Accreditation/Association Memberships

Accreditations

- 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). Authorization to grant bachelor, master and doctor degrees comes from the Ohio Board of Regents.
- In addition, individual programs are accredited by:
  - Association of Theological Schools (ATS)
  - Accreditation Council for Business Schools and Programs (ACBSP), including specialized accreditation in accounting.
  - American Chemical Society (ACS)
  - Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND)
  - Commission on Accreditation of Athletic Training Education (CAATE)
  - National Council for Accreditation of Teacher Education (NCATE)
  - National Association of Schools of Music (NASM) Council on Social Work Education (baccalaureate level)
  - Commission on Collegiate Nursing Education CCNE (Accrediting Body) and Ohio Board of Nursing OBN (Program Approval) - Undergraduate Programs
  - Commission on English Language Program Accreditation (CEA) for the ACCESS Program.

University Memberships

- AU holds membership in American Association 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 Association, and Association of Independent Liberal Arts Colleges for Teacher Education.
- Ashland University also is a member of Ohio Foundation of Independent Colleges, Association of Independent Colleges and Universities of Ohio, Ohio Association of Colleges for Teacher Education, Ohio Association of Private Colleges for Teacher Education, Ohio Campus Compact, Consortium for Overseas Student Teaching (COST); Association of Governing Boards; National Association of Independent Colleges and Universities (NAICU); Council of Independent Colleges (CIC); and Ohio Newspaper Association. The American Association of Colleges of Nursing (AACN); Northeast Ohio Nursing Initiative (NEONI); and National Organization of Nurse Practitioner Faculties (NONPF).
- Departments hold memberships in American Alliance for Health, Physical Ed., Recreation and Dance; American Association of Intensive English Programs; American Council on the Teaching of Foreign Languages; American Hotel and Lodging Educational Foundation; Associated Writing Programs; Broadcast Education Association; Foundation in Art: Theory and Education; National Communication Association; Ohio Association for Health, Physical Education, Recreation and Dance; Ohio Association of Broadcasters; Ohio Biological Survey; Ohio Council of Deans and Directors of Baccalaureate and Higher Degree Nursing Programs; and Ohio League of Nursing.
Student Memberships

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, International Honor Society in Business; Kappa Delta Pi, International Honor Society in Education; Omicron Delta Epsilon, the International Economics Honor Society; Phi Alpha, National Social Work Honor Society; Phi Alpha Theta, International Honor Society in History; Phi Sigma Iota, Gamma Tau chapter, International Foreign Language Honor Society; Phi Sigma Tau, International Honor Society in Philosophy; Pi Mu Epsilon, National Honor Society in Mathematics; Pi Sigma Alpha, National Honor Society in Political Science; Psi Chi, International Honor Society in Psychology; Sigma Gamma Epsilon, National Honor Society in Geology; Sigma Tau Delta, International English Honor Society; Sigma Theta Tau, RhoNu Chapter, International Honor Society of Nursing; Theta Alpha Kappa, National Honor Society for Religious Studies and Theology; and Upsilon Pi Epsilon, International 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 Americans with Disabilities Act of 1990. 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 (FERPA)

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 Office of Records and Registration, Ashland University, 401 College Ave., Ashland, Ohio 44805.

Directory Information

In accordance with the Federal Educational Rights and Privacy Act of 1974 (FERPA), Ashland University has listed the following data items as "Directory Information" and may release this information for those enrolled without a student's consent. For clarification or questions you may contact the Office of Records and Registration.

Name
Local Mailing Address Home
Address
Phone Number
Parent's Name and Mailing Address Email
Address
Class
Center Attended
Dates of Attendance
Full, Half, Part time Status Degrees and Awards Received Previous Institutions Attended Participation in fully recognized activities and sport Photographs, weight, and height of athletic team members Date and Place of Birth
Major

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 56% for the first-time full-time freshmen who entered in Fall 2008.
2016 - 2017 AU Calendar and Contact Information

Fall 2016
Fall Semester Classes Begin August 29
Labor Day (no classes) September 5
Homecoming October 2-9
Family Day October 8
Fall Break (no classes) October 14
Thanksgiving Break November 23-25
Classes Resume November 28
Fall Semester Classes End December 9
Fall Semester Final Exams December 12-15
December Conferral December 17

Spring 2017
Spring Semester Classes Begin January 9
Martin Luther King Jr. Day (no classes) January 16
Spring Break March 6-10
Easter Break April 13-16
Spring Semester Classes End April 28
Spring Semester Final Exams May 1-4
Spring Commencement May 6

Summer 2017
3-Week Intensive May 8-26
1st 5 Week Session May 8-June 9
1st 6 Week Session May 8-June 16
1st 6 Week Session/Nursing May 8-June 16
Memorial Day (no classes) May 29
Nursing Break June 19-23
2nd 5 Week Session June 19-July 21
2nd 6 Week Session June 19-July 28
2nd 6 Week Session/Nursing June 26-August 4
4th of July (no classes) July 4

Undergraduate Admission Information and Campus Tours
Office of Admission, Gill Welcome Center, 419-289-5052; e-mail: enrollme@ashland.edu www.ashland.edu/admissions

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 Records and Registration, 206 Founders Hall, 419-289-5029

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 Ashland University. Ashland was founded with a clear sense of serving others through quality educational programs, and, as you read through these pages, you are sure to find that the heart of the University still focuses on quality and serving the individual, more than 135 years after it was established. As with any catalog, you will also find the information here that you need to navigate our many offerings, and gain insight about the Ashland University campus experience. You will read our mission, vision and values, find information on our academic programs, tuition, and so much more. Yet, we hope that you will also gain a sense of who we are, because it is the people of Ashland University, each created to fulfill a particular, God-given purpose, that make it so special.

Ashland University has a rich tradition that combines respect for each individual through a commitment to Judeo-Christian values. Ashland University’s emphasis on the unique educational interests and trajectory of every student, reflected in our recurring motto, “Accent on the Individual,” has created a campus environment that is compassionate, responsive and challenging. We are focused on the “main thing”: Educating students to their highest potential so that they can reach their goals in life.

Established on 150 acres and set in one of the state’s most picturesque regions, AU has much of which to be proud: a faculty committed to teaching excellence; a fine staff; an exceptional student body; one of the best athletic programs in the state; fine facilities; distinguished alumni; and a community that recognizes our campus as a vital educational, economic, and cultural resource for Northeast Ohio.

One of Ashland University’s great strengths is our rich tradition. From our humble founding in 1878 to the present day, our primary focus is on our students’ success. Our highly qualified faculty and staff offer programs that help students reach their goals. We create opportunities in and out of the classroom for students, faculty and staff to work and learn together, promoting a student-first atmosphere. We are proud that our students bring with them the unique values of their communities, and that our students gain the knowledge and skills that effectively prepare them to live and work in a rapidly changing, global world.

This catalog will be a guide for you, as you literally and figuratively navigate your way through Ashland’s programs, places and people. From your first semester through a graduate program, the details, contact information and general knowledge you need will be found right here.

At Ashland University, we promise to produce graduates who will “work, serve and lead with integrity.” To fulfill our mission, we educate the whole person, believing that as you seek truth you will grow and flourish.

Thank you for being a part of Ashland University and Eagle Nation, a place filled with tradition that invites you to devise your own and add to the legacy of this special place.

Carlos Campo, PhD
President
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 2,600 full-time undergraduate students. Ninety-two percent of these students are from Ohio, while students also come from 42 other states and 37 countries. The University’s total enrollment is 6,500 students, and this includes graduate programs in business, education and theology and the off-campus centers in Cleveland, Columbus, 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. High school students can earn college credit at the University campus or at their high school with participating school districts under the College Credit Plus program. Complementing the undergraduate program is a Master of Fine Arts in Creative Writing; a Master of Arts in American History and Government; a Master of Arts in Corporate and Strategic Communication; 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 graduate assistants, teach the classes and labs.

The University features a strong academic reputation, offering more than 60 majors including toxicology, environmental science, hospitality management and digital media journalism, which are unusual for an institution this size. It also offers most 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 known for many things besides its academic programs, 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 access to the campus network.
- the No. 1 student activities programming in the region as awarded by the National Association for Activities.
- a strong Division II athletic program featuring 20 men’s and women’s sports.

Our Mission, Identity, Core Values, Vision

Mission Statement

Ashland University, guided by our Christian heritage, is a comprehensive, private university that provides a transformative learning experience, shaping graduates who work, serve and lead with integrity in their local, national, and global communities.

Identity Statement

Ashland University is a nationally recognized comprehensive university founded in 1878 by the Brethren Church. The University promotes liberal arts and professional programs for undergraduate and graduate students. Rooted in Christian faith and an unwavering commitment toward accent on the individual, the University provides students an environment that promotes Ashland University's values and respect toward each person.

Core Values

In pursuing its mission, Ashland University:

Accent on the Individual: Pledges the best individual and collective efforts to challenge and encourage each member of the University within a supportive community.

Spirituality and Faith: Affirms Christian values as a core element of the University’s institutional identity, emphasizing faith in God, moral integrity, and respect for the diversity of values and faith that is found in a community of learning.

Character Development: Promotes integrity, self-discipline, responsibility, compassion, leadership, service, and good citizenship.

Academic Freedom: Supports free, open and critical inquiry for both students and faculty that is consistent with intellectual and professional development.

Excellence in Teaching: Emphasizes teaching supported by research and scholarship as the University's central responsibility.

Vision Statement

Ashland University aspires to a nationally-recognized private university where traditions of excellence are fostered and students discern their life calling and thrive.
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 and meet with an admission representative. A visit provides prospective students an opportunity to meet 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

Prior to or 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/apply;
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 College Credit Plus Program, contact the registrar at the college/university attended and request an official transcript be sent to the Ashland University Enrollment Services. 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) and International Baccalaureate (IB) coursework depending on the score on the AP test. (See AP test) and I.B. Tests;
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 official transcript must be forwarded to the Ashland University Enrollment Services; and
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. 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/apply;
2. Submit an accredited diploma, GED, grade transcript, or home school credit evaluation form; and
3. Provide results of a standardized test such as the ACT, SAT, or other state or nationally normed test.

Advanced Placement and International Baccalaureate

As credit may be awarded for students who score a 3.0 or higher on A.P. Exams and a 4 or higher on I.B. Exams. Please visit www.ashland.edu/admissions/admissions-requirements to see which scores on various A.P. and I.B. Tests translate into AU course credit.

Transfer Student

A student from an accredited institution of higher learning may be considered for admission as a transfer student to Ashland University provided he or she 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. The grade that will appear on student records is a “K” and has no impact on your Ashland University cumulative GPA. 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 30 semester hours at Ashland University. The last 12 hours of coursework and at least one half of the student's work in his or her major field must be taken at AU. 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/apply;
2. Contact the Registrar’s at all colleges where coursework was attempted and request that official transcripts be sent to the Ashland University Enrollment Services; and
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 has fewer than 45 credit hours (semester) earned. The final decision regarding course equivalence of transfer credit will be made by the Office of Records and Registration. A student may receive an unofficial evaluation of credit by visiting www.transfer.org or contacting 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. 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 30 semester hours at Ashland University. The last 12 hours of coursework and at least one half of the student's work in his or her major field must be taken at AU. A student interested in transferring to Ashland University should:

4. Complete and submit the Ashland University Application for Undergraduate Admission which is online at: www.ashland.edu/apply;
5. Contact the Registrar’s at all colleges where coursework was attempted and request that official transcripts be sent to the Ashland University Enrollment Services; and
6. Contact the high school guidance office to request that an official transcript be sent to the Ashland University Office of Admission if the applicant has fewer than 45 credit hours (semester) earned. The final decision regarding course- equivalence of transfer credit will be made by the Office of Records and Registration. A student may receive an unofficial evaluation of credit by visiting www.transfer.org or contacting 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**

Freshmen not meeting minimum admission standards may be offered conditional admission for their first semester. Full admission to the University is determined at the end of the first semester of enrollment.

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

Conditionally admitted freshman students are required to meet with the Center for Academic Support during the summer or the first week of classes to discuss expectations and plans for academic achievement. Academic support options include, but are not limited to, one-on-one meetings with the Center for Academic Support, individual tutoring, restricted course loads, academic advising and success seminars.

**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/apply. 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 Office of Records and Registration. 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 curricular 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 Office of Records and Registration.

A student who is a college graduate and who submits authenticated evidence of graduation to the Office of Records and Registration 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. He or she 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 Office of Records and Registration on an individual basis. Eight semester hours of credit will be granted to veterans who have been honorably discharged from military service to the United States. The eight granted credits will provide a waiver for: Lifetime Wellness (2 credits), Accent on Success (one credit), Critical Cultural Inquiry Requirement (3 credits), elective credit (2 credits). Any changes in registration must be reported to the Office of Records and Registration immediately for submission to Veterans' Affairs.

Additional military training may be considered for academic credit through evaluation of a portfolio by the Prior Learning Assessment Committee.
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 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 wishes to become a licensed educator.

Dwight Schar College of Nursing and Health Sciences offers a second degree leading to a Bachelor of Science in Nursing. For information, contact the Graduate, Adult, and Online Admissions Representative for the Accelerated program.

International Student

International students are required to have an equivalent of a 2.5/4.0 GPA on the American System, for automatic admission to Ashland University. Students with below a 2.5 GPA will be reviewed for admission on an individual bases. For countries which do not use the grade point average, a determination is made to equate the score to the 2.5 GPA. The international student should submit the following materials:

1. A completed International Student Application;
2. A $50 non-refundable application fee;
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;
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);

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

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 2.25/4.0 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 or 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 2.25/4.0.

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 2016-2017 are:

- **Tuition Fee** ........................................ $19,448
- **Room** .................................................. *5,172
- **Meals Plan** .......................................... 4,430
- **Activity Fee ($8/hr. part-time)** ................. 220
- **Student Health Fee** .............................. 154
- **Technology Fee ($15/hr. part-time)** .......... 400
- **Recreation Center Fee** ........................... 170
- **Total** ................................................ $29,944

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

**Tuition Fee**

The tuition fee permits a student to take from 12 to 19 hours each semester. An additional charge of $886 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 $886 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 $443/hour. 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. 9 of this catalog.

**Instructional Supply Fee**

Some courses have instructional supply or lab fees. These are listed on the Business Office's website at:  
http://www.ashland.edu/tuition

**Room Fee**

Below is a list of housing rates for the 2015-16 year. Rates are shown as semester / year.

- Regular Double/Triple ................................ $2,586 / $5,172 Regular
- Single ................................................. $2,786 / $5,572 Paid
- Double .............................................. $2,959 / $5,918 Paid
- Single .............................................. $3,335 / $6,670 Senior
- Apartments/Mansfield Apt. ............. $3,027 / $6,054 Clayton
- Suite ................................................. $2,648 / $5,296 Clayton Suite
- Paid Single ...................................... $3,397 / $6,794 Fraternity
- Single/Double ................................ $2,638 / $5,276 Fraternity Paid
- Single ................................................. $3,387 / $6,774 Kappa Sigma Paid
- Single ................................................. $3,335 / $6,670 Kappa Sigma Reg

**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.

**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. For more information regarding cost and coverage period, please visit https://www.ashland.edu/administration/financial-aid/current-students/billing-information/student-health-insurance or contact the Student Accounts Office at 419.289.5958.

**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/students/financial-aid/fee-structure.

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 8, 2016, for fall semester, and on or before January 2, 2017, 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 "View Account and Make Payments" link under "Student 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 semester or take part in commencement until all accounts are clear with the Business Office.

A person’s account must be paid in full before registration becomes valid and before a person can reside in University facilities.

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

After scholarships, grants, and loans are applied to a student's account, they have the following payment options:

a.) Payment up front:
   a.) Checks or money orders may be payable to Ashland University.
   b.) MasterCard, Discover, Visa, or American Express. Service fees apply. Call the Student Accounts office. (1-800- 882-1548; non-Ohio residents and Ashland County residents call 1-419-289-5085)
   c.) Online - Payments can be made online through the student's WebAdvisor account. Service fees apply.
   d.) Monthly payments (due by the 15th of each month) may be made through Tuition Management Systems (TMS). A contract must be made with TMS prior to attending classes and must cover any pending Financial Aid. There is a $60 service fee, but no interest is charged. For more details, please call TMS at (1-800-722-4867) or go to http://ashland.assert.com.

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 Policy

Students withdrawing from the University, will be assigned a grade of “W” in courses that are in progress. It is the student’s responsibility to clear all records and obligations to receive official separation.

The official withdrawal form and procedures for filing may be viewed on the Office of Records & Registration site online. The submission date of the withdrawal request received by the Office of Records & Registration will serve as the official withdrawal date.

Students who decide not to return to Ashland University are responsible for notifying the Office of Records & Registration by completing the withdrawal process to avoid tuition and fee liability problems and to release seats to fellow students.

Non-attendance does not constitute a withdrawal. If the University is in session, the withdrawal form should be completed with the Office of Records & Registration. Failure to do so will delay or reduce any refunds the student may be eligible to receive.

Students who have withdrawn may reapply to the University online by completing the readmit application for admission located on the admissions homepage. However, readmission is not guaranteed.

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 Supplemental Educational Opportunity Grant
   - Federal TEACH Grant

2. A student's withdrawal date is:

   a.)  Payment up front:
   b.) MasterCard, Discover, Visa, or American Express. Service fees apply. Call the Student Accounts office. (1-800- 882-1548; non-Ohio residents and Ashland County residents call 1-419-289-5085)
   c.) Online - Payments can be made online through the student's WebAdvisor account. Service fees apply.
   d.) Monthly payments (due by the 15th of each month) may be made through Tuition Management Systems (TMS). A contract must be made with TMS prior to attending classes and must cover any pending Financial Aid. There is a $60 service fee, but no interest is charged. For more details, please call TMS at (1-800-722-4867) or go to http://ashland.assert.com.

Refund Policy:

- 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:

- 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 Director of Student Accounts (billing) or Director of Financial Aid (financial aid), 401 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.
Financial Aid

www.ashland.edu/financial-aid

Financial Aid

Ashland University provides financial assistance to qualified, eligible undergraduate students who have been accepted for admission to the University, are not on disciplinary probation, and meet the standards of the Financial Aid Satisfactory Academic Progress Policy provided in this catalog. Financial assistance is awarded annually based on academic and talent-based accomplishments and/or financial need determined by a combination of federal, state, and University sources. Students must reapply for financial aid each year and meet the necessary criteria required for renewal.

When accepting a financial aid award, students are certifying that they understand and agree to the financial aid award terms of agreement made available on the back of their award letter or located at www.ashland.edu/financial-aid/rightsandresponsibilities.

Federal regulations require that institutions receiving Title IV Funding provide specific consumer information about the school to students. Visit www.ashland.edu/consumer-information for more details and web links.

How 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. Students should complete the following steps to apply for financial aid:

1. Apply for admission to Ashland University.
2. Create an FSA ID made up of a username and password at www.studentaid.gov/fsaid. If the student is a dependent student, both the student and a parent must create FSA IDs to sign the FAFSA on the Web. Your FSA ID is used to sign legally binding documents electronically so do not share with anyone.
3. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.
4. Review your Ashland University financial aid award and visit www.ashland.edu/student-loans to determine what required loan processes may need to be completed. For instance, all first-time borrowers of federal loans must complete loan entrance counseling and a master promissory note prior to the disbursement of federal loan funds.

Attendance at Other Institutions

Students enrolled 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. Students who 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.

Types of Financial Assistance

It is the responsibility of the student and parent to secure the funds necessary to pay for all direct and indirect expenses incurred as a student at Ashland University. Financial assistance such as scholarships, grants, student employment, or loans may be available to those who qualify.

- Scholarships and grants are considered gift aid that does not require repayment. AU grants and scholarships listed on the following pages are available to full-time, regular undergraduate students who are billed the comprehensive rate of tuition while pursuing their first Bachelor’s degree. This excludes students in the Founders School of Continuing Education, RN to BSN, Accelerated Nursing, Bachelor’s Plus, or any online degree-completion programs. AU grants and scholarships are only available during the fall and spring semesters.
- Student employment is considered self-help assistance. Students may secure an on-campus job to earn funds by the hour to help with college expenses. Visit www.ashland.edu/student-employment and click on “Find a Job”.
- Student or parent loans are considered self-help aid that requires repayment after graduation or upon withdrawal from the University.

Half-time enrollment is required to borrow Federal Direct Loans. However, undergraduate students attending less than half-time may qualify for Federal Pell Grant, Supplemental Grant, TEACH Grant, Perkins Loan, and/or Work-Study employment. Students enrolled in study abroad may be eligible for Ashland University grants or scholarships. Contact the Financial Aid Office for more information.

Financial Aid opportunities are provided on the following pages under these section headings:

A. Ashland University-Funded Grants and Scholarships
B. Federal and State Grants and Scholarships
C. Student and Parent Loans
D. Student Employment

Financial Aid Refund Repayment Policy

Refer to the refund policy in the Finance & Administration section of this catalog. Financial aid questions related to the policy may be directed to the Financial Aid Office.

A. ASHLAND UNIVERSITY-FUNDED GRANTS AND SCHOLARSHIPS

Ashland University grants and scholarships are reviewed annually, and criteria is subject to change for returning and incoming students in future years. Students who meet eligibility criteria may qualify for multiple grants and scholarships from the University, but the total amount of institutional funds available to any one student will be limited to the full-time cost of tuition for the fall and spring semesters.

Students receiving Ashland University gift aid may not receive gift aid from federal, state, outside, and institutional sources that exceed the direct cost of full-time attendance at AU. The direct cost of attendance for students living on campus includes tuition (12-19 credits per semester), room, board, activity fee, technology fee, recreation center fee, and health center fee. The direct cost of attendance for students living off campus includes tuition, activity fee, technology fee, recreation center fee, and health center fee. Institutional aid will be reduced to prevent the above from occurring.

Ashland University allows students to benefit from scholarships received from outside/private sources. Students who qualify must 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. A copy of the outside/private grant or scholarship award letter is preferred. These funds will be added to the student’s 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, Federal Work-Study or student loans may be adjusted.

**INCOMING STUDENTS**

**AU Academic Scholarships**
First-time freshmen are eligible for the following scholarships based on their ACT/SAT test score and cumulative high school GPA as of March 1. Awards range from $6,500 to $11,500. A minimum 18 ACT or 860 SAT score and a 2.5 or better GPA are required. Students may use the Net Price Calculator located at www.ashland.edu/npc to estimate their academic and need-based aid. Funding for these awards may come from endowed scholarships or restricted funds. Students are not eligible for more than one scholarship from the following academic award levels:

- Presidential Scholarship – renewable with 3.00 AU GPA
- Provost Scholarship – renewable with 2.75 AU GPA
- Director Scholarship – renewable with 2.00 AU GPA
- Ambassador Award – renewable with 2.00 AU GPA

**Honors Program Scholarship**
Incoming freshmen who have been accepted into the Honors Program are eligible to apply for a $1,500 per year merit-based scholarship. Renewal of this award requires a minimum 3.4 GPA following completion of freshman year and a minimum 3.5 GPA following completion of sophomore or junior year. The application is available at www.ashland.edu/administration/honors-program/honors-scholarships and must be completed prior to March 1.

**TRANSFER STUDENTS**

**Alpha Beta Gamma National Business Honor Society Scholarship**
A $500 scholarship for incoming transfer students with a minimum 3.0 GPA and an A.A., A.S., A.A.S., or Canadian-equivalent degree. An Alpha Beta Gamma designation is required on the student’s transcript. This scholarship is renewable with a minimum 3.0 GPA.

**Phi Theta Kappa Scholarship**
A $1,000 scholarship for incoming transfer students with a minimum 3.0 GPA and an A.A., A.S., A.A.S., or Canadian-equivalent degree. A Phi Theta Kappa designation is required on the student’s transcript. This scholarship is renewable with a minimum 3.0 GPA.

**Transfer Academic Scholarship**
This award is for students who earn one or more credits from a college or university after high school graduation. Incoming transfer students who have attained a cumulative 3.0 GPA or higher in college are eligible for this award. Post-secondary coursework is excluded from the cumulative GPA calculation. This scholarship ranges from $3,500 to $7,500 and is renewable with a cumulative 3.0 GPA or higher. Readmit transfer students are not eligible.

**ADDITIONAL AU SCHOLARSHIPS**

**Art, Music, and Theatre Scholarships**
The Art, Music, and Theatre departments award these scholarships based on talent. Students are required to participate in an on-campus interview: an audition for the theatre and music scholarships and a portfolio submission for the art scholarship. Scholarships are renewable by fulfilling certain departmental criteria.

**Ashbrook Scholarship**
A $2,000 annual scholarship awarded to Ashbrook Scholars and renewable each year based on merit. Applications are available through the Ashbrook Center.

**Ashland University Grant**
A need-based grant offered based on an incoming freshman’s need, high school GPA, and ACT/SAT scores or a transfer student’s college GPA. 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 by the athletic conference and the NCAA Division II. The coach determines the amount of the scholarship.

**Brethren Grant**
Students who are members of the Ashland-based Brethren Church are eligible for this $1,000 grant. A letter from the student’s minister verifying membership must be sent to the Director of Admission. This 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 $1,000 grant for the academic year immediately following their summer of service. The grant is renewable with subsequent summers of service.

**Endowed Scholarships**
Endowed scholarship recipients are selected by the Financial Aid Office. These scholarships are used primarily to fund AU academic scholarships and need-based grants.

**Legacy Grant**
Children and grandchildren of Ashland University alumni are eligible for this $1,000 grant. An alumnus is defined as a parent or grandparent who has earned at least 32 undergraduate credits or an undergraduate or graduate degree from Ashland University. This grant is renewable by maintaining satisfactory academic progress.

**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

Contact the Department of Mathematics and Computer Science for more information.

**Ministerial Grant**
This grant is offered to children of pastors, missionaries, and staff ordained/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 will receive total AU gift aid equal to 65% of tuition. The grant is renewable with a minimum 2.5 GPA.
**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.

**B. FEDERAL AND STATE GRANTS AND SCHOLARSHIPS**

**Federal Pell Grant**
Students may apply for this need-based federal grant by filing the FAFSA. The award ranges from $600 to $5,815 for 2016-17.

**Federal Supplemental Educational Opportunity Grant**
These federal funds are awarded by Ashland University to students who have a high financial need. Students must file a FAFSA and be Federal Pell grant eligible for consideration. Grant amounts vary.

**Federal TEACH Grant**
The Teacher Education Assistance for College and Higher Education (TEACH) Grant program provides up to $4,000 a year to students completing or planning to complete coursework needed to begin a career in teaching. Enrollment in an eligible degree program is required. Students must sign an Agreement to Serve in a high-need field at an elementary school, secondary school, or educational service agency that serves students from low-income families for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which the grant was received. If the required service obligation is not completed, then all TEACH grant funds will convert to a Direct Unsubsidized Loan that must be repaid with interest charged from the date the TEACH grant was disbursed. Additional eligibility requirements can be found at www.ashland.edu/students/financial-aid.

**Ohio College Opportunity Grant**
A need-based grant offered by the State of Ohio available to eligible students who are residents of Ohio. A student must file the FAFSA to apply for this program. The amount of the grant is $2,832 for 2016-17.

**Ohio National Guard Tuition Grant**
This grant is offered to eligible members of the National Guard for undergraduate studies. The grant pays the average state-assisted university’s tuition costs at private institutions recognized by the Ohio Student Aid Commission. Contact a local Ohio National Guard Armory for further information and an application.

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

**Pennsylvania State Grant**
This grant is available to eligible full-time students who are residents of Pennsylvania. Students can apply for this grant by filing a FAFSA.

**C. STUDENT AND PARENT 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 loans to supplement other financial aid to pay for a student’s education. Students are wise to borrow the least amount possible during their college career. Repayment normally begins upon graduation, withdrawal from college, or when a student drops below half-time enrollment. 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 a refund after attending their first class or later by contacting the Student Accounts Office. Visit www.ashland.edu/student-loans for more information.

**Federal Direct Loans**
Direct Loans are available in the amount of $5,500 per year for freshmen, $6,500 per year for sophomores, and $7,500 per year for juniors and seniors. Of these amounts, students may qualify for subsidized Direct Loans of up to $3,500 for freshmen, $4,500 for sophomores, and $5,500 for juniors and seniors. Subsidized Direct Loans are interest free while the student is enrolled at least half time and are based on financial need as determined by the Financial Aid Office. The remainder of the loan funding comes through the unsubsidized Direct Loan which accrues interest while the student is enrolled. The interest of the unsubsidized Direct Loan will be capitalized and added to the principal of the loan or payments toward the accrued interest may be made while the student is enrolled. The interest rate on a Direct Loan for 2016-17 is fixed at 3.76% for undergraduate students. Loan repayment begins six months after the student ceases half-time enrollment. Independent undergraduate students or dependent students whose parents are unable to borrow a Parent Plus loan are eligible to borrow additional funds as follows: $4,000 per year for freshmen and sophomores, and $5,500 per year for juniors and seniors.

**Federal Perkins Loan**
This loan program is designed to assist students who demonstrate financial need through the FAFSA. A loan of up to $2,000 may be awarded to full-time, incoming freshman. Early FAFSA filing is recommended as funds are limited. Repayment and interest begin nine months after the student ceases enrollment in college on at least a half-time basis. The current fixed interest rate is 5%, and the maximum repayment period is ten years.

**Private Educational Alternative Loans for Students**
Private loans borrowed by the student usually require a credit-worthy cosigner. Funding may be secured up to the cost of attendance minus all other financial assistance received by the student. Interest can be paid monthly, quarterly, or capitalized and added to the loan principal until after the borrower ceases at least half time enrollment. Always read the terms and conditions carefully.

**Federal Parent PLUS Loan**
Parents of dependent students may borrow this loan to help pay for educational expenses up to the cost of attendance minus all other financial assistance received by the student. The Parent PLUS Loan has a fixed interest rate of 6.31% in 2016-17 and repayment begins two months after the date of full disbursement, but may be deferred while the student is enrolled at least half-time.

**Private Educational Alternative Loan for Parents**
Parents and, in some cases, other interested parties can now apply for loans to assist students in financing their education. These loans are credit-based and offer rates that are competitive with the Federal Parent PLUS Loan. Individuals can borrow up to the cost of attendance minus all other financial assistance received by the student.
Ashland University provides a Private Loan Comparison List at www.ashland.edu/student-loans. This is not a full list of potential lenders, but is a good place to start your search. If you apply with a lender not on the comparison list, the lender must send their School Certification Form to Ashland University's Financial Aid Office for completion.

**D. STUDENT EMPLOYMENT**

AU’s Work-Study and Regular Student Employment programs employ 400 to 500 students per year. On-campus employment consideration is first given to those who qualify for the Federal Work-Study program. Jobs may relate to a student’s major or simply be a way to earn cash for educational expenses. Students are paid every two weeks for hours worked, and most positions pay minimum wage. Visit www.ashland.edu/students/financial-aid for job postings.

**Federal Work-Study**

Federal Work-Study is funded partially by the federal government and partially by the University. The majority of on-campus jobs are available through the Federal Work-Study program, and eligible students may earn up to $3,100 per year. Federal Work-Study is awarded to students who demonstrate financial need as determined by the FAFSA.

**Regular Student Employment**

Regular student employment is funded solely by Ashland University, available to all AU students enrolled at least half-time, and not dependent on financial need.

**Resident Assistant**

Students selected receive free room and a stipend. Various duties focus on the development of a floor and hall community. Responsibilities include 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 students face. Applications are available to upper-class students from the Office of Residence Life, and the selection process is highly competitive.

**FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY FOR UNDERGRADUATES**

Federal regulations require an institution develop and enforce a satisfactory academic progress (SAP) policy. The standards set for financial aid recipients must be at least as strict as the policy set for students not receiving aid. This policy applies to any student enrolled in an undergraduate program whether or not the student ever received financial aid. The Ashland University Financial Aid Office will administer this policy and review the academic standing of all financial aid recipients once a year following the spring semester, with the exception of online students and students withdrawing from or failing all classes, as these students will be monitored at the end of each term.

This is a separate policy from the academic policy administered by the Academic Standards and Graduation Committee. Therefore, students may be permitted to enroll at Ashland University, but may not be financial aid eligible due to not meeting the standards in this policy.

**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 review.

**DEFINITION OF TERMS**

1. **Financial Aid:** Refers to federal, state, or institutional aid. This Satisfactory Academic Progress policy applies to eligibility for any of these types of financial aid.

2. **Satisfactory Academic Progress (SAP):** A policy developed by an institution that measures a student’s academic performance and determines whether or not a student is eligible for federal, state, and/or institutional aid. The policy must specify that both the qualitative (grade-based) and quantitative (time-based) standards are reviewed.

3. **Academic Year:** The fall and spring semesters of a given year. The summer term may be a header for the upcoming academic year or a trailer for the past academic year for financial aid purposes.

4. **Enrollment Status:** Based on the number of credits enrolled during a regular term:

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12 or more</td>
</tr>
<tr>
<td>Three-quarter time</td>
<td>9 - 11</td>
</tr>
<tr>
<td>Half-time</td>
<td>6 - 8</td>
</tr>
<tr>
<td>Less-than-half-time</td>
<td>1 - 5</td>
</tr>
</tbody>
</table>

5. **Satisfactory Course Completion:** A final grade of "D-" or higher, "S" (Satisfactory), or "CR" (Credit). Unsatisfactory course completion is represented by grades of “F”, “WF”, “W”, “I”, or “U”.

6. **Repeated Course:** Refers to courses that are repeated to replace a prior low grade. Repeated courses will count towards the number of credits attempted, but will not affect the cumulative credits completed. Financial aid can only be used to pay for a repeated course one time if repeated to improve a passing grade. Financial aid may be used to pay towards a failed course until a passing grade (D- or better) is received, assuming that other requirements of this policy have been met.

7. **Remedial Course:** Classes taken in order to meet program standards before regular college courses can be taken. Remedial coursework does not count towards credits attempted or completed. Financial aid cannot be used to cover the cost of remedial coursework.

8. **Preparatory Coursework:** College courses required before a student is admitted into an academic program. Students are eligible for Federal Direct Subsidized/Unsubsidized Loans for up to one year if the coursework taken is necessary for enrollment in an eligible Financial Aid program.

9. **Good Financial Aid Standing:** A status assigned to a student who meets the standards in this policy.

10. **Financial Aid Suspension:** A status assigned to a student who fails to meet any standard in this policy and is ineligible to receive financial aid at Ashland University. A student may submit required appeal documents to the Financial Aid Office to request the reinstatement of aid.

11. **Financial Aid Probation:** A status assigned to a student who fails to meet the standards of this policy, but whose eligibility was reinstated through the financial aid appeal process. Financial aid eligibility is reinstated for one term and then reevaluated after that term to determine further eligibility.

12. **Transfer Credits:** Courses taken at another institution that are accepted by Ashland University and applied to the student’s AU academic transcript. Accepted transfer credits will be included in the credits attempted and credits completed totals used in determining AU financial aid eligibility.
13. **Grade of Incomplete (I):** A course with a grade of “I” is counted as an “F” until the course is completed. It is the student’s responsibility to notify the Financial Aid Office once the course has been assigned another grade.

14. **Maximum Timeframe for Degree Completion:** An institution must establish a maximum timeframe in which a student is expected to complete his/her degree requirements for each program of study. Bachelor degree students may attempt a maximum of 180 credits before graduating and Associate degree students may attempt a maximum of 90 credits before graduating. Classes withdrawn after the drop deadline for that semester will be considered attempted credits for maximum time frame purposes. Students may submit an appeal to the Financial Aid Office to request additional time to complete their degree requirements.

15. **Second Majors or Second Degrees:** Students with additional majors or enrolled in second degree programs will have their terms of enrollment reevaluated and lengthened if appropriate. This will be done on a case-by-case basis.

**STANDARDS OF MEASUREMENT**

Students will be considered in **Good Standing** for financial aid purposes if they meet both of the following standards of measurement, which will be evaluated at the end of every spring semester.

**Qualitative Requirements**

Students must achieve the following minimum cumulative grade point average (GPA) standard:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits Earned</th>
<th>Required Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>1 – 29</td>
<td>&gt;1.500</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30 – 59</td>
<td>&gt;1.750</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>60+</td>
<td>&gt;2.000</td>
</tr>
</tbody>
</table>

Students who do not meet this standard will immediately be ineligible for financial aid (federal, state, and institutional). Reinstatement of aid may occur through the appeal process or once the student attains the required cumulative GPA at Ashland University, provided the student meets all other policy standards.

Students who receive a grade of “F”, “WF”, “W”, “I”, or “U” in all courses during any term will immediately lose eligibility for financial aid.

**Quantitative Requirements**

Students must successfully complete at least 67% of their cumulative attempted credits. Attempted credits are determined by the number of credits a student is registered for at the end of the drop date for the term. This percentage will be calculated by taking the number of completed credits divided by the credits attempted. Students who do not meet this standard will immediately be ineligible for financial aid (federal, state, and institutional). Reinstatement of aid may occur through the appeal process or once the student attains the required percentage of completed credits at Ashland University, provided the student meets all other policy standards. A warning letter will be sent to students who are close to falling below this standard at the end of each term.

**Associate’s Degree**

Students enrolled in an Associate’s Degree program need 60 credits to complete their degree and may attempt a maximum of 90 credits to complete this degree. Students who exceed this limit will be ineligible for aid.

**Bachelor’s Degree**

Students enrolled in a Bachelor’s Degree program normally need 120 credits to complete their degree and may attempt a maximum of 180 credits. Students exceeding this limit will be ineligible for aid. Additionally, a student who cannot mathematically complete his/her Bachelor or Associate degree within the allotted maximum credits is also ineligible for aid.

**Frequency of Review**

Although satisfactory academic progress (SAP) will be officially reviewed for undergraduate students once per year (after the spring semester), there are two exceptions as listed below:

1. Online students will have their academic progress reviewed at the end of each term. Students who do not meet any standard of this policy will become ineligible for aid for the next term of enrollment.

2. Undergraduate students who withdraw from or fail (includes grades of “F”, “WF”, “W”, “I” and “U”) all classes within a given term will become ineligible for aid for the next term of enrollment.

**Merit-Based Financial Aid**

Additional requirements must be met by students eligible to receive certain institutional scholarships. The minimum cumulative GPA required to retain these scholarships is notated below, and eligibility for renewal is reviewed annually after the spring semester. Scholarships awarded by other departments may have additional requirements for renewal.

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Minimum GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidential Level</td>
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</tr>
<tr>
<td>Provost Level</td>
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<td>Director Level</td>
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<td>Ambassador Level</td>
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<td>Eagle Level</td>
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<tr>
<td>Transfer Awards</td>
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<td>International Level 1</td>
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<tr>
<td>International Level 3</td>
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</tr>
<tr>
<td>International Level 4</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**APPEALS AND FINANCIAL AID PROBATION**

Students ineligible for financial aid because satisfactory academic progress standards were not met, may submit required appeal documents as listed on their letter of ineligibility to the Financial Aid Office. The Financial Aid Committee will review appeals and determine whether or not a student will be offered financial aid for another term. The committee will consider any unusual or extenuating circumstances which may include, but are not limited to, the following:

- Illness
- Injury
- Severe mental or emotional stress
- Physical or mental hardship

If the Financial Aid Committee approves the appeal, the student will be placed on Financial Aid Probation for one term, during which time the student will be eligible to receive financial aid. The student's academic progress will be reevaluated at the end of the next term to determine if the student has met the required standards and continues to qualify for aid.

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

http://www.ashland.edu/students/campus-life/student-affairs

Vice President for Student Affairs,
Dr. Hannah Clayborne

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

Ethical Behavior and Justice
* Develop ethically and morally through Christian values such as compassion, integrity, and honesty
* Affirm the value of each individual

Global Responsibilities
* 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
* Lead a meaningful and productive life through service to others
* Develop skills of leadership, teamwork, diplomacy, and civility
* 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.)

Mansfield Nursing Campus – Student Life
Student activities and student organizations such as Student Nurses Christian Fellowship, SCRUNS, and Student Nursing Association are provided for the College. Freshmen and sophomore students are required to live on the Ashland campus unless eligible to commute. Upper class students are required to reside on the Ashland campus or in Mansfield apartments 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 learn of services and campus involvement opportunities, and get answers for initial questions by meeting with upper class students, faculty and staff. Second, participation in the fall Orientation Weekend is essential for new students and transfer students as it provides an opportunity to create new friendships and become acclimated to campus before classes begin.

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.

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 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 and College Avenue apartments, are also required to have a meal plan. Students who are 22 years old prior to September 1 of the current academic year are permitted to reside off campus. Off campus applications are due by March 1 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.

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 academics, campus services, health and counseling, student conduct system, University policies, residence life, safety services, and student involvement. See it online at https://www.ashland.edu/documents/pdf/student-handbook. A limited number of hard copies are available in the Student Affairs Office.

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, and health and counseling services.
Psychological Counseling Center
Ashland University provides FREE personal, social, academic, and career counseling and related services to address a variety of student’s needs. Such services include:

- Accelerated learning
- Alcohol & drug awareness
- Career testing
- Counseling for personal concerns
- Decision making strategies
- Guidance for professional school
- Human sexuality information and counseling
- Memory improvement
- Premarital & marital decision making
- Speed reading
- Test anxiety & relaxation
- Test preparation: MCAT, GRE, PRAXIS, LSAT
- Time management
- Training for improvement of study skills
- Workshops and skills enhancement programs
- Depression management
- Proper sleep hygiene
- Relationship building
- Communication skills

Students can be assured that the personal concerns will be treated as COMPLETELY CONFIDENTIAL, within the parameters of the Family Educational Rights and Privacy Act of 1974 and the Licensure Board of the State of Ohio.

Career Services 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, networking, 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 Services Center and his/her faculty advisor, the latter for potential credit. Visit www.ashland.edu/career for more information.

Center for Community Service
The Community Service Office will strive to provide meaningful service opportunities locally, nationally and even globally in an effort to encourage social responsibility, community involvement and thoughtful action. The department works with service agencies, academic departments, and public schools, and coordinates service trips.

Commuter Services
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 “Campus Happenings” weekly email and other resources, please visit: www.ashland.edu/students/campus-life/student-activities/commuter-services.

Health Center
Provides confidential medical care for common illnesses and injuries and arranges for consultation with specialists as needed. The services are covered by an undergraduate student health fee and include a gynecology clinic, a sports medicine clinic, and health and wellness education materials. The staff typically consists of the director of health services and counseling, an administrative assistant, 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.

Office of Institutional Diversity
The Office of Institutional Diversity seeks to support institutional excellence through initiatives which advance the University’s Diversity and Strategic plans while fostering civility and respect for the value of all. Committed to a multidimensional approach, the Office will use qualitative and quantitative data as the compass for plotting its course to create and prioritize plans which make for an ever improving Ashland University.

Recreational Services
The Ashland University Department of Recreational Services encourages individuals to develop & maintain an active and healthy lifestyle by enhancing mind, body and spirit. The department builds community and shapes participants by facilitating fitness, wellness, leadership and developmental opportunities through a comprehensive recreational facility, programs and services. Facility highlights include the Recreation Center comprised of two gymnasiums, one multi-purpose area, climbing and bouldering walls, fitness center, weight room, game room, aerobics room, golf simulator, swimming pool, whirlpool, sauna, 3-lane jogging track, and two racquetball courts; and outside, four sand volleyball courts, and intramural/sport clubs field. Membership to the Recreation Center is open to all AU/ATS students, and AU/ATS faculty and staff and their families.

Safety Services on the Ashland Campus
The Ashland University Safety Services department is a support services department that enforces campus policies and maintains a safe and secure environment for the campus community. Located on the first floor in the Hawkins-Conard Student Center, the Safety Services department operates 24 hours a day, seven days a week. Around-the-clock service is provided by a dispatcher and at least one uniformed, unarmed officer patrolling campus. Common services of this department are outlined below.

- Routine safety/security patrol of campus, including residence halls
- Monitor electronic building access status
- Safety Escorts - available 24 hours a day
- Registration/distribution of parking permits
- Response to reports of crime or criminal behavior
- Assist motorists with vehicle lockouts and jumpstarts
- Assist students locked out of their room/residence hall

Safety Services on the Mansfield Campus
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 Mansfield Nursing Campus.

