# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditations/Association Memberships</td>
<td>2</td>
</tr>
<tr>
<td>AU Calendar</td>
<td>3</td>
</tr>
<tr>
<td>Contact Information</td>
<td>3</td>
</tr>
<tr>
<td>Message from the President</td>
<td>4</td>
</tr>
<tr>
<td>Mission, Identity, Core Values, Vision of AU</td>
<td>5</td>
</tr>
<tr>
<td>Admission Procedures</td>
<td>6</td>
</tr>
<tr>
<td>Finance &amp; Administration</td>
<td>9</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>11</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>16</td>
</tr>
<tr>
<td>Religious Life</td>
<td>18</td>
</tr>
<tr>
<td>Athletics</td>
<td>18</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>19</td>
</tr>
<tr>
<td>Library/Instructional Resource Center</td>
<td>34</td>
</tr>
<tr>
<td>International Programs</td>
<td>34</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>35</td>
</tr>
<tr>
<td>Academic Honors Program</td>
<td>37</td>
</tr>
<tr>
<td>Art</td>
<td>39</td>
</tr>
<tr>
<td>Biology/Toxicology</td>
<td>43</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>47</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>55</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>58</td>
</tr>
<tr>
<td>Computer Science</td>
<td>60</td>
</tr>
<tr>
<td>Criminal Justice and Sociology</td>
<td>62</td>
</tr>
<tr>
<td>Education</td>
<td>64</td>
</tr>
<tr>
<td>English</td>
<td>72</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>75</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>77</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>81</td>
</tr>
<tr>
<td>Geology</td>
<td>84</td>
</tr>
<tr>
<td>History</td>
<td>86</td>
</tr>
<tr>
<td>Journalism and Digital Media</td>
<td>88</td>
</tr>
<tr>
<td>Mathematics</td>
<td>90</td>
</tr>
<tr>
<td>Music</td>
<td>93</td>
</tr>
<tr>
<td>Nursing</td>
<td>96</td>
</tr>
<tr>
<td>Philosophy</td>
<td>102</td>
</tr>
<tr>
<td>Physics</td>
<td>104</td>
</tr>
<tr>
<td>Political Science</td>
<td>106</td>
</tr>
<tr>
<td>Psychology</td>
<td>108</td>
</tr>
<tr>
<td>Religion</td>
<td>110</td>
</tr>
<tr>
<td>Social Work</td>
<td>112</td>
</tr>
<tr>
<td>Sociology (see Criminal Justice/Sociology)</td>
<td>62</td>
</tr>
<tr>
<td>Sport Sciences</td>
<td>114</td>
</tr>
<tr>
<td>Theatre</td>
<td>119</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>121</td>
</tr>
<tr>
<td>Faculty Awards</td>
<td>173</td>
</tr>
<tr>
<td>Personnel</td>
<td>174</td>
</tr>
<tr>
<td>Index</td>
<td>185</td>
</tr>
</tbody>
</table>
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; Commission on Accreditation of Athletic Training Education (CAATE); 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); the Ohio Board of Nursing; 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. AU 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 and Certification (NASDTEC) and the Interstate Reciprocity Agreement which facilitates teacher licensure throughout the country.

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

Ashland University is also a member of 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 and Certification (NASDTEC) and the Interstate Reciprocity Agreement which facilitates teacher licensure throughout the country.

Departments hold memberships in America-MidEast Educational and Training Services (AMIDEAST); American Alliance for Health, Physical Ed., Recreation and Dance; American Assoc. of Family and Consumer Sciences; American Assoc. of Intensive English Programs; Am. Council on the Teaching of Foreign Languages; Am. Hotel and Lodging Educational Foundation; Associated Writing Programs; Broadcast Education Assoc.; Foundation in Art: Theory and Education; Intl. Federation of Home Economics (collective memberships); National Communication Assoc.; Ohio Assoc. for Health, Physical Education, Recreation and Dance; Ohio Assoc. of Broadcasters; Ohio Biological Survey; Ohio Council of Deans and Directors of Baccalaureate and Higher Degree Nursing Programs; Ohio League of Nursing; 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, Int'l. Honor Society in Business; Kappa Delta Pi, Int'l. Honor Society in Education; Kappa Omicron Nu, National Family and Consumer Sciences Honor Society; Omicron Delta Epsilon, the Int'l. Economics Honor Society; Phi Alpha, National Social Work Honor Society; Phi Alpha Theta, Int'l. Honor Society in History; Phi Sigma Iota, Gamma Tau chapter, Int'l. Foreign Language Honor Society; Phi Sigma Tau, Int'l. Honor Society in Philosophy; Pi Mu Epsilon, National Honor Society in Mathematics; Pi Sigma Alpha, National Honor Society in Political Science; Psi Chi, Int'l. Honor Society in Psychology; Sigma Gamma Epsilon, National Honor Society in Geology; Sigma Tau Delta, Int'l. English Honor Society; Sigma Theta Tau, RhoNu Chapter, Int'l. Honor Society of Nursing; and Upsilon Pi Epsilon, Int'l. Honor Society for the Computing and Information Disciplines.

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.

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 59% for the first-time full-time freshmen who entered in Fall 2004.
2010-2011 AU Calendar and Contact Information

Fall 2010
Fall Semester & Nursing Fall Quarter classes begin . August 23
Homecoming .................. October 2
Fall Break (no classes) .......... October 18
Family Weekend ............. October 22-24
Nursing Fall Quarter ends .......... October 29
Nursing Fall Quarter exams .......... November 1-3
Nursing Break .................. November 4-5
Nursing Winter Quarter begins ........ November 8
Thanksgiving Break ............. November 24-28
(after Tuesday evening classes end)
Classes resume .................. November 29
Fall Semester classes end ........ December 3
Fall Semester final exams .......... December 6-9
Nursing Winter Quarter break ... December 20-January 9, 2011
Winter Commencement ............. December 11

Spring 2011
Spring Semester classes begin ........ January 10
Nursing Winter Quarter classes resume .......... January 10
Martin Luther King Day (no classes) ...... January 17
Nursing Winter Quarter ends ........ February 4
Nursing Winter Quarter exams .......... February 7-9
Nursing Break .................. February 10-11
Nursing Spring Quarter begins .......... February 14
Spring Break .................. March 7-13
Classes resume .................. March 14
Easter Break ............... 5:00 pm April 25
Spring Semester classes resume .......... April 26
Nursing Spring Quarter classes resume .......... April 26
Spring Semester/Nursing Spring Quarter classes end .... April 29
Spring Semester/Nursing Spring Quarter final exams .... May 2-5
Nursing Spring Quarter ends .......... May 5
Spring Commencement ............. May 7

Summer 2011
3-Week Intensive ................. May 9 - May 28
1st 5 Week Session ............ May 9 - June 11
1st 6 Week Session ............ May 9 - June 17
Memorial Day (no classes) .... May 30
2nd 5 Week Session ............ June 20 - July 23
2nd 6 Week Session ............ June 20 - July 30

Undergraduate Admission information and campus tours —
Office of Admission, Gill Welcome Center, 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, 206 Founders Hall, 419-289-5029

RN to BSN — Dwight Schar College of Nursing office on AU campus, 236 Andrews Hall, 419-289-5242

Founders School of Continuing Education — 419-207-6945 or 1-800-882-1548, x6945

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, 27 eagles grace the campus maintaining the tradition of over 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 6,300 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
Mission, Identity, Core Values, and Vision of 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 I-71, Ashland University is home to 2,200 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 6,300 students, and this includes graduate programs in business, education and theology and the off-campus centers in Cleveland, Columbus, Mansfield, Massillon and Elyria.

In addition to its traditional undergraduate studies, AU offers alternative programs for adults and non-traditional students through the Founders School of Continuing Education. Degree completion, Associate degree, CEUs, and non-degree opportunities are available through a flexible format that includes online and evening classes. Post Secondary Education Option and Early College experiences are also available through the Founders School. Complementing the undergraduate program is a Master of Fine Arts in Creative Writing, a Master of American History and Government; a Master of Business Administration degree; a Master of Education degree; a Doctor of Education in Educational Leadership; masters degrees and a Doctor of Ministry degree through the Ashland Theological Seminary; an RN to BSN Track 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 students can expect personal attention from professors and staff who genuinely care about them and their development. Professors, not

The University features a strong academic reputation, offering more than 60 majors including toxicology/environmental science, hospitality management and broadcast communications, which are unusual for an institution this size. It also 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
Becky Barnes, Associate Director, Transfer Coordinator
Tony Box, Assistant Director
Kristina Cunningham, Assistant Director
Laura Kruger, Assistant Director
Vicki Wirick, Office Manager
Andrew Adams, Admission Representative
Mike Bradley, Admission Representative
Megan Brown, Admission Representative
LeeAnn Larson, Admission Representative
Juliet Thomas, 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.ashland.edu/applynow/apply.php
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.ashland.edu/applynow/apply.php
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-” 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.ashland.edu/applynow/apply.php
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.

Conditional Admission

Full admission to the University is determined at the end of the first semester of enrollment. Students must have a 2.000 cumulative grade point average at the end of the first semester or file a letter of appeal with the Office of Admission. Students must complete a Plan for Academic Achievement to outline appropriate support options. Options for support include, but are not limited to, individual tutoring, restricted loads, limited co-curricular activities, any programs offered through the Academic Advising unit within the student’s College, Classroom Support Services, Personal Counseling, and Career Services.

Failure to adhere to the Plan for Academic Achievement at any point during the semester may, of itself, constitute grounds for dismissal.

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. If readmitted to the university, the student is not guaranteed readmission into the same program. A student may apply for readmission at www.ashland.edu/applynow/apply.php. A student who was academically dismissed is eligible for readmission after a period of one semester. Applications for readmission after dismissal will be reviewed by the Executive Admissions Committee. Applicants must submit a personal statement that includes assessment of past performance along with goals and strategies for future improvements. This may include, but is not limited to, employment, education, and training during absence from Ashland University. A student who has been dismissed a second time may not apply for further reinstatement. 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. If auditing a course previously taken for credit, see Repeat Policy (check index) for more information.

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.

Founders School of Continuing Education

See p. 24 for information about eligibility and the admission process for this program.
Bachelor of Science in Nursing Program

AU offers four different tracks to obtain a B.S.N.: a traditional four-year prelicensure track, the advanced entry pre-licensure track for students who have already completed select freshman-level coursework, a second degree accelerated pre-licensure track, and a post-licensure RN to BSN track. 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.
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, and the principles and guidelines of NAFSA: Association of International Educators. Visit the website: www.ashland.edu/services/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 and 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 2010-2011 are:

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fee **</td>
<td>$26,566</td>
</tr>
<tr>
<td>Room **</td>
<td>$5,022</td>
</tr>
<tr>
<td>Board **</td>
<td>$4,330</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$220</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>$136</td>
</tr>
<tr>
<td>Technology Fee ($10/hr. for part-time)</td>
<td>$300</td>
</tr>
<tr>
<td>Recreation Center Fee</td>
<td>$190</td>
</tr>
</tbody>
</table>

*Total ........................................ $36,764

* 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.

** In this transitional year, nursing students should refer to the Transitional Nursing Catalog 2010-2011 for fee structure, except for RN to BSN students, who will continue to use this catalog.

Tuition Fee
The tuition fee permits a student to take from 12 to 19 hours each semester. An additional charge of $815 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 $815 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.

Audit Fee
Courses may be audited for $408/hour. (Nursing students, see the Transitional Nursing Catalog 2010-2011.) A student may audit a course for no additional fee if the student’s course load for that term is within the normal 12-19 hours. However, any hours over 19 would have the additional fee. For additional information regarding auditing courses, please see p. 7 of this catalog.

Instructional Supply Fee
Some courses have instructional supply or service fees. These are listed on the Business Office’s website at: http://www.ashland.edu/services/business/CourseFees.htm

Room Fee
The fee is $5,022 per year for double/triple occupancy, $6,476 per year for single occupancy and $5,746 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 $4,330 per year. The fee for the 10 flex meal plan (includes $125 Eagle dollars per semester) is $4,230 per year. The fee for the Block meal plan (includes $80 Eagle dollars) is $2,165 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 part-time 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
Full-time undergraduate students are automatically included in the accident portion of Ashland University's insurance. Because serious illness may occur, Sickness Insurance coverage is mandatory unless proof of individual/family coverage is provided. This plan covers students for one year from August 12, 2010 to August 12, 2011 at a cost of $660 for full-time undergraduate students. Deadline to waive this portion is September 17, 2010. For new students beginning Spring semester, the deadline is February 4, 2011. Any questions should be directed to the Student Accounts Office.

Enrollment Deposit
An enrollment deposit of $300 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.

A full list of fees and charges are available online through the Business Office’s website:
http://www.ashland.edu/services/business/tuition.html

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 2, 2010 for fall semester, and on or before January 3, 2011, for spring semester. Statements will only be mailed in July for the Fall semester and in December for new students beginning Spring semester. Students can access their student account statements through WebAdvisor by clicking on the “University Account Statement” link under “Financial Information.”

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
1. The term “Title IV Funds” refers to the federal financial aid applies to students who withdraw or are expelled. Refunds for these includes contacting:

   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, not simply dropping a class(es).

Withdrawal is when an enrolled student withdraws from all classes during the term.

Dropping of class(es) is when an enrolled student drops a class (or classes) but is still enrolled for one or more classes in the term.

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 PLUS Loan, Federal Pell Grant, Federal Academic Competitiveness Grant, National Smart Grant, Federal Supplemental Educational Opportunity Grant, Federal TEACH 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 Perkins Loan; Federal Parent PLUS Loan; Federal Pell Grant; Federal Academic Competitiveness Grant; National Smart Grant; Federal Supplemental Educational Opportunity Grant; Federal TEACH 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.
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 Federal Pell, Supplemental or TEACH Grant; a Perkins Loan; and/or Federal Work-Study employment.

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 for 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 the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov
4. Review electronic award and additional required processes at www.ashland.edu/students/financial-aid

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/students/financial-aid prior to disbursement of funds.

Types of Financial Assistance

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 AU. 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 these programs from institutional assistance: Founders School of Continuing Education, Nursing(RN to BSN), and Bachelor’s Degree-Completion Programs at LCCC and the Columbus Center. 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

Nursing Students

In this transitional year, nursing students should refer to the Transitional Nursing Catalog 2010-2011 for information about financial aid, except for RN to BSN students, who will continue to use this catalog. Institutional scholarships awarded to nursing students by the MedCentral College of Nursing will be honored by Ashland University provided the student is otherwise eligible.

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 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 ($26,656 for 2010-2011) for the fall and spring semesters.

The criteria for all Ashland University scholarships and grants are reviewed each year and may be adjusted for incoming students in future years.

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 (12-19 credits per semester), room, board, activity fee, technology fee, recreation center fee, and health center fee for students living on campus, or exceeds the cost of full-time tuition, activity fee, technology 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.
**AU Incoming Student Scholarships/Awards**

**AU Academic Scholarships and Awards**

First-time freshmen entering AU are eligible for the following scholarships or award based upon their ACT or SAT test score and cumulative high school GPA. A minimum 18 ACT or 860 SAT score and a 2.5 GPA are required. Students may use the online AU Academic Scholarship and Award Calculator located on the Financial Aid webpage. Students are not eligible for more than one scholarship from this category.

- **President’s Scholarship** – $13,000. Renewable with a 3.00 AU GPA.
- **Provost’s Scholarship** – $11,000. Renewable with a 2.75 AU GPA.
- **Director’s Scholarship** – $9,000. Renewable with a 2.00 AU GPA.
- **Ambassador Award** – $6,000. Renewable with a 2.00 AU GPA.

**Honors Program Scholarship**

A $2,000 scholarship available for first-time freshmen accepted into the Honors Program at AU. Students who have been accepted into the Honors Program and who have submitted responses to the Honors Program scholarship questions prior to March 1st will be eligible to receive this scholarship. The scholarship is renewable for a total of four years with continued participation in the Honors Program.

**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 (excludes 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 $7,000 to $10,000 and is renewable with a cumulative GPA of 3.0 or higher. This scholarship is not available to readmit transfer students.

**Additional AU Scholarships/Awards**

**Alumnus Grant**

Children and grandchildren of Ashland University alumni are eligible for this grant. An alumnus is defined as a parent or grandparent who has earned at least 32 undergraduate AU credits or an Ashland University undergraduate or graduate degree. 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 renewable scholarship based on merit of $2,000 per year. A major or minor in political science or history and a minimum GPA of 3.0/4.0 are required. Applications for the scholarship are available from the Ashbrook Center. Students in the program must maintain a 3.0 GPA to renew the scholarship.

**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. These awards are used primarily 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. Students who receive an athletic scholarship are not eligible for this 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.

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. The award ranges from $555 to $5,550 for 2010-2011.

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 a least one class from 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. The amount of this grant varies.

Federal TEACH Grant

The TEACH Grant provides grant assistance to students completing coursework to begin a career in teaching in a high-need field. The award is up to $4,000 per year with a maximum of $16,000 for an undergraduate degree. The student must meet eligibility criteria to obtain the grant and fulfill specific federal requirements. Eligibility criteria and federal requirements are listed at www.ashland.edu/students/financial-aid

Federal Yellow Ribbon Program

In partnering with the Veterans Administration in this program, Ashland University has agreed to match the funding provided by the Veterans Administration up to a total of $5,000. Approved applicants can receive up to $2,500 from both the Veterans Administration and Ashland University. The money from Ashland University may come from an institutional grant or scholarship. Additional information is available at www.ashland.edu/students/financial-aid

Ohio College Opportunity Grant

A need-based grant offered by the State of Ohio. It is available to eligible students who are residents of Ohio. To apply for this program, a student must file the FAFSA. The amount of the grant varies.

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

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 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.

Students who will receive aid in excess of their university charges due to receipt of loan funds may request that the Student Accounts Office provide a refund on the first day of school or later.

Subsidized Federal 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

Financial Aid

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Financial Aid

capped at 8.25%. Loans borrowed after June 30, 2006 have a fixed interest rate of 6.8%. Subsidized loans borrowed between July 1, 2010 and June 30, 2011 will have a fixed rate of 4.5%. 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 Stafford Loan
A non-need-based loan that is similar to the Subsidized Federal 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 Stafford Loan must be determined before a student can be certified as eligible for an Unsubsidized Federal 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 additional funds as follows: freshmen and sophomores, $6,000/yr.; juniors and seniors, $7,000/yr.; graduate students, $12,000/yr.

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 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 7.9%. 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/students/financial-aid. Students are paid every two weeks for hours worked and are currently paid $7.30 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 $2,800 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 (2010-2011 value of $9,352) 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:
   - Credit Hours  Status
     - 12 or more  full-time
     - 9-11  three-quarter-time
     - 6-8  half-time
     - 1-5  less-than-half-time
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 Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>8</td>
<td>2.0</td>
</tr>
<tr>
<td>10</td>
<td>2.0</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,” “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>Terms completed</th>
<th>Minimum Credits Earned in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>96</td>
</tr>
<tr>
<td>10</td>
<td>128</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Minimum Credits To be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>full-time (12 or more hours)</td>
<td>12</td>
</tr>
<tr>
<td>three-quarter-time (9-11 hours)</td>
<td>9</td>
</tr>
<tr>
<td>half-time (6-8 hours)</td>
<td>6</td>
</tr>
<tr>
<td>less-than-half-time (5 or less)</td>
<td># of hours enrolled for</td>
</tr>
</tbody>
</table>

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 President’s or Transfer Scholarships must maintain a cumulative GPA of 3.0 to continue to receive the award. Recipients of the Provost’s Scholarship must maintain a cumulative GPA of 2.75 or higher to continue to receive the award. Recipients of the Director’s Scholarship or the Ambassador Award must maintain a 2.0 GPA for renewal.

**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.**
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

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

Citizenship
• Lead a meaningful and productive life through service to others
• Develop skills of leadership, teamwork, diplomacy, and civility

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

Practical competence
• 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.)

Dwight Schar College of Nursing – Student Life
The Safety Services office works with Schmidt Security Pro for evening coverage (10 p.m. - 6 a.m.) as well as the Mansfield Police Department for the Dwight Schar College of Nursing. Student activities and student organizations such as SCRUBS, Student Nursing Association, Student Government Association, Nursing Christian Fellowship, and Soccer Club are provided for the College. Freshmen students are required to live on the Ashland campus unless eligible to commute. Upperclass students are required to reside in the apartments in Mansfield unless they meet off-campus criteria.

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, International Community Center, 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, Accent on Success, is scheduled on Saturday. Students begin to make Ashland their home away from home by creating new friendships and becoming better acclimated 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/students/campus-life/orientation-2010

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/documents/pdf/2010-2011-student-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. Visit www.ashland.edu/students/campus-life/support-services

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. 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, AU’s student-led service organization; and PROUD (Partners Reaching Out for Ultimate Development), a tutor/mentoring program that pairs AU students with at-risk students in the Ashland City Schools. The department works with service agencies, academic departments, and public schools, and coordinates service trips. Please visit www.ashland.edu/services/commserv for more information.

Commuter Services – is committed to assisting commuter students by identifying available resources and providing services which foster a successful college experience. Through service, programs, advocacy, and research, commuter students’ learning and individual student development is enhanced. For information about the commuter lounge, lockers, and parking, as well as the “Plugged-In” Newsletter and other resources, please visit: www.ashland.edu/services/staff/PluggedIn/main.html

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 typically consists of a director, a full-time nurse practitioner, a physician assistant, a registered nurse, and a part-time physician. The health center is located on the first floor of the Hawkins-Conard Student Center.

Multicultural 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 gymnasiuims, 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 AU/ATS students, and AU/ATS faculty and staff and their families. www.ashland.edu/rec-services/

Safety Services on the Ashland campus – 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. They may be contacted at 419-207-5555. For more information, visit their website: www.ashland.edu/services/staff/safety/safety.html

    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/students/campus-life/support-services/safety-services for more information. Also, the Emergency Operations Plan may be found at: www.ashland.edu/services/environmental/index.htm
Religious Life
www.ashland.edu/campus-life/religious-life/

Dean
Dr. Dan Lawson

Assistant Dean
Dr. John Swope

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 life. In addition, the Center sponsors all-campus convocations each year for the President’s Convocation, Christmas, and Martin Luther King Day.

Some of the student organizations and activities sponsored by Religious Life are The Well, Fellowship of Christian Athletes, Alabaster (creative arts ministry), HOPE Fellowship (retreats), Isaiah Project (ministry opportunities—campus, community, and world), and several different worship opportunities. For more information, see the website, or call the Religious Life office, ext. 5489.

Athletics
www.ashland.edu/athletics/

Athletic Director
William Goldring

Ashland University boasts one of the top all-around NCAA Division II athletics programs in the country. The Eagles finished sixth (2008-2009) and seventh (2009-2010) in the Learfield Sports Directors’ all-sports standings. These are the highest finishes in school history and demonstrate AU’s commitment to a successful, broad-based program.

Ashland offers 20 sports, 10 for men and 10 for women:

<table>
<thead>
<tr>
<th>Men’s</th>
<th>Women’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseball</td>
<td>basketball</td>
</tr>
<tr>
<td>basketball</td>
<td>cross country</td>
</tr>
<tr>
<td>cross country</td>
<td>golf</td>
</tr>
<tr>
<td>football</td>
<td>indoor track</td>
</tr>
<tr>
<td>golf</td>
<td>outdoor track</td>
</tr>
<tr>
<td>indoor track</td>
<td>soccer</td>
</tr>
<tr>
<td>outdoor track</td>
<td>softball</td>
</tr>
<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>

Last spring, six teams advanced to the NCAA Division II postseason play, and for the year, 14 teams advanced to postseason play. The track and field program produced five individual national championships, and during the indoor season, the AU women finished second in the country. Both swimming and diving teams finished in the nation’s Top 10 and the women’s 200 free relay won a national championship. The university competes in the Great Lakes Intercollegiate Athletic Conference (GLIAC) which is considered one of the top Division II conferences in the nation. Members are:

- Ashland University
- Ferris State University
- Grand Valley State University
- Hillsdale College
- Lake Erie College
- Lake Superior State University
- Lewis University
- Michigan Tech University
- Northern Michigan University
- Ohio Dominican University
- Saginaw Valley State Univ.
- Tiffin University
- University of Findlay
- University of Indianapolis
- Wayne State University

In addition to success on the field, the Eagles have excelled in the classroom. Eight AU athletes have received NCAA postgraduate scholarships, and one was honored with a prestigious NCAA Top 8 award. Last spring, AU student-athletes has a cumulative grade point average of 3.17.

Last year the university ushered in a new era in athletics when it unveiled the Dwight Schar Athletic Complex. That facility features new homes for football, soccer, and track and field. The Robert Troop Center, which is part of the Complex, has offices for football, track and field, and soccer, plus state-of-the-art meeting rooms, locker rooms and a spacious weight room.

The Kates Athletic Center houses the athletic department and contains three basketball courts, a wrestling practice room, weight room, and shower/locker facilities. Next door to that facility is the Recreation and Sport Sciences Center where the swimming team competes.
Academic Affairs

Provost
Frank Pettigrew, Ph.D

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.

The College of Arts and Sciences
Dean: Dawn Weber, Ph.D.
Associate Dean: Michael Hupfer
DEPARTMENTS, MAJORS, AND MINORS
Art
majors – art education, commercial art, computer art and graphics programming, fine art
minors – art history, studio art
Biology/Toxicology
majors – biology (with the option of a concentration in biotechnology or forensic biology), biology/environmental science, integrated science education, life sciences education, toxicology
minors – biology, environmental science
Chemistry/Geology/Physics
majors – biochemistry, chemistry, chemistry education, chemistry/environmental science, earth science education, forensics chemistry, geology, geology/environmental science, integrated science education, physical science education, physics
minors – chemistry, environmental science, geology, physics
Communication Studies
majors – integrated language arts education, speech communication, sport communication
minor – speech communication
Criminal Justice/Sociology
major – criminal justice
minors – criminal justice, sociology
English
majors – creative writing, English, integrated language arts education
minors – applied writing, creative writing, English
Family and Consumer Sciences
majors – child and family studies; dietetics; fashion merchandising; foods and nutrition; family and consumer science education
minors – child development-child care, family studies, fashion merchandising, foods and nutrition

Foreign Language
majors – French, French education, Spanish, Spanish education
minors – foreign studies, French, Spanish
History/Political Science
majors – history, integrated social studies education, international political studies, political science
minors – history, political science, public affairs
Journalism and Digital Media
majors – broadcast communication, journalism/English
minors – broadcast journalism, broadcast production, journalism/English
Mathematics/Computer Science
majors – actuarial science, computer science, integrated mathematics education, mathematics
minor – computer science, mathematics
Music
majors – music (applied music or academic studies emphasis), music education
minors – applied music, music
Philosophy
major – philosophy
minors – humanities, philosophy
Psychology
major – psychology
minor – psychology
Religion
major – religion
minors – ethics, religion
Social Work
major – social work
Theatre
major – theatre
minor – theatre
SERVICES
Math tutoring
Writing Center

The Dwight Schar College of Nursing
Interim Dean: Faye Grund, M.S.N., A.P.R.N.

major – nursing
minor – gerontology
DEPARTMENTS
Community and Global Health
Family Health
Individual Health

The Dauch College of Business and Economics
Dean: Jeffrey E. Russell, Ph.D.
Associate Dean: Raymond Jacobs, Ph.D.

DEPARTMENTS, MAJORS, AND MINORS
Accounting/IS
majors – accounting, information systems
minors – accounting, information systems
Economics/Finance
majors – economics, finance
minors – economics, finance
Academic Affairs

Management/International Business/Entrepreneurship majors – business administration, business management, entrepreneurship, international business
minors – business administration, business management, entrepreneurship, international business

Marketing/Hospitality Management/Supply Chain Mgmt. majors – hospitality management, marketing, supply chain management
minors – hospitality management, marketing, supply chain management

The Dwight Schar College of Education
Dean: James P. Van Keuren, Ed.D.
Associate Dean: Linda Billman, Ph.D.
Assistant Dean for Academic Programs for M.Ed., Columbus Center: James Schnug, Ph.D.

DEPARTMENTS, MAJORS, AND MINORS

Curriculum and Instruction majors – middle grades (4-9), adolescent to young adult (7-12) [see departmental listings for majors], multi-age (PreK-12) [see departmental listings for majors]

Early Childhood majors – early childhood, early childhood intervention specialist

Educational Foundations undergraduate education core

Inclusive Services and Exceptional Learners majors – intervention specialist (mild-moderate, moderate-intensive)

Sport Sciences majors – athletic training, exercise science, physical education, sport management
minors – coaching, recreation management, recreation ministry, sport management, therapeutic recreation

Educational Administration (see graduate catalog)
Leadership Studies (see graduate catalog)

Founders School of Continuing Education
Dean: Dwight McElfresh, Ed.D.

PROGRAMS
Gill Center for Bus. and Economic Devel./EconomicsAmerica Workforce Development Professional Development Services Telego Center Prison Programs Evening Weekend College Early College/Post-Secondary Options/Dual Credit

Other Areas under Academic Affairs
1. Library
2. Registrar
3. The Center for English Studies (ACCESS)
4. The Honors Program
5. Regional Centers
6. Study Abroad Opportunities
7. Classroom Support (accommodations for students with disabilities)
8. Study Strategies

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 Counseling
Master of Arts in Counseling
Master of Arts in Practical Theology
Master of Divinity
Master of Divinity (Counseling)
Master of Divinity (Clinical Counseling)
Doctor of Ministry

Non-Academic Requirements
Students entering academic programs that are designed to result in licensure or 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.

Institutional Degree Requirements

Associate of Arts
The Associate of Arts degree is designed for those students who are entering careers which do not require four years of college. Ashland University offers an associate degree with concentrations in General Studies (see note below); Art (see Art); Criminal Justice (see Criminal Justice); and Broadcast Communication (see Journalism and Digital Media). The associate degree includes the following core requirements:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU 1SG Accent on Success</td>
<td>(1)</td>
</tr>
</tbody>
</table>

Foundational Courses:
- Communications course 3
- Composition I 3
- Composition II 3
- Lifetime Wellness course 2
- Math/Logic course 3
Religion course 3
Categories of Knowledge (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

*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) AU 1SG, 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>
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</thead>
<tbody>
<tr>
<td>AU 1SG Accent on Success</td>
<td>(1)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>HON 101 1st Year Honors Seminar</td>
<td>(3)</td>
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<tr>
<td>Foundational Courses</td>
<td></td>
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<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>Categories of Knowledge</td>
<td></td>
</tr>
<tr>
<td>Aesthetics</td>
<td>6</td>
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<tr>
<td>Humanities</td>
<td>6</td>
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<tr>
<td>Natural Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Historical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>International Perspectives 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.

**NOTE:** 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 from the Foundational Courses, and nine hours from the Categories of Knowledge.

**NOTE: AU 1SG ACCENT ON SUCCESS** is a required 1-hour S/U course designed to help first year students become active and participating members of the learning community. Students focus on adjusting to the collegiate experience, exploring the opportunities and expectations of college life, reflecting on the nature of liberal arts and learning about possible degree paths.
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.

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 217 Theory of Arithmetic and Geometry
- MATH 223 Discrete Mathematics I
- PHIL 205 Discourse & Inquiry: an Introduction to 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/TH 105 Performance Studies
- COMAR 314/TH 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*
- MUSIC 205 The Calculus I
- MUSIC 220, 240s, 340s, 440s*
- MUSIC 221 Musical Style
- MUSIC 224A Love Songs
- MUSIC 224B 20th Century Music
- MUSIC 224C Music/Drama Across Cultures
- MUSIC 225 Musical Style
- TH 203 Theatre Aesthetics
- TH 207 The Visual Art of Theatre
- TH 208 Vocal Expression of Literature
- TH 214 Acting for Non-Majors
- TH 303 American Musical Theatre

*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
- TH 203 Theatre Aesthetics
- TH 207 The Visual Art of Theatre
- TH 208 Vocal Expression of Literature
- TH 214 Acting for Non-Majors
- TH 303 American Musical Theatre
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
FL 3SG Quests & Questions in Arthurian Literature, Film, & Life
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
PHIL 280H Workplace Ethics
PHIL 309 Social & Political Philosophy
PHIL 317 Philosophy of Religion
PHIL 330 Philosophical Readings
PHIL 450 Great Philosophers
REL 220 Taking Human Life
REL 240 Jewish Religious Traditions
REL 250 Understanding Islam in Today’s World
REL 340 Religion & the Civil Rights Movement in America
REL 3SGA Religion and Medical Ethics
REL 3SGB Religion and Criminal Justice
REL 3SGI Legacy of Paul and Peter in Rome
REL 3SGL Luther and the German Reformation
TH 204 Script Analysis

Natural Sciences
BIO 100 Human Biology
BIO 110 Ecology & the Human Environment
BIO 111 Wetlands & Waterways
BIO 1SGC Biology of the Microbes
BIO 1SGD Plants and Civilization
BIO 201 Molecular & Cellular Basis of Life
BIO 202 Organisms, Adaptation & Diversity
CHEM 250 Lead & Civilization
CHEM 251 Molecular Architecture
CHEM 252 Chemistry of Crime Scene Investigation
CHEM 2SGC Energy, Matter, and Change
CHEM 2SGD Chemical Perspectives on Life
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force
CS 245 Robotics and Machine Learning
CS 2SGB Modeling, Simulation and Scientific Thinking
GEOL 210 Natural Disasters
GEOL 211 Discovering the Ice Age
GEOL 212 Archaeology & Human Antiquity
GEOL 213 Asteroids, Comets & Catastrophism
PHYS 107 The Hidden Life of the Stars
PHYS 2SGC The Science of Sound
PHYS 320 Origins of the Universe

Social Sciences
ECON 101 Market Fundamentals
ECON 301 Game Theory
ECON 302 Economics/History of Entrepreneurship
ECON 324 Economics of Government and Business
ECON 331 Comparative Cultural Economic Studies
ECON 3SGA The Economics and History of Entrepreneurship
FCS 213 Society’s Influence on Body Weight/Loss
FCS 340 Marriage and Family Relationships
MUSIC 226 Music in World Cultures
NUR 201 Impact of Chronic Illness
NUR 202 Global Challenges in Public Health
POLSC 101 Understanding Politics
POLSC 345 Western Political Thought III
POLSC 431 Human Being and Citizen
PSYC 101 General Psychology I
PSYC 102 General Psychology II
PSYC 218 Psychology of Adolescence
SOC 301 Race Ethnic, and Minority Issues
SOCWK 235 Hoboes and Homelessness
SOCWK 2SGA Global Human Rights and Social Justice
SOCWK 305 Family Violence
SOCWK 330 International Perspectives on Women

Historical Reasoning
ECON 434 Development of Economic Thought
HIST 112 Western Civilization
HIST 113 Western Civilization
HIST 212 American History through Civil War
HIST 213 American History after Civil War
MUSIC 351 Music History I
REL 230 History of Early Christianity
REL 231 History of Medieval & Reform. Christianity
REL 232 History of Modern European Christianity
REL 233 History of Religions in America

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 Global Education.

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 Director of Global Education 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. The petition will be reviewed by the Director of Global Education and then forwarded to the Faculty Senate Undergraduate Curriculum Committee for approval.

Approved International Perspectives courses:
- 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
- FIN 429 Global Finance
- FREN 252 Intermediate French II
- GER 262 Intermediate German II
- HIST 327 Africa
- HIST 343 Modern East Asia
- MGT 480 Global Management
- MKT 310 International Business/Culture
- MUSIC 224C Music/Drama Across Cultures
- MUSIC 226 Music in World Cultures
- NUR 202 Global Challenges in Public Health
- NUR 309 International Transcultural Perspectives
- POLS 205 Comparative Politics
- POLS 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 250 Understanding Islam in Today’s World
- REL 307 World Religious Traditions: East & West
- REL 341 World Christianity, Culture and Mission
- REL 375 Study Abroad: Geog./Hist. Settings of the Bible
- SOCWK 2SGA Global Human Rights and Social Justice
- SOCWK 330 International Perspectives on Women
- SPAN 200 Intermediate Level Intensive Spanish Study in Mexico (by faculty approval)
- SPAN 272 Intermediate Spanish II

Special Academic Programs
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.

Founders School of Continuing Education

Ashland University offers adults and non-traditional students alternative programs designed to meet their unique educational needs as part of the Founders School of Continuing Education. This program is offered on the Ashland campus. 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 online or weekend format.

To qualify for admission into the Founders School program, the student must meet the following criteria:
1. The student must be admitted into the Founders School program in an approved program or major (see below for details).
2. 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).
3. The student cannot receive Ashland University institutional aid. (Federal Pell grants, Ohio Instructional grants, and student loans are not considered institutional aid.)
4. The student cannot live in Ashland University residence halls.

Students admitted into the program may take day classes if their schedule permits.

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 Founders School of Continuing Education programs, please call our office at 419-207-6945 or 1-800-882-1548, x6945.

Nursing Partnership (RN to BSN Track)

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 online format which increases the convenience and accessibility for busy working professional adults.
- Convenient and relevant clinical experiences utilize service learning, online simulation, and expert panel online discussions to meet the individual learning needs of each student.
- Credit awarded for nursing courses taken in a student’s associate degree or diploma program.
- Nursing program nationally accredited.

Anyone interested in more information about the RN to BSN Track may contact the Dwight Schar College of Nursing, Ashland office, at 1-800-882-1548 ext. 5242.
Regional Centers (Undergraduate)  
Ashland University has regional centers throughout the state. Those offering undergraduate programs are found in the following areas:

Corporate Education  
New Philadelphia

B.S. Ed.  
Elyria/LCCC  
Columbus

B.S.N.  
Mansfield

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 class 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.

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.

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 and engage the student 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.

**Independent Study Program**

The opportunity for independent study is offered in each department. 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.

**Interdisciplinary Major**

- Each student seeking approval for an interdisciplinary major will take the outline of the idea to the Provost who will then assign a Dean from the appropriate college to the student’s advisory committee. The other members of the committee will be the Academic Advisor of the Dean’s College and 2 faculty sponsors, chosen from different academic disciplines, one of whom must serve as the student’s primary academic advisor. The Dean and the College’s Academic Advisor will help the student design the curriculum, complete the paperwork, present the completed proposal to the FSCC, and follow up with the student as needed. Once approved, the faculty sponsor or student must provide a
complete copy of the approved program to the Registrar’s Office for inclusion in the student’s permanent file.

• 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

Registration

Registration for courses that meet in a regular classroom format is on a semester or term basis and must 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 for a grade or on an S/U basis unless noted in the course description as repeatable. A student may audit a course previously taken for a grade; however, the previous grade earned will remain on the transcript and will be used to determine the student’s grade point average.

Schedule Changes

Changes in the student’s schedule are made with 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.

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 19 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 19 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 with an AU GPA of at least 3.5 may register for up to 21 hours of course credit without seeking approval.

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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.
(An “S” or “U” grade will not be used in point average computation.)
• I — Incomplete — applies to work of acceptable quality when the full coursework is not completed because of illness or other emergency. It is never applied to poor work. “I” becomes “F” if not removed by the date specified in the Registrar’s calendar and carries
same grade value as an “F” until made up.

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 accumulative point hour ratio.

W — Withdrawn — assigned for official withdrawals during the first three weeks of a semester with no notation on the academic transcript (advisor’s signature required); from weeks 4-12 with a notation on the transcript (not calculated in the GPA, and advisor’s signature required); and during weeks 13-15 only if a student is withdrawing from the University for the term.

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. Also, Post Secondary Education Opportunity Students are not eligible for this 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, Honors Program courses, 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 apply for the S/U option in the Registrar’s Office. Check the Registrar’s calendar for time frame to exercise this option.

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” of 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 (available on WebAdvisor) 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.

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
Probation and Dismissal Policies

Probation and dismissal action is administered by the Academic Standards and Graduation Committee. 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 fall at or below the standards listed here are placed on probation or dismissed. Transfer students will be reviewed based upon total semester hours transferred from all institutions.

First Probation

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 1.501 and 1.999</td>
<td>Between 1.751 and 1.999</td>
</tr>
</tbody>
</table>

Probation Self-Assessment required

Students who are on probation must submit a completed Plan for academic achievement to the Academic Advising unit within the students' College before the end of the first week of classes, to discuss strategies for improving their grade point average. Students whose semester GPA falls at or below 1.900 may receive a letter of concern from their Academic Advising unit inviting them to review their academic performance and outlining available support services.

Semester GPA below a 2.000

Students whose semester GPA falls below 2.000 but whose cumulative GPA is above 2.000 will receive a letter of concern from their Academic Advising unit. Students with a semester GPA below 2.000 must meet with their Academic Advising unit inviting them to review their academic performance and outlining available support services.

Dismissed – Written Appeal required

Students who are dismissed and desire immediate reinstatement must document extenuating medical circumstances by filing a written appeal with the Academic Standards and Graduation Committee. As part of the appeal process, medical documentation verifying and supporting an appeal must be forwarded to the University Health Center, Psychological Counseling Services and/or other appropriate professional offices as warranted. All students filing an appeal must notify the Academic Advising unit within the student’s College.

The written appeal and any supporting documentation must be submitted within three weeks of the last day of final exams of the semester in question. This should include specific reasons for past performance, along with defined goals and objectives for the future. Appeals are heard by the Academic Standards and Graduation Committee. The appeal process is coordinated by the Academic Advisors for the various colleges. All appeals made to the committee and the resulting decisions will become a part of the student’s permanent records.

Students receiving dismissal after spring semester while enrolled in a summer session may finish the session, however the dismissal, pending appeal, will remain in effect through the fall term regardless of cumulative grade point average.

Any student who is reinstated after filing an appeal must meet with the Academic Advising unit for his/her College to create a Plan for Academic Achievement and must obtain a minimum semester GPA of at least a 2.500 for the return semester, or obtain a 2.000 cumulative GPA. This plan will include reviewing the student’s current major, outlining a plan for improving the GPA, and may, at the suggestion of the Academic Standards and Graduation Committee, also require additional evaluation and action. Such action may include taking a restricted load, taking specific courses, working one on one with a college-based Academic Advisor, 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 than plan, the student may register for the coming semester only for courses approved by 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.

Students not reinstated after filing an appeal are eligible to apply for readmission after a period of one semester. During the appeal review, the Academic Standards and Graduation Committee will outline conditions to be observed in the event the student is readmitted.

Unsatisfactory Academic Progress – Written Appeal required

Students earning a cumulative grade point average placing them in “Probation” status for two consecutive semesters are not eligible to continue enrollment automatically after the end of the second semester. If students feel they have extenuating circumstances, they may file written appeals for reinstatement as outlined within the “Dismissed” section of these policies.

Readmission after Dismissal

Students who have been academically dismissed are eligible for readmission after a period of one semester. Applications for readmission after dismissal will be reviewed by the Executive Admissions Committee.

Applicants must submit a personal statement that includes assessment of past performance along with goals and strategies for future improvements. This may include, but is not limited to employment, education, and training during absence from Ashland University.

If readmitted to the university, the student is not guaranteed readmission into the same program. Students who have been dismissed a second time may not apply for further reinstatement.

Registration Cancellation

All students who are dismissed may have their registrations automatically canceled. Students who are reinstated after appeal may not register or attend classes until they have completed their Plan for Academic Achievement, as outlined above. Students who are reinstated after appeal 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.

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, or 2.5 in certain 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.

Academic Recognition

All honors presented at commencement are based on the total GPA up to, but not including the student’s final semester. Honors placed on a student’s academic record will be based on all coursework. 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 and have taken all their coursework at AU. 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 each College 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 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 schedules, advising folders and faculty advisor assignments.

Advising of first-year students is initiated in part by faculty who teach Accent on Success, a course required of all new freshmen. However, each student is matched with a faculty adviser according to the student’s indicated major at the beginning of their first semester.

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.

Students are encouraged to develop an early and on-going relationship with their faculty adviser in order to learn curriculum requirements, course demands, develop future schedules, and to discuss career avenues and graduate program opportunities related to their majors. The final responsibility for a student’s program of study, however, always rests with the student. The professional and faculty adviser’s aim is to aid the students in developing self-sufficiency.

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 Writing Center is administrated through the College of Arts and Sciences. Its primary purpose 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 Writing Center is located in 104 Center for the Humanities 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 104 to sign up for appointments. Further information can be obtained from the Writing Center Director.

Information Technology
The Office of Information Technology, located in 100 Patterson, provides a wide range of computing services to students. The office provides computing support to students for AU email, network, wireless, and other issues. The Technical Support Center (TSC) can be reached at 419-289-5405 or help@ashland.edu. Open hours are posted at the TSC (100 Patterson) and can be found at http://www.ashland.edu/it

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, black & white and color laser printing (subject to print quota limits).

Computers for homework and other student activities are available in the Hawkins-Conard Student Center (25 systems in various locations), the Library, and Dauch College of Business. Black & white laser printing is also available in these areas. Student-owned systems may be dropped off at the TSC for basic troubleshooting during the open hours (posted on http://www.ashland.edu/it). Students may also register for their free version of Microsoft Office Professional suite (Mac and PC) at the IT site. Students may register and download a free version of Trend Micro Antivirus (PC only) on the IT website.

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, forensic chemistry, or chemistry is recommended. Minimum 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 departments)

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
- MATH 201 Calculus with Applications
- MATH 208 Elementary Statistics
- PHYS 201/202 General Physics

Ashland University is affiliated with the Cooperative Medical Technology Program of Akron. Students may also choose to apply to one of the other medical technology programs in the state.

Pre-Medicine

For students interested in Pre-Medicine, a major in biology, toxicology, biochemistry, forensic chemistry, or chemistry is recommended. Minimum course requirements for admission to medical 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
- 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)

Several factors, including coursework, grade point average, and MCAT performance contribute to a competitive application to medical school.

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
- CHEM 103/104 General Chemistry
- CHEM 307/308 Organic Chemistry
- MATH 205/206 The Calculus or MATH 201/202 Calculus With Applications
- 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 OAT to be considered competitive for admission to optometry school.
Pre-Pharmacy
For students interested in Pre-Pharmacy, a major in biology, toxicology, biochemistry, forensic chemistry, or chemistry is recommended. Minimum course requirements for admission to a school of pharmacy should 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 204 Quantitative Analysis
- 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-Physical Therapy
For students interested in Pre-Physical Therapy, a major in biology is recommended. Minimum course requirements for admission to a school of physical therapy 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 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.

Pre-Veterinary Medicine
For students interested in Pre-Veterinary Medicine, a major in biology, toxicology, biochemistry, forensic chemistry, 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
  or PHYS 201.202 General Physics
- Additional upper level courses in biology and chemistry (specific recommendations available from the departments)

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.

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
Library and IRC

Library

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, the library at the Ashland Theological Seminary campus 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.

Instructional Resource Center (IRC)

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 and student workers. The curriculum librarian is also the library liaison to the University’s College of Education.

International Programs

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. Opportunities to study, work, travel, and teach away from campus enrich the educational experience by increasing awareness and understanding of other cultures, languages, and lifestyles.

Office of International Student Services

At Ashland University, the presence of international students enhances the educational experience. These students bring new perspectives through participation in classroom and extracurricular activities. Staff members of the Office of International Student Services and the Center for English Studies (ACCESS) work to meet their special academic, linguistic, cultural, and legal needs. Programs of community outreach facilitate interaction between AU’s international students and the residents of Ashland. Promotion of understanding among people and the development of an appreciation of global issues are the twin goals of our international programs.

Ashland University is a member of NAFSA: Association of International Educators.

Office of Global Education

The Global Education Office promotes learning opportunities for all eligible Ashland University students to gain an understanding of other regions, countries, languages, and cultures through educational travel in the U.S. and abroad.

As a member of the College Consortium for International Studies (CCIS), Ashland University provides eligible students opportunities to study for a summer, semester, or entire academic year in over 70 programs in 28 countries. Although most program classes are taught in English, foreign language study is also available. Typically, the program cost does not exceed that of a semester at AU.

The Department of Foreign Languages coordinates an intensive Spanish study in Cuernavaca, Mexico designed to provide students with an immersion experience. For additional cultural experiences, students participate in excursions and live with 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 in the Dwight Schar College of Education may elect to complete their student internship 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 an agreement.

Many faculty members organize short-term experiences for students off campus. Past programs have taken place in China, Costa Rica, and Cuba, as well as in various regions of Europe and the United States.

Ashland Center for English Studies (ACCESS)

ACCESS equips international professionals, undergraduates, and graduate students with the knowledge, skills, and experiences in English needed to engage fully with the intellectual, professional, and social life of English-speaking peoples. It offers classes in beginning to advanced English, and a transition program allowing advanced English students to complete English studies while beginning classes in their chosen degree program.
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, is a school in the evangelical tradition. It 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 (Biblical, Historical, and Theological Studies), Master of Arts (Religion), Master of Arts in Practical Theology, Master of Arts in Counseling, and Master of Arts in Clinical Counseling.

The student body of ATS represents over 70 denominations and parachurch organizations from almost every state of the United States and 10 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 an inquiry seminar, thesis or internship designed to deepen the student’s understanding of self by applying problem solving and decision making techniques.

The College of Education provides masters’ degrees in these five areas: Curriculum and Instruction, Educational Administration, Adapted Physical Education, Sport Education, and Sport Sciences.

The College also offers the Bachelor’s Plus program, a graduate program designed to provide initial teacher licensure in 17 areas to individuals who hold bachelor’s degrees from accredited colleges and universities in fields other than education. Additionally, eight licensure and six endorsement programs, approved by the State of Ohio, are available to students with appropriate credentials.

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 multiple disciplines who are interested in organizational leadership in the human services. All classes are taught at the Ashland campus.
Academic Honors Program

http://www.ashland.edu/academics/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 intellectual stimulation and camaraderie among Honors students gives them a more complete college experience.

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 typically within two weeks of completing their applications.

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 freshman 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.

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. Additionally, Honors students are required to attend 4 events each year—the Honors Retreat, the Fall Honors Lecture, the Spring Honors Lecture, and the Academic Honors Convocation. Failure to attend these events may result in dismissal from the Honors Program.

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 103 Clayton Hall (x5260), or visit the website.

Honors Curricular Information
Honors Capstone Project
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 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.

