation appropriate to social work practice.

Objective 17: Demonstrate a commitment to continuing professional development.

Accreditation
The program is accredited by the Council on Social Work Education (CSWE) at the baccalaureate level. Graduates are eligible to take the standardized national licensing examination required for licensure in the State of Ohio.

Field Experience in Social Work
Field experience is integrated into every social work course. Students complete an agency observation, interview persons who work in agencies, interview individuals and families for specific assignments, visit a nursing home resident for a semester, and attend support groups. In addition, social work majors have the option of adding one credit of service learning to each practice class.

Seniors complete a 500-hour agency placement in their final semester. They must meet field entrance requirements before being admitted to SOCWK 418 Field Instruction.

Admission Requirements
Students may provisionally declare a social work major early in their academic careers at Ashland University. However, there is an admission-to-the-major process which must be successfully completed before the student is permitted to proceed with junior and senior level courses. The Admission to the Major application packet requests the following documentation:

1. A course grade of C or better in SOCWK 221 Social Work in a Changing Society or an equivalent transfer course approved by the Social Work Department.

2. A cumulative GPA of 2.25
interested in the social work major should meet with a social work faculty sequence. To assure co mpletion of the program in four years, a student minor is required, but some students cluster their electives in a discipline that more than 60 hours, social work is considered a comprehensive major. No from several disciplines.

Social Work Competence Exam and the Field Instructor’s Evaluation, are required to participate at year’s end in the department’s Montana Degree Requirements serving older adults.

hospitals, social service agencies, correctional facilities, and programs in a variety of settings including mental health centers, schools, groups within society, and an appreciation of and dedication to working for social, political, and economic justice. They learn practice skills such as interviewing, assessment, planning, intervention, evaluation, and termination. Social workers serve people of all ages in a variety of settings including mental health centers, schools, hospitals, social service agencies, correctional facilities, and programs serving older adults.

Description of Major

Social work is an action-oriented, value-based profession that assists people in society who are facing a variety of social problems. The social work major is designed to give students an understanding of human functioning in contemporary society, the challenges and problems people face, and the social policies and services designed to help them. The department’s faculty creatively engages and challenges students in an educational process which prepares them for professional practice, graduate education, and for leadership roles in the social work profession. Students develop an awareness of the interaction of biological, psychological, and social influences on human behavior within the social environment, an understanding of the impact of prejudice, discrimination, and oppression on at-risk groups within society, and an appreciation of and dedication to working for social, political, and economic justice. They learn practice skills such as interviewing, assessment, planning, intervention, evaluation, and termination. Social workers serve people of all ages in a variety of settings including mental health centers, schools, hospitals, social service agencies, correctional facilities, and programs serving older adults.

Degree Requirements

Assessment – All social work majors with graduating senior status are required to participate at year’s end in the department’s Montana Social Work Competence Exam and the Field Instructor’s Evaluation, which are elements of the assessment process.

Bachelor of Science in Social Work

This degree is built upon a strong liberal arts base that includes courses from several disciplines. Because the credit hours for the core curriculum and the prerequisites total more than 60 hours, social work is considered a comprehensive major. No minor is required, but some students cluster their electives in a discipline that supports their area of interest in social work practice.

The required social work major courses must be taken in the specified sequence. To assure completion of the program in four years, a student interested in the social work major should meet with a social work faculty adviser in the spring of his/her freshman year.

Student Honor Society

Epsilon Tau chapter of the Phi Alpha National Social Work Honor Society honors senior social work majors who have attained excellence of scholarship and distinction of achievement as students of social work. Requirements include an overall GPA of 3.25 with a 3.4 GPA in required social work courses.

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<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCWK 221 Soc. Wk.-Chang. Society</td>
<td>3</td>
<td>SOC 111, PSYC 101</td>
</tr>
<tr>
<td>SOCWK 250 Found. of Social Welfare</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOCWK 304 Human Behavior I</td>
<td>3</td>
<td>BIO 100, SOCWK 221</td>
</tr>
<tr>
<td>SOCWK 306 Human Behavior II</td>
<td>3</td>
<td>SOCWK 304, SOC 301</td>
</tr>
<tr>
<td>SOCWK 310 Social Work Practice I</td>
<td>3</td>
<td>SOCWK 221</td>
</tr>
<tr>
<td>SOCWK 312 Social Work Practice II</td>
<td>3</td>
<td>SOCWK 304, 310</td>
</tr>
<tr>
<td>SOCWK 408 Soc. Policy Devel./Anal.</td>
<td>3</td>
<td>SOCWK 221, 250, sr. stat.</td>
</tr>
<tr>
<td>SOCWK 412 Soc.Work Com. Practice</td>
<td>3</td>
<td>SOCWK 306, 312, SOC 225</td>
</tr>
<tr>
<td>SOCWK 417 Pre-Practicum Seminar</td>
<td>1</td>
<td>412 pre-or corequisites</td>
</tr>
<tr>
<td>SOCWK 418 Field Instruction</td>
<td>12</td>
<td>all SOCWK academic courses; 419 corequisite</td>
</tr>
<tr>
<td>SOCWK 419 Field Seminar</td>
<td>3</td>
<td>SOCWK 417; 418 corequ.</td>
</tr>
<tr>
<td>SOCWK 460 Res. Meth. in Soc. Sci.</td>
<td>3</td>
<td>MATH 208, SOC 111</td>
</tr>
</tbody>
</table>

Related Requirements

BIO 100 Human Biology | 4 | none |
MATH 208 Elementary Statistics | 2 yrs. hs alg. |
PSYC 101 General Psychology I | 3 | none |
SOC 111 Principles of Sociology | 3 | none |
SOC 225 Contemp. Social Problems | SOC 111 |
SOC 301 Race, Ethnic & Minority Issues | none |

93 hrs.

Plus Institutional Baccalaureate Degree requirements, pp. 20-21.

* Suggested Electives

Specific electives are selected on the basis of individual student career interests. These courses are frequently chosen by social work majors:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 302 Intercultural Commun.</td>
<td>3</td>
<td>COMAR 101</td>
</tr>
<tr>
<td>ECON 101 Market Fundamentals</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 232 Princ. of Microeconomics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 233 Princ. of Macroeconomics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 265 Adult-Child Relat.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 330 Cons. Prob. &amp; Fin. Mgmt.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS/SOC 340 Marriage &amp; Family</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 355 Human Sexuality</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HIST 218 Women in Am. Hist.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PHIL 215 Ethics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PHIL 280 Applied Ethics</td>
<td>1-6</td>
<td>none</td>
</tr>
<tr>
<td>PSYC 104 Psych. of Adjust.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PSYC 218 Psych. of Adolesc.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PSYC 305 Social Psychology</td>
<td>PSYC 101</td>
<td></td>
</tr>
<tr>
<td>PSYC 417 Abnormal Psych.</td>
<td>PSYC 101,102 or perm.</td>
<td></td>
</tr>
<tr>
<td>REC 261 Medical Terminology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REL 220 Taking Human Life</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS/SOCWK 350 Death &amp; Dying</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOC 202 Alcoholism &amp; Substance Abuse</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOC 244 Juvenile Delinquency</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOC 275 Gangs and Cults</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOCWK 305 Family Violence</td>
<td>SOC 111</td>
<td></td>
</tr>
<tr>
<td>SOCWK 320 Soc. Wk. Topics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOCWK 330 Intnl. Perspect. on Women</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>service learning credits (maximum of 3)</td>
<td>1-3</td>
<td></td>
</tr>
</tbody>
</table>

Social Work Courses and Descriptions

221 SOCIAL WORK IN A CHANGING SOCIETY 3

Prerequisites: SOC 111 and PSYC 101

An introduction to generalist social work for potential social work majors. The course introduces students to the history of the profession and to current professional roles and settings for practice in rural and urban locations. It introduces the systems framework, examines professional values in the context of societal values, and surveys historical and current social welfare policy. An agency volunteer experience must be completed by the end of this course.
250 FOUNDATIONS OF SOCIAL WELFARE 3
This course examines and analyzes the history of social welfare in the United States to understand the context of social welfare movements and policies. Emphasis will be placed on the volunteer beginnings of social work which led to the development of the social work profession and to issues of poverty and social, political, and economic justice that affect oppressed groups in American society. HIST/SOCWK credit

304 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I 3
Prerequisites: BIO 100, SOCWK 221
This course provides students with a basic knowledge of individuals as they develop over the life span and have membership in various systems such as families, groups, organizations and communities. It examines the relationships among biological, social, and psychological systems. Attention is given to the variations in development and functioning that arise from cultural diversity.

305 FAMILY VIOLENCE 3
This course examines the dynamics of power and control in intimate relationships. Theories from the social sciences, particularly sociology, are used to assess these dynamics and the socio-cultural setting in which they exist. Readings introduce the historical status of women and children; dramatic exercises provide experiential learning about being involved in situations of power and control. Meets Core credit for social sciences.

306 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II 3
Prerequisites: SOCWK 304; SOC 301 or corequisite
A continuation of the study of individual interaction with the social environment, particularly with larger systems such as organizations and rural and urban communities. Students learn the dynamics of oppression and the effects of oppression on the social and economic circumstances of members of diverse and at-risk populations.

310 SOCIAL WORK PRACTICE I 3
Prerequisite: SOCWK 221
This course is designed to provide students with a generalist approach to social work practice and basic knowledge of social work methods. Areas of study include social work values and ethics, problem-solving, the client-worker relationship, interviewing and relationship-building skills, group process and professional writing. For social work majors only.

312 SOCIAL WORK PRACTICE II 3
Prerequisites: SOCWK 304, 310; a grade of C or better in SOCWK 310
A continuation of the generalist approach to social work practice. Students learn the social work process, along with interviewing skill refinement, and the processes and skills involved in working with families. Attention is given to differential assessment and intervention skills that will enable practitioners to serve diverse populations and practice competently across rural and urban settings.

320 TOPICS IN SOCIAL WORK 3
A focused study of a particular area of social work practice, including assessment of problem situations and helping efforts directed at remediating problems. Topics include case management, women’s issues, working with children, and others. Course can be repeated as topics change.

330 INTERNATIONAL PERSPECTIVES ON WOMEN 3
This course focuses on women’s issues from an international perspective and addresses the diversity and similarity of women’s experiences worldwide. It considers the scope of gender injustice and the variety of factors (e.g. social, economic, political, religious) that contribute to it. The course examines current cross-cultural attitudes toward the family, women’s work, and women’s status and explores international gender equality movements and women’s rights as human rights. Meets Core credit for social sciences and International Perspectives requirement.

350 DEATH AND DYING 3
A multi-disciplinary exploration divided into three parts: (1) the awareness of the concept of death in culture and personal experience; (2) theological and philosophical perspectives on death; (3) practical considerations in dealing with death and dying, such as grief, care of the dying person, mourning and funeral practices, medical and legal questions concerning definition of death. FCS/SOCWK credit

408 SOCIAL POLICY DEVELOPMENT AND ANALYSIS 3
Prerequisites: SOCWK 221, 250, and senior status
A continuing examination of social welfare policy, with emphases on current policy, policy analysis, and skills for influencing policy development. Students are exposed to theoretical frameworks and acquire practical skills in policy analysis and are introduced to theories and skills of influencing for change.

412 SOCIAL WORK COMMUNITY PRACTICE 3
Prerequisites: SOCWK 306, 312, SOC 225 (or co-requisite); a grade of C or better in SOCWK 312
A continuation of the generalist approach to social work practice. This course covers community assessment and intervention strategies aimed at larger systems such as social welfare organizations, neighborhoods and rural and urban communities. Emphasis is upon promoting social and economic justice for all groups.

417 PRE-PRACTICUM SEMINAR 1
Prerequisites: SOCWK 312, 306; co-requisites SOCWK 408, 412 or permission
This course is designed to prepare students for beginning professional entry-level generalist practice. Students will review issues related to agency-based work environments and service delivery in a generalist framework, discuss current issues in the field, and focus on the professional use of self. It covers ethical practice, documentation, supervision, and the development of a learning contract. The process of arranging the field practicum (SOCWK 418 Field Instruction) for the subsequent spring semester is part of this course.

418 FIELD INSTRUCTION 12
Prerequisites: All SOCWK academic courses with a minimum of 2.25 GPA; a grade of C or better in SOCWK 412
Co-requisite: SOCWK 419
Field Instruction is an integral part of the social work curriculum and takes place during the last semester of the senior year. Field Instruction gives students an intensive opportunity to apply social work knowledge, values, and skills in practice situations in a social agency under the supervision of a social worker. Students practice within the generalist framework with individuals, families, groups, organizations and communities and spend 36 hours a week in the agency (a minimum total of 500 hours).

419 FIELD SEMINAR 3
Prerequisite: SOCWK 417; co-requisite: SOCWK 418
A problem-solving seminar taken concurrently with Field Instruction in which students examine the social work knowledge base, practice skills, values, and policies as they relate to their experience in agencies. The seminar is designed to support and build upon agency experiences. As a part of the seminar, students complete the Montana Social Work Competence Written and Oral Examination.

460 RESEARCH METHODS IN SOCIAL SCIENCE 3
Prerequisites: MATH 208, SOC 111
An introduction to methodological techniques of research in the social sciences. Emphasis is placed on quantitative and qualitative research methodologies as they relate to building knowledge for practice and to evaluating service delivery in all areas of practice. Research ethics, analysis and evaluation of theoretical bases, research questions, analysis of data, and use of technology are covered. SOC/SOCWK credit.
**Sociology**

**Department of Criminal Justice/Sociology**

**The College of Arts and Sciences**

**Chair**
Russell L. Craig, Professor of Criminal Justice

**Faculty**
Min Liu, Assistant Professor of Sociology

**Degree Offered**
Bachelor of Arts

**Mission and Goals**
The Department of Criminal Justice/Sociology provides students with a strong preparation in the liberal arts discipline of sociology sufficient to begin their professional careers or to pursue further preparation in one of the sociology-based graduate programs.

**Student Learning Objectives**
1. To acquire and understand the basic foundation of sociology including its historical role in the liberal arts.
2. To gain a basic understanding of the theoretical material pertinent to sociology and social deviance.
3. To develop the ability to critically analyze social problems, deviance, and other social processes.
4. To demonstrate the ability to synthesize and integrate knowledge, theory and philosophical foundations of sociology by applying the same to practice.

As partial demonstration of meeting these objectives, the student will be required to submit a project or major paper to the department. This paper or project can be one from an independent study, if the student qualified for this experience, or one from a senior level course.

**Facilities and Equipment**
Four class and meeting rooms provide adequate physical resources for the student. Numerous local, state and federal agencies and organizations provide the student with the opportunity to intern/visit or relate to the system in operation. Additionally, the library offers many opportunities to study and research the vast field of sociology.