Mansfield Nursing Campus-Student Life
Student activities and student organizations such as Student Nurses Christian Fellowship, SCRUBS, and Student Nursing Association are provided for the College of Nursing. Freshmen and sophomore students are required to live on the Ashland campus unless eligible to commute. Upper class students are required to reside on the Ashland campus or in Mansfield apartments unless they meet off-campus criteria.
Executive Director of Religious Life Network
Jason Barnhart

Ashland University is a liberal arts university committed to 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 Jr. Day. Also a baccalaureate service is planned each year highlighting the graduating class.

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.goashlandeagles.com

**Athletic Director**
Mr. Al King

Ashland University offers 20 intercollegiate sports – 10 for women and 10 for men. The Eagles play in NCAA Division II, and in the Great Lakes Intercollegiate Athletic Conference.

**Women**
- Basketball
- Cross country
- Golf
- Soccer
- Softball
- Swimming and diving
- Tennis
- Indoor track and field
- Outdoor track and field
- Volleyball

**Men**
- Baseball
- Basketball
- Cross country
- Football
- Golf
- Soccer
- Swimming and diving
- Indoor track and field
- Outdoor track and field
- Wrestling

The 2015-16 academic year was another very strong campaign for Ashland University athletics. Across the board, from fall through the spring, the Eagles celebrated a wide range of team and individual accomplishments. The athletic department finished 14th in the NCAA Division II Learfield Directors’ Cup rankings, finishing in the top 15 in the country for the 10th academic year in a row.

Thirteen Ashland teams reached the NCAA postseason in 2015-16 – baseball, men's basketball, football, men's indoor track and field, men's outdoor track and field, men's cross country, wrestling, women's basketball, women's golf, women's swimming, women's indoor track and field, women's outdoor track and field and women's cross country.

Eagle student-athletes accounted for four CoSIDA Academic All-American, 33 All-American, three GLIAC Commissioner’s Awards and 251 GLIAC academic honors. The cumulative GPA for all AU student-athletes in 2015-16 was 3.14.

**Fall Highlights**
For the second time in four seasons, Ashland's football team ended the regular season undefeated. For that, the Eagles played host to an NCAA Division II playoff game for the third time. AU was ranked No. 3 in the country in back-to-back polls toward the end of the season – the program's highest ranking in the coaches' poll since the turn of the century. The women's soccer program made its way to the GLIAC Tournament championship game, and improved on its previous-season's win total for the third consecutive season. The Eagles' 14-4-1 record and .763 winning percentage marked the program's best in 11 years, and their nine regular-season GLIAC wins were tied for their most in 21 years of play.

**Spring Highlights**
Senior Ali Green finished her Eagle career on one of the best streaks, if not the best streak, in program history. She took GLIAC and East Super Regional medalist honors, and during that stretch, she set the school record with a round of 67. Green earned a spot at nationals for the third time, and finished in a tie for 37th individually. The men's track and field team did itself one spot better in the spring than it did in the winter, finishing in a tie for ninth at outdoor nationals in Bradenton, Fla. The women's outdoor squad placed in a tie for 37th nationally. Senior Jamie Sindelar launched a shot put of 16.99 meters at the Ashland Alumni Open, making her the second-best all-time D-II women's shot putter of all time, trailing only former Eagle Adriane Blewitt... Eagle baseball added to its history of success in 2016, making the NCAA Division II postseason for the 15th time (all since 1995), and winning both the GLIAC regular-season (share) and GLIAC South Division titles. On Saturday (July 11), junior right-handed pitcher Brandyn Sittinger became the eighth Eagle overall and second in as many years to be drafted, going to the Detroit Tigers in the 17th round of the 2016 Major League Baseball Draft... The 2015-16 season marked the 50th and final year of tennis head coaching for Carl Leedy, who guided the Ashland women's tennis program for 15 seasons. Leedy won 175 matches at Ashland University after winning 655 in 35 years at Ashland High School.

**Winter Highlights**
For the first time in the history of Ashland athletics, all five winter programs – women's basketball, men's basketball, indoor track and field, wrestling and swimming – had representation in the NCAA Division II postseason at the same time. The Eagle women's basketball program reached many milestones for the third time in five seasons – 30-plus wins (31-2), GLIAC regular-season and tournament titles and playing host to the Midwest Regional tournament. Ashland ranked as high as No. 3 in the coaches' poll, and became the first GLIAC women's hoop program to win both the conference's regular-season and tourney titles three times in a five-year period... It was a historic 2015-16 season for AU men's basketball, as the Eagles reached the NCAA postseason for the first time in 25 years, won at least a share of the GLIAC regular-season crown for the first time and took its first outright GLIAC South Division title. Ashland's 25 wins were just one shy of the program record of 26, and the Eagles have improved by 14 wins over the last two seasons – their best improvement since 1967-68... Junior Jordan Crayon earned Ashland's lone individual national title in 2015-16, winning his first national championship in the men's indoor weight throw in March in Pittsburg, Kan., with a top heave of 71-feet-6¾/21.81 meters. The Eagle men's indoor team placed 10th at Division II nationals, the women tied for 30th... Senior Joe Brandt turned in the best national finish of his stellar four-year career, coming all the way back through the consolation bracket to place third at 197 pounds.

As a team, the Eagle wrestlers finished 14th at nationals after leaping from unranked to No. 9 in the country in the pre-nationals coaches' poll... Senior Hannah Mattar capped her impressive Eagle swimming career with two more All-American finishes – 10th nationally in the women's 200 breaststroke and 12th in the 200 individual medley. As the program's lone national representative, Mattar gave the AU women's swim team a 35th-place nationals finish and 36 Directors' Cup points.

**Other Highlights**
In January 2016, former Eagle football player Bill Royce was announced as a member of the 2016 College Football Hall of Fame class... Former Ashland University All-American defensive lineman Jamie Meder played his first full season in the National Football League with the Cleveland Browns... Former Ashland College basketball player Kevin Wilson was inducted into the Ohio Basketball Hall of Fame... AU’s Student-Athlete Advisory Committee more than met its goal of raising $5,000 for the Make-A-Wish Foundation, raising $5,227.46.
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 their 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.

This catalog and listing of course offerings represent institutional policy and program requirements at the time of print. Students should contact their adviser to discuss any changes to programs or course offerings after print. Revisions to the printed catalog for academic policy changes are available on the Office of Records and Registration web page at https://www.ashland.edu/administration/office-records-and-registration.

The College of Arts and Sciences
Dean - Dawn Weber, Ph.D.
Assistant Dean - Cindy Moseman, Ph.D.

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 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, forensic chemistry, geology, geology/environmental science, geoscience technology & management, integrated science education, physical science education, physics
minors - chemistry, environmental science, geology, physics

Communication Studies
majors - health & risk communication, public relations & strategic communication, sport communication
minor - health & risk communication, public relations

Criminal Justice
majors - criminal justice
minors - criminal justice, sociology

English
majors - creative writing, English, integrated language arts education
minors - creative writing, English

Foreign Languages
majors - French, French education, Spanish, Spanish education
minors - global studies, French, Spanish

History/Political Science
majors - history, integrated social studies education, international political studies, political science
minors - history, political science, classical civilization

Journalism and Digital Media
majors - digital media journalism, digital media production
minors - digital media journalism, digital media production

Mathematics/Computer Science
majors - actuarial science, computer science, integrated mathematics education, mathematics
minors - computer science, mathematics

Multidisciplinary Studies
majors - multidisciplinary studies

Music
majors - music, music education, music performance
minors - applied music, music

Philosophy
majors - philosophy
minors - philosophy, ethics

Psychology
major - psychology
minors - psychology

Religion
major - religion
minors - ethics, religion

Social Work
major – social work
minors – child and family studies

Theatre
major - theatre
minor - theatre

The Dwight Schar College of Nursing and Health Sciences
Dean - Faye Grund, Ph.D., APRN

Health Sciences
major - athletic training, dietics, exercise science

Nursing
major - nursing
minor – gerontology

The Dauch College of Business and Economics
Dean – Elad Granot, Ph.D.
Associate Dean - Raymond Jacobs, Ph.D.

Accounting/IS
majors - accounting, information systems
minors - accounting, information systems

Economics/Finance
majors - economics, finance
minors - economics, finance
Management/International

Business/Entrepreneurship/Supply Chain Mgt.
- majors - business administration, business management, entrepreneurship, international business, supply chain management
- minors - business administration, business management, entrepreneurship, international business, supply chain management

Marketing/Hospitality Management/Fashion Merchandising/Sport Management
- majors - hospitality management, marketing, fashion merchandising, sport management
- minors - coaching, fashion merchandising, hospitality management, marketing, sport management

The Dwight Schar College of Education
Dean, Donna Breault, Ph.D.

Center for English Studies (ACCESS)
- major - intensive English program

Early Childhood
- majors - early childhood, early childhood intervention specialist

Educational Administration
(see graduate catalog)

Educational Foundations 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]

Inclusive Services and Exceptional Learners
- majors - intervention specialist (mild-moderate, moderate-intensive, or dual license)

Leadership Studies and Educational Administration
(see graduate catalog)

Other Areas under Academic Affairs
- Library Registrar
- The Honors Program
- Regional Centers Global
- Education Office
- Center for Academic Success

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 Athletic Training
- Bachelor of Science in Business Administration
- Bachelor of Science in Education
- Bachelor of Science in Nursing
- Bachelor of Science in Social Work
- Master of Arts in American History and Government
- Master of Arts with Specialization in Teaching American History and Government
- Master of Arts in Corporate and Strategic Communication Master of Business Administration
- Master of Education
- Master of Fine Arts in Creative Writing
- Master of Science
- Doctor of Education in Leadership Studies
- Doctor of Nursing Practice

Ashland Theological Seminary
Academic Dean: John Byron, Ph.D.

Degrees Offered by Ashland Theological Seminary
- Master of Arts (Biblical, Historical, and Theological Studies)
- Master of Arts (Religion)
- Master of Arts in Clinical Mental Health Counseling Master of Arts in Counseling
- Master of Arts in Practical Theology
- Master of Divinity
- Doctor of Ministry
ASSOCIATE OF ARTS INSTITUTIONAL DEGREE REQUIREMENTS

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); and Criminal Justice (see Criminal Justice). The associate degree includes the following core requirements:

<table>
<thead>
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<th>Hrs.</th>
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<td>Communication Courses</td>
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<tr>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Composition II</td>
<td>3</td>
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<tr>
<td>Math/Logic course</td>
<td>3</td>
</tr>
<tr>
<td>Religion course</td>
<td>3</td>
</tr>
<tr>
<td>(choose 1 course from 4 of the 5 categories)</td>
<td></td>
</tr>
<tr>
<td>Aesthetics course</td>
<td>(3)</td>
</tr>
<tr>
<td>Humanities course</td>
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<td>Natural Science course</td>
<td>(3)</td>
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<td>Social Sciences course</td>
<td>(3)</td>
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<tr>
<td>Historical Reasoning course</td>
<td>(3)</td>
</tr>
<tr>
<td>Critical Cultural Inquiry (CCI)</td>
<td>0-3</td>
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<tr>
<td>Electives and/or Concentration(s)</td>
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<tr>
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Students fulfilling the CCI requirement through the study abroad option may not have hours recorded in the CCI category.

NOTE: For the Associate Degree with a concentration in General Studies, the student chooses the electives of interest to make up the 36 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 SCIENCE DEGREES

Candidates for a BS degree must complete a concentration totaling at least 60 hours in either:

- a. A comprehensive major, which is defined as a major that does not require a minor;
- b. A major and related concentration totaling at least 60 hours; or
- c. A major, related minor and related concentration totaling at least 60 hours

INSTITUTIONAL BACCALAUREATE DEGREE REQUIREMENTS

Institutional Baccalaureate Degree Requirements include: a Core Curriculum of 45 hours.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
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<tbody>
<tr>
<td>Communication Course</td>
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<tr>
<td>Critical Cultural Inquiry (CCI)</td>
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<td>Math/Logic course</td>
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<tr>
<td>Religion course</td>
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<tr>
<td>Historical Reasoning course</td>
<td>3</td>
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<tr>
<td>Composition</td>
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<tr>
<td>Natural Science</td>
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<tr>
<td>Humanities</td>
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<tr>
<td>Social Sciences</td>
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<tr>
<td>Aesthetics</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

Students fulfilling the CCI requirement through the study abroad option may not have hours recorded in the CCI category.

General Goals of the Ashland University Core Curriculum

Our University's institutional mission articulates four key elements, those of intellectual development and wisdom, ethical behavior and justice, preparation for living and working as citizens, and awareness of global responsibilities.

For students to develop intellectually means to think critically with regard to their futures as human beings, as employees and citizens. In terms of our liberal arts core, the development of these skills is best measured in terms of critical thinking skills. As such, the Core seeks measurable student learning outcomes in the areas of critical thinking skills, analytical reasoning, problem solving and written communication skills. These outcomes are measured differently in each Core area, but are focused on ensuring that Ashland University students are acquiring the competencies needed to succeed in the 21st Century Workforce.

Transfer Students

Transfer students are defined as those who attended another institution of higher education after high school graduation. Post-secondary student credit transfer will be applied to the student academic record based on standard course equivalencies. CLEP, AP, and military credits will be applied to the student academic record based on university guidelines.

1. For students transferring to Ashland University, course credits from other institutions will be evaluated by the Office of Records and Registration, 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.
Four Year Graduation Guarantee

Students entering as freshmen beginning the Fall 2012 semester will have the opportunity to elect a Four Year Graduation Guarantee program. This program guarantees that, provided all academic, advising, and financial guidelines are met by the student, if a degree is not achieved in eight consecutive fall and spring semesters, Ashland University will pay up to one additional year of tuition in order that the degree may be obtained. Students will have an opportunity to apply for this program through the Office of Records and Registration by submitting an application along with a four year plan. Students are restricted to one comprehensive major or one major and one minor/endorsement for their Four Year Graduation Guarantee Program.

As not all degree plans are eligible for the guarantee, approval is required by the Office of Records and Registration for each application. Students accepted for the plan will be required to sign a Federal Educational Rights and Privacy Act waiver for release of student academic and financial information to their parent or guardian.

This guarantee does not apply to students who elect to extend their studies beyond eight semesters to take advantage of research, license, endorsement, minor program opportunities and/or athletic eligibility. Students are expected to adhere to all aspects of the Four Year Graduation Policy found by visiting https://www.ashland.edu/administration/office-records-and-registration.

Three Year Degree Program

Students planning to complete one of the degree programs listed below in three years should confer with their advisor, plan accordingly, and file a Major Change Form with the Office of Records and Registration. Provided that students do not utilize their 19 credits during each of the fall and spring terms, a two credit award will be granted for billing purposes for summer courses when registered for the planned six summer credits.

* Bachelor of Science in Criminal Justice
* Bachelor of Arts in Health & Risk Communication
* Bachelor of Arts in Public Relations & Strategic Communication
* Bachelor of Arts in Sport Communication
* Bachelor of Arts in Psychology
* Bachelor of Science in Psychology
* Bachelor of Arts in Spanish
* Bachelor of Arts in French
* Bachelor of Arts in Music
* Bachelor of Arts in Philosophy
* Bachelor of Arts in Fine Art
* Bachelor of Arts in Business Administration
* Bachelor of Arts in Economics

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.

Communication
COM 101 Human Communication
COM 120 Foundations of Health Communication

Composition I
ENG 101 English Composition I

Composition II
ENG 102 English Composition II

Math/Logic
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 Introduction to Philosophy
PHIL 220 Practical Thinking
PHIL 320 Symbolic Logic

Religion
REL 106 Exploring the Bible
REL 107 Exploring World Religions
REL 109 Exploring Christian Ethics
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
ART 160E Digital Art
ART 161 Fundamentals of Studio Art II
ART 161A Ceramics
ART 161B Painting
ART 161C Printmaking
ART 161D Sculpture
ART 204 Photography
ART 205 Sequencing in Art
MUSIC 010-016, 020, 022, 030, 031, 050-052 (Up to 3 hrs. combined for Core Aesthetics Requirement)
MUSIC 130 Basic Guitar Musicianship
MUSIC 120s, 140s, 240s, 3300s, 340s, 440s, 450s (Up to 3 hrs. combine for Core Aesthetics Requirement)
MUSIC 150 Principles of Music Making
MUSIC 225 Musical Style
MUSIC 226 Music in World Cultures
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MUSIC 250</td>
<td>Topics in Music Appreciation</td>
</tr>
<tr>
<td>MUSIC 251</td>
<td>Love Songs</td>
</tr>
<tr>
<td>MUSIC 252</td>
<td>Music/Drama Across Cultures</td>
</tr>
<tr>
<td>MUSIC 2SGB</td>
<td>Teaching Music to Children</td>
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<tr>
<td>MUSIC 381</td>
<td>Music History Seminar II</td>
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<tr>
<td>TH 203</td>
<td>Theatre Aesthetics</td>
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<td>TH 204</td>
<td>Script Analysis</td>
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<tr>
<td>TH 207</td>
<td>The Visual Art of Theatre</td>
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<tr>
<td>TH 208</td>
<td>Vocal Expression of Literature</td>
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<tr>
<td>TH 214</td>
<td>Acting for Non-Majors</td>
</tr>
<tr>
<td>TH 303</td>
<td>American Musical Theatre</td>
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**Humanities**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHEM/GEOL/PHYS/PHIL 350</td>
<td>Science as a Cultural Force</td>
</tr>
<tr>
<td>ENG 203</td>
<td>American Literature</td>
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<tr>
<td>ENG 210</td>
<td>Bible as Literature</td>
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<tr>
<td>ENG 217</td>
<td>British Literature</td>
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<tr>
<td>ENG 304</td>
<td>Short Story</td>
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<td>ENG 308</td>
<td>The Poem</td>
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<tr>
<td>ENG 309</td>
<td>African American Literature</td>
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<tr>
<td>ENG 314</td>
<td>Literature and Gender</td>
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<tr>
<td>ENG 315</td>
<td>German Literature in Translation</td>
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<td>ENG 316</td>
<td>Postcolonial Literature</td>
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<tr>
<td>ENG 317</td>
<td>Studies in Shakespeare</td>
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<tr>
<td>ENG 319</td>
<td>Modern Drama</td>
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<tr>
<td>ENG 322</td>
<td>Modern Poetry</td>
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<tr>
<td>ENG 324</td>
<td>Modern Novel</td>
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<tr>
<td>ENG 330</td>
<td>African Literature</td>
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<tr>
<td>ENG 333</td>
<td>American Studies — 19th Century</td>
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<tr>
<td>ENG 334</td>
<td>American Studies — 20th Century</td>
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<tr>
<td>ENG 338</td>
<td>Themes and Topics in Literature</td>
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<tr>
<td>ENG 340</td>
<td>Readings in Jewish Literature</td>
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<tr>
<td>ENG 350</td>
<td>Contemporary American Studies</td>
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<tr>
<td>ENG 360</td>
<td>Literature of Crime &amp; Retribution</td>
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<tr>
<td>ENG 365</td>
<td>Greek Literature</td>
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<td>ENG 370</td>
<td>Russian Novel</td>
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<td>ENG 372</td>
<td>Nietzsche and the Problem of Values</td>
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<td>ENG 3SGB</td>
<td>Heidegger &amp; the Question of Interpretation</td>
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<tr>
<td>FREN 353</td>
<td>Introduction to French Literature I</td>
</tr>
<tr>
<td>FREN 354</td>
<td>Introduction to French Literature II</td>
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<tr>
<td>PHIL 204</td>
<td>The Concept of Truth</td>
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<tr>
<td>PHIL 208</td>
<td>Major Thinkers in Dialogue</td>
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<tr>
<td>PHIL 210</td>
<td>Philosophy of Human Nature</td>
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<tr>
<td>PHIL 215</td>
<td>Ethics</td>
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<tr>
<td>PHIL 217</td>
<td>Thought and Belief</td>
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<tr>
<td>PHIL 280A</td>
<td>Sports and Ethics</td>
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<tr>
<td>PHIL 280B</td>
<td>Environmental Ethics</td>
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<td>PHIL 280D</td>
<td>Medical Ethics</td>
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<td>PHIL 280H</td>
<td>Workplace Ethics</td>
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<tr>
<td>PHIL 309</td>
<td>Social &amp; Political Philosophy</td>
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<tr>
<td>PHIL 317</td>
<td>Philosophy of Religion</td>
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<td>PHIL 318</td>
<td>Topics in Philosophy</td>
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<td>PHIL 330</td>
<td>Philosophical Readings</td>
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<tr>
<td>PHIL 450</td>
<td>Great Philosophers</td>
</tr>
<tr>
<td>REL 220</td>
<td>Taking Human Life</td>
</tr>
<tr>
<td>REL 240</td>
<td>Jewish Religious Traditions</td>
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<tr>
<td>REL 308</td>
<td>Faith and Society</td>
</tr>
<tr>
<td>REL 340</td>
<td>Religion &amp; the Civil Rights Movement in America</td>
</tr>
<tr>
<td>REL 3SGI</td>
<td>Legacy of Paul and Peter in Rome</td>
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<tr>
<td>REL 3SGK</td>
<td>Paul in the Greco Roman World</td>
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<tr>
<td>REL 3SGL</td>
<td>Luther and the German Reformation</td>
</tr>
<tr>
<td>SPAN 372</td>
<td>Survey of Spanish Literature</td>
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<tr>
<td>SPAN 373</td>
<td>Survey of Latin American Literature</td>
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**Natural Sciences**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIO 100</td>
<td>Human Biology</td>
</tr>
<tr>
<td>BIO 107</td>
<td>Plants and Civilization</td>
</tr>
<tr>
<td>BIO 110</td>
<td>Ecology &amp; the Human Environment</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Wetlands &amp; Waterways</td>
</tr>
<tr>
<td>BIO 129</td>
<td>Drugs, Poisons, Pollutants</td>
</tr>
<tr>
<td>BIO 1SGC</td>
<td>Biology of the Microbes</td>
</tr>
<tr>
<td>BIO 201</td>
<td>Molecular &amp; Cellular Basis of Life</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Organisms, Adaptation &amp; Diversity</td>
</tr>
<tr>
<td>BIO 2SGI</td>
<td>Cells-The Basis of Life</td>
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<tr>
<td>CHEM 103</td>
<td>General Chemistry</td>
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<tr>
<td>CHEM 104</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>CHEM 250</td>
<td>Lead &amp; Civilization</td>
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<tr>
<td>CHEM 251</td>
<td>Molecular Architecture</td>
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<tr>
<td>CHEM 252</td>
<td>Chemistry of Crime Scene Investigation</td>
</tr>
<tr>
<td>CHEM 253</td>
<td>Chemical Perspectives on Life</td>
</tr>
<tr>
<td>CHEM/GEOL/PHYS/PHIL 350</td>
<td>Science as a Cultural Force</td>
</tr>
<tr>
<td>GEOL 209</td>
<td>Natural Disasters: Volcanoes and Earthquakes</td>
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<tr>
<td>GEOL 210</td>
<td>Natural Disasters: Severe Weather</td>
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<tr>
<td>GEOL 211</td>
<td>Discovering the Ice Age</td>
</tr>
<tr>
<td>GEOL 212</td>
<td>Archaeology &amp; Human Antiquity</td>
</tr>
<tr>
<td>GEOL 213</td>
<td>Asteroids, Comets &amp; Catastrophism</td>
</tr>
<tr>
<td>PHYS 107</td>
<td>The Hidden Life of the Stars</td>
</tr>
<tr>
<td>PHYS 2SGC</td>
<td>The Science of Sound</td>
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<tr>
<td>PHYS 320</td>
<td>Origins of the Universe</td>
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</tbody>
</table>

**Social Sciences**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ECON 101</td>
<td>Market Fundamentals</td>
</tr>
<tr>
<td>ECON 232</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>ECON 233</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECON 301</td>
<td>Game Theory</td>
</tr>
<tr>
<td>ECON 302</td>
<td>Economics/History of Entrepreneurship</td>
</tr>
<tr>
<td>ECON 324</td>
<td>Economics of Government and Business</td>
</tr>
<tr>
<td>ECON 331</td>
<td>Comparative Economics</td>
</tr>
</tbody>
</table>
Historical Reasoning
HIST 112 Western Civilization
HIST 113 Western Civilization
HIST 212 American History through Civil War
HIST 213 American History after Civil War

Critical Cultural Inquiry (CCI) Initiative
The overall goal of the CCI Initiative is to internationalize our curriculum so as to better prepare students to face conditions of globalization that will greet them upon graduation. The three general paths by which a student can meet this requirement are through language study, travel options, or specially designed coursework.

Students with appropriate military service may elect to complete a narrative illustrating global competencies gained through military service. Students electing this option will enroll in FL 299 and complete a narrative under the direction of the Critical Cultural Inquiry (CCI) Liaison or core director.

CCI courses
FL 220 Contemporary Latin American Literature in Translation
FL 221 U.S. – Mexico Border Literature
FL 315 French Women Writers
FREN 151 Elementary French I
FREN 152 Elementary French II
FREN 200 Intermediate Level Intensive French Study Abroad
FREN 251 Intermediate French I
FREN 252 Intermediate French II
FREN 300 Advanced Level Intensive French Study Abroad
FREN 301 French Civ. From Lascaux to Versailles
FREN 302 French Civ. From Revolution to Present
FREN 303 French Written Expression
FREN 304 French Stylistics
FREN 305 French Phonetics
FREN 357 French Oral Expression
GER 161 Elementary German I
GER 162 Elementary German II
GER 261 Intermediate German I
GER 262 Intermediate German II
LTN 110 Elementary Latin I
LTN 210 Elementary Latin II
LTN 310 Intermediate Latin
PORT 141 Elementary Portuguese I
PORT 142 Elementary Portuguese II
PORT 241 Intermediate Portuguese I
SPAN 171 Elementary Spanish I
SPAN 172 Elementary Spanish II
SPAN 200 Intermediate Level Intensive Spanish with Study in Costa Rica
SPAN 271 Intermediate Spanish I
SPAN 272 Intermediate Spanish II
SPAN 300 Advanced Level Intensive Spanish Study
SPAN 307 Spanish Phonetics
SPAN 310 Spanish Grammar and Composition
SPAN 311 Civilization of Spain
SPAN 312 Civilization of Latin America
SPAN 377 Conversational Spanish I
SPAN 278 Conversational Spanish for the Professions

CCI Study-away and study abroad components:
AHA, Segovia, Spain
All CCIS and USAC programs
COBE in Taiwan
COST (Consortium of Overseas Student Teaching)
EDEC 460 Sa: ECE
EDCI 467 Sa: MG
EDCI 461 Sa: AYA
Paris Fashion Institute Study Away
AU in Germany
AU in France
AU in Costa Rica
Semester at Sea
Honors 390 (when approved tour is offered)
HS 221 (when approved tour is offered)
HS 380 (when approved tour is offered)
REL 260 (when approved tour is offered)
REL 375 Understanding Israel
COBE in Brazil
Fontys University in the Netherlands Exchange Program
Blaise Pascal University in France Exchange Program
UAB in Spain Exchange Program
Providence University in Taiwan Exchange Program

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. Professional Development Units (PDUs) are offered for some workshops. Non-credit offerings include, but are not limited to, nursing home administration, real estate licensing, project management, banking, supervisor management, and social service. For more information, contact the Founders School of Continuing Education.
Regional Centers (Undergraduate)

Ashland University has regional centers throughout the state. Those offering undergraduate programs are found in the following areas:

- B.S. Ed.: Elyria/LCCC; Columbus
- B.S.N.: Mansfield

Class and Coursework Policies

Academic Integrity Policy

Ashland University community strives to model leadership that is based upon Christian beliefs and virtues and that will encourage, develop and sustain men and women of character to serve their professions, their communities, and the world (AU Statement of Ethical Leadership). As members of Ashland University, students hold themselves to the highest standards of academic, personal and social integrity (Ashland University Campus Creed). In keeping with the Ashland University commitment to the highest standards of academic, personal and social integrity, students are expected to abide by the academic integrity standards outlined in this policy.

In addition to plagiarism, fabrication, and cheating, stealing, buying or otherwise obtaining all or part of graded coursework is considered a violation of the Academic Integrity Policy. When a faculty member has not observed a student violating any part of the policy but possesses a firm conviction of academic dishonesty, based on competent and probative evidence, an allegation may be filed with the Director of Records & Registration.

A full Academic Integrity Policy document can be found in the student handbook and on the Office of Records & Registration website (www.ashland.edu/administration/office-records-and-registration).

Class Attendance and Preparation

Registration is required before attending any course.

Students who need assistance with registration should contact the Office of the Records & Registration.

Properly registered students are expected to attend all class times, including synchronous meeting times for online and hybrid classes.

Classification of Students

- Freshman: 0 - 29 semester hours completed
- Sophomore: 30 - 59
- Junior: 60 - 89
- Senior: 90 and above

Graduate Coursework Opportunity

Students who meet college level criteria are eligible to register for up to and including 9 graduate credits to be applied directly to their undergraduate degree requirements. Student criteria for participation, set forth by each college, are senior status at the time of the course, 3.0 overall GPA and permission of Advisor, Chair and Dean of the student’s college. For specifics about this opportunity contact your advisor or an advisor in the Center for Academic Success; for specifics about charges and financial aid contact Student Accounts and Financial Aid respectively. All registrations are at the discretion of the graduate program director or Dean. Successfully completed coursework will have both undergraduate and graduate credit value.

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 Office of Records & Registration 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 advisor and the instructor for the course to be taken by conference.
2. The student must then present the form to the Office of Records & Registration for processing and consent. (See also Registration.) All required parties must approve the request for a By Conference course in order for the student to be registered for the course.

Course Level

Courses numbered 100 and 200 are designed generally for freshmen, and courses numbered 300 and 400 are designed generally for sophomores, juniors and seniors.

Courses numbered 200, 300 and 400 may have graduate students enrolled in 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, College of Arts and Sciences, College of Nursing and the College of Business and Economics.

Discontinued Classes

The University reserves the right to discontinue classes which have insufficient enrollment.

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 educational objectives of the program are:

* Integrate classroom theory with practical application
* Provide an interdisciplinary perspective
* Apply problem-solving, decision-making, and analysis skills
* Develop skills to be a reflective learner
* Encourage self-directed learning

The professional objectives of the program are:

* Develop skills transferrable to long-term career goals
* Provide a realistic view of the work world
* Enhance marketability in the competitive marketplace
* Develop a professional network of contacts
* Test career options; confirm career choice

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 120 semester hours graduation requirement.

5. The student must submit an Internship Learning Contract to the Career Services Center before beginning the elective internship experience and before registering for elective internship credit.

Elective Intelligence Internship at ATIC

The Intelligence Internship at ATIC is a full time internship offered in residence at the Advanced Technical Intelligence Center (ATIC) in Dayton, OH. This internship is designed to provide students with the necessary tools to be successful analysts in the Intelligence Community. The Intelligence Internship at ATIC includes classroom training, research experience, and, if eligible, the sponsorship of the student for a Top Secret security clearance. A 15 week internship is available during fall and spring semesters and a 10 week internship is available in the summer. Students will earn 12 semester hours of credit for satisfactorily completing the internship.

Students from many majors are needed in the Intelligence Community such as in Math, Computer Science, Natural Sciences, Psychology, Criminal Justice, Accounting, History/Political Science, Communication Studies, Foreign Languages, Philosophy majors, and others. Students must be at least 18 years of age, a U.S. citizen, and have no felony convictions.

Additional information and the approval form may be found on the AU Portal. Click on "Academics;" then click on the heading "Registration." The form is titled "Intelligence Internship at ATIC Campus Approval Form." Students should also contact the Director of the AU Intelligence Internship at ATIC, Dr. Cindy Moseman, 210 CFA (419-289-5293) early in the process.

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 Office of Records and Registration.

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 for 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 Office of Records and Registration 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 120 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.

Multidisciplinary Major

The B.A. or B.S. degree in Multidisciplinary Studies (MDS) is an individualized, multidisciplinary degree which allows students flexibility in designing degree programs that relate to their personal academic and career goals. Students will complete the University Core Curriculum requirements, take a cohesive set of courses from two different content areas (cognates), and complete a Multidisciplinary Capstone Experience (3 hours). This degree program will provide a path to achieve baccalaureate degrees for those students whose interests lie in multiple areas and/or whose accumulated semester credit hours may not otherwise combine to qualify them for one of AU’s existing baccalaureate degrees.

"Cognate" is defined as a coherent program of study developed in conjunction with a faculty member from that area of study that consists of 24 credit hours minimum. Of those 24 credit hours, at least 9 hours must be 300/400 level courses.

Students selecting the Multidisciplinary Studies Major will be expected to achieve the following student learning outcomes: (1) identify the issues, problems, or goals addressed by each cognate area; (2) demonstrate familiarity with the terminology commonly used in each cognate area; (3) appraise key texts or significant works in each cognate area; (4) explain the mode of inquiry or creative process that characterizes each cognate area; (5) describe how the two cognate areas contrast with each other, or complement one another, in ways that create a greater understanding that either would provide alone; and (6) apply knowledge and skills from both cognate areas to address a relevant problem or issue.

Students must take a minimum of 30 semester hours at Ashland University. The last 12 hours of coursework, and at least one half of the student's work in the two cognate areas, must be taken at AU.

These programs of study are academically rigorous and require significant student initiative. A student will work with two full-time faculty mentors and their respective dean(s), chosen from each of the cognate areas, to design a Multidisciplinary Studies Major which falls within the competence of university faculty. Conceptualizing the major is the responsibility of the student and, in some cases, may be facilitated by using a faculty-designed template. The student prepares a proposal showing a progression of study in consultation with the Coordinator of the Multidisciplinary Studies program and two faculty mentors based in departments that are related to the proposed major.

Admission to the MDS major is not automatic or instantaneous. For instructions on applying for this major, see the Proposal Form posted on the Portal. Click on "Academics:" then click on the heading "Registration." The form is titled "MDS Proposal Form."

Interested students should contact the Coordinator of MDS who will review program requirements, application process, discuss the student's areas of interest, and assist the student in identifying university faculty members who may be of assistance in advising the student (contact information on the Proposal Form).

Once the program is approved by the two faculty mentors, their respective deans, and the Coordinator of MDS, the completed proposal must be submitted to the Office of Records and Registration for verification and inclusion in the student's permanent file.

Change of Major

Students may elect to change or add majors or minors through the Office of Records and Registration. All Major Change Forms require the signature of an advisor. Students may elect to advance in catalog year, however do not have the option to step back in catalog years.

Registration

All registrations are expected to take place during the regularly scheduled registration periods. This would include all course work that is independent study, internship, by conference or otherwise student specific.

Registration drop, add, and withdrawal deadlines are for academic purposes only. All students are responsible for the effect of registration changes to financial aid and student billing. Refer to the appropriate Financial Aid and Finance and Administration sections of this catalog for applicable policies.

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 remain on the official transcript; 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. Audit fees may apply.

Schedule Changes

Students are responsible for reporting all schedule changes to their academic adviser.

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 15 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 three 50-minute class per week for at least 16 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.

Class schedules and expectations are based on requirements of 750 minutes per college credit. Additional expectations of college work are a minimum of two hours per week of homework, reading, or preparation per college credit.

Grades and Quality Points

The system of letter grades and quality points is

<table>
<thead>
<tr>
<th>Grade</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>
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<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
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<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. This grade option is not available for private music lessons.
- **S** - Satisfactory - Applies to work rated "C-" or better.
- **U** - Unsatisfactory - Applies to work rated "D+" or lower
- **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 Office of Records and Registration calendar and carries the same grade value as an "F" until completed.
- **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 or a study away course that continues beyond the conclusion of the semester.
- **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 grade point average.

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. The deadline for total semester withdrawal is the last day of scheduled classes before final exams.

NG - No Grade - grade not reported by instructor.

WF - May be assigned by the Office of Records and Registration for second Academic Integrity Violation.

Students will not earn credit for courses in which grades of F or U are received.

Satisfactory/Unsatisfactory Grade Option

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 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.

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

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.

Students will apply for the S/U option in the Office of Records and Registration at the midpoint of the course. Refer to the Office of Records and Registration Calendar for time frames to elect this option.

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 from all courses that semester may be processed providing that the following conditions are met:

1. Class absences and missed work can be directly attributed to the medical condition.
2. A qualified health professional verifies in writing that the medical condition prohibits completion of the semester requirements in one of two ways.
   a.) A "non-specific" medical withdrawal notice should be presented in writing to the Office of Records and Registration. This medical notice (signed by a physician) should state that a medical condition prohibits completion of the semester requirements; and, assign a date of condition onset (to verify times classes were missed).
Prior Learning Credit

Grievance procedure

Grade Reports

Readmission after Medical Withdrawal

The medical withdrawal process is initiated by the student, the physician, and/or the parent/guardian, not AU.

4. The medical condition fits in one of the following categories: medical illness; mental illness (must include date of psychiatric hospitalization and date of clinical assessment); drug or alcohol addiction; or surgery.

All medical withdrawals need to be initiated by contacting the Office of Records and Registration. Once the Office of Records and Registration has the documentation to support the withdrawal, a “W” will be assigned and the faculty will be notified. Any refunds will be determined based on the effective date of withdrawal. Please refer to the refund policy on page 13.

Readmission after Medical Withdrawal

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

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 student to report to the Office of Records and Registration 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.

Prior Learning Credit

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.

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

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.

When considering Prior Learning Assessment credit and transfer credit which reflects the same course work or student learning outcomes, credit from regionally accredited institutions shall take priority for transcripted values.

Transcripts

A copy of a student's academic record (official transcript) is available from the Office of Records & Registration, Founders Hall, upon receipt of a written request and the required fee. Official transcripts may also be ordered online through the National Student Clearinghouse website. Official transcripts may not be available until after the final grading of that semester and will not be issued if there is an unmet financial obligation to the University.

Probation

Students whose semester GPA falls below 2.00 are subject to probation or dismissal.

Freshman: Between 1.501 and 1.999
Sophomore: Between 1.751 and 1.999
Junior: Between 1.901 and 1.999
Senior: Between 1.950 and 1.999

Students who are on probation must meet with the Center for Academic Support before the end of the first week of classes, to discuss strategies for improving their grade point average and to review their current class schedule. Faculty advisors will also be notified of advisees who are on probation.

Options for support include, but are not limited to individual tutoring, restricted loads, and limited co-curricular activities, ongoing meetings with the Center for Academic Support, Disability Services, Counseling Services and Career Services. While the University is dedicated to student success, it is ultimately the student's responsibility to improve his/her academic performance.

Students whose semester GPA falls below 2.000 but whose cumulative GPA is above 2.000 will receive a letter of concern from the Office of Records & Registration and are encouraged to seek support services as needed.

Dismissal

Freshman: At or below 1.500
Sophomore: At or below 1.750
Junior: At or below 1.900
Senior: At or below 1.949
Students who are dismissed and desire immediate reinstatement must document extenuating medical circumstances or non-medical circumstances by filing a written appeal with the Director of Records & Registration.

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. All appeals made to the committee and the resulting decisions will become a part of the student’s permanent records. All students filing an appeal must notify the Office of Records and Registration.

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 Center for Academic Support 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 the Center for Academic Support, attending required tutorial sessions, not participating in co-curricular activities, and/or being evaluated by a mental health professional.

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

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 fall or spring semester. During the appeal review, the Academic Standards and Graduation Committee may 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 an academic 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 medical or non-medical 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 fall or spring semester. Applications for readmission after dismissal will be reviewed by the Office of Records and Registration.

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. Students who are readmitted after one full year (to include one fall and spring term) will be admitted under the current academic catalog.

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 120 semester hours (60 hours for associate degree) of college work with a grade point average of not less than 2.0. Bachelor of Science in Education, Bachelor of Science in Athletic Training, and Bachelor with a major in Music Education degrees require an overall gpa of 2.5 (note other Bachelor of Music degrees do not require a gpa of 2.5). The grade point average in the candidate's major field must be at least 2.25 or 2.5 in certain majors.

Degree Applications

Applications for degree are accepted on the following schedule.

By November 1 for May Conferral
By May 1 for August and December Conferral

All coursework, including transfer, independent study, internship, etc. is to be complete before the conferral date. Students who have applied for conferral but have not met all requirements will be conferred on the next available conferral date. Final determination of conferral date is the decision of the Office of Records and Registration. In no case will a degree be posted to a transcript or diploma issued prior to the scheduled conferral date.

Ashland University Commencement Policy

May Conferral - Students conferred for May are permitted to walk in commencement, provided that they have a documented plan for degree completion; degree evaluation must have a status of "pending" or students must have arranged transfer credit through the Office of Records and Registration. Latin honors will be published in the commencement program based upon the previous Fall term. Student's final Latin honors will be printed on the diploma and transcript based on all grades. Students with May conferral will be printed in the current commencement program only.

August Conferral - Students to be conferred for August are permitted to walk in the December commencement. Students with an August conferral date will be published in the December commencement program only. Latin honors will be published in the commencement program based upon final grades. Student's final Latin honors will be printed on the diploma and transcript based on all grades. Diplomas for August graduates will be mailed after conferral. Diploma covers will be given at commencement.
Honor Societies based on GPA

- December Conferral - Students with a December conferral date will be permitted to walk in the December commencement. Diplomas will be mailed with covers after conferral.

**Residence Requirement (Academic)**

A candidate for a degree must take a minimum of 30 semester hours at Ashland University. The last 12 hours of coursework and at least one half of the student's work in his/her major field must be taken at AU.

**Dean's List**

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.

**Second Degree**

Students seeking a second degree after having achieved an initial undergraduate degree, must complete a minimum of 30 credit hours at Ashland University.

Students seeking two degrees simultaneously should petition the Academic Standards and Graduation Committee with a plan for completion and are required to obtain a minimum of 30 additional credits beyond the initial 120 credit hours for the first degree.

**Honors and Degrees with Distinction**

Valedictorian and salutatorian honors are computed based on the highest and second highest Ashland University GPA of those students with 80 or more institutional credits toward their initial baccalaureate degree. All students, regardless of catalog year, will fall under this policy.

Degrees with distinction will be awarded to graduates with 50 or more Ashland University credits. Only Ashland University grades will be used to assess honors. All students, regardless of catalog year, will fall under this policy.

Students may earn Latin honors on subsequent undergraduate degrees.

All honors presented at commencement are based on the total GPA up to, but not including the student's final semester. Honors placed on student’s academic record will be based on all Ashland University coursework.

The averages necessary are:

- **Summa Cum Laude 3.900 - 4.000**
- **Magna Cum Laude 3.700 - 3.899**
- **Cum Laude 3.500 - 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 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 Health Sciences 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
  - **Omicron Delta Epsilon** – see Business and Economics, Economics section
  - **Lambda Pi Eta** – see Communication Studies
  - **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
  - **Theta Alpha Kappa** - see Religion
  - **Theta Alpha Kappa** - see Religion
  - **Upsilon Pi Epsilon** – see Computer Science

**Center for Academic Support**

Ashland University offers the Center for Academic Support as a key point of contact for academic support services, academic advising, tutoring services, first year programs, retention initiatives and disability services.

**Peer Tutoring**

Peer tutoring is a free service available to any undergraduate student enrolled in any undergraduate course at Ashland University. Peer tutors are chosen on the strength of their earned grades in the courses being tutored and the recommendation of professors. All requests for individual tutoring are submitted online and are accessed by visiting www.ashland.edu/tutor, selecting the "Request a Tutor" tab and submitting the necessary information. In addition, many regularly scheduled "Drop-In" tutoring sessions are available. Go to the same webpage and select "Drop-In Tutoring" to see the schedule.

**Academic Advising**

The mission of academic advising at Ashland University is to assist undergraduates by collaborating with them in identifying and pursuing their educational objectives, providing accurate and timely information, and promoting student responsibility and accountability for their own academic, personal and professional success.

Ashland University uses a collaborative advising model that includes both faculty and professional advising. The Center for Academic Support will focus on providing students with a strong foundation for success at Ashland University, while the faculty advisors will focus on the details and issues inherent to their individual majors. Incoming freshmen students will receive individual attention and proactive advising during their first year in college. At the beginning of the spring semester, the Center for Academic Support will begin assigning freshmen to faculty advisors based on their major selection. Undecided students and special populations will continue to be advised by the Center for Academic Support during the spring semester.

Students are strongly encouraged to develop an early and ongoing relationship with both their faculty advisor and the Center for Academic Support. This will enable them to learn curriculum requirements, better understand course demands, adhere to academic policies and deadlines, and to engage in thoughtful exploration and preparation of potential career and graduate school opportunities.

**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, assistance with learning strategies, taped books, note takers, and test accommodations. For more information, contact Disability Services.