Honors 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. An Honors course taken with the S/U option will not count towards fulfilling Honors Program curricular requirements (except for HON 310). Note that an Honors Core course taken with an S/U option will count towards completing a category of the Core curriculum, but it will not count as one of the required Honors designated Core courses.
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.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 101 1st Year Honors Seminar</td>
<td>3</td>
<td>Honors freshman</td>
</tr>
<tr>
<td>HON 310 Honors Capstone Prep. Seminar</td>
<td>1</td>
<td>Honors; at least jr status</td>
</tr>
<tr>
<td>HON 390 Honors Interdisciplinary Seminar</td>
<td>3</td>
<td>Honors; soph. status</td>
</tr>
<tr>
<td>Honors Capstone Project</td>
<td>6</td>
<td>HON 310; permission</td>
</tr>
<tr>
<td>Honors Core courses (choose 4 diff. areas)</td>
<td>12</td>
<td>Honors or permission</td>
</tr>
<tr>
<td>(logic/math, religion, communications, natural sciences, humanities, aesthetics, historical reasoning, social sciences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors elective (at least one of the following)</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>2nd HON 390 Honors Interdisc. Seminar</td>
<td>(3)</td>
<td>Honors; soph. status</td>
</tr>
<tr>
<td>Honors Core course in a 5th area</td>
<td>(3)</td>
<td>Honors</td>
</tr>
<tr>
<td>Two 1-hour Honors Contract courses in major</td>
<td>(2)</td>
<td>Honors; soph. status</td>
</tr>
<tr>
<td>Honors study abroad experience</td>
<td>(0)</td>
<td>Honors; permission</td>
</tr>
<tr>
<td></td>
<td>25-28 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Honors Courses and Descriptions
See Course Descriptions section of catalog.
Art

Department of Art
The College of Arts and Sciences

Chair
Wendy Schaller, Associate Professor of Art

Faculty
Charles Caldemeyer, Professor of Art
Keith Dull, Associate Professor of Art
Jessica Maloney, Assistant Professor of Art
Daniel McDonald, Assistant Professor of Art
Priscilla Roggenkamp, Assistant Professor of Art

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

Student Learning Outcomes
The Art Department provides programs in fine art, art education, commercial art, and computer art and graphics programming. The mission of the Department is 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 maintaining an environment that encourages seriousness of purpose in the creation, criticism, exhibition and understanding of art. To fulfill the mission, the Department establishes the following student learning outcomes:

- demonstrate high levels of technical skill;
- critically analyze works of art;
- fully illustrate their ideas visually;
- think critically and solve problems creatively; and
- demonstrate a general understanding of the history of art.

Evidence of a student’s ability to fulfill these learning outcomes is measured in their ability to successfully complete the following elements of the departmental assessment process (see Degree Requirements):

- complete coursework as outlined in their major requirements;
- exhibit high standards of achievement in the Foundations Portfolio Assessment;
- exhibit high standards of achievement in the Concentration Portfolio Assessment; and
- fulfill the Senior Exhibition Requirement.

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 (PA)*
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 (NY, NY)*
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 (NY, NY)*
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 the 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...
Concentration Review

also intended to help departmental faculty update and improve the student’s professional skills. The process is beneficial to the student by giving him/her a set of guidelines by which to improve artistic skills and understanding. The process is designed to take 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.

Foundations Review 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 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.

### Art Foundations Sequence

<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>
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22 hrs.

### 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, printmaking, sculpture or comp. art</td>
<td>9</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>
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</tr>
</tbody>
</table>

43 hrs.

Plus Institutional Baccalaureate Degree Requirements, p. 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>
<tr>
<td></td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>
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<tr>
<td>Art electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Science with a comprehensive major in Commercial Art

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>ART 134</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</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>
<tr>
<td></td>
<td>68-69</td>
<td></td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
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</table>

Bachelor of Science with a comprehensive major in Computer Art and Graphics Programming

<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></td>
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<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>
<tr>
<td>Related Concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 432A Secondary Methods—Art</td>
<td>3</td>
<td>ART 221, EDCI 230</td>
</tr>
<tr>
<td>EDCI 230PK Wkshp in Teach. Pre-K-12</td>
<td>2</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDCI 330PK Class. Mgmt PreK-12</td>
<td>2</td>
<td>EDCI 230, PSYC 218</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PSYC 218 Psych. of Adolescence</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>77</td>
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<tr>
<td>Remaining Education requirements:</td>
<td></td>
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<tr>
<td>EDCI 232 Intro. to Prin. of Instr. Tech.</td>
<td>3</td>
<td>none</td>
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<tr>
<td>EDCI 469 Student Internship PreK-12</td>
<td>10</td>
<td>all student internship requ.</td>
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<tr>
<td>EDFN 130 Introduction to Teaching</td>
<td>2</td>
<td>none</td>
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<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>
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<tr>
<td>EDIS 250 Intro. Educational Intervention</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>95</td>
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<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
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</table>

Minor in Studio Art

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</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>
<tr>
<td></td>
<td>24</td>
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</table>

Minor in Art History

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ART 256 Western Art I</td>
<td>3</td>
<td>none</td>
</tr>
<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>
<td>none</td>
</tr>
<tr>
<td>ART 353 Baroque &amp; Rococo Art</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 354 19th Century Art I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 356 20th Century Art I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>18</td>
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</table>

Plus Institutional Baccalaureate Degree Requirements, p. 21.
Art

**Associate of Arts with a concentration in Art**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</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 211 Ceramics I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 261 Painting I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 271 Printmaking I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ART 281 Sculpture I</td>
<td>3</td>
<td>none</td>
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<tr>
<td>Art History electives</td>
<td>6</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 hrs.</td>
</tr>
</tbody>
</table>

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

**Art History Course Rotation**

ART 256 Western Art I is offered every fall semester
ART 257 Western Art II is offered every spring semester

One art history elective is offered each semester on rotation as follows:
ART 352 Art of the Renaissance
ART 353 Baroque and Rococo Art
ART 354 19th Century Art
ART 356 20th Century Art

**Art Courses and Descriptions**

See Course Descriptions section of catalog.
Biology/Toxicology

Department of Biology/Toxicology
The College of Arts and Sciences

Chair
Mason Posner, Professor of Biology

Faculty
Soren Brauner, Professor of Biology
Douglas A. Dawson, Professor of Biology/Toxicology
Richard L. Stoffer, Professor of Biology
Patricia A. Saunders, Associate Professor of Biology
Steven D. Fenster, Assistant Professor of Biology
Andrew V. Greene, Assistant Professor of Biology
Andrew J. Trimble, Assistant Professor of Biology/Toxicology

Facilities and Equipment
The recently completed $12 million renovation and addition to the Kettering Science Center includes five teaching and three research laboratories; a microscopy room and tissue culture facility; an animal facility with multiple rooms for different species; a collections room for preserved specimens; and a 2500 square foot greenhouse with an adjoining laboratory that houses a permanent plant collection and provides space for student and faculty research. 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, Nomarsky 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, shaking incubator, five thermal cyclers for PCR (including real-time 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 Learning Outcomes
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 research or scientific findings successfully to colleagues through oral presentations, and written papers.

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 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 Major – Majors in the Biology program 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. Biology majors may choose to add a concentration in one of two specialized programs: biotechnology or forensic biology.

Biotechnology Concentration – Biotechnology involves the use of biological systems to make products for human use in areas such as medicine and agriculture. The Biotechnology program provides students with the knowledge and skills to succeed in the growing and diverse biotechnology field, including careers directly out of the Bachelors program or advanced degrees in professional or graduate school. The program incorporates integrated coursework in biology, chemistry and business, as well as independent research and internship opportunities. Students can choose to concentrate in one of three advising paths or design their own curriculum by choosing from a large number of electives.

Forensic Biology Concentration – The Forensic Biology program 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 Major – 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 majors will begin the assessment process during the freshman year with a standardized assessment test and 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><strong>Biology Core:</strong></td>
<td></td>
<td></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, Adapt. &amp; Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 301 Professional Preparation</td>
<td>1</td>
<td>major, jr. 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>major, sr. status</td>
</tr>
<tr>
<td>CHEM 103/104 General Chemistry</td>
<td>4/4</td>
<td>hs chem; 3 yrs hs math; 103 for 104</td>
</tr>
<tr>
<td>CHEM 307/307L Organic Chemistry I</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>2 semesters of mathematics*</td>
<td>6-10</td>
<td>(Calc. and/or Stats. recomm.)</td>
</tr>
<tr>
<td><strong>Remaining Biology courses:</strong></td>
<td></td>
<td>33-37 hrs.</td>
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<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>Biology electives to reach 60 hrs.**</td>
<td>19-23</td>
<td>60 hrs.</td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For the Forensic Biology concentration, take calculus and statistics. See specifics in the concentration listing below.

**Biology electives must include at least 12 hours of courses at the 300 level and above. May include up to 3 hours of BIO 493, and no more than 9 hours of BIO 493, 497, or 498 combined.

Notes: Students obtaining a double major in biology and chemistry may count BIO/CHEM 429 Biochemistry toward both majors.

Students planning to attend a graduate or professional school should take a full year of physics and organic chemistry.

BIOTECHNOLOGY CONCENTRATION

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biology Core:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 224 Intro to Biotechnology</td>
<td>3</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 340 Microbiology</td>
<td>4</td>
<td>BIO 201, CHEM 104</td>
</tr>
<tr>
<td>BIO 424 Cell Biology</td>
<td>4</td>
<td>12 hrs bio, BIO 303</td>
</tr>
<tr>
<td>BIO 428 Molecular Biology</td>
<td>4</td>
<td>BIO 303</td>
</tr>
<tr>
<td>BIO 429 Biochemistry (with lab)</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>BIO 493 Internship</td>
<td>3</td>
<td>see catalog; permission</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 497 Directed Lab/Field Research</td>
<td>3</td>
<td>permission</td>
</tr>
<tr>
<td>CHEM 308/308L Organic Chemistry II</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>ENTP 245 Intro. to Entrepreneurship</td>
<td>3</td>
<td>none</td>
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<td>OR</td>
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<tr>
<td>MGT 240 Introduction to Management</td>
<td>3</td>
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</tr>
<tr>
<td>PHYS 201 General Physics</td>
<td>4</td>
<td>hs alg. &amp; geom</td>
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<tr>
<td>OR</td>
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<tr>
<td>PHYS 205 University Physics</td>
<td>5</td>
<td>MATH 206</td>
</tr>
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</table>
Biology Core requirement, so those hours are removed from the Core total.

*This concentration specifies which math courses may be chosen to fulfill the Biology Core requirement, so those hours are removed from the Core total.

---

### Electives (choose 3 courses):

- BIO 207 General Botany (4) to BIO 202
- BIO 219 Entomology (4) to BIO 202
- BIO 225/226 Anat. & Physiol. I/II (4/4) to BIO 201; 225 for 226
- BIO 325 Adv. Human Physiology (4) to 16 hrs. biology
- BIO 327 Plant Physiology (4) to BIO 207
- BIO 329 Developmental Biology (4) to BIO 202, 303
- BIO 330 Principles of Toxicology (3) to BIO 202, CHEM 104
- BIO 331 Methods in Toxicology (4) to BIO 330
- BIO 348 Emerging Pathogens (3) to BIO 340
- BIO 420 Histology (3) to 16 hrs. biology
- BIO 454 Immunology (4) to BIO 340 or 424 or 428
- CHEM 204 Quantitative Analysis (4) to CHEM 104
- CHEM 420 Instrumental Analysis (3) to CHEM 204
- *MGT 240 Intro. to Management (3) to none

*The choice of elective for ENTP 245 or MGT 240 would be the one not taken as a requirement above.

### Forensic Biology Concentration

**Course Number and Title**

<table>
<thead>
<tr>
<th>Biology Core</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>(minus math, specified below)</td>
<td></td>
<td></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>
</tr>
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<td>Four of the following courses:</td>
<td>13-16</td>
<td></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>
</tr>
<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 308/308L Organic Chemistry II</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CJ 130 Intro to Criminal Justice</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>One of the following courses:</td>
<td>3</td>
<td></td>
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<tr>
<td>CJ 200 Criminal Investigation I</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 235 Courts and Justice</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 242 Criminology</td>
<td>3</td>
<td>CJ 130 or SOC 111</td>
</tr>
<tr>
<td>CJ 362 Criminal Law</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 450 Ethics in Criminal Justice</td>
<td>3</td>
<td>CJ 130, 362, sr. status</td>
</tr>
<tr>
<td>Specific math courses for biology core:</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>MATH 201 Calculus with Appl.</td>
<td>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 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>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>PHYS 201-202 General Physics (4/4)</td>
<td></td>
<td>hs alg. &amp; geom; 201 for 202</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 205-206 University Physics (5/5)</td>
<td></td>
<td>MATH 206; 205 for 206</td>
</tr>
<tr>
<td>Phys Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Bachelor of Science with a comprehensive major in Toxicology**

See listing in Education.

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**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.

### Course Number and Title

<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 301 Professional Preparation</td>
<td>1</td>
<td>bio. or tox. maj., jr. status</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 126 or 202</td>
</tr>
<tr>
<td>BIO 330 Principles of Toxicology</td>
<td>3</td>
<td>BIO 202, CHEM 104</td>
</tr>
<tr>
<td>BIO 331 Methods in Toxicology</td>
<td>4</td>
<td>BIO 330</td>
</tr>
<tr>
<td>BIO 429 Biochemistry (with lab)</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>BIO 430 Applied Toxicology</td>
<td>3</td>
<td>BIO 330</td>
</tr>
<tr>
<td>BIO 432/433 Pharm. Tox. I &amp; II</td>
<td>3/3</td>
<td>16 hrs. bio., CHEM 307</td>
</tr>
<tr>
<td>BIO 495 Biology Senior Seminar</td>
<td>1</td>
<td>bio., tox., env. sci/bio maj</td>
</tr>
<tr>
<td>BIO Electives</td>
<td>8</td>
<td>(courses numbered 200 or above. See department chair for any course(s) not permitted)</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>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 Instru. 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>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>71-75 hrs.</td>
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<td></td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

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**Bachelor of Science in Education**

See listing in Education.

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**Bachelor of Science in Education**

See listing in Education.

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**Bachelor of Science in Education**

See listing in Education.
Biology/Toxicology

BIO electives* 7
MATH elective 3

Related Concentration:
EDCI 287 Curr./Instr./Assess. 7-12 3 EDFN 202
EDCI 432 Secondary Methods 3 EDCI 230
Choose one from:
  FCS 270 Lifespan Human Develop. (3) none
  PSYC 209 Developmental Psych (3) PSYC 101
  PSYC 218 Psych. of Adolescence (3) none

62-64 hrs.

Remaining Education requirements:
EDCI 230 SEC Workshop in Education 2 EDFN 130, 202
EDCI 232 Intro. to Prin. of Instr. Tech. 3 none
EDCI 330 SEC Educ. for Diversity 7-12 2 EDCI 230, 232, PSYC 209, 218, or FCS 270
EDCI 392 Content Area Reading 3 none
EDCI 461 Student Internship. Gr. 7-12 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
EDIS 250 Intro. Educational Intervention 3 none
93-95 hrs.

Plus Institutional Baccalaureate Degree Requirements, p. 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></td>
</tr>
<tr>
<td>(calculus or statistics recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-27 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Biology Courses and Descriptions

See Course Descriptions section of catalog.
Dean
Jeffrey E. Russell

Associate Dean
Raymond A. Jacobs

Director, Burton D. Morgan Center for Entrepreneurial Studies
Read Wakefield

Director of Academic Advising
Doreen Bailey

Faculty by Department

ACCOUNTING/INFORMATION SYSTEMS
Chair: Kristine Parsons, Associate Professor of Accounting
J. David Lifer, Professor of IS
Gary L. Margot, Professor of IS
Paul G. Schloemer, Professor of Accounting
Kathleen M. Bremen, Associate Professor of Accounting
Beverly J. Piper, Associate Professor of Accounting
Victoria L. Kaskey, Assistant Professor of Accounting
Nitin Walia, Assistant Professor of IS
Jack Harpool, Professional Instructor of IS

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

MANAGEMENT/INTNL. BUSINESS/ENTREPRENEURSHIP
Chair: Steven W. Pool, Professor of Management
Beverly A. Heimann, Professor of Management
Raymond A. Jacobs, Professor of Management
Khushwant K. Sidhu Pittenger, Professor of Management
Constance M. Savage, Associate Professor of Management
Sivakumar Venkataramany, Associate Professor of Intn’l. Business
Michael Colburn, Assistant Professor of Management
Daniel W. Sullivan, Assistant Professor of Entrepreneurship
Debra Westerfelt, Assistant Professor of Management
Joan Berry Kalamas, Professional Instructor of Management

MARKETING/HOSPITALITY MGT./SUPPLY CHAIN MGT.
Chair: Richard Symons, Professor of Supply Chain Management
Ronald Paugh, Associate Professor of Marketing
Daniel Fox, Assistant Professor of Marketing
Kristen B. Hovsepian, Assistant Professor of Marketing
Diane B. Moretz, Assistant Professor of Marketing

Rene Rawraway, Assistant Professor of Hospitality Management
Richard D. Roberson, Assistant Professor of Hospitality Management
Karthik Sridhar, Assistant Professor of Marketing
Paul Lewis, Professional Instructor of Marketing

Degrees Offered
Bachelor of Arts
Bachelor of Science in Business Administration
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 Outcomes
Success in business requires competence in the areas of communication, critical thinking, business knowledge and technical skills, leadership and teamwork skills, ethics, analytical and quantitative skills, and international and global perspective. Students graduating with a degree in Business Administration will demonstrate:
• the ability to communicate correctly and purposefully, integrating technology into writing and presentations;
• the ability to identify problems, analyze information, and form conclusions within the business context;
business knowledge from a variety of sub-disciplines and the ability to apply the knowledge and skills to reach solutions to business needs;
• the ability to inspire a shared vision, foster a realization of that vision, and facilitate a culture to realize goals of the vision;
• an understanding of the ethical behaviors and issues relevant to the business community;
• the ability to apply analytical and quantitative skills appropriate to support business decision making;
• an international and global perspective appropriate to a progressive business community that engages in international business activities.

The Gill Center for Business and Economic Ed.
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.

Corporate Education
The Corporate Education Program was established to better serve the needs of the business community. 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.

Institute for Contemporary Financial Studies
The mission of the Institute 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.”

Grafton Correctional Institution, Richland Correctional Institution and The Mansfield Correctional Institution Programs
These programs provide inmates with a recognized educational program.

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; APICS: 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, an international 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
CFE – Certified Fraud Examiner

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. The student who plans to take one of the professional certification exams should meet with his/her advisor for guidance in selecting the appropriate electives.

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, 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 professions.
Our program focuses on managing technology and change, a very real prepare students for careers in systems analysis, systems design, or IS.

fields of computers and information technology with business to following importan competencies: setting and achieving high standards; teamwork and managing/facilitating group processes; and self-control.

Entrepreneurship – The Entrepreneurship program prepares students for administrative and leadership positions in business, government, and other institutions. Specialized training is directed at understanding the broader aspects of business as it functions within a national and international environment. The program focuses on the development of entrepreneurial and leadership capabilities, including recognizing viable business opportunities, and developing business concepts that allow firms to take advantage of unique competencies and capabilities. There is substantial emphasis on the acquisition and allocation of resources, and on organizing, leading, and empowering people. In addition, the program familiarizes the student with small and family businesses, including the analysis of personal strengths and weaknesses as they relate to launching an entrepreneurial career. The program provides considerable attention to elementary concepts of planning, financing, starting, and managing a new business.

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, 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.

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

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

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.

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.

Supply Chain Management – Supply chain management (SCM) prepares students to become leaders in supply management, the emerging paradigm for world-class corporations. It is a total systems approach taken by companies, suppliers, and partners to deliver manufactured products and services to the end customer. Information technology is used to coordinate all elements of the supply chain from sourcing parts to coordination of retailers to achieve a level of integration that results in a competitive advantage not available in traditional logistics systems. SCM is a major for students who wish to be involved in the management of operations (value-adding) processes; i.e., manufacturing, service production and delivery, distribution, and supply. It builds on other areas of functional expertise that are part of the business degree, including marketing, finance, accounting, and strategic planning. The major provides a framework for linking these functional areas with specific areas of skill development that are focused in SCM, i.e., total quality management, productivity enhancement, and time-based competition. The major also provides in-depth analysis of operations decisions such as new product development, supply chain capacity planning, process technology planning, factory automation, and production systems planning.
### Business and Economics

#### Degree Requirements

**Assessment** – The assessment of student learning outcomes for all business majors includes both internal and external assessments in selected courses, culminating in the MGT 489 Senior Seminar-Business Capstone course and the MGT 499 Senior Assessment course.

#### 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>ACCT 201 Financial Accounting</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ACCT 202 Managerial Accounting</td>
<td>3</td>
<td>ACCT 201</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>FIN 229 Financial Management</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MGT 240 Intro to Mgmt.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MGT 323 Bus. Communication</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>MGT 401 Business Law I</td>
<td>3</td>
<td>jr. status or perm.</td>
</tr>
<tr>
<td>MGT 489 Sr. Seminar — Bus. Capst.</td>
<td>3</td>
<td>bus. major, sr. stat.</td>
</tr>
<tr>
<td>MGT 499 Sr. Assessment</td>
<td>1</td>
<td>bus. major, sr. stat.</td>
</tr>
<tr>
<td>IS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MKT 233 Principles of Marketing</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

**Core Requirements from Other Disciplines:** 12 hrs.

### Bachelor of Science in Business Administration

**Core Requirements from Business:** 31-34 hrs.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 Financial Accounting</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ACCT 202 Managerial Accounting</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 208 Intermediate Accounting I</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 208 Intermediate Accounting II</td>
<td>3</td>
<td>ACCT 207</td>
</tr>
<tr>
<td>ACCT 302 Cost Management</td>
<td>3</td>
<td>ACCT 202</td>
</tr>
<tr>
<td>ACCT 406 Auditing, Prof. Ethics</td>
<td>3</td>
<td>ACCT 205, 207, MATH 208</td>
</tr>
<tr>
<td>IS 321 Business Spreadsheets</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
</tbody>
</table>

**Electives:** 9 hrs.

- ACCT 206 Forensic Accounting
- ACCT 308 Fed. Inc. Tax. Individuals
- ACCT 440 Advanced Accounting
- ACCT 453 Spec. Topics - Acct
- MGT 402 Business Law II

**Core Requirements from Business:** 31-34 hrs.

**Core Reqs. from other disciplines:** 12 hrs.

**Plus Institutional Baccalaureate Degree Requirements,** p. 21.

#### Business Management Major

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 307 Organiz. Theory &amp; Design</td>
<td>3</td>
<td>MGT 240, PSYC 101</td>
</tr>
<tr>
<td>MGT 318 Organizational Behavior</td>
<td>3</td>
<td>MGT 240, PSYC 101</td>
</tr>
<tr>
<td>MGT 324 Human Resource Mgmt.</td>
<td>3</td>
<td>MGT 307, 318, PSYC 101</td>
</tr>
<tr>
<td>MGT 424 Training &amp; Development</td>
<td>3</td>
<td>MGT 324</td>
</tr>
</tbody>
</table>

**Electives (only 3 hrs. may be ECON):** 18 hrs.

- **BUS 339 Internship**
- ECON 324 Econ. of Govt. & Bus.
- ECON 346 Managerial Econ.
- ECON 342 International Econ.
- MGT 480 Global Management
- MKT 410 Internatl. Bus. Culture
- FIN 322 Personal Asset Mgmt.
- MGT 372 Risk & Insurance

**Core Requirements from Business:** 31-34 hrs.

**Core Reqs. from other disciplines:** 12 hrs.

**Plus Institutional Baccalaureate Degree Requirements,** p. 21.

*Note:* The Internship must be related to the major and pre-approved by the internship coordinator.

#### Entrepreneurship Major

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTP 245 Intro. to Entrepreneurship</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ENTP 345 Entrepr./Family Bus. Mgmt.</td>
<td>3</td>
<td>ENTP 245, MGT 240, MGT 233</td>
</tr>
<tr>
<td>ENTP 365 Entrepr. Strategies &amp; Tactics</td>
<td>3</td>
<td>ENTP 245, MGT 240, MGT 233</td>
</tr>
<tr>
<td>ENTP 445 New Venture Creation</td>
<td>3</td>
<td>ENTP 245, MGT 240, MGT 233</td>
</tr>
<tr>
<td>ENTP 465 Financing the Bus. Venture</td>
<td>3</td>
<td>ENTP 345, 365, 445</td>
</tr>
<tr>
<td>MGT 307 Organiz. Theory &amp; Design</td>
<td>3</td>
<td>PSYC 101, MGT 240</td>
</tr>
<tr>
<td>MGT 318 Organizational Behavior</td>
<td>3</td>
<td>MGT 240, PSYC 101</td>
</tr>
<tr>
<td>MGT 410 Human Resource Management</td>
<td>3</td>
<td>MGT 307, 318, PSYC 101</td>
</tr>
<tr>
<td>Choose 6 hours from the following:</td>
<td>6</td>
<td>none</td>
</tr>
<tr>
<td>CS 175 Web Design</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>ECON 302 Econ./Hist. of Entrep.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>FIN 322 Personal Asset Mgmt.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>MGT 327 Risk and Insurance</td>
<td>(3)</td>
<td>ECON 232, 233, MATH 208</td>
</tr>
</tbody>
</table>

**Core Requirements from Business:** 31-34 hrs.

**Core Reqs. from other disciplines:** 12 hrs.

**Plus Institutional Baccalaureate Degree Requirements,** p. 21.

---

The Internship must be related to the major and pre-approved by the internship coordinator.
### FINANCE MAJOR:

**Finance Core**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 334 Money and Banking</td>
<td>3</td>
<td>ECON 233</td>
</tr>
<tr>
<td>FIN 329 Intermediate Financial Mgmt.</td>
<td>3</td>
<td>FIN 228</td>
</tr>
<tr>
<td>FIN 330 Principles of Investment</td>
<td>3</td>
<td>FIN 228</td>
</tr>
<tr>
<td>FIN 420 Financial Mgmt. Strategy</td>
<td>3</td>
<td>FIN 329, sr. status</td>
</tr>
<tr>
<td>MGT 327 Risk &amp; Insurance</td>
<td>3</td>
<td>ECON 232, 233, MATH 208</td>
</tr>
</tbody>
</table>

**Finance Core (continued)**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 358 Fin. Stmnt. Anal./Sec. Val.</td>
<td>3</td>
<td>FIN 228</td>
</tr>
<tr>
<td>FIN 429 Global Finance</td>
<td>3</td>
<td>FIN 228, permission</td>
</tr>
</tbody>
</table>

**Electives:**

- BUS 339 Internship (3) soph. status, permission
- FIN 322 Personal Asset Mgmt. (3) soph. status
- FIN 422 Security Analysis (3) FIN 330
- FIN 442 Invest. Portfolio Mgmt. I (3) FIN 422, finance maj.
- FIN 454 Spec. Topics in Finance (3) FIN 228, permission
- MGT 402 Business Law II (3) MGT 401
- IS 321 Financial Spreadsheets (3) ACCT 201, IS 221

**Finance Core (continued)**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 340 Management Science</td>
<td>3</td>
<td>IS 221, MATH 208</td>
</tr>
<tr>
<td>IS 222 Comp. Programming II</td>
<td>4</td>
<td>CS 121, BUS 339 Internship</td>
</tr>
<tr>
<td>CS 175 Web Design</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>CS 301 Comp. Architecture</td>
<td>3</td>
<td>CS 122, BUS 339 Internship</td>
</tr>
<tr>
<td>CS 460 Adv. Topics in Comp. Sci.</td>
<td>3</td>
<td>CS 230 or perm.</td>
</tr>
<tr>
<td>IS 321 Business Spreadsheets</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>IS 336 Electronic Commerce</td>
<td>3</td>
<td>IS 221; MGT 240 or MGT 323</td>
</tr>
<tr>
<td>IS 370 Programming for Bus. I</td>
<td>3</td>
<td>IS 221</td>
</tr>
<tr>
<td>IS 371 Programming for Bus. II</td>
<td>3</td>
<td>IS 370</td>
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</table>

**Corporate Track**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 207 Intermediate Accounting I</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 208 Intermediate Accounting II</td>
<td>3</td>
<td>ACCT 207</td>
</tr>
</tbody>
</table>

**Electives:**

- BUS 339 Internship (3) soph. status, permission
- FIN 322 Personal Asset Mgmt. (3) soph. status
- FIN 358 Fin. Stmnt. Anal./Sec. Val. (3) FIN 228
- FIN 422 Security Analysis (3) IS 330
- FIN 429 Global Finance (3) FIN 228, permission
- FIN 454 Spec. Topics in Finance (3) FIN 228, permission
- MGT 402 Business Law II (3) MGT 401
- IS 321 Business Spreadsheets (3) ACCT 201, IS 221

**Finance Core (continued)**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance Core</td>
<td>15</td>
<td>MGT 240</td>
</tr>
<tr>
<td>Core Requirements from Business</td>
<td>31-34</td>
<td>none</td>
</tr>
<tr>
<td>Core Req. from other disciplines</td>
<td>12</td>
<td>none</td>
</tr>
</tbody>
</table>

*Note: Internship must be related to the major and pre-approved by the internship coordinator.

### HOSPITALITY MANAGEMENT MAJOR:

**Course Number and Title**

**Hrs.**

**Prerequisites**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSM 135 Hospitality Computer Systems</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HSM 235 Food &amp; Beverage Control</td>
<td>3</td>
<td>MATH 208</td>
</tr>
<tr>
<td>HSM 335 Environmental Management</td>
<td>3</td>
<td>soph. status</td>
</tr>
<tr>
<td>HSM 336 Food Production I</td>
<td>3</td>
<td>soph. status</td>
</tr>
<tr>
<td>HSM 338/338 Summer Work Exp.</td>
<td>0</td>
<td>none</td>
</tr>
<tr>
<td>HSM 434 Institutional Law</td>
<td>3</td>
<td>MGT 401</td>
</tr>
<tr>
<td>Electives:</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>HSM 234 Hotel Accounting</td>
<td>3</td>
<td>ACCT 202</td>
</tr>
<tr>
<td>FCS 221 Food and Culture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 320 Human Nutrition</td>
<td>3</td>
<td>CHEM 103 or 251</td>
</tr>
<tr>
<td>FCS 322 Experimental Foods</td>
<td>3</td>
<td>FCS 230</td>
</tr>
<tr>
<td>HSM 334 Mgmt. Inst Employment.</td>
<td>3</td>
<td>PSYC 101, MGT 240</td>
</tr>
<tr>
<td>HSM 337 Food Production II</td>
<td>3</td>
<td>HSM 336</td>
</tr>
<tr>
<td>HSM 433 Hospitality Marketing</td>
<td>3</td>
<td>MGT 233</td>
</tr>
<tr>
<td>HSM 435 Quantity Food Production</td>
<td>3</td>
<td>HSM 337</td>
</tr>
<tr>
<td>HSM 437 Catering</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MGT 318 Organizational Behavior</td>
<td>3</td>
<td>PSYC 101, MGT 240</td>
</tr>
<tr>
<td>MGT 410 Human Resource Mgmt.</td>
<td>3</td>
<td>MGT 307,318, PSYC 101</td>
</tr>
<tr>
<td>MKT 310 International Bus./Culture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MKT 317 International Marketing</td>
<td>3</td>
<td>MGT 233</td>
</tr>
<tr>
<td>Core Requirements from Business</td>
<td>31-34</td>
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<tr>
<td>Core Req. from other disciplines</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Internship must be related to the major and pre-approved by the internship coordinator.

### INFORMATION SYSTEMS MAJOR:

**Course Number and Title**

**Hrs.**

**Prerequisites**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<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>IS 370-371 Programming for Bus.</td>
<td>(3/3)</td>
<td>IS 221</td>
</tr>
<tr>
<td>MGT 340 Management Science</td>
<td>3</td>
<td>IS 221, MATH 208</td>
</tr>
<tr>
<td>IS 372 Systems Anal. &amp; Design</td>
<td>3</td>
<td>IS 221</td>
</tr>
<tr>
<td>IS 473 Adv. Systems Devel.</td>
<td>3</td>
<td>IS 371, 372, 470</td>
</tr>
<tr>
<td>IS 470 Database Management</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>IS 475 Network Fund./Info. Sec.</td>
<td>3</td>
<td>IS 370 or CS 121</td>
</tr>
<tr>
<td>Electives (only 3 hrs. may be from CS):</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>BUS 339 Internship</td>
<td>(3)</td>
<td>soph. st., 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 122 Comp. Programming II</td>
<td>(4)</td>
<td>CS 121</td>
</tr>
<tr>
<td>CS 175 Web Design</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>CS 301 Comp. Architecture</td>
<td>(3)</td>
<td>CS 122</td>
</tr>
<tr>
<td>CS 460 Adv. Topics in Comp. Sci.</td>
<td>(3)</td>
<td>CS 230 or perm.</td>
</tr>
<tr>
<td>IS 321 Business Spreadsheets</td>
<td>(3)</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>IS 346 Electronic Commerce</td>
<td>(3)</td>
<td>IS 221; MGT 240 or MGT 323</td>
</tr>
<tr>
<td>IS 370 Programming for Bus. I</td>
<td>(3)</td>
<td>IS 221</td>
</tr>
<tr>
<td>IS 371 Programming for Bus. II</td>
<td>(3)</td>
<td>IS 370</td>
</tr>
<tr>
<td>IS 452 Spec Topics in Info. Syst.</td>
<td>(1-3)</td>
<td>IS 372</td>
</tr>
<tr>
<td>IS 472 Decision Sup. Syst./B.Int.</td>
<td>(3)</td>
<td>IS 370 or CS 121</td>
</tr>
<tr>
<td>IS 479 Mgmt. of Info. Systems</td>
<td>(3)</td>
<td>IS 372 or perm.</td>
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</table>

**Core Requirements from Business**

<table>
<thead>
<tr>
<th>Hrs.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>31-34</td>
<td></td>
</tr>
</tbody>
</table>

**Core Req. from other disciplines**

<table>
<thead>
<tr>
<th>Hrs.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Internship must be related to the major and pre-approved by the internship coordinator.
### INTERNATIONAL BUSINESS MAJOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 3 hours from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 210 Study Tour</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 339 Internship</td>
<td>(3)</td>
<td>soph. st., perm.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Abroad Program (see dept. chair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 342 International Economics</td>
<td>3</td>
<td>ECON 232 or 233</td>
</tr>
<tr>
<td>FIN 429 Global Finance</td>
<td>3</td>
<td>FIN 228, perm.</td>
</tr>
<tr>
<td>MGT 480 Global Management</td>
<td>3</td>
<td>MGT 240, sr. st.</td>
</tr>
<tr>
<td>MKT 310 Internl. Business/Culture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MKT 317 International Marketing</td>
<td>3</td>
<td>MGT 233</td>
</tr>
<tr>
<td>200 level foreign language</td>
<td>6</td>
<td>100 level or prof.</td>
</tr>
<tr>
<td>300 level foreign language</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Core Requirements from Business</td>
<td>31-34</td>
<td></td>
</tr>
<tr>
<td>Core Req. from other disciplines</td>
<td>12</td>
<td>73-76 hrs.</td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MARKETING MAJOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 311 Mkt. Analysis &amp; Research</td>
<td>3</td>
<td>IS 221, MKT 233, MATH 208</td>
</tr>
<tr>
<td>MKT 313 Salesmanship</td>
<td>3</td>
<td>MKT 233</td>
</tr>
<tr>
<td>MKT 326 Consumer Behavior</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>MKT 411 Marketing Management</td>
<td>3</td>
<td>senior status</td>
</tr>
<tr>
<td>Electives:</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>BUS 339 Internship</td>
<td>(3)</td>
<td>soph. st., perm.</td>
</tr>
<tr>
<td>BUS/MATH 341 Internm. Statistics</td>
<td>(3)</td>
<td>MATH 208 or 318</td>
</tr>
<tr>
<td>HSM 433 Hospitality Marketing</td>
<td>(3)</td>
<td>MGT 233</td>
</tr>
<tr>
<td>MGT 343 Soc. Resp. &amp; Bus. Ethics</td>
<td>(3)</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 402 Business Law II</td>
<td>(3)</td>
<td>MGT 401</td>
</tr>
<tr>
<td>IS 346 Electronic Commerce</td>
<td>(3)</td>
<td>IS 221; MGT 240 or MKT 233</td>
</tr>
<tr>
<td>MKT 310 Internl. Bus./Culture</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>MKT 314 Advertising Principles</td>
<td>(3)</td>
<td>MGT 233</td>
</tr>
<tr>
<td>MKT 315 Retail Merchandising</td>
<td>(3)</td>
<td>MGT 233</td>
</tr>
<tr>
<td>MKT 317 International Mktg.</td>
<td>(3)</td>
<td>MGT 233</td>
</tr>
<tr>
<td>MKT 333 Services Mktg.</td>
<td>(3)</td>
<td>MGT 233</td>
</tr>
<tr>
<td>MKT 451 Spec. Topics Marketing</td>
<td>(3)</td>
<td>senior status</td>
</tr>
<tr>
<td>SCM 316 Supply Chain Mgmt.</td>
<td>(3)</td>
<td>MATH 208; MKT 233 or MGT 240</td>
</tr>
<tr>
<td>Core Requirements from Business</td>
<td>31-34</td>
<td></td>
</tr>
<tr>
<td>Core Req. from other disciplines</td>
<td>12</td>
<td>73-76 hrs.</td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
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### ACCOUNTING MINOR:

<table>
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<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ACCT 201 Financial Accounting</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ACCT 202 Managerial Accounting</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 205 Accounting Info. Systems</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>ACCT 207 Intermediate Accounting I</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>IS 221 Information Technology</td>
<td>3</td>
<td>none</td>
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<tr>
<td>Electives:</td>
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<tr>
<td>ACCT 206 Forensic Accounting</td>
<td>(3)</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 208 Intermed. Accounting II</td>
<td>(3)</td>
<td>ACCT 207</td>
</tr>
<tr>
<td>ACCT 302 Cost Management</td>
<td>(3)</td>
<td>ACCT 202</td>
</tr>
<tr>
<td>ACCT 308 Fed. Inc. Tax. Individuals</td>
<td>(3)</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>ACCT 406 Auditing, Prof. Ethics</td>
<td>(3)</td>
<td>ACCT 205, 207, MATH 208</td>
</tr>
<tr>
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<td>31-34</td>
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<tr>
<td>Core Req. from other disciplines</td>
<td>12</td>
<td>73-76 hrs.</td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
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</table>

### BUSINESS MANAGEMENT MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MGT 307 Organiz. Theory &amp; Design</td>
<td>3</td>
<td>MGT 305, 343, IS 221</td>
</tr>
<tr>
<td>MGT 318 Organizational Behavior</td>
<td>3</td>
<td>MGT 305, IS 221</td>
</tr>
<tr>
<td>MGT 324 Human Resource Mgmt.</td>
<td>3</td>
<td>MGT 305, IS 221</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>MGT 340 Management Science</td>
<td>(3)</td>
<td>IS 221, MATH 208</td>
</tr>
<tr>
<td>MGT 343 Soc. Resp./Bus. Ethics</td>
<td>(3)</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 432 Compensation &amp; Benefits</td>
<td>(3)</td>
<td>MGT 305</td>
</tr>
<tr>
<td>MGT 424 Training &amp; Development</td>
<td>(3)</td>
<td>MGT 305</td>
</tr>
<tr>
<td>MGT 425 Empl. Law &amp; Labor Rel.</td>
<td>(3)</td>
<td>MGT 305</td>
</tr>
<tr>
<td>MGT 450 Spec. Topics - Mgmt.</td>
<td>(1-3)</td>
<td>senior status</td>
</tr>
<tr>
<td>Core Requirements from Business</td>
<td>31-34</td>
<td></td>
</tr>
<tr>
<td>Core Req. from other disciplines</td>
<td>12</td>
<td>18 hrs.</td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
<td></td>
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</tbody>
</table>

**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 internship coordinator.
### ENTREPRENEURSHIP MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTP 245 Intro. to Entrepreneurship</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ENTP 345 Entrep./Family Bus. Mgmt.</td>
<td>3</td>
<td>ENTP 245, MGT 240, MKT 233</td>
</tr>
<tr>
<td>ENTP 365 Entrepr. Strategies &amp; Tactics</td>
<td>3</td>
<td>ENTP 245, MGT 240, MKT 233</td>
</tr>
<tr>
<td>ENTP 445 New Venture Creation</td>
<td>3</td>
<td>ENTP 245, MGT 240, MKT 233</td>
</tr>
<tr>
<td>MKT 240 Intro. to Management</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MKT 233 Principles of Marketing</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

Total: 18 hrs.

### FINANCE MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 Financial Accounting</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ACCT 202 Managerial Accounting</td>
<td>3</td>
<td>ACCT 201</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>FIN 228 Financial Management</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>FIN 329 Intermed. Financial Mgmt.</td>
<td>3</td>
<td>FIN 228</td>
</tr>
<tr>
<td>FIN 330 Principles of Investment</td>
<td>3</td>
<td>FIN 228</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MGT 327 Risk &amp; Insurance</td>
<td>3</td>
<td>ECON 232, 233, MATH 208</td>
</tr>
</tbody>
</table>

Elective: 3

BUS 339/439 Internship (3) soph. status, perm.
FIN 322 Personal Asset Mgmt. (3) soph. status
FIN 420 Financial Mgmt. Strategy (3) FIN 329, sr. status
FIN 422 Security Analysis (3) FIN 330
FIN 429 Global Finance (3) FIN 228, perm.
FIN 454 Spec. Topics - Finance (3) FIN 228, perm.
IS 321 Business Spreadsheets (3) ACCT 201, IS 221

30 hrs.

Note: Internship must be related to the minor and pre-approved by the internship coordinator.

### HOSPITALITY MANAGEMENT MINOR:

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

12 hrs.

### INFORMATION SYSTEMS MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>IS 370 Programming for Bus. I</td>
<td>3</td>
<td>IS 221</td>
</tr>
<tr>
<td>IS 372 Systems Anal. &amp; Design</td>
<td>3</td>
<td>IS 221</td>
</tr>
</tbody>
</table>

Electives: 6

BUS 339/439 Internship (3) soph. st., perm.
CS 121 Comp. Programming I (4) 2 yrs. hs alg., 1 yr. hs geom.
CS 175 Web Design (3)            |
CS 460 Adv. Topics in Comp. Sci.   (3) CS 230 or perm. |
IS 321 Business Spreadsheets (3)  ACCT 201, IS 221 |
MGT 340 Management Science (3)    IS 221, MATH 208 |
IS 346 Electronic Commerce (3)    IS 221; MGT 240 or MGT 233 |
IS 371 Programming for Bus. II      (3) IS 370 |
IS 452 Spec Topics – Info. Syst.   (1-3) IS 371, 372, 470 |
IS 470 Database Management (3)     none |
IS 472 Decision Sup. Syst./B.Int.   (3) IS 370 or CS 121 |
IS 475 Network Fund./Info. Sec.     (3) IS 370 or CS 121 |
IS 479 Mgmt. of Info. Systems (3)   IS 372 or perm. |

15 hrs.

### MARKETING MINOR:

<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>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>IS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MKT 233 Principles of Marketing</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MKT 311 Mkt. Anal. &amp; Research</td>
<td>3</td>
<td>IS 221, MKT 233, MATH 208</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>Any remaining course from mktg. maj.</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

24 hrs.

### INTERNATIONAL BUSINESS MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 Financial Accounting</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ACCT 202 Managerial Accounting</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>FIN 228 Financial Management</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>FIN 429 Global Finance</td>
<td>3</td>
<td>FIN 228, perm.</td>
</tr>
<tr>
<td>MKT 240 Intro. to Management</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MKT 480 Global Management</td>
<td>3</td>
<td>MKT 240, sr. st.</td>
</tr>
<tr>
<td>MKT 233 Principles of Marketing</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MKT 317 International Marketing</td>
<td>3</td>
<td>MKT 233</td>
</tr>
</tbody>
</table>

Elective: 3

BUS 210 Study Tour (3) none
BUS 339/439 Internship (3) soph. st., perm.
Study Abroad Prog. (see dept. chair)
COMAR 302 Intercult. Commun. (3) COMAR 101
ECON 342 International Economics (3) ECON 232 or 233
200 level Foreign language (3) 100 level or prof.
HIST 301 Cultural Geography (3) none
POLSC 205 Comparative Politics (3) POLSC 101 or 102
POLSC 301 Am. Foreign Policy (3) none
REL 307 World Religious Trad. (3) REL 106 or 107

27 hrs.

Note: Internship must be related to the minor and pre-approved by the internship coordinator.

### BUSINESS ADMINISTRATION MINOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 Financial Accounting</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>
</tbody>
</table>

### Minors for Non-Business Majors

All minors for business majors are available to non-business majors who complete the necessary prerequisites.
FIN 322 Personal Asset Management 3 soph. status
MGT 240 Intro. to Management 3 none
IS 221 Information Technology 3 none
MKT 233 Principles of Marketing 3 none

18 hrs.

ENTREPRENEURSHIP MINOR:

Course Number and Title Hrs. Prerequisites
ENTP 245 Intro. to Entrepreneurship 3 none
ENTP 365 Entrep. Strategies & Tactics 3 ENTP 245, MGT 240, MKT 233
ENTP 445 New Venture Creation 3 ENTP 245, MGT 240, MKT 233

MGT 240 Introduction to Management 3 none
MKT 233 Principles of Marketing 3 none

15 hrs.

INFORMATION SYSTEMS MINOR:

Course Number and Title Hrs. Prerequisites
IS 221 Information Technology 3 none
IS 370 Programming for Bus. I 3 IS 221
IS 372 Systems Anal. & Design 3 IS 221
Electives: 6
CS 121 Comp. Programming I (4) 2 yrs hs alg, 1 yr hs geom.
CS 175 Web Design (3) none
CS 460 Adv. Topics in Comp. Sci. (1-3) CS 230 or perm.
MGT 340 Management Science (3) IS 221, MATH 208
IS 321 Business Spreadsheets (3) ACCT 201, IS 221
IS 371 Programming for Bus. II (3) IS 370
IS 452 Spec. Topics in Info. Syst. (3) IS 372 or perm.
IS 470 Database Management (3) none
IS 472 Decision Sup. Syst./B.Int. (3) IS 370 or CS 121
IS 475 Network Fund./Info. Sec. (3) IS 370 or CS 121
IS 479 Mgmt. of Info. Syst. (3) IS 372 or perm.

15 hrs.

Courses and Descriptions
See Course Descriptions section of catalog.

ECONOMICS

Student Learning Outcomes
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, an international 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. An instrument that measures knowledge given at the completion of ECON 440 and a project completed in either ECON 438 or one of the other advanced courses will assess this.

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.

Bachelor of Arts with a major in Economics

Course Number and Title Hrs. Prerequisites
ECON 232 Principles of Microecon. 3 none
ECON 233 Principles of Macroecon. 3 none
ECON 332 Interm. Microecon. 3 ECON 232
ECON 333 Interm. Macroecon. 3 ECON 233
ECON 342 International Economics 3 ECON 232 or 233
ECON 438 Empirical Methods in Econ. 3 ECON 232; 233; 322 or 333; MATH 208
ECON 440 Senior Assessment 1 all ECON coursework or concur.
ECON electives 300 & above 9
MATH 208 Elementary Statistics 3 MATH 100 or ACT 18 or SAT 480

31 hrs.

Bachelor of Science in Business Administration

with a major in Economics

Course Number and Title Hrs. Prerequisites
ECON 332 Interm. Microecon. 3 ECON 232
ECON 333 Interm. Macroecon. 3 ECON 233
ECON 342 International Economics 3 ECON 232 or 233
ECON 438 Empirical Methods in Econ. 3 ECON 232; 233; 322 or 333; MATH 208
ECON 440 Senior Assessment 1 all ECON coursework or concur.
ECON electives 300 & above 9
Core Requirements from Business 31-34
Core Req. from other disciplines 12

65-68 hrs.

Minor in Economics

Course Number and Title Hrs. Prerequisites
ECON 232 Princip. of Microecon. 3 none
ECON 233 Princip. 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.

Economics Courses and Descriptions
See Course Descriptions section of catalog.
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 Outcomes
Students majoring or minoring in chemistry will:
1. acquire hands-on skills in use of instrumentation through laboratory projects which are instrumentation intensive;
2. demonstrate the ability to apply the scientific method to problems through:
   a. various laboratory techniques in safe and careful handling of chemicals;
   b. inquiry, team-based laboratory projects;
   c. formal laboratory reports; and
   d. oral reports to peers and faculty, taking advantage of computer-aided presentations;
3. develop writing, oral communication and computing skills in a graded sequence as they progress through the chemistry program;
4. develop skills in presenting chemical demonstrations if they take courses toward licensure;
5. achieve a theoretical understanding of fundamental principles of chemistry from a structural perspective, a mechanistic perspective, and a quantitative perspective.

Students electing to carry out an undergraduate research project under the direction of a professor will:
6. demonstrate an understanding of the scientific method through original research;
7. become adept at using instrumentation to solve scientific problems;
8. present their results in either journal format or an honors thesis;
9. present their results at regional or national meetings, as appropriate.

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 Ingman 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, a MALDI-TOF mass spectrometer, and a high field NMR 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, multi-disciplinary 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>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
<td>(3)</td>
<td>MATH 202, 206 or 224</td>
</tr>
</tbody>
</table>

GENERAL TRACK

Course Number and Title | Hrs. | Prerequisites |
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<tr>
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<tbody>
<tr>
<td>Chemistry Core</td>
<td>52-53</td>
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</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>60-61 hrs.</td>
</tr>
</tbody>
</table>

ACS APPROVED TRACK

Course Number and Title | Hrs. | Prerequisites |
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<tr>
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</thead>
<tbody>
<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. electr. (incl. CHEM 498)</td>
<td>3</td>
<td></td>
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<tr>
<td>OR</td>
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<tr>
<td>66-67 hrs.</td>
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</tbody>
</table>

Bachelor of Science with a comprehensive major in Biochemistry

Course Number and Title | Hrs. | Prerequisites |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></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 Chem. I</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L Organic Chem. 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 206</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>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, p. 21.