**Description of Major**
The sociology major is built upon a strong liberal arts base as provided by the University’s core curriculum. Course work in the major is structured in a manner that acquaints the student with the basic concepts and content of the various specialties in sociology such as marriage and family, race and ethnicity, social deviance, and social problems. The major also introduces the student to the use of the scientific method and its application to the social world. The students establish a basic philosophical foundation, become proficient in basic research methodology, develop a sound understanding of sociological theory, and learn to practice all of this in an ethical manner as they study human behavior in a social environment.

**Degree Requirements**

**Assessment** – Students will be required to submit a project or major paper to the department demonstrating that the learning objectives of the department have been met. This paper or project will be completed as part of the requirements for SOC 460 Research Methods. Copies of these papers/projects are shared with the department faculty for purposes of assessing, in a macro sense, if and how effectively the learning objectives have been achieved.

**Bachelor of Arts with a major in Sociology**
This program offers the student the opportunity to pursue a career in any facet of sociology.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 111 Princ. of Sociology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOC 354 Social Theory</td>
<td>3</td>
<td>SOC 111</td>
</tr>
<tr>
<td>SOC 460 Research Methods</td>
<td>3</td>
<td>SOC 111, MATH 208</td>
</tr>
<tr>
<td>MATH 208 Elem. Statistics</td>
<td>3</td>
<td>2 yrs. hs algebra</td>
</tr>
<tr>
<td>Electives in sociology</td>
<td>21</td>
<td>33 hrs.</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

**Sociology Courses and Descriptions**

111 **PRINCIPLES OF SOCIOLOGY** 3
The student is introduced to the concepts and principles of sociology; social organization, culture, socialization, primary groups, social stratification, associations, collective behavior, population and ecology. The following topics also are discussed: the family, the city, minorities, industrial sociology, political sociology, criminal and delinquent behavior.

202 **ALCOHOLISM AND SUBSTANCE ABUSE** 3
This course is designed to give a general overview of the role and extent of the alcohol/chemical use, abuse and dependency in our society. Areas to be discussed include examining our personal and societal attitudes, defining and understanding the stages of addiction, gaining specific expertise in intervention and “helping” techniques, looking at the problem of DWI in our country and studying the impact of chemical dependency on the family members and significant others.

225 **CONTEMPORARY SOCIAL PROBLEMS** 3
Prerequisite: SOC 111
An in-depth study of selected social problems, emphasizing major theoretical approaches to understanding problem situations. Particular attention is given to diversity and oppression as they impact on life in contemporary America.

242 **CRIMINOLOGY** 3
See CJ 242 for course information.

244 **JUVENILE DELINQUENCY** 3
See CJ 244 for course information.

275 **Gangs AND CULTS** 3
Examines the historical and contemporary issue of gangs and cults in the United States and focuses on gang and cult recruitment, subculture, beliefs, activities, signs, and symbols. CJ/SOC credit.
### Sociology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>RACE, ETHNIC AND MINORITY ISSUES</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An exploration of the question, “Is there an American culture?” The course will examine the interaction between the dominant and minority cultures in the United States. The concept of culture will be discussed in terms of both the majority culture that provides the societal framework that encourages assimilation and fusion, and the minority sub-culture that strives and struggles to maintain a sense of identity, reflecting pluralistic tendencies. The consequences of living in a multi-ethnic, multi-faith, multi-cultural society will be examined. Meets Core credit for social sciences.</td>
<td></td>
</tr>
<tr>
<td>305</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>See PSYC 305 for course information.</td>
<td></td>
</tr>
<tr>
<td>307</td>
<td>VICTIMOLOGY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>See CJ 307 for course information.</td>
<td></td>
</tr>
<tr>
<td>330</td>
<td>TOPICS IN SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A concentrated analysis of social institutions in specialized areas. Topics include politics, education, religion, sports, medicine, collective behavior, etc. On demand; repeatable to a maximum of nine semester hours.</td>
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</tr>
<tr>
<td>340</td>
<td>MARRIAGE AND FAMILY RELATIONSHIPS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>See FCS 340 for course information.</td>
<td></td>
</tr>
<tr>
<td>352</td>
<td>SOCIAL DEVIANCE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: SOC 111</td>
<td></td>
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<tr>
<td></td>
<td>The systematic and objective study of human behavior and phenomena that conventional society has labeled different, rule-breaking, and norm-violating.</td>
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<tr>
<td>354</td>
<td>SOCIAL THEORY</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisite: SOC 111</td>
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<tr>
<td></td>
<td>An examination of the social theories of Comte, Marx, Spencer, Durkheim, Weber, Cooley, Mead and other important social theorists. Major theoretical concepts that are covered include culture, interaction, social control, power and authority, cohesion and conflict social situations, roles, primary and reference groups, status, class, bureaucracy and anomie. Required of all majors and minors. Open only to juniors and seniors.</td>
<td></td>
</tr>
<tr>
<td>355</td>
<td>HUMAN SEXUALITY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An examination of such topics as sexual potential and development, reproduction, psychosexual factors, values, morality, sexual varieties, social influences, sexual problems, sexual diseases, love, sexual expression, and the role of the schools, mass media, the arts, professional preparation programs, education, and the family in sex education. FCS/SOC credit.</td>
<td></td>
</tr>
<tr>
<td>415</td>
<td>ADVANCED CRIMINOLOGY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>See CJ 415 for course information.</td>
<td></td>
</tr>
<tr>
<td>460</td>
<td>RESEARCH METHODS IN SOCIAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: MATH 208, SOC 111; senior status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An introduction to methodological techniques of research in the social sciences. Emphasis is placed on quantitative and qualitative research methodologies as they relate to building knowledge for practice and to evaluating service delivery in all areas of practice. Research ethics, analysis and evaluation of theoretical bases, research questions, analysis of data, and use of technology are covered. SOC/SOCWK credit.</td>
<td></td>
</tr>
</tbody>
</table>
Sport Sciences

Department of Sport Sciences
(Athletic Training, Exercise Science, Physical Education, Recreation, Sport Management)
The Dwight Schar College of Education

Chair
Glen Fincher II, Associate Professor; E.S. Coordinator

Faculty and Instructional Staff
Donna L. Messerly, Professor
Randall Gearhart, Associate Professor
Jennifer Gorecki, Associate Professor
Dennis Gruber, Assistant Professor, AT Academic Coordinator
Paul Milton, Assistant Professor, SM Graduate Coordinator
Beth Patton, Assistant Professor
James Strode, Assistant Professor, SM Undergraduate Coordinator
Lance Kaltenbaugh, Professional Instructor
Brenda Reeves, Professional Instructor, Coord. of Lifetime Wellness
Jeremy Hancock, Athletic Trainer
Andrew Palko, Athletic Trainer
Nicole Sefcik, Athletic Trainer

Degrees Offered
Bachelor of Science
Bachelor of Science in Education

Mission
The Department of Sport Sciences strives to prepare liberally educated students to assume professional positions in athletic training, commercial and therapeutic recreation, exercise science, physical education, sport management, wellness, coaching, and sport education by developing physical, social, and spiritual dispositions and skills that are requisite for professional success. Through meaningful instruction, scholarship, and professional service we challenge and support our students in serving the local, regional, and global communities.

Human Service Professionals Tenets
The Ashland University College of Education Human Service programs are based on foundations of education, current research, effective practice, and collaborative relationships with various members of the learning community. The programs are implemented in diverse classroom, field, and clinical settings through a blending of theoretical and practical experiences with an accent on the individual. The Ashland University Education faculty believes that human service professionals are reflective decision makers who merge theory and practice, possess ethical character, value the individual and unity, embrace tradition and change, and acknowledge the service nature of educating in the following ways:
1. Promotes collegiality and works cooperatively with all members of the human service and global community.
2. Listens, interprets, and communicates effectively.
3. Globally understands how individual development, cultural diversity, socio-economic conditions, and individual differences affect the opportunities of all individuals to develop and to realize their own potential.
4. Engages in the application of scholarship related to the human service profession.
5. Utilizes a variety of appropriate delivery techniques and ethical assessment tools to provide service to the community.
6. Integrates appropriate technology in the human service profession.
7. Commits to the responsibility of academic, professional, and ethical growth and self reflection in contributing to the human service profession.
8. Participates in leadership development for the human service professional.
9. Engages in meaningful, active academic study and facilitates theory into practice transference by utilizing human services' content knowledge effectively in diverse clinical and/or field-based settings.
10. Engages in service to students and members of the community.
11. Demonstrates standards of ethical professional behavior.

Facilities and Equipment
The Department of Sport Sciences is located in the Recreation and Sport Sciences Center. The state-of-the-art center houses six fully equipped multi-media classrooms, a 4,000 square foot athletic training room, a 1,600 square foot human performance laboratory, as well as a student computer lab and reference library. The Recreation Center contains a walking/running track, fitness center, golf simulator, racquetball courts, climbing wall, billiard lounge, natatorium, two basketball courts, and a multi-purpose court. The department also uses community resources such as bowling alleys, golf courses, hospitals, and state parks.

Description of Majors

Athletic Training: Athletic trainers work with team physicians, physical therapists, exercise physiologists, and coaches in the care, prevention, and rehabilitation of illness and injuries related to sport and exercise. A bachelor’s degree with a comprehensive major in athletic training will also prepare you for graduate degrees, physical therapy school, medical school, or any other allied health profession.

Exercise Science: Exercise science is the study of the acute and chronic physiological and anatomical responses and adaptations to physical activity. This knowledge can be used to improve or maintain health, fitness, or performance. Career opportunities are numerous, ranging from the research scientist to the exercise practitioner in fitness and/or clinical settings to the strength and conditioning specialist. A bachelor’s degree with a comprehensive major in Exercise Science will also prepare you for graduate degrees, physical therapy school, medical school, or any other allied health profession.

Physical Education: Physical education is a teaching licensure field of study that prepares individuals to teach at the elementary, middle, or secondary school level. The major includes coursework to complete an adapted physical education endorsement which prepares graduates to appropriately modify physical education programs so that individuals with physical or mental disabilities can benefit from a lifelong program of physical activity. Students can also choose to minor in coaching, sport administration, or wellness. Coaching is a
twenty-hour minor that can result in certification by the American Sport Education Program (ASEP).

Recreation: The recreation major prepares graduates for careers in the health and human service sector, private enterprise, government or public employment settings, non-profit or voluntary agencies, and commercial ventures. The commercial recreation management option prepares graduates to work in the thriving and diverse profession of recreation services, working with individuals, groups, and communities. The therapeutic recreation option prepares graduates to work with individuals who have mental, physical or emotional disabilities. Various activity modalities are utilized to treat or maintain the physical, mental and emotional well-being of clients served. Entry level professionals in recreation create environments in which participants realize their fullest potential during leisure activities.

Sport Management: Sport is an integral part of our culture, both as an entertainment and a leisure activity. It has a tremendous economic impact as well. The sport management major prepares graduates for diverse roles in the areas of sport marketing and promotions, sport administration, facility management and planning, activity programming and events management. Students pursuing degrees in sport management will develop their potential through the acquisition of knowledge, skills, and dispositions that will facilitate and enhance their opportunities to successfully acquire and execute careers within the sport industry.

ATHLETIC TRAINING

Student Learning Objectives

The athletic training program is a comprehensive major that will develop and prepare students for a career in athletic training and sports medicine. The professional curricula include both didactic and clinical coursework. The coursework reflects the competencies and clinical proficiencies required to successfully sit for the Board of Certification examination and state licensure. Ashland is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

By the end of the program, the student will be able to:

• identify and understand the domains of the athletic training profession needed to conduct safe athletic and recreational programs that will minimize injury and illness risk factors for individuals involved in physical activity;

• describe commonly accepted techniques and procedures for evaluation of the common injuries associated with athletics and the physically active population;

• perform accepted emergency care skills utilized in caring for the injured athlete or physically active person.

AT Program Selective Admission Requirements

Entrance into the Athletic Training Program is by selective admission. A student is permitted to apply for admission into the program during the second semester of the freshman year or during the sophomore year. The formal application process must be completed by the second Monday of February. The formal application process requires that each student complete the following criteria:

1. Prerequisite coursework – Students must attain a C- or better grade in the following courses: AT 165, AT 167, BIO 125 & 126, and HED 202.

2. Completed application – Each student must submit a completed application which includes a brief essay on why they have selected athletic training as their intended profession. The form may be found on the AU athletic training web site.

3. Three letters of recommendation – A professor/instructor at Ashland University must complete one letter. The professor should elaborate on the student’s academic ability.

4. Cumulative grade point average of 2.25.

5. Interview with the Athletic Training Selection Committee.


After students have been selected into the program, they must complete a formal OSHA training in blood-borne pathogens which includes obtaining or declining the Hepatitis B vaccination. Students will also need to purchase liability insurance and pass a physical examination.

AT Program Exit Criteria

To graduate with the Athletic Training major, the student must:

1. Successfully complete all university requirements.

2. Successfully complete all required Athletic Training Education Program (ATEP) courses and requirements.

3. Pass all AT courses with a C or better. Any student receiving a C- or below must retake the course.

4. Have a minimum cumulative GPA of 2.5.

5. Have completed the 800 clinical hours requirement.

6. Have a completed and evaluated Athletic Training portfolio.

7. Complete program review worksheet and return it to the Director of the Athletic Training Program.

Clinical Field Experiences

Program standards require students to complete a minimum of 800 hours over a two-year period of clinical experiences under the direct supervision of a Certified Athletic Trainer in a program-approved clinical setting. These field experiences are different from the lab experiences in AT 273, 275, 370, and 470. The clinical experiences will be gained through on and off campus work. The athletic training student is required to spend at least one semester off campus. This may require driving to the clinical site. There is no reimbursement for gas or automobile expenses. The Program Director and/or Clinical Coordinator will attempt to accommodate the student and minimize the out-of-pocket expenses.