**Writing Studio**

The Writing Studio is administered 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 Studio. 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 Studio 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 Studio 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 1-866-434-5222. 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 100 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 download their free copy of Microsoft Office Professional suite (Mac and PC) at the Tech Support Center portal webpage (https://myau.ashland.edu/Technology/TechSupportCenter/pages/default.aspx).

**Pre-Professional Programs**

Ashland University will assist students to meet the preparatory professional requirements of the schools they wish to attend. It is the student's 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 advisors 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 advisors through the Center for Academic Success office in order to further define their course of studies.

**Pre-Art Therapy**

Students interested in Pre-Art Therapy should take a combination of courses found in the Department of Art and the Department of Psychology. Typical requirements for graduate programs in Art Therapy and Counseling include:

* 18 semester hours in studio art to include:
  - Drawing
  - Painting
  - Ceramics
  - Sculpture

* 12 semester hours in psychology:
  - General Psychology
  - Developmental Psychology
  - Personality
  - Abnormal Psychology

* Working with people in a human service context (e.g., though an internship) is also recommended.

These requirements can be completed by earning Bachelor of Arts degrees in both Fine Arts and Psychology. The completion of both degrees is possible within a typical 4-year framework.

**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 325-326 Anatomy & Physiology I & II
* BIO 340 Microbiology
* BIO 429 Biochemistry
* BIO 454 Immunology
* CHEM 103/104 General Chemistry
* CHEM 307 Organic Chemistry
* MATH 205/206 The Calculus or 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 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 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 325/326 Anatomy and Physiology I & II
* BIO 340 Microbiology
* CHEM 103/104 General Chemistry
* CHEM 307/308 Organic Chemistry
* MATH 205/206 The Calculus or PHYS 201/202 General Physics
* Additional course recommendations are available from the Department of Biology/Toxicology and Chemistry/Geology/Physics
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
* BIO 325/326 Anatomy and Physiology I & II
* BIO 425 Advanced Human Physiology
* BIO 340 Microbiology
* CHEM 103/104 General Chemistry
* ES 190 Anatomy & Physiology for the Exercise Sciences
* ES 308 Kinesiology
* ES 309 Physiology of Exercise
* MATH 201 Calculus
* MATH 208 Statistics
* PHYS 201/202 General Physics
* PSYC 101 General Psychology
* SOC 111 Principles of Sociology
* Additional upper level courses in biology, physical education, and other departments (specific recommendations available from the Department of Biology/Toxicology)

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

Pre-Seminary

See Department of Religion for information.

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
* PHYS 205/206 University Physics or PHYS 201/202 General Physics
* Additional upper level courses in biology and chemistry (specific recommendations available from the departments)

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

Affiliate Programs

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

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

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

ART - Department of Art

* The Art Institute of Pittsburgh (Pittsburgh, Pa.)

FASHION MERCHANDISING - Department of Marketing/Hospitality Management/Fashion Merchandising

* Fashion Institute of Technology, New York City
* Paris Fashion Institute
Library and Research Resources

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. In addition to the main library system, the library at the Ashland Theological Seminary campus is a part of the University 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 of 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 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 50 million items from all eighty-nine of the participating libraries and more than 100 electronic research databases containing thousands of scholarly journal titles.

The library serves as the federal government document depository for Ashland County. Special collections areas within the library are 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, and the Leo and Laura Thomas Numismatic Center. Also housed in the library building are the Center for Academic Support, 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 seminars for upper-level courses, offer individual research appointments for any student project, and provide reference assistance in person, by phone and by e-mail. 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. Its collection, Library of Congress Classification L - education, juvenile and young adult literature, and the IRC collections, support the teaching programs and curriculum of the Dwight Schar College of Education.

The IRC circulating collection includes K-12 student and teacher edition curriculum textbooks, activity books, and book kits. Be sure to browse our extensive juvenile collection featuring picture books, juvenile fiction, juvenile non-fiction, big books, chapter books, graphic novels, young adult fiction and young adult non-fiction, and book kits.

Available IRC technology resources include computers, scanners, AU print quota and color printing. AU Library's IRC is a self-serve work area for all Ashland University students, faculty, and staff, offering laminating, binding, resources, Ellison Die Cut Machines, and a library of Ellison dies. The Instructional Resource Center is staffed by a faculty librarian and student workers.

Visit the IRC web site for more information including hours of operation and links to the IRC blog, IRC Twitter, and IRC Pinterest sites. Call the IRC directly at 419-289-5406, on campus ext. 5406.
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 immigration 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.

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.

PRE-APPROVED PROGRAMS

[Semester/Academic Year/Summer]

Ashland University has pre-approved programs in 38+ countries. Students receive credit for courses taken abroad that advance their AU academic program. For a list of AU-approved programs, visit the Abroad Office online at ashland.abroadoffice.net.

EXCHANGE PROGRAMS [Semester/Academic Year]

Spend a semester or academic year studying at one of AU’s partner universities for the same tuition cost as AU. Major/ minor courses as well as core courses are pre-approved.

Locations include: France, The Netherlands, Taiwan, Brazil and Spain. See ashland.abroadoffice.net for more information.

AU SUMMER PROGRAMS [4-8 Weeks]

AU in Germany — AU in Germany offers students the opportunity to take two core courses taught by AU Faculty and travel. Students spend one week in Ashland and then travel with faculty members to Wittenberg, Germany for three weeks.

AU in Costa Rica — The best way to learn a language is through an immersion experience. AU in Costa Rica offers students the opportunity to study Spanish for 4-8 weeks, live with a host family, visit exciting sites and even receive customized Spanish language instruction for their particular career field.

AU in France — AU in France is a 6-week summer program designed to provide students with an immersion experience. Students will earn 6 credit hours of French language, participate in excursions and live with French families.

COBE in Taiwan — The College of Business and Economics (COBE) offers students the opportunity to spend six weeks in Taiwan and learn basic Chinese Language, take a course on Taiwanese Business Culture and participate in company site visits.

FACULTY-LED TOURS [1-3 Weeks]

Each year Ashland University coordinates faculty-led tours to locations all over the world from England to Africa to China. These academic programs allow students to accompany one or more faculty members as they explore a focused topic that uses the destination as the classroom. Past programs have traveled to Austria, Belgium, China, Costa Rica, England, France, Germany, Greece, Hong Kong, India, Ireland, Italy, Massachusetts, Mississippi, South Africa and Spain.

STUDENT TEACHING ABROAD [6 weeks]

The College of Education’s Cross-Cultural Internships in Teacher Education (CITE) program offers pre-service teachers the opportunity to complete their student teaching requirement outside of Ohio. Students are assigned to a school that utilizes English as the language of instruction. International locations include: Australia, Bahamas, China, Costa Rica, Ecuador, Finland, Germany, Greece, India, Ireland, Italy, Netherlands, New Zealand, Puerto Rico, South Africa and Taiwan.

Ashland Center for English Studies (ACCESS)

The Ashland Center for English Studies (ACCESS) equips international professionals, undergraduate, and graduate students with the knowledge, skills and experiences in English needed to fully engage with the intellectual, professional and social communities on campus and in university classrooms and acquaint them with American people and culture through real-world experiences, both inside and outside the classroom.
Graduate Programs

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 among the fifteen largest seminaries in the United States and Canada. Accredited by the Association of Theological Schools and the Higher Learning Commission, 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 Mental Health 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 Accreditation Council for 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.

Highly qualified undergraduate students may be admitted into the MBA program on a conditional basis before completing their undergraduate degree, as part of the accelerated BSBA/MBA program. More information on this program can be found in the Business and Economics section of this catalog.

Ashland offers MBA courses at its main campus in Ashland as well as at an off-campus center in Columbus, and Stark County (Canton) and at sites in Westlake and Medina. Ashland University also offers a totally online MBA program.

Master of Arts in 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 are offered as live, interactive online classes and as intensive one-week seminars during which students reside on the Ashland campus. The degree can be completed in as few as four semesters. Those pursuing the degree could complete the program in as few as two years, but have up to ten years to complete the degree requirements.

Master of Arts with a Specialization in Teaching American History and Government

The new Master of Arts with a Specialization in Teaching American History and Government (MASTAHG) offers teachers an integrated program which brings together the resources of Ohio's leading College of Education and the nation's premier liberal arts program for social studies teachers.

Ashland's MASTAHG program is designed to prepare secondary school teachers for the challenge of teaching accelerated courses in American history and US government. The program combines the study of the people, ideas, and events that make up the American experience, with the latest theories in curriculum design and delivery. This dual approach provides teachers with the expertise they need to effectively deliver college-level instruction at the high school level.

Courses are offered both in a traditional classroom setting at the Ashland main campus, at Ashland's regional centers, and online. With a combination of online and on-campus study, the program may be completed in as few as two years.
Master of Arts in Corporate and Strategic Communication

The Master of Arts in Corporate and Strategic Communication (MACSC) is delivered 100% online in an asynchronous format allowing for flexible schedules. Students can study at their convenience, minimizing the sacrifice of time dedicated to job and family. The program is designed to be completed by working professionals in as little as 18 months. The MACSC will prepare students with theory, data, and skills that will be applicable to a wide range of cultures and people. An understanding of the role of communication within national and global healthcare and the role of communicating risk to affected publics together with the ability to effectively relay information during crises will make students better able to formulate message strategies and campaigns that effectively reach their intended publics in efforts to contain the crises and relay appropriate risk information. This program will provide students with the skills and knowledge to understand, analyze, and respond to some of the most impactful events at local, national, and international levels.

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

Bachelor's Plus

The Bachelor's Plus Program is a graduate program designed to provide initial teacher licensure to people who hold bachelor's degrees from accredited colleges or universities in fields other than education. Ashland University has 19 different options in the Bachelor's Plus Program that lead to licensure to teach in Ohio schools. Each program contains both graduate and undergraduate courses.

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.

Courses are available for this degree in the following major program areas:

- M.Ed. Curriculum and Instruction with areas of concentration in:
  - Intervention Specialist - Mild/Moderate
  - Talent Development Education
  - Reading and Literacy
  - Teacher Leader
  - Educational Technology
- M.Ed. Educational Administration

Doctor of Education

In 1997, the Ohio Board of Regents authorized Ashland University to offer a Doctor of Education (Ed.D.) degree in Leadership Studies, 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.
Dwight Schar College of Nursing and Health Sciences

Doctor of Nursing Practice/Nursing Practice

The Doctor of Nursing Practice Program (DNP) is a practice-focused degree that prepares nurses to function at the highest level of practice for the current health care environment based on a strong scientific foundation for practice. Emphasis is on evidence-based practice, leadership, cultural competence, organizational analysis, and policy. Students prepare for primary care roles as nurse practitioners via two entry levels, BS to DNP or MS to DNP.

School Nurse Licensure

The School Nurse Licensure Program, administered by the Dwight Schar College of Nursing and Health Sciences is open to actively licensed nurses holding a Bachelor’s degree. The program consists of five online courses and an internship which may be done in the school setting of the student’s choice if approved by Ashland University and the selected school administration. Upon satisfactory completion of program requirements, the student is eligible to apply for professional licensure issued through the state Department of Education.

Master of Science/Applied Exercise Science

The Master of Science with a Specialization in Applied Exercise Science is a focused degree that prepares students for professional practice in the health sciences. The program emphasizes the Strength and Conditioning areas of fitness. Teaching is based on the scientific and physiological basis for sport and exercise, fitness assessment and exercise prescription, and principles of strength and conditioning. Upon completion of the program, students will be prepared to attain National Strength and Conditioning Specialist or American College of Sports Medicine Health/Fitness Instructor certification.
Ashland Theological Seminary

Ashland Theological Seminary is a graduate division of Ashland University under the governance of the same Board of Trustees. The Seminary seeks to fulfill the identity statements of the University, while at the same time being true to its own unique calling as found in its mission statement and other identity statements.

Mission Statement:

Ashland Theological Seminary integrates theological education with Christ-centered transformation as it equips men and women for ministry in the church and the world.

Dean

John Bryon, Interim Academic Dean, Ashland Theological Seminary

Faculty

Richard E. Allison, Professor Emeritus of Christian Education
David W. Baker, Professor of Old Testament and Semitic Languages
Matthew Bevere, Assistant Professor of Ministry
John Byron, Professor of New Testament and Greek
Paul W. Chilcote, Professor of Historical Theology and Wesleyan Studies
Brenda Colijn, Professor of Biblical Interpretation and Theology
David deSilva, Trustees’ Professor of New Testament and Greek
Jerry R. Flora, Professor Emeritus of Theology and Spiritual Formation
Claudia J. Sadler-Gerhardt, Associate Professor of Counseling
L. Daniel Hawk, Professor of Old Testament and Hebrew
Brad Imhoff, Assistant Professor of Counseling
Walter J. Kime, Associate Professor Emeritus of Field Education
Matt Lewis, Assistant Professor of Practical Theology
Douglas L. Little, Professor Emeritus of Pastoral Counseling
David P. Mann, Professor of Counseling
Dawn Morton, Assistant Professor of Christian Formation and Leadership
William H. Myers, Professor of New Testament and Black Church Studies
Paul Overland, Professor of Old Testament and Semitic Languages
William P. Payne, Professor of Evangelism/Missions
Melissa W. Corbin Reuschling, Professor of Ethics and Theology
Michael Reuschling, Professor of Counseling
John C. Shultz, Professor of Counseling
Mizti J. Smith, Associate Professor of New Testament and Early Christianity

Ronald L. Sprunger, Professor Emeritus of Music
Dale R. Stoffer, Professor of Historical Theology
John Swope, Assistant Professor of Practical Theology
Michael B. Thompson, Professor of Practical Theology
O. Kenneth Walther, Professor Emeritus of Greek and New Testament
Terry Wardle, Professor of Practical Theology
JoAnn Ford Watson, Professor of Christian Theology and Spiritual Formation
Lee Wetherbee, Professor of Counseling

President’s Cabinet

John Byron, Academic Dean
TBD, Vice President of Institutional Advancement
Roberto Ponce, Vice President of Marketing and Enrollment Management
Mark Harden, President of Ashland Theological Seminary
Jim Thomas, Director of Operations

Administration

Laura Bedocs, Registrar,
Matthew Bevere, Associate Dean, Doctor of Ministry Program
Charlotte Cole, Executive Assistant to the President
Johnathan Cole, I.T. Specialist
Thomas Gilmore, Coordinator of Education, Cleveland Center
Nyreia Harrington-Stephens, Coordinator of Education, Detroit Center
Jerrolyn Johnson, Assistant Director, Detroit Center, Director of Detroit Counseling Program
Renee Johnson, Enrollment Counselor, Coordinator of Admissions
Wendy Hall, Enrollment Counselor, Coordinator of Student Life
Lynne Lawson, Assistant Director of the Institute of Formational Counseling
Matt Lewis, Director for Excellence in Leadership
Sylvia Locher, Director of the Seminary Library
Michael O’Hara, Coordinator of Education, Columbus Center
Jill Slater, Advancement Officer, Grants/Events
John Swope, Director of Field Education
Sarah Thomas, Digital Services Librarian
Angela Cirone, Director of Alumni and Community Engagement
Philosophy of Theological Education

In order to carry out its mission, Ashland Theological Seminary brings together faculty with shared commitment to biblical, evangelical faith; the pursuit of excellence in teaching; professional development through continuing education and research; and service to the church and the world. The interdenominational team of educators attempts to create both a community of fellowship and a climate for learning. The faculty recognizes teaching supported by research and scholarship as their central and most important responsibility.

Learners are challenged to ground their Christian identity in an intimate relationship with God as they grow and mature in Christ under the guidance of the Holy Spirit. This growth takes place in the context of a nurturing community that encourages learners to develop and exemplify a Christ-like character. Through the classroom and co-curricular experiences, learners are challenged to clarify their unique calling in the Kingdom of God. The curriculum is designed to develop competence in hermeneutics, biblical studies, history, and theology, as well as ministry areas such as preaching, teaching, leadership, worship, pastoral care, counseling, spiritual formation, missions and evangelism.

The Seminary creates a learning environment that emphasizes both biblical conviction and tolerance. This climate facilitates the appreciation of persons and ideas from diverse Christian traditions within a cross-cultural perspective. Learners are encouraged to deepen their understanding of and involvement in their own denominational traditions. The Seminary models and fosters a commitment to servant leadership according to the example of Jesus and to lifelong learning which balances ministry and family life.

The administration and staff serve an essential role in helping faculty fulfill the mission of Ashland Theological Seminary. Modeling an attitude of servant-leadership, they seek to provide all the necessary institutional resources for all members of the Ashland Theological Seminary community to excel in their areas of ministry and responsibility.

Centers

ASHLAND, OH - Students can earn a degree in Master of Arts (Biblical Studies), Master of Arts (Historical & Theological Studies), Master of Arts in Chaplaincy, Master of Arts in Clinical Mental Health Counseling, Master of Arts in Pastoral Counseling & Care, Master of Arts in Spiritual Formation, Master of Divinity or Doctorate of Ministry. We are located at 910 Center Street, Ashland, OH 44805.

CLEVELAND, OH - Students in metropolitan Cleveland can earn a Master of Arts in Black Church Studies, Master of Arts in Practical Theology or Master of Divinity degree completely at our Cleveland Center. Courses are also offered leading to the Doctorate of Ministry in Black Church Studies. We are conveniently located at 6500 Rockside Road, Suite 130 Independence, OH 44131.

COLUMBUS, OH - Our Columbus Center is located at 8425 Dublin-Granville Rd, Columbus, OH 43229. Students can earn a degree in Master of Arts in Clinical Mental Health Counseling, Master of Arts in Practical Theology or Master of Divinity.

DETROIT, MI - The Detroit Center offers the Master of Arts in Counseling, Master of Arts in Practical Theology, Master of Divinity, and courses leading to the Doctor of Ministry.

We are located in the Centrum Building at 24901 Northwestern Highway, Suite 600, Southfield, MI 48075.
Dean

Eugene P. Linton

College Credit Plus

Through Ashland’s College Credit Plus program, high school students with strong academic records can earn college credit and/or high school graduation credit by taking college courses at the University or at participating high schools.

Admission Requirements College Credit Plus

The student must have participated in a college preparatory curriculum and completed the following:

* Two or more years of high school English
* Two or more units of math (algebra or higher)
* Two or more units of science (one must be a laboratory science)
* Two or more units of social studies

   The student must have a cumulative grade point average of at least 2.50 on a 4.00 scale at the time of application.

   The student must have a composite score of 18 or higher on the ACT.

   Student must complete the free application for admission into College Credit Plus program available online at www.ashland.edu/apply. Student must complete and submit all approval forms required from their high school.

Registration is limited to a maximum of 16 credit hours per semester, and 30 credit hours per year.

   All of the above criteria are considered for acceptance into College Credit Plus programs. Acceptance does not guarantee course availability. The cost for taking courses at the University campus is $33.00 per credit hour.
**Professional Staff**

Christopher Swanson, Director, Professor of Mathematics  
Becky Schaaf, Coordinator

**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 give 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 or 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 freshmen year are not required to complete the First Year Honors Seminar. Students who begin in the Honors Program with sophomore status will only be required to complete Honors designated core courses in three different areas.

**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 or 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 is typically 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 Office of Record's and Registration 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 or 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 or 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 Office of Record's and Registration. 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 or 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 or 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.</td>
</tr>
<tr>
<td>Honors Capstone Project</td>
<td>6</td>
<td>HON 310; Permission</td>
</tr>
<tr>
<td>Honors Core Courses</td>
<td>12</td>
<td>Honors or Permission</td>
</tr>
<tr>
<td>(choose 4 diff. areas)</td>
<td></td>
<td>(logic/math, religion, communications, natural sciences, humanities, aesthetics, historical reasoning, social sciences)</td>
</tr>
</tbody>
</table>

**Honors Elective:**

At least one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd HON 390 Honors Interdisciplinary Seminar</td>
<td>3</td>
<td>Honors; Soph.</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.</td>
</tr>
<tr>
<td>Honors study abroad experience</td>
<td>0</td>
<td>Honors; Permission</td>
</tr>
</tbody>
</table>

23-26 hrs.

**Honors Courses and Descriptions**

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

Chair
Daniel McDonald, Associate Professor of Art

Faculty
Keith Dull, Professor of Art
Priscilla Roggenkamp, Associate Professor of Art
Wendy Schaller, Associate Professor of Art
Michael Bird, Professional Instructor of Art
Cynthia Petry, Professional Instructor of Art / Director of Coburn Gallery

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 (CAGP). The mission of the Art 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 Art 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 Art Department has established 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
* analyze topics in 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;
* exhibit high standards of achievement in the Senior Review Assessment; and
* fulfill the Senior Exhibition Requirement.

In addition, CAGP students through courses in computer science and the allied field of mathematics, will:

* practice programming;
* design and analyze algorithms; and
* implement critical thinking.

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 both electric and gas-fired kilns
* Computer lab for digital arts and graphic design with archival large format printer
* Sculpture studio equipped for metal fabrication, metal casting, wood working, 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 opportunities 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 in commercial art 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.

Ashland University has a clear arrangement with the Art Institute of Pittsburgh but it should be noted that the opportunity to fulfill the off-campus portion of the commercial art degree is open to attendance at any of the associated Art Institutes, though special arrangements may be needed.

*Note: All tuition and financial aid arrangements must be made between the student and the Art Institute of Pittsburgh for the time of attendance there. Ashland University financial arrangements do not apply for the time the student is in attendance at AIP, or at any other art institute.

Description of Majors
Fine Arts – Our majors in the fine arts offer concentrations in painting, sculpture, printmaking, ceramics, and digital 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 students’ 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.

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Degree Requirements

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

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

Assessment – The assessment process is designed to monitor student development in the various areas of skill and knowledge the department teaches. This process is conducted on a yearly basis and takes place outside the context of individual classes. It is intended to benefit the students by giving them a set of guidelines by which they 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 process includes Foundations Review, Concentration Review, Senior 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 Art Department faculty. The committee gives written and oral assessments of strengths and weaknesses, and makes appropriate recommendations. Students will demonstrate proficiency in two-dimensional composition, three-dimensional design, the usage of color, the usage of spatial devices, observational and drawing skills, understanding of anatomy, and the quality of craft and sensitivity to artist’s materials.

Concentration Review should take place near the end of the second semester of a student’s concentration. 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. Students will be advised as to whether or not their portfolio meets department expectations relative to the process of producing a body of work sufficient for a final exhibition. 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 Review takes place the semester preceding the senior exhibition. Candidates are expected to present a further refined portfolio of work leading to the senior exhibition to be critiqued in open session similar to the Concentration Review. The faculty will provide written assessment of progress towards the student’s readiness with respect to the senior exhibition. If a portfolio does not exhibit the necessary progress the student may be required to repeat the review process or postpone the senior exhibition until sufficient progress is made.

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 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></td>
</tr>
</tbody>
</table>

22 hrs.

### Bachelor of Arts with a major in Fine Art (minor required)

<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 digital art</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Studio Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Art History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Studio or Art History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL 318 Topics in Philosophy</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215 or Art Major</td>
</tr>
</tbody>
</table>

46 hrs.

### Plus Institutional Baccalaureate Degree Requirements.

### Bachelor of Arts with a major in Commercial Art (minor required)

<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>PHIL 318 Topics in Philosophy</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215 or Art Major</td>
</tr>
<tr>
<td>ART 293/393/493 Elective Internship</td>
<td>(0-3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>Junior Year at the Art Institute of Pittsburgh</td>
<td>30</td>
<td>(see previous page for concentration areas)</td>
</tr>
</tbody>
</table>

55-58 hrs.

### Plus Institutional Baccalaureate Degree Requirements.

### Bachelor of Arts with a major in Commercial Art: Digital Video Production Concentration (minor required) (completed entirely at AU)

<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>Concentration Area:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 206 Digital Art</td>
<td>3</td>
<td>ART 134</td>
</tr>
<tr>
<td>JDM 133 Video &amp; Audio Aesthetics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 232 Video Aesthetics 2</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 234 Studio Production</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 237 Basic Audio Production</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 311 Script Writing &amp; Directing</td>
<td>3</td>
<td>JDM 234</td>
</tr>
<tr>
<td>JDM 333 Digital Media Technologies</td>
<td>3</td>
<td>JDM 232</td>
</tr>
<tr>
<td>JDM 337 Advanced Audio Production</td>
<td>3</td>
<td>JDM 237</td>
</tr>
<tr>
<td>JDM 403 Mass Media Effects</td>
<td>3</td>
<td>Jr. status</td>
</tr>
<tr>
<td>JDM 412 Adv. Post Prod. &amp; Editing</td>
<td>3</td>
<td>JDM 333</td>
</tr>
<tr>
<td>PHIL 318 Topics in Philosophy</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215 or Art Major</td>
</tr>
</tbody>
</table>

33 hrs.

### Plus Institutional Baccalaureate Degree Requirements.

### Bachelor of Science with a comprehensive 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>Studio electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Art History elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL 318 Topics in Philosophy</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215 or Art Major</td>
</tr>
<tr>
<td>ART 293/393/493 Elective Internship</td>
<td>(0-3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>Junior Year at the Art Institute of Pittsburgh</td>
<td>30</td>
<td>(see previous page for concentration areas)</td>
</tr>
</tbody>
</table>

64-67 hrs.

### Bachelor of Science with a comprehensive major in Commercial Art: Graphic Design Concentration (completed entirely at AU)

<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>Concentration Area:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 206 Digital Art I</td>
<td>3</td>
<td>ART 134</td>
</tr>
<tr>
<td>ART 231 Graphic Design I</td>
<td>3</td>
<td>ART 160E or 206; ART 133</td>
</tr>
<tr>
<td>ART 307 Digital Art II</td>
<td>3</td>
<td>ART 206</td>
</tr>
<tr>
<td>ART 332 Graphic Design II</td>
<td>3</td>
<td>ART 206 or 231</td>
</tr>
<tr>
<td>ART 346 Illustration</td>
<td>3</td>
<td>ART 134, 141, 242</td>
</tr>
<tr>
<td>ART 433 Graphic Design III</td>
<td>3</td>
<td>ART 332</td>
</tr>
<tr>
<td>ART 434 Graphic Design IV</td>
<td>3</td>
<td>ART 433</td>
</tr>
<tr>
<td>JDM 403 Mass Media Effects</td>
<td>3</td>
<td>Jr. status</td>
</tr>
<tr>
<td>MKT 233 Principles of Marketing</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ART 314 Advertising Principles</td>
<td>3</td>
<td>MKT 233</td>
</tr>
<tr>
<td>PHIL 318 Topics in Philosophy</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215 or Art Major</td>
</tr>
</tbody>
</table>

33 hrs.

### Plus Institutional Baccalaureate Degree Requirements.
PHIL 318 Topics in Philosophy 3 PHIL 204, 205, 208, 210, 215 or Art major 33 hrs.

Art Studio Electives: (Choose 2) 6
Art History Elective 3 9 hrs.
ART 293/393/493 Elective Internship (0-3 hrs.) 64-67 hrs.

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science with a comprehensive major in Commercial Art: Digital Video Production Concentration (completed entirely at AU)

<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>Concentration Area:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 206 Digital Art</td>
<td>3</td>
<td>ART 134</td>
</tr>
<tr>
<td>JDM 133 Video &amp; Audio Aesthetics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 232 Video Aesthetics 2</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 234 Studio Production</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 237 Basic Audio Production</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 311 Script Writing &amp; Directing</td>
<td>3</td>
<td>JDM 234</td>
</tr>
<tr>
<td>JDM 333 Digital Media Technologies</td>
<td>3</td>
<td>JDM 232</td>
</tr>
<tr>
<td>JDM 337 Advanced Audio Production</td>
<td>3</td>
<td>JDM 237</td>
</tr>
<tr>
<td>JDM 403 Mass Media Effects</td>
<td>3</td>
<td>Jr. status</td>
</tr>
<tr>
<td>JDM 412 Adv. Post Prod. &amp; Editing</td>
<td>3</td>
<td>JDM 333</td>
</tr>
<tr>
<td>PHIL 318 Topics in Philosophy</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215 or Art major</td>
</tr>
</tbody>
</table>

33 hrs.

Art Studio Elective (Choose 2) 6
Art History Elective 3
ART 293/393/493 Elective Internship (0-3 hrs.) 64-67 hrs.

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, digital 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></td>
</tr>
<tr>
<td>Studio major II</td>
<td>3</td>
<td>Studio major I</td>
</tr>
<tr>
<td>Studio major III</td>
<td>3</td>
<td>Studio major II</td>
</tr>
<tr>
<td>Studio major IV</td>
<td>3</td>
<td>Studio major III</td>
</tr>
<tr>
<td>Studio major V</td>
<td>3</td>
<td>Studio major IV</td>
</tr>
<tr>
<td>ART 490 Major Thesis Prep</td>
<td>1</td>
<td>BFA major w/15 hrs. studio conc.</td>
</tr>
<tr>
<td>Studio Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio minor I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Studio minor II</td>
<td>3</td>
<td>Studio minor I</td>
</tr>
<tr>
<td>Studio minor III</td>
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<tr>
<td>Art History Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Art Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>PHIL 318 Topics in Philosophy</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215, or Art major</td>
</tr>
</tbody>
</table>

PHIL 318 Topics in Philosophy 3 PHIL 204, 205, 208, 210, 215 or Art major 69 hrs.

Plus Institutional Baccalaureate Degree Requirements.

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>ART 206 Digital Art I</td>
<td>3</td>
<td>ART 134</td>
</tr>
<tr>
<td>ART 307 Digital Art II</td>
<td>3</td>
<td>ART 206</td>
</tr>
<tr>
<td>ART 408 Digital Art III</td>
<td>3</td>
<td>ART 307</td>
</tr>
<tr>
<td>CS 101 Logic and Computing</td>
<td>3</td>
<td>2 Yrs. H.S. Alg</td>
</tr>
<tr>
<td>CS 121 Computer Prog. I</td>
<td>3</td>
<td>CS 101</td>
</tr>
<tr>
<td>CS 122 Computer Prog. II</td>
<td>3</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 223-224 Discrete Math I-II</td>
<td>3/3</td>
<td>2 Yrs. H.S. Alg; 1 Yr. H.S. Geom; MATH 223 for 224</td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
<td>3</td>
<td>MATH 202, 206, or 224</td>
</tr>
<tr>
<td>PHIL 318 Topics in Philosophy</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215, or Art major</td>
</tr>
<tr>
<td>Electives (Choose 2 courses):</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ART 409 Digital Art IV</td>
<td>3</td>
<td>ART 408</td>
</tr>
<tr>
<td>ART 410 Digital Art V</td>
<td>3</td>
<td>ART 409</td>
</tr>
<tr>
<td>CS 175 Web Design</td>
<td>3</td>
<td>None</td>
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<td>CS 275 Web Programming</td>
<td>3</td>
<td>CS 175</td>
</tr>
<tr>
<td>CS 499 Software Development</td>
<td>3</td>
<td>CS 304</td>
</tr>
</tbody>
</table>

67 hrs.

Plus Institutional Baccalaureate Degree Requirements.

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

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

Note: Students are required to take at least one course from each of the department’s concentration areas as part of their 15 hours of studio electives.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Foundations Sequence</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Studio Conc: painting, ceramics, printmaking, sculpture or comp. art</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Studio Elective</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Art History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Studio or Art History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 221 Art Ed. Theories &amp; Pract.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PHIL 318 Topics in Philosophy</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215, or Art Major</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 134, 141</td>
</tr>
<tr>
<td>EDCI 230PK Grades PreK-12 Field Exp. I</td>
<td>1</td>
<td>EDEN 130; FREN 252 or SPAN 272 for foreign language majors; MUSIC 204 or concur. for music majors</td>
</tr>
</tbody>
</table>
EDCI 330 PK Grades PK-12 Field Exp. II
PreK-12
EDCI 392 Content Area Reading 3 None
PSYC 218 Psych. Of Adolescence 3 None
74 hrs.

Remaining Education Requirements:
EDCI 469 Student Internship Pre-K 10 All Student Internship Req.; concurrent with EDFN 402
EDCI 130 Introduction to Teaching 3 None
EDFN 202 Teaching and Learn. Process 3 EDFN 130
EDFN 402 Social and Prof. Issues 2 Sr. Status; concurrent with EDCI 469
EDIS 250 Intro. Educational Intervention 3 None

Plus Institutional Baccalaureate Degree Requirements

95 hrs.

Minor in Art History

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 256 Western Art I</td>
<td>3</td>
<td>None</td>
</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>
</tbody>
</table>

18 hrs.

Minor in Studio Art

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

24 hrs.

Associate of Arts with a concentration in Art

<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 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>
</tr>
<tr>
<td>Art History electives</td>
<td>6</td>
<td>None</td>
</tr>
</tbody>
</table>

30 hrs.

Plus Institutional Baccalaureate Degree Requirements

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
Chair
Mason Posner, Professor of Biology

Faculty
Soren Brauner, Professor of Biology
Douglas A. Dawson, Professor of Biology/Toxicology
Paul Hyman, Associate Professor of Biology
Patricia A. Saunders, Associate Professor of Biology
Andrew J. Trimble, Associate Professor of Biology/Toxicology
Dolly L. Crawford, Assistant Professor of Biology
Merrill Tawse, Professional Instructor of Biology
Jenna Dolhi, Visiting Assistant Professor of Biology
Kristin Simokat, Visiting Assistant Professor of Biology

Degrees Offered
Bachelor of Science
Bachelor of Science in Education

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, pre-physician assistant, pre-occupational therapy and pre-optometry.

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

Student Learning 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;
* 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;
* 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 and ion-specific electrodes);
* Read, analyze and summarize biological literature, and communicate research finding through oral presentation and written papers.

Facilities and Equipment
Biology facilities in the recently renovated Kettering Science Center includes four teaching and four faculty/student research laboratories; a microscopy room and tissue culture facility; an animal facility with multiple rooms housing fishes, amphibians, rodents, bats, and invertebrates; an anatomy lab housing four human cadavers and an extensive anatomy model collection; 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), digital imaging station for DNA gels and western blots, 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.
Field Studies

In addition to five Environmental Preserves managed by the Environmental Science Program, Ashland University's location enhances field study opportunities. Various field courses utilize the close proximity of diverse bodies of water (including Lake Erie), swamps, bogs, prairie habitats, rich deciduous forests (including Mohican State Forest), and the boundary between glaciated and unglaciated Appalachian Plateau. Summer field studies give students the opportunity to study other unique habitats around the country.

Student Honor Society

Beta Beta Beta, Xi Mu chapter, honors biology majors and minors. Regular members maintain a 3.0 GPA and have completed at least three biology courses. Associate membership is available to all other students with an interest in biology.

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 forensic biology.

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 in BIO 201/202 and continue the process in the 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>Biology Core:</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>None</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 201 &amp; 6 BIO hrs</td>
</tr>
<tr>
<td>BIO 495 Biology Senior Seminar</td>
<td>1</td>
<td>Major, Sr. Status</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>H.S. Chem; 3 Yrs. H.S. Math</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry II</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>CHEM 307 Organic Chemistry</td>
<td>3</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 307L Organic Chemistry Lab</td>
<td>1</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>2 Semesters of mathematics* (Calc. and/or Stats. Recomm.)</td>
<td>6-10</td>
<td></td>
</tr>
</tbody>
</table>

Remaining Biology Courses:

Choose at least one course from three of the following four areas:

Cellular and Molecular courses: 4

| BIO 340 Microbiology                                | (4)  | BIO 201, CHEM 104                   |
| BIO 424 Cell Biology                                | (4)  | BIO 303 and 12 hrs. BIO             |
| BIO 429 Biochemistry                                | (4)  | CHEM 307                           |

Biodiversity Courses: 4

| BIO 205 Zoology                                     | (4)  | BIO 202                           |
| BIO 207 Botany                                      | (4)  | BIO 202                           |
| BIO 219 Entomology                                  | (4)  | BIO 202                           |
| BIO 328 Vertebrate Biology                          | (4)  | BIO 202                           |

Physiology courses: 3-4

| BIO 325 Anatomy and Physiology I                    | (4)  | BIO 201                           |
| BIO 327 Plant Physiology                            | (4)  | BIO 202                           |
| BIO 330 Principles of Toxicology                    | (3)  | BIO 201, 202, CHEM 104            |
| BIO 425 Advanced Human Physiology                   | (4)  | 16 hrs. BIO                       |

Ecology courses: 4

| BIO 310 Ecology                                     | (4)  | BIO 202                           |
| BIO 411 Limnology                                   | (4)  | BIO 202                           |
| BIO 412 Marine Biology                              | (4)  | BIO 202                           |

Choose at least one from the following seminar courses: 1

| BIO 495 Biology Senior Seminar                      |      |                                   |

54
Bachelor of Science with a Comprehensive Major in Biology – Forensic Biology Concentration

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Core:</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>None</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 201 &amp; 6 BIO hrs</td>
</tr>
<tr>
<td>BIO 495 Biology Senior Seminar</td>
<td>1</td>
<td>Major, Sr. Status</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>H.S. Chem; 3 Yrs. H.S. Math</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry II</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>CHEM 307 Organic Chemistry</td>
<td>3</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 307L Organic Chemistry Lab</td>
<td>1</td>
<td>CHEM 104</td>
</tr>
<tr>
<td><strong>26 hrs.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FORENSIC BIOLOGY TRACK</td>
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<td></td>
</tr>
<tr>
<td>BIO 234 Forensic Science</td>
<td>3</td>
<td>4 hrs. BIO., 4 hrs. CHEM</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>BIO 307</td>
</tr>
<tr>
<td>CHEM 308 Organic Chemistry II</td>
<td>3</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 308L Organic Chemistry II Lab</td>
<td>1</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 320 Quantitative Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CJ 130 Intro to Criminal Justice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>Choose at least one course from each of the following groups:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biodiversity Courses:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIO 207 Botany</td>
<td>(4)</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 219 Entomology</td>
<td>(4)</td>
<td>BIO 202</td>
</tr>
<tr>
<td>Physiology courses:</td>
<td>3-4</td>
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</tr>
<tr>
<td>BIO 325 Anatomy and Physiology I</td>
<td>(4)</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 330 Principles of Toxicology</td>
<td>(3)</td>
<td>BIO 201, 202; CHEM 104</td>
</tr>
<tr>
<td>BIO 425 Advanced Human Physiology</td>
<td>(4)</td>
<td>16 hrs. BIO</td>
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<tr>
<td>Additional Electives:</td>
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<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>
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<tr>
<td>BIO 454 Immunology</td>
<td>(4)</td>
<td>BIO 340, 424, or 428</td>
</tr>
<tr>
<td>CHEM 420 Instrumental Analysis</td>
<td>(4)</td>
<td>CHEM 320</td>
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<tr>
<td>Seminar Courses:</td>
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<td></td>
</tr>
<tr>
<td>BIO 276 Environmental Science Seminar</td>
<td>(1)</td>
<td>Jr. or Sr. Status</td>
</tr>
<tr>
<td>BIO 304 Journal Club</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Specific math courses for biology core:</td>
<td>6-8</td>
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<tr>
<td>MATH 201 Calculus with Applications</td>
<td>(3)</td>
<td>2 yrs. H.S. Alg.; 1 yr. H.S. Geom.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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</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><strong>69-72</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plus Institutional Baccalaureate Degree Requirements.

Students obtaining a double major in biology and chemistry may count Bio/Chem 429 Biochemistry toward both majors.

Note: Students planning to attend a graduate or professional school should take a full year of physics and organic chemistry, although not required for all the tracks in Biology.

Bachelor of Science with a Comprehensive Major in Toxicology

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Mol and Cell Basis of Life</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>BIO 202 Org. Adapt and Diversity</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>BIO 301 Professional Prep</td>
<td>1</td>
<td>Major, Jr. status</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 201 &amp; 6 BIO hrs</td>
</tr>
<tr>
<td>BIO 330 Principles of Toxicology</td>
<td>3</td>
<td>BIO 201, 202, CHEM 307</td>
</tr>
<tr>
<td>BIO 331 Methods in Toxicology</td>
<td>4</td>
<td>BIO 330</td>
</tr>
<tr>
<td>BIO 332 Toxic Agents</td>
<td>3</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 432 Pharmacology and Tox I</td>
<td>3</td>
<td>16 hours BIO, CHEM 307</td>
</tr>
<tr>
<td>BIO 433 Pharmacology and Tox II</td>
<td>3</td>
<td>16 hours BIO, CHEM 307</td>
</tr>
<tr>
<td>BIO 495 Biology Senior Seminar</td>
<td>1</td>
<td>Sr. status; Bio., Tox., Evans/Bio., Life Sci. lic majors</td>
</tr>
</tbody>
</table>

Bio Electives (courses numbered 200 or above) | 11 |

Choose one from the following: | 1 |

- BIO 276 Environmental Science Seminar | 1 |

- BIO 304 Journal Club | 1 |
  - Jr. or Sr. status, Bio/Tox. Major |

- CHEM 103 General Chemistry I | 4 |
  - H.S. Chem.; 3 yrs. H.S. math |

- CHEM 104 General Chemistry II | 4 |
  - CHEM 103 |

- CHEM 307 Organic Chemistry I | 3 |
  - CHEM 104 |

- CHEM 307L Organic Chemistry Lab | 1 |
  - CHEM 104 |

- CHEM 320 Quantitative Analysis | 4 |
  - CHEM 104 |

- CHEM 420 Instrumental Analysis | 4 |
  - CHEM 320 |

- MATH 201 Calculus with Applications | 3 |
  - 2 yrs. H.S. Alg.; 1 yr. H.S. Geom. |

OR |

- MATH 205 The Calculus I | 5 |
  - MATH 111 or Equiv. |

- MATH 208 Elementary Statistics | 3 |
  - MATH 100 or ACT 18 or SAT 480 |

72-74 hrs.

Plus Institutional Baccalaureate Degree Requirements.

Note: Students planning to attend a graduate or professional school should take a full year of physics and organic chemistry, although not required for all the tracks in Biology.

Bachelor of Science in Education with comprehensive major in Biology (Life Science Licensure) Grades 7-12

Assessment - 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>
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</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>None</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>Major, Jr. Status</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 201 &amp; 6 BIO hrs</td>
</tr>
<tr>
<td>BIO 325 Anatomy and Physiology I</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 326 Anatomy and Physiology II</td>
<td>4</td>
<td>BIO 325</td>
</tr>
<tr>
<td>BIO 495 Biology Senior Seminar</td>
<td>1</td>
<td>Major, Sr. Status</td>
</tr>
</tbody>
</table>

Choose one course from: | 3-4 |

- BIO 305 Evolution | 3 |
  - BIO 303 |

- BIO 210 Ecology | 4 |
  - BIO 202 |

- BIO 411 Limnology | 4 |
  - BIO 202 |

Choose one course from: | 4 |

- BIO 340 Microbiology | 4 |
  - BIO 201 and CHEM 104 |

- BIO 424 Cell Biology | 4 |
  - BIO 303 |

- BIO 428 Molecular Biology | 4 |
  - BIO 303 |

- CHEM 103 General Chemistry I | 4 |
  - H.S. Chem.; 3 yrs. H.S. Math |

- CHEM 104 General Chemistry II | 4 |
  - CHEM 103 |

- MATH 208 Elementary Statistics | 3 |
  - MATH 100 or ACT 18 or SAT 480 |

- PHYS 201 General Physics | 4 |
  - H.S. Alg. and Geom. |

Choose one course from: | 3-4 |

- BIO 493 Internship | 12 hrs. Res. Cred, Jr. or Sr. status, perm. |

- BIO 497 Directed Lab/Field Research | 3 |
  - GEOL 101 Physical Geology |

  - MATH elective | (3) |

- MATH 201 Calculus with Applications | 3-4 |

- MATH 205 The Calculus I | 3 |
  - MATH 111 or Equiv. |

- MATH 208 Elementary Statistics | 3 |
  - MATH 100 or ACT 18 or SAT 480 |

- PHYS 201 General Physics | 4 |
  - H.S. Alg. and Geom. |

Choose one course from: | 3-4 |

- BIO 493 Internship | 12 hrs. Res. Cred, Jr. or Sr. status, perm. |

- BIO 497 Directed Lab/Field Research | 3 |
  - GEOL 101 Physical Geology |

  - MATH elective | (3) |

75-57 hrs.