Bachelor of Science

with a comprehensive major in Forensic Chemistry

Course Number and Title | Hrs. | Prerequisites |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></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 Chem. I</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L Organic Chem. 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 206</td>
</tr>
<tr>
<td>PHYS 205 University Physics I</td>
<td>5</td>
<td>MATH 206</td>
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<tr>
<td>PHYS 206 University Physics II</td>
<td>5</td>
<td>PHYS 205</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 498 Independent Study</td>
<td>(3)</td>
<td>permission</td>
</tr>
<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>
<tr>
<td></td>
<td>77-78 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, p. 21.

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.

Course Number and Title | Hrs. | Prerequisites |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>hs chem., 3 yrs. hs 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 205 Calculus I</td>
<td>5</td>
<td>MATH 111 or equiv.</td>
</tr>
<tr>
<td>CHEM 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>
</tbody>
</table>

Related Concentration:

EDCI 287 Curr./Instr./Assess. 7-12 | 3 | EDFN 202 |
| EDCI 432 Secondary Methods | 3 | EDCI 230 |
Choose one from:
FCS 270 Lifespan Human Develop.  (3)  none
PSYC 209 Developmental Psych.  (3)  PSYC 101
PSYC 218 Psych. of Adolescence  (3)  none

62 hrs.

Remaining Education requirements:
EDCI 230SEC Workshop in Education 2  EDFN 130, 202
EDCI 232 Intro. to Prin. of Instr. Tech. 3  none
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 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
EDIS 250 Intro. Educational Intervention 3  none

93 hrs.

Plus Institutional Baccalaureate Degree Requirements. p. 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 Physical Science
(Grades 7-12)

See listing in Physics.

---

**Minor 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.; 3yrs. h.s. math</td>
</tr>
<tr>
<td>Three courses from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 203 Int. Inorganic Chem.</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 Chem. I</td>
<td>(5)</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 411 Physical Chemistry</td>
<td>(3-4)</td>
<td>CHEM 204, PHYS 206, MATH 206</td>
</tr>
<tr>
<td>CHEM 429 Biochemistry</td>
<td>(3-4)</td>
<td>CHEM 307</td>
</tr>
<tr>
<td></td>
<td>19-21</td>
<td>hrs.</td>
</tr>
</tbody>
</table>

**Chemistry Courses and Descriptions**

See Course Descriptions section of catalog.
Communication Studies

Department of Communication Studies
(Speech Communication, Sport Communication)
The College of Arts and Sciences

Faculty
John D. Bee, Professor of Speech
Dan O’Rourke, Associate Professor of Speech/Sport Comm.
Deleasa Randall-Griffiths, Associate Professor of Speech
Pravin Rodrigues, Associate Professor of Speech
Karen Hartman, Assistant Professor of Speech/Sport Comm.
Zac Gershberg, Visiting Assistant Professor of Speech

Degrees Offered
Bachelor of Arts
Bachelor of Science in Education

Mission Statement
The Department of Communication Studies strives to educate students in the theory and practice of verbal and nonverbal messages and to teach them more effective ways to understand and respond to those messages in their daily lives. To accomplish this, the department offers studies in speech communication and sport communication. The department also houses a student-run public relations firm and a sport communication club to provide students the opportunity to develop critical thinking and speaking skills. The department integrates these areas of study into a well-rounded, liberal arts curriculum with an emphasis on practical application.

Student Learning Outcomes
The Communication Studies student will:
1. Demonstrate an understanding of the complexity of human communication as an ongoing transaction between speakers and listeners, writers and readers, and broadcasters and audiences through various practices of communication;
2. Demonstrate critical thinking and understanding of the power and influence of human and mediated communication through analysis and development of communicative messages;
3. Demonstrate proficiency in presenting oral communication skills for an audience;
4. Demonstrate proficiency in written communication skills through written projects;
5. Adhere to the accepted social, legal, ethical and justice-seeking responsibilities of communication scholars and professionals; and
6. Demonstrate an understanding of, and practical experience in, the various professional communication fields through internships and practicum credit.

Description of Majors
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.

Students have many opportunities to practice skills widely recognized to be keys to success in most fields, such as public speaking, small group discussion, argumentation and debate.

Speech communication majors often broaden their horizons through pursuing a double major within or outside the department.

Sport Communication – Sport communication majors study management, sport broadcasting, crisis management, media relations, statistics, college sports information, sport ethics, sport communication and culture, and sport public relations to prepare them for fields such as broadcasting, marketing, public relations, community outreach, sport management, sport journalism, and continuation in graduate studies.

Experiential Learning
The speech communication program offers off-campus opportunities in profit and not-for-profit businesses and agencies in the form of internships and on-campus practical experience with Accent PR, a public relations club.

In the area of performance studies, there is the opportunity for individual or group production experiences.

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 and print reports skills with the campus newspaper.

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 and speeches. Faculty will inform the students in their major classes as to which projects will be collected for assessment.

DEPARTMENT CORE REQUIREMENTS
Course Number and Title Hrs. Prerequisites
COMAR 101 Human Communication 3 none
COMAR 103 Intro. to Mass Commun. 3 none
COMAR 203 Writing for the Media 3 none
COMAR 303 Comm. Law and Ethics 3 COMAR 103, jr. st.
COMAR 304 Interpersonal Commun. 3 COMAR 101
COMAR 436 Internships 3 see course description

Bachelor of Arts with a major in Speech Communication
Course Number and Title Hrs. Prerequisites

Bachelor of Science with a major in Speech Communication
Course Number and Title Hrs. Prerequisites

Department core requirements 18
COMAR 301 Public Speaking 3 COMAR 101
COMAR 302 Intercultural Commun. 3 COMAR 101
COMAR 306 Group Disc. & Leadership 3 COMAR 101

Choose one of the following concentrations:
Public Relations/Organizational Studies
COMAR 305 Organiz. Commun. 3 COMAR 101
COMAR 308 Public Relations 3 COMAR 101
Six hours from:
COMAR 208 Argument./Debate 3 COMAR 101
COMAR 222 topic appr. by dept. 3 COMAR 101

Experiential Learning
The speech communication program offers off-campus opportunities in profit and not-for-profit businesses and agencies in the form of internships and on-campus practical experience with Accent PR, a public relations club.

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DEPARTMENT CORE REQUIREMENTS
Course Number and Title Hrs. Prerequisites
COMAR 101 Human Communication 3 none
COMAR 103 Intro. to Mass Commun. 3 none
COMAR 203 Writing for the Media 3 none
COMAR 303 Comm. Law and Ethics 3 COMAR 103, jr. st.
COMAR 304 Interpersonal Commun. 3 COMAR 101
COMAR 436 Internships 3 see course description

Bachelor of Arts with a major in Speech Communication
Course Number and Title Hrs. Prerequisites

Bachelor of Science with a major in Speech Communication
Course Number and Title Hrs. Prerequisites

Department core requirements 18
COMAR 301 Public Speaking 3 COMAR 101
COMAR 302 Intercultural Commun. 3 COMAR 101
COMAR 306 Group Disc. & Leadership 3 COMAR 101

Choose one of the following concentrations:
Public Relations/Organizational Studies
COMAR 305 Organiz. Commun. 3 COMAR 101
COMAR 308 Public Relations 3 COMAR 101
Six hours from:
COMAR 208 Argument./Debate 3 COMAR 101
COMAR 222 topic appr. by dept. 3 COMAR 101

Experiential Learning
The speech communication program offers off-campus opportunities in profit and not-for-profit businesses and agencies in the form of internships and on-campus practical experience with Accent PR, a public relations club.

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Communication Studies

COMAR 323 Sport Public Rel. (3) COMAR 163 or perm.
COMAR 330 Org. & Corp. Video (4) COMAR 232
COMAR 403 Media Effects (3) none
MGT 240 Intro. to Management (3) PSYC 101, MGT 240
MGT 307 Organiz. Theory/Des. (3) PSYC 101, MGT 240
MGT 318 Organiz. Behavior (3) ENG 102
MGT 233 Business Commun. (3) MGT 240
MGT 343 Social Resp./Bus. Ethics(3) MKT 233
MKT 233 Principles of Marketing (3) PSYC 101
MKT 314 Advertising Principles (3) ENG 102
PSYC 306 Consumer Behavior (3) none

Persuasive Studies
COMAR 208 Argumentation/Debate 3 COMAR 101
COMAR 309 Persuasion 3 COMAR 101
Six hours from:
COMAR 222 topic appr. by dept. (3) COMAR 101
COMAR 403 Media Effects (3) jr. status
MGT 343 Social Resp./Bus. Ethics(3) MGT 240
PHIL 280 Applied Ethics (3) none
courses approved by COMAR dept.
in C3 (i.e. 362, 450) or PSYC
(i.e. 305, 306, 320)

Intercultural Studies
COMAR 312 Int. Comm./Pop. Cult. 3 COMAR 302
COMAR 315 Intenl. Storytelling 3 Core comm.
Six hours from:
IPR courses
SOC 301 Race/Ethnic/Min. Iss. (3) none

Performance Studies
Six hours from:
COMAR 105 Performance Stud. (3) none
COMAR 315 Internl. Storytelling (3) Core comm.
Six hours from:
COMAR 222 topic appr. by dept. (3) COMAR 101
TH 205 Voice & Articulation (3) none
39 hrs.

Marketing/PR
MKT 233 Principles of Marketing (3) none
One course from:
COMAR 308 Public Relations (3) COMAR 101
MKT 314 Advertising Principles (3) MKT 233
SM 415 Sport Marketing (3) SM 161 or perm.

Broadcast Reporting
COMAR 133 Media Tech. and Op. (3) none
One course from:
COMAR 232 Field Production (3) COMAR 133
COMAR 234 Studio Production (4) COMAR 133
COMAR 237 Basic Audio Prod. (3) COMAR 133
COMAR 243 Sport Broadcasting (3) COMAR 133

Bachelor of Science in Education
with a comprehensive major in
Integrated Language Arts (Grades 7-12)
See listing in English.

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.

Plus Institutional Baccalaureate Degree Requirements, p. 21.

Bachelor of Arts with a major in
Sport Communication

Course Number and Title Hrs. Prerequisites
Department core requirements 18
COMAR 163 Found. of Sport Commu. 3 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 305 Organizational Comm. 3 COMAR 101
COMAR 323 Sport Public Relations 3 COMAR 163 or perm.
COMAR 472 Seminar in Sport Rhetoric 3 sr. status
MATH 208 Elementary Statistics 3 2 yrs. h.s. alg
PHIL 280A Sport Ethics 1 none

Choose an area of emphasis: 6-7

Cultural Studies
COMAR 244 Sport/Comm./Culture (3) COMAR 101 or perm.
One course from:
COMAR 302 Intercult. Comm. (3) COMAR 101 or perm.
SM 435 Global Persp. in Sport (3) SM 161 or perm.
SOC 301 Race/Ethnic/Minor. Iss. (3) none

Print Reporting
COMAR 307 Advanced Reporting (3) COMAR 203
One course from:
COMAR 320 Feature Writing (3) COMAR 203
COMAR 402 News Editing (3) COMAR 203
ENG 352 Technical Writing (3) Core comp. II

39 hrs.
Computer Science
Department of Mathematics/Computer Science
The College of Arts and Sciences
http://www.ashland.edu/departments/math-computer-science

Chair
Darren Wick, Professor of Mathematics

Faculty
Iyad Ajwa, Professor of Computer Science
Boris Kerkez, Associate Professor of Computer Science
Paul Cao, 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 Outcomes
1. Students will learn and demonstrate the fundamental knowledge of the discipline.
2. Students will have an understanding of and demonstrate competence in logical thought, critical thinking, and problem solving.
3. Students will clearly and accurately express discipline-specific ideas in both written and oral form.

Facilities and Equipment
All classrooms are equipped with networked instructor workstations, including audiovisual and computer projection systems. Programming courses are taught in a computer classroom with student workstations. In addition to the university network and open computer labs, the department maintains a dedicated laboratory for majors. The lab contains a wide variety of computer hardware, running Windows, Linux, Mac OS X, and Solaris operating systems. The computers are equipped with scientific typesetting software, software development tools, compilers, word processors, spreadsheet programs, database programs, web design and programming tools, audio and video editing software, multimedia software, computer algebra systems, statistical and geometric software and many other applications.

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. 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</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>MATH 205 Calculus I (5) 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>CS 175 Web Design</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>CS 260 Topics in CS</td>
<td>(3)</td>
<td>perm.</td>
</tr>
<tr>
<td>CS 275 Web Programming</td>
<td>(3)</td>
<td>CS 175 or perm.</td>
</tr>
<tr>
<td>MATH 308 Operations Research</td>
<td>(3)</td>
<td>MATH 224</td>
</tr>
<tr>
<td>MATH 314 Numerical Analysis</td>
<td>(3)</td>
<td>CS 121, MATH 206</td>
</tr>
<tr>
<td>IS 372 Systems Analysis/Design</td>
<td>(3)</td>
<td>IS 221 or perm.</td>
</tr>
</tbody>
</table>
Bachelor of Science with a comprehensive major in Computer Art and Graphics Programming

See listing in Art.

Minor in 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>MATH 223-224 Discrete Math I - II</td>
<td>3/3</td>
<td>3 yrs. college prep math</td>
</tr>
<tr>
<td>2 courses from:</td>
<td>6</td>
<td></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 Lang.</td>
<td>(3)</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>23 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Computer Science Courses and Descriptions

See Course Descriptions section of catalog.

Bachelor of Arts with a major in Computer Science

This program is designed for those students who wish to pursue a career primarily related to computer science. This program does require a minor.

<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>MATH 223-224 Discrete Math I - II</td>
<td>3/3</td>
<td>3 yrs. college prep math</td>
</tr>
<tr>
<td>2 courses from:</td>
<td>6</td>
<td></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 Lang.</td>
<td>(3)</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>23 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Science electives **

60 hrs.

Plus Institutional Baccalaureate Degree Requirements, p. 21.

** Electives may be from biology, chemistry, computer science, geology, math, or physics, excluding CS 101, and MATH 100, 110.

Bachelor of Arts with a major in Computer Science

This program is designed for those students who wish to pursue a career primarily related to computer science. This program does require a minor.

<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>
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<tr>
<td>CS 230 Data Structures</td>
<td>3</td>
<td>CS 122, MATH 223</td>
</tr>
<tr>
<td>MATH 223-224 Discrete Math I - II</td>
<td>3/3</td>
<td>3 yrs. college prep math</td>
</tr>
<tr>
<td>2 courses from:</td>
<td>6</td>
<td></td>
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<tr>
<td>CS 301 Computer Architecture</td>
<td>(3)</td>
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<td>(3)</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 304 Programming Lang.</td>
<td>(3)</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>23 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Computer Science Courses and Descriptions

See Course Descriptions section of catalog.
Criminal Justice and Sociology

Department of Criminal Justice/Sociology
The College of Arts and Sciences

Chair
Jeffrey B. Spelman, Associate Professor of Criminal Justice

Faculty
Russell L. Craig, Professor of Criminal Justice
Michael Barrett, Assistant Professor of Criminal Justice/Sociology

Degrees Offered
Bachelor of Science
Associate of Arts

Mission
The mission of the Department of Criminal Justice/Sociology is to provide students with a broad liberal arts-based education that offers a philosophical, theoretical, and pragmatic understanding of criminal justice and sociology.

Student Learning Outcomes
Students will:
1. acquire and demonstrate knowledge and practices of the criminal justice system and their relationship to the social sciences;
2. demonstrate an understanding of the major theoretical perspectives of the social sciences and criminal justice;
3. apply philosophical foundations of justice and social welfare to ethical practices; and
4. synthesize and integrate knowledge, philosophy, and theory in a pragmatic application.

Facilities and Equipment
Four class and meeting rooms provide 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. The 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

The concentration requirement can be met through the completion of an 18-hour minor from another discipline, a second major from another area, or a collection of 18 hours from another area which supports the student’s interest. All concentrations must be approved by the chair of the Department of Criminal Justice/Sociology.

Course Number and Title                      Hrs.  Prerequisites
SOC 111 Princ. of Sociology                  3     none
CJ 130 Intro to Criminal Justice             3     none
CJ 227 Introduction to Corrections           3     none
CJ 270 Role of Police                        3     CJ 130
CJ 242 Criminology                           3     CJ 130 or SOC 111
CJ 362 Criminal Law                          3     CJ 130
CJ 430 Penology                             3     CJ 130, 242, sr. status
CJ 450 Ethics in Criminal Justice            3     CJ 130, 362, sr. status
MATH 208 Elementary Statistics              3     MATH 100 or ACT 18 or SAT 480
                                    MATH 208, SOC 111
SOC 460 Research Methods                     3     none
Electives (choose 6 courses):                 18
   CJ 200 Criminal Investigation I            3     CJ 130
   CJ 235 Courts and Justice                  3     CJ 130
   CJ 240 Criminal Investigation II           3     CJ 130, 200
   CJ 244 Juvenile Delinquency                3     none
   CJ 275 Gangs and Cults                     3     none
   CJ 303 Criminal Organizations              3     CJ 242
   CJ 307 Victimology                         3     none
   CJ 331 Topics in Criminal Justice          3     none
   CJ 360 Read. in Crime & Justice            3     none
   CJ 366 Criminal Procedure                  3     CJ 130, 362
   CJ 403 Field Experience                    3     permission
   CJ 415 Adv. Criminol. & Profiling          3     CJ 242
   SOC 202 Alcoholism & Sub. Abuse            3     none
   SOC 301 Race, Ethnic & Minor. Iss.         3     none
                                    Concentration area 18
                                    CJ chair approval

66 hrs.

Plus Institutional Baccalaureate Degree Requirements, p. 21.

Minor in Criminal Justice

Course Number and Title                      Hrs.  Prerequisites
SOC 111 Principles of Sociology              3     none
CJ 130 Intro to Criminal Justice             3     none
CJ 235 Courts & Justice                      3     CJ 130
CJ 242 Criminology                           3     CJ 130 or SOC 111
CJ 270 Role of Police                        3     CJ 130
Electives in CJ                              9
                                    24 hrs.

Minor in Sociology

Course Number and Title                      Hrs.  Prerequisites
SOC 111 Princ. of Sociology                  3     none
Electives in sociology*                      15
                                    18 hrs.
*SOC 460 is highly recommended.

Associate of Arts

with a concentration in Criminal Justice

Course Number and Title                      Hrs.  Prerequisites
SOC 111 Principles of Sociology              3     none
CJ 130 Intro to Criminal Justice             3     none
CJ 235 Courts & Justice                      3     CJ 130
CJ 242 Criminology                           3     CJ 130 or SOC 111
CJ 270 Role of Police                        3     CJ 130
Electives in CJ                              9
                                    24 hrs.

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

Criminal Justice Courses and Descriptions

See Course Descriptions section of catalog.

Sociology Courses and Descriptions

See Course Descriptions section of catalog.
Education

Departments of Curriculum/Instruction; Early Childhood; Educational Foundations; Educational Administration; Sport Sciences; Inclusive Services and Exceptional Learners; and Leadership Studies

The Dwight Schar College of Education

Dean
James Van Keuren, Professor

Associate Dean
Linda Billman, Associate Professor

Bachelor’s Completion Program and Assistant Dean for Academic Programs (M.Ed), Columbus Center
James R. Schnug, Associate Professor

Director of Field Experiences and Internships
Joseph Hendershott

Director of Academic Advising
Pamela Huber

Director of Teacher Testing and Licensure
Steve Willeke

Director of UG Teacher Education at Elyria
Sandra Gallagher

Faculty by Department

Curriculum/Instruction
Chair: David Kommer, Professor
Herbert Broda, Professor
Joan Knickerbocker, Professor
James Rycik, Professor
Cynthia Bowman, Associate Professor
Deanna Romano, Associate Professor
David Silverberg, Associate Professor
Deborah Arrowsmith, Assistant Professor
Jason Ellis, Assistant Professor
David Kowalka, Professional Instructor

Early Childhood
Chair: Mary Rycik, Associate Professor
Maria Sargent, Professor
Jacalyn Wood-Morton, Professor
Crystal Kaiser, Associate Professor
James R. Schnug, Associate Professor
Fredrick Burton, Assistant Professor
Brenda Rosler, Assistant Professor
Christina Walton, Assistant Professor
Diane Craig, Professional Instructor
Jan Rinehart, Professional Instructor
Tanzeah Sharpe, Professional Instructor

Educational Foundations
Chair: Louise Fleming, Professor
Kathleen Flanagan Hudson, Professor
James Lifer, Professor
Ann C. Shelly, Professor
Carl Walley, Professor
Penny Arnold, Associate Professor
Linda Billman, Associate Professor
Cathryn Chappell, Associate Professor
Jill Lynch, Associate Professor
Nathan Myers, Associate Professor
Howard Walters, Associate Professor
Rachel Wlodarsky, Associate Professor
Amy Brady, Assistant Professor
Rosaire Ifedi, Assistant Professor
Kathleen Scott, Assistant Professor

Inclusive Services and Exceptional Learners
Chair: Allison Dickey, Associate Professor
Jane Piirto, Professor, Trustees’ Professor
Bonnie Adams, Associate Professor
Patricia Edwards, Associate Professor
Carla Abreu-Ellis, Assistant Professor
James Chapple, Assistant Professor
Stephen Denney, Assistant Professor
Sarah Hall, Assistant Professor
Donna Villareal, Assistant Professor
Connie Ericson, Professional Instructor

Sport Sciences – See Sport Sciences section in this catalog.

Educational Administration
Chair: Larry Cook, Associate Professor
James Van Keuren, Professor
Carol Engler, Associate Professor
Janet Kearney, Associate Professor
Amy Klinger, Assistant Professor
Dennis Leone, Assistant Professor
Robert Thiede, Assistant Professor
Gary Zoldesy, Assistant Professor

Leadership Studies
Chair: Judy Alston, Professor
Carla Edlefon, Professor
Harold Wilson, Professor
James Olive, Assistant Professor

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.

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. In addition, a career-technical program is offered in Family and Consumer Sciences. 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, and Spanish. Students may also major in physical education, located within the Department of Sports Sciences. See specific departments for descriptions of these majors.

Department of Inclusive Services and Exceptional Learners
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 internship 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 internship experiences.

Department of Sport 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>68</td>
<td>Early Childhood (PreK-3)</td>
</tr>
<tr>
<td>70</td>
<td>Middle Grades (4-9)</td>
</tr>
<tr>
<td>56</td>
<td>Chemistry</td>
</tr>
<tr>
<td>73</td>
<td>Integrated Language Arts/English</td>
</tr>
<tr>
<td>91</td>
<td>Integrated Mathematics</td>
</tr>
<tr>
<td>71</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>86</td>
<td>Integrated Social Studies</td>
</tr>
<tr>
<td>85</td>
<td>Earth Science</td>
</tr>
<tr>
<td>45</td>
<td>Life Sciences</td>
</tr>
<tr>
<td>105</td>
<td>Physical Science</td>
</tr>
</tbody>
</table>

Career-Technical

| 79   | Family and Consumer Sciences |

Multi-Age (PreK-12)

| 41   | Art |
| 82   | French |
| 82   | Spanish |
| 94   | Music |
| 116  | Physical Education |

Intervention Specialist

| 68   | Early Childhood Intervention Specialist (PreK-3) |
| 69   | Mild/Moderate (K-12) |
| 69   | Moderate/Intensive (K-12) |

Mission of the College
The mission of the Dwight Schar College of Education, an exemplary private education college in the Midwest, is to ensure that graduates will transform students, schools, and society through the collaboration with expert, caring faculty who engage effective preservice and practicing educators and human service professionals.

Values and Student Learner Outcomes

Accent on the Individual – Candidates in the Dwight Schar College of Education (DSCOE) understand how individuals are shaped by social, economic, and psychological factors as well as gender and other characteristics. They appreciate the diverse talents, cultural understandings, and experiences of all individuals.

Collaboration – Candidates in DSCOE listen carefully to other members of the learning community (faculty members, students, school personnel, and human service professionals). They share information and insights in order to clarify and deepen their understanding to improve society.

Knowledge – Candidates in DSCOE continually pursue new
understandings about the world and communicate the humanistic and spiritual value of learning. They draw on this knowledge to create meaningful learning experiences that employ appropriate technology and are differentiated to respond to the wide diversity among students.

Reflection – Candidates in DSCOE use reflection as a tool to find stability in the midst of change. They demonstrate reflection by identifying professional strengths and needs and by planning for professional growth to improve future performance.

Ethics – Candidates in DSCOE assume responsibility to be active in improving their profession. They can articulate a moral framework from which they derive standards of professional behavior in teaching, in research and in leadership studies.

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 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 prepare Early Childhood and Early Childhood Intervention Specialist pre-service and practicing teachers to positively impact children, schools, and society. We support and implement the five principles of knowledge, collaboration, ethics, Accent on the Individual, and reflections, which are advocated by the Dwight Schar College of Education.

Educational Foundations

The mission of the Department of Educational Foundations is to develop the socio-cultural, historical, psychological, and philosophical understanding of undergraduate and graduate students to guide practice, frame curricula decisions, and support meaningful learning. The goal of the department is to develop a professional community of reflective, informed, and socially committed educators who are leaders within professional discourses and practices.

Inclusive Services and Exceptional Learners

The mission of the Department of Inclusive Services and Exceptional Learners is to prepare teachers to develop and maintain collaborative learning communities that support the growth and development of exceptional learners. We are committed to improving the access of all learners to inclusive, equitable, and effective education through our teaching, service, and research.

Sport Sciences

See Sport Sciences section in this catalog.

Educational Administration

See Graduate Education catalog.

Leadership Studies

See Graduate Education catalog.

Accreditation of the Program

The teacher education programs have been approved by the Ohio State Department of Education. The Dwight Schar College of Education at Ashland University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496, This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

These two agencies serve to (a) assure the public that Ashland University offers an educator preparation program that meets national standards of quality, (b) ensure that children and youth are served by well-prepared school personnel, and (c) 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 may change, subject to requirements approved by Ohio law.

National Report Card

Pursuant to Federal Law, AU education departments are required to report their 2008-2009 pass rates for the Praxis II, Principles of Teaching and Learning, state exam. One hundred percent (99%) 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 100 clock hours of field and clinical experience prior to student internship and a minimum of 12 weeks of student internship 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 internship are responsible for providing their own transportation to and from the field site.

Student Honor Society

Kappa Delta Pi, an international 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.

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 Probation until the 2.5 GPA (in major, education, and overall) is regained.
5. After a student has been on Probation for 2 consecutive semesters,
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. have a current Ohio BCI Criminal Background Check processed by the Bureau of Criminal Identification and Investigation and have FBI completed from sophomore or previous field experience

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 internship. 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. Receive approval for student internship after fulfilling the following requirements:
   a. application for student internship 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. have a current Ohio BCI Criminal Background Check processed by the Bureau of Criminal Identification and Investigation and have FBI completed from sophomore or previous field experience
   g. completion of a satisfactory interview with the Director of Field Experiences and Internships, if requested. If a teacher education student is found to be deficient in any of the above, permission to enroll in student internship courses may be denied until the deficiencies are removed.
Types of approval for student internship are:
   Regular – The status for those students who have fulfilled all of the above requirements for admittance to student internship.
   Provisional – The status granted by the Major Department/Program Team to students who are admitted to student internship, 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 internship with reservation. Conditions of acceptance are carefully outlined in writing and serve as the primary criteria for retention in the student internship program.
Exit from Student Teaching/Internship:
1. Successfully complete an approved student 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 Internship Handbook).
4. Complete the teacher work sample.

Recommendation for Licensure:
1. Complete the prescribed program (including student internship).
2. Submit a final portfolio or notebook demonstrating exit competencies.
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 Criminal Background Check at the time of application for licensure. Return application to the Office of Teacher Testing and Licensure, 113 Schar COE.

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 may include a professional portfolio and completion of all appropriate interim assessments. 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>EDI234 Intro. Prin. of Instr. Tech.</td>
<td>3</td>
<td>none</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 Multicul. Field Exp.</td>
<td>2</td>
<td>EDIS 230IS or FCS 268; EDEC 215</td>
</tr>
<tr>
<td>EDEC 361 EL Lang. Arts Curr./Meth.</td>
<td>3</td>
<td>EDI202, EDEC 262</td>
</tr>
<tr>
<td>EDEC 363 EC Math—Curr. &amp; Meth.</td>
<td>3</td>
<td>MATH 217</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 417 Workshop—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>EDIS 250 or EDEC 215</td>
</tr>
<tr>
<td>EDEC 460 Student Internship</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 Teach. &amp; Learning Process</td>
<td>3</td>
<td>EDIS 250</td>
</tr>
<tr>
<td>EDFN 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>
</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/HED 324 Health, Nutr., &amp; Safety</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

Related Requirements
ENG 101 English Composition I | 3 | ENG 100 or equiv. |
ENG 102 English Composition II | 3 | ENG 101 |
MATH 217 Theory of Arith./Geom. | 3 | MATH 100 or ACT 18 or SAT 480 |
MUSIC 150 Princ. of Music Making | 3 | none |
ART 222 Art Education: EC Methods or OR | 3 | none |
MUSIC 232 Teaching Music in EC OR | (2) | MUSIC 150 |
PE 213 Movement, Games, Rhythms | (3) | none |
SOC 301 Race/Ethnic/Minority Issues | 3 | none |

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.

Early Childhood Education Generalist (Grades 4-5)
Endorsement to attach to the Early Childhood license
This endorsement, along with a license in Early Childhood Education, enables the student to teach in grades 4-5. Please see an education advisor or the Director of Academic Advising in the College of Education for further details.

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 234 Middle Grades: Teaching</td>
<td>3</td>
<td>EDEC 130</td>
</tr>
<tr>
<td>EDCI 235 Methods &amp; Assessment I</td>
<td>3</td>
<td>EDEC 130</td>
</tr>
<tr>
<td>EDCI 236 Mid. Grades Field Exp.</td>
<td>2</td>
<td>EDEC 130</td>
</tr>
<tr>
<td>HIST 239 History of Ohio</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MATH 218 Geometry for Middle Gr.</td>
<td>3</td>
<td>MATH 217</td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
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</tr>
<tr>
<td>Bachelor of Science in Education with a comprehensive major in Early Childhood Intervention Specialist</td>
<td>91-92 hrs.</td>
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</table>

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 232 Intro to Prin. of Inst. Tech.</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 Multicul. Field Exp.</td>
<td>2</td>
<td>EDIS 230IS or FCS 268; EDEC 215</td>
</tr>
<tr>
<td>EDEC 361 EL Lang. Arts—Curr./Meth.</td>
<td>3</td>
<td>EDI202, EDEC 262</td>
</tr>
<tr>
<td>EDEC 363 EL Math—Curr. &amp; Methods</td>
<td>3</td>
<td>MATH 217</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; Integ.</td>
<td>3</td>
<td>FCS 264</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 Workshop—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>EDIS 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>Course Number and Title</td>
<td>Hrs.</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>------</td>
<td>--------------------------------------------------</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>EDIS 230IS Interv. Specialist Field Exp.</td>
<td>2</td>
<td>EDECI 215</td>
</tr>
<tr>
<td>EDIS 253 Assist. &amp; Instr. Tech. for IS</td>
<td>3</td>
<td>EDECI 232</td>
</tr>
<tr>
<td>EDIS 257 Sens. Motor--IS Mod/Int.</td>
<td>3</td>
<td>EDECI 215</td>
</tr>
<tr>
<td>EDIS 451 Comm.: IS Mod/Int.</td>
<td>3</td>
<td>EDIS 230IS, 330</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>
</tr>
</tbody>
</table>

**Related Requirements**

- ENG 101 English Composition I 3
- ENG 102 English Composition II 3
- MATH 217 Theory of Artih./Geom. 3
- MUSIC 150 Princ. of Music Making 3
- ART 222 Art Education: EC Methods OR MUSIC 232 Teaching Music in EC (2)
- PE 213 Movement, Games, Rhythms (3) none
- SOC 301 Race/Ethnic/Minority Issues 3

**Plus Institutional Baccalaureate Degree Requirements, p. 21.**

**Note:** Current first aid and CPR training required at time of graduation.

**Note:** A special Spanish minor was crafted for ECIS majors. See Foreign Languages minors. If that minor is taken, instead of taking EDEC 413 and EDEC 414, EDEC 416 will be substituted.

---

### Reading Endorsement to attach to Early Childhood or Early Childhood Intervention Specialist majors

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<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>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>EDEC 411 Assess./Interv. In Integ. L. A.</td>
<td>3</td>
<td>6 hrs. reading/lang. arts</td>
</tr>
</tbody>
</table>

**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>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 232 Intro to Prin. of Inst. Tech.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 261 Lang. Arts for Middle Grades</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDCI 287 Curr./Instr./Assess. 7-12</td>
<td>3</td>
<td>EDFN 202</td>
</tr>
<tr>
<td>EDCI 312 Teach. Reading with Liter.</td>
<td>3</td>
<td>EDFC 140, EDECI 306 (waived)</td>
</tr>
<tr>
<td>EDCI 334 General Meth. &amp; Assess. II</td>
<td>3</td>
<td>EDECI 335</td>
</tr>
<tr>
<td>EDCI 335 Content Meth. &amp; Assess. II</td>
<td>3</td>
<td>EDCI 336 Mid. Grades Field Exp.</td>
</tr>
<tr>
<td>EDCI 336 Mid. Grades Field Exp.</td>
<td>3</td>
<td>EDCI 140 Phonics &amp; the Eng. Lang.</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>EDECI 406 Muticult. Field Exp.</td>
</tr>
<tr>
<td>EDEC 140 Phonics &amp; the Eng. Lang.</td>
<td>3</td>
<td>EDECI 342 Assessing &amp; Teaching</td>
</tr>
<tr>
<td>EDEC 262 Foundations in Literacy</td>
<td>3</td>
<td>EDIS 250, EDIS 230IS or EDCI 335</td>
</tr>
<tr>
<td>EDEC 411 Assess./Int. In Integ. L. A.</td>
<td>3</td>
<td>EDIS 250, EDIS 342 or EDCI 335</td>
</tr>
<tr>
<td>EDEC 413 Bio-Medical Issues</td>
<td>3</td>
<td>EDIS 250, EDIS 342 or EDCI 335</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>
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<tr>
<td>EDFN 430 Workshop in Educ.: Mod./Int.</td>
<td>2</td>
<td>EDIS 230IS, 330</td>
</tr>
<tr>
<td>EDIS 441 Creat. Effective Learn. Env.</td>
<td>3</td>
<td>EDIS 250</td>
</tr>
<tr>
<td>EDIS 442 Comm./Consult./Team.</td>
<td>3</td>
<td>EDIS 250, EDIS 342 or EDCI 335</td>
</tr>
<tr>
<td>EDIS 450 Adv. Behavior Mgmt.</td>
<td>3</td>
<td>EDCI 335</td>
</tr>
<tr>
<td>EDIS 450 Lang./Commun. Disorders</td>
<td>3</td>
<td>EDIS 250</td>
</tr>
<tr>
<td>EDIS 465 Stu. Internship IS Mod/Mod.</td>
<td>10</td>
<td>all student internship req.</td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MATH 217 Theory of Arith./Geom.</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>COMAR/TH performance course</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

**Note:** Current first aid and CPR training required at time of graduation.
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 232 Intro.–Prim. of Instr. Tech.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 234 Middle Grades: Teaching</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDCI 235 Meth. &amp; Assess. I</td>
<td>3</td>
<td>EDFN 130; EDCI 234 or concurrent</td>
</tr>
<tr>
<td>EDCI 236 Mid. Grades Field Exp. I</td>
<td>2</td>
<td>EDFN 130; EDCI 234 or concurrent</td>
</tr>
<tr>
<td>EDCI 136 Middle/Sec. Reading Instr.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDFN 130 Teaching. 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>EDIN 130</td>
</tr>
<tr>
<td>EDFN 402 Soc. &amp; Prof. Issues in Ed.</td>
<td>3</td>
<td>senior status</td>
</tr>
<tr>
<td>EDIS 250 Intro. to Ed. Intervent.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MATH 217 Theory of Arith/Geom.</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>PSYC 218 Psych. of Adolescence</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

Plus two of the following concentrations and the Institutional Baccalaureate Degree Requirements, p. 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>ENG 310 Literature for Adolescents</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 340 Readings in Jewish Lit.</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>Elective—Choose one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 333 Am. Studies—19th cent.</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 334 Am. Studies—20th cent.</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 417 English Grammar &amp; Usage</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>COMAR 101 Human Communication</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>COMAR/EDCI 315 Internl. Storytelling</td>
<td>3</td>
<td>Core comm.</td>
</tr>
<tr>
<td>EDCI 261 Lang. Arts. for Mid. Grades</td>
<td>3</td>
<td>EDIN 130</td>
</tr>
</tbody>
</table>

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>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MATH 218 Geometry for Middle Gr.</td>
<td>3</td>
<td>MATH 217</td>
</tr>
<tr>
<td>MATH 222 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:
- CS 121 Computer Programming I (4) 2yrs hs alg., 1yr hs geom.
- MATH 224 Discrete Mathematics II (3) MATH 223
- PHYS 201 General Physics I (4) hs alg. & geom.

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>
<tr>
<td>Choose one from:</td>
<td></td>
<td></td>
</tr>
<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>4</td>
<td>hs alg &amp; geom</td>
</tr>
<tr>
<td>Science elective</td>
<td>3</td>
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</tbody>
</table>

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>
</tr>
<tr>
<td>Non-western history—Choose one:</td>
<td>3</td>
<td></td>
</tr>
<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>
<tr>
<td>Economics—Choose one:</td>
<td>3</td>
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<tr>
<td>ECON 101 Market Fundamentals</td>
<td>(3)</td>
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<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>
</tr>
<tr>
<td>Sociology—Choose one:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 301 Race/Ethnic/Minority Iss.</td>
<td>(3)</td>
<td>none</td>
</tr>
</tbody>
</table>

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>
<tr>
<td>Choose one from:</td>
<td></td>
<td></td>
</tr>
<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>
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MATH

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 218 Geometry for Middle Gr.</td>
<td>3</td>
<td>MATH 217</td>
</tr>
<tr>
<td>Choose one from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>(3)</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MATH 223 Discrete Mathematics I</td>
<td>(3)</td>
<td>3 yrs hs coll. prep math</td>
</tr>
</tbody>
</table>

ELECTIVE—Choose one:
- 3-4 yrs hs alg., 1yr hs geom.
- MATH 224 Discrete Mathematics II (3) MATH 223
- PHYS 201 General Physics I (4) hs alg. & geom.
- MATH 218 Geometry for Middle Gr. (3) MATH 217
- MATH 208 Elementary Statistics (3) MATH 100 or ACT 18 or SAT 480
- MATH 223 Discrete Mathematics I (3) 3 yrs hs coll. prep math
### 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 I</td>
<td>4</td>
<td>hs chem., 3 yrs. hs math</td>
</tr>
<tr>
<td>Choose one course from:</td>
<td></td>
<td></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 103 Physical Geog. &amp; Environ.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>hrs.</td>
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</tbody>
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### 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>
<tr>
<td></td>
<td>6</td>
<td>hrs.</td>
</tr>
</tbody>
</table>

### Reading Endorsement to attach to Middle Grades License

<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>
</tr>
<tr>
<td>EDCI 312 Teach. Reading with Liter.</td>
<td>3</td>
<td>EDEC 140, EDCI 306</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 140 Phonics and the Eng. Lang.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDEC 411 Assess./Integ. Lang. Arts</td>
<td>3</td>
<td>6 hrs. reading/lang. arts</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>hrs.</td>
</tr>
</tbody>
</table>

### 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. &amp; Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>Choose one sequence:</td>
<td></td>
<td></td>
</tr>
<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 201; 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 I</td>
<td>4</td>
<td>hs chem, 3 yrs. hs 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>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>
<td>4</td>
<td>PHYS 201</td>
</tr>
<tr>
<td></td>
<td>60-62</td>
<td>hrs.</td>
</tr>
</tbody>
</table>

### Education requirements:

- EDCI 1230SEC Workshop in Education | 2    | EDFN 130, 202 |
- EDCI 232 Intro. to Prin. of Instr. Tech. | 3    | none         |
- EDCI 287 Curr./Instr./Assess. 7-12 | 3    | EDFN 202     |
- EDCI 330SEC Multicul. Field Exp. 7-12 | 2    | EDCI 230, 287; PSYC 209, 218, or FCS 270 |
- EDCI 392 Content Area Reading | 3    | none         |
- EDCI 432 Secondary Methods | 3    | EDCI 230     |
- EDCI 461 Student Internship Gr. 7-12 | 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   |
- EDIS 250 Intro. Educational Intervention | 3    | none         |
- Choose one from:                  |      |              |
- FCS 270 Lifespan Human Develop. | (3)  | none         |
- PSYC 209 Developmental Psych.     | (3)  | PSYC 101     |
- PSYC 218 Psych. of Adolescence    | (3)  | none         |
- 100-102 hrs.                      |      |              |

Plus Institutional Baccalaureate Degree Requirements, p. 21.

### Education Courses and Descriptions

See Course Descriptions section of catalog.
English

Department of English
The College of Arts and Sciences

Chair
Deborah Fleming, Professor of English

Faculty
Stephen Haven, Professor of English
Daniel Lehman, Professor of English, Trustees’ Professor
Joseph Mackall, Professor of English
Naomi Saslaw, Professor of English
Russell Weaver, Professor of English
Linda Joyce Brown, Associate Professor of English
Gary Levine, Associate Professor of English
Hilary Donatini, Assistant Professor of English
David FitzSimmons, Assistant Professor of English
Eric Molnar, Assistant Professor of English
Jayne Waterman, Assistant Professor of English
Jay Robinson, Visiting Instructor of English
Susan Huff, Director of Writing Center

Degrees Offered
Bachelor of Arts
Bachelor of Science in Education

Mission Statement
The Department of English prepares students to read and think carefully as well as to write clearly, logically, and creatively. It values intellectual rigor and contextual understanding. In the spirit of the Ashland University Mission Statement, the department strives to “prepare students to lead meaningful and productive lives in the world community.” The department achieves this goal by broadening and deepening the minds of its students through reading and critical exploration of texts and analytical and creative writing with academic and professional applications.

Student Learning Outcomes
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, an international 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 is the pure love of language and literature itself—a pathway through the beauty, emotion, and universal themes that link writers as diverse as William Shakespeare, John Milton, Emily Dickinson, and 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 students from many other majors. Employers recognize in English majors the ability to analyze problems, sift through evidence, and speak and write coherently. That experience prepares majors for a variety of careers in the arts, education, business, or communications. Graduates of English programs are prepared to learn for a lifetime because careful reading, deep thinking, and effective communication never become obsolete.

Creative Writing – The creative writing major emphasizes the development of creative writing from a grounding in craft and from a study of literary genres 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, or a chapbook of poems.

Degree Requirements
Assessment – All English and creative writing 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>Choose 4 courses, at least 2 starred</td>
<td>12</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 Literature I</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>ENG 426 American Literature II</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
</tbody>
</table>
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’ Wrkshp: Playwriting | 3 | ENG 101, 201
ENG 301 Writers’ Workshop: Poetry | 3 | ENG 101, 201
ENG 302 Wri. Wrk: Creat. Nonf./Fict. | 3 | ENG 101, 201
ENG 405 Problems in Creative Writ. | 3 | ENG 301, 302
ENG 415 Editing One’s Own Writ. | 3 | ENG 301, 302

**Genre courses (choose 3 courses):**
ENG 304 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 322 Modern Poetry | (3) | Core comp. II
ENG 324 Modern Novel | (3) | Core comp. II

**400-level courses (choose 4 courses):**
ENG 401 Lit. of 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

**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, p. 21.

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 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
--- | --- | ---
ENG 101 English Comp. I | 3 | ENG 100 or equiv.
ENG 102 English Comp. II | 3 | Core comp. II
ENG 201 Intro. to Creative Writing | 3 | none

2 courses from the following:
- ENG 309 African American Lit. | (3) | Core comp. II
- ENG 314 Women’s Literature | (3) | Core comp. II
- ENG 325 Major Writers Seminar | (3-6) | Core comp. II (section G or N)
- ENG 340 Jewish Literature | (3) | Core comp. II
- ENG 310 Literature for Adolescents | 3 | Core comp. II
- ENG 317 Studies in Shakespeare | 3 | Core comp. II
- ENG 351 Advanced Composition | 3 | Core comp. II
- ENG 417 English Grammar & Usage | 3 | Core comp. II

1 course from:
- ENG 401 Lit. of Early England | (3) | Core comp. II
- ENG 404 English Renaissance | (3) | Core comp. II

1 course from:
- ENG 406 17th Cent. English Lit. | (3) | Core comp. II
- ENG 408 18th Cent. English Lit. | (3) | Core comp. II

1 course from:
- 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

2 courses from:
- 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

2 additional courses:
- ENG 418 Hist. English Language | (3) | Core comp. II
- COMAR 105 Performance Studies | 3 | none
- COMAR 203 Writing for the Media | 3 | none
- COMAR 208 Argumentation and Debate | 3 | COMAR 101
- COMAR 302 Intercultural Commun. | 3 | COMAR 101 or perm.
- COMAR 403 Media Effects | 3 | jr. status

1 course from:
- COMAR 307 Advanced Reporting | (3) | COMAR 203
- COMAR 314 Adv. Perform. Studies | (3) | COMAR 105
- COMAR 320 Feature Writing | (3) | COMAR 203
- COMAR 402 News Editing | (3) | COMAR 203
- ENG 301 Writer’s Wrkshp: Poetry | (3) | ENG 101, 201
- ENG 302 Writ. W.: Creat. Nonf./Fict. | (3) | ENG 101, 201
- TH 204 Script Analysis | (3) | none

66 hrs.

Education requirements:
- EDCI 230SEC Workshop in Education | 2 | EDFN 130, 202
- EDCI 232 Intro. to Prin. of Instr. Tech. | 3 | none
- EDCI 287 Curr./Instr. Assess. 7-12 | 3 | EDFN 202
- EDCI 306 Middle/Second. Reading Inst. | 3 | none
- EDCI 312 Teaching Reading with Lit. | 3 | EDCI 306
- EDCI 330SEC Educ. for Diversity 7-12 | 2 | EDCI 230, 287; PSYC 209, 218, or FCS 270
- EDCI 461 Student Internship Gr. 7-12 | 10 | all student internship req.
- 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
### Minor in English

<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 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>
</tr>
<tr>
<td>Literature electives, 400 level</td>
<td>9</td>
<td></td>
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<tr>
<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>
</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 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. Wrk: Creat. Nonfn./Fict.</td>
<td>3</td>
<td>ENG 101, 201</td>
</tr>
<tr>
<td>ENG 304 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>
</tr>
<tr>
<td></td>
<td>27 hrs.</td>
<td></td>
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### Minor in Applied Writing

<table>
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<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 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>
</tr>
<tr>
<td>English elective, 300/400 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

### English Courses and Descriptions

See Course Descriptions section of catalog.
Environmental Science

The College of Arts and Sciences

Director
Patricia A. Saunders, Associate Professor of Biology

Faculty
Soren Brauner, Professor of Biology
Douglas A. Dawson, Professor of Biology/Toxicology
Mason Posner, Professor of Biology
Richard L. Stoffer, Professor of Biology
Jeffrey D. Weidenhamer, Professor of Chemistry
Nigel Brush, Associate Professor of Geology
Michael R. Hudson, Associate Professor of Geology
Andrew V. Greene, Assistant Professor of Biology
Andrew J. Trimble, Assistant Professor of Biology/Toxicology

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. A recently completed 2500 square foot greenhouse with adjoining lab houses a permanent plant collection and provides space for student and faculty research.

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 and EVS 476 Issues in Environmental Science 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>
</tr>
</thead>
<tbody>
<tr>
<td>EVS 200 Environmental Science sem.</td>
<td>1</td>
<td>none</td>
</tr>
<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>
</tr>
<tr>
<td>CHEM 104 General Chemistry II</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>ECON 101 Market Fundamentals</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>GEOL 101 Physical Geology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>PHIL 280B Environmental Ethics</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>hrs.</td>
</tr>
</tbody>
</table>

Plus one of the following 3 tracks and plus the Institutional Baccalaureate Degree Requirements, p. 21.

BIOLOGY TRACK
Students must also satisfy the requirements for the B.S. with major in biology.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one:</td>
<td>3-4</td>
<td></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>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>
<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>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 126 or 202</td>
</tr>
<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>
</tr>
<tr>
<td>2 mathematics courses (calculus and/or statistics recommended)</td>
<td>6-10</td>
<td></td>
</tr>
<tr>
<td>BIO electives to reach 44 hours</td>
<td>11-16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>hrs.</td>
</tr>
</tbody>
</table>

Environmental Science core                      | 28   | hrs.                        |
|                                                | 72   | hrs.                        |
CHEMISTRY TRACK

Students must also satisfy the requirements for the B.S. with major in chemistry.

<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>3-4</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>
<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 Physical Chemistry I</td>
<td>4</td>
<td>CHEM 204, PHYS 206, MATH 206</td>
</tr>
<tr>
<td>CHEM 412 Physical Chemistry II</td>
<td>4</td>
<td>CHEM 411</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>MATH 305 The Calculus III</td>
<td>4</td>
<td>MATH 206</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
<td>(3)</td>
<td>MATH 202, 206, or 224</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>
<tr>
<td>2 additional 400-level CHEM courses</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>53-57 hrs.</td>
<td></td>
</tr>
<tr>
<td>Environmental Science core</td>
<td>28 hrs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>81-85 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

GEOLGY TRACK

Students must also satisfy the requirements for the B.S. with major in geology.

<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 311</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 hrs.</td>
<td></td>
</tr>
<tr>
<td>Environmental Science core</td>
<td>28 hrs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>80-83 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

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. hs 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>MATH 100 or ACT 18 or SAT 480</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>
<tr>
<td></td>
<td>22 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Environmental Science Courses and Descriptions

See Course Descriptions section of catalog.
Family and Consumer Sciences
Department of Family and Consumer Sciences
The College of Arts and Sciences

Chair
Cindy Moseman, Assistant Professor of FCS

Faculty
Deborah Sullivan, Professor of FCS
Nancy Morris, Associate Professor of FCS
David Vanata, Registered Dietitian, Associate Professor of FCS,
Director of the Didactic Program in Dietetics
Jacqueline Wilkins, Assistant Professor of FCS

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 research methodology culminating in a formal research project;
3. strong presentation skills as evidenced by oral presentations throughout the FCS core courses;
4. competent 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. Dietetics majors complete internship following graduation.

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 – Students have the opportunity to complete field-based experiences in culturally, racially and socio-economically diverse urban and non-urban settings.