Degree Requirements

Bachelor of Science with a comprehensive major in Athletic Training

Course Number and Title Hrs. Prerequisites
AT 165 Principles of AT 3 BIO 125 or concur
AT 167 Basic Skills in AT 1 AT 165 or concur
AT 272 Injury Recog./Mgmt.—Lower 3 AT 165, BIO 126
AT 273 Clinical Experiences in AT I 1 AT 167, 272 concur
AT 274 Injury Recog./Mgmt.—Upper 3 AT 167, BIO 126
AT 275 Clinical Experiences in AT II 1 AT 167, 274 concur
AT 276 Therapeutic Modalities 4 AT 165, BIO 126
AT 355 Medical Aspects in AT I 2 AT 272, 274
AT 356 Medical Aspects in AT II 2 AT 272, 274
AT 370 Clinical Experiences in AT III 1 AT 273, 275, 276
AT 372 Therap. Exer./Rehab.—Lower 4 AT 272, 276
AT 374 Therap. Exer./Rehab.—Upper 4 AT 274, 276
AT 420 Organization & Admin. In AT 3 AT 165, SM 329
AT 470 Clinical Experiences in AT IV 1 AT 370, 372, 374
Related Required Coursework:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 125-126 Anatomy &amp; Phys I-II</td>
<td>3/3</td>
<td>125 for 126</td>
</tr>
<tr>
<td>ES 190 Appl. Hum. Struc./Func./Dev.</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>ES 308 Kinesiology</td>
<td>3</td>
<td>ES 190</td>
</tr>
<tr>
<td>ES 309 Physiology of Exercise</td>
<td>3</td>
<td>ES 190</td>
</tr>
<tr>
<td>ES 312 Fitness Assess. &amp; Prescription I</td>
<td>2</td>
<td>ES 309</td>
</tr>
<tr>
<td>ES 474 Sport Nutr./Substance Abuse</td>
<td>3</td>
<td>ES 309</td>
</tr>
<tr>
<td>HED 202 First Aid &amp; Safety Education</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>2 yrs. hs alg.</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REC 360 Pract. Res. &amp; Comp. Appl.</td>
<td>3</td>
<td>AT 165</td>
</tr>
<tr>
<td>SM 329 Legal Aspects</td>
<td>3</td>
<td>AT 165</td>
</tr>
<tr>
<td>SM 404 Psych. of Sport and Coaching</td>
<td>3</td>
<td>AT 165</td>
</tr>
</tbody>
</table>

70 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

**EXERCISE SCIENCE**

**Mission**

Exercise is vital to human health and well-being. Through accurate methods of fitness evaluation and the safe and effective implementation of the fitness prescription, potential benefits are afforded to all stakeholders, including individuals, communities, and the greater society. The program in exercise science enables students to develop their potential through the acquisition of knowledge, skills, and dispositions that facilitate opportunities to successfully pursue careers within the rapidly growing domain of exercise science.

**Student Learning Objectives**

The exercise science program is a comprehensive major that provides opportunities for students to develop requisite proficiencies in preparation for careers in the exercise sciences and for admission to graduate profession schools (physical therapy, medicine, etc.). The coursework reflects standards established by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). Students completing the exercise science major will:

1. understand the physiology of the human body at rest and during times of physical stress, with the goal of improving human performance;
2. be able to assess the fitness level of apparently healthy individuals and those with known pathology; and
3. be able to prescribe and develop appropriate exercise and lifestyle modification programs to assist clients in achieving their fitness and/or rehabilitation goals.

**Degree Requirements**

**Bachelor of Science with a comprehensive major in Exercise Science**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 190 Appl. Human Struc./Func./Dev.</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>ES 210 Ex. Mgmt.—Cardioresp. Path.</td>
<td>2</td>
<td>ES 190</td>
</tr>
<tr>
<td>ES 308 Kinesiology</td>
<td>3</td>
<td>ES 190</td>
</tr>
<tr>
<td>ES 309 Physiology of Exercise</td>
<td>3</td>
<td>ES 190</td>
</tr>
<tr>
<td>ES 312 Fitness Assess./Ex. Prescrip. I</td>
<td>2</td>
<td>ES 309</td>
</tr>
<tr>
<td>ES 313 Fitness Assess./Ex. Prescrip. II</td>
<td>2</td>
<td>ES 312</td>
</tr>
<tr>
<td>ES 420 Strength Training Physiology</td>
<td>3</td>
<td>ES 309</td>
</tr>
<tr>
<td>ES 430 Wellness in Special Populations</td>
<td>3</td>
<td>ES 309</td>
</tr>
<tr>
<td>ES 474 Sport Nutrition/Subst. Abuse</td>
<td>3</td>
<td>ES 309</td>
</tr>
<tr>
<td>ES 493 Internship</td>
<td>6</td>
<td>ES 309, 312</td>
</tr>
<tr>
<td>(2 hrs. must be in geriatric science)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT 356 Medical Aspects in AT II</td>
<td>2</td>
<td>none</td>
</tr>
</tbody>
</table>

BIO 100 Human Biology | 4 | none |
CHEM 103 General Chemistry I | 4 | hs chem, 3 yrs. hs math |
FCS 270 Lifespan Human Develop. | 3 | none |
FCS 375 Stress Management | 3 | none |
FCS 428 Human Nutrition | 3 | CHEM 103 or 251 |
HED 202 First Aid and Safety Ed. | 1 | none |
MATH 208 Elementary Statistics | 3 | 2 yrs. hs alg. |
PSYC 101 General Psychology I | 3 | none |
REC 261 Medical Terminology | 3 | none |

63 hrs.

**PHYSICAL EDUCATION**

**Mission**

Through the application of pedagogical theory, the physical educator contributes to the physical and social dimensions of holistic wellness, thus allowing the potential benefits of physical education to be afforded to all stakeholders, including individuals, communities, and the greater society. The program in physical education enables students to develop their potential through the acquisition of knowledge, skills, and dispositions that facilitate opportunities to successfully pursue careers within the domain of physical education.

**Student Learning Objectives**

By the end of the program, the student will:

1. understand how individuals learn and develop and can provide opportunities that support individuals' physical, cognitive, social, and emotional development as well as create appropriate instruction modified for diverse learners;
2. understand and apply professional course content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person; and
3. be capable of planning, implementing, and using value-added assessments to assess a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

**Student Honor Society**

Students who have excelled in sport sciences are eligible for membership in Alpha Gamma Omega Nu, a sport sciences society which is both professional as well as being an honor society. Its purpose is to encourage high professional standards, not only in its members, but also in all who come under its influence. Alpha Gamma Omega Nu seeks to maintain high educational standards and ideals, inspiration of scholarship, achievement in educational work as well as to recognize outstanding contributions to education and to encourage personal and professional growth.

**Degree Requirements**

**Bachelor of Science in Education with a comprehensive major in Physical Education Multi-Age (PreK-12) and an endorsement in Adapted Physical Education**

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCT 257 Sens. Motor—IS Mod/Inten.</td>
<td>3</td>
<td>PE 209; PE 394 concurrent</td>
</tr>
<tr>
<td>ES 190 Appl. Human Structure</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>HED 202 First Aid &amp; Safety Ed.</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>PE 209 Adapted Physical Education I</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

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Sport Sciences

Stepsw toward a Recreation Major
1. Before taking the 300 and 400 level recreation courses, the student must complete 50 experiential hours, have an overall GPA of 2.25, and complete REC 161, REC 163, and REC 168.
2. To remain in the major, a student must maintain a 2.25 overall GPA, a 2.25 in recreation classes, and pass each major class with a “C” or better.
3. A student is expected to adhere to the policies in the student undergraduate catalog.
4. If during the Field Exp I (REC 168) or the Field Experience II (REC 238) or the Internship (REC 450) the student violates either agency or professional ethical codes and/or policies, the student’s experience will be terminated immediately. A grade of “F” will be issued and other appropriate measures will be taken.

Degree Requirements

Bachelor of Science with a comprehensive major in Recreation

The Recreation Professional Core is in process for NRPA/AARP accreditation. The student will take the Recreation Professional Core and one of two non-accredited options: commercial recreation and therapeutic recreation. With the commercial recreation option is a choice of minors: wellness, business administration, coaching, and sport management.

Recreation Professional Core

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 161 Concepts of Rec &amp; Leisure</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REC 163 Leadership for LS--Theory</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REC 168 Field Exp. in Leisure Serv. I</td>
<td>1</td>
<td>permission</td>
</tr>
<tr>
<td>REC 238 Field Experience</td>
<td>2-4</td>
<td>REC 161</td>
</tr>
<tr>
<td>REC 260 Programming in Leisure Serv.</td>
<td>3</td>
<td>REC 161</td>
</tr>
<tr>
<td>REC 262 Facility Des/Mgmt in LS</td>
<td>3</td>
<td>REC 161</td>
</tr>
<tr>
<td>REC 313 Outdoor Programming</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REC 329 Legal Aspects of Sport &amp; Recreation</td>
<td>3</td>
<td>REC 161</td>
</tr>
<tr>
<td>REC 355 Rec for Diverse Populations</td>
<td>3</td>
<td>REC 260</td>
</tr>
<tr>
<td>REC 360 Research/Comp. Appl.</td>
<td>3</td>
<td>Core math, REC 161</td>
</tr>
<tr>
<td>REC 403 Princ./Organiz./Admin. of LS</td>
<td>3</td>
<td>REC 260</td>
</tr>
<tr>
<td>REC 440 Professional Seminar</td>
<td>3</td>
<td>permission</td>
</tr>
<tr>
<td>REC 450 Internship</td>
<td>12</td>
<td>permission</td>
</tr>
</tbody>
</table>

45-47 hrs.

Commercial Recreation Option

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 228 Sport &amp; Lifestyle Leisure IV</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PSYC 306 Consumer Behavior</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>REC 270 Introduction to Tourism</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SM 410 Event Management</td>
<td>3</td>
<td>REC 161</td>
</tr>
</tbody>
</table>

45-47 hrs.

One of the following minors: 18-22 hrs.
- Business Admin. (see Bus. Admin.)
- Coaching (Sport Sciences)
- Sport Management (Sport Sciences)
- Wellness (Sport Sciences)

78-84 hrs.

Therapeutic Recreation Option

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 125 Anatomy &amp; Physiology I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ES 190 Appl. Human Struc./Function</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PE 308 Kinesiology</td>
<td>3</td>
<td>ES 190</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.
SPORT MANAGEMENT

Mission Statement

Sport is both pervasive and important in our society. Through the effective management of sport organizations, potential benefits are afforded to all stakeholders, including individuals, communities, and our greater society. Students pursuing degrees in sport management will develop their potential through the acquisition of knowledge, skills, and dispositions that will facilitate and enhance their opportunities to successfully acquire and execute careers within the sport industry.

Student Learning Objectives

The sport management program is a comprehensive major that provides opportunities for students to develop requisite proficiencies in preparation for a career in the sport industry. The coursework reflects established standards for sport management programs (Sport Management Program Review Council, 2000). Students completing the sport management major will be able to:

1. recognize that sport is a microcosm of society influenced by cultural traditions, social values, and psycho-social experiences;
2. understand that sport managers are immersed in the socio-cultural milieu, with sport as the focus;
3. define and understand the concepts of management and leadership;
4. describe the various skills, roles, and functions of sport managers;
5. describe the elements of leadership theory and practices as they relate to the various managerial responsibilities;
6. recognize and identify moral issues related to sport in its intrinsic and extrinsic dimensions;
7. develop a personal philosophy regarding social responsibility in the sport management setting;
8. apply fundamental marketing concepts to the sport industry;
9. understand sport as a product;
10. understand sport’s unique aspects, the sport consumer markets, and the sport product markets;
11. be familiar with the principles of interpersonal communication, mass communication, and interaction with the public, particularly as they relate to the sport agency;
12. understand why budget and finance in sport is a critical component of all sports-related industries;
13. be familiar with sound financial control methods and principles applied in sport;
14. understand the legal concepts in sport settings that are most likely to be encountered in the workplace;
15. obtain an understanding of economic principles related to sport as a national industry;
16. be familiar with the agencies governing sport, their authority, organizational structure, and functions;
17. demonstrate knowledge, skills, and dispositions through an integrated field experience.

Degree Requirements

Bachelor of Science with a comprehensive major
in Sport Management

Course Number and Title Hrs. Prerequisites
SM 160 Introduction to Sport Sciences 2 none
SM 163 Leadership for Leisure Serv. 3 none
SM 238 Field Experience 2 SM 160
SM 262 Facility Design & Mgmt. 3 SM 160
SM 329 Legal Aspects of Sport & Rec. 3 SM 160
SM 340 Recreation & Sport Develop. 3 SM 160
SM 404 Psych. of Sports & Coaching 3 SM 160 or PE 170
SM 405 Mgmt. of Sport Sciences 3 SM 160 or PE 170
SM 408 Sport & Phys. Activ. in Society 3 SM 160
SM 410 Event Management 3 SM 160
SM 420 Governance & Policy 3 SM 160
SM 430 Sport Industry 3 SM 160, BUS 107, ECON 232
SM 435 Global Perspectives in Sport 3 SM 160
SM 440 Prof. Sem.: Sport Leadership 3 SM 160, perm.
SM 450 Internship 12 permission
BUS 107 Accounting Principles I 3 none
BUS 233 Principles of Marketing 3 soph. status or IUL
BUS 240 Introduction to Management 3 soph. status or IUL
COMAR 323 Sport Public Relations 3 SM 160
ECON 232 Princ. of Microeconomics 3 none
REC 360 Research & Comp. Appl. 3 SM 160, Core math

One of the following minors:

Business Administration (see Business)

Coaching (Sport Sciences)

Economics (see Economics)

Marketing (see Business)

70 hrs.

76-91 hrs.

Plus Institutional Baccalaureate Degree Requirements, pp. 20-21.

Department Minors

Minor in Coaching

Course Number and Title Hrs. Prerequisites
ES 190 Appl. Human Struc./Function 4 none
HED 202 First Aid & Safety Education 1 none
PE 170 Foundations of Coaching 2 none
PE 309 Physiology of Exercise 3 ES 190
PE 321-328 Coaching courses (2) 4 none
SM 404 Psych. of Sport & Coaching 3 PE 160 or 170
SM 405 Management of Sport Sciences 3 PE 160 or 170

20 hrs.

Minor in Recreation Ministry

Course Number and Title Hrs. Prerequisites
REC 161 Concepts of Rec. & Leisure 3 none
REC 163 Leadership —Theory 3 none
REC 260 Programming in Leisure Serv. 3 REC 163
REL 311 Youth Ministry 3 none
REL 312 Church-Related Camping 3 none

15 hrs.

Minor in Sport Management

Course Number and Title Hrs. Prerequisites
SM 160 Intro. to Sport Sciences 2 none
Choose 18 hours from the following: 18
Athletic Training Courses and Descriptions

**AT**

### 165 PRINCIPLES OF ATHLETIC TRAINING 3

**Prerequisite: BIO 125 or enrolled concurrently**

Provides an overview of the sports medicine team and the components of a comprehensive athletic health care program including preseason examinations and screenings. Injury prevention, basic injury description and management, training room management, and the application of taping, wrapping, protective padding and first aid modalities will also be covered in the course.

### 167 BASIC SKILLS IN ATHLETIC TRAINING 1

**Prerequisite: AT 165 or concurrent**

The first clinical experience for students enrolled in the AT program. Content will include basic skills involved with emergency care procedures, transportation, taping and wrapping, custom protective padding and emergency splinting.