- Related Concentration: | 5 |

- EDCI 318 Tch. 21st Cent. Adol. Science | 3 |
  - EDCI 230SEC or 236 |

Choose one from: | 3 |

- PSYC 209 Dev. Psych | 3 |
  - PSYC 101 |

- PSYC 218 Psyc. Of Adolescence | 3 |
  - None |

Remaining Education Requirements: | 5 |

- EDCI 230SEC AYA (7-12) Field Exp. I | 1 |
  - Concurrent with EDCI 232 |

- EDCI 232 Intro. To Prin. Of Instr. Tech. | 3 |
  - Concurrent with EDCI 230SEC |

- EDCI 330SEC AYA (7-12) Field Exp. II | 3 |
  - EDCI 230, 232; PSYC 218, concurrent with EDCI 318 |

- EDCI 392 Content Area Reading | 3 |
  - None |

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

See listing in Chemistry.
EDFN 461 Student Int. Gr. 7-12 10 All Student Internship Req.; concurrent with EDFN 402
EDFN 130 Intro to Teaching 3 None
EDFN 202 Teaching and Learn. Process 3 EDFN 130
EDFN 402 Social and Prof. Issues 2 Sr. Status; concurrent with EDCI 461
EDIS 250 Intro. Educational Intervention 3 None

92-94 hrs.

**Plus Institutional Baccalaureate Degree Requirements.**
*Note: Minimum cumulative GPA, Biology GPA, Chemistry GPA and Math GPA for progression to the fourth year must be at least 2.5.*

### Bachelor of Science with a Comprehensive Major in Biology - Medical Technology Concentration

**(Pending approval by the Higher Learning Commission)**

**Course Number and Title** | **Hrs.** | **Prerequisites**
--- | --- | ---
Biography Core: |  |  
BIO 201 Molec. & Cellular Basis of Life  | 4 | None  
BIO 303 Genetics  | 4 | BIO 201 & 6 BIO hrs  
BIO 330 Genetics  | 4 | BIO 126 or 201  
BIO 340 Microbiology  | 4 | BIO 201, CHEM 104  
BIO 429 Biochemistry  | 4 | CHEM 307  
CHEM 103 General Chemistry I  | 4 | H.S. Chem.; 3 yrs. H.S. Math  
CHEM 104 General Chemistry II  | 4 | CHEM 103  
CHEM 307/307L Organic Chemistry I (with lab)  | 4 | CHEM 104  
CHEM 308/308L Organic Chemistry II (with lab)  | 4 | CHEM 307  
MATH 208 Statistics  | 3 | MATH 100 or ACT 18 or SAT 480  
1 more semester of mathematics  | 3-5 |  
|  | 45-47 hrs.  
Remaining Biology Courses: |  |  
Biodiversity courses:  | 4 |  
BIO 205 Zoology  | (4) | BIO 202  
BIO 207 Botany  | (4) | BIO 202  
BIO 219 Entomology  | (4) | BIO 202  
BIO 328 Vertebrate Biology  | (4) | BIO 202  
Ecology courses:  | 4 |  
BIO 310 Ecology  | (4) | BIO 202  

- **Biology Core:**
- **Biodiversity courses:**
- **Ecology courses:**
- **Medical Technology Concentration Core:**
- **Recommended elective courses include Cell Biology, Quantitative Analysis, Instrumental Analysis, Physics, Management and/or Education, and Computer Science**

---

**Plus Institutional Baccalaureate Degree Requirements.**
*Recommended elective courses include Cell Biology, Quantitative Analysis, Instrumental Analysis, Physics, Management and/or Education, and Computer Science*

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Molec. &amp; Cell Basis of Life</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>BIO 202 Org. Adapt and Diversity</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 201 &amp; 6 BIO hrs</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 Math (Calc. or stats. rec.)</td>
<td>3-5</td>
<td>25-27 hrs.</td>
</tr>
</tbody>
</table>

**Biology Courses and Descriptions**
See Course Descriptions section of catalog.
**Dean**  
Elad Granot, Professor of Marketing

**Associate Dean**  
Raymond A. Jacobs, Professor of Management

**Faculty by Department**

**ACCOUNTING/INFORMATION SYSTEMS**  
Chair: Victoria L. Kaskey, Associate Professor of Accounting  
J. David Lifer, Professor of Information Systems  
Paul G. Schloemer, Professor of Accounting  
Victoria L. Kaskey, Associate Professor of Accounting  
Beverly J. Piper, Associate Professor of Accounting  
Nitin Walia, Associate Professor of Information Systems  
B. Sue Mullen, Professional Instructor of Accounting

**ECONOMICS/FINANCE**  
Chair: Mark A. Nadler, Associate Professor of Economics  
Hongxia Wang, Associate Professor of Finance  
Paul Holmes, Assistant Professor of Economics  
Terry E. Rumker, Assistant Professor of Finance  
Wendy Wasnich, Assistant Professor of Economics

**MANAGEMENT/INTERNATIONAL BUSINESS/ENTREPRENEURSHIP/SUPPLY CHAIN MGT.**  
Chair: Robert Stoll, Assistant Professor of Management  
Raymond A. Jacobs, Professor of Management  
Khushwant K. Sidhu Pittenger, Professor of Management  
Sivakumar Venkataramany, Professor of International Business  
Daniel W. Sullivan, Associate Professor of Entrepreneurship  
Debra Westerfelt, Associate Professor of Management  
Paskel (Pat) Berry, Professional Instructor of Management  
Joan Berry Kalamas, Professional Instructor of Management  
Rebecca Schmeller, Professional Instructor of Management

**MARKETING/HOSPITALITY MGT./FASHION MERCHANDISING/SPORT MANAGEMENT**  
Chair: Daniel Fox, Associate Professor of Marketing  
Lance Kaltenbaugh, Associate Professor of Sport Management  
Jennifer Parsons, Associate Professor of Sport Management  
Kristen B. Hovsepian, Assistant Professor of Marketing  
Diane B. Moretz, Assistant Professor of Marketing  
Rene Rawraway, Assistant Professor of Hospitality Management  
Kenneth Brubaker, Professional Instructor of Sport Management  
Alison Rossi, Professional Instructor of Fashion Merchandising

**Degrees Offered**  
Associate of Arts with Concentration in Business  
Bachelor of Arts  
Bachelor of Science in Business Administration  
Bachelor of Science  
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 Accreditation Council for Business Schools and Programs (ACBSP) in June 1993. ACBSP granted the BSBA with a major in accounting, the MBA with a specialization in accounting, and the accelerated BSBA/MBA in accounting specialized accreditation in 2013, the eighth school in the U.S. and the first school in Ohio to be so recognized. 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 Dauch College of Business and Economics building, completed in 2004, and the Rybolt Sport Science Center. Dauch includes the Burton D. Morgan Center for Entrepreneurial Studies. The business and economics programs provide more than 100 personal computers for student use with wireless Internet access available throughout the building. All classrooms are equipped with advanced instructional technology. The entrepreneurship program maintains a creativity/innovation lab that is available for all Ashland University students to use. A fully-equipped trading room is used by the finance program's Eagle Investment Group, enabling students to manage an investment portfolio with funds from the University's endowment.
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.

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."

Student Organizations

The College of Business and Economics offers student groups which assist in the professional development of their disciplines: The American Marketing Association (AMA); APICS The Association for Operations Management; Business & Economics Scholars Team (BEST); Eagle Investment Group; Eagle Entrepreneurs; Eagle Eye Marketing; Enactus; Institute of Management Accountants (IMA); National Society of MINorities in Hospitality (NSMH); Sport Business Club (SBC); Society for Human Resource Management (SHRM); 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 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 pro-activity.

Accounting Program Mission: The mission of the accounting program is to help our students achieve CPA licensure, professional accounting certifications, and those competencies most prized by accounting firms and other organizations wishing to hire or promote individuals into position of increasing responsibility.

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. The student who plans to take one of the professional certification exams should meet with his or 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 30 semester hours of coursework beyond the 120-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.

Ashland University offers an accelerated BS/MBA (Bachelor of Science/Master of Business Administration with an Accounting Specialization.) Students who meet the admissions requirements can apply during their junior year and, if accepted, begin taking graduate classes during their senior year. Both the baccalaureate and graduate degrees will be conferred upon the completion of all program requirements. The combined degrees will require a minimum of 150 hours.

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 business and non-business enterprises. Majors develop personal portfolios listing accomplishments and showing examples of their work to prepare for the interview process and to provide prospective employers information about their potential.

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

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.

Fashion Merchandising - This major combines coursework on product knowledge (fashion analysis, textiles, and fashion evolution) with courses in business (marketing, retail merchandising, and 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 associate’s degree in fashion merchandising management at FIT.

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.

Hospitality Management – The hospitality management program concentrates on the management aspects of the industry. The major begins with the business administration core and adds courses in hospitality operations, both lodging and food and beverage, hospitality marketing, hospitality human resources, food safety, and strategic management of hospitality operations.

A wide range of elective courses allow the students to focus their studies in the areas of hospitality in which their career interest lie. Our students work at industry leading companies such as Disney, Marriott, and Hyatt. Students who complete internships and work experience obtain first-hand 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, teamwork, and communication skills, a special emphasis is placed on the students to set and achieve high standards and to develop stamina and adaptability.

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.

SCM 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.
Opportunities for Global Study
There are programs for summer and semester-long study abroad specifically for business students in Taiwan, France, and the Netherlands. Shorter-term business study-tours are available as well. In addition, business students can participate in all other options available through the Global Education office. For all the details, visit Global Education on-campus or on-line: http://www.ashland.edu/students/academics/study-abroad

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
Candidates for the BA degree with a major in Business Administration must complete the following courses for the major, plus a minor (or a second major.) Candidates also must complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

Course Number and Title Hrs. Prerequisites
ACCT 201 Financial Acct. 3 None
ACCT 202 Managerial Acct. 3 ACCT 201
ECON 232 Prin. Of Microecon. 3 None
ECON 233 Prin. Of Macroecon. 3 None
FIN 228 Financial Management 3 ACCT 201
IS 221 Information Technology 3 None
MATH 208 Elementary Statistics 3 MATH 100 or ACT 18
MKT 233 Principles of Mktg. 3 None

37 hrs.

Accelerated Bachelor of Science /Master of Business Administration (BS/MBA)
Candidates for this dual BS/MBA degree must complete the Institutional Baccalaureate Degree requirements, including the CCI requirement. In addition the following courses are required as listed below. Both the BS and MBA degrees will be conferred upon completion of all program requirements. Refer to the graduate catalog for specific information on admission requirements for this program.

ACCOUNTING MAJOR, MBA ACCOUNTING SPECIALIZATION

Course Number and Title Hrs. Prerequisites
ACCT 201 Financial Acct. 3 None
ACCT 202 Managerial Acct. 3 ACCT 201
ACCT 205 Acct. Info. Sys. 3 ACCT 201; IS 221
ACCT 207 Int. Accounting I 3 ACCT 201
ACCT 208 Int. Accounting II 3 ACCT 207
ACCT 302 Cost Management 3 ACCT 202
ACCT 308 Fed. Inc. Tax Indiv. 3 ACCT 201; IS 221
ACCT 309 Fed. Inc. Tax Bus. Entities 3 ACCT 201; IS 221
ACCT 406 Auditing, Prof. Ethics 3 ACCT 201, 207, MATH 208
ACCT 410 Law & Prof. Resp. for Accountants 3 MGT 401
BUS 339/439 Acct. Internship 3 Soph. Status
ECON 232 Prin. Of Microecon. 3 None
ECON 233 Prin. Of Macroecon. 3 None
FIN 228 Financial Management 3 ACCT 201
IS 221 Information Technology 3 None
ACCT 321 Business Spreadsheets 3 ACCT 201, IS 221
MATH 208 Elementary Statistics 3 MATH 100 or ACT 18 or SAT 480
MGT 240 Intro to Mgmt 3 None
MGT 323 Bus. Communication 3 ENG 102
MGT 401 Business Law 3 Jr. Status
MGT 499 Sr. Assessment 1 COBE Major, Sr. Stat.
MKT 233 Principles of Mktg. 3 None

64 hrs.

MBA 501 Organ. Design, Devel. & Change 9
MBA 503 Operations Management 3 None
MBA 505 Financial Management 3 None
MBA 507 Marketing Management 3 None
MBA 517 Strategic Planning & Policy 3 None
MBA Accounting Electives 9
ACCT 514 Special Topics in Acct. (3) ACCT 208
ACCT 533 Fund. & Nonprofit Acct. (3) ACCT 302
ACCT 538 Advanced Cost Mgt. (3) ACCT 208
ACCT 540 Advanced Accounting (3) ACCT 208
MBA Electives 9
MBA 502 Managerial Economics (3) None
MBA 504 Business Statistics (3) MATH 208
MBA 506 Business & Society (3) None
MBA 509 International Bus. Mgt. (3) None
MBA 510 Org. Behavior (3) MGT 240
MBA 513 Management Inf. Syst. (3) None
MBA 514 Special Topics in Bus. (3) None
MBA 516 MBA Seminars (1) None
MBA Total Hours 33 hrs.

97 hrs.
ECON 233 Prin. Of Macroecon. 3  
FIN 228 Financial Management 3  
IS 221 Information Technology 3  
ACCT 321 Business Spreadsheets 3  
MATH 208 Elementary Statistics 3  
MGT 240 Intro to Mgmnt 3  
MGT 319 Operations Mgt. 3  
MGT 323 Bus. Communication 3  
MGT 401 Business Law 3  
MGT 489 Sr. Bus. Capst. 3  
MKT 233 Principles of Mktg. 3  
*Note: The Internship must be related to the major and pre-approved by the COBE internship coordinator. It also fulfills the accounting core internship/work experience requirement.

Bachelor of Science in Business Administration (BSBA)

Candidates for the BSBA degree must complete the BSBA Core Requirements, plus one of the following BSBA majors, plus a minor (or a second major.) Candidates also must complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

BSBA students are required to complete either an internship or work experience. Pre-approval by the BSBA Internship Director, completion of Learning Contract and registration in BUS 339 for internship or BUS 239 for work-experience is required. A student must work a minimum of 225 hours and prepare a professional portfolio.

On-line registration for BUS 239/339/439 is not permitted.

For more details visit www.ashland.edu/business-internships or https://myau.ashland.edu/Academics/colleges/businessandeconomics/Pages/Business-Internships.aspx.

Core Requirements from Business and Economics:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>ACCT 201 Financial Acct.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ACCT 202 Managerial Acct.</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ECON 232 Prin. Of Microecon.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ECON 233 Prin. Of Macroecon.</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>IS 221 Information Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT 240 Intro to Mgmnt</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT 319 Operations Mgmnt.</td>
<td>3</td>
<td>MGT 240, MATH 208</td>
</tr>
<tr>
<td>MGT 323 Bus. Communication</td>
<td>3</td>
<td>ENG 102</td>
</tr>
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</table>

37-40 hrs.

Core Requirements from other disciplines:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
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</table>

3 hrs.

BUSINESS MANAGEMENT MAJOR:

<table>
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<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 307 Org. Theory &amp; Design</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 318 Org. Behavior</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 324 Human Res. Mgmt.</td>
<td>3</td>
<td>MGT 307, 318</td>
</tr>
<tr>
<td>MGT 424 Training &amp; Dev.</td>
<td>3</td>
<td>MGT 324</td>
</tr>
</tbody>
</table>

12 hrs.

Electives (only 3 hrs. may be ECON):

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BUS 339 Internship</td>
<td>(3)</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>ECON 342 Global Econ</td>
<td>(3)</td>
<td>ECON 232 or 233</td>
</tr>
<tr>
<td>ENTP 245 Intro. To Entrepreneurship</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>FIN 322 Pers. Asset Mgmt.</td>
<td>(3)</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>ACCT 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 233</td>
</tr>
<tr>
<td>MGT 327 Risk &amp; Insurance</td>
<td>(3)</td>
<td>ECON 232, 233, MATH 208</td>
</tr>
<tr>
<td>MGT 340 Mgmt. Science</td>
<td>(3)</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 343 Soc. Resp./Bus. Ethics</td>
<td>(3)</td>
<td>MGT 324</td>
</tr>
<tr>
<td>MGT 423 Comp. &amp; Benefits</td>
<td>(3)</td>
<td>MGT 324</td>
</tr>
<tr>
<td>MGT 425 Empl. Law &amp; Labor Rel.</td>
<td>(3)</td>
<td>MGT 324</td>
</tr>
<tr>
<td>MGT 450 Spec. Topics Mgmt.</td>
<td>(1-3)</td>
<td>Senior Status</td>
</tr>
<tr>
<td>MGT 480 Global Management</td>
<td>(3)</td>
<td>MGT 240, Sr. Stat.</td>
</tr>
<tr>
<td>MKT 310 In. Bus./Culture</td>
<td>(3)</td>
<td>MATH 208, MGT 233 or MGT 240</td>
</tr>
<tr>
<td>SCM 316 Supply Chain Mgmt.</td>
<td>(3)</td>
<td>MGT 319</td>
</tr>
<tr>
<td>SCM 351 Lean Prod. &amp; Qual.</td>
<td>(3)</td>
<td>MGT 319</td>
</tr>
</tbody>
</table>

24 hrs.

Core Requirements from Business and Economics:

<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>
</tbody>
</table>

3 hrs.

64-67 hrs.

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

*Note: The Internship must be related to the major and pre-approved by the COBE 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 Ent.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>ENTP 345 Ent./Family Bus. Mgmt.</td>
<td>3</td>
<td>ENTP 245, MGT 240 MKT 233</td>
</tr>
<tr>
<td>ENTP 365 Ent. Strat. &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, MKT 233</td>
</tr>
<tr>
<td>ENTP 465 Financing a Business Venture</td>
<td>3</td>
<td>ENTP 345, 365, 445</td>
</tr>
<tr>
<td>MGT 307 Org. Theory &amp; Design</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 318 Org. Behavior</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 324 Human Res. Mgmt.</td>
<td>3</td>
<td>MGT 307, 318</td>
</tr>
<tr>
<td>Electives:</td>
<td>6</td>
<td>MGT 240, MGT 240, MKT 233 or MGT 240, ECON 232, 233; MATH 208</td>
</tr>
</tbody>
</table>

Core Requirements from Business and Economics: 37-40

Core Req. from other disciplines: 3

Total: 70-73 hrs.

*Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

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

### FASHION MERCHANDISING MAJOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM 111 Fashion Analysis</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FM 112 Fashion Studio I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FM 211 clothing &amp; Culture</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FM 316 Textiles</td>
<td>3</td>
<td>CHEM 251</td>
</tr>
<tr>
<td>FM 317 Fashion Industry</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FM 413 Fashion Studio II</td>
<td>3</td>
<td>FM 112</td>
</tr>
<tr>
<td>FM 416 Fashion Merchandising</td>
<td>3</td>
<td>FM 317</td>
</tr>
<tr>
<td>FM 417 Fashion Evolution</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FM 430 Fashion Promotion</td>
<td>3</td>
<td>FM 416</td>
</tr>
<tr>
<td>*BUS 339 Business Internship</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>CHEM 251 Molecular Architecture</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Elective (Choose one):</td>
<td>3</td>
<td>FM 112, MKT 233</td>
</tr>
<tr>
<td>FM 312 Ready to Wear Analy.</td>
<td>3</td>
<td>MKT 233</td>
</tr>
<tr>
<td>MKT 314 Advertising Princ.</td>
<td>3</td>
<td>MKT 233</td>
</tr>
<tr>
<td>MKT 315 Retail Merchandising</td>
<td>36</td>
<td>MKT 233</td>
</tr>
</tbody>
</table>

Core Requirements from Business and Economics: 37-40

Core Req. from other disciplines: 3

Total: 70-73 hrs.

*Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

*Note: The Internship must be related to the major and pre-approved by the COBE 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 Int. 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. Strat.</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>

Electives: 9

Total: 15 hrs.

Core Requirements from Business and Economics: 37-40

Core Req. from other disciplines: 3

Total: 70-73 hrs.

#### Asset Management Track:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 358 Fin. Stment 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</td>
</tr>
<tr>
<td>Electives:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>*BUS 339 Internship</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>FIN 322 Pers. Asset Mgmt.</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>FIN 422 Security Analysis</td>
<td>3</td>
<td>FIN 330</td>
</tr>
<tr>
<td>FIN 454 Spec. Topics in Fin.</td>
<td>3</td>
<td>FIN 228</td>
</tr>
<tr>
<td>ACCT 321 Fin. Spreadsheets</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>MGT 402 Business Law II</td>
<td>3</td>
<td>MGT 401</td>
</tr>
</tbody>
</table>

Core Requirements from Business and Economics: 37-40

Core Req. from other disciplines: 3

Total: 70-73 hrs.

#### Corporate Track:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 207 Int. Accounting I</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 208 Int. Accounting II</td>
<td>3</td>
<td>ACCT 207</td>
</tr>
<tr>
<td>Electives:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>*BUS 339 Internship</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>FIN 322 Pers. Asset Mgmt.</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>FIN 358 Fin. Stment Anal./Sec. Val.</td>
<td>3</td>
<td>FIN 228</td>
</tr>
<tr>
<td>FIN 422 Security Analysis</td>
<td>3</td>
<td>FIN 330</td>
</tr>
<tr>
<td>FIN 429 Global Finance</td>
<td>3</td>
<td>FIN 228</td>
</tr>
<tr>
<td>FIN 454 Spec. Top. In Fin.</td>
<td>3</td>
<td>FIN 228</td>
</tr>
<tr>
<td>ACCT 321 Fin. Spreadsheets</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>MGT 402 Business Law II</td>
<td>3</td>
<td>MGT 401</td>
</tr>
</tbody>
</table>

Core Requirements from Business and Economics: 37-40

Core Req. from other disciplines: 3

Total: 70-73 hrs.
Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

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

**HOSPITALITY MANAGEMENT MAJOR:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSM 135 Intro to the Hospitality Industry</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HSM 234 Hotel Operations</td>
<td>3</td>
<td>HSM 135, MGT 240, ACCT 201</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSM 250 Food/Bev. Operations Mgmt.</td>
<td>(3)</td>
<td>HSM 135, 235, MGT 240; HSM 335 (or concurrent)</td>
</tr>
<tr>
<td>HSM 235 Hospitality Cost Control</td>
<td>3</td>
<td>MATH 208</td>
</tr>
<tr>
<td>HSM 334 Mgmt of Institutional Empl.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HSM 336 Food Preparation I</td>
<td>3</td>
<td>HSM 335</td>
</tr>
<tr>
<td>HSM 433 Hospitality Marketing</td>
<td>3</td>
<td>HSM 234 or 250, MGT 401</td>
</tr>
<tr>
<td>Electives:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>DIET 320 Human Nutrition</td>
<td>(3)</td>
<td>CHEM 103 or 251 or 253</td>
</tr>
<tr>
<td>HS 221 Food and Culture</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HSM 234 Hotel Operations</td>
<td>(3)</td>
<td>HSM 135, MGT 240, ACCT 201</td>
</tr>
<tr>
<td>HSM 250 Food/Bev. Operations Mgmt.</td>
<td>(3)</td>
<td>HSM 135, 235, MGT 240; HSM 335 (concurrent)</td>
</tr>
<tr>
<td>HSM 337 Food Preparation II</td>
<td>(3)</td>
<td>HSM 336</td>
</tr>
<tr>
<td>HSM 410 Gaming/Casino Mgmt.</td>
<td>(3)</td>
<td>HSM 135, MATH 20</td>
</tr>
<tr>
<td>HSM 430 Beverage Management</td>
<td>(3)</td>
<td>HSM 135, 235</td>
</tr>
<tr>
<td>HSM 437 Event Planning</td>
<td>(3)</td>
<td>HSM 135, 235, 335, ACCT 201</td>
</tr>
<tr>
<td>HSM 480 Special Topics</td>
<td>(3)</td>
<td>HSM major</td>
</tr>
<tr>
<td>MGT 318 Organizational Behavior</td>
<td>(3)</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 324 Human Resource Mgmt.</td>
<td>(3)</td>
<td>MGT 307, 318</td>
</tr>
<tr>
<td>MKT 310 Int’l. Bus./Culture</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>MKT 317 Int’l. Marketing</td>
<td>(3)</td>
<td>MKT 233</td>
</tr>
<tr>
<td>Core Requirements form Business</td>
<td>37-40</td>
<td></td>
</tr>
<tr>
<td>Core Req. from other disciplines</td>
<td>3</td>
<td>70-73 hrs.</td>
</tr>
</tbody>
</table>

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

**INFORMATION SYSTEMS MAJOR:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 370-371 Prog. For Bus.</td>
<td>3-3</td>
<td>IS 221</td>
</tr>
<tr>
<td>IS 372 Systems Anal. &amp; Design</td>
<td>3</td>
<td>IS 221</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 2 courses may be from CS):</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>*Bus 339 Internship</td>
<td>(3)</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>CS 121 Comp. Prog. I</td>
<td>(3)</td>
<td>CS 101</td>
</tr>
<tr>
<td>CS 122 comp. Prog. II</td>
<td>(3)</td>
<td>CS 121</td>
</tr>
<tr>
<td>CS 175 Web Design</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>ACCT 321 Business Spreadsheets</td>
<td>(3)</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>IS 346 E-commerce</td>
<td>(3)</td>
<td>IS 221, MGT 240, or MKT 233</td>
</tr>
<tr>
<td>IS 452 Spec Topics in Info. Syst.</td>
<td>(1-3)</td>
<td>IS 327</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 473 Adv. Systems Devel.</td>
<td>(3)</td>
<td>IS 371, 372, or 470</td>
</tr>
<tr>
<td>IS 479 Mgmt. of Info. Sys.</td>
<td>(3)</td>
<td>IS 372</td>
</tr>
<tr>
<td>MGT 340 Management Science</td>
<td>(3)</td>
<td>IS 221, MATH 208</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Core Requirements form Business and Economics</td>
<td>37-40</td>
<td></td>
</tr>
<tr>
<td>Core Req. from other disciplines</td>
<td>3</td>
<td>67-70 hrs.</td>
</tr>
</tbody>
</table>

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements. Note: Courses may not count both in the required area and the elective area.

*Note: The Internship must be related to the major and pre-approved by the COBE 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 from:</td>
<td>0-3</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. Status</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 299 CCI Narrative (study away exp.)</td>
<td>(0)</td>
<td>None</td>
</tr>
<tr>
<td>ECON 342 Global 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</td>
</tr>
<tr>
<td>MGT 480 Global Management</td>
<td>3</td>
<td>MGT 240, Sr. Stat.</td>
</tr>
<tr>
<td>MKT 310 Int’l. Bus./Culture</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MKT 317 Int’l. Marketing</td>
<td>3</td>
<td>MKT 233</td>
</tr>
<tr>
<td>200 level foreign language</td>
<td>6</td>
<td>100 Level of Prof.</td>
</tr>
<tr>
<td>300 level foreign language</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>30 hrs.</td>
<td>30 hrs.</td>
<td></td>
</tr>
<tr>
<td>Core Requirements form Business and Economics</td>
<td>37-40</td>
<td></td>
</tr>
<tr>
<td>Core Req. from other disciplines</td>
<td>3</td>
<td>67-70 hrs.</td>
</tr>
</tbody>
</table>

Note: Students with less than two years of secondary school credits in a language will normally begin with the 100-level elementary courses. In that case, this major will be 36 hours. Those with two or more years of language will complete a placement test to determine their level. Completion of the language requirement for this major will meet the Institutional CCI requirement. Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

*Note: The Internship must be related to the major and pre-approved by the COBE internship coordinator.
### 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. Ana. &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 Mgmt.</td>
<td>3</td>
<td>Sr. Status</td>
</tr>
<tr>
<td>PSYC 101 Gen. Psychology I</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

**Electives:** 15

<table>
<thead>
<tr>
<th>*BUS 339 Internship</th>
<th>(3)</th>
<th>Soph. Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS/MATH 341 Appl. Regres. Analysis</td>
<td>(3)</td>
<td>MATH 208 or 319</td>
</tr>
<tr>
<td>HSM 433 Hospitality Mktg.</td>
<td>(3)</td>
<td>MKT 233</td>
</tr>
<tr>
<td>IS 346 E-Commerce</td>
<td>(3)</td>
<td>IS 221; MGT 240 or MKT 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>MGT 310 Int’l. Bus./Cult.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>MKT 314 Adv. Principles</td>
<td>(3)</td>
<td>MKT 233</td>
</tr>
<tr>
<td>MKT 315 Retail Merch.</td>
<td>(3)</td>
<td>MKT 233</td>
</tr>
<tr>
<td>MKT 317 Int’l Marketing</td>
<td>(3)</td>
<td>MKT 233</td>
</tr>
<tr>
<td>MKT 333 Services Mktg.</td>
<td>(3)</td>
<td>MKT 233</td>
</tr>
<tr>
<td>MKT 451 Spec. Topics Mktg.</td>
<td>(3)</td>
<td>Sr. Status</td>
</tr>
<tr>
<td>SCM 316 Supply Chain Mgmt.</td>
<td>(3)</td>
<td>MATH 208, MKT 233, or MGT 240</td>
</tr>
</tbody>
</table>

30 hrs.

Core Requirements form Business and Economics
37-40

Core Req. from other disciplines
3

70-73 hrs.

**Note:** This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements. Courses may not count both in the required area and the elective area.

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

### Supply Chain Management Major:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 346 E-Commerce</td>
<td>3</td>
<td>MKT 233 or MGT 240; IS 221</td>
</tr>
<tr>
<td>MGT 318 Org. Behavior</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 340 Mgmt. Science</td>
<td>3</td>
<td>IS 221, MATH 208</td>
</tr>
<tr>
<td>MGT 311 Market Ana. &amp; Res.</td>
<td>3</td>
<td>IS 221, MKT 223, MATH 208</td>
</tr>
<tr>
<td>SCM 243 Procurement</td>
<td>3</td>
<td>MKT 233</td>
</tr>
<tr>
<td>SCM 316 Supply Chain Mgmt.</td>
<td>3</td>
<td>MKT 233 or MGT 240, MATH 208</td>
</tr>
<tr>
<td>SCM 350 Logistics</td>
<td>3</td>
<td>SCM 316</td>
</tr>
<tr>
<td>SCM 351 Lean Prod. &amp; Quality</td>
<td>3</td>
<td>MGT 319</td>
</tr>
<tr>
<td>SCM 431 Supply Chain Strategy</td>
<td>3</td>
<td>SCM 351</td>
</tr>
</tbody>
</table>

27 hrs.

Core Requirements form Business and Economics
37-40

Core Req. from other disciplines
3

67-70 hrs.

**Note:** This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements. Courses may not count both in the required area and the elective area.

### Accounting Minor:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 Fin. Accounting</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ACCT 202 Man. Accounting</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 205 Acct. Info. Systems</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>ACCT 207 Int. Accounting</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>IS 221 Information Technology</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

**Electives:** 6

| ACCT 206 Forensic Acct. | (3) | ACCT 201 |
| ACCT 208 Int. Acct. II | (3) | ACCT 207 |
| ACCT 302 Cost Management | (3) | ACCT 202 |
| ACCT 308 Fed. Inc. Tax. Ind. | (3) | ACCT 201, IS 221 |
| ACCT 406 Auditing, Prof. Ethics | (3) | ACCT 205, 207, MATH 208 |
| ACCT 410 Law & Prof. Resp. Acct. | (3) | MGT 401 |

21 hrs.

### Business Analytics 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>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>ECON 348 Business Analytics I</td>
<td>3</td>
<td>MATH 208</td>
</tr>
<tr>
<td>ECON 448 Business Analytics II</td>
<td>3</td>
<td>EDCON 348</td>
</tr>
<tr>
<td>MGT 340 Management Science</td>
<td>3</td>
<td>ISS 221, MATH 208</td>
</tr>
<tr>
<td>IS 472 Decision Support Systems and Business Intelligence</td>
<td>3</td>
<td>IS 370 or CS 121 or ECON 348</td>
</tr>
</tbody>
</table>

**Elective (choose one from the following):** 3

| CS 121 Computer Programming I | (3) | CS 101 |
| IS 321 Business Spreadsheets | (3) | ACCT 201, IS 221 |
| IS 370 Programming for Business I | (3) | IS 221 |
| IS 470 Database Management | (3) | None |
| MGT 311 Market Analysis and Research | (3) | IS 221, MGT 233, MATH 208 |
| SCM 351 Lean Production & Quality | (3) | MGT 319 |
| ECON 449 Research in Business Analytics | (3) | ECON 448 or IS 472 or MGT 340 |

21 hrs.

### Business Management Minor:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 240 Intro. to Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT 307 Org. Theory &amp; Design</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 318 Org. Behavior</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 324 Human Res. Mgmt.</td>
<td>3</td>
<td>MGT 307, 318</td>
</tr>
</tbody>
</table>

**Elective:** 3

### Business Administration Minor:

**Requirement:** Note: Courses may not count both in the required area and the elective area.

### Minors for Business Majors and Non-Business Majors

A Business minor can be selected to broaden the student's background and supplement the education necessary for a chosen vocation. Business and economics majors may also choose a minor from other areas. Please see a business faculty adviser before declaring a business minor.

### Accounting Minor:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 Fin. Accounting</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ACCT 202 Man. Accounting</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 205 Acct. Info. Systems</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>ACCT 207 Int. Accounting</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>IS 221 Information Technology</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

**Electives:** 6

| ACCT 206 Forensic Acct. | (3) | ACCT 201 |
| ACCT 208 Int. Acct. II | (3) | ACCT 207 |
| ACCT 302 Cost Management | (3) | ACCT 202 |
| ACCT 308 Fed. Inc. Tax. Ind. | (3) | ACCT 201, IS 221 |
| ACCT 406 Auditing, Prof. Ethics | (3) | ACCT 205, 207, MATH 208 |
| ACCT 410 Law & Prof. Resp. Acct. | (3) | MGT 401 |

21 hrs.

### Business Analytics 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>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>ECON 348 Business Analytics I</td>
<td>3</td>
<td>MATH 208</td>
</tr>
<tr>
<td>ECON 448 Business Analytics II</td>
<td>3</td>
<td>EDCON 348</td>
</tr>
<tr>
<td>MGT 340 Management Science</td>
<td>3</td>
<td>ISS 221, MATH 208</td>
</tr>
<tr>
<td>IS 472 Decision Support Systems and Business Intelligence</td>
<td>3</td>
<td>IS 370 or CS 121 or ECON 348</td>
</tr>
</tbody>
</table>

**Elective (choose one from the following):** 3

| CS 121 Computer Programming I | (3) | CS 101 |
| IS 321 Business Spreadsheets | (3) | ACCT 201, IS 221 |
| IS 370 Programming for Business I | (3) | IS 221 |
| IS 470 Database Management | (3) | None |
| MGT 311 Market Analysis and Research | (3) | IS 221, MGT 233, MATH 208 |
| SCM 351 Lean Production & Quality | (3) | MGT 319 |
| ECON 449 Research in Business Analytics | (3) | ECON 448 or IS 472 or MGT 340 |

21 hrs.

### Business Management Minor:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 240 Intro. to Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT 307 Org. Theory &amp; Design</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 318 Org. Behavior</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 324 Human Res. Mgmt.</td>
<td>3</td>
<td>MGT 307, 318</td>
</tr>
</tbody>
</table>

**Elective:** 3
**BUS 339/439 Internship** (3) Soph. Status

MGT 340 Mgmt. Science (3) IS 221, MATH 208

MGT 343 Soc. Resp./Bus. Ethics (3) MGT 240

MGT 423 Comp. & Benefits (3) MGT 324

MGT 424 Training & Dev. (3) MGT 324

MGT 425 Empl. Law & Labor Re. (3) MGT 324

MGT 450 Spec. Topics-Mgmt. (1-3) Sr. Status

15 hrs.

*Note: The Internship must be related to the minor and pre-approved by the COBE 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 Entrep.</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 Entrep. Strat. &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>MGT 240 Intro. to Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MKT 233 Princ. Of Marketing</td>
<td>3</td>
<td>None</td>
</tr>
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</table>

18 hrs.

**FASHION MERCHANDISING MINOR:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM 111 Fashion Analysis</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FM 317 Fashion Industry</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FM 416 Fashion Merchandising</td>
<td>3</td>
<td>FM 317</td>
</tr>
<tr>
<td>Choose 6 hrs. from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FM 417 Fashion Evolution</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FM 430 Fashion Promotion</td>
<td>3</td>
<td>FM 416</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>
<tr>
<td>*BUS 339 Business Internship</td>
<td>3</td>
<td>Jr. Status</td>
</tr>
</tbody>
</table>

15 hrs.

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

**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 Man. Accounting</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ECON 232 Prin. Of Microecon.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ECON 233 Prin. Of Macroecon.</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 Inter. 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>
<tr>
<td>Elective:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*BUS 339/439 Internship</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>FIN 322 Per. Asset Mgmt.</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>FIN 420 Fin. Mgmt. Strategy</td>
<td>3</td>
<td>FIN 329, Sr. Status</td>
</tr>
<tr>
<td>FIN 422 Security Analysis</td>
<td>3</td>
<td>FIN 330</td>
</tr>
</tbody>
</table>

FIN 429 Global Finance (3) FIN 228

FIN 454 Spec. Topics-Finance (3) FIN 228

ACCT 321 Business Spreadsheets (3) ACCT 201, IS 221

30 hrs.

*Note: The Internship must be related to the minor and pre-approved by the COBE 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 Intro to Hospitality Industry</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HSM 235 Hospitality Cost Control</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HSM 335 Env. Management</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>HSM 336 Food Preparation 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 372 Systems Anal. &amp; Design</td>
<td>3</td>
<td>IS 221</td>
</tr>
<tr>
<td>IS 470 Database Mgmt</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Electives:</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>ACCT 205 Acct. Info. Syst.</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>*BUS 339/439 Internship</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>CS 121 Comp. Prog. I</td>
<td>3</td>
<td>CS 101</td>
</tr>
<tr>
<td>CS 175 Web Design</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CS 460 Adv. Topics in Comp. Sci.</td>
<td>3</td>
<td>CS 230</td>
</tr>
<tr>
<td>ACCT 321 Business Spreadsheets</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>IS 346 E-Commerce</td>
<td>3</td>
<td>IS 221, MGT 240, or MGT 233</td>
</tr>
<tr>
<td>IS 370 Prog. for Bus. I</td>
<td>3</td>
<td>IS 221</td>
</tr>
<tr>
<td>IS 371 Prog. for Bus. II</td>
<td>3</td>
<td>IS 370</td>
</tr>
<tr>
<td>IS 452 Spec. Topics-Info. Syst.</td>
<td>1-2</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 473 Adv. Systems Dev.</td>
<td>3</td>
<td>IS 371, 372, 470</td>
</tr>
<tr>
<td>IS 475 Network Fund./Info. Sec.</td>
<td>3</td>
<td>IS 370 or CS 121</td>
</tr>
<tr>
<td>IS 479 Mgmt. of Info. Sys.</td>
<td>3</td>
<td>IS 372</td>
</tr>
<tr>
<td>MGT 340 Mgmt. Science</td>
<td>3</td>
<td>IS 221, Math 208</td>
</tr>
</tbody>
</table>

15-16 hrs.

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

**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 Man. 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</td>
</tr>
<tr>
<td>MGT 240 Intro to Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT 480 Global Management</td>
<td>3</td>
<td>MGT 240, Sr. Status</td>
</tr>
<tr>
<td>MKT 233 Princ. Of Marketing</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MKT 317 Int. Marketing</td>
<td>3</td>
<td>MKT 233</td>
</tr>
<tr>
<td>Elective:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS 210 Study Tour</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>*BUS 339/439 Internship</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>COM 302 Intercultural Communication</td>
<td>(3)</td>
<td>COM 101</td>
</tr>
<tr>
<td>ECON 342 Global Economics</td>
<td>(3)</td>
<td>ECON 232 or 233</td>
</tr>
</tbody>
</table>
200 level Foreign Language (3) 100 level or Prof.
HIST 301 Cult. Geography (3) None
POLSC 205 Comp. Politics (3) POLSC 101 or 102
POLSC 301 Am. Foreign Policy (3) None
REL 307 World Religious Traditions (3) REL 106 or 107

27 hrs.

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

MARKETING MINOR:

<table>
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<tr>
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<tbody>
<tr>
<td>IS 221 Information Technology</td>
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<td>None</td>
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<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MKT 233 Principles of Mktg.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MKT 411 Marketing Management</td>
<td>3</td>
<td>Sr. Status</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></td>
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</table>

24 hrs.

SUPPLY CHAIN MANAGEMENT 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>MGT 240 Intro. to Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT 319 Operations Mgmt.</td>
<td>3</td>
<td>MGT 240, MATH</td>
</tr>
<tr>
<td>MKT 233 Princ. Of Marketing</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SCM 243 Procurement</td>
<td>3</td>
<td>MKT 233</td>
</tr>
<tr>
<td>SCM 316 Supply Chain Mgmt.</td>
<td>3</td>
<td>MGT 233 or MGT 240, MATH 208</td>
</tr>
<tr>
<td>SCM 350 Logistics</td>
<td>3</td>
<td>SCM 316</td>
</tr>
<tr>
<td>SCM 351 Lean Prod. &amp; Quality</td>
<td>3</td>
<td>MGT 319</td>
</tr>
</tbody>
</table>

24 hrs.

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 Ent.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ENTP 365 Ent. Strat. &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>MGT 240 Intro. to Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MKT 233 Princ. Of Marketing</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

15 hrs.

Business Courses and Descriptions

See Business 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.

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.

Minors for Non-Business Majors Only

The following minors are crafted specifically for non-business majors, and may not be taken by students majoring in business or sport management.

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 Acct.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ECON 232 Princ. Of Microecon. OR</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>FIN 322 Personal Asset Mgmt.</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>MGT 240 Intro. to Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IS 221 Information Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MKT 233 Principles of Mktg.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

18 hrs.
Bachelor of Arts with a major in Economics

Candidates for the BA degree with a major in Economics must complete the following courses for the major, plus a minor (or a second major.) Candidates also must complete the institutional Baccalaureate Degree requirements, including the CCI requirement.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<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 332 Int. Microecon.</td>
<td>3</td>
<td>ECON 232</td>
</tr>
<tr>
<td>ECON 333 nt. Macroecon.</td>
<td>3</td>
<td>ECON 233</td>
</tr>
<tr>
<td>ECON 342 Global Economics</td>
<td>3</td>
<td>ECON 232 or 233</td>
</tr>
<tr>
<td>ECON 438 Empirical Methods in Economics</td>
<td>3</td>
<td>ECON 232, 233; 332 or 333; MATH 208</td>
</tr>
<tr>
<td>ECON 440 Senior Assessment</td>
<td>1</td>
<td>All ECON crse. Wrk. Or Concur.</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>

Bachelor of Science in Business Administration (BSBA) with a major in Economics

Candidates for the BSBA degree with a major in Economics must complete the BSBA Core Requirements, plus the following Economics course requirements, plus a minor (or a second major.) Candidates also must complete the institutional Baccalaureate Degree requirements, including the CCI requirement.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 332 Int. Microecon.</td>
<td>3</td>
<td>ECON 232</td>
</tr>
<tr>
<td>ECON 333 nt. Macroecon.</td>
<td>3</td>
<td>ECON 233</td>
</tr>
<tr>
<td>ECON 342 Global Economics</td>
<td>3</td>
<td>ECON 232 or 233</td>
</tr>
<tr>
<td>ECON 438 Empirical Methods in Economics</td>
<td>3</td>
<td>ECON 232, 233; 332 or 333; MATH 208</td>
</tr>
<tr>
<td>ECON 440 Senior Assessment</td>
<td>1</td>
<td>All ECON crse. Wrk. Or Concur.</td>
</tr>
<tr>
<td>Core Requirements from Business and Economics</td>
<td>37-40</td>
<td></td>
</tr>
<tr>
<td>Core Req. from other disciplines</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Note: This major may only be taken as part of the BSBA degree, including the BSBA Core Requirements.

Minor in Economics

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<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 332 Int. Microecon.</td>
<td>3</td>
<td>ECON 232</td>
</tr>
<tr>
<td>ECON 333 nt. Macroecon.</td>
<td>3</td>
<td>ECON 233</td>
</tr>
<tr>
<td>ECON electives 300 &amp; above</td>
<td>6</td>
<td>18 hrs.</td>
</tr>
</tbody>
</table>

SPORT MANAGEMENT

Mission Statement

The mission of the Department of Sport Management is to prepare professional sport managers to succeed at the highest levels in their chosen field, with major emphases on professional, intercollegiate, and recreational sport.