Dietetics – Dietetics majors must complete a supervised internship after graduation in order to become eligible to take the registered dietician (RD) examination. These internships are extremely competitive.

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 care 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 on product knowledge (fashion analysis, textiles, fashion evolution) with courses in business (marketing, retail merchandising, advertising). Students are prepared for careers in buying, selling, visual merchandising, or retail management. 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, food service management, corporate or private health/fitness instructors/educators, or graduate study.

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. This licensure program is approved by the Ohio Department of Education, as well as accredited by the National Council for Accreditation of Teacher Education.

Dietetics – The Didactic Program in Dietetics (DPD) is designed for students who wish to become Registered Dietitians (R.D.) and practitioners in clinical, community, food industry, and foodservice areas of nutrition. Registered dietitians are employed by hospitals, community agencies, and various government or private organizations. Completion of degree requirements will result in the student being awarded a Verification Statement of completion of the AU Didactic Program in Dietetics. Following completion of the program, the completion of an accredited dietetic internship program is required before students are eligible to take the registration examination and obtain the Registered Dietitian (R.D.) credential.

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, or post-graduation for dietetics majors; 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 outcomes: writing, research, presentation, and professional skills. The fifth outcome, content knowledge in the major, is assessed during certain major courses as noted on the syllabi.

Grades for specified assignments will be collected and analyzed following certain FCS classes as indicated on the course syllabi and 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>FCS 232</td>
</tr>
<tr>
<td>FCS 419 Research in FCS</td>
<td>3</td>
<td>FCS 300, MATH 208</td>
</tr>
</tbody>
</table>

12 hrs.

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>6</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 Consumer Prob/Financial Mgt.</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, MKT 314, 315</td>
</tr>
<tr>
<td>FCS 441 Interior Design</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ACCT 201 Financial Accounting</td>
<td>3</td>
<td>none</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>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MGT 323 Bus. Communication</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>MKT 323 Princ. of Marketing</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>MKT 314 Advertising Principles</td>
<td>3</td>
<td>MKT 233</td>
</tr>
<tr>
<td>MKT 315 Retail Merchandising</td>
<td>3</td>
<td>MKT 233</td>
</tr>
</tbody>
</table>

75 hrs.

Bachelor of Science with a comprehensive major in Foods and Nutrition

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS Core</td>
<td>6</td>
<td>none</td>
</tr>
<tr>
<td>FCS 130 Meal Management</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 221 Food and Culture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 230 Food Science &amp; Applications</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. standing</td>
</tr>
<tr>
<td>FCS 320 Human Nutrition</td>
<td>3</td>
<td>CHEM 103 or 251</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 230</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>CHEM 103 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>
</tbody>
</table>
Bachelor of Science in Education with a comprehensive major in Family and Consumer Sciences—
Career-Technical: Family and Consumer Sciences

Education (Grades 4-12)

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
FCS Core 12
FCS 111 Fashion Analysis 3 none
FCS 112 Fashion Studio I 3 none
FCS 130 Meal Management 3 none
FCS 230 Food Science & Applications 3 none
FCS 264 Child Development 3 none
FCS 265 Adult-Child Relationships 3 none
FCS 270 Lifespan Human Development 3 none
FCS 320 Human Nutrition 3 CHEM 103 or 251
FCS 330 Consumer Prob/Financial Mgt. 3 none
FCS 340 Marriage & Family Rel. 3 none
FCS 355 Human Sexuality 3 none
FCS 441 Interior Design 3 none
FCS 480E FCS Education 1 permission of chair
CHEM 251 Molecular Architecture 3 none
MATH 208 Elementary Statistics 3 MATH 100 or ACT 18 or SAT 480

Related concentration:
EDCI 287 Curr/Instr/Assess.7-12 3 EDFN 202
FCS 394 FCS Curriculum and Methods 3 none
FCS 394 FCS Occupational Methods 2 none

Remaining Education requirements:
EDCI 230SEC Workshop in Education 2 EDFN 130, 202
EDCI 232 Intro. to Prin. of Instr. Tech. 3 none
EDCI 330SEC Ed. for Diversity 7-12 2 EDCI 230, 287; PSYC 209, 218, or FCS 270
EDCI 392 Content Area Reading 3 none
EDC 461 Student Internship Gr. 7-12 10 all student internship requ.
EDFN 130 Introduction to Teaching 3 none
EDFN 202 Teaching and Learn. Process 3 EDFN 130
EDFN 402 Social and Prof. Issues 3 sr. status
EDIS 250 Intro. Educational Intervention 3 none

86 hrs.

Dietetics

Mission and Goals

The Ashland University Didactic Program in Dietetics (AUDPD) mission is to provide the foundation knowledge, skills, and experiences necessary to encourage the development of ethical behavior, intellectual growth, critical thought, communication and problem solving skills, in preparation for entry into post-baccalaureate dietetics internships, professional employment, and/or graduate school, as well as developing students to become contributing members of the scientific community.

Goals and Student Learning Outcomes

To assess and guide the AUDPD, several goals and outcomes have been developed. These include the following four program goals and 13 outcomes:

Program Goal 1. The AUDPD will encourage student involvement in professional organizations and community/service learning experiences among its majors.
- Outcome 1.1. 50% of third-year, and 75% of fourth-year students will indicate joining a nutrition-related professional organization at the national, regional, or state level.
- Outcome 1.2. 75% of students will attend at least one nutrition-related professional conference at the national or state level.
- Outcome 1.3. 85% of students will complete a service learning project within the surrounding community.
- Outcome 1.4. 75% of third- and fourth-year students will score 75% or higher on evaluation forms from their community service learning agencies.

Program Goal 2. The AUDPD will prepare, assist, and encourage students to seek admittance into a CADE-accredited internship program, professional employment, or graduate school.
- Outcome 2.1. Over a five-year period, 60% of AUDPD graduates will apply to supervised practice programs the academic year they complete the program.
- Outcome 2.2. Over a five-year period, 80% of those applying to supervised practice programs the academic year they complete the program will be accepted.
- Outcome 2.3. Over a five-year period, 50% or more of program graduates who sought employment in dietetics will be employed within 12 months of program completion.
- Outcome 2.4. Over a five-year period of time, 50% of AUDPD graduates not going into an internship, employed, or seeking employment will report pursuing an advanced degree.

Program Goal 3. The AUDPD will prepare students to become contributing members of the scientific community who can function as competent entry-level dietitians in a variety of settings as evidenced by registration exam, dietetics internship, or employee surveys.
- Outcome 3.1. Over a five-year period, the pass rate for program graduates taking the registration examination for the first time will be at least 80%.
- Outcome 3.2. 70% of graduates who pass the CDR examination will have a scaled score at or above the national mean.
- Outcome 3.3. 80% of graduates will receive satisfactory or higher ratings from supervisors/employers in at least 75% of the areas surveyed.

Program Goal 4. The AUDPD will, through support and encouragement, build and maintain a cohort of students who complete their Dietetics Program of study.
• Outcome 4.1. 80% of students enrolled in the program after completing FCS 210 Nutrition Seminar will meet the criteria for receiving a verification statement within three years.
• Outcome 4.2. Enrollment of third- and fourth-year students in the AU DPD will be maintained at ten students or more.

Accreditation
The AU DPD is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040, extension 5400, www.eatright.org/cade

Degree Requirements
Note: Acceptance into an accredited dietetic internship program is extremely competitive. Currently, there is a significant shortage of available internship positions for the number of students applying for acceptance into an internship program. Acceptance into an internship program cannot be guaranteed. Because of this shortage, it is vitally important to excel academically and gain work-related experiences to improve your chances of being accepted.

Bachelor of Science with a comprehensive major in Dietetics

<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 130 Meal Management</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 210 Nutrition Seminar</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>FCS 221 Food and Culture</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 230 Food Science and Applications</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 320 Human Nutrition</td>
<td>3</td>
<td>CHEM 103 or 251</td>
</tr>
<tr>
<td>FCS 321 Nutrition Educ. &amp; Comm. Skills</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 360 Lifecycle Nutrition</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 370 Community Nutrition</td>
<td>3</td>
<td>FCS 320 or permission</td>
</tr>
<tr>
<td>FCS 385 Advanced Human Nutrition</td>
<td>3</td>
<td>FCS 320, CHEM 307 or permission</td>
</tr>
<tr>
<td>FCS 400 Nutrition &amp; Disease I</td>
<td>3</td>
<td>FCS 320, CHEM 104 or permission</td>
</tr>
<tr>
<td>FCS 425 Nutrition &amp; Disease II</td>
<td>3</td>
<td>FCS 400 or permission</td>
</tr>
<tr>
<td>BIO 125-126 Anatomy &amp; Physiology</td>
<td>3/3</td>
<td>125 for 126</td>
</tr>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>h.s. bio and chem or equiv.</td>
</tr>
<tr>
<td>BIO 340 Microbiology</td>
<td>4</td>
<td>BIO 201, CHEM 104 or permission</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 307/307L Organic Chemistry</td>
<td>5</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 429 Biochemistry</td>
<td>3</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>ES 309 Physiology of Exercise</td>
<td>3</td>
<td>BIO 125 or ES 190</td>
</tr>
<tr>
<td>HSM 255 Food and Beverage Control</td>
<td>3</td>
<td>MATH 208</td>
</tr>
<tr>
<td>HSM 335 Environmental Management</td>
<td>3</td>
<td>sophomore status</td>
</tr>
<tr>
<td>HSM 336 Food Production I</td>
<td>3</td>
<td>sophomore status</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MGT 240 Introduction to Management</td>
<td>3</td>
<td>sophomore status</td>
</tr>
<tr>
<td>PSYC 101 General Psychology</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, p. 21.

Department Minors
Note: Students must be accepted into the Child Development-Child Care minor. Contact the department chair for permission.

CHILD DEVELOPMENT-CHILD CARE

<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>
</tbody>
</table>

Families and Consumer Sciences Courses and Descriptions
See Course Descriptions section of catalog.
Department of Foreign Languages
The College of Arts and Sciences

Chair
Barbara Schmidt-Rinehart, Professor of Foreign Languages

Faculty
William Cummins, Associate Professor of Foreign Languages
Jennifer Rathbun, Associate Professor of Foreign Languages
Lisa Bansen-Harp, Assistant Professor of Foreign Languages
Mary Ball, Instructor of Foreign Languages

Degrees Offered
Bachelor of Arts
Bachelor of Science in Education

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 Outcomes
For non-majors acquiring a B.A. degree:
1. To demonstrate intermediate-level proficiency in the four skills of the foreign language — speaking, writing, listening, and reading;
2. To demonstrate a basic knowledge and understanding of the culture(s) of the countries represented by the foreign language; and
3. To demonstrate strong reasoning skills.

For majors in French and Spanish:
1. To demonstrate advanced-level proficiency in the four skills of the foreign language — speaking, writing, listening, and reading;
2. To demonstrate a strong knowledge of the foreign language as a system;
3. To demonstrate a broad knowledge of the civilization(s) of the foreign language;
4. To demonstrate a broad knowledge of the literature(s) of the foreign language; and
5. To demonstrate strong reasoning skills.

Facilities and Equipment
The Foreign Language department has a digital audio laboratory with 17 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 College 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><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 251 Intermediate French I</td>
<td>3</td>
<td>FREN 152 or equivalent</td>
</tr>
<tr>
<td>FREN 252 Intermediate French II</td>
<td>3</td>
<td>FREN 251 or equivalent</td>
</tr>
<tr>
<td>FREN 303 French Grammar &amp; Comp.</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td><strong>Civilization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 301 French Civilization I</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td>FREN 302 French Civilization II</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 353 Intro. to French Lit. I</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td>FREN 354 Intro. to French Lit. II</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 351 Intro. to French Fiction I (3)</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td>FREN 352 Intro. to French Fiction II (3)</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td>FREN 470 Seminar in Francophone Studies (literature topic) (3)</td>
<td>3</td>
<td>FREN 351-352 or 353-354 or permission</td>
</tr>
</tbody>
</table>

**Study Abroad** — Highly recommended (see Study Abroad Opportunities) Plus Institutional Baccalaureate Degree Requirements, p. 21.

**NOTE:** FREN 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><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 271 Intermediate Spanish I</td>
<td>3</td>
<td>SPAN 172 or equivalent</td>
</tr>
<tr>
<td>SPAN 272 Intermediate Spanish II</td>
<td>3</td>
<td>SPAN 271 or equivalent</td>
</tr>
<tr>
<td>SPAN 310 Spanish Grammar &amp; Comp.</td>
<td>3</td>
<td>SPAN 272 or equivalent</td>
</tr>
<tr>
<td><strong>Civilization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 311 Civilization of Spain</td>
<td>3</td>
<td>SPAN 272</td>
</tr>
<tr>
<td>SPAN 312 Civilization of Latin America</td>
<td>3</td>
<td>SPAN 272</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 372 Survey of Spanish Literature</td>
<td>3</td>
<td>SPAN 310</td>
</tr>
<tr>
<td>SPAN 373 Survey of Latin American Lit.</td>
<td>3</td>
<td>SPAN 310</td>
</tr>
<tr>
<td>SPAN 476 Seminar in Hispanic Studies</td>
<td>3</td>
<td>SPAN 311 or 312; 372 or 373</td>
</tr>
</tbody>
</table>

**Study Abroad** — Highly recommended (see Study Abroad Opportunities) Plus Institutional Baccalaureate Degree Requirements, p. 21.

**NOTE:** SPAN 200 or 272 meets International Perspectives requirement for major.

**Bachelor of Science in Education with a comprehensive major in French (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.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 151 Elementary French I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FREN 152 Elementary French II</td>
<td>3</td>
<td>FREN 151 or equivalent</td>
</tr>
<tr>
<td>FREN 251 Intermediate French I</td>
<td>3</td>
<td>FREN 152 or equivalent</td>
</tr>
<tr>
<td>FREN 252 Intermediate French II</td>
<td>3</td>
<td>FREN 251 or equivalent</td>
</tr>
<tr>
<td>FREN 303 French Grammar &amp; Comp.</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td>FREN 305 French Phonetics</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td>One from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 304 French Stylistics</td>
<td>(3)</td>
<td>FREN 303 or permission</td>
</tr>
<tr>
<td>FREN 357 Conversational French</td>
<td>(3)</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td><strong>Civilization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 301 French Civilization I</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td>FREN 302 French Civilization II</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 353 Intro. to French Lit. I</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td>FREN 354 Intro. to French Lit. II</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 351 Intro. to French Fiction I (3)</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
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<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td>FREN 470 Seminar in Francophone Studies (literature topic) (3)</td>
<td>3</td>
<td>FREN 351-352 or 353-354 or permission</td>
</tr>
<tr>
<td><strong>Related Concentration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 230PK Workshop in Teaching</td>
<td>2</td>
<td>EDFN 130, FREN 252</td>
</tr>
<tr>
<td>EDCI 330PK Field Exp. for Diversity</td>
<td>2</td>
<td>EDCI 230; FCS 270 or PSYC 218</td>
</tr>
<tr>
<td>EDEC 262 Foundations in Literacy</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FL 380 FL Curriculum &amp; Instruction</td>
<td>3</td>
<td>EDFN 202</td>
</tr>
<tr>
<td>FL 432 Teaching For. Lang. Pre K-12</td>
<td>3</td>
<td>foreign lang. proficiency</td>
</tr>
<tr>
<td>A human development course from Core social sciences</td>
<td>1</td>
<td>61 hrs.</td>
</tr>
<tr>
<td><strong>Remaining Education requirements:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 232 Intro. to Prin. of Instr. Tech.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDCI 469 Student Internship PreK-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 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>
<tr>
<td>EDIS 250 Intro. Educational Intervention</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td><strong>Study Abroad</strong> — Highly recommended (see Study Abroad Opportunities) Note: Students who begin study at a higher level than 151 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bachelor of Science in Education with a comprehensive major in Spanish (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.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></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>
<tr>
<td>EDIS 250 Intro. Educational Intervention</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td><strong>Study Abroad</strong> — Highly recommended (see Study Abroad Opportunities) Note: Students who begin study at a higher level than 151 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
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**Bachelor of Science in Education with a comprehensive major in Spanish (Multi-Age, PreK-12)**

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<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 171 Elementary Spanish I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SPAN 172 Elementary Spanish II</td>
<td>3</td>
<td>SPAN 171 or equivalent</td>
</tr>
<tr>
<td>SPAN 271 Intermediate Spanish I</td>
<td>3</td>
<td>SPAN 172 or equivalent</td>
</tr>
<tr>
<td>SPAN 272 Intermediate Spanish II</td>
<td>3</td>
<td>SPAN 271 or equivalent</td>
</tr>
<tr>
<td>SPAN 307 Spanish Phonetics</td>
<td>3</td>
<td>SPAN 272 or equivalent</td>
</tr>
<tr>
<td><strong>Study Abroad</strong> — Highly recommended (see Study Abroad Opportunities) Note: Students who begin study at a higher level than 151 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bachelor of Science in Education with a comprehensive major in Spanish (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.

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<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 171 Elementary Spanish I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SPAN 172 Elementary Spanish II</td>
<td>3</td>
<td>SPAN 171 or equivalent</td>
</tr>
<tr>
<td>SPAN 271 Intermediate Spanish I</td>
<td>3</td>
<td>SPAN 172 or equivalent</td>
</tr>
<tr>
<td>SPAN 272 Intermediate Spanish II</td>
<td>3</td>
<td>SPAN 271 or equivalent</td>
</tr>
<tr>
<td>SPAN 307 Spanish Phonetics</td>
<td>3</td>
<td>SPAN 272 or equivalent</td>
</tr>
<tr>
<td><strong>Study Abroad</strong> — Highly recommended (see Study Abroad Opportunities) Note: Students who begin study at a higher level than 151 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bachelor of Science in Education with a comprehensive major in Spanish (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.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 171 Elementary Spanish I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SPAN 172 Elementary Spanish II</td>
<td>3</td>
<td>SPAN 171 or equivalent</td>
</tr>
<tr>
<td>SPAN 271 Intermediate Spanish I</td>
<td>3</td>
<td>SPAN 172 or equivalent</td>
</tr>
<tr>
<td>SPAN 272 Intermediate Spanish II</td>
<td>3</td>
<td>SPAN 271 or equivalent</td>
</tr>
<tr>
<td>SPAN 307 Spanish Phonetics</td>
<td>3</td>
<td>SPAN 272 or equivalent</td>
</tr>
</tbody>
</table>
Foreign Languages

One from:
- SPAN 377 Conversational Spanish I (3)
- SPAN 477 Adv. Comp. & Convers. (3) SPAN 310

Civilization
- SPAN 311 Civilization of Spain (3) SPAN 272
- SPAN 312 Civilization of Latin America (3) SPAN 272

Literature
- SPAN 372 Survey of Spanish Literature (3) SPAN 310
- SPAN 373 Survey of Latin American Lit. (3) SPAN 310
- SPAN 476 Seminar in Hispanic Studies (3) SPAN 311 or 312; 372 or 373

Electives — Spanish elec. or St. Abroad (9)

Courses related to Second-Language Acquisition
- EDCI 230PK Workshop in Teaching (2) EDFN 130, SPAN 272
- EDCI 330PK Field Exp. for Diversity (2) EDCI 230; FCS 270 or PSYC 218
- EDEC 262 Foundations in Literacy (3) none
- FL 380 FL Curriculum & Instruction (3) EDFN 202
- FL 432 Teaching For. Lang. Pre K-12 (3) foreign lang. proficiency

A human development course from
- Core social sciences (3) 61 hrs.

Remaining Education requirements:
- EDCI 232 Intro. to Prin. of Instr. Tech. (3) none
- EDFN 202 Teaching and Learn. Process (3) EDFN 130
- EDFN 402 Social and Prof. Issues (3) sr. status
- EDIS 250 Intro. Educational Intervention (3) none

Study Abroad — Highly recommended:
- SPAN 200 Intermediate Level Intensive Spanish Study in Mexico 3-6 hrs.
- SPAN 300 Advanced Level Intensive Spanish Study in Mexico 3-6 hrs.

(see Study Abroad Opportunities)

Plus Institutional Baccalaureate Degree Requirements, p. 21.

NOTE: 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: SPAN 200 or 272 meets International Perspectives requirement for major.

Foreign Language minors

Note: Student placement is determined by amount of prior language experience.

Minor in French

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 251 Intermediate French I</td>
<td>3</td>
<td>FREN 152 or equivalent</td>
</tr>
<tr>
<td>FREN 252 Intermediate French II</td>
<td>3</td>
<td>FREN 251 or equivalent</td>
</tr>
<tr>
<td>FREN 303 French Grammar &amp; Comp.</td>
<td>3</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td>2 other French courses 300 level or above</td>
<td>6</td>
<td>FREN 252 or equivalent</td>
</tr>
<tr>
<td>15 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>SPAN 271 Intermediate Spanish I</td>
<td>3</td>
<td>SPAN 172 or equivalent</td>
</tr>
<tr>
<td>SPAN 272 Intermediate Spanish II</td>
<td>3</td>
<td>SPAN 271 or equivalent</td>
</tr>
<tr>
<td>SPAN 310 Spanish Grammar &amp; Comp.</td>
<td>3</td>
<td>SPAN 272 or equivalent</td>
</tr>
<tr>
<td>2 other Spanish courses 300 level or above</td>
<td>6</td>
<td>SPAN 272 or equivalent</td>
</tr>
<tr>
<td>15 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>SPAN 271 Intermediate Spanish I</td>
<td>3</td>
<td>SPAN 172 or equivalent</td>
</tr>
<tr>
<td>SPAN 272 Intermediate Spanish II</td>
<td>3</td>
<td>SPAN 271 or equivalent</td>
</tr>
<tr>
<td>SPAN 300 Intensive Study in Mexico</td>
<td>6</td>
<td>SPAN 272 or equiv.; perm.</td>
</tr>
<tr>
<td>SPAN 310 Grammar &amp; Composition</td>
<td>3</td>
<td>SPAN 272 or equivalent</td>
</tr>
<tr>
<td>SPAN 381 EC Education in Mexico</td>
<td>2</td>
<td>SPAN 300</td>
</tr>
<tr>
<td>Two from:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SPAN 307 Spanish Phonetics</td>
<td>(3)</td>
<td>SPAN 272 or equivalent</td>
</tr>
<tr>
<td>SPAN 312 Civilization of Latin America</td>
<td>(3)</td>
<td>SPAN 272 or equivalent</td>
</tr>
<tr>
<td>SPAN 377 Conversational Spanish I</td>
<td>(3)</td>
<td>SPAN 272 or equivalent</td>
</tr>
<tr>
<td>EDEC 416 Meth.-ECE Eng. Lang. Learners</td>
<td>3</td>
<td>SPAN 300, 381, EDEC 330, teach. ed. screening</td>
</tr>
<tr>
<td>26 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: EDEC 416 substitutes for EDEC 413 and 414 in the ECE/ECIS majors.
If the student starts with SPAN 171, the total hours will be 32 hours.

Minor in Foreign Studies

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 251 Intermediate French I</td>
<td>3</td>
<td>FREN 152 or equivalent</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GER 261 Intermediate German I</td>
<td>(3)</td>
<td>GER 162 or equivalent</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 271 Intermediate Spanish I</td>
<td>(3)</td>
<td>SPAN 172 or equivalent</td>
</tr>
<tr>
<td>FREN 252 Intermediate French II</td>
<td>3</td>
<td>FREN 251 or equivalent</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GER 262 Intermediate German II</td>
<td>(3)</td>
<td>GER 261 or equivalent</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 272 Intermediate Spanish II</td>
<td>(3)</td>
<td>SPAN 271 or equivalent</td>
</tr>
<tr>
<td>COMAR 302 Intercultural Comm.</td>
<td>3</td>
<td>Int. II for. lang. or equiv.</td>
</tr>
<tr>
<td>INTERNATIONAL PERSPECTIVES COURSES OUTSIDE FOREIGN LANGUAGES DEPT.</td>
<td>6</td>
<td>COMAR 101 or perm.</td>
</tr>
<tr>
<td>One study abroad experience of at least 8 weeks</td>
<td>18 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Foreign Language (FL) Courses and Descriptions

French (FREN) Courses and Descriptions
German (GER) Courses and Descriptions
Spanish (SPAN) Courses and Descriptions

See Course Descriptions section of catalog.

83
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 Outcomes
Students taking geology courses for major or minor requirements will:
1. 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;
2. acquire hands-on skills in use of instrumentation through laboratory projects which are instrumentation intensive;
3. become proficient in field work;
4. apply the fundamental concepts and principles of geology; and
5. 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:
6. demonstrate an understanding of the scientific method through original research;
7. present their results in either journal format or an honors thesis; and
8. present their results at regional or national meetings, as appropriate.

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 Ingman 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>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 403 Geochemistry</td>
<td>(4)</td>
<td>GEOL 311, CHEM 104</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 404 Hydrogeology</td>
<td>(4)</td>
<td>GEOL 101, MATH 202 or 206</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></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>OR</td>
<td></td>
<td></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</td>
<td>3/3</td>
<td>2 yrs. h.s alg., geom</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 205-206 Calculus</td>
<td>(5/5)</td>
<td>MATH 111 or equiv.</td>
</tr>
<tr>
<td>Additional courses in any of the sciences, MATH, or CS</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>60 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, p. 21.

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

See listing in Education.

Minor 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 311 Mineralogy</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
</tbody>
</table>

Geology Courses and Descriptions

See Course Descriptions section of catalog.
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
Michael Schwarz, Assistant Professor of History
Glenn Kumhera, Visiting Assistant Professor 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.

Put another way, we see the study of history as one path to becoming a liberally educated person, one who is in the habit of reading carefully, following arguments closely, writing clearly, and speaking thoughtfully.

Student Learning Outcomes
Students who complete the major in history will:
1. demonstrate their knowledge in two areas of the discipline–American history and European history; and
2. demonstrate their capacity for historical reasoning, that is, the capacity to evaluate sources and draw from them appropriate conclusions about the past.

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

Bachelor of Arts with a major in History

Assessment – As part of the department’s assessment process, history majors will be asked to complete a test during their freshman year and again during their senior year.

<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>30 hrs.</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, p. 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.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad field courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 232 Principles of Microeconomics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 233 Principles of Macroeconomics</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 218 Psychology of Adolescence</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, &amp; Minority Issues</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>History/Political Science courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 112 Western Civilization</td>
<td>3</td>
<td>HIST 112 or perm.</td>
</tr>
<tr>
<td>HIST 113 Western Civilization</td>
<td>3</td>
<td>HIST 112 or perm.</td>
</tr>
<tr>
<td>HIST 212 Am. History thru Civil War</td>
<td>3</td>
<td>HIST 112 or perm.</td>
</tr>
<tr>
<td>HIST 213 Am. History after Civil War</td>
<td>3</td>
<td>HIST 112 or perm.</td>
</tr>
<tr>
<td>HIST 261 Ancient Greece</td>
<td>3</td>
<td>HIST 112 or perm.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 264 Ancient Rome</td>
<td>(3)</td>
<td>HIST 112 or perm.</td>
</tr>
<tr>
<td>Choose two:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>HIST 267 Medieval Europe</td>
<td>(3)</td>
<td>HIST 112 or perm.</td>
</tr>
</tbody>
</table>
History

HIST 268 Renaiss. & Reformation (3) HIST 112 or perm.
HIST 269 Age of Enlightenment (3) none
HIST 270 Age of Rev./Reaction (3) none
HIST 271 20th Cent. Europe to Pres. (3) POLSC 205 or 231
POLSC 390A Modern Revolutions (3) none

Choose two: 6
HIST 351 Colonial America (3) none
HIST 352/POLSC 370B Am. Found. (3) none
HIST 353 The Early Republic (3) HIST 212 or perm.
HIST 354 Nation./Sectional Confl. (3) HIST 212 or perm.
HIST 355/POLSC 370A Linc./War (3) none
HIST 356 Enterprise/Progressivism (3) HIST 213 or perm.
HIST 358 Postwar Amer.:1945-1973 (3) HIST 213 or perm.
HIST 359 Contemporary America (3) HIST 213 or perm.

POLSC 102 Democracy in America 3 none
POLSC 320 Am. Political Thought I 3 none
POLSC 321 Am. Political Thought II 3 none
Choose one: 3
POLSC 336 Constitutional Powers (3) POLSC 102
POLSC 337 Constitutional Rights (3) POLSC 102

Choose one: 3
HIST 327 Africa (3) none
HIST 329 Latin America (3) none
HIST 341 Modern Middle East (3) none
HIST 343 Modern East Asia (3) none
POLSC 205 Comparative Politics (3) POLSC 101 or 102
POLSC 231 International Relations (3) POLSC 101 or 102
REL 107 Exploring World Religions (3) none
Choose one: 3
GEOL 103 Physical Geog. & Env. (3) none
HIST 301 Cultural Geography (3) none

63 hrs.

Education requirements:
EDCI 230SEC Workshop in Education 2 EDFN 130, 202
EDCI 232 Intro. to Prin. of Instr. Tech. 3 none
EDCI 287 Curr./Instr./Assess. 7-12 3 EDFN 202
EDCI 330SEC Multicul. Field Exp. 7-12 2 EDCI 230, 287; PSYC 209, 218, or FCS 270

EDCI 392 Content Area Reading 3 none
EDCI 432 Secondary Methods 3 EDCI 230
EDCI 461 Student Internship Gr. 7-12 10 all student internship requ.
EDFN 130 Introduction to Teaching 2
EDFN 202 Teaching and Learn. Process 3 EDFN 130
EDFN 402 Social and Prof. Issues 3 sr. status
EDIS 250 Intro. Educational Intervention 3 none
Choose one from: 3
FCS 270 Lifespan Human Develop. (3) none
PSYC 209 Developmental Psych. (3) PSYC 101
PSYC 218 Psy. of Adolescence (3) none
103 hrs.

Plus Institutional Baccalaureate Degree Requirements, p. 21.

HIST 112 West. Civilization 3 none
OR
HIST 113 West. Civilization (3) none
HIST 212 Am. History thru Civil War 3 none
OR
HIST 213 Am. History after Civil War (3) none
History electives 12
18 hrs.

Minor in History

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 112 West. Civilization</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 113 West. Civilization (3)</td>
<td>none</td>
<td></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 (3)</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>History electives</td>
<td>12</td>
<td>18 hrs.</td>
</tr>
</tbody>
</table>

History Courses and Descriptions
See Course Descriptions section of catalog.
Journalism and Digital Media

Department of Journalism and Digital Media
The College of Arts and Sciences

Interim Chair
Timothy McCarty, Professional Instructor of Digital Media

Faculty
Gretchen Dworznik, Assistant Professor of Digital Media
Matthew Tullis, Assistant Professor of Journalism
Michael A. J. Randolph, Professional Instructor of Digital Media
John Skrada, Operations Manager

Degrees Offered
Bachelor of Arts
Associate of Arts

Mission Statement
The Journalism and Digital Media program educates students to become ethical, creative, informed media scholars and practitioners. Students will develop their ideas into relevant stories that are built on a foundation of good writing and told using emerging technology. Our faculty encourages a broad-based learning environment balancing theory and practical experience for students to gain a better understanding of the role and current practices of today’s media. The department provides a liberal arts education with individualized instruction and hands-on learning enabling students to receive a college degree designed to prepare them for success in today’s converging media industry.

Student Learning Outcomes
The Journalism and Digital Media student will:
1. Demonstrate an understanding of the history, theory, and practice of journalism and digital media;
2. Understand and practice written and verbal storytelling;
3. Demonstrate technical proficiency in the production of journalism and digital media using industry standard practices and digital media tools;
4. Apply ethical principles in the analysis and production of journalism and media projects;
5. Demonstrate critical thinking and an understanding of the power and influence of the media in a digital world.

Laboratory Opportunities
As a part of the Journalism and Digital Media program, students will produce content for print, web, and broadcast. The program publishes The Collegian, a national award-winning weekly newspaper, using the Adobe Suite and www.ashlandcollegian.com, the newspaper’s on-line counterpart, from its campus newsroom. Our university radio station broadcasts daily student-produced programming on our 3kw FM (88.9) radio station serving Ashland and surrounding counties. Television programming is broadcast to campus and to the Ashland Community on TV2 via Armstrong Cable, and is produced from the television studio and post-production facility in the Center for the Arts building. The Journalism and Digital Media program offers a variety of unique, practical, and converged media experiences for future storytellers. Students are encouraged to get involved as freshmen and continue through their senior year. Program alumni have worked at a number of media outlets locally, regionally, and nationally, including NBC New York, Sports Time Ohio, Sirius Satellite Radio, and the Columbus Dispatch.

Description of Majors
Broadcast Communication – Broadcast communication students will be prepared for positions in: 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. This 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 communication professionals and consumers.

Journalism – 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.

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.

DEPARTMENT 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 Broadcast Communication

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department core requirements</td>
<td>18</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 133 Media Tech. &amp; Operations</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 201 Pract. in Broadcast Comm.</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                      | 7    |               |
| COMAR 232 Field Production               | 3    | COMAR 133    |
| COMAR 234 Studio Production              | 4    | COMAR 133    |
### 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>(3)</td>
<td>COMAR 133</td>
</tr>
<tr>
<td>COMAR 337 Adv. Audio Prod.</td>
<td>(4)</td>
<td>COMAR 133, 237</td>
</tr>
</tbody>
</table>

Electives from other conc. or below: 6

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 224 Topics in Broad. Com.</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. Vld</td>
<td>(4)</td>
<td>COMAR 232</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>

45 hrs.

Plus Institutional Baccalaureate Degree Requirements, p. 21.

### 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>Department core requirements</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>
<tr>
<td>Plus 6 hrs. from each group below</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group I</strong></td>
<td>6</td>
<td></td>
</tr>
<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>
<tr>
<td><strong>Group II</strong></td>
<td>6</td>
<td></td>
</tr>
<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, p. 21.

### Minor in Broadcast Production

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 103 Intro. to Mass Comm.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 133 Media Tech. &amp; Operations</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 201BA or 201BB Practicum</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 232 Field Production</td>
<td>3</td>
<td>COMAR 133</td>
</tr>
<tr>
<td>COMAR 237 Basic Audio Prod.</td>
<td>3</td>
<td>COMAR 133</td>
</tr>
</tbody>
</table>

Electives (choose two): 7-8

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 234 Studio Production</td>
<td>(4)</td>
<td>COMAR 133</td>
</tr>
<tr>
<td>COMAR 332 Rad. Prod. &amp; Prog.</td>
<td>(3)</td>
<td>COMAR 237</td>
</tr>
<tr>
<td>COMAR 337 Adv. Audio Prod.</td>
<td>(4)</td>
<td>COMAR 133, 237</td>
</tr>
<tr>
<td>COMAR 412 Electr Post Prod. &amp; Ed.</td>
<td>(4)</td>
<td>COMAR 232</td>
</tr>
</tbody>
</table>

20-21 hrs.

### Minor in Journalism/English

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 203 Writing for the Media</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 307 Advanced 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 Editing</td>
<td>3</td>
<td>COMAR 203</td>
</tr>
</tbody>
</table>

English electives, 300/400 level 9

21 hrs.

### Associate of Arts with a concentration in Broadcast Communication

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMAR 103 Intro to Mass Comm.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>COMAR 133 Technology &amp; Operations</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 232 Field Production</td>
<td>3</td>
<td>COMAR 133</td>
</tr>
<tr>
<td>COMAR 234 Studio Production</td>
<td>(4)</td>
<td>COMAR 133</td>
</tr>
<tr>
<td>COMAR 303 Comm. Law and Ethics</td>
<td>3</td>
<td>COMAR 103, 203</td>
</tr>
</tbody>
</table>

Choose from electives list in Broadcast Communication major 20

35-36 hrs.

Plus Institutional Associate of Arts Degree Requirements, pp. 20-21.

Journalism and Digital Media courses are listed under the COMAR prefix. For course descriptions, see:

**COMAR Courses and Descriptions**

89
Mathematics

Department of Mathematics/Computer Science
The College of Arts and Sciences
http://www.ashland.edu/departments/math-computer-science

Chair
Darren Wick, 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
Vickie J. Van Dresar, Associate Professor of Mathematics
Henry Bailey, Visiting Assistant Professor of Mathematics
Justin Young, Visiting 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 Outcomes
1. Students will learn and demonstrate the fundamental knowledge of the discipline.
2. Students will have an understanding of and demonstrate competence in logical thought, critical thinking, and problem solving.
3. Students will clearly and accurately express discipline-specific ideas in both written and oral form.

Facilities and Equipment
All classrooms are equipped with networked instructor workstations, including audiovisual and computer projection systems. Programming courses are taught in a computer classroom with student workstations. In addition to the university network and open computer labs, the department maintains a dedicated laboratory for majors. The lab contains a wide variety of computer hardware, running Windows, Linux, Mac OS X, and Solaris operating systems. The computers are equipped with scientific typesetting software, software development tools, compilers, word processors, spreadsheet programs, database programs, web design and programming tools, audio and video editing software, multimedia software, computer algebra systems, statistical and geometric software and many other applications.

Student Organizations
Any interested student may join the student chapters of the Mathematical Association of America or the Association of Computing Machinery.

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. Additionally, the Comprehensive Major in Actuarial Science prepares students for the Society of Actuaries’ Actuarial Examinations on Probability and Financial Mathematics.

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, integrated mathematics, and actuarial 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 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>
</tr>
</thead>
<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>
<tr>
<td>3 courses from:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>CS 302 Theory of Computation</td>
<td>(3)</td>
<td>MATH 224</td>
</tr>
<tr>
<td>MATH 308 Operations Research</td>
<td>(3)</td>
<td>MATH 224</td>
</tr>
<tr>
<td>MATH 309 History of Math.</td>
<td>(3)</td>
<td>MATH 223; 202 or 206</td>
</tr>
<tr>
<td>MATH 311 Modern Geometry</td>
<td>(3)</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 313 Elem. Differential Equ.</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 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>
<tr>
<td>Addl. courses in chemistry, physics, bio., math, comp. sci. or geology**</td>
<td>20</td>
<td>60 hrs.</td>
</tr>
</tbody>
</table>
Bachelor of Science

with a comprehensive major in Actuarial Science

Assessment – Additional assessment for this major will be to collect grades from students on practice exams and the P and FM exams; and collect grades from students in relevant courses to see if they meet the externally specified standard determined by the Society of Actuaries.

Course Number and Title Hrs. Prerequisites

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 Financial Accounting</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ACCT 202 Managerial Accounting</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>FIN 222 Financial Management</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>FIN 329 Intermed. Financial Mgmt.</td>
<td>3</td>
<td>FIN 228</td>
</tr>
<tr>
<td>FIN 330 Principles of Investment</td>
<td>3</td>
<td>FIN 228</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 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 Discrete Math. I</td>
<td>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 311 Modern Geometry</td>
<td>3</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 318 Mathematics of Stats.</td>
<td>3</td>
<td>MATH 305, 317</td>
</tr>
<tr>
<td>MATH 341 Intermed. Applied Statistics</td>
<td>3</td>
<td>MATH 208 or 318</td>
</tr>
<tr>
<td>MATH 450 Seminar</td>
<td>1</td>
<td>jr. or sr. status</td>
</tr>
<tr>
<td>MATH 470 Special Topics in Math</td>
<td>3</td>
<td>MATH 305, 307 and perm.</td>
</tr>
<tr>
<td>OR</td>
<td>MATH 498 Ind. Study (Fin. Math)</td>
<td>(3)</td>
</tr>
<tr>
<td>IS 221 Information Technology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>IS 370 Programming for Bus. I</td>
<td>3</td>
<td>IS 221</td>
</tr>
</tbody>
</table>

Suggested general electives:

Course Number and Title Hrs. Prerequisites

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 207 Intermediate Accounting I</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 208 Intermediate Accounting II</td>
<td>3</td>
<td>ACCT 207</td>
</tr>
<tr>
<td>ECON 334 Money and Banking</td>
<td>3</td>
<td>ECON 233</td>
</tr>
<tr>
<td>ENG 352 Technical Writing</td>
<td>3</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>FIN 422 Security Analysis</td>
<td>3</td>
<td>FIN 330</td>
</tr>
<tr>
<td>MATH 224 Discrete Math. II</td>
<td>3</td>
<td>MATH 223</td>
</tr>
<tr>
<td>MGT 327 Risk &amp; Insurance</td>
<td>3</td>
<td>ECON 232, 233, MATH 208</td>
</tr>
<tr>
<td>IS 371 Programming for Bus. II</td>
<td>3</td>
<td>IS 370</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, p. 21.

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
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<tr>
<td>MATH 223-224 Discrete Math. I-II</td>
<td>3/3</td>
<td>3 yrs. hs coll prep. math</td>
</tr>
<tr>
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<td>4</td>
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<tr>
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<td>3</td>
<td>MATH 223, 307</td>
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<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>
<tr>
<td>3 courses from:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>CS 302 Theory of Computation</td>
<td>(3)</td>
<td>MATH 224</td>
</tr>
<tr>
<td>MATH 308 Operations Research</td>
<td>(3)</td>
<td>MATH 224</td>
</tr>
<tr>
<td>MATH 309 History of Math.</td>
<td>(3)</td>
<td>MATH 223, 202 or 206</td>
</tr>
<tr>
<td>MATH 311 Modern Geometry</td>
<td>(3)</td>
<td>MATH 206</td>
</tr>
</tbody>
</table>

Minor in Mathematics

Course Number and Title Hrs. Prerequisites

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 201-202 Calc, with Appl. I-II</td>
<td>3/3</td>
<td>2 yrs. hs alg.; 1 yr. hs geom</td>
</tr>
<tr>
<td>OR</td>
<td>MATH 205-206 Calculus I-II</td>
<td>(5/5)</td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
<td>3</td>
<td>MATH 202, 206 or 224</td>
</tr>
</tbody>
</table>
Mathematics Courses and Descriptions
See Course Descriptions section of catalog.
Music

Department of Music
The College of Arts and Sciences

Chair
Thomas Reed, Professor of Music

Faculty
Rowland F. Blackley, Professor of Music
Elizabeth Pastor, Professor of Music; Trustees’ Professor
Marla Butke, 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
Alexander Sanchez-Behar, 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 Outcomes
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, and will:

- demonstrate knowledge of music literature;
- demonstrate skills in music research;
- demonstrate aural skills including sight singing and dictation;
- demonstrate command of music fundamentals;
- demonstrate skills in part-writing;
- demonstrate skills in musical analysis;
- demonstrate functional piano skills appropriate to their program;
- demonstrate the ability to perform effectively as ensemble members;
- as required, demonstrate musicianship by the performance of significant solo repertoire at a high level of expression and accuracy;
- as required, demonstrate advanced skill or comprehension of a special topic through the senior project;
- if receiving the B.Mus in Music Education, demonstrate appropriate classroom music skills; and
- if receiving the B.Mus in Music Education, demonstrate appropriate skills and knowledge required of music teachers, including 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. 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 750-seat Hugo Young Theatre for the Performing Arts along with ample classroom, rehearsal and private practice facilities which 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. These requirements include:

1. Formal application;
2. Performance audition in student’s principal area of performance (vocal or instrumental) to include appropriate solo repertoire, scales, studies, sight reading;
3. Aural proficiency test;
4. Personal interview with music faculty.

Details concerning requirements, appropriate audition repertoire and materials are available upon request from the Department of Music.

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.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 102 Recital Attend. (7 sem.)</td>
<td>0 none</td>
<td></td>
</tr>
<tr>
<td>MUSIC 204 General Music Methods I</td>
<td>3 MUSIC 271, EDFN 130</td>
<td></td>
</tr>
<tr>
<td>MUSIC 211 Class Piano I</td>
<td>2 diagnostic exam</td>
<td></td>
</tr>
<tr>
<td>MUSIC 212 Class Piano II</td>
<td>2 MUSIC 211</td>
<td></td>
</tr>
<tr>
<td>MUSIC 237 Fund. of Conducting</td>
<td>2 MUSIC 271</td>
<td></td>
</tr>
<tr>
<td>MUSIC 271 Mus. Theory/Aural Sk. I</td>
<td>3 diagnostic exam</td>
<td></td>
</tr>
<tr>
<td>MUSIC 272 Mus. Theory/Aural Sk. II</td>
<td>3 MUSIC 271</td>
<td></td>
</tr>
<tr>
<td>MUSIC (34-) Principal Applied</td>
<td>4 music major</td>
<td></td>
</tr>
<tr>
<td>(4 sem. @ 1 hr. ea.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 351 Music History I</td>
<td>3 MUSIC 150 or 271</td>
<td></td>
</tr>
<tr>
<td>MUSIC 355 Music History II</td>
<td>3 MUSIC 150 or 271</td>
<td></td>
</tr>
<tr>
<td>MUSIC 357 Music History III</td>
<td>3 MUSIC 150 or 271</td>
<td></td>
</tr>
<tr>
<td>MUSIC 371 Mus. Theory/Aural Sk. III</td>
<td>4 MUSIC 272</td>
<td></td>
</tr>
<tr>
<td>MUSIC 372 Mus. Theory/Aural Sk. IV</td>
<td>4 MUSIC 371</td>
<td></td>
</tr>
<tr>
<td>MUSIC (44-) Principal Applied</td>
<td>6 jury</td>
<td></td>
</tr>
<tr>
<td>(3 sem. @ 2 hr. ea.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 403 Senior Recital</td>
<td>0 MUSIC 44-concurr.</td>
<td></td>
</tr>
<tr>
<td>MUSIC 471 Mus. Theory/Aural Sk. V</td>
<td>4 MUSIC 372</td>
<td></td>
</tr>
<tr>
<td>MUSIC 499 Comprehensive Exams</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PSYC 218 Psych. of Adolescence</td>
<td>3 none</td>
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</table>

Instrumental Music Education Major:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 010 Univ. Band</td>
<td>7 none</td>
<td></td>
</tr>
<tr>
<td>(7 sem. @ 1 hr. ea.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*MUSIC (24-) Secondary Applied</td>
<td>3 none</td>
<td></td>
</tr>
<tr>
<td>(3 sem. @ 1 hr. ea.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 209 Brass Techniques</td>
<td>2 music major</td>
<td></td>
</tr>
<tr>
<td>MUSIC 213 String Techniques</td>
<td>2 music major</td>
<td></td>
</tr>
<tr>
<td>MUSIC 214 Voice Meth./Instru. maj</td>
<td>1 music major</td>
<td></td>
</tr>
<tr>
<td>MUSIC 218 Woodwind Techniques</td>
<td>2 music major</td>
<td></td>
</tr>
<tr>
<td>MUSIC 220 Percussion Techniques</td>
<td>1 music major</td>
<td></td>
</tr>
<tr>
<td>MUSIC 375 Instrum. Conducting</td>
<td>3 MUSIC 237</td>
<td></td>
</tr>
<tr>
<td>MUSIC 395 Curr. &amp; Meth. - Instrum.</td>
<td>3 MUSIC 271, EDCI 230PK</td>
<td></td>
</tr>
<tr>
<td>MUSIC 477 Instrum. Arranging</td>
<td>1 MUSIC 372</td>
<td></td>
</tr>
</tbody>
</table>

OR

Vocal Music Education Major:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 022 Univ. Choir</td>
<td>(7 Audition</td>
<td></td>
</tr>
<tr>
<td>(7 sem. @ 1 hr. ea.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**MUSIC 240 Applied Voice</td>
<td>(3) none</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**MUSIC 241 Applied Piano</td>
<td>(3) none</td>
<td></td>
</tr>
<tr>
<td>MUSIC 216 Vocal Diction I</td>
<td>(2) MUSIC 340</td>
<td></td>
</tr>
<tr>
<td>MUSIC 270 Intro. to Instrum. Music</td>
<td>(2) MUSIC 271</td>
<td></td>
</tr>
<tr>
<td>MUSIC 325 Gen. Music Methods II</td>
<td>(2) MUSIC 204, 271, EDFN 130</td>
<td></td>
</tr>
<tr>
<td>MUSIC 348 Keyboard Harmony</td>
<td>(2) MUSIC 271; 241 or 341</td>
<td></td>
</tr>
<tr>
<td>MUSIC 376 Choral Conducting</td>
<td>(3) MUSIC 237</td>
<td></td>
</tr>
<tr>
<td>MUSIC 396 Curr. &amp; Meth. – Choral</td>
<td>(3) MUSIC 271, EDCI 230PK</td>
<td></td>
</tr>
<tr>
<td>MUSIC 478 Choral Arranging</td>
<td>(1) MUSIC 372</td>
<td></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 230PK Wkshp. Pre-K</td>
<td>2 EDFN 130, MUSIC 204</td>
<td></td>
</tr>
<tr>
<td>EDCI 330PK Classroom Mgmt: Pre-K</td>
<td>2 EDCI 230; PSYC 218</td>
<td></td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3 none</td>
<td></td>
</tr>
<tr>
<td>EDCI 469 Student Internship PreK-12</td>
<td>10 all student internship requ.</td>
<td></td>
</tr>
<tr>
<td>EDFN 130 Introduction to Teaching</td>
<td>2 none</td>
<td></td>
</tr>
<tr>
<td>EDFN 202 Teaching &amp; Learning Proc.</td>
<td>3 EDFN 130</td>
<td></td>
</tr>
<tr>
<td>EDFN 402 Social and Prof. Issues</td>
<td>3 none</td>
<td></td>
</tr>
<tr>
<td>EDIS 250 Intro. Ed. Intervention</td>
<td>3 none</td>
<td></td>
</tr>
<tr>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
* 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>
<td></td>
</tr>
<tr>
<td>MUSIC 211 Class Piano I</td>
<td>2</td>
<td>diagnostic exam</td>
</tr>
<tr>
<td>MUSIC 212 Class Piano II</td>
<td>2</td>
<td>MUSIC 211</td>
</tr>
<tr>
<td><strong>MUSIC (24-) Secondary Applied</strong></td>
<td>2/2</td>
<td>permission</td>
</tr>
<tr>
<td><em>MUSIC 216-217 Vocal Dict. I-II</em></td>
<td>2/2</td>
<td>MUSIC 340</td>
</tr>
</tbody>
</table>

*MUSIC 217 Mus. Theory/Aural Sk. I 3 diagnostic exam
MUSIC 271 Mus. Theory/Aural Sk. II 3 major
MUSIC 272 Mus. Theory/Aural Sk. III 4 MUSIC 271
MUSIC 273 Mus. Theory/Aural Sk. IV 4 MUSIC 271
MUSIC 274-277 Principal Applied 8 300 level jury
MUSIC 403 Senior recital 0 MUSIC 44-concurr
MUSIC 499 Comprehensive Exam 0 53 hrs.