### 272 INJURY RECOGNITION & MANAGEMENT OF THE LOWER EXTREMITY 3

**Prerequisites: AT 165, BIO 126**

Prepares students in the evaluation, recognition, and management of athletic injuries to the lower extremity.

### 273 CLINICAL EXPERIENCES IN ATHLETIC TRAINING I 1

**Prerequisites: AT 167, 272 concurrently**

Develop the student’s clinical proficiencies in the evaluation, recognition, and management of athletic injuries to the lower extremities.

### 274 INJURY RECOGNITION & MANAGEMENT OF THE UPPER EXTREMITY 3

**Prerequisites: AT 165, BIO 126**

Prepares students in the evaluation, recognition, and management of athletic injuries to the upper extremity.

### 275 CLINICAL EXPERIENCES IN ATHLETIC TRAINING II 1

**Prerequisites: AT 167, 274 concurrently**

Develop the student’s clinical proficiencies in the evaluation, recognition, and management of athletic injuries to the upper extremity.

### 276 THERAPEUTIC MODALITIES 4

**Prerequisites: AT 165, BIO 126**

Provides students with the knowledge in the theory, application, and treatment protocols for the most commonly utilized therapeutic modalities in the athletic training setting. Has a lab component so students may demonstrate the psychomotor skills needed for the application of the most common modalities.

### 355 MEDICAL ASPECTS IN ATHLETIC TRAINING I 2

**Prerequisites: AT 272, 274**

Covers various topics related to sport medicine. The student will gain a physician’s and/or allied health care professional’s perspective on treatment as it relates to a variety of general medical problems and orthopedic conditions related to sports and physical activity.

### 356 MEDICAL ASPECTS IN ATHLETIC TRAINING II 2

**Prerequisites: AT 272, 274**

Covers various topics related to sport medicine. The student will gain a physician’s and/or allied health care professional’s perspective on treatment as it relates to a variety of general medical problems and orthopedic conditions related to sports and physical activity.

### 370 CLINICAL EXPERIENCES IN ATHLETIC TRAINING III 1

**Prerequisites: AT 273, 275, 276**

Develop the student’s clinical proficiencies and oral test-taking skills in therapeutic exercises and rehabilitation, injury prevention, and therapeutic modalities.

### 372 THERAPEUTIC EXERCISE & REHABILITATION OF THE LOWER EXTREMITY 4

**Prerequisites: AT 272, 276**

The study of therapeutic exercise and rehabilitation programs to the lower extremity. Will cover the anatomical and physiological basis of exercise prescription for the injured athlete, determination of therapeutic goals and objectives, the selection of various rehabilitation techniques, and the return to activity assessment. 3 hours lecture; 1 hour lab

### 374 THERAPEUTIC EXERCISE & REHABILITATION OF THE UPPER EXTREMITY 4

**Prerequisites: AT 274, 276**

The study of therapeutic exercise and rehabilitation programs to the upper extremity. Will cover the anatomical and physiological basis of exercise prescription for the injured athlete, determination of therapeutic goals and objectives, the selection of various rehabilitation techniques, and the return to activity assessment. 3 hours lecture; 1 hour lab

### 420 ORGANIZATION AND ADMINISTRATION IN ATHLETIC TRAINING 3

**Prerequisites: intro course (AT 165, PE/SM 160, or REC 161), REC 329**

The basic administrative aspects of a comprehensive athletic training program. Covers competencies in the content areas of risk management, health care administration, and professional development and responsibilities.

### 470 CLINICAL EXPERIENCES IN ATHLETIC TRAINING IV 1

**Prerequisites: AT 370, 372, 374**

Develop the student’s clinical proficiencies in the following domains of athletic training: injury prevention, injury recognition/evaluation and management, therapeutic exercise and rehabilitation, and organization and administration.
Exercise Science Courses and Descriptions (ES)

190 APPLIED HUMAN STRUCTURE, FUNCTION, AND DEVELOPMENT FOR THE EXERCISE SCIENCES 4
An examination of human structure and function with an emphasis on the applied aspects of anatomy, physiology, and human motor development as related to the exercise and sport sciences.

210 EXERCISE MANAGEMENT OF CARDIORESPIRATORY PATHOPHYSIOLOGY 2
Prerequisite: ES 190
A detailed study of the physiology of the cardiorespiratory system in both normal and pathologic conditions, with an emphasis on the role of exercise and other lifestyle modifications in the treatment and prevention of cardiorespiratory pathologies.

308 KINESIOLOGY 3
Prerequisite: ES 190
A study of the relationship of anatomical, physiological and mechanical principles to the muscular movement of Homo sapiens. ES/PE credit.

309 PHYSIOLOGY OF EXERCISE 3
Prerequisite: ES 190
The applied study of the functioning of the systems of the human body during exercise. ES/PE credit.

310 ADVANCED PHYSIOLOGY OF EXERCISE 3
Prerequisite: ES/PE 309
An advanced examination of how the body responds and adapts to disruptions in homeostasis resulting from physical activity, with an emphasis on the biochemistry/endocrinology of exercise. Training/ laboratory methods in exercise physiology will be included.

312 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION I 2
Prerequisite: ES/PE 309
An introduction of fitness evaluation and exercise prescription. Concepts, principles, and theories for the fields of exercise physiology, kinesiology, nutrition, and tests and measurements will be presented and applied to physical fitness testing and the design of exercise programs for apparently healthy individuals.

313 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION II 2
Prerequisite: ES 312
A continuation of ES 312 with an emphasis on fitness evaluation and exercise prescription for individuals with known pathology. Exercise stress testing protocols and basic interpretation of the electrocardiogram will be included.

420 STRENGTH TRAINING PHYSIOLOGY 3
Prerequisite: ES 309
An extensive examination of the physiological basis for muscular strength and power. The student will become familiar with various approaches to strength training, such as high intensity training, periodization of training, etc. The student will have the opportunity for NSCA certification during the course.

430 WELLNESS IN SPECIAL POPULATIONS: FROM PEDIATRICS TO GERIATRICS 3
Prerequisite: ES 309
An examination of common pathologies across the life-span and their implications for exercise participation. The student will become familiar with contraindications inherent for a particular pathology and learn how to modify exercise programs to accommodate individual needs/capabilities.

474 SPORTS NUTRITION/SUBSTANCE ABUSE 3
Prerequisite: ES 309
A study of the foundations of substance abuse from both a societal and an athlete-specific perspective. A study of scientifically-based information about nutrition and diet, weight control and physical conditioning.

493 INTERNSHIP IN EXERCISE SCIENCE 1-3
Prerequisites: ES 309, 312
Provides an opportunity to apply the theoretical knowledge gained in coursework. Location of the internship will be determined by the student’s career goals and academic preparation. May be repeated.

Health Education Courses and Descriptions (HED)

NOTE: Ashland University does not have a major in health education at this time; however, the following courses are available to support other majors and minors.

202 FIRST AID AND SAFETY EDUCATION 1
A concentrated study of preventive and remedial techniques related to safety and first aid. Successful completion of the course may certify one in CPR and Standard First Aid.

206 PERSONAL HEALTH 3
A course designed to provide learning experiences for the purpose of influencing knowledge, attitudes and conduct relating to individual and group health.

316 CONSUMER HEALTH/LIFESTYLE SKILLS 3
A broad survey of health products and information available in the marketplace which may help or hinder the development of a healthy lifestyle.

317 INSTRUCTIONAL STRATEGIES FOR HEALTH EDUCATION: ADOLESCENT TO ADULT 3
Prerequisite: HED 206
Methods and materials for teaching health to adolescent and adult populations.

318 SCHOOL HEALTH ENVIRONMENT AND SERVICES 3
Prerequisite: HED 206
A study of standards necessary for developing and maintaining a healthful school environment and of the broad areas of responsibility for school health services and health education.

324 HEALTH, SAFETY, AND NUTRITION DURING EARLY CHILDHOOD YEARS 3
See FCS 324 for course information.

Physical Education Courses and Descriptions (PE)

101-159 PHYSICAL EDUCATION 1
Each section meets two hours per week (or equivalency) for a half semester. Each section earns one semester credit. Sport skills and activities are taught for recreational and health outcomes. Special corrective work is given to meet individual needs upon recommendation of the school physician. Graded S/U.

102 Social Recreation* 135 Gymnastics/Tumbling
104 Fitness Walking 136 Racquetball
105 Table Tennis 137 Handball
109 Recreational Crafts 138 Physical Fitness
110 Adv. Weight Training 139 Skiing*
111 Fly Fishing* 140 Soccer
115 Pistol Shooting* 141 Softball
116 Sporting Clays* 142 Swimming
117 Judo/Martial Arts 143 Int. Swimming
118 Roller Skating* 144 Adv. Swimming
119 Speed Development 145 Water Aerobics
120 Archery 146 Water Running
122 Badminton 147 Tennis I
123 Basketball 148 Tennis II
124 Billiards 150 Wallyball

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Sport Sciences
SKILL BLOCK I, II, III 3/3/3

Professional courses for sport sciences students to develop motor and cognitive skills in basic sport and lifelong leisure activities that are prevalent in educational and recreational settings. Activities I – team and invasion sports; Activities II – net and court games; Activities III – individual activities and target games.

230HP WORKSHOP IN TEACHING—HEALTH/P.E. PreK-12 FIELD EXPERIENCE 2
Prerequisites: EDFN 130, 202, or permission of instructor
Field hours: 60

Special studies and investigations and/or field experience at the teacher aide (observation/assistance) level in working with school age youth in primarily rural/small town settings.

301 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION 3
A basic understanding of mathematical and computer statistical procedures and their application to testing strength, physical fitness, general motor ability, sport skills, with special emphasis upon grading and assessment techniques in physical education.

308 KINESIOLOGY 3
See ES 308 for course information.

309 PHYSIOLOGY OF EXERCISE 3
See ES 309 for course information.

314 MOTOR LEARNING 3
Prerequisite: ES 190
The study of the contemporary motor learning theories and their application to designing methods for teaching the acquisition of skill.

320 METHODS/CURRICULUM SECONDARY PHYSICAL EDUCATION 3
A course designed to prepare major students for student internship and training in curriculum development for physical education. A study of the principles and practices of successful teaching techniques as they apply to physical education programs designed especially for adolescent to young adult learners and in grades 7-12.

321 COACHING/TEACHING FOOTBALL 2
Philosophy, theory, methods, techniques and organization of football.

322 COACHING/TEACHING BASKETBALL 2
Philosophy, theory, methods, techniques and organization of basketball.

323 COACHING/TEACHING TRACK AND FIELD 2
Methods, techniques and organization of track and field.

324 COACHING/TEACHING BASEBALL AND SOFTBALL 2
Strategy, methods, techniques and organization of baseball and softball.

325 COACHING/TEACHING COMPETITIVE SWIMMING AND POOL MANAGEMENT 2
An analysis of instructional and training techniques used in swimming. Procedures in proper pool management will be investigated.

326 COACHING/TEACHING SOCCER 2
Theory, methods, techniques and organization of soccer.

327 COACHING/TEACHING WRESTLING 2
Preparation for organizing and administration of coaching wrestling. Coursework includes practical application of learning and teaching wrestling maneuvers, interpretation of wrestling rules, match and tournament organization.

328 COACHING/TEACHING VOLLEYBALL 2
Theory, methods, organization and techniques of volleyball.
330IP CLASSROOM MANAGEMENT FIELD EXPERIENCE
HEALTH/P.E. PreK-12: EDUCATION FOR DIVERSITY 2
Prerequisites: EDFN 202, FCS 270
Field hours: 150
This course provides teacher education students with effective classroom management skills for educating for diversity. During seminars and field experiences students will develop techniques for teaching students of diverse backgrounds and abilities, including dealing with surface behavior problems, laws concerning teacher-student rights, and communicating with parents.

394 FIELD EXPERIENCE IN ADAPTED PHYSICAL EDUCATION 1
Field/Clinical Hours: 30
Prerequisite: concurrent with EDCI 257
An exploration of the changing concepts of the sport sciences over time. The student is given the opportunity to apply philosophical, historical, and sociological foundations to practical issues in sport and physical activity. The focus on current issues and their development is a central component of this course. PE/SM credit.

408 SPORT AND PHYSICAL ACTIVITY IN SOCIETY 3
Prerequisite: SM 160
An exploration of the changing concepts of the sport sciences over time. The student is given the opportunity to apply philosophical, historical, and sociological foundations to practical issues in sport and physical activity. The focus on current issues and their development is a central component of this course. PE/SM credit.

409 ADAPTED PHYSICAL EDUCATION II 3
Prerequisite: PE 209
This course provides an understanding of the theory of adapted physical education and individualized planning to meet the needs of students with neurological, orthopedic, musculoskeletal, and other health impairments. Students will gain an understanding of various disabilities, assistive technology and materials typically available to use in physical education settings and specially designed to assess these special learners.

411 COMMUNITY INCLUSION AND ADAPTED SPORTS 2
This course explores the issues affecting inclusion and adapted sports. A variety of inclusion topics and investigation of adapted sports for all disabilities will be covered. Field experiences within the community and Special Olympic programs are part of this course.

450 STUDENT COACHING 3-8
Prerequisites: Appropriate coaching theory course and PE 160
Supervised practical application of coaching techniques, philosophies, duties and responsibilities.

Recreation Courses and Descriptions (REC)

161 CONCEPTS OF RECREATION AND LEISURE 3
A survey of the historical development of recreation and leisure and its corresponding philosophical and theoretical thought. Understanding of and ability to facilitate leisure lifestyles and use of leisure resources throughout the human life span.

163 LEADERSHIP FOR LEISURE SERVICES 3
An introduction to theories, approaches, and styles of leadership utilized in the recreation profession. Topics for study include decision-making strategies, motivation techniques, communication, non-verbal communication, group dynamics, diversity, trends, values, ethics, and vision. REC/SM credit.

168 FIELD EXPERIENCE IN LEISURE SERVICES I 1
Prerequisite: permission
Initial experience in various leisure delivery settings at approved sites under qualified personnel. 30-60 clock hours minimum.

238 FIELD EXPERIENCE 2-4
Prerequisite: REC 161 or SM 160
Field experience in approved leisure, sport, or therapeutic recreation service delivery systems with qualified supervisor during sophomore or junior year following completion of prerequisite major courses. 60-120 clock hours minimum, with exposure to various sites and clientele. REC/SM credit.

240 FUNDAMENTALS OF THERAPEUTIC RECREATION 3
Psychological, sociological, physiological, and historical significance of therapeutic recreation; the philosophy, theories, and practices of health and human service professionals; needs and implications of therapeutic recreation with persons with disabilities.