Student Learning Outcomes

The sport management program is a comprehensive major that provides opportunities for students to develop requisite proficiencies in preparation for a career in the sport industry. The coursework reflects established standards for sport management programs (Sport Management Program Review Council, 2000). Students completing the sport management major will be able to:

1. Recognize that sport is a microcosm of society influenced by cultural traditions, social values, and psycho-social experiences;
2. Understand that sport managers are immersed in the socio-cultural milieu, with sport as the focus;
3. Define and understand the concepts of management and leadership;
4. Describe the various skills, roles, and functions of sport managers;
5. Describe the elements of leadership theory and practices as they relate to the various managerial responsibilities;
6. Recognize and identify moral issues related to sport in its intrinsic and extrinsic dimensions;
7. Develop a personal philosophy regarding social responsibility in the sport management setting;
8. Apply fundamental marketing concepts to the sport industry;
9. Understand sport as a product;
10. Understand sport's unique aspects, the sport consumer, markets, and the sport product markets;
11. Be familiar with the principles of interpersonal communication, mass communication, and interaction with the public, particularly as they relate to the sport agency;
12. Understand why budget and finance in sport is a critical component of all sports-related industries;
13. Be familiar with sound financial control methods and principles applied in sport;
14. Understand the legal concepts in sport settings that are most likely to be encountered in the workplace;
15. Obtain an understanding of economic principles related to sport as a national industry;
16. Be familiar with the agencies governing sport, their authority, organizational structure, and functions; and
17. Demonstrate knowledge, skills, and dispositions through an integrated field experience.

Description of Major

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.
Bachelor of Science with a comprehensive major in Sport Management

Candidates for the BS degree with a major in Sport Management must complete the following Sport Management course requirements. Candidates also must complete the Institutional Baccalaureate Degree requirements, including the CCI requirement.

<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 Principles of Microecon.</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>IS 221 Information Technology</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 240 Intro to Management</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</td>
</tr>
<tr>
<td>MGT 489 Sr. Seminar-Bus. Capst.</td>
<td>3</td>
<td>COBE major, Sr. Status</td>
</tr>
<tr>
<td>MGT 499 Sr. Assessment</td>
<td>1</td>
<td>COBE major, Sr. Status</td>
</tr>
<tr>
<td>MKT 233 Principles of Marketing</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 101 Gen. Psychology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SMG 161 Concepts of Sport/Rec., Leisure</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SMG 168 Field Experience in Sport I</td>
<td>1</td>
<td>SMG 168</td>
</tr>
<tr>
<td>SMG 238 Field Experience in Sport II</td>
<td>2</td>
<td>SMG 168</td>
</tr>
<tr>
<td>SMG 262 Facilities Design &amp; Event Management in Sport</td>
<td>3</td>
<td>SMG 161</td>
</tr>
<tr>
<td>SMG 329 Legal Aspects</td>
<td>3</td>
<td>SMG 161 or ATR 165</td>
</tr>
<tr>
<td>SMG 360 Research in Sport</td>
<td>3</td>
<td>MATH 208</td>
</tr>
<tr>
<td>SMG 405 Management of Sport</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>SMG 408 Ethics and Social Issues in Sport</td>
<td>3</td>
<td>SMG 161</td>
</tr>
<tr>
<td>SMG 415 Sport Marketing</td>
<td>3</td>
<td>MKT 233</td>
</tr>
<tr>
<td>SMG 420 Governance and Policy in Sport Org.</td>
<td>3</td>
<td>SMG 161</td>
</tr>
<tr>
<td>SMG 430 Financial Principles in Sport</td>
<td>3</td>
<td>SMG 161, ACCT 201, ECON 232</td>
</tr>
<tr>
<td>SMG 435 Global Perspectives in Sport</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SMG 440 Professional Sem.: Sport Leadership</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SMG 450 Internship in Sport</td>
<td>6</td>
<td>None</td>
</tr>
<tr>
<td>Elective:</td>
<td>6</td>
<td>None</td>
</tr>
<tr>
<td>SMG 255 Leadership in Sport</td>
<td>(3)</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>SMG 310 Current Trends in Sport</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SMG 313 Outdoor Programming</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SMG 370 International Tourism</td>
<td>(3)</td>
<td>ATR 165 or SMG 161, Psych 101 recommended</td>
</tr>
<tr>
<td>SMG 404 Psychology of Sport and Coaching</td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

82 hrs.

Plus Institutional Baccalaureate Degree Requirements

Minor in Sport Management

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMG 161 Concepts of Sport/Rec., Leisure</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SMG 262 Facilities Design/Event Mgmt.</td>
<td>3</td>
<td>SMG 161</td>
</tr>
<tr>
<td>SMG 405 Management of Sport</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>SMG 408 Ethics and Social Issues</td>
<td>3</td>
<td>SMG 161</td>
</tr>
<tr>
<td>Choose any 2 additional SMG prefix courses from SM Major</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

18 hrs.

Minor in Coaching

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 170 Foundations of Coaching</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>EXS 190 Anatomy &amp; Physiology for Exercise Science</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>SMG 255 Leadership: Theory &amp; Practice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SMG 404 Psychology of Sport and Coaching</td>
<td>3</td>
<td>SMG 161, CIS 170, or ATR 165</td>
</tr>
<tr>
<td>One course chosen from:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EXS 309 Physiology of Exercise</td>
<td>(3)</td>
<td>EXS 190, BIO 125 or ATR 165</td>
</tr>
<tr>
<td>EXS 474 Sport Nutrition &amp; Substance Abuse</td>
<td>(3)</td>
<td>EXS 309 or DIET 320</td>
</tr>
<tr>
<td>SMG 329 Legal Aspects</td>
<td>(3)</td>
<td>SMG 161 or ATR 165</td>
</tr>
<tr>
<td>SMG 408 Ethics and Social Issues in Sport</td>
<td>(3)</td>
<td>SMG 161 or CIS 170</td>
</tr>
<tr>
<td>Two courses chosen from:</td>
<td>3-7</td>
<td></td>
</tr>
<tr>
<td>SMG 168 Field Experience in Sport I</td>
<td>(1)</td>
<td>None</td>
</tr>
<tr>
<td>EXS 493 Internship in Exercise Science (Exercise Science majors)</td>
<td>(1-4)</td>
<td>EXS 309, 312</td>
</tr>
<tr>
<td>EDFN 130 Introduction to Teaching (Education majors)</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SMG 321 Theory &amp; Technique of Football</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>SMG 322 Theory &amp; Technique of Basketball</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>SMG 323 Theory &amp; Technique of Track &amp; Field</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>SMG 324 Theory &amp; Technique of Softball &amp; Baseball</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>SMG 325 Theory &amp; Technique of Swimming &amp; Pool Management</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>SMG 326 Theory &amp; Technique of Soccer</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>SMG 327 Theory &amp; Technique of Wrestling</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>SMG 328 Theory &amp; Technique of Volleyball</td>
<td>(2)</td>
<td>None</td>
</tr>
</tbody>
</table>

18-22 hrs.

Courses and Descriptions

See Course Descriptions section of catalog.
Chemistry and Biochemistry
Department of Chemistry/Geology/Physics
The College of Arts and Sciences

Chair
Rebecca W. Corbin, Professor of Chemistry

Faculty
Perry S. Corbin, Professor of Chemistry
Brian K. Mohney, Professor of Chemistry
Jeffrey D. Weidenhamer, Professor of Chemistry, Trustees’ Professor
Robert G. Bergosh, Associate Professor of Chemistry
Trina M. Mohney, Professional Instructor of Chemistry
Nicholas A. Johnson, Visiting Assistant Professor of Chemistry

Degrees Offered
Bachelor of Science in Education
Bachelor of Science

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 in chemistry and related programs will:
1. Describe and apply the major concepts, experimental findings, and theories of chemistry;
2. Be proficient with the laboratory techniques and methods of chemistry;
3. Follow proper safety procedures and regulations for use of chemicals and laboratory equipment;
4. Be competent with basic software including word processing, spreadsheet, and presentation programs;
5. Design appropriate investigations, interpret the results and make decisions within the context of chemistry;
6. Effectively communicate information both orally and in writing; and
7. Practice of good ethical and professional behavior within the context of the discipline.

Chemistry Facilities and Equipment
The chemistry program is approved by the American Chemical Society. Eight laboratories and ample classroom space accommodate the needs of the faculty and students. The Ingmand laboratory houses chromatography and spectroscopy instruments that students will use in industry, a clinical setting, or graduate school. Recent acquisitions include a graphite furnace atomic absorption spectrophotometer for measuring trace metals, a high-performance liquid chromatograph for determination of natural products and pharmaceutical agents, a spectroluorimeter for protein-ligand binding studies, a MALDI-TOF mass spectrometer, and a high field NMR spectrometer. 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 understand 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 – The assessment of student learning outcomes for chemistry, biochemistry, and forensic chemistry majors includes both internal and external assessments in selected courses, typically culminating in the CHEM 497 Laboratory and Field Research course or the CHEM 493 Internship course.

Bachelor of Science with a comprehensive major in Chemistry

CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 307/307L Org. Chem. I</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L Org. Chem. II</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 320 Quant. Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 411-412 Physical Chem.</td>
<td>4/4</td>
<td>PHYS 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 Univ. Physics</td>
<td>5/5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 305 The Calculus III OR</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>
</tbody>
</table>

51-52 hrs.

GENERAL TRACK

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry Core</td>
<td>51-52</td>
<td></td>
</tr>
<tr>
<td>Other 400 level CHEM courses</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Other 400 level CHEM, GEOEL, or BIO or 300 level MATH or PHYS course if needed to reach at least 60 hrs.</td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

60-61 hrs.

Plus Institutional Baccalaureate Degree Requirements

ACS APPROVED TRACK

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry Core</td>
<td>51-52</td>
<td></td>
</tr>
<tr>
<td>CHEM 416 Adv. Inorg. Chem.</td>
<td>4</td>
<td>CHEM 411</td>
</tr>
<tr>
<td>CHEM 420 Inst. Analysis</td>
<td>4</td>
<td>CHEM 320</td>
</tr>
<tr>
<td>CHEM 429/429L Biochemistry</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>400 level Chem. Elect. (incl. CHEM 497)</td>
<td>3</td>
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</tr>
</tbody>
</table>

66-67 hrs.

Plus Institutional Baccalaureate Degree Requirements

Bachelor of Science with a comprehensive major in Biochemistry

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>BIO 202 Organ. Adapt. &amp; Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 201 &amp; 6 BIO hrs</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 320 Quant. Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 307/307L Org. Chem. I</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L Org. Chem. II</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 411/411L Phys. Chem. I</td>
<td>4</td>
<td>PHYS 206</td>
</tr>
</tbody>
</table>

CHEM 429/429L Biochemistry                    | 4    | CHEM 307                  |
| CHEM 439 Adv. Topics in Biochemistry          | 3    | CHEM 429                  |
| MATH 205 Calculus I                           | 5    | MATH 111 or Equ.          |
| MATH 206 Calculus II                          | 5    | MATH 205                  |
| PHYS 205 Univ. Physics I                      | 5    | MATH 206                  |
| PHYS 206 Univ. Physics II                     | 5    | PHYS 205                  |

Choose one from: 4

67 hrs.

Plus Institutional Baccalaureate Degree Requirements

Bachelor of Science with a comprehensive major in Forensic Chemistry

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>BIO 202 Organ. Adapt. &amp; Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 201 &amp; 6 BIO hrs</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 320 Quant. Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 307/307L Org. Chem. I</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L Org. Chem. II</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 411/411L Phys. Chem. I</td>
<td>4</td>
<td>PHYS 206</td>
</tr>
<tr>
<td>CHEM 493 Internship</td>
<td>3</td>
<td>Junior Status</td>
</tr>
<tr>
<td>OR CHEM 497 Laboratory and Field Research</td>
<td>(3)</td>
<td></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>COM 208 Arg. &amp; Advocacy</td>
<td>3</td>
<td>COM 101</td>
</tr>
<tr>
<td>MATH 205-206 Calculus</td>
<td>5/5</td>
<td>MATH 111 or Equ.</td>
</tr>
<tr>
<td>PHIL 280 Applied Ethics</td>
<td>1-2</td>
<td>None</td>
</tr>
<tr>
<td>PHYS 205-206 Univ. Physics</td>
<td>5/5</td>
<td>MATH 206</td>
</tr>
</tbody>
</table>

77-78 hrs.

Plus Institutional Baccalaureate Degree Requirements

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

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>H.S. Chem., 3 yrs. H.S. Math</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry II</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>CHEM 307/307L Org. Chem. I</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 308/308L Org. Chem. II</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 320 Quant. Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force</td>
<td>3</td>
<td>Any Natural Science Core Course</td>
</tr>
<tr>
<td>CHEM 411/411L Phys. Chem. I</td>
<td>4</td>
<td>PHYS 206</td>
</tr>
<tr>
<td>CHEM 429/429L Biochemistry</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>MATH 205 Calculus I</td>
<td>5</td>
<td>MATH 111 or Equ.</td>
</tr>
<tr>
<td>MATH 206 Calculus II</td>
<td>5</td>
<td>MATH 205</td>
</tr>
<tr>
<td>PHYS 205 Univ. Physics I</td>
<td>5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>PHYS 206 Univ. Physics II</td>
<td>5</td>
<td>PHYS 205</td>
</tr>
</tbody>
</table>

Choose one from: 4

71
BIO 201 Molec. & Cellular Basis of Life (4)
GEO 101 Physical Geology (4)

Related Concentration:
EDCI 318 Tch. 21st Cent. Adol. Science (3)
Choose one from:
PSYC 209 Dev. Psych. (3)
PSYC 218 Psy. Of Adol. (3)

Remaining Education Requirements:
EDCI 230SEC AYA Field Exp. I (1)
EDCI 232 Intro. to Prin. OfInstr. Tech. (3)
EDCI 330SEC AYA Field Exp. II (3)
EDCI 392 Content Area Reading (3)
EDCI 461 Student Internship Gr. 7-12 (10)
EDFN 130 Intro. to Teaching (3)
EDFN 202 Teaching and Learn. Process (3)
EDFN 402 Social and Prof. Issues (2)
EDIS 250 Intro. Educational Intervention (3)

95 hrs.

Plus Institutional Baccalaureate Degree Requirements

Bachelor of Science in Education with a comprehensive major in Integrated 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.

Course Number and Title | Hrs. | Prerequisites
---|---|---
BIO 201 Molec. & Cellular Basis of Life | 4 | None
BIO 202 Organ. Adapt. & Divers. | 4 | BIO 201
BIO 303 Genetics | 4 | BIO 201 & 6 BIO hrs

Choose two from:
BIO 305 Evolution (3)
BIO 310 Ecology (4)
BIO 325 Anat. & Phys. I (4)
BIO 326 Anat. & Phys. II (4)
BIO 340 Microbiology (4)
BIO 411 Limnology (4)
BIO 424 Cell Biology (4)
BIO 428 Molecular Biology (4)

CHEM 103 General Chemistry I | 4 | H.S. Chem., 3 yrs. H.S. Math
CHEM 104 General Chemistry II | 4 | CHEM 103
CHEM 320 Quant. Analysis | 4 | CHEM 104
CHEM/GEOL/PYHS/PHIL 350 Science as a Cultural Force | 3 | Any Natural Science Core Course

GEOL 101 Physical Geology | 4 | None
GEOL 102 Historical Geology | 4 | None

Choose one from:
PHYS 107 Hidden Life of the Stars (3)
PHYS 320 Origins of the Universe (3)
General Physics option:
MATH 201 Calculus with App. I (3)
PHYS 201 Gen. Physics I (4)
PHYS 202 Gen. Physics II (4)
GEOL 311 Mineralogy (4)

University Physics option:
MATH 205 Calculus I (5)
MATH 206 Calculus II (5)
PHYS 205 Univ. Physics I (5)
PHYS 206 Univ. Physics II (5)

Education Requirements: 40 hrs.

Related Concentration:
EDCI 318 Tch. 21st Cent. Adol. Science (3)
EDCI 232 Intro to Princ. of Inst. Tech. (3)
Choose one from:
PSYC 209 Dev. Psych. (3)
PSYC 218 Psy. Of Adol. (3)

Remaining Education Requirements:
EDCI 230SEC AYA Field Exp. I (1)
EDCI 330SEC AYA Field Exp. II (3)
EDCI 392 Content Area Reading (3)
EDCI 460 Student Internship Gr. 7-12 (10)
EDFN 130 Intro. to Teaching (3)
EDFN 202 Teaching and Learn. Process (3)
EDFN 402 Social and Prof. Issues (2)
EDIS 250 Intro. Educational Intervention (3)

104-106 hrs.

Plus Institutional Baccalaureate Degree Requirements

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></td>
<td></td>
<td>H.S. Math</td>
</tr>
<tr>
<td>Three courses from the following:</td>
<td>11-12</td>
<td></td>
</tr>
<tr>
<td>CHEM 307/307L Org. Chem. I</td>
<td>(4)</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 320 Quant. Analysis</td>
<td>(4)</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 411 Physical Chem.</td>
<td>(3-4)</td>
<td>PHYS 206</td>
</tr>
<tr>
<td>CHEM 416 Adv. Inorganic Chemistry</td>
<td>(4)</td>
<td>CHEM 411</td>
</tr>
<tr>
<td>CHEM 429 Biochemistry</td>
<td>(3-4)</td>
<td>CHEM 307</td>
</tr>
</tbody>
</table>

19-20 hrs.

### Chemistry Courses and Descriptions

See Course Descriptions section of catalog.
Communication Studies
Department of Communication Studies
(Health & Risk Communication, Public Relations & Strategic Communication, Sport Communication)
The College of Arts and Sciences

Chair
Dariela Rodríguez, Associate Professor of Communication Studies

Faculty
Deleasa Randall-Griffiths, Associate Professor of Communication Studies
Dan O'Rourke, Associate Professor of Communication
Pravin Rodrigues, Associate Professor of Communication Studies

Degrees Offered
Bachelor of Arts

Mission Statement
The Department of Communication Studies is dedicated to its students by providing innovative and diverse leadership, intellectual rigor, and collaboration in a culture of scholarship.

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 and writers and readers 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 research credit.

Description of Majors
Health & Risk Communication: The Health and Risk Communication major prepares students for careers by use of theory, data, and skills that are applicable to a wide range of cultures and people. The major also prepares the student with a sense of equity and justice in the realm of healthcare and safety regarding those who are most vulnerable and susceptible to danger. Students are engaged in and contribute to the ethically-based discourse of communication-related issues regarding healthcare and risk that are being deliberated daily at local, national, and international levels. This program is also one of the most innovative programs nationally for communication studies students in both its form and function.

Public Relations & Strategic Communication: Students majoring in public relations and strategic communication master the art and science of relating to diverse publics using a variety of media and communication strategies and vehicles. Students are prepared to work in public relations with a focus on message construction and image management, bridging organizations and their public audiences. An emphasis will be placed on leadership and organizational communication. Students will develop critical thinking, research, and audience analysis skills that are necessary for any organization. Students will be prepared to execute successful public relations campaigns for any organization or sector including industry, government, education, and healthcare.

Sport Communication: Sport communication majors focus on communication theory, research, and application that covers a broad range of communication phenomena within the sport industry. Students study sport culture, sport organizations, informatics, sport relationships, and fandom to prepare them for fields such as sport public relations, sports sales, marketing, management, coaching, and continuation in graduate studies.

Experiential Learning
The communication studies programs offer off-campus opportunities in a variety of organizations including industry, healthcare, non-profit, and government agencies. Practical research opportunities will be available to students desiring to apply their skills to actual organizations (serving as consultants and/or trainers) resulting in the student accumulating valuable professional experience and credentialing.

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 work with external amateur and professional sport organizations in the Cleveland, Columbus, and Akron areas.

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 presentations. Faculty will inform the students in their major classes as to which projects will be collected for assessment.
Bachelor of Arts with a major in Health & Risk Communication

This program prepares students to effectively navigate the many relational and logistic challenges of modern day health and safety organizations. Students have the opportunity to build their portfolio consisting of research projects, accomplishments, internships, and other health and risk communication experiences. The program does require a minor or dual major.

Course Number and Title Hrs. Prerequisites
COM 101 Human Communication 3 None
OR
COM 120 Found. Of Health Commun. (3) None
COM 204 Commun. Theory & Research 3 COM 101 or 120
COM 224 Topics: Health & Risk Comm 3 COM 101 or 120
COM 270 Research Meth. in Comm. 3 COM 101 or 120; MATH 208
COM 304 Interpersonal Communication 3 COM 101 or 120
COM 305 Organizational Comm. 3 COM 101 or 120
COM 320 Health Communication 3 COM 101 or 120
COM 370 Health Informatics in Comm 3 COM 101 or 120
COM 420 Health Public Relations 3 COM 101 or 120; Jr. Status
COM 425 Risk & Crisis Communication 3 COM 101 or 120; Jr. Status
COM 436 Internship in Comm. Std 2
OR
COM 470 Research Exp. In Comm. Std (2) None
PHIL 280 Medical Ethics 3 None
HSCGH 202 Global Chall. in Pub. Hlth. 3 Core math/logic req.
ECON 301 Game Theory 3 MATH 100 or ACT 18 or SAT 480
MATH 208 Elementary Statistics 3
Elective (Choose 1): 3
COM 206 Small Group Comm. (3) COM 101 or 120
COM 301 Public Speaking (3) COM 101 or 120
COM 302 Intercultural Communication (3) COM 101 or 120
COM 343 Conflict & Communication (3) COM 101 or 120
PSYC 330 Health Psychology (3) PSYC 101

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Arts with a major in Sport Communication

This program prepares students for communication positions within sports and the sporting industry. Students have the opportunity to build their portfolio consisting of research projects, accomplishments, internships, and experiences. The program does require a minor or dual major.

Course Number and Title Hrs. Prerequisites
COM 101 Human Communication OR
COM 120 Found. Of Health Commun. (3) None
COM 163 Found. of Sport Comm. 3 None
COM 204 Commun. Theory & Research 3 COM 101 or 120
COM 244 Sport, Comm. & Cult. 3 COM 101 or 120
COM 270 Research Meth. in Comm. 3 COM 101 or 120; MATH 208
COM 313 Gender and Race in Sport 3 COM 101 or 120
COM 323 Sport Public Relations 3 COM 163
COM 375 Informatics in Sport Commun. 1 COM 101 or 120
COM 410 Relational Commun. In Sport 3 COM 101 or 120, COM 163
COM 415 Commun.in Sport Organ. 3 COM 101 or 120, COM 163
COM 436 Internship in Comm. Std 2 See course description
COM 470 Research Exp. In Comm. Std (2) See course description
MATH 208 Elementary Statistics 3 MATH 100 or ACT 18 or SAT 480
Elective (Choose 1 from): 3
SMG 255 Leadership of Sport (3) None
SMG 360 Sport Research 3 MATH 208
SMG 415 Sport Marketing 3 MKT 233
SMG 435 Global Perspectives in Sport 3 None
COM 223 Topics in Sport Comm. (3) COM 163
COM 242 Sport Reporting (3) None
PSYC 280 Sport Psychology (3) None

Plus Institutional Baccalaureate Degree Requirements.
### Minor in Health & Risk Communication

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101 Human Communication</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 120 Found. Of Health Commun.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>COM 320 Health Communication</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 370 Health Informatics in Comm.</td>
<td>1</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 420 Health Public Relations</td>
<td>3</td>
<td>COM 101 or 120: Jr. Status</td>
</tr>
<tr>
<td>COM 425 Risk &amp; Crisis Comm.</td>
<td>3</td>
<td>COM 101 or 120: Jr. Status</td>
</tr>
<tr>
<td>COM 320 Health Communication</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 280 Medical Ethics</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HSCGH 202 Global Chall. in Pub.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
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</tr>
</tbody>
</table>

### Minor in Public Relations

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101 Human Communication</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 120 Found. Of Health Commun.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>COM 205 Intro to Public Relations</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 211 Public Relations Writing</td>
<td>3</td>
<td>COM 205</td>
</tr>
<tr>
<td>COM 221 Topics in Public Relations</td>
<td>3</td>
<td>COM 205</td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 224 Topics: Health &amp; Risk Comm.</td>
<td>(3)</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 323 Sport Public Relations</td>
<td>(3)</td>
<td>COM 163</td>
</tr>
<tr>
<td>COM 420 Health Public Relations</td>
<td>(3)</td>
<td>COM 101 or 120, Jr. Status</td>
</tr>
<tr>
<td>COM 425 Risk &amp; Crisis Comm</td>
<td>(3)</td>
<td>COM 101 or 120, Jr. Status</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

### COM Courses and Descriptions

See Course Descriptions section of catalog.
Chair
Iyad Ajwa, Professor of Computer Science

Faculty
Boris Kerkez, Associate 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 curricula 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, and Mac OS X. 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 student chapter of the Association for 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 101 Logic and Computing</td>
<td>3</td>
<td>2yrs. H.S. Alg.</td>
</tr>
<tr>
<td>CS 121 Computer Programming I</td>
<td>3</td>
<td>CS 101</td>
</tr>
<tr>
<td>CS 122 Computer Programming II</td>
<td>3</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, MATH 250</td>
</tr>
<tr>
<td>CS 303 Computer Algorithms</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 304 Theory of Programming Languages</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 421 Principles of 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>IS 470 Database Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MATH 223 Discrete Mathematics I</td>
<td>3</td>
<td>3 yrs. H.S. Coll. Prep Math</td>
</tr>
<tr>
<td>MATH 224 Discrete Mathematics II</td>
<td>3</td>
<td>MATH 223</td>
</tr>
<tr>
<td>MATH 250 Mathematical Proof</td>
<td>1</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>Electives-Choose 2 courses from:</td>
<td>6</td>
<td>None</td>
</tr>
<tr>
<td>CS 250 The Linux Operating System (3)</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>CS 320 Cyber Ethics (3)</td>
<td></td>
<td>CS 122</td>
</tr>
<tr>
<td>CS 325 Mobile Apps Development (3)</td>
<td></td>
<td>CS 230, 301</td>
</tr>
<tr>
<td>CS 433 Computer Networks (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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 or a dual major.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 101 Logic and Computing</td>
<td>3</td>
<td>2 yrs. H.S. Alg.</td>
</tr>
<tr>
<td>CS 121 Computer Programming I</td>
<td>3</td>
<td>CS 101</td>
</tr>
<tr>
<td>CS 122 Computer Programming II</td>
<td>3</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, MATH 230</td>
</tr>
<tr>
<td>CS 303 Computer Algorithms</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 304 Theory of Programming Languages</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 421 Principles of Operating Systems</td>
<td>3</td>
<td>CS 230, 301</td>
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<td>CS 499 Software Development</td>
<td>3</td>
<td>CS 304</td>
</tr>
<tr>
<td>IS 470 Database Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MATH 223 Discrete Mathematics I</td>
<td>3</td>
<td>3 yrs. H.S. Coll. Prep Math</td>
</tr>
<tr>
<td>MATH 224 Discrete Mathematics II</td>
<td>3</td>
<td>MATH 223</td>
</tr>
<tr>
<td>MATH 250 Mathematical Proof</td>
<td>1</td>
<td>MATH 223</td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
<td>3</td>
<td>MATH 202, 206, or 224</td>
</tr>
</tbody>
</table>

#### Electives-Choose 1 course from:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 250 The Linux Operating System</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CS 320 Cyber Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CS 435 Computer Networks</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CS 435 Cyber Security</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CS 460 Adv. Topics in CS</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

#### Science electives**

6 hrs.

** Electives may be from biology, chemistry, computer science, geology, mathematics, or physics, excluding MATH 100, 110.

### Plus Institutional Baccalaureate Degree Requirements

#### 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 101 Logic and Computing</td>
<td>3</td>
<td>2 yrs. H.S. Algebra</td>
</tr>
<tr>
<td>CS 121 Computer Programming I</td>
<td>3</td>
<td>CS 101</td>
</tr>
<tr>
<td>CS 122 Computer Programming II</td>
<td>3</td>
<td>CS 121</td>
</tr>
<tr>
<td>CS 230 Data Structures</td>
<td>3</td>
<td>CS 122, MATH 223</td>
</tr>
</tbody>
</table>

#### Electives-Choose 1 course from:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 303 Computer Algorithms</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 304 Theory of Programming Languages</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 421 Principles of 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>IS 470 Database Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MATH 223 Discrete Mathematics I</td>
<td>3</td>
<td>3 yrs. H.S. Coll. Prep Math</td>
</tr>
</tbody>
</table>

**21 hrs.**

#### Minor in Cyber Security

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 101 Logic and Computing</td>
<td>3</td>
<td>2 yrs. H.S. Algebra</td>
</tr>
<tr>
<td>CS 121 Computer Programming I</td>
<td>3</td>
<td>CS 101</td>
</tr>
<tr>
<td>CS 250 The Linux Operating System</td>
<td>3</td>
<td>CS 121</td>
</tr>
<tr>
<td>CS 320 Cyber Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IS 475 Network Fundamentals and Information Security</td>
<td>3</td>
<td>IS 370 or CS 121</td>
</tr>
<tr>
<td>CJ 130 Introduction to Criminal Justice</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Elective: one course from:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 320 Cyber Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CS 325 Mobile Apps Development</td>
<td>3</td>
<td>CS 122</td>
</tr>
<tr>
<td>CJ 362 Criminal Law</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CS 435 Cyber Security</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IS 470 Database Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MATH 223 Discrete Mathematics I</td>
<td>3</td>
<td>3 yrs. H.S. Coll. Prep Math</td>
</tr>
</tbody>
</table>

**24 hrs.**

#### Minor in Web Technology

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 134 2-D Design</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ART 206 Digital Art I</td>
<td>3</td>
<td>ART 134</td>
</tr>
<tr>
<td>ART 332 Graphic Design II</td>
<td>3</td>
<td>ART 206 or 231</td>
</tr>
<tr>
<td>CS 101 Logic and Computing</td>
<td>3</td>
<td>2 yrs. H.S. Alg.</td>
</tr>
<tr>
<td>CS 175 Web Design</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CS 275 Web Programming</td>
<td>3</td>
<td>CS 175</td>
</tr>
<tr>
<td>IS 470 Database Management</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Elective: one course from:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 320 Cyber Ethics</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

78
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 205</td>
<td>Introduction to Public Relations</td>
<td>3</td>
<td>COM 101</td>
</tr>
<tr>
<td>COM 302</td>
<td>Intercultural Comm.</td>
<td>3</td>
<td>COM 101</td>
</tr>
<tr>
<td>IS 346</td>
<td>E-Commerce</td>
<td>3</td>
<td>IS 221; MKT 233 or MGT 240</td>
</tr>
<tr>
<td>JDM 133</td>
<td>Video Aesthetics I</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

24hrs.

**Computer Science Courses and Descriptions**

See Course Descriptions section of catalog
Chair
Mitchell Metzger, Professor of Psychology

Faculty
Marc Hedrick, Professional Instructor of Criminal Justice

Degrees Offered
Associate of Arts
Bachelor of Science

Mission
The mission of the Criminal Justice program is to provide a strong knowledge base in law enforcement, courts, and corrections in an effort to prepare students with practical and professional knowledge for employment in the criminal justice system.

Student Learning Outcomes
Students will:
1. Explain the major components of the criminal justice system including police, courts, and corrections;
2. Describe the importance of the criminal justice system to society;
3. Differentiate between the Classical School explanation of crime and the Positivist School explanations of crime including biological, psychological, and sociological theories;
4. Create and defend solutions to a criminal justice ethical dilemma using an ethical theory.

Description of Major
The criminal justice major is built upon a strong liberal arts base provided by the University's core curriculum. Course work in the major is structured in a manner that acquaints students 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 foundation and the major theories of the cause of crime and the application of law.

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, maintained an overall GPA of 3.2 and a 3.2 in criminal justice course work, and completed at least three semesters or equivalent of full-time studies 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.

Degree Requirements
Assessment – Students will submit specified assignments during certain CJ classes as indicated on the course syllabi and assessment plan. These assignments will be analyzed to determine whether the student learning outcomes of the department have been met.

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 Intro to Corrections | 3 | None
CJ 270 Role of Police | 3 | CJ 130
CJ 242 Criminology | 3 | None
CJ 362 Criminal Law | 3 | CJ 130
CJ 450 Ethics in Criminal Justice | 3 | CJ 130, 362, and Jr. or Sr. Status
MATH 208 Elementary Statistics | 3 | MATH 100 or ACT 18 or SAT 480
SOC 460 Research Methods | 3 | MATH 208, SOC 111

Electives (choose 18 hours) 9 hours must be at the 300 level or above

- CJ 200 Crim. Investigation I (3) | CJ 130
- CJ 235 Courts and Justice (3) | CJ 130
- CJ 240 Crim. Investigation II (3) | CJ 130, 200
- CJ 244 Juvenile Delinquency (3) | None
- CJ 275 Gangs and Cults (3) | None
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) Chair Approval
CJ 415 Adv. Criminology & Profiling (3) CJ 242
SOC 202 Alcoholism & Sub. Abuse (3) None
SOC 301 Race, Ethnic & Min. Issues (3) None
Concentration area 18 CJ Chair Approval

60 hrs.

**Plus Institutional Baccalaureate Degree Requirements**

**Minor in Criminal Justice**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 111 Princ. of Sociology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 130 Intro to Criminal Justice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 242 Criminology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 270 Role of Police</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>Electives in CJ</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

**Minor in Sociology**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 111 Princ. of Sociology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Electives in sociology</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

*SOC 460 is highly recommended.

**Associate of Arts with a concentration in Criminal Justice**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 111 Princ. of Sociology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 130 Intro to Criminal Justice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 227 Intro to Corrections</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 242 Criminology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 270 Role of Police</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>Electives in CJ</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>24 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

**Plus Institutional Associate Degree Requirements**

**Criminal Justice Courses and Descriptions**

See Course Descriptions section of catalog.

**Sociology Courses and Descriptions**

See Course Descriptions section of catalog.
Education

Departments of Early Childhood; Educational Foundations and Instruction; Inclusive Services and Exceptional Learners; and Leadership Studies
The Dwight Schar College of Education

Dean
Donna Breault

Director of Field Experiences and Internships
Joseph Hendershott

Director of UG Teacher Education at Elyria
Sandra Gallagher

Columbus Field Experience and Internship Placement Coordinator
William White

Elyria Field Experience and Internship Placement Coordinator
Tina Flock

Coordinator of College Assessment and OAE Test Preparation/Support Services
Mitchell Slater

Faculty by Department

EARLY CHILDHOOD
Chair: To be determined
Jacalyn Wood-Morton, Professor
Maria Sargent, Professor
Fredrick Burton, Associate Professor
Brenda Rosler, Associate Professor
Tanzaah Sharpe, Assistant Professor
Diane Craig, Professional Instructor
Terri Jewett, Professional Instructor
Susan Franz, Professional Instructor

EDUCATIONAL FOUNDATIONS AND INSTRUCTION
Chair: Deanna Romano, Associate Professor
Joan Knickerbocker, Professor
Carl Walley, Professor
Howard Walters, Professor
Penny Arnold, Associate Professor
Linda Billman, Associate Professor
Cathryn Chappell, Associate Professor
Jason Ellis, Associate Professor
Rosaire Ifedi, Associate Professor
Robert Cyders, Professional Instructor

INCLUSIVE SERVICES AND EXCEPTIONAL LEARNERS
Chair: Bonnie Adams, Associate Professor
Jane Piirto, Professor, Trustees' Professor
Carla Abreu-Ellis, Associate Professor
Allison Dickey, Associate Professor
Sarah Hall, Associate Professor
Stephen Denney, Assistant Professor
James Chappel, Professional Instructor

LEADERSHIP STUDIES
Chair: Judy Alston, Professor
Carol Engler, Associate Professor
Amy Klinger, Associate Professor
James Olive, Associate Professor
Robert Thiede, Assistant Professor

Degree Offered
Bachelor of Science in Education

Description of Majors

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. The students must also complete additional requirements to obtain a teaching license. These requirements 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 eight, who have mild to intensive educational needs and are in inclusive settings. Candidates may also earn an additional license in Early Childhood to teach in any Pre K-3 setting.
Department of Educational Foundations 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 taught by faculty, strong foundation in literacy, and specific instruction in working with diverse student populations.

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. 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. See specific departments for descriptions of these majors.

Department of Inclusive Services and Exceptional Learners
Licenses offered:

- Intervention Specialist Mild/Moderate (K-12)
- Intervention Specialist Moderate/Intensive (K-12)
- Intervention Specialist Mild/Moderate (K-12) and Intervention Specialist Moderate/Intensive (K-12)-dual licensure

This program leads to Ohio licensure in the education of exceptional children who need mild to moderate and 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.

Programs (Licenses unless otherwise indicated.)

Early Childhood PreK-3
- Early Childhood (PreK-3)
- Early Childhood Intervention Specialist (PreK-3)
- Early Childhood & Early Childhood Intervention Specialist (PreK-3) - Dual Licensure

Middle Grades 4-9 (Students may choose two):
- Language Arts
- Mathematics
- Science
- Social Studies

AYA Grades 7-12
- Integrated Language Arts/English
- Integrated Science
- Integrated Social Studies
- Integrated Math
- Earth Science
- Biology/Life Science
- Chemistry
- Physical Science

PreK-12
- Art
- Foreign Language:  
  - French
  - Spanish
- Music

Intervention Specialist
- Intervention Specialist Mild/Moderate (K-12)
- Intervention Specialist Moderate/Intensive (K-12)
- Intervention Specialist Mild/Moderate (K-12) & Intervention Specialist Moderate/Intensive (K-12)-Dual Licensure

Minor
- Online Teaching and Instructional Technology

Endorsements
- Early Childhood 4-5 Generalist, limited to candidates in PK-3 licensure
- Middle Childhood 4-6 Generalist, limited to candidates in 4-9 licensure

Checklists of requirements for each program can be obtained from the Center for Academic Support Office, 7th floor of the Library.

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 understanding, 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 leadership studies.

Early Childhood Department Mission

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 and Instruction Mission

The mission of the Department of Educational Foundations and Instruction is to create an interactive and collegial learning community in which faculty, preserve and practicing teachers, and other professionals collaborate in an ongoing effort to critically examine and develop an understanding of the origins, influences, and dynamics of education and to seek effective instructional practices.

The undergraduate and graduate programs offered by the department help each individual develop the personal and professional qualities needed to become an agent of change who positively influences all learners, their educational settings and our society.

The instruction provided by the faculty across the department challenges and supports all members of the learning community as they explore best 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.

Inclusive Services and Exceptional Learners Mission

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, services, and research.

Accreditation of the College

The teacher education programs have been approved by the Ohio Department of Higher Education. The Dwight Schar College of Education at Ashland University is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE can be contacted through: Council for the Accreditation of Educator Preparation, 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 223-007. 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 the Ohio Department of Higher Education and/or Ohio law.

According to the 2016 Title II Report, 96% of those candidates who completed Ashland University’s initial licensure teacher preparation programs during the 2014-2015 academic year passed their state-mandated licensure tests.

Field and Clinical Experiences

All education students are required to complete the number of clock hours of field and clinical experiences determined by their licensure prior to their student teaching and a minimum of 14 weeks of student internship. 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 locations.

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 must meet with his or her faculty advisor and complete the "Student Interview and Action Plan Form." This form is to be signed by the student and faculty advisor and then returned to the department chair in the College of Education who will submit it to the Professional Academic Advisor of the College of Education.
5. A grade of C- or higher is required in each professional education course required for the Licensure Program. Any teacher education student who receives a grade lower than a C- must retake the course. (For ECE and ECIS this also includes PSYC 264.)

6. Students are required to complete the Ohio BCI and FBI background checks for their sophomore field experience or first active field experience at Ashland University. The remaining field experiences or internships will require a current Ohio BCI background check. The FBI check must be completed again for licensure.

Admission to Teacher Education:
1. Complete an "Intent to Enroll in Teacher Education" form for the appropriate department within the College of Education. This application should be completed in EDFN 130.
2. Sign a “Good Moral Character” statement verifying his or her awareness of the law in order to become licensed in Ohio, students must undergo a background check at the Bureau of Criminal Identification and Investigation (BCI) and a background check at the Federal Bureau of Identification and Investigation (FBI). The background checks are required for the sophomore field experience or the student’s first active field experience. Subsequently, the BCI must remain current for any additional field experiences or internships.
3. Satisfactorily complete one of the following assessments BEFORE taking the Sophomore Field Experience course. This requirement must be met by the end of the semester preceding the sophomore field experience for the following courses: EDIS 230IS, EDCI 230 SEC, EDCI 236, EDEC 215, EDEC 268.
   a. Achieve an ACT composite score of at least 21;
   b. Achieve a SAT combined score of at least 1010 on the Mathematics and Critical Reading sections;
   c. Achieve Praxis 1 scores of 172 on each of the Reading, Writing, and Mathematics tests;
   d. Achieve COMPASS scores of at least: 1. 86 on the Reading section 2. 86 on the Writing section 3. And one of the following MATH sections; A. Achieve 70 on the Pre-algebra; B. Achieve 49 on the Algebra; C. Achieve 40 on the College Algebra
e. Achieve Core Academic Skills for Educators test scores of: Reading 156, Writing 162, and Mathematics 150.
   Preparation material for the Core tests is available at ets.org/praxis. Register for the Core tests at ets.org/praxis.
f. If a student has not successfully achieved one of the above assessments (3. a through 3. e.), the student may elect to partially fulfill the requirement with the Academic Pathway. If the student has taken all three sections of the CORE test at least once and has not passed either the math or the writing section, he or she may opt to participate in the Academic Pathway. The Academic Pathway may not be taken for both the math and writing requirements. Note that there is no Academic Pathway for the Reading test; students must meet the Core Reading Test score of 136 or higher.

The Academic Pathway requires that the student show evidence of success (a grade of B or above) in an appropriate math (general mathematics – not math methods, statistics, or business math) or a writing course. This course must have been completed within five years of the start of course work at Ashland University. The area (math or writing) used for the Academic Pathway must not be in the same content area or concentration as the student’s sought after license. (Example: The middle grades math concentration may not use the Academic Pathway for math.) The Assessment Coordinator will determine if the course can be used in place of an assessment test. Students should contact their advisor or the Assessment Coordinator for Academic Pathway information and the application.
4. Satisfactorily complete the Sophomore Field Experience course, EDCI 236, EDIS 230 or EDEC 268;
5. Apply for “Admission to Teacher Education” prior to the first junior level methods/field experience course block and comply with the following criteria:
   a. Competence in academic field(s) – minimum 2.5 GPA;
   b. Demonstrate proficiency in written English, reading, and basic math skills by satisfactorily completing the assessment requirement #3 above;
   c. Proficiency in oral communication (successful completion of a Core communication course with a grade of C- or higher);
   d. Meets dispositional guidelines as outlined by the College of Education.
   e. Sincerity of purpose, good moral character and social adaptability;
   f. Have a current Ohio BCI Criminal Background Check processed by the Bureau of Criminal Identification and Investigation and had FBI completed from sophomore or previous field experience;

6. 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.

Guidelines for Transfer Students
While all students must meet the same criteria to be admitted to Teacher Education, those transferring in with an associate degree or a significant number of credit hours that places them at the level of a mid-sophomore year or above, are not considered for candidacy into Teacher Education until they have completed 12 semester hours of Ashland University course work and have achieved testing and GPA requirements.

Transfer students may register for 12 credit hours of College of Education course work after having been admitted to Ashland University. Previously or during this first 12 credit hour time frame, transfer students are required to submit evidence of having successfully achieved one of the Teacher Education Admission test scores indicated in item 3 above. Transfer students are not officially admitted into the Teacher Education program, and may not take field or internship courses, until they have successfully: completed 12 credit hours of course work at Ashland University, achieved a 2.5 GPA for the first 12 credit hours of Ashland University courses, and submitted evidence of having achieved one of the admittance test scores required by the Teacher Education program. STUDENTS NOT MEETING THIS ADMITTANCE REQUIREMENT WILL NOT BE ALLOWED TO CONTINUE COURSE WORK UNTIL THESE REQUIREMENTS ARE ACHIEVED. Exceptions may be made for transfer students who have completed appropriate and equivalent assessment requirements at another institution.
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 all required 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. 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.
   e. 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 those 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 those 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
To successfully complete the internship, the candidate is required to:
1. Have one or more of lessons video recorded for assessment purposes. These lessons may be whole class or small group lessons.
2. Show evidence of having submitted any state-mandated performance assessment that is required of Ashland University by the Ohio Department of Higher Education. Costs associated with the assessment are to be paid to the vendor by the students.
3. Successfully complete the Teacher Work Sample.
4. Successfully complete the Field Performance Assessment Instrument.
5. Successfully complete other professional activities required by the College of Education

Recommendation for Licensure:
1. Complete the prescribed program (including student internship).
2. Receive passing scores on the Teacher Licensure Examination.
3. Apply for teacher licensure and complete a Criminal Background Check at the time of application for licensure.