Plus Institutional Baccalaureate Degree Requirements, p. 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.

---

**Bachelor of Arts with a major in Music (Academic Studies 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>
<td></td>
</tr>
<tr>
<td>MUSIC 205 Music Comp. I</td>
<td>2</td>
<td>MUSIC 272</td>
</tr>
<tr>
<td>MUSIC 211 Class Piano I</td>
<td>2</td>
<td>diagnostic exam</td>
</tr>
<tr>
<td>MUSIC 212 Class Piano II</td>
<td>2</td>
<td>MUSIC 271</td>
</tr>
<tr>
<td>MUSIC 217 Mus. Theory/Aural Sk. I</td>
<td>3</td>
<td>MUSIC 271</td>
</tr>
<tr>
<td>MUSIC 218 Mus. Theory/Aural Sk. II</td>
<td>3</td>
<td>MUSIC 271</td>
</tr>
<tr>
<td><strong>Music electives, 200 level or higher (not applied or ensembles)</strong></td>
<td>4</td>
<td>major</td>
</tr>
<tr>
<td>MUSIC 271 Mus. Theory/Aural Sk. III</td>
<td>3</td>
<td>MUSIC 150 or 271</td>
</tr>
<tr>
<td>MUSIC 272 Mus. Theory/Aural Sk. IV</td>
<td>3</td>
<td>MUSIC 271</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>51 hrs.</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, p. 21.

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**Music Minors**

**Ensemble Requirements** — All music minors must enroll in a major ensemble a total of four semesters unless an exception is granted by the Department Chair. A student’s major ensemble is determined by his/her principal applied area or as approved by the Department Chair. Ensembles recognized by the department as major ensembles are University Band and University Choir.

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**Minor in Applied Music**

<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>4</td>
<td>none</td>
</tr>
<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 211 Class Piano I</td>
<td>2</td>
<td>MUSIC 271</td>
</tr>
<tr>
<td>MUSIC 212 Class Piano II</td>
<td>2</td>
<td>MUSIC 271</td>
</tr>
<tr>
<td>MUSIC (24-) Principal Applied</td>
<td>5</td>
<td>minor stat., perm.</td>
</tr>
<tr>
<td>MUSIC 271 Mus. Theory/Aural Sk. I</td>
<td>3</td>
<td>diagnostic exam</td>
</tr>
<tr>
<td>Music electives*</td>
<td>2</td>
<td>18 hrs.</td>
</tr>
</tbody>
</table>

*MUSIC 150, 224, 225, 226 may not be used.

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**Minor in Music**

<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>4</td>
<td>none</td>
</tr>
<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 211 Class Piano I</td>
<td>2</td>
<td>MUSIC 271</td>
</tr>
<tr>
<td>MUSIC 212 Class Piano II</td>
<td>2</td>
<td>MUSIC 271</td>
</tr>
<tr>
<td>MUSIC (24-) Principal Applied</td>
<td>3</td>
<td>minor stat., perm.</td>
</tr>
<tr>
<td>MUSIC 271 Mus. Theory/Aural Sk. I</td>
<td>3</td>
<td>MUSIC 150 or 271</td>
</tr>
<tr>
<td>MUSIC 355 Music History II</td>
<td>3</td>
<td>MUSIC 150 or 271</td>
</tr>
<tr>
<td>MUSIC 357 Music History III</td>
<td>4</td>
<td>MUSIC 272</td>
</tr>
<tr>
<td>MUSIC 359 Music History IV</td>
<td>4</td>
<td>MUSIC 271</td>
</tr>
<tr>
<td>MUSIC electives*</td>
<td>4</td>
<td>18 hrs.</td>
</tr>
</tbody>
</table>

*MUSIC 150, 224, 225, 226 may not be used.

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**Music Courses and Descriptions**

See Course Descriptions section of catalog.
Nursing

The Dwight Schar College of Nursing

Interim Dean
Faye Grund, Visiting Professor

Director of Program Evaluation
Elizabeth E. Leonard, Visiting Professor

Director of Simulation
Lisa Young, Visiting Professor

Administrative Coordinator of Gerontology
Minor and School Nurse Licensure
Lori Brohm

Academic Advisor
Kelly Kossick

Faculty by Department

ADULT HEALTH
Chair: Juanita Reese Kline, Visiting Professor
Jada Craze, Visiting Clinical Professor
Gina Dahlby, Visiting Professor
Carol Doan, Visiting Professor
Cynthia Dowds, Visiting Professor
Tracy Dzugan, Visiting Clinical Instructor
Jodie Flynn, Visiting Professor
Laura Gilmore, Visiting Professor
Daniel Hellinger, Visiting Professor
Lisa King, Visiting Clinical Professor
Elizabeth E. Leonard, Visiting Professor
Sally Wallace, Visiting Clinical Professor
Marge Silcox, Visiting Professor
Lisa Young, Visiting Professor

COMMUNITY AND GLOBAL HEALTH
Chair: June Patton, Associate Professor of Nursing
Patricia Clayburn, Visiting Professor
Karen Estridge, Visiting Professor
Jacqueline Owens, Professional Instructor of Nursing
Sharon See, Visiting Professor
Melessa Starnes-Damoff, Visiting Professor

FAMILY HEALTH
Chair: Beverly Skiles, Visiting Professor
Valerie Kuenkele, Visiting Professor
Billie Maglott, Visiting Clinical Professor
Carol Reece, Visiting Professor
Nancy Thorne, Visiting Clinical Professor

Degree Offered
Bachelor of Science in Nursing

Mission
The mission of the Dwight Schar College of Nursing is to educate individuals to become professional nurses committed to nursing practice, leadership, and service. Our guiding values are integrity, caring, accountability, respect, and excellence. The program provides a foundation for graduate education in nursing. Our vision is to be the premier nursing college in the region, educating graduates to serve a global and diverse society.

The College provides three pre-licensure (traditional four-year, advanced entry, and accelerated second degree) and one post-licensure track (RN to BSN). Students are admitted to a track depending on the qualifications of the student.

Accreditations
The baccalaureate nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington, DC 20036, www.aacn.nche.edu/accreditation) and is approved by the Ohio Board of Nursing (OBN, 17 South High Street, Suite 400, Columbus, Ohio 43125, 614-466-3947, www.nursing.ohio.gov)

Facilities
Students enrolled in the Dwight Schar College of Nursing pre-licensure tracks will take classes on the AU main campus and in classroom and nursing laboratory/simulation spaces located at 335 Glessner Ave., Mansfield. Campus housing is available on both the Ashland University main campus and at the Marion Avenue residence halls in Mansfield, Ohio.

Nursing courses in the post-licensure RN to BSN track curriculum are online. Faculty offices for this track are located on the Ashland University main campus in Andrews Hall.

Clinical Locations
Clinical experiences prepare students for nursing practice in diverse settings. Clinical experiences occur in acute care facilities, community agencies, and long-term care in the Mansfield area and surrounding counties. In addition, clinical rotations occur in various facilities located in Cleveland, Columbus, and other surrounding communities. Students participating in clinical experiences are responsible for providing their own transportation to and from the clinical site.

Computer Skills
Beginning level computer skills (i.e., word processing, send and receive email, create attachments) and access to a computer for assignments will be necessary for any of the online courses. Prospective students with minimal computer skills are encouraged to develop skill prior to entering the nursing program. Internet access is required when taking an online course.

Student Organizations
The mission of the National Student Nurses Association (NSNA) is to organize, represent, and mentor students preparing for initial licensure as registered nurses; to promote development of skills that students will need as responsible and accountable members of the
nursing profession, and to advocate for high quality health care. Advantages of belonging to NSNA include educational programs, community projects, attending conventions, scholarship opportunities, and networking with future leaders in nursing. The skills students gain by working in a student professional organization are invaluable. All students are encouraged to attend an informational session about opportunities of Ashland University Student Nurses Association (AU-SNA), Ohio Nursing Student Association (ONSA), and NSNA. For further information contact the faculty advisor(s) for AU-SNA.

The SCRUBS Society is modeled from a student ambassador program with the nomination process and the induction ceremony. Students inducted into SCRUBS will serve as key student leaders.

The Nurses Christian Fellowship is a professional organization and a ministry for nurses and nursing students. Its mission is to encourage students and nurses to bring God’s love and healing to nursing and healthcare both locally and internationally. It is a ministry of InterVarsity Christian Fellowship/USA.

**Student Honor Society**

Rho Nu At Large Chapter, Sigma Theta Tau International honors students majoring in nursing who have demonstrated superior achievement and leadership qualities. Membership is by invitation. Students who have completed half of the major requirements 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.

**Description of Nursing Tracks**

The Bachelor of Science in Nursing degree prepares students to practice the art and science of professional nursing. Nursing majors are introduced to the profession’s theoretical knowledge base, research for evidence-based practice, and the highly technical and clinical skills needed for working with patients and their families in a variety of settings. This degree also provides the foundation for graduate education in nursing. The Dwight Schar College of Nursing prepares nursing students via four tracks. Each student’s previous education and experience are evaluated to determine placement in the appropriate track within the College.

**Traditional Four-Year Pre-licensure Track** – This track is designed for the student who has completed high school level education.

**Advanced Entry Track** – The Advanced Entry Admission Track is designed for students who have earned college credits at another institution. Students enrolled in this program complete required freshman and sophomore level nursing courses during the summer and then transition immediately into the junior year of the Traditional Four-Year Track the following fall.

**Accelerated Track** – The Accelerated Track is designed for students who have already earned a college degree and have had life experiences in a field other than nursing. Students in the Accelerated Track are recognized as having completed general education requirements in their past degree. Unlike the Traditional Pre-licensure Track, students in this Track complete coursework at an accelerated rate, completing the BSN in 15 months. Accelerated Track students who fail a course, except in the case of a medical withdrawal, move into the Traditional Four-year Pre-licensure Track.

**RN to BSN Track** – Registered nurses (RN) are provided the knowledge and skills to advance their nursing careers and build on their basic nursing education. They have the opportunity to earn the baccalaureate degree in nursing while building a strong foundation in the arts, sciences, and humanities. RN to BSN Track students 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. RN to BSN Track majors will be prepared for many career options as well as graduate education if so desired.

**Admission to Dwight Schar College of Nursing**

As of April 2002, The Ohio Board of Nursing (OBN) has the authority to refuse to grant licensure to applicants with any of the felony convictions specified in the law. The law requires a criminal records check for new applicants for licensure in Ohio who entered a pre-licensure nursing education program on or after June 1, 2003.

Criminal background inquiries and drug screening (ten panel screen) will take place for pre-licensure students prior to the sophomore year for traditional four-year track students and prior to admission to the program for advanced entry and accelerated track students. Post-licensure RN to BSN track students will obtain criminal background inquiries and drug screenings prior to the first field experience.

All background checks and drug screenings will be performed by the agency chosen by the College. Students who fail an initial drug screen will be allowed one additional repeat test to confirm the results. The College reserves the right to deny any student based on the results of the inquiry, regardless of felony or misdemeanor convictions. The cost and responsibility of obtaining the required criminal background check and drug screening are borne by the student.

For pre-licensure students, professional liability insurance and cardio-pulmonary resuscitation (CPR) certification is required prior to the sophomore year. For post-licensure students, proof of liability insurance and CPR certification is required upon admission. The cost of professional liability insurance is the responsibility of the student.

The Dwight Schar College of Nursing requires that all new students meet the prescribed Student Health Status Criteria by submitting the appropriate student health documentation, including physical examination and immunization records, and documentation of health insurance. The Medical Record and Health History forms will be mailed to students at the appropriate time. Note that this requirement may be waived for RN to BSN students. See the Dwight Schar College of Nursing Student Handbook for detailed information about these requirements.

**Additional Admission Requirements for Transfer Students**

*Note that in this transitional year, as the program is fully integrated, some requirements do differ from the standard AU requirements and will be under review by the overseeing committees.*

**Pre-licensure Tracks** – Candidates for admission must submit an application for admission, an official high school or GED transcript (if out of high school less than three years or if less than 24 transferable college credits have been completed), and all official college and/or university transcripts or evidence of approved withdrawal from all previous colleges and universities attended. Standardized test scores from the ACT or the SAT may be required as well.
Prospective applicants are expected to fully disclose all previous academic information and submit all college and university academic transcripts. Failure to disclose all academic records will result in a cancellation of the student’s application for admission and/or dismissal from the College. Applicants to the Dwight Schar College of Nursing should be in good academic, social, and financial standing at all previous colleges and universities attended. In the event a student is not in good standing, admission may be provided to a student given that they have not been enrolled at any college or university for at least one full calendar year prior to the intended date of enrollment.

Successful candidates for admission to the Dwight Schar College of Nursing will submit the required academic credentials from those colleges and universities which are accredited by the Higher Learning commission, and will have met the criteria for admission as outlined in the admission policies.

Progression in the College is dependent on nursing and science courses. Transfer credit will be granted for equivalent science courses where a grade of C or better are achieved. Credit for nursing courses taken in a previous college or university will be determined on a case by case basis.

Post-licensure Track – A student can transfer a maximum of two required Ashland University nursing courses from a nationally accredited program.

Admission Requirements for Pre-Licensure Tracks

Note that in this transitional year, as the program is fully integrated, some requirements do differ from the standard AU requirements and will be under review by the overseeing committees.

Traditional Four-Year Track – Students must have graduated from high school with a GPA of 3.0 on a 4.0 scale or have obtained the state GED Certificate with a minimum of the 55th percentile in each of the sub score areas. The student must have obtained a composite score of at least 21 in the American College Testing Program (ACT) or a composite score of at least 1050 in the Scholastic Aptitude Test (SAT). The ACT/SAT requirement may be waived under special circumstances. Although not required, students may be asked to complete an on-campus interview. The student who has earned a high school diploma through a state-certified home school curriculum must provide documentation of the curriculum and official transcripts of courses completed with grades. Final acceptance to the college will be dependent upon these transcripts meeting admission requirements.

Advanced Entry Track – Prospective students for this track must meet the following admission criteria in addition to the admission requirements for the Traditional Track:
1. Must have been enrolled at least half-time for a minimum of four (4) academic quarters or three (3) academic semesters in an accredited college or university.
2. Must have at least a 3.0 cumulative grade point average in all college coursework.
3. Must have earned a course grade of a “C” or higher in the following coursework from an accredited college or university: nutrition, microbiology, organic chemistry/biochemistry, inorganic chemistry, human anatomy, physiology, English composition, general psychology, developmental psychology, writing/research writing (or equivalent). Credit will not be granted for science courses completed at another institution more than 10 years prior to entry into the Dwight Schar College of Nursing.
4. Complete an on-campus interview.
5. Submit a copy of Residency Visa or Permanent Resident Card and TOEFL iBT scores (if applicable).
6. Score no less than a 70 on the Assessment Technologies Institute (ATI) Test of Essential Academic Skills and complete the Critical Thinking Entrance Test.

Accelerated Track – Students in the Accelerated Track must meet the following additional requirements for admission:
1. Completion of a baccalaureate degree program from an accredited institution of higher education with a major other than nursing and a recommended 3.0 cumulative GPA.
2. Completion of transferable prerequisite courses in the following areas: microbiology, human anatomy, physiology, biochemistry/inorganic/organic chemistry, statistics, nutrition, developmental psychology, and ethics. Credit will not be granted for science courses completed at another institution more than 10 years prior to entry into the Dwight Schar College of Nursing.
3. Score no less than a 70 on the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS), and in addition, complete the Critical Thinking Entrance Test.
4. Submit a 300-word essay along with the admission application.
5. Students who have not achieved a 3.0 GPA in their baccalaureate program may submit a second essay of 150 words or less that addresses the circumstances of their GPA.
6. Have a 15-minute telephone interview with the Accelerated/Advanced Entry Committee and/or director.

Admission Requirements for the Post-licensure RN to BSN Track

Students must meet the following admission requirements for the RN to BSN Track:
1. Complete Dwight Schar College of Nursing application form.
2. Submit documentation of graduation from an approved school of nursing (official transcript indicating date of graduation).
3. Hold an active, unencumbered, unrestricted license to practice as a registered nurse in one U.S. state or territory.
4. Submit official transcripts from all institutions of higher education.

Maintaining Good Standing

Note that in this transitional year, as the program is fully integrated, some requirements do differ from the standard AU requirements and will be under review by the overseeing committees.

1. Students unsuccessful in the first attempt at anatomy & physiology, microbiology, and either of the required chemistry courses must achieve a passing grade of C on the second attempt. If the student is unsuccessful on the second attempt, they will be dismissed from the program.
2. Students dismissed will be informed following the end of the semester for said dismissal.
3. The student must earn a cumulative grade point average of at least 2.0.
4. The student must pass the Assessment Technologies Institute (ATI) Pharmacology, Nutrition, Content and Comprehensive Predictor Exams at the designated score established by faculty.
5. The student must pass the Dwight Schar College of Nursing Medication Exam.
Readmission Requirements

Note that in this transitional year, as the program is fully integrated, some requirements do differ from the standard AU requirements and will be under review by the overseeing committees.

Pre-licensure Tracks – A student who has failed, been dismissed, or has withdrawn from the Dwight Schar College of Nursing can reapply for readmission after one calendar year with the exception of students who have received two nursing course failures. These students will not be readmitted to the Dwight Schar College of Nursing.

Students seeking readmission will follow the AU appeal process. Students may be readmitted no more than one time. Clinical orientation, auditing of nursing courses, or retaking nursing courses may be required in the readmission process. Students who are readmitted are subject to the degree and graduation requirements in force in the Ashland University Undergraduate Catalog and Dwight Schar College of Nursing Student Handbook at the time of readmission.

Post-licensure Track – Students who have failed the same nursing course twice will be dismissed and will not be readmitted to the Dwight Schar College of Nursing. Students who have been inactive for three or more years must follow the AU appeal process.

Student Learner Outcomes for Pre-licensure Tracks

As a result of their experiences in the pre-licensure tracks, students will:
1. Enhance the health and well-being of individuals, families, and communities through the art and science of nursing practice grounded in human caring.
2. Demonstrate critical thinking in the synthesis of knowledge from the arts, sciences, humanities, nursing, and personal experience as a basis for clinical judgment, reflective practice, and ethical decision-making.
3. Apply current theory-guided, evidence-based knowledge to analyze and synthesize data, provide competent nursing care, and evaluate patient outcomes within a holistic perspective.
4. Demonstrate effective utilization of technological advances in nursing practice.
5. Perform, teach, delegate, and supervise technical skills essential to safe and competent nursing practice.
6. Embrace a commitment to ethics that inform professional practice and service to society.
7. Communicate with individuals, families, and communities to utilize self in the healing process, to promote understanding of the multiple determinants of health, and to provide culturally competent care to a diverse society.
8. Apply principles of leadership, advocacy, and collaboration to form partnerships with patients and other healthcare professionals in the advancement of a healthy society.
9. Understand the global environment of healthcare and the factors that shape healthcare delivery systems.
10. Manifest a commitment to lifelong learning and discovery.

Graduation Requirements (Pre-licensure)

Note that in this transitional year, as the program is fully integrated, some requirements do differ from the standard AU requirements and will be under review by the overseeing committees.

To earn a BSN degree from Ashland University, 30 hours of nursing credit must be earned through Ashland University.

Degree Requirements

Transition curriculum for Pre-licensure Tracks

Note that in this transitional year, as the program is fully integrated, some requirements do differ from the standard AU requirements and will be under review by the overseeing committees.

For the curriculum for the upperclass students coming in from the MedCentral programs, see the separate Transitional Nursing Catalog 2010-2011. During the 2010-2011 academic year, the full nursing curriculum will go through the approval process, and next year’s catalog will list it in full.

The first-year coursework for the incoming freshmen in the Four-Year Traditional Track will be AU Core courses and these courses which will be part of the major:

<table>
<thead>
<tr>
<th>TRADITIONAL FOUR-YEAR TRACK</th>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I &amp; II</td>
<td>4/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical Perspectives on Life</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 251 Molecular Architecture</td>
<td>3</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>NUR MC 105 Introduction to Nursing</td>
<td>1.33</td>
<td>admission to program</td>
<td></td>
</tr>
<tr>
<td>PSTC 101 General Psychology I</td>
<td>3</td>
<td>none</td>
<td></td>
</tr>
</tbody>
</table>

The coursework for the next three years, in addition to completing AU Core Requirements, will include courses in statistics, basic foundational nursing courses, and courses in specific areas of nursing: psychiatric/mental health, medical/surgical, maternal newborn, pediatric, pathophysiology/pharmacology, community health, and research and management in the field of nursing.

POST-LICENSE RN to BSN TRACK

Mission and Goals

The mission of the RN to BSN Track 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 curriculum prepares the RN to practice professional nursing in a variety of settings with all types of patients. The track provides a foundation for graduate education in nursing.

Student Learning Outcomes

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 patient-centered, culturally congruent care.
5. Collaborate with the patient 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.

Accessibility

To facilitate access to baccalaureate education for working registered nurses, most nursing courses for the RN to BSN Track are offered in an online format. Full and part-time study is available. Non-nursing courses are available in online or hybrid web-based formats.

Graduation Requirements (RN to BSN)

A minimum of 60 semester hours of credit must be earned from a 4-year college/university. 30-32 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, 30-32 hours of nursing credit must be earned through Ashland University.

RN to BSN Track 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 NUR 414.

Degree Requirements RN to BSN Track

This is a comprehensive major and does not need 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.

Assessment – All RN to BSN Track majors are required to participate in an exit assessment process which includes comprehensive projects.

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>(2-4)</td>
<td>none</td>
</tr>
<tr>
<td>OR NUR 320 Educational Strategies**</td>
<td>(2-4)</td>
<td>none</td>
</tr>
<tr>
<td>OR NUR 321 Disaster Resp. Nursing**</td>
<td>(2-3)</td>
<td>none</td>
</tr>
<tr>
<td>NUR 309 Intnl. 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, MGT 240, 318</td>
</tr>
<tr>
<td>NUR 408 Legal, Ethical, Pol. Perspect.</td>
<td>3</td>
<td>NUR 405 or concur.</td>
</tr>
</tbody>
</table>

NUR 414 Community/Public Health* 6-8  NUR 302, 303, 309, 360, MATH 208

* These nursing courses include a simulated clinical/service learning 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 participate in 45 hours of clinical service learning experience during the semester.

NUR 414: Each student will participate in 40 hours of simulated clinical experience for 6 hours of credit. If a student registers for 8 credit hours, an additional project with field work will be required.

REQUIRED NON-NURSING COURSES

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>An advanced human biological science elective (may use BIO 303, 325, 348 or 349 or NUR 322 from AU offerings)</td>
<td>3-5</td>
<td>none</td>
</tr>
</tbody>
</table>

Choose one from:

- CHEM 103 Gen. Chemistry I (4) hs chem., 3 yrs., hs math
- CHEM 250 Lead & Civilization (3) none
- CHEM 251 Molecular Architecture (3) none
- MATH 208 Elementary Statistics (3) MATH 100 or ACT 18 or SAT 480

MGT 240 Introduction to Management (3) none

MGT 318 Organizational Behavior (3) PSYC 101, MGT 240

Philosophy course (Core humanities) (3) none

PSYC 101 General Psychology I (3) none

Choose 1 from:

- NUR 201 Impact of Chronic Illness (3) none
- NUR 202 Glob. Chal. in Pub. Health (3) none
- SOC 111 Principles of Sociology (3) none
- SOC 301 Race/Ethnic/Minority Iss. (3) none

34-37 hrs.

Required nursing courses 30

64-67 hrs.

Plus remaining Institutional Baccalaureate Degree Requirements, p. 21.

(Consult with the Department of Nursing.) Also see Transfer Policy, p. 6.

Minor in Gerontology

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100 Human Biology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>OR BIO 125 Anatomy &amp; Physiology I</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>OR BIO 225 Anatomy &amp; Physiology I</td>
<td>(4)</td>
<td>BIO 201</td>
</tr>
<tr>
<td>ES/FCS 343 Active Aging &amp; Wellness</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>FCS 323 Later Adulthood in the Family</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>NUR 322 Physical Aging</td>
<td>3</td>
<td>BIO 100, 125, 225, or nursing major</td>
</tr>
<tr>
<td>PSYC 224 Psychology of Aging</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOC 223 Sociology of Aging</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOCWK 324 Working with Older Adults</td>
<td>3</td>
<td>2 of the following: ES/FCS 343, FCS 323, NUR 322, PSYC 224, SOC 223</td>
</tr>
<tr>
<td>SOCWK/FCS 350 Death and Dying</td>
<td>3</td>
<td>SOCWK 324, maj dep. requ 27-28 hrs.</td>
</tr>
</tbody>
</table>

* This internship can be completed as part of a major internship requirement
but must have a gerontology focus. Students who are required to take an internship through their major will take the required departmental internship class and any prerequisites already expected of the major. Students who do not take an internship through their major may take the gerontology internship through the Dwight Schar College of Nursing, Community and Global Health Department. Every gerontology internship, even one taken through another department, has SOCWK 324 as a prerequisite and needs to be approved by the gerontology program administrator to check its gerontological focus.

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>EDFN 402 Social &amp; Prof. Issues in Ed.</td>
<td>3</td>
<td>senior status or perm.</td>
</tr>
<tr>
<td>EDIS 250 Intro. to Ed. Intervention</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDUC 470 Internship</td>
<td>5-10</td>
<td>permission</td>
</tr>
<tr>
<td>FCS 270 Human Development</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>NUR 318 School Environ. &amp; Services</td>
<td>3</td>
<td>waived for nursing maj.</td>
</tr>
<tr>
<td>NUR 320 Educational Strategies</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>NUR 309 Int’l. Transcultural Persp.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 301 Race/Ethnic/Minority Iss.</td>
<td>(3)</td>
<td>none</td>
</tr>
</tbody>
</table>

Note: The amount of internship credit required is determined by the Community and Global Health Department of the Dwight Schar College of Nursing, and the College of Education.

Nursing Courses and Descriptions

See Course Descriptions section of catalog.
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.

Student Learning Outcomes
The Philosophy Department student learning outcomes focus primarily on critical thinking and analytical reasoning skills. As a result of philosophical studies, students should be able to:
1. identify, summarize, and appropriately reformulate philosophical problems, questions, or issues;
2. identify and consider the influence of context and assumptions with regard to philosophical ideas;
3. develop, present, and communicate their own perspective, hypothesis, or position, with regard to philosophical issues, topics, or controversies.
4. present, assess, and analyze appropriate supporting data, evidence, and arguments;
5. integrate other (disciplinary) perspectives and positions with regard to their thinking;
6. identify and assess conclusions, implications, and consequences of their views; and
7. communicate those views effectively.

Facilities and Opportunities
- Philosophy bibliographic databases
- Access to Ashland Theological Seminary holdings and foreign languages
- Research internships
- Participation in Ohio Philosophical Association
- International Philosophy Honor Society (Phi Sigma Tau)
- Participation in Philosophy Club

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 assessment process in their final year of study. The assessment process seeks to measure the department’s stated learning outcomes. This process involves submission of a paper and conversations with faculty.

Bachelor of Arts with a major in Philosophy

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 intro crse (PHIL 204, 205, 208 or 217)</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>1 ethics course (PHIL 210, 215 or 280)</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>1 logic course (PHIL 220 or 320)</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>2 hist. crses (PHIL 311, 312, 313 or 314)</td>
<td>6</td>
<td>PHIL 204, 205, 208, 210 or 215</td>
</tr>
<tr>
<td>3 PHIL electives (300 level or above)</td>
<td>9</td>
<td>24 hrs.</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, p. 21.

Note: At least 15 hours of coursework must be taken at the 300 level or above.
Minor in Philosophy

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 intro crse (PHIL 204, 205, 208 or 217)</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>1 ethics course (PHIL 210, 215 or 280)</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>1 logic course (PHIL 220 or 320)</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>1 hist. crses (PHIL 311, 312, 313 or 314)</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210 or 215</td>
</tr>
<tr>
<td>1 PHIL elective (300 level or above)</td>
<td>3</td>
<td>15 hrs.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one course from each Period (All must be from different departments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period I:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 352 Art of the Renaissance</td>
<td>(3)</td>
<td>none</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>MUSIC 351 Music History I</td>
<td>(3)</td>
<td>MUSIC 150 or 271</td>
</tr>
<tr>
<td>PHIL 311 Hist.-Anc. &amp; Med. Phil.</td>
<td>(3)</td>
<td>PHIL 204, 205, 208, 210, 215, or 217</td>
</tr>
<tr>
<td>REL 230 Hist. of Early Christian.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td><strong>Period II:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 353 Baroque &amp; Rococo Art</td>
<td>(3)</td>
<td>none</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>MUSIC 355 Music History II</td>
<td>(3)</td>
<td>MUSIC 150 or 271</td>
</tr>
<tr>
<td>PHIL 312 Hist. of Modern Phil.</td>
<td>(3)</td>
<td>PHIL 204, 205, 208, 210, 215, or 217</td>
</tr>
<tr>
<td>REL 232 Hist. of Mod. Euro. Christ.</td>
<td>3</td>
<td>REL 106</td>
</tr>
<tr>
<td><strong>Period III:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 354 19th Century Art</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>ART 356 20th Century Art</td>
<td>(3)</td>
<td>none</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>MUSIC 357 Music History III</td>
<td>(3)</td>
<td>MUSIC 150 or 271</td>
</tr>
<tr>
<td>PHIL 313 Hist. of Contemp. Phil.</td>
<td>(3)</td>
<td>PHIL 204, 205, 208, 210, 215, or 217</td>
</tr>
<tr>
<td>Electives:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>(Choose from any of the remaining courses above or from any below)</td>
<td></td>
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</tr>
<tr>
<td>ART 452 Topics in American Art</td>
<td>(3)</td>
<td>none</td>
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<tr>
<td>Any 300 or 400 level Eng. lit. course</td>
<td>(3)</td>
<td>Core comp. II</td>
</tr>
<tr>
<td>FREN 301 or 302 French Civ.</td>
<td>(3)</td>
<td>FREN 252</td>
</tr>
<tr>
<td>FREN 351 or 352 Intro. French Fic.</td>
<td>(3)</td>
<td>FREN 252</td>
</tr>
<tr>
<td>FREN 353 or 354 Intro. French Lit.</td>
<td>(3)</td>
<td>FREN 252</td>
</tr>
<tr>
<td>Any 300 or 400 level PHIL course</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>REL 307 World Rel-East &amp;West</td>
<td>(3)</td>
<td>REL 106 or 107</td>
</tr>
<tr>
<td>REL 400 Christian Literature</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 401 Sem. in Christian Ethics</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 404 Sem. in Christian Theol.</td>
<td>(3)</td>
<td>REL 106, 208</td>
</tr>
<tr>
<td>SPAN 311 or 312 Hispanic Civ.</td>
<td>(3)</td>
<td>SPAN 272</td>
</tr>
<tr>
<td>SPAN 371 Intro Spanish Lit. Studies</td>
<td>(3)</td>
<td>SPAN 310, 311, or 312</td>
</tr>
<tr>
<td>SPAN 372 Survey of Spanish Lit.</td>
<td>(3)</td>
<td>SPAN 310</td>
</tr>
<tr>
<td>SPAN 373 Survey of Latin Am. Lit.</td>
<td>(3)</td>
<td>SPAN 310</td>
</tr>
<tr>
<td>SPAN 476 Seminar in Hispanic St.</td>
<td>(3)</td>
<td>SPAN 311 or 312; 372 or 373</td>
</tr>
<tr>
<td>TH 418, 419 or 420 Hist. of Thea.</td>
<td>(3)</td>
<td>TH 204</td>
</tr>
<tr>
<td></td>
<td>18 hrs.</td>
<td></td>
</tr>
</tbody>
</table>
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 Outcomes
Students taking physics courses for a major requirement in physics, chemistry, geology, biology, or toxicology will:
1. demonstrate an understanding of the basis of rational thought and how it has led to current models of the world around us;
2. 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;
3. be able to apply physical principles learned in class to the real world; and
4. 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:
5. be able to apply the scientific method and articulate the relationship of physics to other scientific fields;
6. be able to use mathematics in application to scientific theory and experimental data; and
7. 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.

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:  9
  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
66 hrs.

Plus Institutional Baccalaureate Degree Requirements, p. 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 Physical 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>CHEM 103-104 General Chemistry</td>
<td>4/4</td>
<td>hs chem.; 3 yrs. hs math</td>
</tr>
<tr>
<td>CHEM 203 Intern. Inorganic Chem.</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 Chem. &amp; Lab</td>
<td>5</td>
<td>CHEM 104</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>PHYS 205-206 University Physics</td>
<td>5/5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>PHYS 303 Mechanics I</td>
<td>3</td>
<td>PHYS 206, MATH 305</td>
</tr>
<tr>
<td>PHYS 305 Modern Physics</td>
<td>4</td>
<td>PHYS 206, MATH 206</td>
</tr>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>MATH 205-206 Calculus</td>
<td>5/5</td>
<td>MATH 111 or equiv.</td>
</tr>
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</table>

Education requirements:
- EDCI 230SEC Workshop in Education 2 EDFN 130, 202
- EDCI 232 Intro. to Prin. of Instr. Tech. 3 none
- EDCI 287 Curr./Instr./Assess. 7-12 3 EDFN 202
- EDCI 330SEC Multicul. Field Exp. 7-12 2 EDCI 230, 287; PSYC 209, 218, or FCS 270
- EDCI 392 Content Area Reading 3 none
- EDCI 432 Secondary Methods 3 EDCI 230
- EDCI 461 Student Internship Gr. 7-12 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
- EDIS 250 Intro. Educational Intervention 3 none
- Choose one from:
  - FCS 270 Lifespan Human Develop. (3) none
  - PSYC 209 Developmental Psych. (3) PSYC 101
  - PSYC 218 Psy. of Adolescence (3) none
- Plus Institutional Baccalaureate Degree Requirements, p. 21.

Minor in Physics

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>PHYS 301 Elect. &amp; Magnet.</td>
<td>4</td>
<td>PHYS 206, MATH 305</td>
</tr>
<tr>
<td>PHYS electives (300 or 400-level)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MATH 205-206 Calculus</td>
<td>5/5</td>
<td>MATH 111 or equiv.; MATH 205 for 206</td>
</tr>
<tr>
<td>MATH 305 Calculus III</td>
<td>4</td>
<td>MATH 206</td>
</tr>
</tbody>
</table>

Physics Courses and Descriptions

See Course Descriptions section of catalog.
Department of History/Political Science
The College of Arts and Sciences

Chair
David Foster, Associate Professor of Political Science

Faculty
Peter W. Schramm, Professor of Political Science
Justin Lyons, Associate Professor of Political Science
Jeffrey Sikkenga, Associate Professor of Political Science
Christopher Burkett, Assistant Professor of Political Science
Patrick Campbell, Assistant Professor of Political Science
Rene Paddags, Assistant Professor of Political Science

Degrees Offered
Bachelor of Arts
Bachelor of Science in Education

Mission
The political science program studies the great political thinkers, the institutions and practices of government, and selected statesmen with the intention of helping students think more clearly about politics, American government, and international relations. The program does not aim to train specialists in a particular skill, but to enliven students 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. We believe that the study of politics is an important part of a liberal education and that it contributes to learning how to read carefully, follow arguments closely, write clearly, and speak thoughtfully.

Student Learning Outcomes
Students who complete the major in political science will
1. demonstrate their knowledge in three areas of the discipline—political philosophy, American government, and international politics; and
2. demonstrate their capacity to reason critically about political problems.

Student Honor Society
Pi Sigma Alpha, Rho Omega chapter, is the national political science honor society. Membership is open to students who have completed a minimum of 15 credit hours in political science and have a cumulative GPA of 3.3.

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.

Description of Major
Political science is the study of how and why human beings live together in society. This study is centered on the great questions animating political life: What is justice? Who should rule? What is the best kind of society?

As history shows, there are different kinds of political societies with distinct characters or regimes. For example, modern societies have democratic institutions and a way of life based on ideas of equality and freedom. The difference between political societies naturally leads to the comparative question of which one is best. This question—What is the best regime?—is the highest theme of political science; for it is only with knowledge of the best society that we can understand and adequately evaluate the variety of actual societies and ways of life. To pursue that question, we must identify and describe the forces, needs, and desires which bring human beings together and then explain how these things account for all the various regimes and forms of political life such as the city, the nation-state, or the empire. One fundamental way is to study the works of the greatest political thinkers like Plato, Aristotle, Locke, or The Federalist.

At the same time, we also must study the world of political action: 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 – As part of the department’s assessment process, majors in political science and international political studies will be asked to complete a test during their freshman year and again during their senior year.

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)

 Majors are encouraged to take courses in all three fields prior to their senior year. The program also offers opportunities for independent study and internships.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLSC 101 Understanding Politics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 102 Democracy in America</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 343 West. Poli. Thought I</td>
<td>3</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>POLSC 345 West. Poli. Thought III</td>
<td>3</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>POLSC 431 Human Being and Citizen</td>
<td>3</td>
<td>sr. status; dept. major</td>
</tr>
<tr>
<td>Electives from political science</td>
<td>21</td>
<td>36 hrs.</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, p. 21.
Bachelor of Arts with a major in International Political Studies

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLSC 101 Understanding Politics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 102 Democracy in America</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 231 International Relations</td>
<td>3</td>
<td>POLSC 101 or 102</td>
</tr>
<tr>
<td>HIST 236/POLSC 301 Am. Foreign Pol.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 343 Western Political Thought I</td>
<td>3</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>POLSC 345 Western Political Thought III</td>
<td>3</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>POLSC 431 Human Being and Citizen</td>
<td>3</td>
<td>sr. status, dept. major</td>
</tr>
<tr>
<td>Choose three:</td>
<td>9</td>
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</tr>
<tr>
<td>HIST 271/POLSC 360B 20th Cnt. Eu.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>HIST 327/POLSC 360C Africa</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>HIST 329/POLSC 360D Latin Amer.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>HIST 341/POLSC 360E Mod. Mid E</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>HIST 343/POLSC 360F Mod. E Asia</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REL 107 Exploring World Religions</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>Choose two:</td>
<td>6</td>
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<tr>
<td>HIST 321 Warfare: Ancient/ Modern</td>
<td>(3)</td>
<td>HIST 112 or 113 or perm.</td>
</tr>
<tr>
<td>HIST 364 World War II</td>
<td>(3)</td>
<td>HIST 112 or 113 or perm.</td>
</tr>
<tr>
<td>POLSC 355 Internl. Organization</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 360 Regional Studies</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 390 Tpcs-Comp./Intern. Pol.</td>
<td>(3)</td>
<td>POLSC 205 or 231</td>
</tr>
<tr>
<td>Choose two:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ECON 232 Princ. of Microecon.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>ECON 233 Princ. of Macroecon.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>ECON 324 Econ. of Govt. and Bus.</td>
<td>(3)</td>
<td>ECON 101, 232 or 233</td>
</tr>
<tr>
<td>ECON 342 International Economics</td>
<td>(3)</td>
<td>ECON 232 or 233</td>
</tr>
<tr>
<td>B.A. foreign language requirement</td>
<td>0-12</td>
<td>45-57 hrs.</td>
</tr>
</tbody>
</table>

Notes: Each individual POLSC 360 course may only count in one place. Study abroad is highly recommended (see advisor). Plus Institutional Baccalaureate Degree Requirements, p. 21.

Bachelor of Science in Education with a major in Integrated Social Studies (Grades 7-12)

See listing in History.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLSC 101 Understand. Polit.</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 102 Democracy in America</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>1 of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POLSC 345 West. Polit. Thought I</td>
<td>(3)</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>POLSC 346 West. Polit. Thought III</td>
<td>(3)</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>Electives from political science</td>
<td>2</td>
<td>18 hrs.</td>
</tr>
</tbody>
</table>

Note: Electives in this minor may not be used to fulfill requirements of the International Political Studies major.

Minor in Political Science

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLSC 102 Democracy in America</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 320-321 Am. Pol. Thought</td>
<td>3/3</td>
<td>none</td>
</tr>
<tr>
<td>HIST 213 Am. History after Civil War</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>1 of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POLSC 305 Polit. Parties/Int. Grp.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 315 Pres. &amp; Congress</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 336 Constitt. Powers</td>
<td>(3)</td>
<td>POLSC 102</td>
</tr>
<tr>
<td>POLSC 337 Constitt. Rights</td>
<td>(3)</td>
<td>POLSC 102</td>
</tr>
<tr>
<td>POLSC 370 Topics/Amer. Politics</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>18 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Political Science Courses and Descriptions

See Course Descriptions section of catalog.

Minor in Public Affairs

The minor in public affairs is designed for students who wish to devote a part of their studies to an interdisciplinary public affairs program. It is unavailable to students majoring or minoring in political science. Students with other majors requiring 12 or more hours of political science should consult with the chair of the department of history and political science to determine their eligibility.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLSC 102 Democracy in America</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HIST 213 Am. History after Civil War</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>1 of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POLSC 305 Polit. Parties/Int. Grp.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 315 Pres. &amp; Congress</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>POLSC 336 Constitt. Powers</td>
<td>(3)</td>
<td>POLSC 102</td>
</tr>
<tr>
<td>POLSC 337 Constitt. Rights</td>
<td>(3)</td>
<td>POLSC 102</td>
</tr>
<tr>
<td>POLSC 370 Topics/Amer. Politics</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>18 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Political Science Courses and Descriptions

See Course Descriptions section of catalog.
Psychology

Department of Psychology
The College of Arts and Sciences

Chair
Mitchell Metzger, Professor of Psychology

Faculty
Alinde Moore, Professor of Psychology
Curt Ickes, Associate Professor of Psychology
Diane Bonfiglio, Assistant Professor of Psychology
Brent Mattingly, Assistant Professor of Psychology
Kathleen 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 world world.

Student Learning Outcomes
Students majoring in psychology will be expected to demonstrate:
• knowledge in the basic content areas of the discipline of psychology; as evidenced through exams and papers submitted in their psychology courses;
• an understanding and use of scientific methodology, as seen through successful completion of research methods course(s);
• intellectual and social skills that are needed for a career in psychology and required for achievement in the work world, as seen through service learning, internships, or pre-professional seminars; and
• the expression of psychological concepts and ideas in both written and oral form, as shown through formal research projects or the student’s psychology coursework.

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 International 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 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 essential for a career in psychology and required for achievement in the world of work. The department assists students with professional aspirations in pursuing graduate education and provides a broad psychology background for those with other career plans. Students pick a B.A. or B.S. degree based on their areas of academic strength and their career plans. Individual research projects and 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 psychology majors with sophomore or higher status are required to develop an experimental research project, or complete an internship or independent study.

Bachelor of Arts with a major in Psychology (career)

<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>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PSYC 102 General Psychology II</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>PSYC 210 Research Methods</td>
<td>3</td>
<td>PSYC 102</td>
</tr>
<tr>
<td>PSYC 310 Advanced Research</td>
<td>3</td>
<td>PSYC 102, 210, MATH 208 OR</td>
</tr>
<tr>
<td>PSYC 393/493 Elective Internship</td>
<td>(3)</td>
<td>3.0 GPA and permission</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 498 Independent Study</td>
<td>(3)</td>
<td>permission</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis through other dept.</td>
<td>(3)</td>
<td>permission of dept. chair</td>
</tr>
<tr>
<td>(e.g. Honors, Ashbrook)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 408 Hist. &amp; Systems of Psych.</td>
<td>3</td>
<td>PSYC 102, 307, Jr. stat.</td>
</tr>
<tr>
<td>Select one course from each content area:</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Clinical area:

| PSYC 307 Personality                    | (3)  | PSYC 102                       |
| PSYC 417 Abnormal Psych.                | (3)  | PSYC 102                       |

Biological area:

| PSYC 412 Physiological Psych.           | (3)  | PSYC 102                       |

Developmental/Social area:

| PSYC 209 Developmental Psych.           | (3)  | PSYC 101                       |
| PSYC 305 Social Psychology              | (3)  | PSYC 101                       |

Cognitive/Learning area:

| PSYC 320 Cognitive Psychology           | (3)  | PSYC 102, 210                  |
| PSYC 324 Theor./Princ. of Learn.        | (3)  | PSYC 102                       |
| Psychology electives*                   | 12   |                                |
|                                         | 42 hrs. |

Plus Institutional Baccalaureate Degree Requirements, p. 21.

*Student will consult advisor to help choose electives in line with stated career goals. Courses chosen to fulfill the requirement of the different areas above do not count for the psychology electives requirement. At least 6 credit hours must be at the 300 level or above.

Note: MATH 341 Int. Applied Statistics is highly recommended.
### Bachelor of Science

#### with a comprehensive major in Psychology

<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. I &amp; II</td>
<td>3/3</td>
<td>125 for 126</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 225-226 Anatomy &amp; Physiology</td>
<td>4/4</td>
<td>BIO 201; 225 for 226</td>
</tr>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>BIO 303 Genetics (w/lab)</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>OR</td>
<td></td>
<td></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>MATH 100 or ACT 18 or SAT 480</td>
</tr>
</tbody>
</table>

Elective from BIO, CHEM, MATH or CS | 3 |

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PSYC 102 General Psychology II</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>PSYC 210 Research Methods</td>
<td>3</td>
<td>PSYC 102</td>
</tr>
<tr>
<td>PSYC 310 Advanced Research</td>
<td>3</td>
<td>PSYC 102,210, MATH 208</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 393/493 Elective Internship</td>
<td>(3)</td>
<td>3.0 GPA and permission</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 498 Independent Study</td>
<td>(3)</td>
<td>permission</td>
</tr>
</tbody>
</table>

Thesis through other dept. (e.g. Honors, Ashbrook) | (3) | permission of dept. chair |

Select one course from each content area: 12

**Clinical area:**
- PSYC 307 Personality | (3) | PSYC 102 |
- PSYC 417 Abnormal Psych. | (3) | PSYC 102 |

**Biological area:**
- PSYC 412 Physiological Psych. | (3) | PSYC 102 |

**Developmental/Social area:**
- PSYC 209 Developmental Psych. | (3) | PSYC 101 |
- PSYC 305 Social Psychology | (3) | PSYC 101 |

**Cognitive/Learning area:**
- PSYC 320 Cognitive Psychology | (3) | PSYC 102, 210 |
- PSYC 324 Theor./Princ. of Learn. | (3) | PSYC 102 |

Psychology electives* | 12 | |

62-65 hrs.

Plus Institutional Baccalaureate Degree Requirements, p. 21.

*Student will consult advisor to help choose electives in line with stated career goals. Courses chosen to fulfill the requirement of the different areas above do not count for the psychology electives requirement. At least 6 credit hours must be at the 300 level or above.

Note: MATH 341 Int. Applied Statistics is highly recommended.

### Minor in Psychology

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101 Gen. Psychology I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PSYC 102 Gen. Psychology II</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>Electives in psychology</td>
<td>12</td>
<td>18 hrs.</td>
</tr>
</tbody>
</table>

**Psychology Courses and Descriptions**

See Course Descriptions section of catalog.
Chair
David C. Aune, Associate Professor of Religion

Faculty
Peter Slade, Associate Professor of Religion
Sue Dickson, Assistant Professor of Religion
Craig Hovey, 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 Outcomes
1. To develop a basic knowledge of the Bible, as well as the reading and writing skills to engage and critically analyze the Biblical text and secondary Biblical studies writings.
2. To develop an overall understanding of the history of Christian thought and practice, as well as the reading and writing skills and historical tools to critically engage primary works in Christian history.
3. To develop a basic understanding of Christian systematic and historical theology and ethics, as well as the reading and writing skills to critically engage primary works in Christian theology and ethics.
4. To develop a familiarity with and appreciation for world religious traditions.
5. To integrate religious studies into 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 Abroad options include following the footsteps of the Apostle Paul in Greece, exploring the legacy of Peter and Paul in Italy, investigating the connections between religion and civil rights in the southern United States, and experiencing Christian life in global context in the Dominican Republic and other countries. Other mission projects and service opportunities are provided through the Center for Religious Life.

Pre-Seminary Program
Ashland University’s pre-seminary program, the Call, is a joint effort of the Religion Department and the Center for Religious Life. The Call prepares students academically and personally for seminary and a future in vocational ministry. Students who are accepted into the Call program must:
1. major or minor in religion;
2. complete at least one semester of Biblical Greek or Hebrew (both are recommended);
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; and
4. participate in other Call activities such as weekly cohort meetings, retreats, guest speakers, etc.

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

For additional information about The Call pre-seminary program, students should contact Dr. John Swope at jswope@ashland.edu or 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, resulting in the completion of the Religion Thesis. 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>
</tbody>
</table>

**Biblical Studies**
- REL 210 The Gospels                     (3) none
- REL 213 Life and Letters of Paul       (3) none
- REL 304 Adv. Old Testament             (3) REL 106
- REL 375 Study Abroad: Israel           (4) REL 106, perm.

**Christian History**
- REL 230 Hist. of Early Christianity    (3) REL 106
- REL 231 Hist. Med./Reform. Christ.     (3) REL 106
- REL 232 Hist. Mod. Europ. Christ.      (3) REL 106
- REL 233 Hist. Religions in America    (3) REL 106

**World Religions**
- REL 107 Exploring World Religions      (3) none
- REL 307 World Religious Traditions    (3) REL 106 or 107

**Theology**
- REL 400 Christian Literature           (3) REL 106
- REL 401 Seminar/Christian Theology     (3) REL 106 or 109
- REL 404 Sem./Christian Theology       (3) REL 106, 208

**Concentrations**
- Take additional course(s) to complete 9-hour requirement.
- Approved courses for the Concentration Areas:
  - **Biblical Studies**: REL 210, 213, 301 (selected topics), 304, 305, 375, 450, 498*
  - **Christian History**: REL 110, 230, 231, 232, 233, 301 (selected topics), 340, 451, 498*
  - **Ethics and Theology**: REL 109, 220, 301 (selected topics), 400, 401, 404, 451, 498*
  - **Practical Theology**: REL 110, 214, 301 (selected topics), 311, 341, 400, 452, 498*

*If approved, independent study courses, including those taken to complete the religion thesis, may be applied to one’s concentration area.

Plus Institutional Baccalaureate Degree Requirements, p. 21.