260 PROGRAMMING IN LEISURE SERVICES 3
Prerequisite: REC 161
Programming content and process including assessment, planning, implementation, and evaluation of programs, services, resources, areas, and facilities. Knowledge and understanding of the principles/procedures of marketing, budgeting, computer applications and technology applied to program delivery. Use of resources to promote and enhance leisure experiences.

261 MEDICAL TERMINOLOGY 3
An introduction to basic word elements--roots, suffixes, prefixes, and combining forms used by the health and human service professions. Knowledge of proper spelling, definitions, pronunciations, and usage of medical terms related to body systems.

262 FACILITY DESIGN & MANAGEMENT IN LEISURE SERVICES 3
Prerequisite: REC 161 or SM 160
Knowledge of the principles and procedures for planning, designing, operating, and maintaining leisure services, resources, areas, and facilities. Study of standards, purchasing, selection and care of equipment. Design and implementation of risk management plans. REC/SM credit.

270 INTRODUCTION TO TOURISM 3
An introduction to the various facets of tourism and the tourism industry. The relationships among psychological, sociological, anthropological, economic and environmental issues associated with tourism will be examined.

313 OUTDOOR PROGRAMMING 3
Role of outdoor education and recreation in today’s society; functions and policies, current issues, development of outdoor education programs and adventure challenge activities.

329 LEGAL ASPECTS 3
Prerequisite: AT 165, PE/SM 160 or REC 161
Course covers the different types of laws that affect the fields of recreation, therapeutic recreation, athletics and sport in the areas of facility supervision, tort law, professional regulations, risk management, liability, negligence, contract law, constitutional law, trademark laws, Title IX, and others. REC/SM credit.

330 TECHNIQUES IN THERAPEUTIC RECREATION 3
Prerequisite: REC 240
Ability to implement a variety of individual and group techniques, utilize a variety of assistive and adaptive devices and techniques, apply therapeutic recreation content and services, use instruction, supervision and leadership techniques, and apply activity and task analysis in the delivery of services.

341 PRINCIPLES OF THERAPEUTIC RECREATION 3
Prerequisite: REC 240
Introduction to the therapeutic recreation process to design comprehensive and individual treatment plans, considering the interrelationships of health and human service professionals and standards of practice using case studies.
### Sport Sciences

**355 RECREATION FOR DIVERSE POPULATIONS** 3  
*Prerequisite: REC 260*  
Study of the nature, implications, leadership techniques, activity modification and issues concerning the aged and individuals with disabilities. Laboratory experience included.

**360 PRACTICAL RESEARCH AND COMPUTER APPLICATIONS** 3  
*Prerequisites: AT 165, PE/SM 160 or REC 161; Core math*  
Application of research and evaluation design using computers and statistical techniques to assess, plan, and evaluate leisure services. Articulate and advocate for leisure efficacy in practice settings.

**362 LEISURE EDUCATION AND COUNSELING TECHNIQUES** 3  
*Prerequisite: REC 240*  
Theory of group dynamics, leadership techniques and strategies, interpersonal relations, decision making, communication processes, therapeutic group interventions, helper relationships, and concepts and application of leisure education.

**370 INTERNATIONAL TOURISM** 3  
This course introduces students to the field of international tourism from the social scientific and applied perspectives. The course is designed to incorporate both lecture and seminar learning and will include case studies and cross cultural comparisons within the context of international tourism. Meets International Perspectives requirement.

**403 PRINCIPLES, ORGANIZATION & ADMINISTRATION OF LEISURE SERVICES** 3  
*Prerequisite: REC 260*  
Organization and administration of leisure agencies including personnel, budgeting, financing, organizational policies, behaviors and processes, marketing and public relations, and applications of computers and technology. Legal, legislative and risk processes applied to leisure agencies.

**407 THERAPEUTIC RECREATION PROGRAMMING AND ADMINISTRATION** 3  
*Prerequisite: REC 240*  
Course focuses on the current professional issues and techniques related to comprehensive program design, implementation, documentation, and evaluation. Content includes documentation, protocols, quality indicators, credentialing, ethical issues, regulations, standards of practice, reimbursement, marketing, budgeting and factors affecting professional accountability.

**440 PROFESSIONAL SEMINAR** 3  
*Prerequisite: permission*  
Professional trends and issues including legislation, laws, credentialing, accreditation, ethical and social issues, regulations, advocacy, and changes in management and health care.

**450 INTERNSHIP** 12  
*Prerequisite: departmental approval*  
A full-time, 12-week, 480-hour experience in an approved leisure, sport, or therapeutic recreation agency setting under the direction of a qualified leisure/therapeutic recreation specialist and university supervisor. REC/SM credit.

### Sport Management Courses and Descriptions (SM)

**160 INTRODUCTION TO SPORT SCIENCES** 2  
Designed for prospective professional teachers and leaders in health, physical education, athletics and recreation. Includes the nature and scope of the sport sciences, basic principles, scientific foundations, professional preparation requirements, services and settings for physical education, health education, recreation services and sports medicine.

**163 LEADERSHIP FOR LEISURE SERVICES** 3  
See REC 163 for course information.

**238 FIELD EXPERIENCE** 2-4  
See REC 238 for course information.

**262 FACILITY DESIGN & MANAGEMENT IN LEISURE SERVICES** 3  
See REC 262 for course information.

**329 LEGAL ASPECTS** 3  
See REC 329 for course information.

**340 RECREATION AND SPORT DEVELOPMENT** 3  
*Prerequisite: SM 160*  
An examination of development practices including marketing, fund raising, sponsorship, and promotions related to sport in its dimensions as play, recreation, competitive athletics, leisure, education, and work.

**345 SPORT DEVELOPMENT** 3  
*Prerequisite: AT 165 or SM 160 or PE 170*  
Acquaints the student with the wide realm of sports in modern society. A discussion of general psychological factors which characterize sports, such as personality of the athlete, personality of the coach, motivation, emotion, aggression, and social factors which are unique in sports and coaching.

**350 MANAGEMENT OF SPORT SCIENCES** 3  
*Prerequisite: PE/SM 160*  
Analysis of administration philosophy, standards, policies and procedures for programs of sport sciences.

**355 RECREATION FOR DIVERSE POPULATIONS** 3  
See REC 355 for course information.

**360 PRACTICAL RESEARCH AND COMPUTER APPLICATIONS** 3  
*Prerequisite: AT 165, PE/SM 160 or REC 161; Core math*  
Application of research and evaluation design using computers and statistical techniques to assess, plan, and evaluate leisure services. Articulate and advocate for leisure efficacy in practice settings.

**362 LEISURE EDUCATION AND COUNSELING TECHNIQUES** 3  
*Prerequisite: REC 240*  
Theory of group dynamics, leadership techniques and strategies, interpersonal relations, decision making, communication processes, therapeutic group interventions, helper relationships, and concepts and application of leisure education.

**370 INTERNATIONAL TOURISM** 3  
This course introduces students to the field of international tourism from the social scientific and applied perspectives. The course is designed to incorporate both lecture and seminar learning and will include case studies and cross cultural comparisons within the context of international tourism. Meets International Perspectives requirement.

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**163 LEADERSHIP FOR LEISURE SERVICES** 3  
See REC 163 for course information.

**238 FIELD EXPERIENCE** 2-4  
See REC 238 for course information.

**262 FACILITY DESIGN & MANAGEMENT IN LEISURE SERVICES** 3  
See REC 262 for course information.

**329 LEGAL ASPECTS** 3  
See REC 329 for course information.

**340 RECREATION AND SPORT DEVELOPMENT** 3  
*Prerequisite: SM 160*  
An examination of development practices including marketing, fund raising, sponsorship, and promotions related to sport in its dimensions as play, recreation, competitive athletics, leisure, education, and work.

**345 SPORT DEVELOPMENT** 3  
*Prerequisite: AT 165 or SM 160 or PE 170*  
Acquaints the student with the wide realm of sports in modern society. A discussion of general psychological factors which characterize sports, such as personality of the athlete, personality of the coach, motivation, emotion, aggression, and social factors which are unique in sports and coaching.

**350 MANAGEMENT OF SPORT SCIENCES** 3  
*Prerequisite: PE/SM 160*  
Analysis of administration philosophy, standards, policies and procedures for programs of sport sciences.

**355 RECREATION FOR DIVERSE POPULATIONS** 3  
See REC 355 for course information.

**360 PRACTICAL RESEARCH AND COMPUTER APPLICATIONS** 3  
*Prerequisite: AT 165, PE/SM 160 or REC 161; Core math*  
Application of research and evaluation design using computers and statistical techniques to assess, plan, and evaluate leisure services. Articulate and advocate for leisure efficacy in practice settings.

**362 LEISURE EDUCATION AND COUNSELING TECHNIQUES** 3  
*Prerequisite: REC 240*  
Theory of group dynamics, leadership techniques and strategies, interpersonal relations, decision making, communication processes, therapeutic group interventions, helper relationships, and concepts and application of leisure education.

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Professional trends and issues including legislation, laws, credentialing, accreditation, ethical and social issues, regulations, advocacy, and changes in management and health care.

**450 INTERNSHIP** 12  
*Prerequisite: departmental approval*  
A full-time, 12-week, 480-hour experience in an approved leisure, sport, or therapeutic recreation agency setting under the direction of a qualified leisure/therapeutic recreation specialist and university supervisor. REC/SM credit.
Theatre

Department of Theatre
The College of Arts and Sciences

Chair
Teresa Durbin-Ames, Associate Professor of Theatre; Director

Faculty
Richard C. Goodwin, Professor of Theatre; Director
Angelina Herrin, Assistant Professor of Theatre; Designer
Fabio Polanco, Assistant Professor of Theatre; Director
J. R. Simons, Technical Director

Degrees Offered
Bachelor of Arts
Bachelor of Science in Education

Mission
The Department of Theatre educates and prepares undergraduate students for careers in professional and/or educational theatre. We are committed to providing students with a solid general theatre foundation which includes courses in acting, dance, design, directing, dramatic literature, history, stagecraft and theory. In these foundation courses, the fundamental skills and tools are provided which enable students to work in theatre. As a department in the College of Arts and Sciences, we also provide general education courses designed to foster an aesthetic sensibility and appreciation of theatre as an art as well as an understanding of the relationship between theatre and the culture and society in which it is created and performed. We are committed to providing opportunities for students to develop and practice skills learned in the classroom in the laboratory setting of our production program enabling them to develop as performers, directors, technicians and designers. We prepare students who are effective written, oral and visual communicators as evidenced in research papers and class assignments, presentations and performances, and set, costume and lighting designs. We are committed to instilling in students a sense of professionalism, discipline and accountability expected of theatre artists and educators.

Student Learning Objectives
1. Students will acquire the knowledge and skills of theatre performance, production, and theory.
2. Students will have the opportunity to apply classroom principles through practical production experience.
3. Students will develop an aesthetic sensibility for dramatic literature, performance and production values.
4. Students will develop a solid foundation in theatre history and dramatic theory utilizing critical and analytical thinking and effective research and writing skills.
5. Students will have the artistic and academic foundation for graduate study in theatre.
6. Students will practice the concept of theatre as a collaborative art requiring cooperative attitudes of all participants.

Theatre Facilities and Equipment
The theatre program is the primary resident of the Hugo Young Theatre, a 730-seat proscenium house. The Studio Theatre is a 100-seat thrust playing space. Storage facilities adjacent to Hugo Young house stock in costumes, scenery and lighting equipment. A fully equipped scene shop is immediately adjacent to the Hugo Young stage. A costume shop and additional scenery storage are located within a short distance of the scene shop.

Student Honor Society
Alpha Psi Omega, a national honor society in theatre, honors students who have excelled in acting, directing, production and radio drama. Membership by application and review.

Description of Majors
Theatre majors take foundation courses in all areas including performance, design, and theatre history in an effort to create graduates who are “whole theatre artists.” In addition to the foundation courses, majors select tracks to concentrate in the areas of design/tech, acting/directing, musical theatre or general theatre. All majors are encouraged to develop skills in more than one area and to hone those skills through our production program, the laboratory component of our curriculum, as well as with summer internships at professional theatres. Actors have the opportunity to stitch costumes, hang lights and paint scenery, while designers may build sets or act. Graduates are prepared for graduate school or professional work in regional theatre.

Theatre education majors take courses in all areas of theatre production and theatre history to fulfill requirements for K-12 licensure. Graduates can work in schools, arts centers, after-school outreach programs, theatre camps, and educational outreach programs of professional theatres.

Degree Requirements

Assessment – The baccalaureate degree in theatre is grounded in a generalist program in all aspects of theatre production, history and theory. To earn the degree, each major is required to maintain a portfolio. This portfolio might contain the following: research and other writing; design projects; stage manager’s promptbooks; tapes and photos of acting work; photos and other paper work related to realized designs. All of these materials are generated through classroom experiences or through the laboratory of theatrical production. All materials are to be arranged and presented each year to the combined theatre faculty. This annual portfolio review is intended to measure student growth and development during the past year both academically and as a theatre professional.