Return application to the Licensure office, 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 Core test prior to the first field experience.

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>EDCI 232 Intro. Prin. Of Intr. 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>None</td>
</tr>
<tr>
<td>*EDEC 262 Found. 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 Literacy/Multicultural Field Exp.</td>
<td>2</td>
<td>EDIS 2301S or EDEC 268; EDEC 215</td>
</tr>
<tr>
<td>*EDEC 361 El. Lang. Arts Curr./Meth.</td>
<td>3</td>
<td>EDFN 202, EDEC 262</td>
</tr>
<tr>
<td>EDEC 363 EC Math-Curr. &amp; Meth.</td>
<td>3</td>
<td>MATH 217</td>
</tr>
<tr>
<td>EDEC 369 Assess./Eval.-At Risk</td>
<td>3</td>
<td>PSYC 264</td>
</tr>
<tr>
<td>EDEC 400 Behav. &amp; Social Intervention</td>
<td>3</td>
<td>EDEC 215</td>
</tr>
<tr>
<td>EDEC 403 Early Interv. &amp; Integr.</td>
<td>3</td>
<td>PSYC 264</td>
</tr>
<tr>
<td>EDEC 445 Interdisciplinary Science &amp; Soc. Stud. Meth.</td>
<td>3</td>
<td>EDEC 330EC</td>
</tr>
<tr>
<td>EDEC 417 Sr. Fld. Exp. Content Tchg.</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 Intro. to Teaching</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 202 Teach. &amp; Learning Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Social &amp; Prof. Issues in Ed.</td>
<td>2</td>
<td>Senior Status</td>
</tr>
<tr>
<td>PSYC 264 Child Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 265 Adult-Child Relationships</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 268 Pre-School Methods &amp; Curr.</td>
<td>2</td>
<td>PSYC 264</td>
</tr>
<tr>
<td>EDEC 268F Pre-School Field Exp.</td>
<td>1</td>
<td>PSYC 264</td>
</tr>
<tr>
<td>Related Requirements:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101 English Composition I</td>
<td>3</td>
<td>ENG 100 or Equiv.</td>
</tr>
<tr>
<td>ENG 102 English Composition II</td>
<td>3</td>
<td>ENG 101</td>
</tr>
<tr>
<td>MATH 217 Theory of Arith./Geom.</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MUSIC 150 Princ. Of Music Making</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOC 301 Race/Ethnic/Minority Issues</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>83 hrs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Required for the Ohio 12 hour Reading Core.
Plus Institutional Baccalaureate Degree Requirements.

Note: All courses up to the category related requirements are included in the major GPA.

Early Childhood Education Generalist (Grades 4-5) Endorsement attached 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 on the 7th floor of the Library for further details.

<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>EDFN 130</td>
</tr>
<tr>
<td>EDCI 312 Teaching Reading w/ Lit.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 236 Mid. Grades Field Exp. I</td>
<td>1</td>
<td>Concurrent with EDCI 232</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></td>
<td></td>
<td>13 hrs.</td>
</tr>
</tbody>
</table>

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 232 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>None</td>
</tr>
<tr>
<td>*EDEC 262 Found. 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 Literacy/Multicultural Field Exp.</td>
<td>2</td>
<td>EDCIS 201 or EDEC 268; 215</td>
</tr>
<tr>
<td>*EDEC 361 El. Lang. Arts Curr./Meth.</td>
<td>3</td>
<td>EDFN 202, EDEC 262</td>
</tr>
<tr>
<td>EDEC 363 EC Math-Curr. &amp; Meth.</td>
<td>3</td>
<td>MATH 217</td>
</tr>
<tr>
<td>EDEC 369 Assess./Eval.-At Risk</td>
<td>3</td>
<td>PSYC 264</td>
</tr>
<tr>
<td>EDEC 400 Behav. &amp; Social Intervention</td>
<td>3</td>
<td>EDEC 215</td>
</tr>
<tr>
<td>EDEC 403 Early Interv. &amp; Integr.</td>
<td>3</td>
<td>PSYC 264</td>
</tr>
<tr>
<td>EDEC 445 Interdisciplinary Science &amp; Soc. Stud. Meth.</td>
<td>3</td>
<td>EDEC 330EC</td>
</tr>
<tr>
<td>EDEC 417 Sr. Fld. Exp. Content Tchg. Interv.</td>
<td>3</td>
<td>EDEC 330SEC</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>EDFN 130 Intro. to Teaching</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 202 Teach. &amp; Learning Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Social &amp; Prof. Issues in Ed.</td>
<td>2</td>
<td>Senior Status</td>
</tr>
<tr>
<td>EDIS 230IS Interv. Specialist Field Exp.</td>
<td>2</td>
<td>Concurrent with EDIS 230IS, 257</td>
</tr>
<tr>
<td>EDIS 253 Assistive &amp; Instr. Tech. for IS</td>
<td>3</td>
<td>EDIS 250</td>
</tr>
<tr>
<td>EDIS 257 Sens. Motor-IS Mod/Inten.</td>
<td>3</td>
<td>EDIS 300IS</td>
</tr>
<tr>
<td>EDIS 451 Comm.: IS Mod/Intent.</td>
<td>3</td>
<td>EDIS 442 Comm./Consult./Team.</td>
</tr>
<tr>
<td>PSYC 264 Child Development</td>
<td>3</td>
<td>EDIS 451 Comm.: IS Mod/Intent.</td>
</tr>
<tr>
<td>Related Requirements:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101 English Composition I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ENG 102 English Composition II</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MATH 217 Theory of Arith./Geom.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MUSIC 150 Princ. Of Music Making</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOC 301 Race/Ethnic/Minority Issues</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>88 hrs.</td>
</tr>
</tbody>
</table>

*Required for the Ohio 12 hour Reading Core.

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Science in Education with a comprehensive major in Intervention Specialist:

Mild/Moderate (K-12) 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. Prin. Of Instr. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>*EDCI 312 Teaching Reading with Literature</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 316 21st Cent. Lang. Arts for YA</td>
<td>3</td>
<td>Waived for IS</td>
</tr>
<tr>
<td>*EDCI 392 Content Area Reading</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>*EDEC 140 Phonics &amp; the Eng. Lang.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>*EDEC 262 Found. In Literacy</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC/NUR 448 Bio-Medical Issues</td>
<td>3</td>
<td>EDIS 250 or EDEC 215</td>
</tr>
<tr>
<td>EDFN 130 Intro. to Teaching</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 202 Teach. And Learn Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDIS 230IS Wkshp in Teach IS</td>
<td>2</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDIS 245 Inter. Persp. On Disability</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 250 Intro to Ed. Interv.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 253 Assistive &amp; Instr. Tech. for IS</td>
<td>3</td>
<td>Concurrent with EDIS 230IS, 257</td>
</tr>
<tr>
<td>EDIS 257 Sensory Motor.</td>
<td>3</td>
<td>EDIS 250</td>
</tr>
<tr>
<td>EDIS 330IS Multic. Field Exp.</td>
<td>2</td>
<td>EDIS 230IS, EDCI 236</td>
</tr>
<tr>
<td>EDIS 340 IS Field Exp.</td>
<td>2</td>
<td>EDIS 230IS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>concurrent w/ EDIS 342, 355, 442</td>
</tr>
<tr>
<td>EDIS 342 Assess. &amp; Teaching</td>
<td>3</td>
<td>EDIS 250, 230IS w/ 340, 355</td>
</tr>
<tr>
<td>EDIS 343 Career &amp; Daily Living Skills</td>
<td>3</td>
<td>EDIS 250, 230IS</td>
</tr>
<tr>
<td>EDIS 355 Interv &amp; Remed in Math</td>
<td>3</td>
<td>EDIS 250, 230IS w/ 342</td>
</tr>
<tr>
<td>EDIS 405 Legal, Social &amp; Prof. Issues in IS</td>
<td>3</td>
<td>Senior Status</td>
</tr>
<tr>
<td>EDIS 441 Creat. Effective Learn. Envir.</td>
<td>3</td>
<td>EDIS 250, 230IS</td>
</tr>
<tr>
<td>EDIS 442 Comm./Consult./Team.</td>
<td>3</td>
<td>EDIS 250</td>
</tr>
<tr>
<td>EDIS 451 Comm.: IS Mod/Intent.</td>
<td>3</td>
<td>Concurrent with EDIS 230IS, 253, 257</td>
</tr>
<tr>
<td>One of the following three:</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>For Moderate/Intensive Licensure Only:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 464 Stu. Intern. IS mod/Int</td>
<td>10</td>
<td>All Student Internship Req.</td>
</tr>
<tr>
<td>For Mild/Moderate Licensure Only:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 465 Stu. Intern. IS Mild/Mod.</td>
<td>10</td>
<td>All Student Internship Req.</td>
</tr>
<tr>
<td>For Dual Mild/Moderate and Moderate/Intensive Licensure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 466 Stu. Intern. IS Mild/Md/Int</td>
<td>10</td>
<td>All Student Internship Req.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76 hrs.</td>
</tr>
</tbody>
</table>

*Required for the Ohio 12 hour Reading Core.

Plus Institutional Baccalaureate Degree Requirements.

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 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. Prin. 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 or concurrent</td>
</tr>
<tr>
<td>EDCI 236 Middle Grades Field Exp. I</td>
<td>1</td>
<td>Concurrent with EDFN 130; EDCI 234</td>
</tr>
<tr>
<td>*EDEC 262 Found. In Literacy</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>*EDCI 312 Teaching Reading with Literature</td>
<td>3</td>
<td>EDEC 140, 262</td>
</tr>
<tr>
<td>EDCI 336 Mid. Grade. Field Exp. II</td>
<td>3</td>
<td>Block II</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 Intro. to Teaching</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 202 Teach. And Learn Process</td>
<td>2</td>
<td>Senior Status</td>
</tr>
<tr>
<td>EDFN 402 Soc. &amp; Prof. Issues in Ed.</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 250 Intro to Ed. Interv.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

### Related Professional Requirements:

- MATH 217 Internm. Arith/Geom.                             | 3    | Math ACT of 18 or above Math SAT of 480 or above or Math 100 |
- PSYC 218 Psych. Of Adolescence                             | 3    | None                              |

### 49 hrs.

*Required for the Ohio 12 hour Reading Core.

### Plus Institutional Baccalaureate Degree Requirements.

## ENGLISH/LANGUAGE ARTS CONCENTRATION

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 316 Teach 21st Century Adol. Eng. Lang.</td>
<td>3</td>
<td>EDFN 202, EDCI 232</td>
</tr>
<tr>
<td>ENG 101 English Composition I</td>
<td>3</td>
<td>EN 100 or Equiv.</td>
</tr>
<tr>
<td>ENG 102 English Composition II</td>
<td>3</td>
<td>EN 101</td>
</tr>
<tr>
<td>COMM 101 Human Communication</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ENG 417 Eng. Grammar and Usage</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>Genre Focus (choose one)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 304 Short Story.</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 306 The Essay</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 308 The Poem</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>Diversity/Global stand (choose one):</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 309 African Am. Lit.</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 314 Women’s Lit.</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 316 Postcolonial Lit.</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 330 African Lit.</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 340 Readings in Jewish Lit.</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>American Focus (choose one):</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 426 American Lit. II</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 427 American Lit. III</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 428 American Lit IV</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>Film Focus (choose one):</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 371 Lit. and Film</td>
<td>(3)</td>
<td>ENG 102</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>EDCI 317 Teach 21st. Cent Adol.: Math</td>
<td>3</td>
<td>EDFN 202, EDCI 232</td>
</tr>
<tr>
<td>MATH 201 Calc. with Appl. I</td>
<td>3</td>
<td>2 yrs. H.S. Alg., 1 yr. H.S. Geom.</td>
</tr>
<tr>
<td>MATH 202 Calc 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 217 Theory of Arith. &amp; Geom.</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MATH 218 Geom. For Middle Gr.</td>
<td>3</td>
<td>MATH 217</td>
</tr>
<tr>
<td>MATH 223 Discrete Math I</td>
<td>3</td>
<td>3 yrs. H.S. Coll. Prep. Math</td>
</tr>
<tr>
<td>MATH 250 Mathematical Proof</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Elective (choose two):</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>CS 101 Logic and Comp.</td>
<td>(3)</td>
<td>2 yrs. H.S. Alg.</td>
</tr>
<tr>
<td>MATH 224 Discrete Math II</td>
<td>(3)</td>
<td>MATH 233</td>
</tr>
<tr>
<td>MATH 309 History of Math</td>
<td>(3)</td>
<td>1 yr. H.S. Alg., MATH 223, 202, or 206</td>
</tr>
<tr>
<td>PHYS 201 General Physics I</td>
<td>(4)</td>
<td>MATH 223, 202 or 206</td>
</tr>
</tbody>
</table>

### 28-29 hrs.

## SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Mmolec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>BIO 202 Org. Adapt. Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>EDCI 318 Teach 21st Century Adol. AYA Science</td>
<td>3</td>
<td>EDFN 202, EDCI 232</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>H.S. Alg. &amp; Geom.</td>
</tr>
<tr>
<td>Choose one from:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>CHEM 102 Historical Geology</td>
<td>(4)</td>
<td>None</td>
</tr>
<tr>
<td>GEOL 210 Natural Disasters: Weather.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>PHYS 107 Hidden Life of Stars</td>
<td>(3)</td>
<td>H.S. Trig. &amp; Geom.</td>
</tr>
<tr>
<td>PHYS 202 General Physics</td>
<td>(4)</td>
<td>PHYS 201</td>
</tr>
<tr>
<td>PHYS 320 Origins of Universe</td>
<td>(3)</td>
<td>H.S. Trig. &amp; Alg.</td>
</tr>
<tr>
<td>Any Natural or Earth Science elective:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>GEOL 102 Historical Geology</td>
<td>(4)</td>
<td>None</td>
</tr>
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</table>

### 26-27 hrs.

## SOCIAL STUDIES CONCENTRATION

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 319 Teach 21st Cent Adol.: Social Studies</td>
<td>3</td>
<td>EDFN 202, EDCI 232</td>
</tr>
<tr>
<td>HIST 112 or 113 Western Civ.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HIST 212 or 213 Am. 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 Am. Non-western hist.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 327 Africa</td>
<td>(3)</td>
<td>None</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>HIST 329 Latin America</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST 341 Mod. Middle East</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST 343 Mod. East Asia</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>REL 107 Exp. World Rel.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Economics-Choose one:</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ECON 101 Market Fund.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>ECON 201 Econ.: Learn/Instr.</td>
<td>(3)</td>
<td>Ed. Major</td>
</tr>
<tr>
<td>ECON 233 Princ. Of Macroeconomics</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SOC 301 Race/Ethnic/Minority Iss.</td>
<td>3</td>
<td>27 hrs.</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 your advisor 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>3</td>
<td></td>
</tr>
<tr>
<td>ENG 426 Am. Literature II</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 427 Am. Literature III</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 428 Am Literature IV</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 hrs.</td>
</tr>
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</table>

**MATH**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 217 Theory of Arith. &amp; Geom.</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MATH 218 Geom. For Middle Gr.</td>
<td>3</td>
<td>MATH 217</td>
</tr>
<tr>
<td>Choose one from:</td>
<td>3</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 Math I</td>
<td>(3)</td>
<td>3 yrs. H.S. Coll. Prep. Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 hrs.</td>
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</table>

**SCIENCE**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>BIO 201 Molecular &amp; Cellular Basis of Life</td>
<td>(4)</td>
<td>H.S. Bio &amp; Chem or equiv. recommended</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>GEO 101 Physical Geology</td>
<td>(4)</td>
<td>None</td>
</tr>
<tr>
<td>PHYS 201 General Physics</td>
<td>(4)</td>
<td>H.S. Alg. &amp; Geom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 hrs.</td>
</tr>
</tbody>
</table>

**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>Non</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 hrs.</td>
</tr>
</tbody>
</table>

**ONLINE TEACHING AND INSTRUCTIONAL TECHNOLOGY MINOR**

This 12 credit hour minor is designed for students who are interested in a thorough understanding of online teaching and learning as well as those who would like to obtain a foundation in the design, development, and implementation of technology-based applications (e.g., multimedia, web-based material development, social networking, and other advanced instructional tools).

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 232 Principles of Instructional Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 332 Instructional Design &amp; Online Interaction</td>
<td>3</td>
<td>EDCI 232</td>
</tr>
<tr>
<td>EDCI 333 Online Assessment &amp; Learning Mgt. Syst.</td>
<td>3</td>
<td>EDCI 332</td>
</tr>
<tr>
<td>One course from:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDIS 250 Intro. to Educ. Intervention</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>JDM 405 Global Impact of Soc. Media</td>
<td>(3)</td>
<td>Jr. Status</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>PSYC 264 Child Development</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 hrs.</td>
</tr>
</tbody>
</table>

**Education Courses and Descriptions**

See Course Descriptions section of catalog.
Chair
Hilary Donatini, Associate Professor of English

Faculty
Deborah Fleming, Professor of English
Joseph Mackall, Professor of English
Naomi Saslaw, Professor of English
Russell Weaver, Professor of English
Linda Joyce Brown, Associate Professor of English
Jayne Waterman, Associate Professor of English
Maura Grady, Assistant Professor of English and Director of the University Writing Center
Sharleen Mondal, Assistant Professor of English

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. Analyze a text through appropriate close reading.
2. Evaluate a literary and imaginative work within a social or historical context.
3. Use appropriate secondary materials to explore a literary issue or individual text.
4. Read and interpret a text by one or more writers who have defined and shaped the Western literary tradition.
5. Recognize significant differences between literary periods.
6. Use conventions of analysis appropriate to different genres.
7. Read and interpret one or more literary texts as expressions of a culture outside the British and American traditions.
8. Write a sustained paper focusing on a critical problem.
9. Edit critical and expository prose according to the conventions of standard academic English.

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 it appropriately at different grade levels.

Student Honor Society
Sophomores, juniors, and seniors who achieve at least a 3.00 GPA in their English major may apply to join Sigma Tau Delta, an international honor society.

Description of Majors
English – The primary reason to major in English or one of its related programs 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. 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 and culminates with a senior-level capstone course in which students work toward a polished series of stories or essays, longer narrative, or chapbook of poems.

Statement on Foreign Language
All students majoring in Creative Writing, English, or Integrated Language Arts are encouraged to study a foreign language as part of the Critical Cultural Inquiry requirement.
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

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
ENG 317 Studies in Shakespeare | 3 | ENG 102
ENG 325 Major Authors | 3 | ENG 102
Choose 4 courses, at least 2 starred: | 12 | 
*ENG 401 Lit. of Early England (3) | ENG 102
*ENG 404 English Renaissance (3) | ENG 102
*ENG 406 17th Cent. English Lit. (3) | ENG 102
*ENG 408 18th Cent. English Lit. (3) | ENG 102
*ENG 410 Romantic Movement (3) | ENG 102
ENG 411 Victorian Period (3) | ENG 102
ENG 413 Modern Anglophone Lit. (3) | ENG 102
*ENG 425 American Lit. I (3) | ENG 102
ENG 426 American Lit. II (3) | ENG 102
ENG 427 American Lit. III (3) | ENG 102
ENG 428 American Lit. IV (3) | ENG 102
One course from 2 of these 3 groups: | 6 | 
Genre courses:
ENG 304 Short Story (3) | ENG 102
ENG 306 The Essay (3) | ENG 102
ENG 308 The Poem (3) | ENG 102
ENG 319 Modern Drama (3) | ENG 102
ENG 322 Modern Poetry (3) | ENG 102
ENG 324 Modern Novel (3) | ENG 102
Topics course: | ENG 102
ENG 338 Themes/Top. In Literature (3) | ENG 102
Writing, Grammar, and History courses:
ENG 351 Advanced Comp. (3) | ENG 102
ENG 417 Eng. Gramm. & Usage (3) | ENG 102
ENG 418 History of English Lang. (3) | ENG 102
One course from the following: | 3 | 
ENG 330 African Literature (3) | ENG 102
ENG 365 Greek Literature (3) | ENG 102
ENG 370 Russian Novel (3) | ENG 102
ENG 372 Nietzsche/Values | ENG 102
ENG 300/400 level (not creative writing courses): | 9 | 
Related Requirements:
ENG 101 English Comp. I | ENG 100 or Equiv.
ENG 102 English Comp. II | ENG 101
42 hrs.

Plus Institutional Bacalaureate Degree Requirements.

Bachelor of Arts with a major in English

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
Writing courses:
ENG 201 Introduction to Creative Writing | 3 | None
ENG 301 Writers’ Workshop: Poetry | ENG 101, 201
ENG 302 Writers’ Wk.: Creat. Nonf./Fict. | ENG 101, 201
ENG 303 Writers’ Workshop: Screenwriting | ENG 101, 201
ENG 405 Problems in Creative Writ. | ENG 301, 302
ENG 415 Capstone Course in Creative Writing | ENG 301, 302
Genre courses (choose 3 courses): | 9 | 
ENG 304 Short Story (3) | ENG 102
ENG 306 The Essay (3) | ENG 102
ENG 308 The Poem (3) | ENG 102
ENG 319 Modern Drama (3) | ENG 102
ENG 322 Modern Poetry (3) | ENG 102
ENG 324 Modern Novel (3) | ENG 102
400 level courses (choose 4 courses): | 12 | 
ENG 401 Lit. of Early England (3) | ENG 102
ENG 404 English Renaissance (3) | ENG 102
ENG 406 17th Cent. English Lit. (3) | ENG 102
ENG 408 18th Cent. English Lit. (3) | ENG 102
ENG 410 Romantic Movement (3) | ENG 102
ENG 411 Victorian Period (3) | ENG 102
ENG 413 Modern Anglophone Lit. (3) | ENG 102
ENG 418 History of English Lang. (3) | ENG 102
ENG 425 American Lit. I (3) | ENG 102
ENG 426 American Lit. II (3) | ENG 102
ENG 427 American Lit. III (3) | ENG 102
ENG 428 American Lit. IV (3) | ENG 102
Related Requirements:
ENG 101 English Comp. I | 3 | ENG 100 or Equiv.
ENG 102 English Comp. II | 3 | ENG 101
45 hrs.

Plus Institutional Bacalaureate Degree Requirements.

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.

Plus Institutional Baccalaureate Degree Requirements.
<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 Introduction to Creative Writing</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Two course from the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ENG 309 African Am. Lit</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 314 Literature and Gender</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 316 Postcolonial Literature</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 330 African Literature</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 340 Jewish Literature</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 317 Studies in Shakespeare</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 351 Advanced Composition</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 417 English Grammar &amp; Usage</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>*1 course from:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 401 Lit. of Early England</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 404 English Renaissance</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>*1 course from:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 406 17th Cent. English Lit.</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 408 18th Cent. English Lit.</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>*1 course from:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 410 Romantic Movement</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 411 Victorian Period</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 413 Modern Anglophone Lit.</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>*2 courses from:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ENG 425 American Lit. I</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 426 American Lit. II</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 427 American Lit. III</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 428 American Lit. IV</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>1 additional course from</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Starred categories (*)</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 325 Major Authors</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 418 History of Eng. Language</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>JDM 203 Writing for the Media</td>
<td>3</td>
<td>COM 101</td>
</tr>
<tr>
<td>COM 208 Argumentation and Advocacy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1 course from:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>JDM 307 Adv. Reporting</td>
<td>(3)</td>
<td>JDM 245, 246</td>
</tr>
<tr>
<td>JDM 320 Feature Writing</td>
<td>(3)</td>
<td>JDM 245</td>
</tr>
<tr>
<td>ENG 301 Writers’ Wkshp.: Poetry</td>
<td>(3)</td>
<td>ENG 101, 201</td>
</tr>
<tr>
<td>ENG 302 Writ. W. Creat. Nonf./Fict.</td>
<td>(3)</td>
<td>ENG 101, 201</td>
</tr>
<tr>
<td>TH 204 Script Analysis</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>1 course from:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 332 Global Film</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 371 Literature and Film</td>
<td>(3)</td>
<td>ENG 102</td>
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</tbody>
</table>

Education requirements:

<table>
<thead>
<tr>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

**Plus Institutional Baccalaureate Degree Requirements.**

**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 Authors</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>Literature Electives, 300 level</td>
<td>6</td>
<td>ENG 102</td>
</tr>
<tr>
<td>Literature Electives, 400 level</td>
<td>9</td>
<td>ENG 102</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

**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 Writers’ Workshop Creat. Nonf./Fict.</td>
<td>3</td>
<td>ENG 101, 201</td>
</tr>
<tr>
<td>ENG 304 Short Story</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 308 The Poem</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>Literature Electives, 300/400 level</td>
<td>6</td>
<td>ENG 102</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

**English Courses and Descriptions**

See Course Description section of catalog.
Environmental Science
Department of Environmental Science
The College Arts and Sciences

Director
Patricia A. Saunders, Associate Professor of Biology

Faculty
Soren Brauner, Professor of Biology
Nigel Brush, Professor of Geology
Douglas A. Dawson, Professor of Biology/Toxicology
Mason Posner, Professor of Biology
Jeffrey D. Weidenhamer, Professor of Chemistry, Trustees' Professor
Andrew J. Trimble, Associate Professor of Biology/Toxicology
Dolly Crawford, Assistant Professor of Biology
Merrill Tawse, Professional Instructor of Biology

Degrees Offered
Bachelor of Science

Mission
The mission of Ashland University's environmental science program is to deepen understanding of our environment and contribute to the solution of environmental problems through the education of students, research and scholarship, stewardship of several environmental preserves, and community outreach programs.

Student Learning Outcomes
Students majoring or minoring in environmental science will be able to:

1. Demonstrate a breadth of knowledge commensurate with their coursework in the understanding of environmental issues from a natural science perspective;
2. Demonstrate proficiency in understanding and explaining the underlying causes and effects of human impacts, based on fundamental science concepts and basic knowledge of natural systems; and
3. Assess and discuss economic, policy, and ethical aspects of environmental issues as they relate to environmental problems and solutions to these problems.

In addition, environmental science majors will double major in a primary science area (biology, chemistry, geology, or toxicology) and will demonstrate the competencies common to all science majors, summarized briefly below.

- The details of these competencies are presented in their respective program descriptions and will be assessed separately by the biology, chemistry, geology, and toxicology programs as appropriate to those specific disciplines.

- Students majoring in environmental science will be able to:

4. Apply the scientific method to scientific problems in a variety of contexts;
5. Apply fundamental concepts and demonstrate a breadth of knowledge commensurate with course work;
6. Demonstrate practical knowledge and skill in the use and application of scientific equipment and instrumentation, experimental design, sample collection and preparation, and data analysis;
7. Read, understand, summarize and think critically about scholarship and research projects presented in the primary scientific literature; and
8. Communicate scientific findings successfully to colleagues, including data analysis, oral presentations, and written papers.

Facilities and Equipment
Environmental Science courses and labs use the facilities and equipment within the biology, chemistry, geology, and toxicology 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. The Black Fork Wetlands Environmental Studies Center includes a classroom building, 400-foot boardwalk, and observation tower. A 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 sciences with a major in a primary area, along with the interdisciplinary foundations of the environmental science major. The double major 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. AU graduates are working in environmental monitoring, environmental and toxicology labs (both private and governmental), parks and zoos, research laboratory settings, and environmental education.

Degree Requirements
Assessment – All environmental science majors will be assessed during EVS 276 Environmental Science Seminar and EVS 476 Issues in Environmental Science for proficiency in the EVS 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, geology, or toxicology).

Bachelor of Science with a comprehensive major in Environmental Science
This double major is designed for students who wish to pursue a career in Environmental Science or Biology, Chemistry, Geology, or Toxicology with an emphasis in Environmental Science. Four 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>Bio/EVS 276 Env. Science Sem.</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Bio/EVS/GEOL 476 Issues in Env. Sci.</td>
<td>3</td>
<td>30 hrs. of Science and Math</td>
</tr>
<tr>
<td>Bio 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>Bio 202 Organ., Adapt., &amp; Diversity</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>H.S. Chem; 3 hrs. H.S. 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>
</tbody>
</table>

28 hrs.

**Plus one of the following 4 tracks and plus the Institutional Baccalaureate Degree Requirements.**

Note: Students planning to attend a graduate school in environmental science or to work in environmental science applications are encouraged to take EVS 320: Introduction to Geographic Information Systems (GIS) as an elective, although this is not required for the major.

### 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></td>
<td></td>
</tr>
<tr>
<td>CHEM 320 Quant. Analysis</td>
<td>(4)</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>EVS 320 Intro. To GIS</td>
<td>(4)</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 210 Natural Disasters: Severe Weather</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 Environmental Geochemistry</td>
<td>(4)</td>
<td>GEOL 101, CHEM 104</td>
</tr>
</tbody>
</table>

Cellular and molecular courses:

- BIO 340 Microbiology                         | (4)  | BIO 201, CHEM 104                  |
- BIO 424 Cell Biology                         | (4)  | 12 hrs. Bio., BIO 303              |
- BIO 429 Biochemistry                          | (4)  | CHEM 307                           |

Biodiversity courses:

- BIO 205 Zoology                              | (4)  | BIO 202                            |
- BIO 207 Botany                               | (4)  | BIO 202                            |
- BIO 219 Entomology                           | (4)  | BIO 202                            |
- BIO 328 Vertebrate Biology                   | (4)  | BIO 202                            |

Physiology courses:

- BIO 325 Anatomy & Physiology I               | (4)  | BIO 201                            |
- BIO 327 Plant Physiology                     | (4)  | BIO 202                            |
- BIO 330 Principles of Toxicology             | (4)  | BIO 201, 202, CHEM 104             |
- BIO 301 Prof. Preparation                    | 1    | BIO 201 & 6 Bio hrs                |
- BIO 303 Genetics                             | 4    |                                    |
- BIO 310 Ecology                              | 4    | BIO 202                            |
- BIO 495 Biology Senior Seminar               | 1    | 24 hrs. Bio, Sr. Status            |
- CHEM 307/307L Organic Chemistry I            | 4    | CHEM 104                           |
- 2 mathematics courses (Calculus and/or Statistics recommended) | 6-10 |                                    |
- BIO Electives to reach 44 hrs.*             | 8-14 |                                    |
- 44 hrs.                                     |      |                                    |

28 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>(4)</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 330 Princ. OtToxicology</td>
<td>(3)</td>
<td>BIO 202, CHEM 104</td>
</tr>
<tr>
<td>BIO 411 Limnology</td>
<td>(4)</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 412 Marine Biology</td>
<td>(4)</td>
<td>BIO 202</td>
</tr>
<tr>
<td>EVS 320 Intro. To GIS</td>
<td>(4)</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 210 Natural Disasters: Severe Weather</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 403 Environmental Geochemistry</td>
<td>(4)</td>
<td>GEOL 101, CHEM 104</td>
</tr>
<tr>
<td>CHEM 307/307L Organic Chemistry I</td>
<td>4</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 320 Quantitative Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 411 Physical Chemistry I</td>
<td>4</td>
<td>PHYS 206</td>
</tr>
<tr>
<td>CHEM 412 Physical Chemistry II</td>
<td>4</td>
<td>PHYS 206</td>
</tr>
<tr>
<td>MATH 205 The Calculus I</td>
<td>5</td>
<td>MATH 111 or Eq.</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 MATH 307 Linear Algebra</td>
<td>(3)</td>
<td>MATH 202, 206, or 224</td>
</tr>
<tr>
<td>PHYS 205 University PhysicsI</td>
<td>5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>PHYS 206 University PhysicsII</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>Environmental Science core</td>
<td>28 hrs.</td>
<td>52-56 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80-84 hrs.</td>
</tr>
</tbody>
</table>

### Geology 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. OtToxicology</td>
<td>(3)</td>
<td>BIO 202, CHEM 104</td>
</tr>
<tr>
<td>BIO 411 Limnology</td>
<td>(4)</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 412 Marine Biology</td>
<td>(4)</td>
<td>BIO 202</td>
</tr>
<tr>
<td>CHEM 307 Organic Chemistry I</td>
<td>(3)</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 320 Quantitative Analysis</td>
<td>(4)</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>EVS 320 Intro. To GIS</td>
<td>(4)</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 102 Historical Geology</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>GEOL 210 Natural Disasters: Severe Weather</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></td>
</tr>
<tr>
<td>GEOL 312 Igneous &amp; Metam. Petrology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEOL 313 Sedimentary Petrology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEOL 401 Structural Geology</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Environmental Science Core 28 hrs.

Note: * At least 8 hours at the 300 Level or above; may include up to 3 hours of BIO 493 or no more than 9 hours of BIO 493, BIO 497, and BIO 498
GEOL 403 Environmental Geochemistry 4
GEOL 275 Topics in Regional Geology (2)
And GEOL 429 Field Geology (1)
OR
GEOL 497 Lab and Field Res. (3-4)
Choose one set:
MATH 201 Calculus with App I (3) MATH 111 or Equiv.
MATH 202 Calculus with App II (3) MATH 201
MATH 205 The Calculus I (5) MATH 111 or Equ.
MATH 206 The Calculus II (5) MATH 205
Choose one set:
PHYS 201 General Physics I (4) H.S. Alg. & Trig.
PHYS 202 General Physics II (4) PHYS 201
PHYS 205 University Physics I (5) MATH 206
PHYS 206 University Physics II (5) PHYS 205
47-55 hrs.
Environmental Science core 28 hrs.
75-83 hrs.

TOXICOLOGY TRACK
Students must also satisfy the requirements for the B.S. with major in toxicology.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
BIO 301 Professional Prep | 1 | major, Jr. Status
BIO 303 Genetics | 4 | BIO 201 & 6 BIO hrs
BIO 330 Princ. Of Toxicology | 3 | BIO 201, 202, CHEM 104
BIO 331 Methods in Toxicology | 4 | BIO 330
BIO 332 Toxic Agents | 3 | BIO 330
BIO 429 Biochemistry (w/lab) | 4 | CHEM 307
BIO 432 Pharmacology & Tox. I | 3 | 16 hrs. BIO, CHEM 307
BIO 433 Pharmacology & Tox. II | 3 | 16 hrs. BIO, CHEM 307
BIO 495 Biology Senior Seminar | 1 | Sr. Status, BIO, TOX, EVS/BIO, Life Sci. Licensure maj.
BIO Electives (200 Level or above) | 8 |
CHEM 307 Org. Chemistry | 3 | CHEM 104
CHEM 307L | 1 | CHEM 104
CHEM 320 Quant. Analysis | 4 | CHEM 104
CHEM 420 Instrumental Analysis | 4 | CHEM 320
Choose one:
MATH 201 Calculus with App I (3) 2 yrs. H.S. alg., 1 yr. H.S. geom.
OR
MATH 205 The Calculus I (5) MATH 111 or Equ.
MATH 208 Elementary Statistics | 3 | MATH 100 or ACT 18 or SAT 480
52-54 hrs.
Environmental Science core 28 hrs.
80-82 hrs.

Minor in Environmental Science
This minor is an interdisciplinary science minor designed to provide non-science majors with the science and math background needed to examine and evaluate environmental issues. It includes courses from five disciplines to give students broad environmental training.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
BIO 110 Ecology/Human Environ. | 4 | None
CHEM 103 General Chemistry | 4 | H.S. chem; 3 yrs. H.S. math
CHEM 250 Lead and Civ. (3) None
CHEM 251 Molecular Arch (3) None
GEOL 101 Physical Geology | 4 | None
Choose additional course:
BIO 111 Wetlands and Waterways (3) None
BIO 129 Drugs, Poisons, & Pollutants (3) None
CHEM 104 Gen. Chemistry (4) CHEM 103
CHEM 250 Lead and Civilization (3) None
GEOL 210 Natural Disasters: Severe Weather (3) None
GEOL 211 Discovering the Ice Age (3) None
MATH 208 Elementary Stats | 3 | MATH 100 or ACT 18 or SAT 480
PHIL 280B Env. Ethics | 1 | None
EVS 276 Env. Sci. Seminar | 1/1 | None
20-22 hrs.

Environmental Science Courses and Descriptions
See Course Descriptions section of catalog
Chair
Jennifer Rathbun Professor of Foreign Languages

Faculty
Barbara Schmidt-Rinehart, Professor of Foreign Languages
William Cummins, Associate Professor of Foreign Languages
Richard Gray, Associate Professor 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 meeting the CCI requirement with language study:
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 through comparison of cultures and analysis of language and literature.

Facilities and Equipment
Language classrooms are equipped with media stations that link the classroom to 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 3.3, and a GPA of at least 3.3 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 Costa Rica, 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 Costa Rica, Spain, or other Spanish-speaking countries for Spanish majors. The B.S.Ed. Leads to licensure to teach the language in all grades Pre-K-12.

Foreign Language Placement
Foreign language placement is based on four factors: 1) years of previous study of the foreign language; 2) ACT score; 3) high school GPA; and 4) a placement test. 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>Language - 200 Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 251 Intermediate French I (3)</td>
<td></td>
<td>FREN 152 or Equivalent</td>
</tr>
<tr>
<td>FREN 252 Intermediate French II (3)</td>
<td></td>
<td>FREN 251 or Equivalent</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 200 Inter. Int. French Abroad (6)</td>
<td></td>
<td>FREN 152 or Equivalent</td>
</tr>
<tr>
<td>Language - 300 Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 303 French Written Expression (3)</td>
<td></td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>Six hours from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 300 Adv. Int. French Abroad (6)</td>
<td></td>
<td>FREN 200, 252 or Equivalent</td>
</tr>
<tr>
<td>FREN 304 French Stylistics (3)</td>
<td></td>
<td>FREN 303</td>
</tr>
<tr>
<td>FREN 305 French Phonetics (3)</td>
<td></td>
<td>FREN 200, 252, or Equivalent</td>
</tr>
<tr>
<td>FREN 357 French Oral Expression (3)</td>
<td></td>
<td>FREN 200, 252, or Equivalent</td>
</tr>
<tr>
<td>Civilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 301 French Civ. From Lascaux to Versailles (3)</td>
<td></td>
<td>FREN 252 or Equivalent</td>
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<tr>
<td>FREN 302 French Civ. From Revol. To Present (3)</td>
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<td>FREN 252 or Equivalent</td>
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<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 353 French Lit: Marie De France to Voltaire (3)</td>
<td></td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>FREN 354 French Lit: Revolution To Present (3)</td>
<td></td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>One from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 351 Intro. to French Fiction I (3)</td>
<td></td>
<td>FREN 252 or Equivalent</td>
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<tr>
<td>FREN 352 Intro. To French Fiction II (3)</td>
<td></td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>FREN 470 Seminar on French Speaking World (2)</td>
<td></td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>Portfolio Courses:</td>
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<td></td>
</tr>
<tr>
<td>FL 275 Portfolio AssessmentCycle I (0)</td>
<td></td>
<td>Soph. Status</td>
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<tr>
<td>FL 375 Portfolio AssessmentCycle II (0)</td>
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<td>FL 275</td>
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<tr>
<td>FL 475 Portfolio AssessmentCycle III (0)</td>
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<td>FL 375</td>
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<td>30 hrs.</td>
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Study Abroad
Highly recommended (see Office of Global Education)

Bachelor of Arts with a major in Spanish

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>Language - 200 Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 271 Inter. Spanish I (3)</td>
<td></td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>SPAN 272 Inter. Spanish II (3)</td>
<td></td>
<td>SPAN 271 or Equivalent</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 271 Inter. Spanish I (3)</td>
<td></td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>SPAN 200 Inter. Int. Spanish Abroad (3)</td>
<td></td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 200 Inter. Int. Spanish Abroad (6)</td>
<td></td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>Language - 300 Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 303 French Written Expression (3)</td>
<td></td>
<td>SPAN 200, 252 or Equivalent</td>
</tr>
<tr>
<td>Six hours from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 304 French Stylistics (3)</td>
<td></td>
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<tr>
<td>FREN 357 French Oral Expression (3)</td>
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</table>

Civilization

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>Language - 200 Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 251 Intermediate French I (3)</td>
<td></td>
<td>FREN 152 or Equivalent</td>
</tr>
<tr>
<td>FREN 252 Intermediate French II (3)</td>
<td></td>
<td>FREN 251 or Equivalent</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 200 Inter. Int. French Abroad (6)</td>
<td></td>
<td>FREN 152 or Equivalent</td>
</tr>
<tr>
<td>Language - 300 Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 303 French Written Expression</td>
<td></td>
<td>SPAN 200, 252 or Equivalent</td>
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<tr>
<td>Six hours from:</td>
<td></td>
<td></td>
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<tr>
<td>SPAN 300 Adv. Int. Spanish Abroad (3-6)</td>
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<td>SPAN 200, 272, or Equivalent</td>
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<tr>
<td>SPAN 307 Spanish Phonetics (3)</td>
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<td>SPAN 200, 272, or Equivalent</td>
</tr>
<tr>
<td>SPAN 377 Conv. Spanish I (3)</td>
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<td>SPAN 200, 272, or Equivalent</td>
</tr>
<tr>
<td>SPAN 378 Conv. Spanish II (3)</td>
<td></td>
<td>SPAN 200, 272, or Equivalent</td>
</tr>
<tr>
<td>Civilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 311 Civilization of Spain (3)</td>
<td></td>
<td>SPAN 272</td>
</tr>
<tr>
<td>SPAN 312 Civilization of</td>
<td></td>
<td>SPAN 200, 272, or Equivalent</td>
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</table>

Literature

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>SPAN 372 Survey of Spanish Literature (3)</td>
<td></td>
<td>SPAN 310</td>
</tr>
<tr>
<td>SPAN 373 Survey of Latin Ameri. Lit. (3)</td>
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</table>

Advanced-Level Study

<table>
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<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>SPAN 476 Seminar in Hispanic Studies (3)</td>
<td></td>
<td>SPAN 311 or 312; SPAN 372 or 373</td>
</tr>
<tr>
<td>SPAN 477 Adv. Comp. &amp; Conversation (3)</td>
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<td>SPAN 310</td>
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</table>

Portfolio Courses:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 275 Portfolio AssessmentCycle I</td>
<td></td>
<td>Soph. Status</td>
</tr>
<tr>
<td>FL 375 Portfolio AssessmentCycle II</td>
<td></td>
<td>FL 275</td>
</tr>
<tr>
<td>FL 475 Portfolio AssessmentCycle III</td>
<td></td>
<td>FL 375</td>
</tr>
<tr>
<td>30 hrs.</td>
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<td></td>
</tr>
</tbody>
</table>

Study Abroad
Highly recommended (see Office of Global Education)

Plus Institutional Baccalaureate Degree Requirements.
FREN 301 French Civ. From Lascaux to Versailles 3
FREN 302 French Civ. From Revol. To Present 3
FREN 353 French Lit: Marie De France to Voltaire 3
FREN 354 French Lit: Revolution To Present 3
One from: 3
   FREN 351 Intro. to French Fiction I (3) FREN 200, 252 or Equivalent
   FREN 352 Intro. To French Fiction II (3) FREN 200, 252 or Equivalent
   FREN 470 Seminar on French-Speaking World (literature topic) (3) FREN 200, 252 or Equivalent

Related concentration:
EDCI 230PK Grades PreK-12 Field Exp. I 1
EDCI 330SEC AYA (7-12) Field Exp. II 3
EDCI 392 Content Area Reading 3
FL 432 Teaching For. Lang. Pre K-12 3
A human development course from the Core social sciences 3
EDCI 232 Intro. to Prin. of Instr. Tech. 3
EDCI 469 Student Internship PreK-12 10
EDFN 130 Intro. To Teaching 3
EDFN 202 Teaching and Learn. Process 3
EDFN 402 Social and Prof. Issues 2
EDIS 250 Intro. Educational Intervention 3

Portfolio Courses:
   FL 275 Portfolio AssessmentCycle I 0 Soph. Status
   FL 375 Portfolio AssessmentCycle II 0 FL 275
   FL 475 Portfolio AssessmentCycle III 0 FL 375
   67 hrs.

Study Abroad
Highly recommended (see Office of Global Education).
Note: Students pursuing the B.S.Ed. must reach Advanced-Low proficiency level in speaking and writing. Study abroad and/or additional coursework is highly recommended to reach proficiency level as needed.

Plus Institutional Baccalaureate Degree Requirements.

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.