**Note**: Religion majors may only count one religion course toward their Humanities area of the Core.

---

Minor 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>
</tbody>
</table>

**Christian Thought - select one course**
- REL 109 Exploring Christian Ethics      (3) none
- REL 208 Expl. Christian Theology       (3) none
- REL 220 Taking Human Life              (3) none
- REL 230 Hist. of Early Christianity    (3) REL 106
- REL 231 Hist. Med./Reform. Christ.     (3) REL 106
- REL 232 Hist. Mod. Europ. Christ.      (3) REL 106
- REL 233 Hist. Religions in America    (3) REL 106
- REL 400 Christian Literature           (3) REL 106
- REL 401 Seminar/Christian Ethics       (3) REL 106 or 109
- REL 404 Sem./Christian Theology       (3) REL 106, 208

**Electives** from religion dept.          6   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>PHI 210 Phil. of Human Nature</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PHI 215 Ethics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PHI 280 Applied Ethics</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

**Religion ethics courses—Choose 2:**
- REL 109 Exploring Christian ethics      (3) none
- REL 220 Taking Human Life              (3) none
- REL 301 Tpc—Church, State, Soc.        (3) none
- REL 401 Sem. in Christian Ethics       (3) REL 106 or 109

**Any approved ethics course**

*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**

See Course Descriptions section of catalog.
Social Work

Department of Social Work
The College of Arts and Sciences

Chair
Nancy Udolph, Program Director, Associate Professor of Social Work

Faculty
Dorothy Stratton, Professor of Social Work
Michael Vimont, Assistant 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 Outcomes
Program goal #1: Prepare students for beginning professional generalist social work practice and leadership in service with individuals, families, small groups, organizations, and communities.

Outcome 1: Demonstrate accurate and thorough generalist social work practice engagement and assessment skills with systems of all sizes.
Outcome 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.
Outcome 3: Demonstrate the ability to develop with the client system a plan of action, including goals and objectives, that leads to effective intervention.
Outcome 4: Evaluate the extent to which practice interventions were successful.
Outcome 5: Exhibit professional behavior and demonstrate an identity with the social work profession including its leadership role in service development and provision.
Outcome 6: Demonstrate oral communication skills used differentially with a variety of client populations, colleagues, and members of the community.
Outcome 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.

Outcome 8: Apply critical thinking skills within the context of professional social work practice.
Outcome 9: Demonstrate an understanding of the profession of social work, including its history and contemporary structure and issues.

Outcome 10: Analyze, formulate, and influence social policies and programs.
Outcome 11: Evaluate research studies and apply research findings to practice.
Outcome 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.

Outcome 13: Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
Outcome 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.
Outcome 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.

Outcome 16: Use supervision and consultation appropriate to social work practice.
Outcome 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
3. Three references.
4. A current transcript.
5. An autobiographical summary. This summary is intended to help
   the student assess his/her interest in, and readiness for, a career in
   social work.
6. Completion of student agreement.

In addition to the formal application, each prospective major will be
interviewed by the social work faculty. Transfer students will be
accepted conditionally pending successful completion of their first
social work course. The transfer application will be reviewed upon
completion of the student’s first semester at Ashland University. Final
acceptance or denial will occur at that time.

Student Honor Society

Epsilon Tau chapter of the Phi Alpha National Social Work Honor
Society honors seniors 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.

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.

<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>
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<tr>
<td>SOCWK 417 Pre-Practicum Seminar</td>
<td>1</td>
<td>SOCWK 306, 312; 408 &amp;</td>
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<td></td>
<td></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 coreq.</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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100 Human Biology</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</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 225 Contemp. Social Problems</td>
<td>3</td>
<td>SOC 111</td>
</tr>
<tr>
<td>SOC 301 Race, Ethnic &amp; Minority Issues</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>93 hrs.</td>
</tr>
</tbody>
</table>

Related Requirements (in addition to related req.)

Economics (in addition to related requ.)* 31

Related Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<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>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>PSYC 417 Abnormal Psych.</td>
<td>3</td>
<td>PSYC 101,102 or perm.</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>3</td>
<td>SOC 111</td>
</tr>
<tr>
<td>SOCWK 320 Soc. Wk. Topics</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SOCWK 324 Working with Older Adults</td>
<td>3</td>
<td>see course descr.</td>
</tr>
</tbody>
</table>

Specified 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>SOCWK 330 Intl. Perspect. on Women</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree requirements, p. 21.

* Suggested Electives

See Course Descriptions section of catalog.
Sport Sciences

Department of Sport Sciences
(Athletic Training, Exercise Science, Physical Education, Sport Management)
The Dwight Schar College of Education

Chair
Randall Gearhart, Associate Professor; E.S. Coordinator

Faculty and Instructional Staff
Donna L. Messerly, Professor
Glen Fincher II, Associate Professor
Jennifer Gorecki, Associate Professor, PE Academic Coordinator
Paul Milton, Associate Professor, SM Coordinator
Lance Kaltenbaugh, Assistant Professor, Internship Coordinator
Melissa Marty, Assistant Professor, Clinical Coordinator AT Ed.
Jennifer Parsons, Assistant Professor
Beth Patton, Assistant Professor
Kenneth Brubaker, Professional Instructor
Dennis Gruber, Professional Instructor, AT Academic Coordinator
Jeremy Hancock, Athletic Trainer
Lance Kaltenbaugh, Assistant Professor
Melissa Marty, Assistant Professor, Clinical Coordinator AT Ed.
Nicole Sefcik, Athletic Trainer

Degrees Offered
Bachelor of Science
Bachelor of Science in Education

Mission of the College
The mission of the Dwight Schar College of Education, an exemplary private education college in the Midwest, is to ensure that graduates will transform students, schools, and society through the collaboration with expert, caring faculty who engage effective preservice and practicing educators and human service professionals.

Values and Student Learner Outcomes

Accent on the Individual – Candidates in the Dwight Schar College of Education (DSCOE) understand how individuals are shaped by social, economic, and psychological factors as well as gender and other characteristics. They appreciate the diverse talents, cultural understandings, and experiences of all individuals.

Collaboration – Candidates in DSCOE listen carefully to other members of the learning community (faculty members, students, school personnel, and human service professionals). They share information and insights in order to clarify and deepen their understanding to improve society.

Knowledge – Candidates in DSCOE continually pursue new understandings about the world and communicate the humanistic and spiritual value of learning. They draw on this knowledge to create meaningful learning experiences that employ appropriate technology and are differentiated to respond to the wide diversity among students.

Reflection – Candidates in DSCOE use reflection as a tool to find stability in the midst of change. They demonstrate reflection by identifying professional strengths and needs and by planning for professional growth to improve future performance.

Ethics – Candidates in DSCOE assume responsibility to be active in improving their profession. They can articulate a moral framework from which they derive standards of professional behavior in teaching, in research and in leadership studies.

Mission of the Department
The mission of the Department of Sport Sciences is to prepare students for professional success as sport/recreation administrators, human service professionals, and practicing teachers as well as create a positive, challenging, and rigorous learning environment for students at the undergraduate and graduate level. Faculty are dedicated to personal life-long learning and strive to be at the forefront of their respective disciplines.

Facilities and Equipment
The Department of Sport Sciences is located in the Arthur L. and Maxine Sheets Rybolt 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 research 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, or sport administration. Coaching
is a twenty-hour minor that can result in certification by the American Sport Education Program (ASEP).

**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**

**Mission**

The Athletic Training (AT) Program provides a nurturing and supportive educational experience for the AT majors. Through the integration of the missions of the University and the Sport Sciences Department, the AT major prepares the individual for a career in athletic training. The program integrates the competencies and proficiencies outlined by the Education Council through didactic and clinical experiences in order to prepare the student to be a practicing athletic trainer. AT students will conduct themselves with the highest integrity by observing and practicing the Code of Ethics as outlines by the National Athletic Trainers Association.

**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.**
6. **Completion of the Athletic Training Education Program Technical Standards document.**

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 600 clinical hours requirement.**
6. **Have a completed and evaluated Athletic Training portfolio.**

**Clinical Field Experiences**

Program standards require students to complete 600 hours of clinical experiences over a period of at least two years, 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 AT 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**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 165 Principles of AT</td>
<td>3</td>
<td>BIO 125 or concur</td>
</tr>
<tr>
<td>AT 167 Basic Skills in AT</td>
<td>1</td>
<td>AT 165 or concur</td>
</tr>
<tr>
<td>AT 270 AT Clinical Field Experience I</td>
<td>2</td>
<td>formal admission to AT</td>
</tr>
<tr>
<td>AT 271 AT Clinical Field Experience II</td>
<td>2</td>
<td>AT 270</td>
</tr>
<tr>
<td>AT 272 Injury Recog./Mgmt.—Lower</td>
<td>3</td>
<td>AT 165, BIO 126</td>
</tr>
<tr>
<td>AT 273 Clinical Experiences in AT I</td>
<td>1</td>
<td>AT 167, 272 concur</td>
</tr>
<tr>
<td>AT 274 Injury Recog./Mgmt.—Upper</td>
<td>3</td>
<td>AT 167, BIO 126</td>
</tr>
<tr>
<td>AT 275 Clinical Experiences in AT II</td>
<td>1</td>
<td>AT 167, 274 concur</td>
</tr>
<tr>
<td>AT 276 Therapeutic Modalities</td>
<td>4</td>
<td>AT 165, BIO 126</td>
</tr>
<tr>
<td>AT 355 Medical Aspects in AT I</td>
<td>2</td>
<td>AT 272, 274</td>
</tr>
<tr>
<td>AT 356 Medical Aspects in AT II</td>
<td>2</td>
<td>AT 272, 274</td>
</tr>
<tr>
<td>AT 370 Clinical Experiences in AT III</td>
<td>1</td>
<td>AT 273, 275, 276</td>
</tr>
<tr>
<td>AT 372 Therap. Exer./Rehab.—Lower</td>
<td>4</td>
<td>AT 272, 276</td>
</tr>
<tr>
<td>AT 373 AT Clinical Field Experience III</td>
<td>2</td>
<td>AT 271</td>
</tr>
<tr>
<td>AT 374 Therap. Exer./Rehab.—Upper</td>
<td>4</td>
<td>AT 274, 276</td>
</tr>
<tr>
<td>AT 375 AT Clinical Field Experience IV</td>
<td>2</td>
<td>AT 373</td>
</tr>
<tr>
<td>AT 420 Organization &amp; Admin. In AT</td>
<td>3</td>
<td>AT 165</td>
</tr>
<tr>
<td>AT 470 Clinical Experiences in AT IV</td>
<td>1</td>
<td>AT 370, 372, 374</td>
</tr>
<tr>
<td>AT 471 AT Clinical Field Experience V</td>
<td>2</td>
<td>AT 375</td>
</tr>
<tr>
<td>AT 472 AT Clinical Field Experience VI</td>
<td>2</td>
<td>AT 471</td>
</tr>
</tbody>
</table>

**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 308 Kinesiology</td>
<td>3</td>
<td>BIO 125 or ES 190</td>
</tr>
<tr>
<td>ES 309 Physiology of Exercise</td>
<td>3</td>
<td>BIO 125 or ES 190</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>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SM 360 Res. &amp; Comp. Appl. of Sport</td>
<td>3</td>
<td>AT 165 or SM 161</td>
</tr>
<tr>
<td>SM 404 Psych. of Sport and Coaching</td>
<td>3</td>
<td>AT 165</td>
</tr>
</tbody>
</table>

73 hrs.

Plus Institutional Baccalaureate Degree Requirements, p. 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 Anatomy &amp; Physiology for ES</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>BIO 125 or ES 190</td>
</tr>
<tr>
<td>ES 309 Physiology of Exercise</td>
<td>3</td>
<td>BIO 125 or ES 190</td>
</tr>
<tr>
<td>ES 310 Adv. Physiology of Exercise</td>
<td>3</td>
<td>ES 309</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 Exercise–Chronic Diseases</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>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>h.s. bio. &amp; chem. recomm.</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>hs chem, 3 yrs. hs math</td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Develop.</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 320 Human Nutrition</td>
<td>3</td>
<td>CHEM 103 or 251</td>
</tr>
<tr>
<td>HED 202 First Aid and Safety Ed.</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REC 261 Medical Terminology</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>63 hrs.</td>
</tr>
<tr>
<td></td>
<td>Plus Institutional Baccalaureate Degree Requirements, p. 21.</td>
<td></td>
</tr>
</tbody>
</table>

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>EDIS 257 Sens. Motor–IS Mod/Inten.</td>
<td>3</td>
<td>PE 209; PE 394 concur.</td>
</tr>
<tr>
<td>ES 190 Anatomy &amp; Physiology for ES</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>
<tr>
<td>PE 210 PE Curriculum &amp; Instruction</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PE 216 Movement, Rhyth., El. PE meth.</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>PE 225 Skill Block I</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PE 226 Skill Block II</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PE 227 Skill Block III</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PE 301 Test/Meas. in Health &amp; PE</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>PE 308 Kinesiology</td>
<td>3</td>
<td>ES 190</td>
</tr>
</tbody>
</table>
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 sport-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; and
17. demonstrate knowledge, skills, and dispositions through an integrated field experience.

**Degree Requirements**

**Bachelor of Science with a comprehensive major in Sport Management**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM 161 Concepts of Sport/Rec/Leisure</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SM 163 Leadership for Sport/Rec/Leisure</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>SM 168 Field Experience in Sport I</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>SM 238 Field Experience in Sport II</td>
<td>2</td>
<td>SM 168</td>
</tr>
<tr>
<td>SM 262 Facilities Design &amp; Management</td>
<td>3</td>
<td>SM 161 or perm.</td>
</tr>
<tr>
<td>SM 329 Legal Aspects</td>
<td>3</td>
<td>AT 165 or SM 161</td>
</tr>
<tr>
<td>SM 360 Research &amp; Comp.App. for S/R/L</td>
<td>3</td>
<td>AT 165 or SM 161 or perm.; core math</td>
</tr>
<tr>
<td>SM 404 Psychology of Sport and Coaching</td>
<td>3</td>
<td>SM 161 or SM 161</td>
</tr>
<tr>
<td>SM 405 Management of Sport Sciences</td>
<td>3</td>
<td>PE 210 or SM 161</td>
</tr>
<tr>
<td>SM 408 Ethics/Social Issues in Sport</td>
<td>3</td>
<td>PE 210 or SM 161</td>
</tr>
<tr>
<td>SM 410 Event Management</td>
<td>3</td>
<td>SM 161 or perm.</td>
</tr>
<tr>
<td>SM 415 Sport Marketing</td>
<td>3</td>
<td>SM 161 or perm.</td>
</tr>
<tr>
<td>SM 420 Governance &amp;Policy in Sport Org.</td>
<td>3</td>
<td>SM 161 or perm.</td>
</tr>
<tr>
<td>SM 430 Financial Principles in Sport</td>
<td>3</td>
<td>SM 161 or perm.; ACCT 201, ECON 232</td>
</tr>
<tr>
<td>SM 435 Global Perspectives in Sport</td>
<td>3</td>
<td>SM 161 or perm.</td>
</tr>
<tr>
<td>SM 440 Professional S.: Sport Leadership</td>
<td>3</td>
<td>permission</td>
</tr>
<tr>
<td>SM 450 Internship in Sport</td>
<td>12</td>
<td>permission</td>
</tr>
<tr>
<td>ACCT 201 Financial Accounting</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>ECON 232 Principles of Microeconomics</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

One of the following minors: 12-24

- Business Administration (Business)
- Coaching (Sport Sciences)
- Marketing (Business)
- Recreation Management (Spt. Sci.)
- Therapeutic Recreation (Spt. Sci.)

75-87 hrs.

**Department Minors**

**Minor in Coaching**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 190 Anatomy &amp; Physiology for ES</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>ES/PE 309 Physiology of Exercise</td>
<td>3</td>
<td>ES 190</td>
</tr>
<tr>
<td>ES 474 Sports Nutrition/Substance Abuse</td>
<td>3</td>
<td>ES 309</td>
</tr>
<tr>
<td>HED 202 First Aid and Safety Education</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>PE 170 Foundations of Coaching</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>PE 321-328 Coaching courses (2)</td>
<td>4</td>
<td>none</td>
</tr>
</tbody>
</table>

17 hrs.

**Minor in Recreation Management**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 109 Recreational Crafts</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>PE 411 Comm. Inclusion, Adapted Sports</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>REC 260 Programming in Leisure Services</td>
<td>3</td>
<td>SM 161 or perm.</td>
</tr>
<tr>
<td>REC 313 Outdoor Programming</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REC 355 Recreation for Diverse Populations</td>
<td>3</td>
<td>REC 260</td>
</tr>
</tbody>
</table>
### Minor in Recreation Ministry

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 260 Programming in Leisure Services</td>
<td>3</td>
<td>SM 161 or perm.</td>
</tr>
<tr>
<td>REC 313 Outdoor Programming</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REL 214 Principles of Christian Formation</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REL 311 Youth Ministry</td>
<td>(3)</td>
<td>none</td>
</tr>
</tbody>
</table>

Choose 6 hrs. from REC 200-level or above

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM 161 Concepts of Sport, Rec., &amp; Leisure</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

18 hrs.

### Minor in Sport Management

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM 161 Concepts of Sport, Rec., &amp; Leisure</td>
<td>3</td>
<td>none</td>
</tr>
</tbody>
</table>

Choose 15 hours from the following:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM 262 Facilities Design and Mgmt.</td>
<td>(3)</td>
<td>SM 161 or perm.</td>
</tr>
<tr>
<td>SM 329 Legal Aspects</td>
<td>(3)</td>
<td>AT 165 or SM 161</td>
</tr>
<tr>
<td>SM 405 Management of Sport Sciences</td>
<td>(3)</td>
<td>PE 210 or SM 161</td>
</tr>
<tr>
<td>SM 408 Ethics and Social Issues</td>
<td>(3)</td>
<td>PE 210 or SM 161</td>
</tr>
<tr>
<td>SM 410 Event Management</td>
<td>(3)</td>
<td>SM 161 or perm</td>
</tr>
<tr>
<td>SM 415 Sport Marketing</td>
<td>(3)</td>
<td>SM 161 or perm</td>
</tr>
<tr>
<td>SM 420 Governance &amp; Policy</td>
<td>(3)</td>
<td>SM 161 or perm</td>
</tr>
<tr>
<td>SM 430 Financial Principles in Sport</td>
<td>(3)</td>
<td>SM 161 or perm, ACCT 201, ECON 232</td>
</tr>
<tr>
<td>SM 440 Seminar: Sport Leadership</td>
<td>(3)</td>
<td>permission</td>
</tr>
</tbody>
</table>

18 hrs.

### Minor in Therapeutic Recreation

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 240 Fundamentals of TR</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>REC 330 Techniques in TR</td>
<td>3</td>
<td>REC 240</td>
</tr>
<tr>
<td>REC 341 Principles of TR</td>
<td>3</td>
<td>REC 240</td>
</tr>
<tr>
<td>REC 407 TR Programming &amp; Admin.</td>
<td>3</td>
<td>REC 240</td>
</tr>
</tbody>
</table>

Choose 6 hours from the following:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 190 Anatomy &amp; Physiology for ES</td>
<td>(4)</td>
<td>none</td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Devel.</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>PSYC 417 Abnormal Psychology</td>
<td>(3)</td>
<td>PSYC 102 or perm</td>
</tr>
<tr>
<td>REC 261 Medical Terminology</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>REC 362 Leisure Ed/ Counsel. Techn</td>
<td>(3)</td>
<td>REC 240</td>
</tr>
</tbody>
</table>

18 hrs.

### Courses and Descriptions

See Course Descriptions section of catalog.
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
Scott Chapman, Assistant Professor of Theatre; Designer
Angelina Herin, Assistant Professor of Theatre; Designer
Fabio Polanco, Assistant Professor of Theatre; Director

Degrees Offered
Bachelor of Arts

Mission
The Department of Theatre educates and prepares undergraduate students for careers in professional 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.

Student Learning Outcomes
Students will:
1. be able to demonstrate a common performance vocabulary;
2. be able to demonstrate a disciplinary knowledge base they can apply toward their individual creative work;
3. be able to evaluate and utilize appropriate tools for creative and scholarly theatre research including, but not limited to, electronic and paper sources, primary and secondary sources, and experiential research opportunities;
4. be able to analyze a script for the purpose of theatrical production;
5. be able to apply concepts, theories, methodologies in their creative work and explain their choices in a critical, creative and objective way;
6. be able to conceive, plan, prepare and present a theatrical event for the benefit of an audience and to reflect on the process and its impact on them and their audience;
7. be able to demonstrate interview and audition skills appropriate for work in professional theatre.

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.

Degree Requirements
Assessment – Assignments from theatre classes are used to assess Student Learning Outcomes for all theatre majors each year. Theatre majors also participate in Assessment Auditions and Interviews each Spring.

Bachelor of Arts with a major in Theatre

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATION COURSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH 204 Script Analysis</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>TH 206 Intro. to Technical Theatre</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>TH 207 Visual Art of Theatre</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>TH 211 Basic Acting Technique</td>
<td>3</td>
<td>theatre major or minor</td>
</tr>
<tr>
<td>TH 404 Modern Dramatic Styles</td>
<td>3</td>
<td>TH 204; 2 from 418, 419, 420</td>
</tr>
<tr>
<td>TH 411 Directing I</td>
<td>3</td>
<td>TH 211 or 212</td>
</tr>
<tr>
<td>TH 418 History of the Theatre I</td>
<td>3</td>
<td>TH 204</td>
</tr>
<tr>
<td>TH 419 History of the Theatre II</td>
<td>3</td>
<td>TH 204</td>
</tr>
<tr>
<td>TH 420 History of the Theatre III</td>
<td>3</td>
<td>TH 204</td>
</tr>
<tr>
<td>TH 499 Senior Project</td>
<td>3</td>
<td>senior standing, perm.</td>
</tr>
<tr>
<td>Plus one of the following tracks:</td>
<td>15</td>
<td>45 hrs.</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, p. 21.
THEATRE

ACTING TRACK
TH 205 Voice and Articulation 3 none
TH 212 Building Acting Technique 3 none
TH 313 Scene Study 3 TH 212
TH 314 Acting Theory/Adv. Scene St. 3 TH 211 or perm.
One of the following: 3
TH 305 Topics in Performance (3) none
TH 405 Musical Theatre Perf. (3) TH 211; MUSIC 212, 240
TH 412 Directing II (3) TH 411

DESIGN/TECHNICAL TRACK
Choose 15 credits from: 15
TH 222 Stage Make-up (3) none
TH 306 Topics in Theatre Design (3) none
TH 316 Advanced Scene Design (3) TH 206, 207
TH 317 Adv. Lighting Design (3) TH 206, 207
TH 322 Adv. Costume Design (3) TH 206, 207
TH 325 Theatrical Design Sem. (3) TH 316 or 317 or 322
TH 425 Stage Management (3) permission

GENERAL THEATRE TRACK
Choose 15 credits from any TH course 300-level or above

MUSICAL THEATRE TRACK
Note: The minor taken with this track of the major must be the Applied Music minor (see Music).
TH 109 Stage Movement/Dance I 1 none
TH 110 Stage Movement/Dance II 1 TH 109
TH 209 Stage Movement/Dance III 1 TH 110
TH 212 Building Acting Technique 3 none
TH 303 American Musical Theatre 3 none
TH 405 Musical Theatre Performance 3 TH 211; MUSIC 212, 240
Choose one from the following: 3
TH 205 Voice and Articulation (3) none
TH 305 Topics in Performance (3) none
TH 313 Scene Study (3) TH 212
TH 314 Act. Theory/Adv. Scn St (3) TH 211 or perm.

Minor in Theatre

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 204 Script Analysis</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>TH 207 Visual Art of Theatre</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>TH 211 Basic Acting Technique</td>
<td>3</td>
<td>theatre major or minor</td>
</tr>
<tr>
<td>Choose 3 from the following:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>TH 206 Intro. to Tech. Theatre</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>TH 212 Build. Acting Technique</td>
<td>(3)</td>
<td>none</td>
</tr>
<tr>
<td>TH 313 Scene Study</td>
<td>(3)</td>
<td>TH 212</td>
</tr>
<tr>
<td>TH 316 Advanced Scene Design</td>
<td>(3)</td>
<td>TH 206, 207</td>
</tr>
<tr>
<td>TH 317 Adv. Lighting Design</td>
<td>(3)</td>
<td>TH 206, 207</td>
</tr>
<tr>
<td>TH 322 Adv. Costume Design</td>
<td>(3)</td>
<td>TH 206, 207</td>
</tr>
<tr>
<td>TH 411 Directing I</td>
<td>(3)</td>
<td>TH 211 or 212</td>
</tr>
<tr>
<td>TH 418 History of the Theatre I</td>
<td>(3)</td>
<td>TH 204</td>
</tr>
<tr>
<td>TH 419 History of the Theatre II</td>
<td>(3)</td>
<td>TH 204</td>
</tr>
</tbody>
</table>
| TH 420 History of the Theatre III       | (3)  | TH 204                     | 18 hrs.

THEATRE COURSES AND DESCRIPTIONS
See Course Descriptions section of catalog.
Accounting (ACCT)

ACCT 201  FINANCIAL ACCOUNTING  3
The first of a two-course sequence in basic accounting. This course develops
an understanding of the basic elements of financial accounting. Students are
introduced to accounting concepts, procedures, and terminology. Topics
covered include processing of transactions through the accounting cycle,
applying generally accepted accounting principles, and preparing and
interpreting of financial statements.

ACCT 202  MANAGERIAL ACCOUNTING  3
Prerequisite: ACCT 201
The second of a two-course sequence in basic accounting. This course
develops an understanding of the basic elements of managerial accounting.
Students are introduced to accounting information for the purpose of making
informed business decisions. Topics covered include the accounting
information necessary for managers to plan operations, control activities,
evaluate performance, and make decisions.

ACCT 205  ACCOUNTING INFORMATION SYSTEMS  3
Prerequisites: ACCT 201, IS 221
A study of the accounting information system as a component of an integrated
enterprise system. The information system will be analyzed to identify
weaknesses and recommend improvements to internal control. System
documentation techniques are studied.

ACCT 206  FORENSIC ACCOUNTING  3
Prerequisite: ACCT 201
This course provides an introduction to the areas of forensic accounting and
fraud investigation in organizations with an emphasis on its detection and
prevention. It examines the nature and causes of financial and occupational
fraud, ways to prevent and deter fraudulent conduct, and procedures for
uncovering and investigating fraud.

ACCT 207  INTERMEDIATE ACCOUNTING I  3
Prerequisite: ACCT 201
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.

ACCT 208  INTERMEDIATE ACCOUNTING II  3
Prerequisite: ACCT 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).

ACCT 302  COST MANAGEMENT  3
Prerequisite: ACCT 202
An in-depth study of selected cost and management accounting topics,
including current issues in cost management.

ACCT 308  FEDERAL INCOME TAXATION OF INDIVIDUALS  3
Prerequisites: ACCT 201, IS 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.

ACCT 309  FEDERAL INCOME TAXATION OF BUSINESS ENTITIES  3
Prerequisites: ACCT 201, IS 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.

ACCT 406  AUDITING AND PROFESSIONAL ETHICS AND RESPONSIBILITIES  3
Prerequisites: ACCT 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.

ACCT 440  ADVANCED ACCOUNTING  3
Prerequisite: ACCT 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.

ACCT 453 SPECIAL TOPICS FOR ACCOUNTING 3
Prerequisite: ACCT 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.

Art (ART)

ART 130 ELEMENTS OF DESIGN 3
Note: not open to students who have taken ART 134 or 135
A fundamental study of two-dimensional application of visual elements and principles of design. Students will explore composition through line, shape, value, texture, and color, and will be introduced to and use various materials and design techniques. For non-art majors. Meets Core credit for aesthetics.

ART 133 COLOR THEORY 3
An exploration of both Munsell and Albers color theory systems, with an emphasis on the ways in which the elements of color interact in compositions. The focus of the course is developing a disciplined approach to the use of color, and gaining experience in the mixing and application of colors using acrylic paints. Students will examine the ways in which the properties of color affect the elements of design, specifically the illusion of space and light, and also the ways in which we receive and process color information.

ART 134 2-D DESIGN 3
This course is an intense study of the principles of 2-D design aesthetics and processes. Students will learn how to use compositional devices such as line, value, texture, shape, balance, and rhythm to create successful designs.

ART 135 3-D DESIGN 3
Introduces the fundamental sculptural design principles of space, line, shape, mass, texture, unity, balance, emphasis, and scale. The processes of linear, planar, modular and plastic construction will be undertaken. Emphasis will be on students discussing and understanding the principles of three-dimensional design as well as executing studio projects characterized by quality craft, successful composition, effective use of content, and appropriate context.

ART 140 FUNDAMENTALS OF DRAWING 3
Note: not open to students who have taken ART 141
This fundamental course provides a variety of approaches to improve individual skills in drawing. Attention to line, shape, value, texture, and perspective are used to develop an understanding of what we see in relation to how we represent them visually. For non-art majors. Meets Core credit for aesthetics.

ART 141 DRAWING I 3
Acquaints students with the fundamental nature of the drawing process. Emphasis is on the observation and analysis of simple forms through a variety of approaches, such as gesture, contour, cross-contour, and value drawing. 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.

ART 150 ART AND IDEAS 3
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.

ART 160 FUNDAMENTALS OF STUDIO ART 3
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.

ART 204 PHOTOGRAPHY 3
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.

ART 206 COMPUTER ART I 3
Prerequisite: ART 134
This course covers the fundamentals of computer technology and allows 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 artwork using computers and their peripheral devices, and to discuss the ways contemporary artists use technology in art.

ART 211 CERAMICS I 3
An introduction to wheel throwing and hand built processes necessary to the formation of functional and nonfunctional vessels.

ART 221 ART EDUCATION: THEORY AND PRACTICE FOR EARLY AND MIDDLE GRADES 3
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 grade classrooms.

ART 222 ART EDUCATION: METHODS FOR EARLY CHILDHOOD 3
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.

ART 242 DRAWING II 3
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.

ART 256 WESTERN ART I 3
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.

ART 257 WESTERN ART II 3
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. It 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 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.

ART 261 PAINTING I 3
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.

ART 271 PRINTMAKING I 3
Introduction to a variety of printmaking techniques and discussion of historical and contemporary issues in printmaking. Semesters will rotate among relief methods, intaglio methods, and planographic methods.

ART 281 SCULPTURE I 3
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.

ART 307 COMPUTER ART II 3
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, Photoshop, Illustrator, QuarkXpress, Flash, 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.

ART 312 CERAMICS II 3
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.

ART 343 DRAWING III 3-9
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.

ART 352 ART OF THE RENAISSANCE 3
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.

ART 353 BAROQUE AND ROCOCO ART 3
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.

ART 354 19TH CENTURY ART 3
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.

ART 356 20TH CENTURY ART 3
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.

ART 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 fine-tune their studio practice to the exploration of content.

ART 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, collage, serigraphy, and lithography.

ART 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.

ART 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.

ART 413 CERAMICS III
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.

ART 432 GRADES 7-12 METHODS:
TEACHING ART, GRADES 7-12
Prerequisite: EDCI 230; ART 221
Clinical Hours: 4
A course designed to provide the student with classroom instructional skills, methods, and strategies in teaching grades 7-12. This class is to be completed successfully prior to the Internship.

ART 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.

ART 463 PAINTING III
Prerequisite: ART 362
Students continue to develop their investigations in a media 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.

ART 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.

ART 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.

ART 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.

ART 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.

ART 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.

Athletic Training (AT)

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.

AT 167 BASIC SKILLS IN ATHLETIC TRAINING 1
Prerequisite: AT 165 or concurrent
The first clinical experience in the AT program. Content will include basic skills involved with emergency care procedures, transportation, taping and wrapping, custom protective padding and emergency splinting.

AT 270 AT CLINICAL FIELD EXPERIENCE I 2
Prerequisite: formal admission into the athletic training program
Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Location of the field experience will be determined by the student’s career goals and academic preparation.

AT 271 AT CLINICAL FIELD EXPERIENCE II 2
Prerequisite: AT 270
Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Builds from AT 270 by adding upper extremity clinical application to the experience. Location of the field experience will be determined by the student’s career goals and academic preparation.

AT 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.

AT 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.

AT 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.

AT 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.

AT 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.

AT 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.

AT 356 MEDICAL ASPECTS IN ATHLETIC TRAINING II 2
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 conditions, cardiovascular disease and pharmacology related to sports and physical activity.

AT 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.

AT 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.
AT 373 AT CLINICAL FIELD EXPERIENCE III 2
Prerequisite: AT 271
Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Builds from AT 270 and 271 by adding therapeutic exercise and rehabilitation clinical application to the experience. Location of the field experience will be determined by the student’s career goals and academic preparation.

AT 374 THERAPEUTIC EXERCISE & REHABILITATION OF THE UPPER EXTREMIT Y 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

AT 375 AT CLINICAL FIELD EXPERIENCE IV 2
Prerequisite: AT 373
Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Builds from AT 270, 271, and 373 by adding therapeutic exercise and rehabilitation clinical application to the experience, focusing primarily on the upper extremity. Location of the field experience will be determined by the student’s career goals and academic preparation.

AT 420 ORGANIZATION AND ADMINISTRATION IN ATHLETIC TRAINING 3
Prerequisite: intro course (AT 165 or SM 161)
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.

AT 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.

AT 471 AT CLINICAL FIELD EXPERIENCE V 2
Prerequisite: AT 375
Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Builds from AT 373 and 375 through the clinical application of a patient progression plan for injuries and/or illnesses. Location of the field experience will be determined by the student’s career goals and academic preparation.

AT 472 AT CLINICAL FIELD EXPERIENCE VI 2
Prerequisite: AT 471
Provides an opportunity to apply the theoretical knowledge gained in programmatic coursework. Builds from AT 373, 375, and 471 through the clinical application of a patient progression plan for injuries and/or illnesses.. Location of the field experience will be determined by the student’s career goals and academic preparation.

BIO 100 HUMAN BIOLOGY 4
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.

BIO 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. Offered infrequently.

BIO 110 ECOLOGY AND THE HUMAN ENVIRONMENT 4
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.

BIO 111 WETLANDS & WATERWAYS 3
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.

BIO 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.

BIO 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.

BIO 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 do they sustain the 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.

BIO 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.
BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 224  INTRODUCTION TO BIOTECHNOLOGY  3
Prerequisite: BIO 201
This course will introduce students to the fundamental issues and themes in biotechnology. The emphasis is placed on the applications of biotechnology to the environmental science, pharmaceutical, and agriculture industries. In addition, the course will focus on specific techniques and methodologies employed by the biotechnology industry. Students will also gain exposure to the regulatory policies and procedures involved in bringing biotech products to the marketplace, and the bioethical issues and controversies associated with advances in biotechnology and medicine.

BIO 225-226  ANATOMY AND PHYSIOLOGY I & II  4-4
Prerequisites: BIO 201; 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 medical or allied health fields as well as those interested in graduate study. Offered each year.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 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. Offered infrequently.

BIO 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.

BIO 329  DEVELOPMENTAL BIOLOGY  4
Prerequisites: 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.

BIO 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.

BIO 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.

BIO 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.

**BIO 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.

**BIO 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.

**BIO 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 study the complex ecological interactions that have shaped this unique area and how the Smokies have influenced even the Ashland area. There are two weeks of on-campus classroom preparation, then one week of study in The Smokies, and a final class session after returning. Offered summer of even years.

**BIO 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.

**BIO 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.

**BIO 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.

**BIO 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.

**BIO 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.

**BIO 428 MOLECULAR BIOLOGY** 4

**Prerequisite:** BIO 303

This course examines several topics in molecular biology including gene structure, transcription regulation, RNA 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.

**BIO 429 BIOCHEMISTRY** 3-4

See CHEM 429 for course description.

**BIO 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.

**BIO 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.

**BIO 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.

**BIO 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.

**BIO 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.
BUS 439 BUSINESS INTERNSHIP/COOPERATIVE EDUCATION 3-6
This course is designed for students completing their second or third business internship after they have satisfied the internship/work experience requirement for the BSBA degree. The student is required to work a minimum of 225 hours and fulfill other requirements as stated in the Learning Contract. Prior approval of the academic internship advisor and completion of the appropriate paper work, including the learning contract, are required. The student may repeat 439 once for a total of no more than 6 credit hours. Graded S/U.

Chemistry (CHEM)

CHEM 103-104 GENERAL CHEMISTRY 4-4
Prerequisites: High school chemistry and three years of high school mathematics. 103 is a prerequisite for 104. Studies the principles of chemical processes. Descriptive chemistry of the more important elements is related to periodic properties. Three lectures and one three-hour laboratory per week. Offered every fall.

CHEM 203 INTERMEDIATE INORGANIC CHEMISTRY 4
Prerequisite: CHEM 104 Presents 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.

CHEM 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.

CHEM 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.

CHEM 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.

CHEM 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.

CHEM 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
**COMAR 100 DEVELOPMENTAL SPEECH (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. Offered infrequently.

**COMAR 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.

**COMAR 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.

**COMAR 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/TH credit.

**COMAR 108 INTRODUCTION TO COMMUNICATION**

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.

**COMAR 133 MEDIA TECHNOLOGY AND OPERATIONS**

An introduction to the technology and operation of media in the Electronic Media Industry. This course will be lab intensive, focusing on introductory aspects of audio and video production.

**COMAR 135 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 in professional sport and other intercollegiate athletic conferences.

**COMAR 200 PRACTICUM**

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. Grade S/U.

**BA – BROADCAST COMMUNICATION – AUDIO/RADIO (4 credits maximum)**

Two credits are required for the broadcast communication major.

**BB – BROADCAST COMMUNICATION – VIDEO/TV-2 (4 credits maximum)**

Two credits are required for the broadcast communication 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 16 hours split among 3 of the following 4 areas: production/performance on campus radio, campus television, campus newspaper, or the campus sports information office.
COMAR 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, and focusing on news values and judgment, effective leads and organization, writing clarity and style. Class assignments involve writing projects on a variety of news topics.

COMAR 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.

COMAR 220 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.

COMAR 222 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.

COMAR 224 TOPICS IN BROADCAST COMMUNICATION 3
Prerequisite: COMAR 103
The course will examine various topics relating to broadcast communication. 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.

COMAR 232 FIELD PRODUCTION 3
Prerequisite: COMAR 133
Course covers the advanced practices, procedures, and techniques of video field production and post-production.

COMAR 234 STUDIO PRODUCTION 4
Prerequisite: COMAR 133
Course covers the practices, procedures, and techniques associated with the production of studio television programs.

COMAR 235 BROADCAST REPORTING & NEWSWRITING 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. Student’s stories will air on campus radio and/or television stations.

COMAR 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.

COMAR 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.

COMAR 243 SPORT BROADCASTING & PRODUCTION 3
Prerequisite: COMAR 133
The course examines the history of multi-camera sports production techniques, the technology used and coverage formulas utilized by the broadcast and cable networks producing sporting events today.

COMAR 244 SPORT, COMMUNICATION AND CULTURE 3
Prerequisite: COMAR 101 or permission
The course critically explores the social interactions of sport and considers the degree to which its participants reinforce or resist cultural norms.

COMAR 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.

COMAR 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 sub-cultures. Meets International Perspectives requirement.

COMAR 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.

COMAR 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.

COMAR 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.

COMAR 306 GROUP DISCUSSION AND LEADERSHIP 3
Prerequisite: COMAR 101 recommended
The course critically explores the social interactions of sport and considers the degree to which its participants reinforce or resist cultural norms.

COMAR 307 GROUP DISCUSSION AND LEADERSHIP 3
Prerequisite: COMAR 101 recommended
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.
COMAR 309 PERSUASION 3
Prerequisite: COMAR 101
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.

COMAR 311 SCRIPT WRITING FOR THE ELECTRONIC MEDIA 3
Prerequisite: COMAR 203
An examination of and practice in the writing styles associated with the electronic media.

COMAR 312 INTERCULTURAL COMMUNICATION IN POPULAR CULTURE 3
Prerequisite: COMAR 302
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.

COMAR 314 ADVANCED PERFORMANCE STUDIES 3
Prerequisite: COMAR 105
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/TH 307 credit. Meets Core credit for aesthetics.

COMAR 315 INTERNATIONAL STORYTELLING 3
Prerequisite: Core communications or permission
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.

COMAR 320 FEATURE WRITING 3
Prerequisite: COMAR 203
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.

COMAR 322 SPORT PUBLIC RELATIONS 3
Prerequisite: COMAR 163 or permission
This course will examine the tasks of the sport public relations specialists, including such areas as promotions, media relations, community relations, and crisis communication.

COMAR 325 DIRECTING FOR TELEVISION 4
Prerequisite: COMAR 234
This course offers advanced instruction in directing for television. Working collaboratively, students will execute a series of advanced television productions.

COMAR 330 ORGANIZATIONAL AND CORPORATE VIDEO 4
Prerequisite: COMAR 232
Covers the organization, procedures, and practices associated with producing video for organizations and corporations and managing the corporate video facility.

COMAR 331 BROADCAST MANAGEMENT 3
Prerequisite: COMAR 103
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.

COMAR 332 RADIO PRODUCTION AND PROGRAMMING 3
Prerequisite: COMAR 237
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.

COMAR 335 BROADCAST ANNOUNCING 2
Prerequisites: COMAR 101, 103
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.

COMAR 337 ADVANCED AUDIO PRODUCTION 4
Prerequisite: COMAR 133, 227
Covers the advanced techniques of electronic editing and video special effects.

COMAR 402 NEWS EDITING 3
Prerequisite: COMAR 203
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.

COMAR 403 MEDIA EFFECTS 3
Prerequisite: junior status
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.

COMAR 404 MEDIA CRITICISM 3
Prerequisite: junior status
This course provides students the theoretical foundations and critical contexts for analyzing media content and messages.

COMAR 412 ELECTRONIC POST PRODUCTION & EDITING 4
Prerequisite: COMAR 232
Covers the advanced techniques of electronic editing and video special effects. Includes use of desk-top video, computer-generated graphics and digital video effects.

COMAR 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 be responsible for reporting the results of their internship experience to 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.

COMAR 472 SEMINAR IN SPORT RHETORIC 3
Prerequisite: Senior status
This course covers 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.

Computer Science (CS)

CS 101 LOGIC AND COMPUTING 3
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.

CS 121 COMPUTER PROGRAMMING I 4
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.

CS 122 COMPUTER PROGRAMMING II 4
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.

CS 175 WEB DESIGN 3
An introduction to the World Wide Web, the creation of Web sites, Web page markup and styling languages, and client-side programming.

CS 230 DATA STRUCTURES 3
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.

CS 245 ROBOTICS AND MACHINE LEARNING 3
An introduction to the theory, design, and implementation of elementary robotics systems and machine learning techniques. Topics 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. It is intended for non-majors and assumes no computer science background. Meets Core credit for natural sciences.

CS 260 TOPICS IN COMPUTER SCIENCE 3
Prerequisite: 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 may include Java Programming, Web Publishing and Design, and Introduction to UNIX. Repeatable for different topics.

CS 275 WEB PROGRAMMING 3
Prerequisite: CS 175 or permission
A continuation of CS 175, with emphasis on Web services and server-side programming using PHP.

CS 301 COMPUTER ARCHITECTURE 3
Prerequisite: CS 122
An introduction to the characteristics of computer systems at the digital logic and organization levels.

CS 302 THEORY OF COMPUTATION 3
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.

CS 303 COMPUTER ALGORITHMS 3
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.

CS 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.

CS 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.

CS 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.

CS 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.

CS 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.

CS 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.

CS 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.

CS 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 (CJ)

CJ 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.
CJ 200 CRIMINAL INVESTIGATION I 3
Prerequisite: CJ 130
Provides the student with an opportunity to study the technical, theoretical and legal aspects of criminal investigation.

CJ 227 INTRODUCTION TO CORRECTIONS 3
This course is an overview of the process and institutions involved in the supervision, treatment, control, and incarceration of those individuals who have been adjudicated and sentenced by the court. Corrections in the United States encompasses a variety of institutions, half-way houses, probation systems, post-release supervision, and other variations in dealing with those who violate the law.

CJ 235 COURTS AND JUSTICE 3
Prerequisite: CJ 130
Affords the student a concentrated study of the functions, operations and decision-making processes of the American court system.

CJ 240 CRIMINAL INVESTIGATION II 3
Prerequisites: CJ 130, 200
A continuation of CJ 200. The course will focus on investigative theory and technique for major felonies including murder offenses, sexual assault, and theft related to crimes, recognizing that each crime category involves different processes to properly investigate that incident. The legal concept of forensic science and the differing roles of the coroner, forensic scientists, technicians, crime scene investigator, and the crime lab in investigations will also be discussed.

CJ 242 CRIMINOLOGY 3
Prerequisite: CJ 130 or SOC 111
An introduction to the history of crime, the sociology of criminal law, the operation of the criminal justice system, including the roles of police, prosecutors, defense attorneys and judges. Also considered are offender types; conventional, white collar and organized crime; theories of causation; victimology; prison, probation and parole; and trends and issues in criminology. CJ/SOC credit.

CJ 244 JUVENILE DELINQUENCY 3
A course planned to aid the student in the examination of juvenile delinquency as a social problem from the perspectives of control prevention and rehabilitation. Delinquency will be viewed as to definition, genesis and extent. The juvenile courts, probation, parole, correctional institutions and child placement programs are to be examined with respect to their effectiveness, philosophy and goals. CJ/SOC credit.

CJ 270 ROLE OF POLICE IN MODERN SOCIETY 3
Prerequisite: CJ 130
Study of the role behavior and life of the line officer within the police subculture and within society. Topics examined are the influence of coercive power, role behavior, subcultural influences, and personal issues relating to loyalty, stress, health, critical incidents, family, and faith.

CJ 275 GANGS AND CULTS 3
See SOC 275 for course description.

CJ 303 CRIMINAL ORGANIZATIONS 3
Prerequisite: CJ 242
An examination of the criminal activities carried out through criminal organizations having, as their sole purpose, the making of gain through criminal means. The student will examine techniques of detection and investigation, contact with the judicial process, see examples of criminal activity, growth and trends or organized crime.

CJ 307 VICTIMOLOGY 3
Vicmtiology is the study of the role of the victim in criminology and the criminal justice system. Areas to be investigated include the relationship between victims and their criminal offenders, societies’ responses to the victims, the victim’s role in the criminal justice process and programs directed at assisting victims of crime. CJ/SOC credit.

CJ 331 TOPICS IN CRIMINAL JUSTICE 3
Prerequisite: CJ 130
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.

CJ 360 READINGS IN CRIMINAL LAW 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.

CJ 362 CRIMINAL PROCEDURE 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.

Economics (ECON)

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.

ECON 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.

**ECON 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.

**ECON 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.

**ECON 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.

**ECON 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.

**ECON 302 THE ECONOMICS AND HISTORY OF ENTREPRENEURSHIP** 3
This course examines the social, institutional, and economic environment from which some important American entrepreneurs have emerged and analyzes their impact on society. Emphasis is put on the institutional and economic environment in which an entrepreneur operates and the impact of the entrepreneur on this environment. Entrepreneurship is an important part of the modern social and business milieu, and an understanding of this phenomenon is important to a well-educated person. Meets Core credit for social sciences.

**ECON 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.

**ECON 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.

**ECON 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.

**ECON 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.

**ECON 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?

**ECON 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.

**ECON 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.

**ECON 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.

**ECON 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. Offered infrequently.

**ECON 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. Offered infrequently.

**ECON 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. Offered infrequently.

ECON 438 EMPIRICAL METHODS IN ECONOMICS 3
Prerequisites: ECON 232; 233; 332 or 333; MATH 208
This course is designed to teach students real world analysis of the empirical economic models. The techniques used to develop these models and collect the necessary data to test them are taught. Among the topics are simple, multiple, and special purpose regression models, statistical analysis of these models, and techniques for correcting the various problems found in statistical analysis, and the methods of communicating empirical research.

ECON 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. A comprehensive exam will be used to assess the student’s knowledge of key methods of analysis.

Education–Curriculum/Instruction (EDCI)

EDCI 230SEC WORKSHOP IN TEACHING—GRADES 7-12 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. Students should be concurrently enrolled in EDCI 287.

EDCI 230PK WORKSHOP IN TEACHING—GRADES PreK-12 FIELD EXPERIENCE 2
Prerequisites: EDFN 130 or permission of instructor (FREN 252 or SPAN 272 for foreign language majors; MUSIC 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.

EDCI 232 INTRODUCTION TO THE PRINCIPLES OF INSTRUCTIONAL TECHNOLOGY 3
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.

EDCI 234 THE MIDDLE GRADES: TEACHING YOUNG ADOLESCENTS IN THE 21st CENTURY 3
Prerequisites: EDFN 130
The philosophy of middle level schools, the psychology of the preadolescent and adolescent student, the role of the teacher as counselor, teaming, curriculum and instruction.

EDCI 235 MIDDLE GRADES METHODS AND ASSESSMENT I 3
Prerequisites: EDFN 130; EDCI 234 or concurrent; concur with EDCI 236
The development of appropriate curriculum and instructional delivery and assessment procedures which meet the special needs of all middle level students.

EDCI 236 MIDDLE GRADES FIELD EXPERIENCE I 2
Prerequisites: EDFN 130; EDCI 234 or concurrent; concurrent with EDCI 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.

EDCI 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 procedures that facilitate competent oral and written communication in the middle grades classroom.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 315 INTERNATIONAL STORYTELLING 3
See COMAR 315 for course description.

EDCI 330PK CLASSROOM MANAGEMENT FIELD EXPERIENCE GRADES PreK-12: EDUCATION FOR DIVERSITY 2
Prerequisite: EDCI 236; 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.

EDCI 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.
EDCI 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.

EDCI 335  MIDDLE GRADES CONTENT METHODS AND ASSESSMENT II  3
Prerequisites: Block I (EDFN 130, EDCI 234, 235, 236); concurrent with EDCI 334 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 Science, Math, and Social Studies. Topics include teaching methods, professional resources, content standards, value added assessment, Praxis II test preparation.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 432  GRADES 7-12 METHODS: TEACHING SCIENCE, GRADES 7-12  3
Prerequisite: EDCI 230
Clinical Hours: 4
A course designed to provide the student with classroom instructional skills, methods, and strategies in teaching grades 7-12. This class is to be completed successfully prior to the Internship.