Bachelor of Arts with a major in Theatre

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<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<td>FOUNDATION COURSES</td>
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<tr>
<td>THEA 204 Script Analysis</td>
<td>3</td>
<td>none</td>
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<td>THEA 206 Intro. to Technical Theatre</td>
<td>3</td>
<td>none</td>
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<td>THEA 207 Visual Art of Theatre</td>
<td>3</td>
<td>none</td>
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<tr>
<td>THEA 211 Basic Acting Technique</td>
<td>3</td>
<td>theatre major or minor</td>
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<td>THEA 404 Modern Dramatic Styles</td>
<td>3</td>
<td>THEA 204; 2 from 418, 419, 420</td>
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<td>THEA 411 Directing I</td>
<td>3</td>
<td>THEA 211 or 212</td>
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<td>THEA 418 History of the Theatre I</td>
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<td>THEA 204</td>
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<td>THEA 499 Senior Project</td>
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<td>senior standing, perm.</td>
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161
Course Number and Title Hrs. Prerequisites

THEA 109 Stage Movement/Dance I 1 None
THEA 206 Intro. to Technical Theatre 3 None
THEA 211 Basic Acting Technique 3 Permission
THEA 216 Scene Design 1 None
THEA 217 Stage Lighting 1 None
THEA 218 Costume Design 1 None
THEA 222 Stage Make-up 3 None
THEA 251 Dramatic Crit. & Structure 3 None
THEA 411 Directing I (3) Permission
THEA 412 Directing II (3) Theatre 211 or 212
THEA 418 History of the Theatre I 3 Theatre 204
THEA 419 History of the Theatre II 3 Theatre 204
THEA 420 History of the Theatre III 3 Theatre 204
THEA 425 Stage Management 3 Permission

THEA 204 Script Analysis 3 None
THEA 207 Visual Art of Theatre 3 Theatre major or minor
THEA 211 Basic Acting Technique 3 Theatre major or minor

Choose 3 from the following: 9
THEA 206 Intro. to Tech. Theatre (3) None
THEA 212 Build. Acting Technique (3) None
THEA 313 Scene Study (3) Theatre 212
THEA 316 Advanced Scene Design (3) Theatre 206, 207
THEA 322 Adv. Costume Design (3) Theatre 206, 207
THEA 325 Theatrical Design Sem. (3) Theatre 316 or 317 or 322
THEA 425 Stage Management (3) Permission

THEA 211 Basic Acting Technique 3 Theatre major or minor
THEA 206 Intro. to Technical Theatre 3 None
THEA 211 Basic Acting Technique 3 Theatre major or minor

Choose 3 from the following: 9
THEA 206 Intro. to Tech. Theatre (3) None
THEA 212 Build. Acting Technique (3) None
THEA 313 Scene Study (3) Theatre 212
THEA 316 Advanced Scene Design (3) Theatre 206, 207
THEA 317 Adv. Lighting Design (3) Theatre 206, 207
THEA 322 Adv. Costume Design (3) Theatre 206, 207
THEA 411 Directing I (3) Theatre 211 or 212
THEA 418 History of the Theatre I (3) Theatre 204
THEA 419 History of the Theatre II (3) Theatre 204
THEA 420 History of the Theatre III (3) Theatre 204

Bachelor of Science in Education with a comprehensive major in Theatre, Multi-Age (Grades PreK-12)

Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

Course Number and Title Hrs. Prerequisites

THEA 109-110 Stage Move./Dance I-II 1/1 109 for 110
THEA 211 Basic Acting Technique 3 None
THEA 216 Scene Design I 3 None
THEA 217 Stage Lighting I 3 None
THEA 218 Costume Design I 4 None
THEA 222 Stage Make-up 3 None
THEA 251 Dramatic Crit. & Structure 3 None
THEA 411 Directing I 3 Theatre 211 or 212
THEA 412 Directing II 3 Theatre 411
THEA 418 History of the Theatre I 3 Theatre 204
THEA 419 History of the Theatre II 3 Theatre 204
THEA 420 History of the Theatre III 3 Theatre 204
THEA 425 Stage Management 3 Permission

THEA 251 Dramatic Crit. & Structure 3 None
THEA 418 History of the Theatre I 3 Theatre 204
THEA 419 History of the Theatre II 3 Theatre 204
THEA 420 History of the Theatre III 3 Theatre 204
THEA 425 Stage Management 3 Permission

Minor in Theatre

Course Number and Title Hrs. Prerequisites

THEA 204 Script Analysis 3 None
THEA 207 Visual Art of Theatre 3 None
THEA 211 Basic Acting Technique 3 Theatre major or minor

Choose 3 from the following: 9
THEA 206 Intro. to Tech. Theatre (3) None
THEA 212 Build. Acting Technique (3) None
THEA 313 Scene Study (3) Theatre 212
THEA 316 Advanced Scene Design (3) Theatre 206, 207
THEA 317 Adv. Lighting Design (3) Theatre 206, 207
THEA 322 Adv. Costume Design (3) Theatre 206, 207
THEA 411 Directing I (3) Theatre 211 or 212
THEA 418 History of the Theatre I (3) Theatre 204
THEA 419 History of the Theatre II (3) Theatre 204
THEA 420 History of the Theatre III (3) Theatre 204

Theatre Courses and Descriptions

105 PERFORMANCE STUDIES 3
See COMAR 105 for course information.

109 STAGE MOVEMENT AND DANCE I 1
An introduction to and development of movement and dance skills for the theatre. In progressive semesters different dance styles will be taught, including ballet, jazz, tap and modern. May be repeated once.

110 STAGE MOVEMENT AND DANCE II 1
Prerequisite: THEA 109
This course presents further study in movement and dance skills for the theatre. Students will take one ballet, one jazz and one tap class per week in a professional dance studio. May be repeated once.

203 THEATRE AESTHETICS 3
Students will examine ways in which theatre art and theatre artists suggest meaning and invite interpretation of the human experience. Critical standards and theories specific to theatre will be discussed and then applied to the study of selected play scripts and performances. Meets Core credit for aesthetics.
204  **SCRIPT ANALYSIS**  3  
This course introduces students to methods of script analysis or “how to read a play.” Analysis will focus on dramatic structure, content and meaning from a theatrical point of view and will be based on principles established by Aristotle in the Poetics. Methods of script analysis will be discussed and applied to representative play scripts. Meets Core credit for humanities.

205  **VOICE AND ARTICULATION**  3  
The study of correct sound production focusing on the precise shaping of the vocal sound. Emphasis on articulation and standard speech exercises incorporating the use of phonetics and one of the accepted methods of vocal production theory.

206  **INTRODUCTION TO TECHNICAL THEATRE**  3  
The course is an interactive introduction to the many techniques of technical theatre and theatre operations. It covers basic scenic construction, costume construction, technical aspects of lighting and properties building techniques.

207  **THE VISUAL ART OF THEATRE**  3  
The course offers the opportunity to learn, develop and practice the art of set, costume and lighting design. Students are required to critically analyze all visual and other sensory aspects of a live production. The course concentrates specifically on the processes, skills and disciplines of design for performance—the handling of forms, textures and colors in real, fictional and metaphorical spaces. Students will read several play scripts and work to discover the metaphors within. They will examine ways in which theatre design can suggest meaning and interpretation of the script. Meets Core credit for aesthetics.

208  **VOCAL EXPRESSION OF LITERATURE**  3  
The study and interpretation of literature through oral performance. Emphasis on vocal and body technique, textual analysis and the communication of various literary art forms expressing their intellectual, emotional and aesthetic qualities through oral performance. Meets Core credit for aesthetics.

209  **STAGE MOVEMENT & DANCE III**  1  
*Prerequisite: THEA 110*

Ballet concentration, offering intensive training in ballet for the advanced student. Classroom performance, demonstration of knowledge of ballet vocabulary, and advancement of ballet skills are stressed. May be repeated once.

210  **STAGE MOVEMENT & DANCE IV**  1  
*Prerequisite: THEA 209*

Tap concentration class. Grade is determined by demonstration of knowledge of tap vocabulary and advancement of tap skills. May be repeated once.

211  **BASIC ACTING TECHNIQUE**  3  
*Prerequisite: For Theatre majors and minors only.*

A study of the actor’s craft with strong emphasis on physicalization. Students will discover the importance of physicalization to the acting process through the practice and performance of realistic pantomimes, improvisations, and theatre games. Beginning vocal technique, character analysis and process performance of modern realistic monologues will also be incorporated.

212  **BUILDING ACTING TECHNIQUE**  3  
A continuation of Basic Acting Technique beginning with deconstructing the process performance monologue in a moment to moment exercise. Exercises in advanced vocal and physical technique will also be employed. Students will be introduced to armed stage combat technique and beginning scene study.

214  **ACTING FOR NON-MAJORS**  3  
This course is a study of acting as an art form. It emphasizes an acting process and skills utilized by the beginning actor. The approach to acting is grounded in contemporary acting theory and practice. Meets Core credit for aesthetics.

216  **SCENE DESIGN**  3  
A study of the art and function of scene design, with emphasis on both the aesthetic and physical factors in the design. The students will assist in designing the scenery for the University productions.

217  **STAGE LIGHTING**  3  
The principles and functions of and equipment for stage lighting, with special emphasis on the artistic trends in modern lighting practices. The students will apply these principles in the lighting of major and minor productions.

218  **COSTUME DESIGN I**  4  
The functions of stage costumes, emphasis on beginning level design and construction skills as well as the types of costumes needed for various production styles. A three-hour lab per week is required in the costume shop during which students will learn elementary theatrical sewing techniques and will help with the building and maintenance of the costumes for the semester’s productions.

222  **STAGE MAKE-UP**  3  
The study of stage make-up, its application and its relationship to developing a character. Emphasis on traditional painting techniques, but with exploration of some prosthetics building and use of crepe hair, spirit gum, latex and wigs.

251  **DRAMATIC CRITICISM & STRUCTURE**  3  
A study of the aesthetics of dramatic craftsmanship, from Aristotelian theory (tragedy and comedy) to present day modes (melodrama, tragic-comedy, mixed forms, and postmodern drama), with structural analysis of representative plays.

300  **WRITERS’ WORKSHOP: PLAYWRITING**  3  
See ENG 300 for course information.

303  **AMERICAN MUSICAL THEATRE**  3  
This course is an exploration of the development of the Broadway musical during the twentieth century. Representative musicals will be examined in terms of style, elements, and structure in order to identify criteria for aesthetic evaluation. The contributions of the major musical theatre artists and practitioners of the 20th century will be discussed as they relate to the evolution of this uniquely American theatrical form. Meets Core credit for aesthetics.

305  **TOPICS IN PERFORMANCE**  3  
This course will examine various topics relating to theatre performance. Repeatable with different topics, but only three hours count toward the major.

306  **TOPICS IN THEATRE DESIGN**  3  
This course will examine various topics relating to theatre design and technology. Repeatable with different topics, but only three hours count toward the major.

307  **ADVANCED PERFORMANCE STUDIES**  3  
See COMAR 314 for course information.

309  **STAGE MOVEMENT & DANCE V**  1  
*Prerequisite: THEA 209*

Jazz concentration. Grading is based on knowledge of jazz vocabulary and advancement of jazz skills. May be repeated once.

313  **SCENE STUDY**  3  
*Prerequisite: THEA 212 or perm.*

Students will explore various approaches to acting using scenes from representative plays. Approaches include: performing actions with a character’s psychological intention; playing episodes and applying episodic techniques; building images and using vocal and physical masks; playing the rules in the world of the play; point of view in storytelling and soliloquies; and combinations of episode, event, image and illusion techniques.
Theatre

314 ACTING THEORY AND ADVANCED SCENE STUDY 3
Prerequisite: THEA 211 or permission
An advanced acting laboratory that combines approaches to scene work with continual study in acting theory. In addition to acting scenes, students will engage in research and study of important representative acting theorists and practitioners.

316 ADVANCED SCENE DESIGN 3-9
Prerequisites: THEA 206, 207
A continuation of 216 Scene Design. Students will explore alternative methods and media of presentational matter. Students will be asked to design in a variety of styles based upon the careful reading of plays. This course will also focus on the problems of designer/director communication in both verbal and written forms. May be repeated for up to 9 hours credit.

317 ADVANCED LIGHTING DESIGN 3-9
Prerequisites: THEA 206, 207
A continuation of 217 Lighting Design. Students will explore methods of lighting for productions other than theatre, such as dance, opera and musical concert. This course will also focus on the problems of designer and director communication in both verbal and written form. Lab hours required. May be repeated for up to 9 hours credit.

321 THEATRE AND ARTS MANAGEMENT 3
A study of theatre and arts management principles and techniques. Attention will be given to each of the major functions of the theatre or arts manager, including organization, budget preparation, publicity, box office operation and fund raising. The students will apply these techniques in a final project and will assist in actual managerial tasks.

322 ADVANCED COSTUME DESIGN 3-9
Prerequisites: THEA 206, 207
This course will guide the student through the steps required to design the costumes for a variety of plays, based upon the careful reading and analysis of a number of scripts. Continued practice in drawing and rendering techniques will be stressed. May be repeated for up to 9 hours credit.

325 THEATRICAL DESIGN SEMINAR 3
Prerequisites: THEA 316 or 317 or 322
An in-depth study of trends and standard practices in theatrical design. Students create and develop a complete design package for a theatrical performance, producing the appropriate renderings, models, and paper work for the project. The materials generated are included in their portfolios. Emphasis is placed on advanced visual analysis of the play, presentation of the projects, and artistic skills. Repeatable up to 9 hours, but only three hours count toward the major.

404 MODERN DRAMATIC STYLES 3
Prerequisites: THEA 204; 2 from 418, 419, 420
How have the events of the 20th century influenced drama and performance? How have theatre artists responded to the events of the 20th century? The social, cultural, political, and technological events of the 20th century have inspired numerous styles and movements in theatre. This course examines the drama, performance styles and theories for the early Modern Period through the present.

405 MUSICAL THEATRE PERFORMANCE 3
Prerequisites: THEA 211, MUSIC 152, 2 semesters of MUSIC 240
A workshop course in which students examine the craft and technique of acting a song. Students will prepare musical theatre selections and create an audition portfolio. Healthy vocal performance habits and physicalization are discussed. Various methods of analysis are used for the interpretation of songs from the musical theatre.

410 STAGE MOVEMENT & DANCE VI 1
Prerequisite: THEA 209
Capstone of the series and stresses the performance aspect. Students continue to take one ballet class per week and one dance class of their choice per week. The student must participate in a dance concert either as a dancer or as a choreographer. This requirement is arranged as the student reaches the proper level of training and the particular form of the assessment will be reached in consultation with the faculty. May be repeated once.

411-412 DIRECTING I and II 3-3
Prerequisite: THEA 211 or 212; 411 must precede 412.
A study of the functions of the director as an administrator, interpreter and artist. Attention will be given to the director’s relationship with the playwright, the actor, the technical staff and audience. During the second semester, each student will select, cast and direct a one-act play for workshop performance.

418-419-420 HISTORY OF THE THEATRE I, II, III 3-3-3
Prerequisite: THEA 204
A survey of the periods, practices and theories of the theatre. First semester covers ancient Greeks to the Elizabethan Period. Second semester covers the Elizabethan to end of the nineteenth century. Third semester covers Modern Drama to the present day.

425 STAGE MANAGEMENT 3
Prerequisite: Permission of the instructor
This course is an investigation of the role of the stage manager in the theatrical production. Students will explore all of the organizational and communication skills needed to excel in this position. Course will culminate in both a written and practical exercise of skills.