Course Number and Title Hrs. Prerequisites
Language - 200 Level 6
   SPAN 271 Intermediate Spanish I (3) SPAN 172 or Equivalent

SPAN 272 Inter. Spanish II (3) SPAN 271 Intermediate Spanish I (3) OR
   OR SPAN 200 Inter. Int. Spanish Abroad (3) SPAN 200, 272, or Equivalent

Language - 300 Level 9
   SPAN 307 Spanish Phonetics 3 SPAN 200, 272, or Equivalent
   SPAN 310 Spanish Grammar & Comp 3 SPAN 200, 272, or Equivalent
One from: 3
   SPAN 377 Conv. Spanish I (3) SPAN 200, 272, or Equivalent
   SPAN 378 Conversational Spanish II (3) SPAN 200, 272, or Equivalent

Civilization
   SPAN 311 Civilization of Spain 3 SPAN 200, 272, or Equivalent
   SPAN 312 Civilization of Latin America 3 SPAN 200, 272, or Equivalent

Literature
   SPAN 372 Survey of Spanish Literature 3 SPAN 310
   SPAN 373 Survey of Latin Ameri. Lit. 3 SPAN 310

Advanced Level Study 3
   SPAN 476 Seminar in Hispanic Studies (3) SPAN 311 or 312; SPAN 372 or 373
   SPAN 477 Adv. Comp. & Conversation (3) SPAN 310

Related concentration:
   EDCI 230PK Grades PreK-12 Field Exp. I 1 EDFN 130, SPAN 272
   EDCI 330SEC AYA (7-12) Field Exp. II 3 EDCI 230, 232; PSYC 218; concurrent with EDCI 318

EDC 392 Content Area Reading 3
FL 432 Teaching For. Lang. Pre K-12 3
A human development course from the Core social sciences 3
EDCI 232 Intro. to Prin. of Instr. Tech. 3
EDCI 469 Student Internship PreK-12 10
EDFN 130 Intro. To Teaching 3
EDFN 202 Teaching and Learn. Process 3
EDFN 402 Social and Prof. Issues 2 Sr. Status; concurrent with EDCI 469
EDIS 250 Intro. Educational Intervention 3

Portfolio Courses:
   FL 275 Portfolio AssessmentCycle I 0 Soph. Status
   FL 375 Portfolio AssessmentCycle II 0 FL 275
   FL 475 Portfolio AssessmentCycle III 0 FL 375
   67 hrs.

Study Abroad
Highly recommended (see Office of Global Education).
Note: Students pursuing the B.S.Ed. must reach Advanced-Low proficiency level in speaking and writing. Study abroad and/or additional coursework is highly recommended to reach proficiency level as needed.
**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>Language - 200 Level</td>
<td>6</td>
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</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>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 200 Inter. Int. French Abroad</td>
<td>(6)</td>
<td>FREN 152 or Equivalent</td>
</tr>
<tr>
<td>FREN 303 French Written Expression</td>
<td>3</td>
<td>FREN 200, 252 or Equivalent</td>
</tr>
<tr>
<td>2 other French courses 300 level or above</td>
<td>6</td>
<td>FREN 200, 252 or Equivalent</td>
</tr>
<tr>
<td></td>
<td>15 hrs.</td>
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### Minor in Spanish

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>Language - 200 Level</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SPAN 271 Inter. Spanish I</td>
<td>(3)</td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>SPAN 272 Inter. Spanish II</td>
<td>(3)</td>
<td>SPAN 271 or Equivalent</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 271 Inter. Spanish I</td>
<td>(3)</td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>SPAN 200 Inter. Int. Spanish Abroad</td>
<td>(3)</td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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<tr>
<td>SPAN 200 Inter. Int. Spanish Abroad</td>
<td>(3)</td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>SPAN 310 Spanish Grammar &amp; Comp.</td>
<td>3</td>
<td>SPAN 200, 272 or Equivalent</td>
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<tr>
<td>2 other Spanish courses 200 level or above</td>
<td>6</td>
<td>SPAN 200, 272 or Equivalent</td>
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<tr>
<td></td>
<td>15 hrs.</td>
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### Minor in Spanish for PK-8

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>SPAN 271 Inter. Spanish I</td>
<td>3</td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>SPAN 272 Inter. Spanish II</td>
<td>3</td>
<td>SPAN 271 or Equivalent</td>
</tr>
<tr>
<td>SPAN 300 Intensive Study Abroad</td>
<td>6</td>
<td>SPAN 272 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>SPAN 381 PK-8 Education Abroad</td>
<td>2</td>
<td>SPAN 300</td>
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<td></td>
<td>17 hrs.</td>
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### Minor in Global Studies

<table>
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<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>One Language - 200 Level - 6 hours</td>
<td>6</td>
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</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>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 200 Inter. Int. French Abroad</td>
<td>(6)</td>
<td>FREN 152 or Equivalent</td>
</tr>
<tr>
<td>GER 261 Inter. German I</td>
<td>(3)</td>
<td>GER 162 or Equivalent</td>
</tr>
<tr>
<td>GER 262 Inter. German II</td>
<td>(3)</td>
<td>GER 261 or Equivalent</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORT 241 Inter. Portuguese I</td>
<td>(3)</td>
<td>PORT 142 or Equivalent</td>
</tr>
<tr>
<td>PORT 242 Inter. Portuguese II</td>
<td>(3)</td>
<td>PORT 241 or Equivalent</td>
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<tr>
<td>OR</td>
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<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 Inter. Spanish II</td>
<td>(3)</td>
<td>SPAN 271 or Equivalent</td>
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<tr>
<td>OR</td>
<td></td>
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</tr>
<tr>
<td>SPAN 271 Intermediate Spanish I</td>
<td>(3)</td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>SPAN 200 Inter. Int. Spanish Abroad</td>
<td>(3)</td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>SPAN 200 Inter. Int. Spanish Abroad</td>
<td>(6)</td>
<td>SPAN 172 or Equivalent</td>
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<tr>
<td>3hrs. of foreign language at 300 level</td>
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<td>INT. II For. Lang. or Equiv.</td>
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<tr>
<td>COM 302 Intercultural Comm.</td>
<td>3</td>
<td>COM 101</td>
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<tr>
<td>Critical Cultural Inquiry Courses</td>
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<tr>
<td>One study abroad experience of at least 8 weeks</td>
<td>18 hrs.</td>
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</tbody>
</table>
Chair
Rebecca W. Corbin, Professor of Chemistry

Faculty
Nigel Brush, Professor of Geology
Michael R. Hudson, 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 move successfully to pursue 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 in geology and related programs will:
1. Describe and apply the major concepts, experimental findings, and theories of geology;
2. Be proficient with the laboratory techniques and methods of geology;
3. Follow proper safety procedures and regulations for use of chemicals and laboratory equipment;
4. Be competent with basic software including word processing, spreadsheet, and presentation programs;
5. Design appropriate investigations, interpret the results, and make decisions within the context of the discipline;
6. Effectively communicate information both orally and in writing; and
7. Practice good ethical and professional behavior within the context of the discipline.

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 a variety of equipment and provides a clean chemical environment for the analysis of liquids and solids. Instruments in the chemistry program's Ingmand laboratory, especially the ion chromatographs and graphite furnace atomic absorption spectrophotometer, are also utilized in the geology curriculum. A research grade polarizing microscope with audio, video, and photographic capabilities is used for mineralogical analyses. These instruments plus extensive mineral, rock, thin section, fossil, and map collections, rock preparation equipment, and an active field trip program give geology students a significant amount of hands-on exposure throughout their curriculum.

Field Studies in Geology
Majors in geology and earth science have excellent opportunities to observe in the field those theories and principles learned in the lecture halls and laboratories at Ashland University. Ashland is located within easy driving distance of many geologically significant areas within the state and in neighboring states. Students are afforded opportunities to visit these areas periodically.

Most graduate schools require the successful completion of a summer geological field camp. Although this is not a requirement for graduation from Ashland University, it is strongly recommended. There are many comprehensive summer field courses that include the fundamentals of field analysis and interpretation. These are conducted by leading universities or in cooperation with other geology departments and allow for the earning of six to eight hours. Scholarships are available for many of these camps.

Student Honor Society
Students who have excelled in geology courses are eligible for membership in the Zeta Lambda chapter of Sigma Gamma Epsilon, a national honor society for the earth sciences. Membership is by invitation, selected from students who have completed 12 hours or more of geology courses with a 3.0 GPA and who have greater than a 2.75 overall GPA.
Description of Majors

Geology - 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.

Geoscience Technology and Management - This interdisciplinary major will produce graduates who can enter the geoscience industry as geologists and/or managers. Moreover, majors will be sufficiently prepared for entry into advanced educational programs. Lower-level geology courses present fundamental geologic principles while advanced courses cover topics specific to geologic resources— their origin, location, and responsible development as economic commodities. Business and economics courses in the curriculum provide a foundation in the concepts, theories, procedures, practices, and applications of accounting, management, and law that are essential to operations in geoscience industries.

Degree Requirements

Assessment – The assessment of student learning outcomes for geology and geoscience technology and management majors includes both internal and external assessments in selected courses, typically culminating in the GEOL 497 Laboratory and Field Research or the GEOL 493 Internship course.

Bachelor of Science with a comprehensive major in Geology

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<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>
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<td>GEOL 401 Structural Geology</td>
<td>4</td>
<td>GEOL 101</td>
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<td>Choose one option:</td>
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<tr>
<td>GEOL 275 Topics in Regional Geology</td>
<td>3-4</td>
<td>GEOL 101</td>
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<td>AND</td>
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<tr>
<td>GEOL 429 Field Geology</td>
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<tr>
<td>GEOL 403 Environmental Geochemistry</td>
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<td>GEOL 101, CHEM 104</td>
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<td>OR</td>
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<tr>
<td>GEOL 497 Lab/Field Research</td>
<td>(3-4)</td>
<td>H.S. Chem., 3 yrs. H.S. Math</td>
</tr>
<tr>
<td>CHEM 103-104 Gen. Chem.</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 Univ. Physics</td>
<td>(5/5)</td>
<td>MATH 206</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 205-206 The Calculus I</td>
<td>(5/5)</td>
<td>MATH 111 or Equiv.</td>
</tr>
<tr>
<td>Additional course in any of the Natural sciences, MATH, or CS (excluding GEOL 209)</td>
<td>0-7</td>
<td>MATH 111 or Equiv.</td>
</tr>
</tbody>
</table>

Bachelor of Science with a comprehensive major in Geoscience Technology and Management

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and mathematics courses:</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 104 General Chemistry</td>
<td>4</td>
<td>CHEM 103</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>GEOL 313 Sedimentary Petrology/Stratigraphy</td>
<td>3</td>
<td>GEOL 102</td>
</tr>
<tr>
<td>GEOL 320 Intro to Geographic Information Systems (GIS)</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>GEOL 401 Structural Geology</td>
<td>4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>Select two:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 402 Economic Geology</td>
<td>3</td>
<td>GEOL 101, 311</td>
</tr>
<tr>
<td>GEOL 403 Environmental Geochemistry</td>
<td>(4)</td>
<td>GEOL 101, CHEM 104</td>
</tr>
<tr>
<td>GEOL 405 Petroleum Geology</td>
<td>(4)</td>
<td>GEOL 101, 313</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>Business and economics courses:</td>
<td></td>
<td></td>
</tr>
<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>MGT 240 Introduction to Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT 319 Operations Management</td>
<td>3</td>
<td>MGT 240, MATH 208</td>
</tr>
<tr>
<td>MGT 401 Business Law I</td>
<td>3</td>
<td>Jr. Status</td>
</tr>
<tr>
<td>Select One:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 232 Principles of Microecon.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>ECON 233 Principles of Macroecon.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Related Coursework:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 280B Environmental Ethics</td>
<td>1-3</td>
<td>None</td>
</tr>
<tr>
<td>Required Internship/Work Experience*</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td>BUS 239 Business Work Experience*</td>
<td>(0)</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>BUS 339 Business Internship/Coop. Ed.*</td>
<td>(3-6)</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>GEOL 493 Internship*</td>
<td>(1-4)</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>Note: BUS 239 and 339 and GEOL 493 require approval by an academic internship advisor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements.

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

See listing in Chemistry area.
### Bachelor of Science in Education with a comprehensive major in Earth Science (Grades 7-12)

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

#### Course Number and Title

<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>Choose one from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 210 Natural Disasters: Severe Weather</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>GEOL 213 Asteroids, Comets, &amp; Catastrophism</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>GEOL 275 Topics in Regional Geology</td>
<td>1</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>CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force</td>
<td>3</td>
<td>Any Natural Science</td>
</tr>
<tr>
<td>CHEM 429 Field Geology</td>
<td>1-2</td>
<td>GEOL 101, 102, and 311</td>
</tr>
<tr>
<td>PHYS 201 Gen. Physics</td>
<td>4</td>
<td>H.S. Alg. &amp; Geom.</td>
</tr>
<tr>
<td>Choose one from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 107 Hidden Life of the Stars</td>
<td>3</td>
<td>H.S. Alg. &amp; Trig.</td>
</tr>
<tr>
<td>PHYS 320 Origins of the Univ.</td>
<td>3</td>
<td>H.S. Alg. &amp; Trig.</td>
</tr>
<tr>
<td>BIO 110 Ecology and the Human Environment</td>
<td>4</td>
<td>None</td>
</tr>
</tbody>
</table>

**Related Concentration:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 318 Teacher 21st Century Adol. Science</td>
<td>3</td>
<td>EDCI 230SEC or 236</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>Choose one from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 209 Dev. Psych.</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>PSYC 218 Psych. Of Adolescence</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

**Remaining Education Requirements:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 130 Intro to Teaching</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 230SEC AYA (7-12) Field Exp. I</td>
<td>1</td>
<td>Concurrent with EDCI 232</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 330SEC AYA Field Exp. II</td>
<td>3</td>
<td>EDCI 230, 232; PSYC 218; concurrent with EDCI 318</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 461 Student Internship Gr. 7-12</td>
<td>10</td>
<td>All Student Internship Required; concurrent with EDFN 402; EDFN 130 Intro to Teaching</td>
</tr>
</tbody>
</table>

### Plus Institutional Baccalaureate Degree Requirements.

#### 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>
<tr>
<td>Geology electives 200 or above; except GEOL 209</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Geology Courses and Descriptions**

See Course Descriptions section of catalog
History
Department of History and 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, Professor of History
Emily Hess, Visiting Assistant Professor of History
Jason Stevens, 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
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.

Bachelor of Arts with a major in History

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 112 Western Civilization</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 113 Western Civilization</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></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</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>History elec. (9 hrs. of non-U.S. history)</td>
<td>24</td>
<td>0-12</td>
</tr>
<tr>
<td>Majors are required to demonstrate either:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency in a modern or ancient language through the intermediate level</td>
<td>(0-12)</td>
<td>Department chair approval</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency in a modern or ancient language through the elementary level and completion of a study or internship abroad*</td>
<td>(0-12)</td>
<td>Department chair approval</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 hrs.</td>
</tr>
</tbody>
</table>
Students should consult their academic advisor or the Department Chair for definitions of "elementary" and "intermediate" and for how to demonstrate proficiency in a language not learned at Ashland University. For this major, study or internship abroad must involve at least four weeks of travel outside of the United States, and may be completed through an AU study abroad/away, an independent study course (498), or an elective internship (293, 393, or 493).

Plus Institutional Baccalaureate Degree Requirements.

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.

Course Number and Title Hrs. Prerequisites

<table>
<thead>
<tr>
<th>Course Number and Title Hrs. Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 232 Princ. Of Microeconomics 3 None</td>
</tr>
<tr>
<td>ECON 233 Princ. Of Macroeconomics 3 None</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I 3 None</td>
</tr>
<tr>
<td>PSYC 218 Psych. Of Adolescence 3 None</td>
</tr>
<tr>
<td>SOC 111 Principles of Sociology 3 None</td>
</tr>
<tr>
<td>SOC 301 Race, Ethnic, &amp; Minority Issues 3 None</td>
</tr>
<tr>
<td>HIST 112 Western Civilization 3 None</td>
</tr>
<tr>
<td>HIST 113 Western Civilization 3 None</td>
</tr>
<tr>
<td>HIST 212 Am. History thru Civil War 3 None</td>
</tr>
<tr>
<td>HIST 213 Am. History after Civil War 3 None</td>
</tr>
<tr>
<td>HIST 261 Ancient Greece 3 None</td>
</tr>
<tr>
<td>HIST 264 Ancient Rome (3) None</td>
</tr>
<tr>
<td>HIST 267 Medieval Europe (3) None</td>
</tr>
<tr>
<td>HIST 268 Renaiss. &amp; Reformation (3) None</td>
</tr>
<tr>
<td>HIST 269 Age of Enlightenment (3) None</td>
</tr>
<tr>
<td>HIST 270 Age of Rev./Reaction (3) None</td>
</tr>
<tr>
<td>HIST 271 20th Cent. Europe to Pres. (3) None</td>
</tr>
<tr>
<td>POLSC 390A Modern Revolutions (3) None</td>
</tr>
</tbody>
</table>

Choose two:

<table>
<thead>
<tr>
<th>Course Number and Title Hrs. Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 209 Dev. Psych. (3) None</td>
</tr>
<tr>
<td>PSYC 218 Psych. Of Adol. (3) None</td>
</tr>
</tbody>
</table>

103 hrs.

Plus Institutional Baccalaureate Degree Requirements

Minor in History

<table>
<thead>
<tr>
<th>Course Number and Title Hrs. Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 112 Western Civilization 3 None</td>
</tr>
<tr>
<td>HIST 113 Western Civilization 3 None</td>
</tr>
<tr>
<td>HIST 212 Am. History thru Civil War 3 None</td>
</tr>
<tr>
<td>HIST 213 Am. History after Civil War 3 None</td>
</tr>
<tr>
<td>History electives 12 None</td>
</tr>
</tbody>
</table>

18 hrs.
## Minor in Classical Civilization

<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>HIST/POLSC 201 Topics in Classical Civilization</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HIST 261 Ancient Greece</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HIST 264 Ancient Rome and the Rise of Christianity</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Electives (choose 3, only one course from Latin may be used):

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 256 Western Art I</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>ENG 365 Greek Literature</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>HIST 321 Warfare: Ancient and</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>*HIST 380 Topics in History</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST/POLSC 498 Ind. Study</td>
<td>(3)</td>
<td>App. Of HIST/POLSC chair</td>
</tr>
<tr>
<td>LTN 110 Elementary Latin I</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>LTN 210 Elementary Latin II</td>
<td>(3)</td>
<td>LTN 110</td>
</tr>
<tr>
<td>LTN 310 Intermediate Latin I</td>
<td>(3)</td>
<td>LTN 210</td>
</tr>
<tr>
<td>PHIL 311 Hist. of Ancient &amp; Medieval Philosophy</td>
<td>(3)</td>
<td>PHIL 204, 205, 208, 215, or 217</td>
</tr>
<tr>
<td>*PHIL 450 Great Philosophers</td>
<td>(3)</td>
<td>PHIL 204, 205, 208, 215, or 217</td>
</tr>
<tr>
<td>POLSC 343 Western Political Thought I (Ancient)</td>
<td>(3)</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>*POLSC 380 Topics in Political Science</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>REL 301G Topics: The Foot - Steps of Paul</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>TH 418 History of the Theater I</td>
<td>(3)</td>
<td>TH204</td>
</tr>
</tbody>
</table>

21 hrs.

Note: No more than six hours of required or elective courses may count toward both the Classical Civilization minor and another major or minor.

*These topics courses and the topic must be approved by the HIST/POLSC chair for this minor.

### 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

Chair
David McCoy, Assistant Professor of Journalism & Digital Media

Faculty
Matthew Tullis, Associate Professor of Journalism
Steve Suess, Professional Instructor of Digital Media
John Skrada, Operations Manager

Degrees Offered
Bachelor 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; and
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, 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 via Armstrong Cable on AUTV-20 and is produced from the television studio and post-production facility in the Center for the Arts. 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, Fox Sports Ohio, Sirius Satellite Radio, the Columbus Dispatch, and ESPN.

Description of Majors

Digital Media Production – Production students will be prepared for positions in broadcast and production 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, and video production facility are open to qualified students regardless of class rank. This program instills in students an understanding of the power and influence of the media as well as the social and ethical responsibility it places upon media professionals and consumers.

Digital Media Journalism - Journalism students learn how to gather and create news content for multiple platforms including print, broadcast, and the web. AU is the only small college in Ohio to offer this type of fully converged journalism degree. Students learn a core curriculum of writing, reporting, shooting, and editing through classroom and laboratory experiences. Digital Media Journalism students are prepared for news reporting, sports reporting, editing, and producing jobs at newspapers, websites, television stations, and radio outlets.

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.

When fulfilling Core aesthetics degree requirements, at least one aesthetics course must be a non-Journalism and Digital Media course.

Bachelor of Arts with a major in Digital Media

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism and Digital Media Core</td>
<td>27 hrs.</td>
<td></td>
</tr>
<tr>
<td>JDM 103 Intro. To Journalism and Mass Comm.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 133 Video &amp; Audio Aesthetics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 203 Writing for the Media</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 211 Prof. Practice: News Production</td>
<td>1/1/1/1</td>
<td>None</td>
</tr>
<tr>
<td>JDM 303 Media Law and Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 331 Digital Media Management</td>
<td>3</td>
<td>JDM 103</td>
</tr>
<tr>
<td>JDM 403 Media Effects</td>
<td>3</td>
<td>Jr. Status</td>
</tr>
<tr>
<td>JDM 436 Internship</td>
<td>3</td>
<td>Jr. Status</td>
</tr>
<tr>
<td>Choose 2 of the following:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>JDM 211 Prof. Practice: News Production</td>
<td>(1)</td>
<td>None</td>
</tr>
<tr>
<td>JDM 212 Prof. Practice: Radio Production</td>
<td>(1)</td>
<td>None</td>
</tr>
<tr>
<td>JDM 213 Prof. Practice: Television Production</td>
<td>(1)</td>
<td>None</td>
</tr>
<tr>
<td>JDM 214 Prof. Practice: Special Topics</td>
<td>(1)</td>
<td>None</td>
</tr>
<tr>
<td>Required Courses:</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>JDM 245 Fundamentals of Research and Reporting</td>
<td>3</td>
<td>JDM 103, 203</td>
</tr>
</tbody>
</table>
JDM 246 Multimedia Reporting 3 JDM 133, 203
JDM 307 Advanced Reporting and Editing 3 JDM 245, 246
JDM 336 Broadcast Reporting and Writing 3 JDM 245, 246
JDM 407 Narrative Journalism 3 JDM 307 or JDM Electives: Choose 6 hours from the following:

   JDM 211 Prof. Practice: News Production (1) None
   JDM 212 Prof. Practice: Radio Production (1) None
   JDM 213 Prof. Practice: Television Production (1) None
   JDM 214 Prof. Practice: Special Topics (1) None
   JDM 224 Special Topics in Digital Media (3) JDM 103
   JDM 232 Video Aesthetics II (3) JDM 133
   JDM 237 Basic Audio Production (3) JDM 133
   JDM 303 Media Law and Ethics (3) Jr. Status
   JDM 320 Feature Writing (3) JDM 245
   JDM 333 Digital Media Technologies (3) JDM 232
   JDM 335 Broadcast Announcing (3) JDM 133
   JDM 342 Sports Journalism (3) JDM 245, 246
   JDM 403 Media Effects (3) Jr. Status
   JDM 405 The Global Impact of Social Media (3) Jr. Status
   JDM 498 Independent Study (3) JDM 103

JDM 211 Prof. Practice: News Production (1) None
JDM 212 Prof. Practice: Radio Production (1) None
JDM 213 Prof. Practice: Television Production (1) None
JDM 214 Prof. Practice: Special Topics (1) None
JDM 224 Special Topics in Digital Media (3) JDM 103
JDM 243 Sports Broadcasting Production (3) None
JDM 311 Script Writing Directing (3) JDM 133, 234
JDM 330 Organiznl & Corporate Video (3) JDM 232
JDM 332 Radio Production & Program (3) JDM 237
JDM 335 Broadcast Announcing (3) JDM 133
JDM 405 The Global Impact of Social Media (3) Jr. Status
JDM 412 Adv. Post Production Editing (3) JDM 333
JDM 498 Independent Study (3) JDM 103

48 hrs.

Plus Institutional Degree Requirements.

Minor in Digital Media Journalism
Course Number and Title  Hrs.  Prerequisites

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>JDM 103 Intro. To Journalism and Mass Comm.</td>
<td>3</td>
</tr>
<tr>
<td>JDM 133 Video &amp; Audio Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>JDM 203 Writing for the Media</td>
<td>3</td>
</tr>
<tr>
<td>JDM 245 Fundamentals of Research and Reporting</td>
<td>1/1/1/1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives: Choose 6 hours from the following:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>JDM 211 Prof. Practice: News Production</td>
<td>(1) None</td>
</tr>
<tr>
<td>JDM 212 Prof. Practice: Radio Production</td>
<td>(1) None</td>
</tr>
<tr>
<td>JDM 213 Prof. Practice: Television Production</td>
<td>(1) None</td>
</tr>
<tr>
<td>JDM 214 Prof. Practice: Special Topics</td>
<td>(1) None</td>
</tr>
<tr>
<td>JDM 224 Special Topics in Digital Media</td>
<td>(3) JDM 103</td>
</tr>
<tr>
<td>JDM 232 Video Aesthetics II</td>
<td>(3) JDM 133</td>
</tr>
<tr>
<td>JDM 237 Basic Audio Production</td>
<td>(3) JDM 133</td>
</tr>
<tr>
<td>JDM 303 Media Law and Ethics</td>
<td>(3) Jr. Status</td>
</tr>
<tr>
<td>JDM 307 Adv. Reporting and Editing</td>
<td>(3) JDM 245, 246</td>
</tr>
<tr>
<td>JDM 320 Feature Writing</td>
<td>(3) JDM 245</td>
</tr>
<tr>
<td>JDM 335 Broadcast Announcing</td>
<td>(3) JDM 133</td>
</tr>
<tr>
<td>JDM 336 Broadcast Reporting and Writing</td>
<td>(3) JDM 245, 246</td>
</tr>
<tr>
<td>JDM 342 Sports Journalism</td>
<td>(3) JDM 245, 246</td>
</tr>
<tr>
<td>JDM 403 Media Effects</td>
<td>(3) Jr. Status</td>
</tr>
<tr>
<td>JDM 405 The Global Impact of Social Media</td>
<td>(3) Jr. Status</td>
</tr>
</tbody>
</table>

25 hrs.

*Students must take at least one 400 level course to fulfill their elective requirements.
<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>JDM 133 Video &amp; Audio Aesthetics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 212 Prof. Practice: Radio Production</td>
<td>1/1</td>
<td>None</td>
</tr>
<tr>
<td>JDM 213 Prof. Practice: Television Production</td>
<td>1/1</td>
<td>None</td>
</tr>
<tr>
<td>JDM 232 Video Aesthetics II</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 234 Studio Production</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 237 Basic Audio Production</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 333 Digital Media Technologies</td>
<td>3</td>
<td>JDM 232</td>
</tr>
<tr>
<td>Electives: Choose 6 hours from the following:**</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>JDM 211 Prof. Practice: News Production</td>
<td>(1)</td>
<td>None</td>
</tr>
<tr>
<td>JDM 212 Prof. Practice: Radio Production</td>
<td>(1)</td>
<td>None</td>
</tr>
<tr>
<td>JDM 213 Prof. Practice: Television Production</td>
<td>(1)</td>
<td>None</td>
</tr>
<tr>
<td>JDM 214 Prof. Practice: Special Topics</td>
<td>(1)</td>
<td>None</td>
</tr>
<tr>
<td>JDM 224 Special Topics in JDM</td>
<td>(3)</td>
<td>JDM 103</td>
</tr>
<tr>
<td>JDM 243 Sports Broadcasting Prod</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>JDM 311 Script Writing Directing</td>
<td>(3)</td>
<td>JDM 133, 234</td>
</tr>
<tr>
<td>JDM 330 Organiznl &amp; Corporate Video</td>
<td>(3)</td>
<td>JDM 232</td>
</tr>
<tr>
<td>JDM 332 Radio Production &amp; Program</td>
<td>(3)</td>
<td>JDM 237</td>
</tr>
<tr>
<td>JDM 337 Adv. Audio Production</td>
<td>(3)</td>
<td>JDM 237</td>
</tr>
<tr>
<td>JDM 403 Media Effects</td>
<td>(3)</td>
<td>Jr. Status</td>
</tr>
<tr>
<td>JDM 405 The Global Impact of Social Media</td>
<td>(3)</td>
<td>Jr. Status</td>
</tr>
<tr>
<td>JDM 412 Adv. Post Production Editing</td>
<td>(3)</td>
<td>JDM 333</td>
</tr>
</tbody>
</table>

*Students must take at least one 400 level course to fulfill their elective requirements

**JDM Courses and Descriptions**

See course descriptions.
Mathematics

Department of Mathematics/Computer Science
http://www.ashland.edu/departments/math-computer-science

Chair
Iyad Ajwa, Professor of Computer Science

Faculty
Gordon Swain, Professor of Mathematics
Christopher Swanson, Professor of Mathematics
Darren Wick, 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 curricula 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, and Mac OS X. 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 for 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, 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 Discrete Mathematics I</td>
<td>3</td>
<td>3 yrs. H.S. Coll. Prep. Math</td>
</tr>
<tr>
<td>MATH 224 Discrete Mathematics II</td>
<td>3</td>
<td>MATH 223</td>
</tr>
<tr>
<td>MATH 250 Mathematical Proof</td>
<td>1</td>
<td>MATH 223</td>
</tr>
<tr>
<td>MATH 305 Calculus III</td>
<td>3</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, 250, 307</td>
</tr>
<tr>
<td>MATH 417 Intro to Analysis</td>
<td>3</td>
<td>MATH 250, 305</td>
</tr>
<tr>
<td>MATH 450 Seminar</td>
<td>1</td>
<td>Jr. or Sr. Status</td>
</tr>
<tr>
<td>Electives: Choose 3 courses from:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>CS 302 Theory of Computation</td>
<td>(3)</td>
<td>MATH 224, 250</td>
</tr>
</tbody>
</table>
MATH 308 Operations Research (3) MATH 224
MATH 309 History of Math. (3) MATH 223, 202, or 206

MATH 311 Modern Geometry (3) MATH 206, 223, 250
MATH 313 Elem. Differential Equations (3) MATH 305
MATH 317 Probability (3) MATH 223, 250; 202 or 206
MATH 318 Math. Of Stats. (3) MATH 305, 317
MATH 319 Number Theory (3) MATH 206, 223, 250

Addt. Courses in chemistry, physics, bio., math, comp. sci. or geology** 20

**Additional courses may not include MATH 110, 111, 201, 202
(if taken after MATH 205 was successfully completed), or CS 101.

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.

<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 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 Mathematics I</td>
<td>3</td>
<td>3 yrs. H.S. Coll. Prep. Math</td>
</tr>
<tr>
<td>MATH 224 Discrete Mathematics II</td>
<td>3</td>
<td>MATH 223</td>
</tr>
<tr>
<td>MATH 250 Mathematical Proof</td>
<td>1</td>
<td>MATH 223</td>
</tr>
<tr>
<td>MATH 305 Calculus III</td>
<td>3</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 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 320 Financial Mathematics</td>
<td>3</td>
<td>MATH 223, 250; 202 or 206</td>
</tr>
<tr>
<td>MATH 319 Number Theory</td>
<td>3</td>
<td>MATH 206, 223, 250</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 101 Logic and Computing</td>
<td>3</td>
<td>2 Yrs. H.S. Alg</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 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MATH 318 Math. Of Stats.</td>
<td>3</td>
<td>MATH 250, 305, 317</td>
</tr>
<tr>
<td>MATH 223 Discrete Mathematics I</td>
<td>3</td>
<td>3 yrs. H.S. Coll. Prep. Math</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>OR MATH 205-206 Calculus I &amp; II</td>
<td>(5/5)</td>
<td>MATH 111 or Equiv</td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
<td>3</td>
<td>MATH 202, 206, or 224</td>
</tr>
<tr>
<td>MATH 450 Seminar</td>
<td>1</td>
<td>Jr. or Sr. Status</td>
</tr>
<tr>
<td>2 courses from:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CS 302 Theory of Computation</td>
<td>(3)</td>
<td>MATH 224, 250</td>
</tr>
</tbody>
</table>

**Minor in Mathematics**

Choose one from:

- PSYC 209 Dev. Psych. (3) PSYC 101
- PSYC 218 Psyc. Of Adol. (3) None

**Plus Institutional Baccalaureate Degree Requirements.**
Music
Department of Music
The College of Arts and Sciences

Chair
Thomas Reed, Professor of Music

Faculty
Rowland F. Blackley, Professor of Music
Christina Fuhrmann, Professor of Music
Scott Garlock, Professor of Music
Stephanie Sikora, 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 College of 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;
* skills in music research;
* aural skills including sight singing and dictation;
* command of music fundamentals;
* skills in part-writing:
* skills in musical analysis;
* functional piano skills appropriate to their program;
* the ability to perform effectively as ensemble members;
* as required, musicianship by the performance of significant solo repertoire at a high level of expression and accuracy;
* as required, advanced skill or comprehension of a special topic through the senior project;
* if receiving the Bachelor of Music in Music Education, appropriate classroom music skills; and
* if receiving the Bachelor of Music in Music Education, 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
The Ashland University Department of Music is an accredited institutional member of the National Association of Schools of Music.

Private Music Lessons
Private music lessons are open to all students for credit only. At no time will a student be permitted to audit Applied Music Lessons.

Description of Majors
The music education major (Bachelor of Music) is professional preparation for students who desire to become music teachers in preschools, elementary schools, or secondary schools. The music performance major (Bachelor of Music) is for students who desire professional preparation in music performance within the context of a comprehensive major in music.

The music major (Bachelor of Arts) is for students who desire a thorough study of music within a liberal arts program.
Admission Requirements & Procedures for Music

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, University Choir and the Ashland Symphony Orchestra.

Assessment

Assessment of student learning outcomes for music majors is conducted through a variety of means: in-class assessments in Music History, Music Theory and Aural Skills, the Music Skills Exam (Music 499) for B.M. students, ensemble performances, and capstone experiences such as junior and senior recitals (Music 303 and 403), senior projects (Music 497), and student internships (EDCI 469). Contact the Department for detailed information regarding these assessments.

Degree Recitals - All students majoring in music education are required to perform a recital of thirty (30) minutes of music in their applied major area.

All Music Performance majors 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.

All students pursuing the Bachelor of Arts with a major in Music must complete either a Junior Recital of thirty (30) minutes of music or a Senior Project (Mus 497).

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

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

The curriculum prepares Music Education graduates for the Ohio Four-Year Provisional License-Music PK-12. See the Education section for additional licensure requirements.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
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<td>MUSIC 395 Instrumental Methods</td>
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<td>MUSIC 396 Choral Methods</td>
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<td>MUSIC 480 Arranging</td>
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<tr>
<td>PSYC 218 Psych. Of Adolescence</td>
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<td>EDFN 402 Social and Prof. Issues</td>
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<tr>
<td>EDIS 250 Intro. To Educ. Intervention</td>
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100 hrs.

Plus Institutional Baccalaureate Degree Requirements.

*Vocal students choose 2 hours of instrumental ensembles; instrumental students choose 2 hours of vocal ensembles.

**Vocal students must choose MUSIC 241.

*** Voice students must substitute MUSIC 216 for one of these courses: MUSIC 209, 213, 218, or 220.
**Bachelor of Music with a comprehensive major in Performance**

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<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<td>MUSIC 0XX Small Ensembles</td>
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<td>(6 sem. @ 0.5 hr. each)</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>MUSIC 022 University Choir</td>
<td>(8)</td>
<td>Audition</td>
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<tr>
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<td>MUSIC 212 Class Piano II</td>
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<td>MUSIC 211</td>
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<tr>
<td>MUSIC 226 Music in World Cultures</td>
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<td>OR</td>
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<tr>
<td>MUSIC 252 Music Drama Across Cultures</td>
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<td>MUSIC 228 Aural Skills II</td>
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<td>MUSIC 212</td>
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<td>MUSIC 312 Class Piano IV</td>
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<td>MUSIC 311</td>
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<td>MUSIC 150, 259, or 260</td>
</tr>
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<td>Permission</td>
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<td>MUSIC 360</td>
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<td>MUSIC 216 Vocal Diction I</td>
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<td>(voice majors only)</td>
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<td>AND</td>
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<tr>
<td>MUSIC 217 Vocal Diction II</td>
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<td>MUSIC 216</td>
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<td>(voice majors only)</td>
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<td>MUSIC 220 Percussion Techniques</td>
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<tr>
<td>MUSIC 226 Music in World Cultures</td>
<td>(3)</td>
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</table>

Majors are required to demonstrate proficiency in a modern language through the intermediate level. 78-90 hrs.

* Voice majors must choose

**Plus Institutional Baccalaureate Degree Requirements.**

**Bachelor of Arts with a major in Music (an outside minor is required)**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tr>
<td>MUSIC 010 University Band</td>
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<tr>
<td>MUSIC 022 University Choir</td>
<td>(4)</td>
<td>Audition</td>
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<td>MUSIC 211 Class Piano I</td>
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<td>Diagnostic Exam</td>
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<tr>
<td>MUSIC 212 Class Piano II</td>
<td>1</td>
<td>MUSIC 211</td>
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<td>MUSIC 227 Aural Skills I</td>
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<td>Diagnostic Exam</td>
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*Music 130, 150, and 225 may not be used. Up to 2 hours of ensemble (MUSIC 010-052) may be used.

**Plus Institutional Baccalaureate Degree Requirements.**
Applied Music Minor

<table>
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<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<td>OR</td>
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<tr>
<td>MUSIC 022 University Choir</td>
<td>(4)</td>
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<td>Diagnostic Exam</td>
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<td>MUSIC 311</td>
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<td>18 hrs.</td>
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*MUSIC 130, 150, and 225 may not be used

Music Minor

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<th>Prerequisites</th>
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<td>OR</td>
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<td>(4)</td>
<td>Audition</td>
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<tr>
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</tr>
<tr>
<td>MUSIC 260 Music Theory II</td>
<td>(3)</td>
<td>MUSIC 259</td>
</tr>
<tr>
<td>Music electives*</td>
<td>5</td>
<td>18 hrs.</td>
</tr>
</tbody>
</table>

*MUSIC 130, 150, and 225 may not be used

Music Courses and Descriptions

See Course Descriptions section of catalog.
Nursing and Health Sciences
Health Sciences Department and Nursing Department
Dwight Schar College of Nursing and Health Sciences

Dean
Faye Grund

Directors
Accelerated Nursing: Patricia Clayburn
Advanced Entry/Traditional Nursing: Juanita Reese Kline
Athletic Training: Dennis Gruber
Dietetics: David Vanata
Doctor of Nursing Practice: Lisa Young (Interim)
Interim FNP Specialization: Julie Lehrer
Exercise Science: Randall Gearhart
RN to BSN Nursing: Jacqueline Owens
School Nurse Licensure: Kimberly Stanislo
Simulation Center: Lisa Young
Gerontology: Karen Estridge

Program Coordinators
Athletic Training: Jarrod Gable
Exercise Science: Beth Patton

Faculty and Clinical Staff

HEALTH SCIENCES
Chair: Dennis Gruber, Clinical Assistant Professor
Randall Gearhart, Professor
Glen Fincher, Associate Professor
Beth Patton, Associate Professor
David Vanata, Associate Professor
Denise Reed, Clinical Assistant Professor
Jarrod Gable, Professional Instructor

NURSING
Chair: Juanita Reese Kline, Associate Professor
Jacqueline Owens, Associate Professor
Robin Brian, Assistant Professor
Valerie Burris, Assistant Professor
Karen Estridge, Assistant Professor
Lisa Young, Assistant Professor
Jeri Berryman, Clinical Assistant Professor
Patricia Clayburn, Clinical Assistant Professor
Jada Craze, Clinical Assistant Professor
Laura Gilmore, Clinical Assistant Professor
Deana Kehres, Clinical Assistant Professor
Carol Reece, Clinical Assistant Professor
Sharon See, Clinical Assistant Professor
Kimberly Stanislo, Clinical Assistant Professor
Melessa Starnes Damoff, Clinical Assistant Professor

Degrees Offered
Bachelor of Science
Bachelor of Science in Athletic Training
Bachelor of Science in Nursing

Majors
Athletic Training
Dietetics
Exercise Science
Nursing

Minor
Gerontology
College Mission
The mission of the College of Nursing and Health Sciences is to educate individuals to become health care professionals committed to health related practice, leadership, and service. The programs provide undergraduate and graduate education in health science professions. Our guiding values are integrity, caring, accountability, respect, and excellence. Our vision is to be the premier College of Nursing and Health Sciences in the Midwest, educating graduates to serve a global and diverse society.

College Facilities
The Health Sciences Department is located in the Arthur L. and Maxine Sheets Rybolt Recreation and Health Sciences Center. The state-of-the-art center houses six fully equipped multi-media classrooms, a 4,000 square foot athletic training room, and the 1,600 square foot Messerly Human Performance Laboratory. The Recreation Center contains a walking/running track, fitness center, golf simulator, racquetball court, climbing wall, billiard lounge, natatorium, two basketball courts, and a multi-purpose court.

Students enrolled in the nursing program will take classes on the AU main campus, in classroom and laboratory/simulation spaces located at 1020 S. Trimble Road, Mansfield, and in the on-line environment. Campus housing is available on both the Ashland University main campus and the Mansfield campus.

Simulated learning experiences are a vital part of student nurses education. The simulation center on the Mansfield campus includes a health foundations laboratory, family health laboratory, adult health laboratory, complex health laboratory, intensive care/advanced care laboratories, community health laboratory, and examination rooms. High and mid-level fidelity simulators are computerized and interactive. They may be programmed to give realistic patient responses and outcomes. Simulation is used to teach the basics of nursing care such as intravenous, Foley catheter, and nasogastric insertions. Students participate in complex patient care such as cardiac arrest, prioritization, and delegation scenarios. Simulation is not a replacement for clinical, but supplements clinical experiences, enhancing student outcomes.

HEALTH SCIENCES PROGRAMS
Mission
The mission of the Department of Health Sciences is to prepare students for professional success as athletic trainers, dietitians, and exercise professionals 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.

Athletic Training Program
Mission
The Athletic Training (AT) program provides a nurturing and supportive educational experience for AT majors. Through the integration of the missions of the University and the Health Sciences Department, the AT major prepares the individual for a career in athletic training. The program integrates the competencies and proficiencies outlined by the Commission on Accreditation of Athletic Training Education (CAATE) Executive Committee of 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 outlined by the National Athletic Trainers Association.

Accreditation
The AU Athletic Training Program is accredited by CAATE.

Program Description
Athletic trainers work with team physicians, physical therapists, exercise physiologists, and other health care providers in the care, prevention, and rehabilitation of illness and injuries related to sport and exercise. A bachelor’s of science degree in athletic training also prepares graduates for graduate studies, entry level practice and other allied health professions.

Goals and Student Learning Outcomes
Goal 1. The AU AT program will provide the student a learning environment that offers the knowledge, skills and abilities necessary to become an entry-level athletic trainer.

Outcomes:
1. Upon completion of the program, the student will demonstrate the synthesis of knowledge from athletic training and a liberal education as the basis for clinical judgment, reflective practice and decision making.
2. Upon completion of the program, the student will demonstrate meaningful engagement in active academic study and the facilitation of theory into practice transference by utilizing athletic training knowledge, skills and abilities effectively in the Field Experiences.

Goal 2. The AU AT program will provide the student the ability to develop and apply leadership and decision-making skills that include ethics and self-reflection in the application of the foundational behaviors of professional practice in the service of the profession, university and community.

Outcomes:
1. Upon completion of the program, the student will demonstrate an entry-level understanding of the Foundational Behaviors of Professional Practice.
2. Upon completion of the program, the student will demonstrate leadership development for the profession.
3. Upon completion of the program, the student will demonstrate meaningful engagement in service to the profession, university and members of the community.

Benchmarks:
1. 80% of students will score an 80% or higher on the Exit Portfolio in ATR 420 according to the Portfolio Rubric.
2. 80% of students will score an 80% or higher on the Self-Assessment evaluation in ATR 420.
Goal 3. The AU AT program will provide the student the ability to promote the importance of evidence and provide the tools for understanding basic research and evaluation techniques. Students will develop skills in the facilitation of theory into practice transference by utilizing athletic training knowledge, skills and abilities.