EDCI 461  STUDENT INTERNSHIP: GRADES 7-12  10
Prerequisite: completion of all student internship requirements
Supervised 12-week internship in secondary setting in certification area(s).

EDCI 467  STUDENT INTERNSHIP: MIDDLE GRADES  10
Prerequisite: completion of all student internship requirements
Supervised 12-week internship in the middle grades.

EDCI 469  STUDENT INTERNSHIP—PreK-12  10
Prerequisite: completion of all student internship requirements
Supervised 12-week internship in PreK-12 settings in licensure area(s).

Education—Early Childhood (EDEC)

EDEC 140  PHONICS AND THE ENGLISH LANGUAGE  3
A study of English as an alphabetic language. Particular attention will be given to the grapho-phonemic patterns which have emerged through history. Classroom applications will be explored with specific emphasis on the role of phonics in a balanced literacy program.

EDEC 215  EC/ECIS FOUNDATIONS  3
Prerequisites: FCS 264 and successful completion of Teacher Education Screening Process.
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.

EDEC 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.

EDEC 323  TRADE BOOKS AND TECHNOLOGY WITHIN A BALANCED LITERACY PROGRAM  3
Prerequisites: EDEC 262; concurrent with EDEC 330, 361
A study of the variety and uses of print and on-line resources available to the literacy provider in early childhood settings. Emphasis will be placed on the role of trade books and technology as part of a balanced literacy program for emerging readers and writers.

EDEC 330EC  WORKSHOP IN TEACHING—MULTICULTURAL FIELD EXPERIENCE AND CLASSROOM MANAGEMENT II  2
Prerequisites: EDIS 230IS or FCS 268; EDEC 215, and successful completion of Teacher Education Screening Process; concurrent enrollment with EDEC 323 and 361.
Field hours: 90
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.

EDEC 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.

EDEC 363  EARLY CHILDHOOD MATHEMATICS CURRICULUM & METHODS  3
Prerequisite: MATH 217; 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.

EDEC 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.

**EDEC 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.

**EDEC 403 EARLY INTERVENTION AND INTEGRATION FOR YOUNG CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 3**  
Prerequisites: FCS 264; concurrent with EDEC 363, 369, 413, 414, 417  
Clinical Hours: 5  
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.

**EDEC 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.

**EDEC 413 CURRICULUM AND METHODS OF EARLY CHILDHOOD SCIENCE 3**  
Prerequisites: concurrent with EDEC 363, 369, 403, 414, 417  
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.

**EDEC 414 CURRICULUM AND METHODS OF EARLY CHILDHOOD SOCIAL STUDIES 3**  
Prerequisites: concurrent with EDEC 363, 369, 403, 413, 417  
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.

**EDEC 416 INTEGRATED TEACHING METHODS FOR EARLY CHILDHOOD ENGLISH LANGUAGE LEARNERS 3**  
Prerequisites: SPAN 300, 381, EDEC 330 and successful completion of the Teacher Education Screening process; enrollment in Spanish minor for ECE/ECIS majors  
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 emphasis 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.

**EDEC 417 WORKSHOP IN TEACHING AND INTERVENTION 3**  
Prerequisite: EDEC 330EC and successful completion of the Teacher Education Screening Process; concurrent enrollment with EDEC 363, 369, 403, 413, 414  
Field hours: 115  
Seminars and field experiences in an early childhood placement provide senior teacher education students the opportunity to implement and practice methods learned in previous and concurrent courses. The field-based participation is within a program that serves young children with special educational needs within the general education curriculum. It is a preparation for the student internship experience.

**EDEC 448 BIO-MEDICAL ISSUES FOR CHILDHOOD PROFESSIONALS 3**  
Prerequisite: EDIS 250 or EDEC 215  
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 historical, philosophical, 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.

**EDEC 460 STUDENT INTERNSHIP: EARLY CHILDHOOD 10**  
Prerequisite: completion of all student internship requirements  
Supervised 12-week internship in early childhood settings.

**EDEC 466 STUDENT INTERNSHIP: INTERVENTION SPECIALIST EARLY CHILDHOOD 10**  
Prerequisite: completion of all student internship requirements  
Supervised 12-week internship with an Intervention Specialist in a school setting.

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**Education–Foundation (EDFN)**

**EDFN 130 INTRODUCTION TO TEACHING: EXPLORING TEACHING AS A CAREER 2**  
Field/Clinical Hours: 30  
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.

**EDFN 202 TEACHING AND LEARNING PROCESS 3**  
Prerequisite: EDFN 130  
Clinical Hours: 12  
This 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.

**EDFN 231 WORKSHOP IN TEACHING 1-3**  
Prerequisite: 2.0 GPA or permission of 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.

**EDFN 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.
EDFN 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.

EDFN 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.

Education–Inclusive Services/Exceptional Learners (EDIS)

EDIS 230IS WORKSHOP IN TEACHING—INTERVENTION SPECIALIST 2
Prerequisites: EDFN 130 or equivalent (EDEC 215 for ECIS)
Field hours: 60
A field placement in an inclusive education setting.

EDIS 250 INTRODUCTION TO EDUCATIONAL INTERVENTION 3
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.

EDIS 251 ORIENTATION TO DEAF CULTURE AND INTRO TO AMERICAN SIGN LANGUAGE 3
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.

EDIS 253 ASSISTIVE & INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALISTS 3
Prerequisites: EDCI 232; concurrent with EDIS 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.

EDIS 257 SENSORY MOTOR-INTERVENTION SPECIALIST MODERATE/INTENSIVE 3
Prerequisites: for Intervention K-12: EDIS 250, concurrent with EDIS 230IS, 253; for Early Intervention PreK-3: EDEC 215, concurrent with EDIS 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.

EDIS 330IS WORKSHOP IN TEACHING STUDENTS WITH MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION IN MULTICULTURAL SETTINGS 2
Prerequisite: EDEC 215 or EDIS 250, and either 342/442 or EDCI 335/336; concurrent with EDIS 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.

EDIS 342 ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS 3
Prerequisite: EDIS 250; and either EDIS 230IS or EDIC 335/336; concurrent with EDIS 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.

EDIS 343 CURRICULUM/METHODS FOR CAREER AND DAILY LIVING SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION 3
Prerequisites: EDIS 250 and either EDIS 342/442 or EDCI 335/336; concurrent with EDIS 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.

EDIS 430 WORKSHOP IN TEACHING INTERVENTION SPECIALIST MODERATE/INTENSIVE 2
Prerequisite: EDIS 230IS and 330IS; concurrent with EDIS 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.

EDIS 441 CREATING EFFECTIVE LEARNING ENVIRONMENTS 3
Prerequisites: EDIS 250
Clinical Hours: 30
Introduces the social and emotional growth and needs of students with emotional and/or learning differences.

EDIS 442 COMMUNICATION, CONSULTATION, AND TEAMING SKILLS 3
Prerequisites: EDIS 250 and either EDIS 230IS or EDCI 335/336; concurrent with EDIS 342
Field/Clinical hours: 30–in after school lab program
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.

EDIS 445 ADVANCED BEHAVIOR MANAGEMENT 3
Prerequisite: EDIS 441; concurrent with EDIS 330IS or student internship
Field hours: 2
Teaches preservice and inservice teachers how students with behavior 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.

EDIS 450 LANGUAGE/COMMUNICATION DISORDERS IN CHILDREN AND INTERVENTION 3
Prerequisites: EDIS 250
Field hours: 2
An overview of language, both normal and disordered, with emphasis on terminology, acquisition, development, physiological and psychological systems, impact upon learning, assessment, and intervention strategies available to teachers.
EDIS 451 COMMUNICATION: INTERVENTION SPECIALIST MODERATE/INTENSIVE 3
Prerequisite: EDIS 230IS, 330; concurrent with EDIS 430 (waived for ECIS)
Provides curriculum models, specialized methods, materials and equipment to teach students with moderate and intense special needs in the area of communication.

EDIS 458 ADMINISTRATIVE POLICIES AND PROCEDURES FOR INTERVENTION SPECIALISTS 3
Prerequisites: EDIS 342, 343, 441
Field/Clinical hours: 15
Administrative management procedures specific to special education programs for learners with moderate to intensive needs for educational intervention. Relationships between school personnel and parents, training and management of paraprofessionals, budgeting, funding sources, scheduling, consultative procedures, interpersonal communication skills, enhancing team performance, and taking advantage of cultural and linguistic diversity.

EDIS 464 STUDENT INTERNSHIP: INTERVENTION SPECIALIST MODERATE/INTENSIVE 10
Prerequisite: completion of all student internship requirements Supervised 12-week internship with an Intervention Specialist in a school setting.

EDIS 465 STUDENT INTERNSHIP: INTERVENTION SPECIALIST MILD/MODERATE 10
Prerequisite: completion of all student internship requirements Supervised 12-week internship with an Intervention Specialist in a school setting.

Education—General (EDUC)

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.

EDUC 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.

EDUC 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 Associate Dean of the College of Education.

EDUC 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.

English (ENG)

ENG 100 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.

ENG 101 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.

ENG 102 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.

ENG 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.

ENG 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.

ENG 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.

ENG 210 BIBLE AS LITERATURE 3
Prerequisite: a Core composition II course
This 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.

ENG 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 of British writers. Meets Core credit for humanities.

ENG 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/TH credit.

ENG 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.

139
ENG 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.

ENG 304 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. Meets Core credit for humanities.

ENG 306 The Essay 3
Prerequisite: a Core composition II course
This course is an analysis of the essay form as both a literary genre and a source of ideas. Student writing may include essay composition.

ENG 308 The Poem 3
Prerequisite: a Core composition II course
This course focuses on poetry and poetics. Meets Core credit for humanities.

ENG 309 African-American Literature 3
Prerequisite: a Core composition II course
This course closely examines representative works by African-American writers, ranging from early slave narratives to contemporary prose, poetry, and drama. Meets Core credit for humanities.

ENG 310 Literature for Adolescents 3
Prerequisite: a Core composition II course
This course focuses on representative literature written for adolescents and emphasizes learning styles and the integration of literature into thematic units in secondary school classrooms. This course is intended for Integrated Language Arts and Middle School Language Arts students who are pursuing a teaching degree.

ENG 314 Women's Literature 3
Prerequisite: a Core composition II course
This course focuses on representative texts written by women across a variety of periods and examines the way in which women’s experience has shaped their writing. Meets Core credit for humanities.

ENG 317 Studies in Shakespeare 3
Prerequisite: a Core composition II course
Students will read examples of Shakespearean histories, comedies, romances, and tragedies, exploring the language and dramatic techniques to develop an understanding of structure and theme. Meets Core credit for humanities.

ENG 319 Modern Drama 3
Prerequisite: a Core composition II course
This course studies European and American drama from the late 1800s to the present. Meets Core credit for humanities.

ENG 322 Modern Poetry 3
Prerequisite: a Core composition II course
This course focuses on close reading of selected modern poems and discusses the ways in which modern poetry differs from earlier work in English. Meets Core credit for humanities.

ENG 324 Modern Novel 3
Prerequisite: a Core composition II course
This course analyzes the modern novel as art form and as social document. Representative novels in English and/or English translation will be examined to explore a central question: How is the modern novel a reaction to the problems and issues of modernity? Meets Core credit for humanities.

ENG 325 Major Writers Seminar 3
Prerequisite: ENG 102
This course provides a comprehensive understanding of one or more major writers. Class assignments will include extensive reading of the works of the particular writers, supplemented by critical, biographical, and historical materials. This course may be repeated under different suffixes.

ENG 333 American Studies — 19th Century 3
Prerequisite: a Core composition II course
An examination of a particular topic of American literature, history, religion and/or culture from the 19th century, this course focuses on how literature captures the American spirit and how it interacts with history, religion, and other aspects of culture. Meets Core credit for humanities.

ENG 334 American Studies — 20th Century 3
Prerequisite: a Core composition II course
An examination of a particular topic of American literature, history, religion and/or culture from the 20th century, this course focuses on how literature captures the American spirit and how it interacts with historical, religious, and other aspects of culture. Meets Core credit for humanities.

ENG 337 Great Books 3
Prerequisite: a Core composition II course
This course explores the human desire to make sense of history through literature. Each class explores a theme—such as the nature of good and evil or the place of human beings in the world—within the context of several great books of the western tradition. Meets Core credit for humanities.

ENG 338 Seminar in Great Ideas 3
Prerequisite: a Core composition II course
This course explores a major idea or theme through a wide range of literary and related texts. Typically, the seminar will focus on a particular historical, social, or artistic idea. Meets Core credit for humanities.

ENG 340 Readings in Jewish Literature 3
Prerequisite: a Core composition II course
This course involves reading and discussion of a number of major writings in Jewish literature. The works will be examined from historical, social, and aesthetic perspectives. Meets Core credit for humanities.

ENG 350 Contemporary American Studies Seminar 3
Prerequisite: a Core composition II course
An examination of a particular topic of American literature, history, religion and/or culture from contemporary life, this course considers a body of literature, generally published within the previous twenty years, about which historical conclusions are still largely unformed. Meets Core credit for humanities.

ENG 351 Advanced Composition 3
Prerequisite: a Core composition II course
This is an advanced course in compositional form and expression emphasizing development of effective rhetorical and stylistic techniques in the essay, memoir, and other examples of literary nonfiction. Students will analyze the style of representative authors. Writing assignments stress stylistic control and conceptual development.

ENG 352 Technical Writing 3
Prerequisite: a Core composition II course
This is a workshop in contemporary technical communication designed to provide the student with writing skills applicable to professional careers in business, science, and industry. Writing assignments will stress development of precision and clarity in descriptive technique.
ENG 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.

ENG 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.

ENG 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.

ENG 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.

ENG 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.

ENG 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.

ENG 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.

ENG 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.

ENG 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.

ENG 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.

ENG 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.

ENG 410  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.

ENG 411  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.

ENG 412  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.

ENG 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.

ENG 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 as well as for those who wish to extend their knowledge of the language.

ENG 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 as well as those who will be teachers of secondary school English and language arts.

ENG 425  AMERICAN LITERATURE I: COLONIAL TO FEDERALIST  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.

ENG 426  AMERICAN LITERATURE II: 1830 TO 1870  3
Prerequisite: a Core composition II course
This course is a high-level study of American writing during the period, with emphasis on Transcendentalism as a dominant literary and intellectual school.

ENG 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.

**ENG 428 AMERICAN LITERATURE IV: FROM WWII TO THE PRESENT**

**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.

**ENG 432 GRADES 7-12 METHODS: TEACHING ENGLISH/LANGUAGE ARTS, GRADES 7-12**

**Prerequisite:** EDCI 230

Clinical Hours: 4

A course designed to provide the student with classroom instructional skills, methods, and strategies in teaching grades 7-12. This class is to be completed successfully prior to the Internship.

### Entrepreneurship (ENTP)

**ENTP 245 INTRODUCTION TO ENTREPRENEURSHIP**

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.

**ENTP 345 ENTREPRENEURIAL AND FAMILY BUSINESS MANAGEMENT**

**Prerequisites:** ENTP 245, MGT 240, MKT 233

This course examines the special challenges of family business and other closely held corporations. Attention is devoted to family business planning, effective governance approaches in family businesses, preparing heirs for entry into and management of family firms, tax and compensation planning, and succession strategies.

**ENTP 365 ENTREPRENEURIAL STRATEGIES & TACTICS**

**Prerequisites:** ENTP 245, MGT 240, MKT 233

This course introduces the students to critical, integrative issues involved in the development and marketing of new products and services. The marketing and operations planning includes researching issues that are relevant for new ventures for small and growing organizations. Topics include the creativity, design of products, product promotion, feasibility study, location, physical layout, the evaluation of market potential (market research), pricing strategies, and the development of distribution relationships.

**ENTP 445 NEW VENTURE CREATION**

**Prerequisites:** MKT 240, ENTP 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.

**ENTP 465 FINANCING A BUSINESS VENTURE**

**Prerequisites:** ENTP 345, 365, 445

This course emphasizes the aspects of legal, tax, and unique financing in a new venture or emerging company which is critically important to the entrepreneur and venture manager. The financial aspects of small businesses and entrepreneurial ventures include unique alternatives of financing, the different valuation techniques, and key tactics and approaches in negotiating a purchasing price for a business. Legal and tax strategies are investigated for start-up and emerging enterprises. Studies are conducted in investigating the formation, financing, and managing of the new venture form a legal and tax standpoint.

### Environmental Science (EVS)

**EVS 200 ENVIRONMENTAL SCIENCE SEMINAR**

A seminar course that examines selected environmental topics in conjunction with the Environmental Lecture series. May be taken twice for credit.

**EVS 476 ISSUES IN ENVIRONMENTAL SCIENCE**

**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.

### Exercise Science (ES)

**ES 190 ANATOMY & PHYSIOLOGY FOR THE EXERCISE SCIENCES**

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.

**ES 210 EXERCISE MANAGEMENT OF CARDIORESPIRATORY PATHOPHYSIOLOGY**

**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.

**ES 308 KINESIOLOGY**

**Prerequisite:** BIO 125 or ES 190

A study of the relationship of anatomical, physiological and mechanical principles to the muscular movement of homo sapiens. ES/PE credit.

**ES 309 PHYSIOLOGY OF EXERCISE**

**Prerequisite:** BIO 125 or ES 190

The applied study of the functioning of the systems of the human body during exercise. ES/PE credit.

**ES 310 ADVANCED PHYSIOLOGY OF EXERCISE**

**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.

**ES 312 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION I**

**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.

**ES 313 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION II**

**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.

**ES 314 GROUP EXERCISE LEADERSHIP**

**Prerequisite:** ES 312

This course is designed to develop proficiency in teaching skills specifically for group exercise. The focus of the course is on the standards of basic exercise
guidelines, correct performance, instructional technique, and presentation. These standards are aligned with those of the Aerobic and Fitness Association of America (AFAA).

**ES 343  ACTIVE AGING AND WELLNESS  3**
An examination of the role that lifestyle, nutrition, physical activity and/or exercise play in modifying physiological/functional age and in determining the quality of life of older adults. ES/FCS credit.

**ES 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.

**ES 430  EXERCISE FOR PERSONS WITH CHRONIC DISEASES  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.

**ES 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.

**ES 493  INTERNSHIP IN EXERCISE SCIENCE  1-4**
*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.

### Family and Consumer Sciences (FCS)

**FCS 100  INTRODUCTION TO FAMILY AND CONSUMER SCIENCES  3**
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 through personal interviews. Students will be introduced to and begin meeting requirements for the department assessment plan. Required of all students majoring in FCS.

**FCS 111  FASHION ANALYSIS  3**
Application of aesthetic principles to apparel design. Topics include fashion illustration and design, personal color analysis, figure analysis, and wardrobe planning.

**FCS 112  FASHION STUDIO I  3**
Apparel construction and design. Development of the basic principles, concepts, and skills essential for apparel construction. Students will apply individual design concepts to projects.

**FCS 130  MEAL MANAGEMENT  3**
An examination and application of the components that contribute to managing and organizing the preparation of meals at the consumer level, involving menu planning, food procurement, food safety issues, recipe modifications for specific dietary concerns, budgeting, and hospitality.

**FCS 180  LIFETIME WELLNESS  2**
See PE 180 in Sport Sciences for course description.

**FCS 210  NUTRITION SEMINAR  2**
This course will examine and discuss the profession of dietetics including educational requirements for becoming a registered dietitian (R.D.), professional organizations, career pathways, and the role of the dietitian in patient care. Students will be introduced to nutrition-related research, its methodology, applications, and areas for future investigation. Students pursuing a degree in dietetics will be encouraged to join student chapters in the American Dietetic Association (ADA), Ohio Dietetic Association (ODA), Ohio Nutrition Council (ONC), and Mohican Area Dietetic Association (MADA) and attend one professional meeting.

**FCS 211  CLOTHING AND CULTURE  3**
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.

**FCS 213  SOCIETY’S INFLUENCE ON BODY IMAGE AND EATING  3**
This course will examine the societal determinants of a person’s body weight, such as the influence of the family/parental, peers, societal norms, and the food and entertainment industries’ impact on body image and dietary behaviors. This course will explore these societal factors that influence disordered eating, body shape, and weight loss/gain and discuss strategies to address these areas. Meets Core credit for social sciences.

**FCS 215  FOOD AND CULTURE  3**
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.

**FCS 221  FOOD AND EATING  3**
Discussions related to the chemical properties of food substances, their nutritional importance, and their application in a laboratory setting.

**FCS 222  SOCIETY’S INFLUENCE ON BODY IMAGE AND EATING  3**
This course will examine and discuss the profession of dietetics including educational requirements for becoming a registered dietitian (R.D.), professional organizations, career pathways, and the role of the dietitian in patient care. Students will be introduced to nutrition-related research, its methodology, applications, and areas for future investigation. Students pursuing a degree in dietetics will be encouraged to join student chapters in the American Dietetic Association (ADA), Ohio Dietetic Association (ODA), Ohio Nutrition Council (ONC), and Mohican Area Dietetic Association (MADA) and attend one professional meeting.

**FCS 223  INTRODUCTION TO FAMILY AND CONSUMER SCIENCES  3**
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 through personal interviews. Students will be introduced to and begin meeting requirements for the department assessment plan. Required of all students majoring in FCS.

**FCS 230  FOOD SCIENCE AND APPLICATIONS  3**
Discussions related to the chemical properties of food substances, their nutritional importance, and their application in a laboratory setting.

**FCS 232  INDIVIDUAL AND FAMILY RESOURCE MANAGEMENT  3**
*Prerequisite: FCS 100*
A study of the management of family resources and factors which affect their use and relationship to family well-being and satisfaction. Provides the opportunity to apply acquired knowledge and hone professional skills in a service learning activity.

**FCS 235  FAMILY AND CHILD DEVELOPMENT  3**
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.

**FCS 264  CHILD DEVELOPMENT  3**
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.

**FCS 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.

**FCS 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.
FCS 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.

FCS 300  TOPICS IN FAMILY AND CONSUMER SCIENCES  3
Prerequisite: FCS 232
Students will explore research in their majors in preparation for a senior research project by writing an in-depth review of literature. A public policy issue related to the student’s major will be analyzed. Professional topics including ethics, diversity, and global issues will be emphasized.

FCS 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.

FCS 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.

FCS 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.

FCS 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.

FCS 320  HUMAN NUTRITION  3
Prerequisite: CHEM 103 or 251
Exploration and discussion of basic principles of human nutrition, which include digestion/absorption, macro- and micronutrients and their metabolism, energy balance, sport nutrition, and nutrition and chronic illnesses.

FCS 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.

FCS 322  EXPERIMENTAL FOODS  3
Prerequisite: FCS 230
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.

FCS 323  LATER ADULTHOOD IN THE FAMILY CONTEXT  3
The study of later adulthood, focusing on relationships, kinship ties, living arrangements, and financial issues within the family context. The course will examine the reciprocal effects of decision-making and caring for an aging adult on the individual and the family.

FCS 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.

FCS 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.

FCS 340  MARRIAGE AND FAMILY RELATIONSHIPS  3
This course explores the similarities and differences among families and marriages, family structures and functions, changes throughout the family life cycle, and the history of marriage and family in American culture. Critical topics in the area of marriage and family relationship, including events and attitudes leading to the formation of family units (defining love, dating, pairing up, cohabitation, marriage); problems and experiences arising from the institution of the family (gender roles, conflict, parenting, work/life balance, divorce, remarriage); and development of a philosophy regarding marriage and family life will be explored. Meets Core credit for social sciences. FCS/SOC credit.

FCS 343  ACTIVE AGING AND WELLNESS  3
See ES 343 for course description.

FCS 350  DEATH AND DYING  3
See SOCWK 350 for course description.

FCS 355  HUMAN SEXUALITY  3
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.

FCS 360  LIFECYCLE NUTRITION  3
This course will examine and discuss the importance of nutrients (carbohydrates, lipids, proteins, vitamins, and minerals) throughout the various life cycles of human development; including preconception, pregnancy, infancy, childhood, adolescence, adulthood, and geriatrics. Discussions will focus on reducing health risk factors among these stages with emphasis on nutritional intake.

FCS 370  COMMUNITY NUTRITION  3
Prerequisite: FCS 320 or permission
This course will examine nutrition in U.S. communities and national nutrition directives and guidelines for health promotion and disease prevention across the lifecycle. Primary, secondary, and tertiary strategies will be discussed. Nutrition epidemiology in prevention and disease, national and state nutrition policies, programs, and how nutrition professionals function in these various environments will be explored.

FCS 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.

FCS 385  ADVANCED HUMAN NUTRITION  3
Prerequisites: FCS 320 and CHEM 307 or permission
Exploration and discussion of advanced principles of human nutrition, which includes the anatomy and physiology of digestion/absorption, metabolism of macro and micronutrients and their physiological significance, physiology of energy balance, nutritional intake and chronic illnesses.

FCS 389  FAMILY AND CONSUMER SCIENCES CURRICULUM AND METHODS  3
Federal legislation, programs, requirements, strategies, evaluation and classroom teaching resources in family and consumer science programs in junior and senior high schools.
FCS 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.

FCS 400  NUTRITION AND DISEASE I  3
Prerequisites: FCS 320 and CHEM 104 or permission
This course will examine the implementation of medical nutrition therapy (MNT) for chronic and acute medical disorders. It will include the development of medical nutrition therapy plans appropriate for these conditions for individuals throughout the lifecycle. Medical disorders examined in this course include pediatric, neurological, pulmonary, cardiovascular, gastrointestinal, hepatic, pancreatic, biliary, and endocrine.

FCS 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.

FCS 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.

FCS 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.

FCS 419  RESEARCH IN FAMILY AND CONSUMER SCIENCES I
Prerequisite: FCS 300, MATH 208
Students evaluate research in Family and Consumer Sciences and conduct individual research projects.

FCS 425  NUTRITION AND DISEASE II  3
Prerequisite: FCS 400 or permission
This course will examine the implementation of medical nutrition therapy (MNT) for chronic and acute medical disorders. It will include the development of medical nutrition therapy plans appropriate for these conditions for individuals throughout the lifecycle. Medical disorders examined in this course include weight management, musculoskeletal and collagen, hematological, cancer, surgical, AIDS, renal, enteral and parenteral nutrition.

FCS 430  FASHION PROMOTION  3
Prerequisites: FCS 416, MKT 314 and 315
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.

FCS 440  DIVORCE AND REMARRIAGE  3
Prerequisite: FSC 340
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.

FCS 441  INTERIOR DESIGN  3
Application of design principles to furnishing home and other interiors including study of backgrounds, furniture, textiles and accessories; consideration of aesthetic economics and social factors affecting choice.

FCS 450  ADULT DEVELOPMENT AND AGING  3
Prerequisite: FCS 340
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.

FCS 480  DIGEST OF FAMILY AND CONSUMER SCIENCES  1-6
Prerequisite: permission of department chair
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:
A Human nutrition
B Child & family studies
C Home furnishings, housing, household equipment
D Resource management and consumer problems
E FCS education
F Fashion merchandising
G Family and consumer sciences

Finance (FIN)

FIN 228  FINANCIAL MANAGEMENT  3
Prerequisite: ACCT 201
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.

FIN 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.

FIN 329  INTERMEDIATE FINANCIAL MANAGEMENT  3
Prerequisite: FIN 228
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.

FIN 330  PRINCIPLES OF INVESTMENT  3
Prerequisite: FIN 228
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.

FIN 358  FINANCIAL STATEMENT ANALYSIS & SECURITY VALUATION  3
Prerequisite: FIN 228
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.

FIN 420  FINANCIAL MANAGEMENT STRATEGY  3
Prerequisite: FIN 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.

FIN 422  SECURITY ANALYSIS  3
Prerequisite: FIN 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.
FIN 429 GLOBAL FINANCE 3
Prerequisites: FIN 228, 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.

FIN 432 INVESTMENT PORTFOLIO MANAGEMENT I 3
Prerequisite: Finance major and FIN 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.

FIN 442 INVESTMENT PORTFOLIO MANAGEMENT II 3
Prerequisite: Finance major and FIN 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.

FIN 454 SPECIAL TOPICS IN FINANCE 3
Prerequisites: FIN 228 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.

Foreign Languages (FL)

FL 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.

FL 432 GRADES 7-12 METHODS: TEACHING FOREIGN LANGUAGES, GRADES K-12 3
Prerequisite: EDCI 230; EDFN 202
Clinical Hours: 4
A course designed to provide the student with classroom instructional skills, methods, and strategies in teaching grades K-12. This class is to be completed successfully prior to the Internship.

French (FRE)

FREN 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.

FREN 152 ELEMENTARY FRENCH II 3
Prerequisite: FREN 151
A continuation of FREN 151. Lab work required. Taught in French. Offered annually.

FREN 251 INTERMEDIATE FRENCH I 3
Prerequisite: FREN 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.

FREN 252 INTERMEDIATE FRENCH II 3
Prerequisite: FREN 251
A continuation of FREN 251. Lab work required. Taught in French. Offered annually. Meets International Perspectives requirement.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101</td>
<td>PHYSICAL GEOLOGY</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 102</td>
<td>HISTORICAL GEOLOGY</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 103</td>
<td>PHYSICAL GEOGRAPHY &amp; THE ENVIRONMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 210</td>
<td>NATURAL DISASTERS</td>
<td>3</td>
<td>What are natural disasters, and how can science lessen the damage done by events such as earthquakes, volcanic eruptions, and severe weather? This course examines 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.</td>
</tr>
<tr>
<td>GEOL 211</td>
<td>DISCOVERING THE ICE AGE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 212</td>
<td>ARCHAEOLOGY &amp; HUMAN ANTIQUITY</td>
<td>3</td>
<td>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, discover what they have made, and conclusions they have reached about human antiquity. Meets Core credit for natural sciences.</td>
</tr>
<tr>
<td>GEOL 213</td>
<td>ASTEROIDS, COMETS &amp; CATASTROPHISM</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 275</td>
<td>TOPICS IN REGIONAL GEOLOGY</td>
<td>1-8</td>
<td>A study of various topics relevant to annual field trips conducted by the department, generally 10-14 days in May. Offered every odd spring.</td>
</tr>
<tr>
<td>GEOL 304</td>
<td>OCEANOGRAPHY</td>
<td>3</td>
<td>Studies the general physical, chemical, biological and geological processes which affect the ocean and oceanic land forms, biota and chemistry and how these phenomena relate to current events and potential for future application to world population. Examines the depositional environment of the majority of crustal rocks. Offered every even fall.</td>
</tr>
<tr>
<td>GEOL 309</td>
<td>GEOMORPHOLOGY</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 311</td>
<td>MINERALOGY</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 312</td>
<td>IGNEOUS AND METAMORPHIC PETROLOGY</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 313</td>
<td>SEDIMENTARY PETROLOGY AND STRATIGRAPHY</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 314</td>
<td>PALEONTOLOGY</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 350</td>
<td>SCIENCE AS A CULTURAL FORCE</td>
<td>3</td>
<td>See CHEM 350 for course description.</td>
</tr>
<tr>
<td>GEOL 401</td>
<td>STRUCTURAL GEOLOGY</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 403</td>
<td>GEOCHEMISTRY</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 404</td>
<td>HYDROGEOLOGY</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>GEOL 429</td>
<td>FIELD GEOLOGY</td>
<td>1-8</td>
<td>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.</td>
</tr>
</tbody>
</table>
**German (GER)**

**GER 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. Offered infrequently.

**GER 162 ELEMENTARY GERMAN II** 3  
Prerequisite: GER 161 or equivalent  
A continuation of GER 161. Lab work required. Taught in German. Offered infrequently.

**GER 261 INTERMEDIATE GERMAN I** 3  
Prerequisite: GER 162 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 German. Offered infrequently.

**GER 262 INTERMEDIATE GERMAN II** 3  
Prerequisite: GER 261 or equivalent  
A continuation of GER 261. Lab work required. Taught in German. Meets International Perspectives requirement. Offered infrequently.

**Health Education (HED)**

**HED 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.

**HED 206 PERSONAL HEALTH** 3  
The course provides learning experiences for the purpose of influencing knowledge, attitudes and conduct relating to individual and group health.

**HED 316 CONSUMER HEALTH/LIFESTYLE SKILLS** 3  
A broad survey of health products and information available in the market place which may help or hinder the development of a healthy lifestyle.

**HED 317 INSTRUCTIONAL STRATEGIES FOR HEALTH EDUCATION: ADOLESCENT TO ADULT** 3  
Prerequisite: HED 206  
Methods and materials for teaching health to adolescent and adult populations.

**HED 324 HEALTH, SAFETY, AND NUTRITION DURING EARLY CHILDHOOD YEARS** 3  
See FCS 324 for course information.

**History (HIST)**

**HIST 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.

**HIST 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 quest for freedom transformed politics, religion, economics, and morality; it also examines the reaction to this transformation, especially in totalitarianism. Meets Core credit for historical reasoning.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 236 AMERICAN FOREIGN POLICY** 3  
See POLSC 301 for course description.

**HIST 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.

**HIST 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.

**HIST 264 ANCIENT ROME & 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 270 AGE OF REVOLUTION & 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.

**HIST 271** 20**th** 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 352** THE AMERICAN FOUNDING 3
See POLSC 370B for course description.

**HIST 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.

**HIST 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.

**HIST 355** LINCOLN: CIVIL WAR AND RECONSTRUCTION 3
See POLSC 370A for course description.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**Honors Program (HON)**

**HON 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. The course introduces students to the Honors Program and Ashland University through classes offered in seminar format, involving assigned readings, discussion, and written assignments.

**HON 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.

HON 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 aboard opportunity in the spring semester of an odd-numbered year. May be repeated once with a different topic.

Hospitality Management (HSM)

HSM 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.

HSM 234   HOTEL ACCOUNTING 3
Prerequisite: ACCT 202
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.

HSM 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.

HSM 238   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.

HSM 334   MANAGEMENT OF INSTITUTIONAL EMPLOYMENT 3
Prerequisite: sophomore status
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.

HSM 335   ENVIRONMENTAL MANAGEMENT 3
Prerequisite: sophomore status
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.

HSM 336   FOOD PRODUCTION I 3
Prerequisite: sophomore status
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.

HSM 337   FOOD PRODUCTION II 3
Prerequisite: HSM 336
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.

HSM 338   SUMMER WORK EXPERIENCE 0-6
See HSM 238 for course description.

HSM 433   HOSPITALITY MARKETING 3
Prerequisite: MKT 233
A study of the controllable and non-controllable factors involved in marketing the food and lodging institution. 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.

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

HSM 435   QUANTITY FOOD PRODUCTION 3
Prerequisite: HSM 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.

HSM 437   CATERING 3
Practices application of the aspects of catering beginning with the requirements of banquet hall, mobile and off-premise catering, staffing requirements and service standards. Theme dinners will be served on a reservation basis in the Accent Room. Students will be responsible for all planning, implementation and control of these events.

Information Systems (IS)

IS 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.)

IS 321   BUSINESS SPREADSHEETS 3
Prerequisites: IS 221 (taken in the last 4 years), ACCT 201
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 Microsoft Office Excel certification exam.

IS 346   ELECTRONIC COMMERCE 3
Prerequisites: IS 221; MKT233 or MGT 240
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.
IS 370  PROGRAMMING FOR BUSINESS I  3  
Prerequisite: IS 221  
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.

IS 371  PROGRAMMING FOR BUSINESS II  3  
Prerequisite: IS 370  
A continuation of IS 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.

IS 372  SYSTEMS ANALYSIS AND DESIGN  3  
Prerequisite: IS 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.

IS 452  SPECIAL TOPICS IN INFORMATION SYSTEMS  1-3  
Prerequisite: IS 372 or permission of instructor  
Examines various topics related to current issues in information systems. May be repeated once for different topics with the approval of IS faculty.

IS 470  DATABASE MANAGEMENT  3  
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.

IS 472  DECISION SUPPORT SYSTEMS AND BUSINESS INTELLIGENCE  3  
Prerequisite: IS 370 or CS 121  
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.

IS 473  ADVANCED SYSTEMS DEVELOPMENT  3  
Prerequisites: IS 371, 372, 470  
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.

IS 475  NETWORK FUNDAMENTALS AND INFORMATION SECURITY  3  
Prerequisite: IS 370 or CS 121  
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.

IS 479  MANAGEMENT OF INFORMATION SYSTEMS  3  
Prerequisite: IS 372 or permission of instructor  
The theory and practice of planning, control and administration of the management aspects of IS 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.

IS 372 SYSTEMS ANALYSIS AND DESIGN  3  
Prerequisite: IS 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.

IS 452 SPECIAL TOPICS IN INFORMATION SYSTEMS  1-3  
Prerequisite: IS 372 or permission of instructor  
Examines various topics related to current issues in information systems. May be repeated once for different topics with the approval of IS faculty.

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covered will include linear programming, queuing models, simulation, decision analysis, and networking models for project management.

MGT 343 SOCIAL RESPONSIBILITY AND BUSINESS ETHICS 3
Prerequisite: MGT 240
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.

MGT 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.

MGT 402 BUSINESS LAW II 3
Prerequisite: MGT 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.

MGT 423 COMPENSATION AND BENEFITS 3
Prerequisite: MGT 324
This course is an introduction to the use, design, and effectiveness of strategic compensation and reward programs within an organization. A systematic approach will be utilized in investigating organizational and employee behavior, practices, and legal constraints in designing/implementing compensation and benefit programs.

MGT 424 TRAINING & DEVELOPMENT 3
Prerequisite: MGT 324
This course is an introduction to training and development in organizations. Students will have the opportunity to analyze, assess, design, plan, and evaluate training programs. The course will examine the process in assembling and delivering a training program. This includes assessment of training needs and the evaluation of training programs, within the context of organization and global markets.

MGT 425 EMPLOYMENT LAW & LABOR RELATIONS 3
Prerequisite: MGT 324
A comprehensive course designed to investigate employment law, employee and labor relations and their resulting impacts in organizations. It introduces employment law examining the application of statutes and case law. This course studies the evolution of U.S. employment laws, labor unions, bargaining techniques, contract administration, and emerging issues in the U.S. and globally.

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

MGT 480 GLOBAL MANAGEMENT 3
Prerequisites: MGT 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.

MGT 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.
MKT 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.

MKT 451 SPECIAL TOPICS IN MARKETING  3
Prerequisite: senior status
A course devoted to various topics related to current issues in marketing. May be repeated once for different topics with approval of marketing faculty.

Mathematics (MATH)

MATH 100 DEVELOPMENTAL MATHEMATICS  3
Designed to prepare students for courses having a prerequisite of one year of high school algebra. Students are placed in the course by ACT/SAT scores and high school records. 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.

MATH 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.

MATH 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.

MATH 201-202 CALCULUS WITH APPLICATIONS TO MANAGEMENT, LIFE, AND SOCIAL SCIENCES I-II  3-3
Prerequisites: 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.

MATH 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 and applications in business, social and natural sciences. 205 meets Core credit for math/logic.

MATH 208 ELEMENTARY STATISTICS  3
Prerequisite: math ACT score of 18 or above, math SAT score of 480 or above, or MATH 100
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.

MATH 217 THEORY OF ARITHMETIC AND GEOMETRY  3
Prerequisites: math ACT score of 18 or above, math SAT score of 480 or above, or MATH 100
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.

MATH 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.

MATH 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.

MATH 305 THE CALCULUS III  4
Prerequisite: MATH 206
A study of infinite series, power series, solid analytical geometry and multivariate calculus.

MATH 307 LINEAR ALGEBRA
Prerequisite: MATH 202, 206 or 224
A study of vector spaces, linear transformations, determinants and matrices.

MATH 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, queueing theory, linear programming, assignment and transportation models.

MATH 309 HISTORY OF MATHEMATICS
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.

MATH 311 MODERN GEOMETRY  3
Prerequisite: MATH 206
A study of fundamental geometric properties such as straightness, symmetry, congruency, and parallelism as they exist in planes and other surfaces.

MATH 313 ELEMENTARY DIFFERENTIAL EQUATIONS  3
Prerequisite: MATH 305
An introductory course in elementary differential equations with applications to geometry, chemistry, physics, and the life and social sciences. Some topics include exactness, Bernoulli’s equations, differential operators and Laplace transform.

MATH 314 NUMERICAL ANALYSIS
Prerequisites: CS 211 and MATH 206

MATH 317 THE CALCULUS IV  3
Prerequisites: MATH 223; 202 or 206
A study of fundamental concepts of probability theory, discrete and continuous probability functions, independence, conditional probability, Bayes’ theorem, joint densities and mathematical expectation.

MATH 318 MATHEMATICS OF STATISTICS
Prerequisites: MATH 305 and 317
Introduction to the theory and applications of mathematical statistics, moment generating functions, central limit theorem, estimation and hypothesis testing.

MATH 319 NUMBER THEORY
Prerequisites: MATH 206 and 223; CS 121 recommended
An introductory course in the fundamentals of number theory. Emphasis on proof techniques, Euclidian algorithm, primes, congruences, continued fractions, and Euler Ø-function, with applications to computer science, cryptography, and mathematics education.
MATH 341 INTERMEDIATE APPLIED STATISTICS FOR BUSINESS AND THE SOCIAL SCIENCES 3
Prerequisite: MATH 208 or 318
The student will learn to execute three major steps in the data analysis process: to identify the appropriate statistical technique for a given research problem; to conduct analyses using the SPSS for Windows computer software (one-sample, dependent-samples, and independent-samples t tests, one-way ANOVA, two-way ANOVA, simple regression and correlation, multiple regression, chi-square tests, discriminant analysis, factor analysis, and multivariate analyses); and to interpret the statistical values generated by these various analytical tools. BUS/MATH credit.

MATH 415 INTRODUCTION TO MODERN ALGEBRA 3
Prerequisites: MATH 223 and 307
An introduction to abstract algebraic systems through the study of groups, rings, and fields.

MATH 417 INTRODUCTION TO ANALYSIS 3
Prerequisite: MATH 305
The real number system, indeterminate forms, partial differentiation, infinite series, multiple and improper integrals are treated more rigorously than in the elementary course.

MATH 432 GRADES 7-12 METHODS: TEACHING MATHEMATICS, GRADES 7-12 3
Prerequisite: EDUC 230;
Clinical Hours: 4
A course designed to provide the student with classroom instructional skills, methods, and strategies in teaching grades 7-12. This class is to be completed successfully prior to the Internship.

MATH 450 SEMINAR 1
Prerequisite: jr. or sr. math majors
Various topics in mathematics will be investigated. Content will vary depending upon the interests and needs of the students. Students, invited speakers and faculty will present topics. May be repeated for a total of 4 hrs.

MATH 470 SPECIAL TOPICS IN MATHEMATICS 1-3
Prerequisites: MATH 305 and 307 or permission
A course devoted to various topics of mathematical interest. May be repeated for credit as topics change.

Music (MUSIC)

Private applied music courses and all ensembles, except for 040 Orchestra, meet up to 3 hours of the Core credit for aesthetics. All applied music courses and ensembles may be repeated for credit.

MUSIC 010 UNIVERSITY MARCHING BAND 1
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. No audition is required.

MUSIC 010A UNIVERSITY CONCERT BAND 1
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.

MUSIC 011 BRASS ENSEMBLE 1/2
Prerequisite: audition
Students will study, practice, and perform brass chamber music.

MUSIC 012 WOODWIND ENSEMBLE 1/2
Prerequisite: audition
Students will study, practice, and perform woodwind chamber music.

MUSIC 013 PERCUSSION ENSEMBLE 1/2
Prerequisite: audition
Students will study, practice, and perform percussion ensemble music.

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.

MUSIC 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.

MUSIC 020 WOMEN'S CHORUS 1/2
Prerequisite: audition
Promotes healthy vocalization, musical literacy and artistic development through choral music for treble voices.

MUSIC 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.

MUSIC 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.

MUSIC 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.

MUSIC 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.

MUSIC 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.

MUSIC 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.
MUSIC 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.

MUSIC 052 ASHLAND AREA CHOIRUS 1/2
A mixed choir 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. No audition is required.

MUSIC 102 RECITAL ATTENDANCE N/C
A course in which music majors document their attendance at music performances both on and off campus.

MUSIC 113 GUITAR LEVEL I 2
To obtain hands-on experience on the guitar as well as become a literate musician.

MUSIC 114 GUITAR LEVEL II 2
Prerequisite: MUSIC 113 or permission of instructor
Advanced classical technique, reading music in first and second positions, song accompaniment.

MUSIC 150 PRINCIPLES OF MUSIC MAKING 3
An introduction to musical skills and concepts including notation, piano, treble recorder, and singing. Meets Core credit for aesthetics.

MUSIC 204 GENERAL MUSIC METHODS I 3
Prerequisite: MUSIC 271, 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.

MUSIC 205 MUSIC COMPOSITION I 2
Prerequisites: Consent of the instructor; MUSIC 272
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.

MUSIC 209 BRASS TECHNIQUES 2
Prerequisite: music major
Playing skills and pedagogical principles and techniques of common brass instruments.

MUSIC 211 CLASS PIANO I 2
Prerequisite: diagnostic exam
This course is designed primarily to serve music majors and minors. Content includes basic piano technique, beginning repertoire, harmonization of melodies, major scales and arpeggios, and building of overall musicianship.

MUSIC 212 CLASS PIANO II 2
Prerequisite: MUSIC 211
This course is designed primarily to serve music majors and minors. Content includes intermediate piano technique, intermediate level repertoire, harmonization of melodies, minor scales and arpeggios, and continued building of overall musicianship.

MUSIC 213 STRING TECHNIQUES 2
Prerequisite: music major
Playing skills and pedagogical principles and techniques of orchestral string instruments.

MUSIC 214 VOICE METHODS FOR INSTRUMENTAL MAJORS 1
Prerequisite: music major
To familiarize the instrumental music education major with basic vocal techniques, including breathing, posture, diction, and vocal health.

MUSIC 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.

MUSIC 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
Prerequisite: music major
Playing skills and pedagogical principles and techniques of common woodwind instruments.

MUSIC 220 PERCUSSION TECHNIQUES 1
Prerequisite: music major
Playing skills and pedagogical principles and techniques of common percussion instruments and accessories.

MUSIC 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.

MUSIC 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.

MUSIC 226 MUSIC IN WORLD CULTURES 3
In this course, we journey around the world, exploring how the musics of various non-Western peoples intertwine with the beliefs and actions that make up culture. Whether used as a political weapon, a facilitator for spiritual experience, a marker of national identity, or a way to connect otherwise disparate groups, music opens a door to cross-cultural understanding. Meets Core credit for social sciences and International Perspectives requirement.
MUSIC 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.

MUSIC 237  FUNDAMENTALS OF CONDUCTING  2
Prerequisite: MUSIC 271
An introduction to basic baton technique, terminology, score reading and communication.

MUSIC 270  INTRODUCTION TO INSTRUMENTAL MUSIC  2
Prerequisite: MUSIC 271
Playing skills and pedagogical principles and techniques of selected wind and string instruments. For vocal music education majors.

MUSIC 271  MUSIC THEORY AND AURAL SKILLS I  3
Prerequisite: diagnostic exam
Introductory materials in music theory and aural skills, including music fundamentals, solfège, and ear training.

MUSIC 272  MUSIC THEORY AND AURAL SKILLS II  3
Prerequisite: MUSIC 271
Continued study of materials in music theory and aural skills, including part-writing of diatonic music, solfège, ear training, and keyboard harmony.

MUSIC 303  JUNIOR RECITAL  0
Prerequisite: concurrent with MUSIC 44-
Performance of the Junior Recital as required for music majors.

MUSIC 305  MUSIC COMPOSITION II  2
Prerequisites: MUSIC 205 or permission
Continuation of Music Composition I. May be repeated as needed.

MUSIC 325  GENERAL MUSIC METHODS II  2
Prerequisites: MUSIC 204, 271, EDFN 130
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 as an elective.)

MUSIC 348  KEYBOARD HARMONY  2
Prerequisite: MUSIC 271; 241 or 341
This course serves the music education major with choral emphasis and focuses on accompanying, improvisation, and score-reading skills.

MUSIC 351  MUSIC HISTORY I: MEDIEVAL, RENAISSANCE, AND BAROQUE MUSIC  3
Prerequisites: MUSIC 150 or 271
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.

MUSIC 355  MUSIC HISTORY II: CLASSICAL AND ROMANTIC MUSIC  3
Prerequisites: MUSIC 150 or 271
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.

MUSIC 357  MUSIC HISTORY III: MUSIC OF THE 20TH AND 21ST CENTURIES  3
Prerequisites: MUSIC 150 or 271
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.

MUSIC 371  MUSIC THEORY AND AURAL SKILLS III  4
Prerequisite: MUSIC 272
Continued study of materials in music theory and aural skills, including part-writing of chromatic music, analysis of form, solfège, ear training, and keyboard harmony.

MUSIC 372  MUSIC THEORY AND AURAL SKILLS IV  4
Prerequisite: MUSIC 371
Continued study of materials in music theory and aural skills, including part-writing of chromatic music, analysis of form, solfège, ear training, and keyboard harmony.

MUSIC 375  INSTRUMENTAL CONDUCTING  3
Prerequisite: MUSIC 237
Conducting techniques, literature, materials and curriculum for the teaching of instrumental music.

MUSIC 376  CHORAL CONDUCTING  3
Prerequisite: MUSIC 237
Conducting techniques, choral literature, and rehearsal materials designed to prepare choral conductors.

MUSIC 395  CURRICULUM AND METHODS OF TEACHING INSTRUMENTAL MUSIC  3
Prerequisites: MUSIC 271, 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.

MUSIC 396  CURRICULUM AND METHODS OF TEACHING CHORAL MUSIC  3
Prerequisites: MUSIC 271, 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.

MUSIC 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.

MUSIC 405  ADVANCED MUSIC COMPOSITION  2
Prerequisite: MUSIC 305 or permission
Continuation of Music Composition II. May be repeated as needed.

MUSIC 471  MUSIC THEORY AND AURAL SKILLS V  4
Prerequisite: MUSIC 372
Continued study of materials in music theory and aural skills, including chromaticism, analysis of form, twentieth century music, solfège, ear training, and keyboard harmony.

MUSIC 477  INSTRUMENTAL ARRANGING  1
Prerequisite: MUSIC 372
Developing the skills and knowledge to enable students to write simple instrumental arrangements.