499 SENIOR PROJECT 3
Prerequisites: senior standing, approval of advisor, and prior approval of a prospectus by faculty one semester in advance of registration
An activity that integrates the student’s theatrical experiences and studies at A.U. The project should be of great interest to the student and should provide sufficient depth and rigor to help guide the student to the next professional or academic step. The student conceives, creates, and presents theoretical or executed theatrical productions as part of the requirements for graduation.
Athletics

Athletic Staff
William Goldring, Athletic Director
Rachel Bixler, Sports Marketing Director
Al King, Sports Information Director
Jersey Amundson, Equipment Coordinator
Joey Brightbill, Assistant Coach, men’s track and cross country
Nick Cordes, Head Coach, men’s and women’s cross country
Leigh Daniel, Head Coach, women’s cross country
Tim Dernlan, Head Coach, wrestling
Robyn Flewelling, Assistant Coach, women’s basketball
Timothy Fralick, Assistant Coach, men’s basketball
Jon Freeman, Assistant Coach, soccer
Ray Frisbee, Assistant Coach, football
Doug Geiser, Assistant Coach, football
Brett Gordon, Assistant Coach, football
Rhonda Gottschalk, Assistant Coach, soccer
Karmen Graham, Assistant Coach, women’s basketball
Paul Graham, Head Coach, men’s and women’s swimming
Sheilah Gulas, Head Coach, women’s softball
John Hall, Head Coach, men’s and women’s soccer
Jeremy Hancock, Head Athletic Trainer
Jack Jenson, Assistant Coach, wrestling
Darrin Jones, Head Coach, men’s golf
Carl Leedy, Head Coach, women’s tennis
Pam Leonard, Head Coach, women’s golf
Jud Logan, Head Coach, track and field
Joe Lynch, Assistant Coach, football
Roger Lyons, Head Coach, men’s basketball
Tony Madalone, Assistant Coach, men’s basketball
Lee Owens, Head Coach, football
Nubis Padhye, Assistant Coach, football
Andy Palko, Athletic Trainer
Jen Parsons, Assistant Coach, volleyball
Drew Patton, Assistant Coach, baseball
Sue Ramsey, Head Coach, women’s basketball
Justin Randall, Assistant Coach, baseball
Jerome Riase, Assistant Coach, football
John Schaly, Head Coach, baseball
Nikki Sefcik, Athletic Trainer
Michael Shelby, Assistant Coach, swimming
Dave Smalley, Assistant Coach, track
Connie Surowicz, Head Coach, volleyball
Nick Toth, Assistant Coach, football
Brad Wilson, Assistant Coach, football
Vicki Wirick, Coach, cheerleader/dance team

The University competes in 20 sports:

<table>
<thead>
<tr>
<th>Men’s</th>
<th>Women’s</th>
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<tbody>
<tr>
<td>baseball</td>
<td>basketball</td>
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<tr>
<td>basketball</td>
<td>cross country</td>
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<tr>
<td>cross country</td>
<td>golf</td>
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<tr>
<td>football</td>
<td>indoor track</td>
</tr>
<tr>
<td>golf</td>
<td>outdoor track</td>
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<tr>
<td>indoor track</td>
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<tr>
<td>outdoor track</td>
<td>softball</td>
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<tr>
<td>soccer</td>
<td>swimming</td>
</tr>
<tr>
<td>swimming</td>
<td>tennis</td>
</tr>
<tr>
<td>wrestling</td>
<td>volleyball</td>
</tr>
</tbody>
</table>

The university team participates in the Great Lakes Intercollegiate Athletic Conference consisting of:
- Ashland University
- Michigan Tech University
- Ferris State University
- Northern Michigan University
- Gannon University
- Northwood University
- Grand Valley State University
- Saginaw Valley State Univ.
- Hillsdale College
- University of Findlay
- Lake Superior State University
- University of Indianapolis
- Mercyhurst College
- Wayne State University

Individual honors have graced the University over the years, with over 700 Eagles receiving All-America status. Ashland has averaged 20 All-Americans per year for the last two decades. Also, seven Ashland athletes have been recipients of NCAA Post Graduate Scholarships.

Besides its athletic achievements, Ashland University is a strong advocate of the student-athlete, as evidenced by an impressive 2.90 cumulative grade point average in all sports.

Ashland University has exceptional facilities for its 20 varsity sports. Community Stadium is an impressive facility that seats 5,800 for football games. A community improvement project has been completed, resulting in improved stadium lighting, a modern press box area and new seating, as well as the installation of an all-weather track.

The sophisticated Physical Education and Community Center located in the heart of the campus contains The Charles Kates Gymnasium which seats 3,000 people for basketball games. The center contains three basketball courts, a wrestling practice room, two handball/racquetball courts, equipment repair complex, weight room, and shower/locker facilities.

Conard Fieldhouse provides students with a large indoor facility that features a rubberized running surface for track and field meets, a batting cage for baseball and softball training, and an indoor net for golf practice.

Sarver Field features a football lockerroom complex and football practice fields, while Donges Field features an outstanding facility for baseball. The baseball field was renovated in 2005. The University is also proud of its newly finished practice and playing fields for the soccer programs.

Ashland University has a rich athletic heritage that represents an integral part of the University’s educational program. Ashland is affiliated with NCAA, competing in its Division II.
Ashland University’s Graduate School offers master’s degrees through the College of Arts and Sciences and the Dauch College of Business and Economics, and both master’s and doctoral degrees through the College of Education. In addition, the University also offers master’s and doctoral degrees through Ashland Theological Seminary.

Ashland’s graduate programs are offered in an encouraging environment which so many have come to know as characteristic of Ashland University. Ashland’s philosophy of “Accent on the Individual” means:

• faculty who are both challenging and supportive
• an environment where students are expected to reach high and to give their best effort
• students can approach faculty about issues related to the course, curriculum or personal needs
• staff who are willing to help students learn how to be successful at Ashland University
• respect for uniqueness of the individual
• faculty who care about teaching, learning and research.

Ashland University holds membership in the Council of Graduate Schools.

Ashland Theological Seminary

Ashland Theological Seminary, of the evangelical tradition, is the largest seminary in the state of Ohio and the twelfth largest seminary in the United States and Canada. Accredited by the Association of Theological Schools and the North Central Association of Colleges and Schools, the Seminary offers the Doctor of Ministry, Master of Divinity, Master of Arts in Biblical and Theological Studies, Master of Arts in Religion, Master of Arts in Practical Theology, Master of Arts in Pastoral Counseling, and Master of Arts in Clinical Pastoral Counseling.

The student body of ATS represents over 70 denominations and parachurch organizations from almost every state of the United States and 14 foreign countries. The faculty are recognized internationally for their commitment to a solidly academic environment and a community where faith and life are nurtured.

The Dauch College of Business and Economics

Master of Business Administration

The Master of Business Administration (MBA) was initially offered by Ashland University in 1978. The program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and is a part-time, approximately two-year course of study designed for professionals who are often company sponsored.

Ashland’s program combines an emphasis on business theory with practical knowledge gained from work experience. The program seeks to provide students with the opportunity to develop their abilities to lead people, manage resources, understand useful conceptual frameworks for operating a business, enhance personal managerial capabilities and learn how to best integrate individual efforts with those of colleagues. The program emphasizes the perspective of top management and the executive’s view of the organization—how to interact and react to external pressures so the organization can survive and meet its goals and objectives.

Ashland offers MBA courses at its main campus in Ashland as well as at off-campus program centers in Columbus and Stark County (Massillon) and at sites in Westlake, Medina and New Philadelphia.

College of Arts and Sciences

Master of American History and Government

In 2005, Ashland University established a summer Master of American History and Government degree program designed with junior high and high school teachers in mind. The courses are offered only during the summer, a unique feature of this program, making it convenient for teachers from across the nation to enroll. While the program is designed for teachers, the program’s coursework is in the substance of history and government rather than in teaching methodology.

The Master of American History and Government provides teachers of American history and government and others an integrated program built around the reading and discussion of original documents. In doing so, the degree program aims to give teachers the subject mastery and interpretive skills they need to be confident in their preparation to teach history and government.

The courses are open to degree and non-degree students. The courses offered as a part of the Master's program are intensive one-week seminars during which students reside on the Ashland campus. The degree can be completed in as few as four summers. Those pursuing the degree could complete the program in as few as four years, but have up to ten years to complete the degree requirements.

Master of Fine Arts in Creative Writing

The Master of Fine Arts in Creative Writing program was established in 2006. The program combines online distance learning during fall and spring semesters with intensive 14-day summer residencies at Ashland University. The program has degree tracks in poetry and creative nonfiction only, and is designed for students who have work, family, or other commitments that prevent them from relocating in order to attend graduate school. During the fall and spring semesters in this program, each faculty member is limited to working online with five student writers. During summer residencies, students attend daily writing workshops, readings and seminars.

An emphasis on a mentoring relationship between faculty and students has been a tradition at Ashland University for more than one hundred years. Students in the MFA Program receive the committed individual attention of writers who are eminently qualified in poetry or creative nonfiction, all of whom are experienced educators, and many of whom are also experienced editors or authors of texts on the teaching of writing. The program also brings to campus a group of award-winning visiting writers for each summer residency.

The course sequence is designed to take students through all the stages most writers experience in working toward the completion of a collection of poems or a volume of nonfiction. Students work with instructors individually, through a mentoring process, and collectively as a group, in enhancing their ability to write and effectively edit collections of poetry and nonfiction, and in developing their ability to read and write critically in response to canonized and contemporary literature.

The program is open to students who have completed a four-year undergraduate degree.
The College of Education

Master of Education

Ashland’s Master of Education (M.Ed.) degree program was introduced in 1976 and today is one of the largest M.Ed. programs in the state of Ohio. The program is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The Master of Education Program is designed to provide functionally integrated academic, experimental and field-based study necessary for the personal and professional growth of educators. Toward this end, the program contains three distinct components:
1. a common core of studies focusing on the foundations of education;
2. professional studies emphasizing the integration and application of functional knowledge; and
3. a capstone experience in the form of a field practicum, inquiry seminar, thesis or internship designed to deepen the student’s understanding of self by applying problem solving and decision making techniques.

The M.Ed. program provides master’s degrees in 15 fields including licensure in seven administrative areas: superintendent; school treasurer; business manager; principal (ages 3-14); principal (ages 8-21); administrative specialist in curriculum, instruction and professional development; and administrative specialist in pupil services administration—and teaching in 26 different licensure and endorsement areas.

Doctor of Education

In 1997, the Ohio Board of Regents authorized Ashland University to offer a Doctor of Education (Ed.D.) degree in Educational Leadership, making Ashland one of only two independent universities in Ohio authorized to offer this particular program.

The major area of study is a concentration in organizational leadership with several core courses developed from the areas of organizational dynamics and policy analysis. Study in quantitative and qualitative research design, the ethics of leadership and related cognate areas complete the doctoral curriculum. A unique characteristic of Ashland’s program is its mentorship component which allows students to work with doctoral faculty and the institution which employs the student for the purpose of organizational redesign and renewal. The student will utilize research and the resources of the University to integrate the principles of organizational redesign into his or her workplace.

The Doctoral Program is open to persons involved in the areas of elementary and secondary education with a record of successful administrative experience and/or documented evidence of educational leadership activities. All classes are taught at the Ashland campus.
Faculty Awards

**Trustees’ Distinguished Professor**

Ashland University Board of Trustees honors very select professors with the title and position of Trustees’ Distinguished Professor. The election of an Ashland University faculty member to this position brings honor to the individual, the profession of teaching, the faculty in general, and the University. This honor is to be worn with academic dignity as a leader among faculty and students. This position should allow and encourage the faculty member to advance the profession of teaching, accomplish special research and writing, and exhibit leadership in the faculty and in higher education in general. This person should believe and exemplify that the education of the mind and heart of each student is the epitome of civilization. The Trustees’ Distinguished Professor must at all times uphold the mission and purpose of Ashland University.

The selection for this position shall be by a Trustees’ Distinguished Professor Committee composed of the Chair of the Board of Trustees, a representative from the Academic Affairs Committee of the Board of Trustees, the President of the University, the President of the Faculty Senate, and the Provost.

**Academic Mentor Recognition**

The award is given annually to selected faculty/staff members who have stimulated the personal growth and academic development of Ashland University students by their contributions beyond the classroom experience. Senior undergraduates and graduate students who have completed 75% of their program are invited to nominate an individual faculty member, staff person, or academic administrator for the Mentor Award. Judges for this award are the Academic Affairs Committee of the Board of Trustees, and they make the selection based on blind review of nominees and candidates. The maximum number of Mentor Awards made each year is 8, of which no more than two may be adjunct faculty.

**The Ellis Award for Motivation**

An annual award given each spring to a business and/or economics faculty member, or to an academic counselor, of Ashland University chosen by vote of the graduating seniors majoring in business or economics, as the teacher or counselor who most motivated said seniors to achievement. Created by the endowment of Mr. and Mrs. Frank Ellis, Pompano Beach, Fla., the annual award is based on income from the award endowment.

**The Maude V. Rutt Award**

Supported by an endowment, this award is given annually at the close of the academic year to a faculty member to assist in furthering graduate study or research. Preference is given to an individual who is in the process of completing a doctoral degree. The stipend is $375.

**The Siran Hovsepian Endowment for Business/Economics Faculty Development**

Income from an endowment established in 1988 by Joseph Hovsepian, in memory of his mother, Siran Hovsepian, provides funds to aid business/economic faculty in a variety of faculty development programs.

**The Merit Grant**

The AU Merit Grant is designed to recognize and reward faculty members whose initiatives in teaching, research and service are demonstrably outstanding. Faculty compete for these grants and an elected faculty committee selects those proposals of particular value to the University’s programs.

**Taylor Excellence in Teaching Award**

By mission, AU is a teaching university that supports the development of teacher-scholars among its faculty.

Through a gift by Mr. and Mrs. Ed Taylor, this annual award of $5,000 is given to a faculty member to recognize in-class and outside-of-class teaching effectiveness. Faculty are nominated by their peers and must develop a teaching portfolio which is submitted to the Academic Affairs Committee of the Board of Trustees. Based on this portfolio, the Academic Affairs Committee selects the recipient each year. The recipient delivers an address at the annual Academic Honors convocation.
Board of Trustees
Dr. Frederick J. Finks, President

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Christopher L. White ...................................... Vice Chair
Gary L. Courtright ....................................... Secretary
Thomas H. Pickering .................................. Assistant Secretary

Term Expiring 2009
Stephanie B. Demers, At Large ....................... New Albany, OH
Deirdre D. Gregory, Alumni Association ........ Mansfield, OH
Robert G. Jones, At Large .......................... Evansville, IN
Nancy Peterson, At Large .......................... Wooster, OH
Leland P. Reineke, At Large (Church) .......... Ashland, OH
Leslie A. Riblet, At Large (Church) ............ Killingworth, CT
Emanuel W. Sandberg, At Large (Church) .... Ashland, OH
J. William Shultz, At Large (Church) ............ Berlin, PA
James E. Simmons, At Large ....................... Verona, PA
James R. Smale, At Large .......................... Wooster, OH
Carrol L. Stout, At Large (Church) ............... Flora, IN
Christopher L. White, At Large (Church) ..... Alexandria, OH
Stephen J. Williams, At Large (Church) ....... Roanoke, IN
Harvey N. Young, At Large ........................ Ashland, OH

Term Expiring 2010
Fred B. Broad, At Large ................................ Pittsburgh, PA
Lucille G. Ford, At Large .......................... Ashland, OH
Arden E. Gilmer, At Large (Church) .......... Ashland, OH
Edwin F. Hauk, At Large (Church) .............. Bellefontaine, OH
Brooks G. Hull, At Large .......................... Bay Village, OH
G. Emery Hurd, At Large (Church) ............. Cheyenne, WY
Lisa O. Miller, At Large .......................... Barberton, OH
John D. Moore, At Large .......................... Nappanee, IN
Donald R. Mossey, At Large (Church) ....... Elkhart, IN
Richard F. Ruhl, At Large .......................... Columbus, OH
Mitchell P. Zunich, Alumni Association .... Amherst, OH

Term Expiring 2011
Ronald B. Alford, At Large .......................... Worthington, OH
Mark E. Camp, At Large .......................... Medina, OH
Gary L. Courtright, At Large (Church) ......... Ashland, OH
Patricia M. Gravatt, At Large (Church) ...... McGaheysville, VA
Robert C. Ingmand, At Large ...................... Ashland, OH
Ray M. Johns, At Large (Church) ............... Smithsburg, MD
Jack K. Miller, At Large .......................... Wooster, OH
Vaughn L. Nickell, At Large (Church) ......... Elkhart, IN
Thomas H. Pickering, At Large ............. Westfield Center, OH
Timothy L. Solomon, At Large (Church) .... Sarasota, FL
Dale R. Thomaec, At Large (Church) ............ Ashland, OH
Thomas Whatman, Ashbrook ..................... Dublin, OH
Charles A. Wiltrout, At Large (Church) ....... Dayton, OH

Academic Chairs at Ashland University
A. L. Garber Chair in Economics
Robert S. Jepson, Jr., Chair in Business Administration
Fred & Alice Lennon Director’s Chair, The Ashbrook Center
Christine J. Mishler Chair in American History & Govt., Ashbrook
Elizabeth M. Mitchell Dean’s Chair, College of Arts and Sciences
Elizabeth M. Mitchell Dean’s Chair, Dauch College of Business/Econ
Burton D. Morgan Chair in Business Enterprise
Eloise Ridgeway Noonan Chair in Family and Consumer Sciences
Warren Rupp Chair in Business Management
Hugo and Mabel Young Chair for the School of Nursing

Chairs in Process
The Asian Studies Chair, Ashbrook Center
Dr. Charles D. and Dr. Donna Messerly Chair in Recreation
Louaine S. Taylor Chair in American History & Government
William C. Zekan/Schulman Chair in Business Administration

Presidents of Ashland University
Elder S. Z. Sharp ............................................. 1879-1880
Elder Robert Miller ..................................... 1880-1882
** Rev. J. E. Stubbbs .................................. 1882-1883
** Rev. Elijah Burgess ................................. 1884-1885

* Rev. Frank Hixson .................................... 1884-1885
* Rev. A. E. Winters .................................. 1884-1885
* Rev. W. C. Perry ..................................... 1885-1887
* Mr. William Felger ..................................... 1887-1888
Rev. J. M. Tombaugh ................................ 1889-1891
Rev. D. C. Christner .................................... 1891-1892
* Mr. C. W. Mykrantz .................................. 1891-1893
** Rev. J. M. Tombaugh ................................ 1894-1894
Dr. S. S. Garst ............................................. 1894-1896
Dr. J. A. Miller ............................................ 1897-1898
** Rev. J. C. Mackey .................................... 1897-1898
Dr. J. A. Miller ............................................ 1899-1906
Rev. John L. Gillin ....................................... 1907-1911
Dr. W. D. Furry ............................................ 1911-1919
Dr. Edwin E. Jacobs ..................................... 1919-1935
Dr. C. L. Ansprech ........................................ 1935-1939
Dr. E. G. Mason ............................................ 1939-1945
Dr. R. W. Bixler ............................................ 1945-1948
Dr. Glenn L. Clayton .................................... 1948-1977
Dr. Arthur L. Schultz .................................... 1977-1979
Dr. Joseph R. Shultz .................................... 1979-1992
Dr. Walter Waetjen ....................................... 1992-1993
Dr. G. William Benz ..................................... 1993-2006
Dr. Frederick J. Finks .................................. 2006-

* Principals  ** Nominals

Chairs in Process
The Asian Studies Chair, Ashbrook Center
Dr. Charles D. and Dr. Donna Messerly Chair in Recreation
Louaine S. Taylor Chair in American History & Government
William C. Zekan/Schulman Chair in Business Administration

President
FINKS, FREDERICK J. (1982)
B.A., Ashland University; M.Div., Ashland Theological Seminary; D.Min., Fuller Theological Seminary

Provost
PETTIGREW, FRANK (1997)
Provost; Professor of Sport Sciences
B.S., Ashland University; M.A., Kent State University; Ph.D., University of Idaho
Asst. Provost - Undergrad. Academic Affairs
VAN DRESAR, VICKIE J. (1996)
Associate Professor of Mathematics
B.S., Shenandoah University; M.S., University of Akron; Ph.D., University of Northern Colorado

Cabinet
BARNES, JAMES A. (1985)
Vice President, Business Affairs
B.S., Western Illinois University

FINKS, FREDERICK J. (1982)
President
B.A., Ashland University; M.Div., Ashland Theological Seminary; D.Min., Fuller Theological Seminary

HEIMANN, B. SUE (1980)
Vice President, Student Affairs; Dean of Students
B.A., Bluffton College; M.A., Bowling Green State University

PETTIGREW, FRANK (1997)
Provost; Professor of Sport Sciences
B.S., Ashland University; M.A., Kent State University; Ph.D., University of Idaho

SEDDON, TOM (2007)
Vice President, Development and Public Relations
B.A., Baldwin-Wallace College; M.B.A., Ashland University

SHULTZ, JOHN C. (1981)
Vice President, University; President of the Seminary
B.A., Ashland University; M.Div., Ashland Theological Seminary; Ph.D., Purdue University

SIKULA, JOHN (1998)
Vice President, Regional Centers/Outreach; Professor of Educ.
B.A., Hiram College; M.A., Ph.D., Case Western Reserve University

WHITE, CURTIS (2003)
Vice President, Information Technology
B.S., M.S., University of Maryland University College

Deans
BILLMAN, LINDA K. (1997)
Associate Dean, College of Education; Associate Professor of Education
B.S., The Ohio State University; M.Ed., Ashland University; Ph.D., University of Akron

GERRICK, WILLIAM GREGORY (1988)
Dean, Graduate School; Professor of Education
B.A., Ph.D., The University of Toledo; M.A., The Athenaeum of Ohio

HUPFER, MICHAEL L. (1979)
Associate Dean, College of Arts and Sciences
B.A., Earlham College; M.A., Indiana University; Certificate in Applied Linguistics (TESOL), Indiana University

JACOBS, RAYMOND A. (1990)
Associate Dean, Dauch College of Business and Economics; Professor of Business Administration
B.A., College of William and Mary; M.S., Ph.D., University of North Carolina

MAXWELL, JAMES (2008)
Dean, Dauch College of Business and Economics; Professor of Business Administration; The Elizabeth M. Mitchell Chair for the Dean in Business & Administration/Economics
B.S., M.B.A., Maryville University; Ph.D., Webster University; Ph.D., Indiana State University

VAN KEUREN, JAMES P. (1999)
Dean, Schar College of Education; Professor of Education
B.A., Olivet College; M.Ed., Bowling Green State University; Ed.D., University of Akron; Ed.S., Kent State University

WEBER, DAWN (2008)
Dean, College of Arts and Sciences
B.S., M.A., Central Michigan University; Ph.D., Bowling Green State University

Faculty
ABREU-ELLIS, CARLA (2007)
Assistant Professor of Special Education
B.S., University of Toronto; M.Ed., Ph.D., Bowling Green State University

ADAMS, BONNIE K. (1989)
Associate Professor of Education
B.S., M.Ed., Ph.D., Kent State University; M.S., Carnegie-Mellon University

AJWA, IYAD A. (1997)
Professor of Computer Science
B.S., University of Jordan; M.S., Lehigh University; Ph.D., Kent State University

ALSTON, JUDY (2007)
Associate Professor of Educational Administration
B.A., Winthrop College; M.Ed., University of South Carolina; Ph.D., Pennsylvania State University

ARNOLD, PENNY (1996)
Associate Professor of Education
B.S., M.S., Ph.D., University of Akron

ARROWSMITH, DEBORAH (2007)
Assistant Professor of Literacy
B.S., M.A., Bowling Green State University; Ph.D., The Ohio State University

ARTHUR, MATTHEW L. (1985)
Professor of Chemistry
B.S., University of New Mexico; M.S., Ph.D., New Mexico State University
AUNE, DAVID C. (1996)
Chair, Department of Religion; Associate Professor of Religion
B.A., University of Vermont; M.Div., Gordon-Conwell Theological Seminary; Th.M., Regent College; Ph.D., Brown University

BALL, MARY L. (1979)
Director, Language Lab; Instructor of Foreign Languages
B.A., Heidelberg College; M.A.T., School for International Training; M.A., Kent State University

BANSEN-HARP, LISA (2006)
Assistant Professor of Foreign Languages
B.A., Dana College; M.A., Ph.D., Indiana University

BARRETT, MICHAEL L. (1991)
Assistant Professor of Criminal Justice
B.A., M.A., Baldwin-Wallace College

BARTLETT, GABRIEL (2008)
Instructor of Political Science
B.A., University of Chicago; M.A., University of Toronto

BEE, JOHN D. (2000)
Professor of Communication Arts
B.A., University of Wisconsin; M.A., Ph.D., University of Wisconsin

BEMIS, VIRGINIA T. (1989)
Associate Professor of English
B.A., University of Michigan; B.A., Ph.D., Michigan State University; M.Div., Methodist Theological School in Ohio

BERGOSH, ROBERT (2005)
Assistant Professor of Chemistry
B.S., Kentucky Wesleyan College; Ph.D., University of Kentucky

BLACKLEY, ROWLAND F. (1997)
Director, Choral Activities; Associate Professor of Music
B.S., Concordia College; M.M., Kent State University; D.M.A., University of Colorado

BOWMAN, CYNTHIA (2003)
Associate Professor of Education
B.A., Miami University; M.A., Virginia Polytechnic and State University; Ph.D., Kent State University

BRADY, AMY (2008)
Assistant Professor of Education
B.A., Bowling Green State University; M.A., Ashland University; Ph.D., Cleveland State University

BRAUNER, SOREN (1986)
Director, Environmental Science; Professor of Biology
B.A., M.A., University of California at Santa Barbara; Ph.D., University of California at Davis

BRENAN, KATHLEEN M. (1984)
Associate Professor of Business Administration
B.A., Miami University; M.A., Bowling Green State University; C.P.A., Ohio

Associate Professor of Education
B.A., M.A., The Ohio State University; Ph.D., Kent State University

BROWN, LINDA JOYCE (2006)
Assistant Professor of English
B.A., University of Washington; M.A., University of Oregon; Ph.D., University of New Mexico

BRUSH, NIGEL (1999)
Associate Professor of Geology
B.A., Cincinnati Bible College; B.A., M.A., The Ohio State University; M.A., University of Southampton, England; Ph.D., University of California at Los Angeles

BRYANT, CHARLES (CHUCK) (2008)
Instructor of Economics/Finance
B.S., Franklin University; M.B.A., Ashland University

BURKETT, CHRISTOPHER (2005)
Instructor of Political Science
B.A., Ashland University; M.A., University of Dallas

Assistant Professor of Music
B.S., Miami University; M.A., Wright State University; Ph.D., The Ohio State University

CALDEMEYER, CHARLES D. (1990)
Professor of Art
B.A., University of South Florida; M.F.A., Washington University

CAMANHELLI, JOANN (2005)
Professional Instructor of Education
B.S.Ed., Kent State University; M.E., Xavier University

CAO, PAUL (2008)
Assistant Professor of Computer Science
B.S., Nanyang University of Science & Technology; M.S., Ph.D., Duke University

CHAPPELL, CATHRYN (2004)
Assistant Professor of Education
B.A., M.Ed., Ed.D., University of Cincinnati

CHAPPLE, JAMES (2003)
Professional Instructor of Education
B.S., Miami University; M.S., Bowling Green State University

COCHRAN, DEBORAH (2005)
Assistant Professor of Education
B.S., The Ohio State University; M.Ed., University of Illinois; Ph.D., Utah State University
COLBURN, MICHAEL (2006)
Visiting Assistant Professor of Business Administration
B.S., M.S., Ph.D., The Ohio State University

COOK, LARRY (2007)
Chair, Department of Educational Administration; Associate Professor of Educational Administration
B.S., M.Ed., Bowling Green State University; Ph.D., University of Toledo

CORBIN, PERRY S. (2001)
Associate Professor of Chemistry
B.S., Kentucky Wesleyan College; Ph.D., University of Illinois at Urbana-Champaign

CORBIN, REBECCA W. (2001)
Associate Professor of Chemistry
B.S., Alderson-Broaddus College; Ph.D., University of Illinois at Urbana-Champaign

CRAIG, RUSSELL L. (1985)
Chair, Department of Criminal Justice; Professor of Criminal Justice and Sociology
B.S., Black Hills State College; M.A., D.Ed., University of South Dakota

CUMMINS, WILLIAM (1994)
Associate Professor of Foreign Languages
B.A., Washington State University; Ph.D., State University of New York at Albany

DAWSON, DOUGLAS A. (1993)
Professor of Biology
B.A., Transylvania University; M.S., Ph.D., Oklahoma State University

Professor of Mathematics
B.S.Ed., Bowling Green State University; M.A., University of Colorado; Ph.D., Colorado State University

DENNEY, STEPHEN (2007)
Assistant Professor of Special Education
B.A., University of Colorado; M.Ed., Ph.D., Kent State University

DICKEY, ALLISON (2003)
Assistant Professor of Education
B.S., M.Ed., Ed.D., University of Central Florida

DICKSON, SUE R. (2007)
Assistant Professor of Religion
B.A., Indiana University; M.Div., University of Dubuque Theological Seminary; D.Min, Columbia Theological Seminary

DULL, KEITH A. (1999)
Chair, Department of Art; Associate Professor of Art
B.A., Indiana University; M.F.A., University of South Dakota; B.F.A., Herron School of Art

DURBIN-AMES, TERESA (2000)
Chair, Department of Theatre; Associate Professor of Theatre
B.S., John Carroll University; M.A., Bowling Green State University; Ph.D., Bowling Green State University

DWORZNIK, GRETCHEN (2006)
Assistant Professor of Communication Arts
B.A., Ashland University; M.A., University of Akron

EDLEFSON, CARLA (1995)
Professor of Education
B.A., Augustana College; M.A., Ph.D., Stanford University

EDWARDS, PATRICIA (1995)
Associate Professor of Education
B.A., Antioch College; M.Ed., Bowling Green State University; Ph.D., Kent State University

ELLIS, JASON (2007)
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