MUSIC 478  CHORAL ARRANGING  1
Prerequisite: MUSIC 372
Basic skills in choral arranging for music educators, including practical applications of music technology. This course seeks to develop the skills and knowledge that enable students to write simple choral arrangements.
MUSIC 497  SENIOR PROJECT  2
Prerequisite: MUSIC 471 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.

MUSIC 499  COMPREHENSIVE EXAMS  0
Prerequisite: music major
Exams in music theory andural 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 271 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 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.

(For Applied Music Fees see University Fees and Charges brochure)

| (For Applied Music Fees see University Fees and Charges brochure) |
|-----------------|----------------|----------------|----------------|
| Non-Maj. | Minors/Sec. Appl. | Fr./So. Majors | Jr./Sr. Majors |
| Voice | 140 | 240 | 340 | 440 |
| Piano | 141 | 241 | 341 | 441 |
| Organ | 142a | 242a | 342a | 442a |
| Harpsichord | 142b | 242b | 342b | 442b |
| Flute | 143a | 243a | 343a | 443a |
| Oboe | 143b | 243b | 343b | 443b |
| Clarinet | 143c | 243c | 343c | 443c |
| Bassoon | 143d | 243d | 343d | 443d |
| Saxophone | 143e | 243e | 343e | 443e |
| Trumpet | 144a | 244a | 344a | 444a |
| Horn | 144b | 244b | 344b | 444b |
| Trombone | 144c | 244c | 344c | 444c |
| Baritone | 144d | 244d | 344d | 444d |
| Tuba | 144e | 244e | 344e | 444e |
| Jazz improv. | 144j | 244j |  |  |
| Violin | 145a | 245a | 345a | 445a |
| Viola | 145b | 245b | 345b | 445b |
| Cello | 145c | 245c | 345c | 445c |
| Bass | 145d | 245d | 345d | 445d |
| Guitar | 146 | 246 | 346 | 446 |
| Percussion | 147 | 247 | 347 | 447 |

CREDITS 1 1 1 2

- 100 level: general student, not music majors or minors, 30 min. lesson
- 200 level: music minor on principal applied or music major on secondary instrument, 30 min. lesson
- 300 level: music major (lower level--fr./soph., all degrees) on principal applied, 60 min. lesson
- 400 level: music major (upper level--jr./sr.) on principal applied, 60 min. lesson
- Non-majors may enroll at the 300 level with written permission.
- Non-majors may enroll at the 400 level following a 300-level jury with written permission.
- Students must pass a level change jury to pass from the 300 level to the 400 level.

Nursing (NUR)

NUR 180  LIFETIME WELLNESS  2
See PE 180 in Sport Sciences for course description.

NUR 201  IMPACT OF CHRONIC ILLNESS  3
This course will explore the effects of chronic health issues on individuals and families, including lay caregivers. Psychosocial, economic, social environment, behavioral, and health care system factors influencing chronic health issues will be examined by reading 4 first-hand accounts of chronic illness. These readings will be analyzed for patterns and themes and compared with theoretical bases and research support related to chronic health experiences of the individual and family. Social justice concerns related to chronic illness, such as social stigma, availability of resources, access to care, and extension of life, will be discussed. Meets Core credit for social sciences.

NUR 202  GLOBAL CHALLENGES IN PUBLIC HEALTH  3
This course explores the challenges of public health from an international perspective through the focused examination of three historical case studies. In addition, a prospective assessment of public health will analyze its future role in protecting and promoting the health of populations across the globe (ex. South Asia or sub-Saharan Africa). The core functions of public health will be discussed within the context of key case studies and compared with current public health policy and practice. Students will critically examine both historical and current public health challenges in order to gain a unique understanding of the public health needs of aggregates living in other nations, under differing socioeconomic, political and cultural conditions and the impact of those needs on allocation, constraints, and availability of resources. Meets Core credit for social sciences and International Perspectives requirement.

NUR 301  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.

NUR 302  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.

NUR 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.

NUR 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.
NUR 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.

NUR 318 SCHOOL HEALTH ENVIRONMENT AND SERVICES 3
Prerequisite: HED 206 (waived for nursing majors)
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.

NUR 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.

NUR 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.

NUR 322 PHYSICAL AGING 3
Prerequisite: BIO 100, 125, 225, or nursing major
This course emphasizes health promotion in relation to the physiological aspects of aging. The functional consequences theory, which looks at how normal age-related changes and risk factors intersect to impact functioning in older adults, forms the framework for the course. Assessment of various aspects of the older adult’s functioning in relation to normal aging and secondary aging due to chronic disease will be covered. Interventions for maximizing function and promoting health in the elderly will be presented.

NUR 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.

NUR 405 NURSING PROCESS: HEALTH CARE SYSTEMS 5
Prerequisites: NUR 414, MGT 240, 318
Clinical Service Learning Experience/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 systems 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.

NUR 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.

NUR 414 NURSING PROCESS: COMMUNITY AND PUBLIC HEALTH 6-8
Prerequisites: NUR 302, 303, 309, 360, MATH 208
Simulated Clinical/Didactic Ratio for 6-hr. option: 2.5:3.5
Simulated 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. Clinical and health requirements must be met prior to participation in this course. See Department of Nursing Policy Book.

NUR 448 BIO-MEDICAL ISSUES FOR CHILDHOOD PROFESSIONALS 3
See EDEC 448 for course information.
Note: The course below accompanies the new nursing curriculum which will be seeking official approval by the Faculty Senate in 2010-2011.

NUR MC 105 INTRODUCTION TO NURSING 1.33
Prerequisite: admission to program
This course introduces students to nursing as a profession, and fosters the socialization of the student into the profession. Emphasis is placed on the essential components a profession, the core values inherent in the discipline, and key concepts central to education, practice and research.

Philosophy (PHIL)

PHIL 204 CONCEPT OF TRUTH 3
This course intensively examines the concept of truth as it has been manifested in major western philosophers from the ancient and medieval period, the classical modern period, and the contemporary period in the history of philosophy. Students will consider how the philosophical concepts of truth in their respective time periods served as underpinnings for the entirety of culture at the time, and how that sheds light on how contemporary considerations of truth hold sway. Meets Core credit for humanities.

PHIL 205 DISCOURSE & INQUIRY: AN INTRODUCTION TO PHILOSOPHY 3
Examines formal and informal fallacies as well as deductive and nondeductive reasoning as they emerge from actual historical philosophical texts. Major themes will include fundamental questioning and the search for meaning and truth which have characterized philosophical thinking. Meets Core credit for math/logic.

PHIL 208 MAJOR THINKERS IN DIALOGUE 3
This course introduces students to the history of ideas through analyses of central and original texts of two great philosophers whose works form a dialogue, focusing not merely on the study of major works of philosophy, but also on the intellectual milieu in which those works are situated and the impact those works have had on a variety of other fields and on society in general. Students will come to know philosophical ideas and will strengthen their critical abilities in regard to basic concepts. Meets Core credit for humanities.

PHIL 210 PHILOSOPHY OF HUMAN NATURE 3
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.
PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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. 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.

H – APPLIED ETHICS: WORKPLACE ETHICS 1-3
This course is an examination of ethical theory and moral issues with particular attention to specific workplace contexts. Includes issues such as the moral foundations of business involving at-will termination policies, workplace speech-codes, privacy issues concerning drug and genetic pre-screening, sexual harassment policies, workplace safety, whistleblowing, intellectual property, bribery, advertising, and moral obligations businesses have to family, community, and the environment.

PHIL 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.

PHIL 311 HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY 3
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.

PHIL 312 HISTORY OF MODERN PHILOSOPHY 3
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.

PHIL 313 HISTORY OF CONTEMPORARY PHILOSOPHY 3
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.

PHIL 314 HISTORY OF 19TH CENTURY PHILOSOPHY 3
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.

PHIL 317 PHILOSOPHY OF RELIGION 3
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.

PHIL 318 TOPICS IN PHILOSOPHY 3
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 contractualism, 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.

PHIL 320 SYMBOLIC LOGIC 3
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.

PHIL 330 PHILOSOPHICAL READINGS 3
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.

PHIL 350 SCIENCE AS A CULTURAL FORCE 3
See CHEM 350 for course information.
PHIL 450 GREAT PHILOSOPHERS 3
**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.

**Physical Education (PE)**

**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
- 125 Bowling* 151 Volleyball
- 126 Conditioning 152 Water Skiing*
- 127 Cycling 153 Weight Training
- 128 Ballroom Dancing 154 Canoeing*
- 129 Dancing/Aerobics 155 Scuba*
- 130 Equitation* 156 Orienteering/Rope Course*
- 131 Fencing* 157 Riflery/Trap & Skeet Shooting*
- 132 Gymnastics Apparatus* 158 Jogging
- 133 Golf I* 159 Sailing*
- 134 Golf II*

*Fee Classes

**PE 170 FOUNDATIONS OF COACHING 2**
An introduction to the art and science of coaching, including development of a personal philosophy and the application of scientific training principles in the physiological, psychological and managerial bases of sport coaching. The course offers students the opportunity to obtain American Sport Education Program (ASEP) coaching certification.

**PE 180 LIFETIME WELLNESS 2**
An examination and application of the components that contribute to the concept of wellness—a process of moving toward optimal health and vitality that emphasizes individual responsibility for well-being through the practice of self-assessment and the adoption of health-promoting lifestyle behaviors. FCS/NUR/PE credit. Meets Core credit for lifetime wellness.

**PE 209 ADAPTED PHYSICAL EDUCATION I 3**
An overview of the cognitive, physical and motor characteristics of children classified with mental retardation, pervasive developmental disorders, behavioral disorders, and learning disabilities. Course reviews the history, legislation, terminology, physical and motor characteristics of each condition. A major part of the course will be developing appropriate programs, individual education plans, utilizing assessment techniques, and utilizing assistive technology. Includes field experience.

**PE 210 PHYSICAL EDUCATION CURRICULUM AND INSTRUCTION 3**
The purpose of this course is to engage in the examination of physical education curriculum and teaching strategies used to enhance student learning in physical education. Preservice teachers will explore K-12 physical education planning and curriculum concepts as well as instructional strategies to produce developmentally appropriate lessons and units for a diverse group of learners in various contexts. This course will utilize a hands-on approach to apply principles of instruction and curriculum design to development of teaching sequences and to develop and evaluate instructional materials.

**PE 213 MOVEMENT, GAMES AND RHYTHMS FOR CLASSROOM TEACHERS 3**
The study of the creative process of learning through movement, including basic movement, creative rhythms, movement exploration, mechanical analysis of motor skills, progressive motor development and problem-solving. 13 lab hours.

**PE 216 MOVEMENT, RHYTHMICS AND ELEMENTARY PHYSICAL EDUCATION METHODS 4**
The study of the characteristics of children ages 3-12 and preK-6th grade, with implications for the selection, adaptation and teaching of appropriate movement, games, sports skills, rhythmic activities, and fitness. The focus of the course is the understanding of such concepts as fundamental movement, movement exploration, perceptual motor skills, developmental movement, rhythmic development, sports skills, and the integration of movement and rhythm into other areas of the early childhood school curriculum. Lab and observation experiences are part of the course.

**PE 225/226/227 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.

**PE 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.

**PE 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.

**PE 308 KINESIOLOGY 3**
See ES 308 for course information.

**PE 309 PHYSIOLOGY OF EXERCISE 3**
See ES 309 for course information.

**PE 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.

**PE 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.
PE 321 COACHING/TEACHING FOOTBALL 2
Philosophy, theory, methods, techniques and organization of football.

PE 322 COACHING/TEACHING BASKETBALL 2
Philosophy, theory, methods, techniques and organization of basketball.

PE 323 COACHING/TEACHING TRACK & FIELD 2
Methods, techniques and organization of track and field.

PE 324 COACHING/TEACHING BASEBALL & SOFTBALL 2
Strategy, methods, techniques and organization of baseball and softball.

PE 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.

PE 326 COACHING/TEACHING SOCCER 2
Theory, methods, techniques and organization of soccer.

PE 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.

PE 328 COACHING/TEACHING VOLLEYBALL 2
Theory, methods, organization and techniques of volleyball.

PE 330HP 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.

PE 394 FIELD EXPERIENCE IN ADAPTED PHYSICAL EDUCATION 1
Field/Clinical Hours: 30
Prerequisite: concurrent with EDIS 257
Students engage in practical field experience in adapted physical education. In this course, students observe children with various disabling conditions in physical education. It provides opportunities to use various teaching methods, assess motor skills, demonstrate knowledge about disabilities and intervention for various modalities used by physical therapists in adapted physical education.

PE 408 ETHICS AND SOCIAL ISSUES IN SPORT AND PHYSICAL ACTIVITY 3
Prerequisite: PE 210 or SM 161 or permission
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.

PE 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.

PE 411 COMMUNITY INCLUSION & 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.

PE 450 STUDENT COACHING 3-8
Prerequisites: Appropriate coaching theory course and PE 160
Supervised practical application of coaching techniques, philosophies, duties and responsibilities.

Physics (PHYS)

PHYS 101 INTRODUCTION TO PHYSICS 3
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.

PHYS 107 THE HIDDEN LIFE OF THE STARS 3
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.

PHYS 201-202 GENERAL PHYSICS 4-4
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.

PHYS 205-206 UNIVERSITY PHYSICS 5-5
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.

PHYS 301-302 ELECTRICITY AND MAGNETISM I and II 3-3
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.

PHYS 303-304 MECHANICS I and II 3-3
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.

PHYS 305 MODERN PHYSICS 4
Prerequisites: PHYS 206 and MATH 206
The nature and properties of the electron, thermionic and photoelectric 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.
POLSC 301 UNDERSTANDING POLITICS 3
This course immerses 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 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.

POLSC 102 DEMOCRACY IN AMERICA 3
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.

POLSC 305 POLITICAL PARTIES AND INTEREST GROUPS 3
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.

POLSC 315 THE PRESIDENCY AND CONGRESS 3
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.

POLSC 320 AMERICAN POLITICAL THOUGHT I: REVOLUTION TO THE CIVIL WAR 3
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.

POLSC 321 AMERICAN POLITICAL THOUGHT II: RECONSTRUCTION TO THE PRESENT 3
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.

POLSC 366 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 Supreme Court’s role. 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?

POLSC 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.
POLSC 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.

POLSC 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.

POLSC 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 new politics of freedom by reading several great works of political philosophy from thinkers such as Machiavelli, Hobbes, and Locke. Meets Core credit for social sciences.

POLSC 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.

POLSC 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 tolerance in the West, Islamic political thought, or the contemporary relation between religion and liberal democracy.

POLSC 355 INTERNATIONAL ORGANIZATION 3
A study of historical movements toward world cooperation, including an evaluation of the League of Nations and a study of the United Nations as well as regional organizations established since World War II.

POLSC 360 REGIONAL STUDIES 3
A study of political systems of different countries or regions selected on a rotating basis, including such geographic areas or nations as Western Europe, Asia, Latin America, the Soviet Union and Japan. May be repeated for credit for different topical or area studies.

A–RUSSIA AND THE INDEPENDENT STATES
Historical background of the Soviet Union, mainly since the Russian Revolution of 1917, tracing the evolution of the social, economic and political life of the people, with particular emphasis on the political system of the Soviet Union today.

POLSC 370 TOPICS IN AMERICAN POLITICS 3
Intensive study of a topic in the field of American government and politics. May be repeated for credit as topics change.

A–LINCOLN: CIVIL WAR & RECONSTRUCTION
A seminar that considers the political thought and statesmanship of Abraham Lincoln. Readings include a number of his speeches, with special emphasis on the Lincoln and Douglas debates. HIST 355/POLSC 370A credit.

B–THE AMERICAN FOUNDING
A seminar on the principles and practices of America’s founding statesmen. We examine how the founders formulated and reconciled ideas (natural rights, separation of powers, federalism) with interests (economic, political, regional, etc.). HIST 352/POLSC 370B credit.

POLSC 380 TOPICS IN POLITICAL THOUGHT 3
Prerequisite: Prior coursework in political thought or consent of instructor
Intensive study of some theme or thinker(s) in the field of political thought. May be repeated for credit as topics change.

• CHURCHILL
A seminar that considers the political thought and action of Winston S. Churchill. Readings include a number of his speeches, essays and books; e.g. My Early Life, Savrola and The Gathering Storm.

• SHAKESPEARE
An examination of those plays of Shakespeare that shed particular light on essential political issues, such as tyranny, legitimacy and statesmanship.

POLSC 390 TOPICS IN COMPARATIVE AND INTERNATIONAL POLITICS 3
Prerequisite: POLSC 205 or 231
Intensive study of a topic in the fields of comparative and international politics. May be repeated for credit as topics change.

A–MODERN REVOLUTIONS
A comparative examination of the three most influential revolutions of the modern world: American, French and Soviet.

B–CHINA AND THE UNITED STATES

POLSC 430 INTERNSHIP IN GOVERNMENT AND POLITICS 3
Prerequisites: Junior or senior status and major or minor in political science, international studies or public affairs.
To provide for on-the-job experiences for students of government and politics on an individual basis in selected offices or installations at the local, state or federal level. Each internship is arranged by the student’s advisor with a specific official for a designated purpose, comporting with the student’s interest and capabilities. Internships may be for either three or six hours in a local office; nine hours for a summer program; or 12 hours for an off-campus semester.

POLSC 431 HUMAN BEING AND CITIZEN 3
Prerequisite: senior status, or permission of instructor
A seminar that considers the political thought and statesmanship of thinkers such as Kant, Hegel, Mill, Marx, Nietzsche, Strauss and Rawls. Meets Core credit for social sciences.

Psychology (PSYC)

PSYC 101 GENERAL PSYCHOLOGY I 3
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.

PSYC 102 GENERAL PSYCHOLOGY II 3
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.

PSYC 104 PSYCHOLOGY OF ADJUSTMENT 3
A detailed study of principles underlying a mentally healthy life style and its relationship to a meaningful life existence. Special attention is given to
methods of preventing personal maladjustments and remedial treatment for
adjustment disorders.

**PSYC 209 DEVELOPMENTAL PSYCHOLOGY** 3
*Prerequisite: PSYC 101*

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.

**PSYC 210 RESEARCH METHODS IN PSYCHOLOGY** 3
*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.

**PSYC 218 PSYCHOLOGY OF ADOLESCENCE** 3

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.

**PSYC 224 PSYCHOLOGY OF AGING** 3

The focus of this course is the study of the later years of the lifespan (i.e., the stage of Integrity vs. Despair as identified by Erik Erikson). Topics will include theories of aging, research methods, cognitive processes and intellect in late life, self and personality development, mental health, and clinical assessment.

**PSYC 240 SENSATION AND PERCEPTION** 3
*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.

**PSYC 241 CROSS-CULTURAL PSYCHOLOGY** 3
*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.

**PSYC 299 SPECIAL TOPICS** 1-3
*Prerequisite: PSYC 102*

A course for students with a particular interest in the “special topic” being discussed that semester. Topics selected are not typically covered in the regularly 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.

**PSYC 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.

**PSYC 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/MKT 326 credit.

**PSYC 307 PERSONALITY** 3
*Prerequisites: PSYC 101 and 102 or permission of instructor*

A detailed investigation of the psychodynamic, behavioral, humanistic and dispositional perspectives as related to the four basic issues of each (i.e., theory, research, assessment, and therapy).

**PSYC 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.

**PSYC 310 ADVANCED RESEARCH IN PSYCHOLOGY** 3
*Prerequisites: PSYC 102, 210, MATH 208*

Continues PSYC 210. This course furthers a student’s knowledge and experiences in the area of empirical research psychology. Students critically evaluate current literature, and 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.

**PSYC 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.

**PSYC 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.

**PSYC 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.

**PSYC 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.

**PSYC 408 HISTORY AND SYSTEMS OF PSYCHOLOGY** 3
*Prerequisites: PSYC 102 and 307; HIST 112 recommended; at least junior status*

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.
PSYC 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.

PSYC 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.

Recreation (REC)

REC 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.

REC 260 PROGRAMMING IN LEISURE SERVICES 3
Prerequisite: SM 161 or permission
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.

REC 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.

REC 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.

REC 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.

REC 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.

REC 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.

REC 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.

REC 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.

REL 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.

REL 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.

REL 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.

REL 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 req.

REL 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.

REL 210 THE GOSPELS 3
Study of the life and teachings of Jesus as portrayed in the New Testament gospels. Gospels are examined and compared. Meets Core credit for religion.
REL 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.

REL 214 PRINCIPLES OF CHRISTIAN FORMATION 3
Principles and objectives of religious education as related to curriculum, leadership training, church agencies and parochial education. Offered spring semester, even years.

REL 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.

REL 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.

REL 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.

REL 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.

REL 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.

REL 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.

REL 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.

REL 250 UNDERSTANDING ISLAM IN TODAY’S WORLD 3
An investigation of the basic beliefs and practices in Islam as they are understood and observed in various parts of the world. The course approaches Islam by focusing upon the ways that oral and written traditions combine with cultural factors to create the fabric of contemporary Islamic life. Topics include the foundations of Islam, the sources of legislation in Islam (Qur’an and Hadith), central ritual observances and social aspects of Islam in the contemporary world. Meets Core credit for humanities and International Perspectives requirement.

REL 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.

REL 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.

REL 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.

REL 307 WORLD RELIGION TRADITIONS: EAST & 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.

REL 311 YOUTH MINISTRY 3
Prerequisite: REL 106
Emphasis is placed on the characteristics of youth, the understanding of youth’s 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.

REL 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.

REL 340 RELIGION & THE CIVIL RIGHTS MOVEMENT IN AMERICA 3
Prerequisite: Permission of instructor when offered with a required service learning (SL) component
This course examines the involvement and non-involvement of churches and people of faith in the movement for civil rights in the United States. Contextualized in the history of America’s racialized society, both African American and white religious responsibilities for, and responses to, social injustice are examined through the reading of autobiographies, primary documents, and secondary sources. Meets Core credit for humanities.

REL 341 WORLD CHRISTIANITY, CULTURE & MISSION 3
Explores theories of culture, specific cultural systems, and the relationship between culture and Christianity as manifest in Christian mission and world Christianity. Learning and practicing skills for ongoing growth in cultural proficiency and enabling students to become citizens aware of their global responsibilities are important learning outcomes. Meets International Perspectives requirement.
REL 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.

REL 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.

REL 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.

REL 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.

REL 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.

REL 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.

REL 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.

REL 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.

Social Work (SOCWK)

SOCWK 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.

SOCWK 235  HOBOS AND HOMELESSNESS  3  
This course considers whether a population on the margin of society--in this case, persons without regular and dependable housing--can be studied objectively through the field research methodologies of the social sciences. The course covers both voluntary and involuntary homelessness throughout the 20th century, including the changing social and economic context in which homelessness has existed. Meets Core credit for social sciences.

SOCWK 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.

SOCWK 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.

SOCWK 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.

SOCWK 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.

SOCWK 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.

SOCWK 312  SOCIAL WORK PRACTICE II  3  
Prerequisites: SOCWK 304, 310; a grade of C or better in SOCWK 310  
Continues 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 enable practitioners to serve diverse populations and practice competently across rural and urban settings.

SOCWK 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.

SOCWK 324  WORKING WITH OLDER ADULTS  3  
Prerequisites: two of the following courses: PSYC 224, SOC 223, NUR 322, FCS 323, ESP/FCS 343  
This course provides a comprehensive approach to working with older adults. Areas of study include the ethical basis for practice, forming and maintaining
SOCWK 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.

SOCWK 350 DEATH AND DYING 3
This course explores concepts related to death and dying, death perceptions from childhood through older adulthood, social and cultural attitudes, insights into the needs of the dying person and family, one’s own beliefs and feelings toward the death of others and self, and the ethical aspects surrounding death. The student will study current theories and practices related to death and dying from the standpoint of developmental and systems theories. FCS/SOCWK credit

SOCWK 408 SOCIAL POLICY DEVELOPMENT AND ANALYSIS3
Prerequisites: SOCWK 221, 250, and senior status
A continuing examination of social welfare policy, with emphasis 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 for influencing change.

SOCWK 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.

SOCWK 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.

SOCWK 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).

SOCWK 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.

SOCWK 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 (SOC)

SOC 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.

SOC 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.

SOC 223 SOCIOLOGY OF AGING 3
Course will examine the social aspects of aging; the meaning and consequences of aging; cultural and ethnic issues; and the interaction of the aging with political, economic, and other social phenomena. Course focus begins at the later stage of middle adulthood, and progresses through older adulthood.

SOC 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.

SOC 227 INTRODUCTION TO CRIMINOLOGY 3
See CJ 227 for course information.

SOC 229 OPPORTUNITIES AND ADVANTAGES 3
See CJ 229 for course information.

SOC 230 INTRODUCTION TO THE CRIMINAL JUDICIAL PROCESS 3
See CJ 230 for course information.

SOC 232 INTRODUCTION TO THE CRIMINAL JUDICIAL PROCESS 3
See CJ 232 for course information.

SOC 242 CRIMINOLOGY 3
See CJ 242 for course information.

SOC 244 JUVENILE DELINQUENCY 3
See CJ 244 for course information.

SOC 257 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.

SOC 301 RACE, ETHNIC AND MINORITY ISSUES 3
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.

SOC 305 SOCIAL PSYCHOLOGY 3
See PSYC 305 for course information.
Spanish (SPAN)

SPAN 171 ELEMENTARY SPANISH I 3
Introduction to Spanish language and culture with practice in the basic skills of the language. Lab work required. Taught in Spanish. Offered annually.

SPAN 172 ELEMENTARY SPANISH II 3
Prerequisite: SPAN 171 or equivalent
A continuation of SPAN 171. Lab work required. Taught in Spanish. Offered annually.

SPAN 200 INTERMEDIATE LEVEL INTENSIVE SPANISH STUDY IN MEXICO 3-6
Prerequisite: SPAN 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 SPAN 271 meets the International Perspectives requirement.

SPAN 271 INTERMEDIATE SPANISH I 3
Prerequisite: SPAN 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.

SPAN 272 INTERMEDIATE SPANISH II 3
Prerequisite: SPAN 271 or equivalent

SPAN 300 ADVANCED LEVEL INTENSIVE SPANISH STUDY IN MEXICO 3-6
Prerequisite: SPAN 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.

SPAN 307 SPANISH PHONETICS 3
Prerequisite: SPAN 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.

SPAN 300 ADVANCED LEVEL INTENSIVE SPANISH STUDY IN MEXICO 3-6
Prerequisite: SPAN 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.

SPAN 301 SPANISH GRAMMAR AND COMPOSITION 3
Prerequisite: SPAN 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.

SPAN 310 SPANISH GRAMMAR AND COMPOSITION 3
Prerequisite: SPAN 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.

SPAN 311 CIVILIZATION OF SPAIN 3
Prerequisite: SPAN 310 or permission
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.

SPAN 312 CIVILIZATION OF LATIN AMERICA 3
Prerequisite: SPAN 310 or permission
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.

SPAN 371 INTRODUCTION TO SPANISH LITERARY STUDIES 3
Prerequisite: SPAN 310, 311 or 312
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. Offered infrequently.

SPAN 372 SURVEY OF SPANISH LITERATURE 3
Prerequisite: SPAN 310
A survey of the milestones of Spanish literature, from its beginnings to the present time. Taught in Spanish. Offered alternate years.

SPAN 373 SURVEY OF LATIN AMERICAN LITERATURE 3
Prerequisite: SPAN 310
A survey of the milestones of Latin American literature, from its beginnings to the present time. Taught in Spanish. Offered alternate years.

SPAN 374 CONVERSATIONAL SPANISH I 3
Prerequisite: SPAN 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.

SPAN 378 CONVERSATIONAL SPANISH II 3
Prerequisite: SPAN 272 or equivalent
SPAN 381 EARLY CHILDHOOD EDUCATION IN MEXICO 2
Prerequisites: SPAN 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.

SPAN 476 SEMINAR IN HISPANIC STUDIES 3
Prerequisite: SPAN 311 or 312; 372 or 373
A seminar on topics pertinent to 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.

SPAN 477 ADVANCED CONVERSATION AND COMPOSITION 3
Prerequisite: SPAN 310
A course designed for students to practice speaking Spanish, build specialized vocabulary necessary for communication, reinforce complex syntactic structures, and improve writing skills. Taught in Spanish. Offered infrequently.

Sport Management (SM)

SM 161 CONCEPTS OF SPORT, 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.

SM 163 LEADERSHIP FOR SPORT, RECREATION, AND LEISURE 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.

SM 168 FIELD EXPERIENCE IN SPORT I 1
Initial experience in various leisure delivery settings at approved sites under qualified personnel. 30-60 clock hours minimum.

SM 238 FIELD EXPERIENCE IN SPORT II 2
Prerequisite: SM 168
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 clock hours minimum, with exposure to various sites and clientele.

SM 262 FACILITIES DESIGN & MANAGEMENT 3
Prerequisite: SM 161 or permission
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.

SM 329 LEGAL ASPECTS 3
Prerequisite: AT 165 or SM 161 or permission
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.

SM 360 RESEARCH AND COMPUTER APPLICATION OF SPORT, RECREATION, & LEISURE 3
Prerequisites: AT 165 or SM 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.

SM 404 PSYCHOLOGY OF SPORT AND COACHING 3
Prerequisites: AT 165 or SM 161 or PE 170 or permission; PSYC 101 recommended
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.

SM 405 MANAGEMENT OF SPORT SCIENCES 3
Prerequisite: PE 210 or SM 161 or permission
Analysis of administration philosophy, standards, policies and procedures for programs of sport sciences.

SM 408 ETHICS AND SOCIAL ISSUES IN SPORT AND PHYSICAL ACTIVITY 3
See PE 408 for course information.

SM 410 EVENT MANAGEMENT 3
Prerequisite: SM 161 or permission
An examination of the management of sport and/or leisure events, including such components as planning, financial management, risk management, facility management, personnel management, and the administration, implementation, and evaluation of the event.

SM 415 SPORT MARKETING 3
Prerequisite: SM 161 or permission
This course provides students with basic principles of marketing and the nuances of such applied to the managed sport industry (i.e., intercollegiate athletics, youth sports, professional sport, recreation, fitness, multi-sport club operations, etc.) Students will examine and utilize basic marketing principles in the domain of sport. Topics will include sport products and services, marketing strategies, consumer behavior, research and information management, promotions, targeting, segmenting, positioning, and sponsorship.

SM 420 GOVERNANCE & POLICY IN SPORT ORGANIZATIONS 3
Prerequisite: SM 161 or permission
An examination of sport organizations focused on both professional and amateur governance structures and processes. The study of policy in educational, non-profit and professional sport venues will also be addressed.

SM 430 FINANCIAL PRINCIPLES IN SPORT 3
Prerequisites: SM 161 or permission; ACCT 201; ECON 232
This course examines the monetary aspects of the sport industry. Applications are made both industry-wide and to specific sport organizations.

SM 435 GLOBAL PERSPECTIVES IN SPORT 3
Prerequisite: SM 161 or permission
An interdisciplinary examination of sport as a global phenomenon. Historical, cultural, economic, and governance perspectives will be considered.

SM 440 PROFESSIONAL SEMINAR: SPORT LEADERSHIP 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.

SM 450 INTERNSHIP IN SPORT 12
Prerequisite: permission
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.

Supply Chain Management (SCM)

SCM 243 PROCUREMENT 3
Prerequisite: MKT 233
This course will introduce the student to the principles of procurement. The
course will focus on the purchasing process and structure as well as supplier evaluation.

SCM 316 SUPPLY CHAIN MANAGEMENT 3
Prerequisites: MATH 208; MKT 233 or MGT 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.

SCM 350 LOGISTICS 3
Prerequisite: SCM 316
This course will introduce the student to the principles of logistics. The course will focus on information, warehousing, and transportation mode requirements necessary for the development of a comprehensive logistics system.

SCM 351 LEAN PRODUCTION AND QUALITY 3
Prerequisite: MGT 319
This course will introduce the student to the principles of lean production and quality management. The course will focus on the identification of quality requirements and lean production procedures. The student will learn the use of these techniques and procedures in the context of application to supply chain management.

SCM 352 SUPPLY CHAIN PLANNING 3
Prerequisite: MGT 340, SCM 350
This course will introduce the student to the principles of supply chain planning. The course will focus on the principles of sales and operations as they related to supply chain requirements. The student will learn the principles of material resource planning, enterprise resource planning, and production activity control systems. The student will practice the use of these systems in the context of application to supply chain management.

SCM 431 SUPPLY CHAIN STRATEGY 3
Prerequisite: SCM 351, 352
This course will focus on the integration of operational supply chain plans, including procurement, warehousing, inventory management, and transportation requirements, into a macro supply chain strategy that is a critical element of a total business strategic plan.

Theatre (TH)

TH 105 PERFORMANCE STUDIES 3
See COMAR 105 for course information.

TH 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.

TH 110 STAGE MOVEMENT AND DANCE II 1
Prerequisite: TH 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.

TH 203 THEATRE AESTHETICS 3
This course will introduce 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.

TH 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.

TH 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.

TH 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.

TH 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.

TH 209 STAGE MOVEMENT & DANCE III 1
Prerequisite: TH 110
Ballet concentration, offering intensive training for the advanced student. Classroom performance, demonstration of knowledge of ballet vocabulary, and advancement of ballet skills are stressed. May be repeated once.

TH 210 STAGE MOVEMENT & DANCE IV 1
Prerequisite: TH 209
Tap concentration class. Grade is determined by demonstration of knowledge of tap vocabulary and advancement of tap skills. May be repeated once.

TH 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.

TH 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.

TH 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.

TH 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 prosthetic building and use of crepe hair, spirit gum, latex and wigs.

TH 300 WRITERS’ WORKSHOP: PLAYWRITING 3
See ENG 300 for course information.
TH 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.

TH 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.

TH 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.

TH 307 ADVANCED PERFORMANCE STUDIES 3
See COMAR 314 for course information.

TH 309 STAGE MOVEMENT & DANCE V 1
Prerequisite: TH 209
Jazz concentration. Grading is based on knowledge of jazz vocabulary and advancement of jazz skills. May be repeated once.

TH 313 SCENE STUDY 3
Prerequisite: TH 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.

TH 314 ACTING THEORY & ADVANCED SCENE STUDY 3
Prerequisite: TH 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.

TH 316 ADVANCED SCENE DESIGN 3-9
Prerequisites: TH 206, 207
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.

TH 317 ADVANCED LIGHTING DESIGN 3-9
Prerequisites: TH 206, 207
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/director communication in both verbal and written form. Lab hours required. May be repeated for up to 9 hours credit.

TH 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.

TH 322 ADVANCED COSTUME DESIGN 3-9
Prerequisites: TH 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.

TH 325 THEATRICAL DESIGN SEMINAR 3
Prerequisites: TH 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.

TH 404 MODERN DRAMATIC STYLES 3
Prerequisites: TH 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 inspired numerous styles and movements in theatre. This course examines the drama, performance styles and theories for the early Modern Period through the present.

TH 405 MUSICAL THEATRE PERFORMANCE 3
Prerequisites: TH 211; 2 semesters of MUSIC 212, 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.

TH 410 STAGE MOVEMENT & DANCE VI 1
Prerequisite: TH 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.

TH 411-412 DIRECTING I and II 3-3
Prerequisites: TH 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.

TH 418-419-420 HISTORY OF THE THEATRE I, II, III 3-3-3
Prerequisite: TH 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.

TH 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.

TH 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.
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, Fl., 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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Thomas H. Pickering ............ Assistant Secretary

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) .......... McGeheysville, VA
Robert C. Ingman, At Large .......... Ashland, OH
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. Thomaeh, At Large (Church) ........ Ashland, OH
Thomas Whatman, Ashbrook .......... Dublin, OH
Charles A. Wiltrout, At Large (Church) .......... Dayton, OH

Term Expiring 2012
Thomas A. Auranit, At Large .......... Johnstown, PA
Christopher D. Boyd, At Large (Church) .......... Ashland, OH
Stephanie B. Demers, At Large .......... New Albany, OH
L. Jonathon Groza, At Large .......... Avon Lake, OH
Joyce A. Lamb, At Large (Church) .......... Hartville, OH
Jeff Payton, At Large ................ Mansfield, OH
Nancy Peterson, At Large .......... Wooster, OH
Leland P. Reineke, At Large (Church) .......... Ashland, OH
Alan D. Roth, At Large ............... Cincinnati, OH
Emanuel W. Sandberg, At Large (Church) .......... Ashland, OH
James R. Smail, At Large ........ Wooster, OH
Robert E. Troop, At Large ........... Westlake, OH
Christopher L. White, At Large (Church) .......... Alexandria, OH
Stephen J. Williams, At Large (Church) .......... Roanoke, IN

Term Expiring 2013
Fred B. Broad, At Large .......... Pittsburgh, PA
Arden E. Gilmer, At Large (Church) .......... Ashland, OH
Harry A. “Pete” Hill, At Large (Church) .......... Sebring, OH
Brooks G. Hull, At Large .......... Bay Village, OH
G. Emery Hurd, At Large (Church) .......... Cheyenne, WY
Paul E. McKnight, At Large .......... St. Albans, MO
Lisa O. Miller, At Large .......... Barberton, OH
Donald T. Misheff, At Large .......... Cleveland, OH
John D. Moore, At Large (Church) .......... Nappanee, IN
Alfred E. Pilong, Jr., At Large (Church) .......... Winchester, VA
Mitchell P. Zunich, Alumni Association .......... Amherst, OH

Presidents of Ashland University
Elder S. Z. Sharp ................. 1879-1880
Elder Robert Miller ............... 1880-1882
** Rev. J. E. Stubbs ................ 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
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. Ansphach ............... 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

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
Louaine S. Taylor Chair in American History & Government
Hugo and Mabel Young Chair for the School of Nursing

Chairs in Process
Thomas and Mabel Guy Chair in American History & Government
Dr. Charles D. and Dr. Donna Messerly Chair in Recreation
Edward and Louise Peterson Chair in American History & Govt.
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
Cabinet
EWING, PATRICK “RICK” (2004)
Vice President, Facilities Management and Planning
B.S., Massachusetts Institute of Technology

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

KIRTLAND, JAMES (1994)
Vice President, Business Operations
B.A., Cedarville University, CPA

MURPHY, COLLEEN (2008)
Vice President, Marketing and Enrollment Management
B.S., Southern Illinois University-Carbondale; M.B.A., University of Illinois-Springfield

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
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

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

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## Index

### A
- Academic Advising .......................... 31
- Academic Affairs .......................... 19-33
- Academic Honors Program ............... 37-38
- Academic Integrity Policy ................... 25
- Academic Mentor Recognition ............. 173
- Academic Recognition ........................ 30-31
- Academic Support Services ................. 31
- Accent on Success, AU ISG .................. 21
- ACCESS ............................................... 34
- Accounting major ............................. 50
- Activities ........................................... 16
- Activity Fee ....................................... 9
- Actuarial Science major (MATH) ............. 91
- Admission Procedures ...................... 6-8
- Auditor .............................................. 7
- High School Student ......................... 6
- Home Schooled Student ...................... 6
- Honors Program ................................ 37
- International Student ....................... 8
- Readmission ....................................... 7
- Second Degree Student ...................... 7
- Senior Citizen ................................... 7
- Special Student .................................. 7
- Transfer Student ................................ 6
- Transient Student ............................... 7
- Veteran ............................................. 7
- Admission to Classes ........................... 25
- Advanced Placement (Prior Learning) .... 28
- Advising ............................................ 31
- Affiliate Programs .............................. 33

### Applications for:
- Admission ........................................ 6-7
- Degree ............................................. 30
- Honors Program ................................ 37
- Financial Aid ..................................... 11
- Licensure (Education) ......................... 68
- Readmission ....................................... 7

### Applied Writing minor (ENG) ................. 74
- Art (ART) ............................................. 39-42
- Ashbrook Center ............................... 106

### Associate of Arts Degrees ..................... 20-21
- Art ................................................... 42
- Criminal Justice ................................ 63
- Broadcast Communication .................. 89
- General Studies ................................ 21
- Athletic Training Major ...................... 115
- Athletics .......................................... 18
- Attendance, Class ............................... 25
- AU ISG ............................................. 21
- Audit Fee .......................................... 9
- Auditing Courses ................................. 7

### B
- Baccalaureate Degree Req. ..................... 21
- Biochemistry major .............................. 56
- Biology / Toxicology (BIO) .................... 43-46
- Biotechnology program ....................... 44
- Board Fee ........................................... 9
- Board of Trustees ............................... 174
- Broadcast Communication major .......... 88
- Business and Economics ..................... 47-54

### C
- Calendar ........................................... 3
- Campus Activities .............................. 16
- Campus Creed .................................... 16
- Career Development Center ................. 17
- Center for Community Service ............. 17
- Center for English Studies (ACCESS) .... 34
- Chemistry/Biochemistry (CHEM) .......... 55-57
- Child & Family Studies major (FCS) ....... 78
- Class and Coursework Policies .............. 25-27
- Class Attendance ............................... 25
- Classification of Students ................... 25
- Coaching minor .................................. 117
- College Level Exam. Prog. (CLEP) ......... 28
- Colleges ............................................ 19-20
- Commercial Art majors ...................... 41
- Communication Studies (COMAR) .......... 58-59
- Community Service ......................... 17
- Commuter Services ............................ 17
- Computer Art & Graphics Prog. major .... 41
- Computer Science (CS) ...................... 60-61
- Conditional Admission ....................... 7
- Conference Courses ........................... 25
- Continuing Education ....................... 24
- Core Curriculum and Courses ............... 21-23
- Corporate Education ......................... 48
- Counseling Center ............................. 17
- Course by Conference ....................... 25
- Course Level ..................................... 25
- Creative Writing major ...................... 73
- Credit and Grade Policies .................... 27-29
- Credit by Examination (Prior Learning) ... 28
- Credits ............................................ 27
- Creed .............................................. 16
- Criminal Justice (CJ) ......................... 62-63

### D
- Degree Applications ........................... 30
- Degree Requirements: ........................ 30
- Associate of Arts .............................. 20-21
- Baccalaureate degrees ....................... 21
- Degrees Offered by: ............................ 20-21
- Ashland Theological Seminary ............ 20
- Ashland University ............................. 20
- Dentistry (Pre-Dentistry) .................... 32
- Departments/Majors/Minors ................. 19-20
- Dietetics major .................................. 79-80
- Disability Services ............................ 31
- Discontinued Classes ......................... 25
- Dismissal ......................................... 29-30

### E
- Earth Science (GEOL) ......................... 84-85
- Economics (ECON) ............................ 54
- Education ......................................... 64-72
- Career Technical .............................. 65
- Early Childhood Ed. ......................... 68
- EC Interv. Specialist ......................... 68
- Grades 7-12 list ................................ 65
- Interv. Spec. Mild/Mod. ...................... 69
- Interv. Spec. Mod/Int. ....................... 69
- Middle Grades (4-9) ......................... 70
- Multi-Age (PreK-12) list ..................... 65
- Elective Internship Program ................ 25
- Elective Service Learning .................... 26
- Ellis Award for Motivation .................. 173
- Employment, Student ....................... 14
- English (ENG) .................................. 72-74
- Enrollment Deposit ............................ 9
- Entrepreneurship major ..................... 50
- Environmental Science (EVS) .............. 75-76
- Ethics minor ..................................... 111
- Exercise Science major ........................ 116

### F
- Faculty ............................................ 175-184
- Faculty Awards ................................ 173
- Family & Consumer Sci. (FCS) ............. 77-80
- Fashion Merchandising major .............. 78
- Fees .............................................. 9
- Finance and Administration ................ 9-10
- Financial Aid ..................................... 51
- Fine Art majors .................................. 40-41
- Foods & Nutrition major ..................... 78
- Foreign Languages (FL) ...................... 81-83
- Foreign Studies minor (FL) .................. 83
- Forensic biology program (BIO) .......... 45
- Forensic chemistry major (CHEM) ........ 56
- Founders School of Continuing Ed. ....... 24
- French major ..................................... 82

### G
- GED ................................................. 6
- General Studies, Associate of Arts in .... 21
- Geology (GEOL) ................................. 84-85
- Gerontology minor ............................. 100
- Gill Center for Bus. & Econ. Ed. .......... 48
- Global Education, Office of ................. 34
- Grade Point Average ......................... 30
- Grade Reports ................................... 28
- Grades and Quality Points .................. 27
- Graduation Policies and Fees ............... 9, 30
- Graduate Programs ............................ 35-36
- Grafton Correctional Institution Prog. .... 48
- Grants and Scholarships ..................... 11-13
- Grievance procedure ......................... 28

### H
- Handbook, Student ......................... 17
- Health Center ................................... 17

185
Index

Health Center Fee ........................................ 9
History (HIST) ........................................ 86-87
Honors Societies ........................................ 31
Honors Program ........................................ 37-38
Honors/Degrees with Distinction .................. 30
Hospitality Management major ................... 51
Housing, Student (Residence Life) .............. 16
Housing Fee (Room Fee) ............................... 9
Hoveysean Endowment, Siran ....................... 173
Humanities minor ........................................ 103

I
Independent Study Program ......................... 26
Information Systems major .......................... 51
Information Technology ................................ 31-32
Institute for Contemp. Financial Stud. .......... 48
Institutional Degree Requirements ............... 20-21
Instructional Resource Center (IRC) .............. 34
Instructional Supply Fee ............................... 9
Insurance .................................................. 9
Interdisciplinary major ............................... 26-27
International Business major ...................... 52
International Education ............................ 34
International Perspectives Courses ............. 23-24
International Political Studies major .......... 107
International Programs .............................. 34
International Student Services ................... 34
International Students .............................. 8, 34
Internships .............................................. 25

J
Journalism/Digital Media (COMAR) 88-89
Journalism/English major .......................... 89
Jury (Music) ............................................. 94

L
Law (Pre-Law) ........................................ 32, 62
Library ................................................... 34
Load (Student Load) ................................... 27
Loans (Student Loans) ............................... 13-14

M
Majors ...................................................... 19-20
Mansfield Correctional Inst. Prog. ................ 48
Marketing Major ....................................... 52
Mathematics (MATH) ................................ 90-92
Medical Technology (Pre-Med Tech) .......... 32
Medical Withdrawal .................................. 28-29
Medicine (Pre-Medicine) ........................... 32
Merit Grant ............................................. 173
Minors .................................................... 19-20
Mission/Identity/Vision/Core Values .......... 5
Multicultural Student Services .................... 17
Music (MUSIC) ....................................... 93-95
Musical Theatre major .............................. 120

N
Nursing (NUR) .......................................... 96-101
Nursing Partnership (NCSC) ....................... 24

O
Off-campus (Regional) Centers .................. 25
Optometry (Pre-Optometry) ....................... 32
Orientation .............................................. 16

P
Payment, Terms of .................................... 9
Peer Tutoring .......................................... 31
Personnel .............................................. 174-184
Pharmacy (Pre-Pharmacy) ......................... 33
Philosophy (PHIL) .................................. 102-103
Physical Education Major ......................... 116
Physical Therapy (Pre-Phys. Ther.) ............. 33
Physics (PHYS) ....................................... 104-105
Plagiarism .............................................. 25
Political Science (POLSC) ......................... 106-107
Pre-Professional Programs ....................... 32-33
Pre-Dentistry ........................................... 32
Pre-Law .................................................. 32, 62
Pre-Medicine ........................................... 32
Pre-Medical Technology .......................... 32
Pre-Optometry ......................................... 32
Pre-Pharmacy ......................................... 33
Pre-Physical Therapy ............................... 33
Pre-Seminary ......................................... 33, 110
Pre-Veterinary Medicine ......................... 33
Presidents of Ashland University .......... 174
Prior Learning Credit ............................... 28
Probation and Dismissal ......................... 29-30
Psychology (PSYC) ................................ 108-109
Public Affairs minor (POLSC) .................... 107

Q
Quality Points .......................................... 27

R
Readmission .......................................... 7, 28, 30
Recitals (Music) ....................................... 94
Recruitment Center Fee ............................ 9
Recreation Management minor ................. 117
Recreation Ministry minor ....................... 118
Recreational Services .............................. 17
Refund Policy ......................................... 10
Regional Centers ..................................... 25
Registration ............................................ 27
Religion (REL) ....................................... 110-111
Religious Life ......................................... 18
Repeat Policy ......................................... 27
Residence Life ......................................... 16
Residence Requirement (Academic) .......... 30
Residence Requirement (Housing) .......... 16
Richland Correctional Inst. Prog. .......... 48
Rights ................................................... 2
Room Fee ............................................. 9
Rutt Award, Maude V. .............................. 173

S
Safety Services on AU campus ................... 17
Safety Services at Mansfield site ............... 16
Satisfactory Progress Policy ..................... 14-15
Satisfactory/Unsatisfactory Option .......... 28
Schedule Changes .................................... 27
Scholarships and Grants ......................... 11-13
School Nurse Licensure ......................... 101
Second Degree ....................................... 7, 30
Seminary .............................................. 35
Seminary (Pre-Seminary) ....................... 33, 110
Service Learning Program ....................... 26
SG (Special Group Studies) ..................... 27
Social Work (SOCWK) .......................... 112-113
Sociology minor ...................................... 63
Spanish major ......................................... 82
Special Group Studies (SG) ..................... 27
Speech Communication major .............. 58
Sport Communication major ................. 59
Sport Management major ....................... 117
Sport Sciences ........................................ 114-118
Sports (Athletics) .................................... 18
Student Affairs ..................................... 16-17
Student Center ....................................... 16
Student Employment .............................. 14
Student Handbook .................................. 17
Student Health Center ......................... 17
Student Health Fee .................................. 9
Student Housing (Residence Life) .......... 16
Student Load ......................................... 27
Student Loans ....................................... 13-14
Student Orientation ............................... 16
Student Services .................................... 17
Study Abroad Opportunities .................... 34
S/U Grade Option .................................... 28
Supply Chain Management major .......... 52
Taylor Excellence in Teaching Award .... 173
Technology Fee .................................... 9
Theatre (TH) ........................................ 119-120
Therapeutic Recreation minor .............. 118
Toxicology major (BIO) ......................... 45
Transcripts ............................................ 29
Transfer Students, Admission ................. 6
Trustees, Board of ................................. 174
Trustees' Distinguished Professor ......... 173
Tuition Fee ............................................ 9
Tutoring ............................................... 31

V
Veterans, Admission ................................. 7
Veterinary Medicine (Pre-Vet. Med.) ....... 33

W
Withdrawal ............................................ 10, 28-29
Work Study (Student Employment) .......... 14
Writing Center ....................................... 31