Outcomes:
1. Upon completion of the program, the student will select current theory and evidenced-based knowledge regarding the competencies of athletic training education to guide and teach patients, families and populations.
2. Upon completion of the program, the student will demonstrate meaningful engagement in the application of scholarship related to athletic training.
3. Upon completion of the program, the student will commit to the responsibility of academic, professional and ethical growth and self-reflection in contributing to the profession.

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: ATR 165, ATR 166, ATR167, and ATR 170.
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 website.
3. Three letters of recommendation – A professor/instructor at Ashland University must complete one letter. The professor should elaborate on why they have selected athletic training as their intended profession. The form may be found on the AU athletic training website.
4. Cumulative grade point average of 2.5.
5. Interview with the Athletic Training Selection Committee.
7. After the student has been selected into the program, he/she must complete formal training in blood-borne pathogens which includes obtaining or declining the Hepatitis B vaccination. Students must pass a 10-panel drug screen through AIMS Occupational Health Clinic at Samaritan Hospital at a cost of $41. Students must pass an FBI/BCI background check through AU Safety Services at a cost of $60. Students must also pass a physical examination and provide a copy of his/her immunizations. The physical exam must be completed by the AU Health Center and is at a cost of $30.

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 Program 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 a completed and passing (73% or better) Athletic Training portfolio.

Clinical Field Experiences
Program standards require students to complete 6 field experience courses over a period of at least two years, under the direct supervision of an approved Preceptor in a program-approved clinical setting. 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. All field experience classes require a $60 fee.

Degree Requirements (Athletic Training)
Bachelor of Science in Athletic Training

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATR 165 Principles of AT</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ATR 166 CPR/AED</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>ATR 167 Basic Skills in AT</td>
<td>1</td>
<td>ATR 165 or Concur</td>
</tr>
<tr>
<td>ATR 170 Functional and Palpation Anatomy</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>ATR 270 AT clinical Field Experience I</td>
<td>2</td>
<td>Formal Admission to AT</td>
</tr>
<tr>
<td>ATR 271 AT clinical Field Experience II</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>ATR 272 Injury Recog./Mgmt.-Lower</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ATR 273 Clinical Experiences in AT I</td>
<td>1</td>
<td>ATR 167, 272, Concur</td>
</tr>
<tr>
<td>ATR 274 Injury Recog./Mgmt-Upper</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ATR 275 Clinical Experiences in AT II</td>
<td>1</td>
<td>ATR 167, 274, Concur</td>
</tr>
<tr>
<td>ATR 279 Therapeutic Interventions I</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>ATR 354 Medical/Orthoped. Aspects in AT</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>ATR 371 Therapeutic Interventions II</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>ATR 373 AT clinical Field Experience III</td>
<td>2</td>
<td>ATR 271</td>
</tr>
<tr>
<td>ATR 375 AT Clinical Field Experience</td>
<td>2</td>
<td>ATR 373</td>
</tr>
<tr>
<td>ATR 376 Therapeutic Interventions III</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>ATR 420 Organization &amp; Admin. In AT</td>
<td>3</td>
<td>ATR 165</td>
</tr>
<tr>
<td>ATR 471 AT clinical Field Experience V</td>
<td>2</td>
<td>ATR 375</td>
</tr>
<tr>
<td>ATR 472 AT clinical Field Experience</td>
<td>2</td>
<td>ATR 471</td>
</tr>
</tbody>
</table>

Related Required Coursework:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 222-223 Anatomy &amp; Phys for Nursing I-II</td>
<td>4/4</td>
<td>Nursing or AT major</td>
</tr>
<tr>
<td>EXS 308 Kinesiology</td>
<td>3</td>
<td>ATR 165 or BIO 125 or EXS 190</td>
</tr>
<tr>
<td>EXS 309 Physiology of Exercise</td>
<td>3</td>
<td>ATR 165 or BIO 125 or EXS 190</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>EXS 474</td>
<td>Sport Nutrition/Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>MATH 208</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>HS 360</td>
<td>Research in Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SMG 404</td>
<td>Psych. Of Sport and Coaching</td>
<td>3</td>
</tr>
</tbody>
</table>

75 hrs.

**Plus Institutional Baccalaureate Degree Requirements.**

**Courses and Descriptions**

See Course Descriptions section of catalog

**Dietetics Program**

**Mission**

The Ashland University didactic program in Dietetics (AU DP) 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/professional community.

**Accreditation**

The AU DP is fully accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040, extension 5400, www.eatright.org

**Program Description**

The didactic program in Dietetics (DP) 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.

**Goals and Outcomes**

To assess and guide the AU DP, several goals and outcomes have been developed. These include the following three program goals and outcomes:

**Program Goal 1:**

The AU DP will prepare, assist, and encourage program graduates to seek admittance into an ACEND accredited internship program, professional employment, graduate school or obtain professional credentialing.

* 1.1 Over a five-year period, at least 60% of AU DP graduates will apply to a supervised practice program within 12 months of graduation.
* 1.2 Over a 5-year period, at least 50% of those applying to a supervised practice program in the academic year they complete the program will be accepted.
* 1.3 Over a 5-year period, at least 50% of program graduates who sought employment in dietetics will be employed within 12 months of program completion.
* 1.4 Over a 5-year period, at least 50% of AU DP graduates not going into an internship, employed or seeking employment, will report pursuing an advanced degree.
* 1.5 Over a 5-year period, the pass rate for AU DP graduates taking the DTR examination will be greater than or equal to 80%

**Program Goal 2:**

The AU DP will prepare graduates to become contributing members of the scientific/professional community who can function as competent entry-level dietitians in a variety of settings.

* 2.1 Over a 5-year period, the pass rate for AU DP graduates taking the registration (RD) examination for the first time will be greater than or equal to 80%.
* 2.2 At least 80% of AU DP graduates will receive satisfactory or higher ratings from supervisors/employers in at least 75% of the areas surveyed.

**Program Goal 3:**

The AU DP will assist students in completing the program of study, as well as prepare and encourage students to serve the community through volunteerism, educational, and professional involvement.

* 3.1 At least 75% of students enrolled in the AU DP, after completing the course DIET 210 Introduction to Dietetics, will meet the criteria for receiving a verification statement within three years; 150% of the program length.
* 3.2 At least 75% of AU DP graduates will have been a member of a pre-professional or related professional organization (such as AU Student Dietetic Association, Mohican Dietetic Association, Ohio Academy of Nutrition and Dietetics, or the Academy of Nutrition and Dietetics) prior to program completion.
Post-Graduation: Admission to a Dietetic Internship Program

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.

Degree Requirements (Dietetics)

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>DIET 130 Principles of Food &amp; Meal Preparation</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>DIET 210 Introduction to Dietetics</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>DIET 213 Society’s Infl. On body Image/Eating</td>
<td>3</td>
<td>Soph.Status</td>
</tr>
<tr>
<td>DIET 230 Food Science and App.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>DIET 320 Human Nutrition</td>
<td>3</td>
<td>CHEM 103 or 251 or 235</td>
</tr>
<tr>
<td>DIET 330 Nutrition Counseling Skills</td>
<td>3</td>
<td>DIET 320</td>
</tr>
<tr>
<td>DIET 360 Lifecycle Nutrition</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>DIET 370 Community Nutrition</td>
<td>3</td>
<td>DIET 320</td>
</tr>
<tr>
<td>DIET 385 Advanced Human Nutrition</td>
<td>3</td>
<td>DIET 320, CHEM 307</td>
</tr>
<tr>
<td>DIET 395 Vitamins and Minerals</td>
<td>3</td>
<td>DIET 320, CHEM 104</td>
</tr>
<tr>
<td>DIET 400 Nutrition &amp; Disease I</td>
<td>3</td>
<td>DIET 320, CHEM 104</td>
</tr>
<tr>
<td>DIET 425 Nutrition &amp; Disesase II</td>
<td>3</td>
<td>DIET 400</td>
</tr>
<tr>
<td>BIO 125-126 Anat. &amp; Physiology I&amp;II</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</td>
</tr>
<tr>
<td>CHEM 307/307L Org. Chemistry I</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 429 Biochemistry</td>
<td>3</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>EXS 309 Physiology of Exercise</td>
<td>3</td>
<td>BIO 125 or EXS 190</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXS 474 Sports Nutrition</td>
<td>(3)</td>
<td>DIET 320 or EXS 309</td>
</tr>
<tr>
<td>HS 360 Research in Health Science</td>
<td>3</td>
<td>DIET 320, MATH 208</td>
</tr>
<tr>
<td>HSM 250 Food/Beverage Op. Mgt.</td>
<td>3</td>
<td>HSM 135 &amp; 235; MGT 240; HSM 335 (or concurrent)</td>
</tr>
<tr>
<td>HSM 335 Environmental Mgmt.</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>HSM 336 Food Preparation I</td>
<td>3</td>
<td>HSM 335</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 Mgmt.</td>
<td>3</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>88 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements.

Courses and Descriptions
See Course Descriptions section of catalog

Exercise Science Program

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 Outcomes

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. assess the fitness level of apparently healthy individuals and those with known pathology; and
3. 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>EXS 190 Anatomy &amp; Physiology for ES</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>EXS 210 EX. Mgmt. of Cardioresp. Path</td>
<td>2</td>
<td>EXS 190</td>
</tr>
<tr>
<td>EXS 258 Pharmacology for Exercise Sciences</td>
<td>3</td>
<td>EXS 190</td>
</tr>
<tr>
<td>EXS 261 Medical Terminology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EXS 308 Kinesiology</td>
<td>3</td>
<td>EXS 190</td>
</tr>
<tr>
<td>EXS 309 Physiology of Exercise</td>
<td>3</td>
<td>BIO 125 or EXS 190</td>
</tr>
<tr>
<td>EXS 310 ADv. Physiology of Exercise Prescrip. I</td>
<td>3</td>
<td>EXS 309</td>
</tr>
<tr>
<td>EXS 312 Fitness Assess. And Exercise Prescrip. II</td>
<td>2</td>
<td>EXS 312</td>
</tr>
<tr>
<td>EXS 313 Fitness Assess. And Exercise Prescrip. II</td>
<td>2</td>
<td>EXS 313</td>
</tr>
<tr>
<td>EXS 314 Group Exercise Leadership</td>
<td>3</td>
<td>EXS 314</td>
</tr>
<tr>
<td>EXS 420 Strength Training Physiology</td>
<td>3</td>
<td>EXS 309</td>
</tr>
<tr>
<td>EXS 430 Exercise Science for Persons with Chronic Diseases</td>
<td>3</td>
<td>EXS 309</td>
</tr>
<tr>
<td>EXS 474 Sport Nutrition/Subst. Abuse</td>
<td>3</td>
<td>EXS 309</td>
</tr>
<tr>
<td>EXS 493 Internship (2 hrs. must be in geriatric science)</td>
<td>6</td>
<td>EXS 309, 312</td>
</tr>
</tbody>
</table>
CHEM 103 General Chemistry I 4 H.S. Chem, 3 yrs. H.S. Math
DIET 320 Human Nutrition 3 CHEM 103 or 251
HS 182 First Aid and Safety Ed. 1 None
HS 360 Research in Health Science 3 DIET 320, MATH 208, AT 165, or ES 309
MATH 208 Elementary Statistics 3 MATH 100 or ACT 18 or SAT 480
PSYC 101 General Psychology I 3 None

64 hrs.

Plus Institutional Baccalaureate Degree Requirements.

GERONTOLOGY MINOR

Undergraduate students may declare a minor in gerontology by speaking with their faculty advisor and/or professional academic advisor in their respective College. This advisor will assist the student in developing a curriculum plan incorporating the required coursework for minor completion.

Minor Required Courses:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCWK 323 Later Adulthood in Family</td>
<td>3</td>
<td>None</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 314 Working with Older Adults</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 350 Death and Dying</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EXS/DIET 343 Active Aging and Wellness</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 322 Physical Aging</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>18 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

NURSING PROGRAMS

Mission

The mission of the Nursing Department is to educate individuals to become nurse leaders committed to evidence-based practice and service in a diverse and global society. Our innovative nursing programs embrace the college’s ICARE values (integrity, caring, accountability, respect, and excellence), interprofessional collaboration, scholarship, and lifelong learning.

Accreditation and Approval

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

Student Learning Outcomes

Upon completion of the program, the student will be able to:

1. Synthesize knowledge from nursing and a liberal education as the basis for clinical judgment, reflective practice, and decision making.
2. Incorporate professional standards in the practice of nursing.
3. Value integrity, caring, accountability, respect and excellence in nursing practice.
4. Collaborate with patients and health professionals to develop and implement culturally appropriate health promotion, disease prevention, and illness care methods.
5. Select current theory and evidenced-based knowledge to guide and teach individuals, families, and populations regarding health promotion, and illness prevention.
6. Employ patient care technologies, information systems, and communication devices that support safe nursing practice and development of nursing knowledge.
7. Demonstrate knowledge of healthcare policy, finance, and regulatory environments that impact patient care.
8. Incorporate effective communication and collaboration skills to form partnerships to provide care and to promote positive outcomes to a diverse society in a global context.
9. Apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care, healthcare team coordination and accountability for care delivery in a variety of settings.
10. Collaborate with healthcare professionals to enhance quality improvement and safety initiatives at individual and systems levels of care.
11. Investigate health-related social justice concerns within legal, ethical, and political contexts.
12. Value lifelong learning for personal and professional growth to support excellence in nursing practice.
Nursing Programs Description

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, focus on international perspectives in healthcare, apply the nursing process to families and aggregates in the community setting, explore the role of nurse as leader and manager, investigate the role of nurses in legal, ethical, and political settings, and learn 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.

Four programs leading to a Bachelor of Science in Nursing are offered. Each student’s previous education and experience are evaluated to determine placement in the appropriate program within the College.

Admission to Nursing Programs

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 during the fourth term of enrollment for the traditional four-year program students and prior to clinical experiences for advanced entry and accelerated program students. RN to BSN program students will obtain criminal background inquiries and drug screenings one semester prior to clinical coursework.

Background checks and drug screenings will be performed by the agency chosen by the College for nursing program students. Results are sent directly to the College. RN to BSN students may select an alternative agency at their own cost. Results for all students are sent directly from the agency to 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 inquiries regardless of whether it is a positive drug screen, a misdemeanor, or a felony conviction.

Basic life support for health care providers from the American Heart Association certification is required prior to clinical classes for the traditional four-year track students and prior to admission to the program for advanced entry and accelerated track students. For post-licensure students, certification is required upon admission.

Nursing students are required to meet the health and clinical requirements 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 are available on the MyAU Portal page on the AU website nursing page for the College of Nursing and Health Sciences.

This requirement may be waived for RN to BSN students. See the nursing student handbook for detailed information on these requirements.

Admission Requirements:

Traditional 4-year Pre-licensure Program

The Traditional Four-Year program is designed for the student who has completed high school level education. Students in this program complete Ashland University core coursework in the first two academic years and begin clinical nursing coursework in their junior year.

Students who meet the criteria below will be directly admitted to AU and the CONHS for their freshman year.

Academic Requirements:

1. Graduated from an accredited high school or equivalent
2. Cumulative high school GPA of 3.0/4.0 (or GED with achievement at a minimum of the 55th percentile in each of the sub core areas)
3. ACT composite of 20 or a combined SAT score of 950 (CR/M)

Other Requirements:

1. Pass a criminal background check and drug screen (done prior to entering clinical coursework)
2. Meet the health status criteria for mental and physical health.
3. Documentation of ability to perform the essential functions for clinical course work
4. Complete record of required immunizations

Students who do not meet the nursing criteria, but meet the requirements for admission to AU will be admitted to AU. They will be in a pre-nursing list for CONHS and evaluated at the end of the year for potential admission into the nursing program. To be considered, students must have achieved a 2.5 GPA in non-nursing required course work (10 credit hours).

Pre-nursing students will be encouraged to begin taking science and other courses that will apply toward their nursing degree. They should also begin taking courses that will satisfy their AU institutional degree requirements. These students should meet with Academic Advising to discuss their coursework plan while they are pre-nursing students.

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 facilities located within a 60-mile radius including Akron, Cleveland, and Columbus. Students participating in clinical experiences are responsible for providing their own transportation to and from the clinical site.
Degree Requirements:
To earn a BSN degree from Ashland University, 63 hours of nursing credit hours must be earned through Ashland University, or approved in transfer by the Nursing department.

Traditional 4-year Program Required Nursing Courses:

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<tr>
<td>NUR 306 Health Found II</td>
<td>5</td>
<td>NUR 226 (or concurrent); NUR 304; successful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completion of Medical Calc. Exam</td>
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<td>3</td>
<td>MATH 208, NUR 311, 312</td>
</tr>
</tbody>
</table>

64 hrs.

Required Non-Nursing Courses:
- BIO 222 Anat. & Phys. I                          | 4    | Nursing Major                                     |
- BIO 223 Anat. & Phys. II                        | 4    | BIO 222                                          |
- BIO 240 Microbiology                            | 4    | Nursing Major                                     |
- CHEM 251 Molecular Arch.                       | 3    | None                                              |
- CHEM 253 Chem. Perspectives                    | 4    | None                                              |
- MATH 208 Elem. Stats                            | 3    | MATH 100 or ACT 18 or SAT 480                     |
- PSYC 209 Dev. Psychology                       | 3    | PSYC 101                                          |
- DIET 320 Human Nutrition                       | 3    | CHEM 103 or CHEM 251                             |
- PHIL 215 Ethics                                | 3    | None                                              |

Plus remaining Institutional Baccalaureate Degree Requirements.

Course and Descriptions
See Course Descriptions section of catalog

Admission Requirements:

Advanced Entry Pre-licensure Program
The Advanced Entry program is designed for students who have college transfer credits and/or college credit plus. Students enrolled in this program complete freshman and sophomore level nursing coursework in a fast paced format during the summer and then transition immediately into the junior year of the Traditional Four-Year Program the following semester.

Admission to the Advanced Entry Program is extremely competitive as spaces are limited. Prospective students are highly encouraged to begin the application process early. Application review will occur as the application is completed and required documents are received. Only applicants who complete the necessary application requirements listed below on or before the application deadline will be considered for admission.

Requirements:
1. Attended an accredited college or university.
2. At least a 3.0/4.0 cumulative grade point average in college coursework.
3. Completion of the following prerequisite courses from an accredited college or university. All prerequisite courses must be completed with a minimum letter grade of "C" in order for that credit to be count as meeting the prerequisite requirement. Science prerequisite coursework must have been completed within 10 years prior to the program start date.

The following courses must be completed before the program start date:
- Developmental Psychology
- Nutrition
- Microbiology*
- Organic/Inorganic/Bio Chemistry*
- Human Anatomy and Physiology I & II*
- Ethics
- Statistics
- English Composition I and II
*denotes that the course must include a laboratory
4. Successful completion of all but four (4) university required core courses. Students may take no more than four (4) university required core courses during summer break and/or not more than one (1) course during the last semester provided the course is an online option.
5. Submission of application.
6. Meet all other requirements of the Traditional 4-year program:
   - Pass a criminal background check and drug screen (done prior to entering clinical coursework)
   - Meet the health status criteria for mental and physical health.
   - Documentation of ability to perform the essential functions for clinical course work
   - Complete record of required immunizations

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 facilities located within a 60-mile radius including Akron, Cleveland, and Columbus. Students participating in clinical experiences are responsible for providing their own transportation to and from the clinical site.

**Degree Requirements:**
To earn a BSN degree from Ashland University, 63 hours of nursing credit hours must be earned through Ashland University, or approved in transfer by the Nursing department.

**Advanced Entry Program Required Nursing Courses:**

<table>
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<td>BIO 223, CHEM 253</td>
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<td>BIO 223, CHEM 253</td>
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<tr>
<td>NUR 304 Health Found. I</td>
<td>3</td>
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</tr>
<tr>
<td>NUR 306 Health Found II</td>
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<td>3</td>
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</tr>
<tr>
<td>NUR 470 Bioethics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>NUR 490 Research Methods</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>NUR 500 Independent Study</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>NUR 501 Teaching Seminar</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>NUR 502 Professional Practice</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>NUR 503 Clinical Practice</td>
<td>3</td>
<td>PSYC 101</td>
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</table>

**Required Non-Nursing Courses:**

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<td>BIO 222 Anat. &amp; Phys. I</td>
<td>4</td>
<td>Nursing Major</td>
</tr>
<tr>
<td>BIO 223 Anat. &amp; Phys. II</td>
<td>4</td>
<td>BIO 222</td>
</tr>
<tr>
<td>BIO 240 Microbiology</td>
<td>4</td>
<td>Nursing Major</td>
</tr>
<tr>
<td>CHEM 251 Molecular Arch.</td>
<td>3</td>
<td>None</td>
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<td>CHEM 253 Chem. Perspectives</td>
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<td>PSYC 101</td>
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**Plus remaining Institutional Baccalaureate Degree Requirements.**

**Course and Descriptions**
See Course Descriptions section of catalog

**Admission Requirements:**

**Accelerated Pre-licensure Program**
The Accelerated program is designed for students who have already earned a college degree and who have life experiences in a field other than nursing. Students in the Accelerated program are recognized as having completed core education requirements in their past degree. Unlike the Traditional Four-year program, students in this program complete coursework at an accelerated rate, completing the BSN in 15 months.

Admission to the accelerated program is extremely competitive as spaces are limited. Prospective students are highly encouraged to begin the application process early. Application review will occur as the application is completed and required documents are received. Only applicants who complete the necessary application requirements listed below on or before the accelerated orientation week will be considered for admission.

The requirements of admission have been established to ensure that prospective students have a strong science background necessary to be successful in the program and in the profession of nursing.
Requirements:
1. Earned a baccalaureate degree from an accredited college or university prior to beginning course work.
2. At least a 3.0 cumulative grade point average in college coursework.
3. Science prerequisite coursework cumulative grade point average must be a 2.5 GPA on a 4.0 GPA scale.
4. Completion of the following prerequisite courses from an accredited college or university. All prerequisite courses must be completed within 10 years prior to the program start date.

The following courses must be completed before the program start date:
- Developmental Psychology
- Nutrition
- Microbiology*
- Organic/Inorganic/Bio Chemistry*
- Human Anatomy and Physiology I & II*
- Ethics
- Statistics

*denotes that the course must include a laboratory

Admission Process:
1. Submission of application.
2. Meet all essential functions of clinical coursework listed in the Nursing Program Student Handbook.
3. Meet the health status criteria for mental and physical health.
4. Upon meeting all acceptance requirements of the program the student must complete a federal and Ohio state criminal background check and a drug-screening test. The results of these tests will determine final acceptance of the student.
5. Applicants who request transfer credit for prior nursing coursework must follow the process for credit for transfer nursing coursework prior to the start of the program.

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 facilities located within a 60-mile radius including Akron, Cleveland, and Columbus. Students participating in clinical experiences are responsible for providing their own transportation to and from the clinical site.

Degree Requirements:
To earn a BSN degree from Ashland University, 63 hours of nursing credit hours must be earned through Ashland University, or approved in transfer by the Nursing department.

Accelerated Program Required Nursing Courses:

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64 hrs.

Course and Descriptions
See Course Descriptions section of catalog
Transfers Applying to the Traditional 4-year Program without Nursing Transfer Credit

Students applying to transfer must file an AU transfer application.

Requirements:
1. Attended an accredited college or university. Students who have completed less than 30 semester hours of coursework from an accredited high school or equivalent must provide acceptable ACT and high school transcripts for acceptance.
2. Achieved at least a 3.0/4.0 cumulative grade point average in college coursework.
3. Meet all other program requirements listed in the 4-year program:
   - Pass a criminal background check and drug screen (done prior to entering clinical coursework)
   - Meet the health status criteria for mental and physical health.
   - Documentation of ability to perform the essential functions for clinical coursework
   - Complete record of required immunizations

Transfers Applying to the Traditional 4-year Program Seeking Nursing Transfer Credit

Students applying to transfer must file an AU transfer application and submit official transcripts through the admissions office.

The CONHS Admission, Progression, and Retention Committee will determine if a student transferring from another accredited nursing program will be admitted to the AU nursing program. Only coursework from accredited nursing programs will be considered for transfer credit. Students who are admitted to the nursing program are subject to the degree and graduation requirements in the AU catalog and nursing student handbook at the time of admission.

Admission Requirements:
1. The Transfer Admission Coordinator will refer all students with completed nursing coursework to the College of Nursing and Health Sciences Chair of the Admission, Progression, and Retention Committee for an additional decision to the Dwight Schar College of Nursing and Health Sciences nursing program.
2. Applicant must be in good academic standing in their current nursing program as evidenced by a letter from the Dean of that program.
3. Achieved at least a 3.0/4.0 cumulative grade point average in college coursework.
4. Meet all other program requirements listed in the 4-year program:
   - Pass a criminal background check and drug screen (done prior to entering clinical coursework)
   - Meet the health status criteria for mental and physical health.
   - Documentation of ability to perform the essential functions for clinical coursework
   - Complete record of required immunizations

Credit for Transfer Nursing Coursework:
1. Nursing course credits from an accredited program may be granted transfer credits. The Department Chair, Program Director, and/or College Admission, Progression and Retention Committee review transcripts for clarification of course related content and assessment of transfer credit.
2. Transfer nursing coursework accepted to meet degree requirements for AU’s nursing program must have met the nursing degree requirements of the institution where the course credit was completed.
3. Clinical orientation, auditing of nursing courses, or retaking of nursing courses may be required in the admission process.
4. Students may be required to demonstrate safe practice in medication administration and other skills to progress even if transfer credit is granted.

Current AU Students Who Want to Change Majors to Nursing

Students who wish to change majors will be accepted to the program pending space availability. Existing AU students who have already taken the required science coursework and received a "C" or below, will be required to retake these courses in order to gain admission to the CONHS. Exceptions to this may be granted for those who have taken subsequent (higher level) science courses and received grades of "C" or above.

Readmission to Traditional, Advanced Entry, Accelerated Nursing Programs

The College of Nursing and Health Sciences Admission, Progression, and Retention Committee will determine if a student will be readmitted to the nursing program. Students may be readmitted to the nursing program no more than one time.

Clinical orientation, auditing of nursing courses, or retaking of nursing courses may be required in the readmission process.

Students who are readmitted to the nursing program are subject to the degree and graduation requirements in the AU catalog and nursing student handbook at the time of readmission.
If a student continues to take classes at AU while not enrolled in the nursing program, they will be subject to the core requirements of their original AU catalog. However, they will be subject to the nursing program requirements and policies in the AU catalog and student handbook at the time of readmission to the nursing program.

**Readmission Process:**

1. Contact the Office of Records and Registration to notify the college of potential readmission at least 3 months prior to the semester the student is applying.
2. Submit a letter of intent to the Office of Records and Registration stating the desire for readmission, including additional education that has occurred since applicant’s last classes at AU.
3. The CONHS Admission, Progression, and Retention Committee will review the student’s letter of intent, transcripts and any other written material or letters submitted by the student in the readmission decision.
4. The readmission decision will include requirements to determine appropriate course placement including but not limited to skills testing, ATI testing, and/or medication calculation tests. Course placement will be determined by the committee in conjunction with the program director.
5. Final course recommendations will be sent to the Office of Records and Registration. The Office of Records and Registration will enroll the student in the required courses the student’s first readmitted semester in the CONHS.

**Readmission Criteria:**
The following will be used in making a readmission decision:
1. Applicant's stated reason for requesting readmission.
2. Past academic performance and any work completed while absent is evaluated to determine potential for success and/or placement.
3. Demonstration of skills learned in courses completed prior to the student's leaving the program. This may include passage of a drug calculation exam and demonstration of clinical skills, as deemed appropriate. Successful completion of these requirements must occur prior to the student's readmission.
4. Applicant’s ability to complete the program within the 6-year requirement.
5. Space availability in the appropriate courses.

**Readmission Progression Requirements:**
1. The admission decision applies to the upcoming semester and cannot be deferred.
2. Applicants must repeat or audit courses (even if passed) when the CONHS deems necessary.
3. Readmitted students must follow the progression grade requirements.
4. Dismissed students will enter on probation and be assessed at the end of the first term.

**Withdrawals from Traditional, Advanced Entry, Accelerated Nursing Programs**

Students who do not register for nursing coursework within two academic terms (fall/spring) will be administratively withdrawn from the nursing program so that another student may be placed in that spot. They must wait one calendar year before reapplying to the nursing program and must follow the readmission process.

The student may also be tested for safety in a clinical setting before being readmitted. Students are free to continue taking courses to satisfy their AU degree requirements while awaiting readmission to the nursing program.

Students who voluntarily withdraw from the nursing program may reapply for admission without waiting one full calendar year and will be considered on a case by case basis. Readmission to the nursing program is possible with the following guidelines:

- Students can continue to take AU core requirements while they await readmission.
- A withdrawal of up to two semesters is available for students who need to leave the nursing program for personal reasons but intend to return to the nursing program (i.e. medical or family problem); however, permission for this must be granted by the CONHS Admission, Progression, and Retention Committee.

**International Student Admission to the Traditional, Advanced Entry, Accelerated Nursing Programs**

In addition to the nursing program admission requirements, international students will also need to meet the following English proficiency requirements:

- TOEFL iBT score of 84 (Speaking subscore of 26) or
- IELTS 7.0 (Speaking subscore of 7.0).

**Admission Requirements:**

**RN to BSN Post-licensure Program**

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.

To facilitate access to baccalaureate education for working registered nurses, all nursing courses for the RN to BSN program are offered in an online format. Full and part-time study is available. Non-nursing courses are available online.

Admission requirements:

1. Complete the RN to BSN application form and submit official transcripts from all institutions of higher education.
2. Hold a current, valid license (a license that is not inactive, suspended, revoked, or subject to restrictions, and for which the individual continues to meet all requirements for issuance) to practice as a registered nurse in one U.S. state or territory, or be dually enrolled in a RN licensure program, or be a graduate of a RN program and eligible for the NCLEX. Students admitted without a current, valid license shall adhere to additional program progression requirements.

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 facilities located within a 60-mile radius including Akron, Cleveland, and Columbus. Students participating in clinical experiences are responsible for providing their own transportation to and from the clinical site.

Degree Requirements:
Thirty semester hours of Ashland University required nursing and required non-nursing degree requirements can be used toward meeting university requirements. RN to BSN program proficiency credit may be earned for a maximum of two nursing courses. The last 12 semester hours earned before graduation must be earned from AU.

RN to BSN Program Required Courses:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 302 Theoretical Perspectives</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>NUR 303 Individual Health</td>
<td>3</td>
<td>RN license</td>
</tr>
<tr>
<td>NUR 325 Intro to Informatics in Healthcare</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>NUR 336 Genetics and Health</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>NUR 362 Research &amp; Evidence Based Practices</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>NUR 405 Health Care Systems</td>
<td>3</td>
<td>MATH 208, NUR 303, 309, 362</td>
</tr>
<tr>
<td>NUR 408 Legal, Ethical, Political Persp.</td>
<td>3</td>
<td>MATH 208, NUR 303, 309, 362</td>
</tr>
<tr>
<td>NUR 414 Community &amp; Public Health</td>
<td>3</td>
<td>MATH 208, NUR 303, 309, 362</td>
</tr>
<tr>
<td>HS 309 International/Transcultural Perspectives</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>27 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

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 Anatomy &amp; Physiology I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BIO 126 Anatomy &amp; Physiology II</td>
<td>3</td>
<td>BIO 125</td>
</tr>
<tr>
<td>Choose one from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 240 Microbiology for Nursing</td>
<td>4</td>
<td>Nursing Major</td>
</tr>
<tr>
<td>BIO 340 Microbiology</td>
<td>4</td>
<td>BIO 201, CHEM 104, or permission</td>
</tr>
<tr>
<td>Math 208 Elementary Statistics</td>
<td>3</td>
<td>Waived</td>
</tr>
</tbody>
</table>

Philosophy Course
Choose one from:
<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101 Gen. Psych.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 209 Dev. Psych</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td></td>
<td>19 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Plus remaining Institutional Baccalaureate Degree Requirements. Also, see Transfer Policy

Course and Descriptions:
See Course Descriptions section of catalog

Elective Concentration:
Courses may be taken as needed to obtain 120 credit hours for degree completion and/or 50 hours residency requirement. Student will work with their advisor for this option. Options include, but are not limited to the following: Design Your Own (e.g., nursing electives, gerontology electives, management electives, and/or other electives) and School Nurse Licensure Prep.

For information on the School Nurse Licensure Prep, see the Graduate Catalog. It requires 15-17 hours. A bachelor’s degree is required for acceptance into the program. Students selecting this concentration will work with an advisor to petition to take 3 graduate-level courses concurrently while earning the BSN, and upon graduation will be prepared to apply and finish the SNL requirements.

Readmission to RN to BSN Nursing Program

Students who have withdrawn from the RN to BSN program for personal reasons are to notify the Online/Adult college admissions counselor and the RN to BSN program director of intent to return.

Students who are readmitted to the nursing program are subject to the degree and graduation requirements in the AU catalog and nursing student handbook at the time of readmission.

If a student is dismissed from the RN to BSN program for academic performance or conduct reasons, the CONHS Admission, Progression, and Retention Committee will determine if a student will be readmitted to the nursing program. Students may be readmitted to the nursing program no more than one time.

Readmission Criteria:

1. Applicant continues to meet RN to BSN program admission criteria.
2. Applicant’s stated reason for requesting readmission.
3. Past academic performance and any work completed while absent is evaluated to determine potential for success.
4. Applicant’s ability to complete the program within the 6-year requirement.
International Student Admission to the RN to BSN Program

In addition to the nursing program admission requirements, international students will also need to meet the following requirement:

- Applicants will need to have passed the NCLEX examination and be licensed to practice nursing in the United States.
Philosophy

Department of Philosophy
The College of Arts and Sciences

Chair
Louis A. Mancha, Associate Professor of Philosophy

Faculty
William Vaughan, Professor of Philosophy
Mark Hamilton, Associate Professor of Philosophy
Jeffrey Tiel, Associate 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 or her own claims with logical arguments, learns how to organize and analyze moral perspectives in a coherent and philosophically informed manner, and can locate his or her 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, and 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 and minors are required to participate in the department assessment process throughout their academic career. The assessment process seeks to measure the department’s stated learning outcomes, and involves the completion of a systematic exit exam designed to evaluate student learning in three core areas: logic and reasoning, ethics, and the history of philosophy.

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 course (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. courses (PHIL 311, 312, 313, or 314)</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, or 215</td>
</tr>
<tr>
<td>1 PHIL electives (330 level or above)</td>
<td>3</td>
<td>15 hrs.</td>
</tr>
</tbody>
</table>

Minor in Ethics
See listing in Religion

Philosophy Courses and Descriptions
See Course Descriptions section of catalog.
Chair  
Rebecca W. Corbin, 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 in physics and related programs will:
1. Describe and apply the major concepts, experimental findings, and theories of physics;
2. Be proficient with the laboratory techniques and methods of physics;
3. Follow proper safety procedures and regulations for use of chemicals and laboratory equipment;
4. Be competent with basic software including word processing, spreadsheet, and presentation programs;
5. Design appropriate investigations, interpret the results, and make decisions within the context of physics.
6. Effectively communicate information both orally and in writing; and
7. Practice good ethical and professional behavior within the context of the discipline.

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.
Bachelor of Science in Education with a comprehensive major in Integrated Science (Grades 7-12)
See listing in Chemistry area.

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.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
CHEM 103 General Chemistry I | 4 | 3 yrs. H.S. Math
CHEM 104 General Chemistry II | 4 | CHEM 103
CHEM 307/307L | 4 | CHEM 104
CHEM 320 Quant. Analysis | 4 | CHEM 104
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force | 3 | Any natural science core course
CHEM 411 Physical Chemistry | 4 | PHYS 206, MATH 206
CHEM 412 Physical Chemistry II | 4 | CHEM 411
MATH 205 | 5 | MATH 111 or Equiv.; MATH 205
MATH 206 Calculus | 5/5 | Math 205
PHYS 205 Univ. Physics I | 5 | MATH 206
PHYS 206 Univ. Physics II | 5 | PHYS 205
PHYS 303 Mechanics I | (3) | PHYS 206
PHYS 305 Modern Physics | 4 | PHYS 206, MATH 206
BIO 201 Molec. & Cellular Basis of Life | 4 | H.S. Bio & Chem
Choose from one:
GEOL 101 Physical Geology | (4) | None
GEOL 102 Historical Geology | (4) | None
Education Requirements:
EDCI 230SEC AYA (7-12) Field Exp. I` | 1 | Concurrent with EDCI 232
EDCI 232 Intro. To Prin. Of Instr. Tech. | 3 | Concurrent with EDCI 230SEC
EDCI 330SEC AYA (7-12) Field Exp. II | 3 | EDCI 230, 232; PSYC 218; concurrent with EDCI 318
EDCI 392 Content Area Reading | 3 | None
EDCI 318 Teh. 21st Cent. Adol. Science | 3 | EDCI 230SEC or 236
EDCI 461 Student Internship Gr. 7-12 | 10 | All student internship req; concurrent with EDCI 402.
EDFN 130 Intro. to Teaching | 3 | None
EDFN 202 Teaching and Learn. Process | 3 | EDFN 130
EDFN 402 Social and Prof. Issues | 2 | Sr. Status; concurrent with EDCI 461
EDIS 250 Intro. Educational Intervention | 3 | None
PSYC 218 Psyc. Of Adolescence | 3 | None

Plus Institutional Baccalaureate Degree Requirements.

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 Univ. Physics I</td>
<td>5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>PHYS 206 Univ. Physics II</td>
<td>5</td>
<td>PHYS 205</td>
</tr>
<tr>
<td>PHYS 301 Elect. &amp; Mag. I</td>
<td>4</td>
<td>PHYS 206, MATH 305</td>
</tr>
<tr>
<td>PHYS electives (300 or 400 level)</td>
<td>6</td>
<td>MATH 111 or Equiv.; Math 205 for 206</td>
</tr>
<tr>
<td>MATH 205-206 Calculus</td>
<td>5/5</td>
<td>MATH 206</td>
</tr>
</tbody>
</table>

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

Chair
David Foster, Associate Professor of Political Science

Faculty
Jeffrey Sikkenga, Professor of Political Science
Christopher Burkett, Associate Professor of Political Science
Justin Lyons, Associate Professor of Political Science
Rene Paddags, Assistant Professor of Political Science
Jason Stevens, 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 236, 305, 310, 312, 336, 337, 352, 370, 375)
(B) Political Thought (POLSC 320, 321, 343, 344, 345, 346, 380, 385)
(C) Comparative and International Politics (POLSC 205, 231, 355, 360, 390)

<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 Am.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>POLSC 343 West. Polit. Thought I</td>
<td>3</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>POLSC 345 West. Polit. 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></td>
</tr>
<tr>
<td>Majors are required to demonstrate either:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency in a modern or ancient language through the intermediate level</td>
<td>(0-12)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency in a modern or ancient language through the elementary level and completion of a study or internship abroad</td>
<td>(0-12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>36 hrs.</td>
</tr>
</tbody>
</table>

*Students should consult their academic advisor or the Department Chair for definitions of “elementary” and “Intermediate” and for how to demonstrate proficiency in a language not learned at Ashland University. For this major, study or internship abroad must involve at least four weeks of travel outside the United States.
of the United States, and may be completed through an AU study abroad/away, an independent study course (498), or an elective internship (293, 393, or 493).

Note: No more than 24 hours of required or elective courses may count toward both the IPS and the POLSC majors.

### Plus Institutional Baccalaureate Degree Requirements.

#### 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 Am.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>POLSC 205 Comparative Politics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>POLSC 231 Int. Relations</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HIST 236/POLSC 236 Am. Foreign Pol.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>POLSC 343 West. Polit. Thought I</td>
<td>3</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>POLSC 345 West. Polit. 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>
</tbody>
</table>

Choose three:

- HIST 271/POLSC 360B 20th Cnt. Eu. (3) None
- HIST 327/POLSC 360C Africa (3) None
- HIST 329/POLSC 360D Latin Amer. (3) None
- HIST 341/POLSC 341 Mod. Mid E (3) None
- HIST 343/POLSC 360F Mod. E Asia (3) None
- REL 107 Exploring World Religions (3) None

Choose two:

- HIST 321 Warfare: Ancient/Modern (3) None
- HIST 364 World War II (3) None
- POLSC 355 International Organization (3) None
- POLSC 360 Regional Studies (3) None
- POLSC 390 Tpcs-comp/Intern. Pol. (3) None

Choose two:

- ECON 232 Princ. of Microecon. (3) None
- ECON 234 Econ. Of Govt. and bus. (3) ECON 101, 232, or 233
- ECON 342 International Economics (3) ECON 232 or 233

Majors are required to demonstrate either:

- Proficiency in a modern or ancient language through the intermediate level (0-12)
- OR
- Proficiency in a modern or ancient language through the elementary level and completion of a study or internship abroad (0-12)

45-47 hrs.

*Students should consult their academic advisor or the Department Chair for definitions of “elementary” and “Intermediate” and for how to demonstrate proficiency in a language not learned at Ashland University. For this major, study or internship abroad must involve at least four weeks of travel outside of the United States, and may be completed through an independent study course (498), or an elective internship (293, 393, or 493).

Notes:

- Each individual POLSC 360 course may only count in one place.
- Study abroad is highly recommended (see advisor).
- No more than 24 hours of required or elective courses may count toward both the IPS and POLSC majors.

### Plus Institutional Baccalaureate Degree Requirements.

#### Bachelor of Arts with a major in International Political Studies

See listing in History.

#### Major in Political Economy

<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 Am.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>POLEC 200 Foun. of Political Economy</td>
<td>3</td>
<td>None</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>POLSC 345 West. Polit. Thought III</td>
<td>3</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>POLSC 310 The Political Economy of a Free Society</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>POLSC 320 Late Modern Political Economy</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Choose two:

- POLEC 410 American Political Economy I (3) None
- POLEC 420 American Political Economy II (3) None
- POLEC 430 International Political Economy/Globalization (3) None
- POLEC 440 Topics in Political Economy (3) None

Choose two:

- ECON 301 Game Theory (3) Core Math/Logic
- ECON 321 Public Finance (3) ECON 232
- ECON 331 Comparative Cultural Economic Studies (3) Any ECON
- ECON 332 Intermediate Microecon. (3) ECON 232
- ECON 333 Intermediate Macroecon. (3) ECON 233
- ECON 334 Money and Banking (3) ECON 233
- ECON 342 Global Economics (3) ECON 232 or 233

Majors are required to demonstrate either:

- Proficiency in a modern or ancient language through the intermediate level (0-12)
- OR
- Proficiency in a modern or ancient language through the elementary level and completion of a study or internship abroad (0-6)

36-48 hrs.

*Students should consult their academic advisor or the Department Chair for definitions of “elementary” and “Intermediate” and for how to demonstrate proficiency in a language not learned at Ashland University. For this major, study or internship abroad must involve at least four weeks of travel outside of the United States, and may be completed through an AU study abroad/away, an independent study course (498), or an elective internship (293, 393, or 493).

#### 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 101 Understanding Politics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>POLSC 102 Democracy in Am.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>1 of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLSC 343 West. Polit. Thought I</td>
<td>3</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>POLSC 345 West. Polit. Thought III</td>
<td>3</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>POLSC 346 West Polit. Thought IV</td>
<td>3</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>Electives from political science</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

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

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### Minor in Political Economy

<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>POLEC 200 Foun. of Political Economy</td>
<td>3</td>
<td>None</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>POLSC 345 West. Polit. Thought III</td>
<td>3</td>
<td>POLSC 101</td>
</tr>
<tr>
<td>POLEC 310 The Political Economy of a Free Society</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>POLEC 320 Late Modern Political Economy</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLEC 410 American Political Economy I</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>POLEC 420 American Political Economy II</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>POLEC 440 Topics in Political Economy</td>
<td>(3)</td>
<td>Requires approval of Department Chair</td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 301 Game Theory</td>
<td>(3)</td>
<td>Core Math/Logic</td>
</tr>
<tr>
<td>ECON 331 Comparative Cultural Economic Studies</td>
<td>(3)</td>
<td>Any ECON</td>
</tr>
<tr>
<td>ECON 332 Intermediate Microecon.</td>
<td>(3)</td>
<td>ECON 232</td>
</tr>
<tr>
<td>ECON 333 Intermediate Macroecon.</td>
<td>(3)</td>
<td>ECON 233</td>
</tr>
<tr>
<td>ECON 342 Global Economics</td>
<td>(3)</td>
<td>ECON 232 or 233</td>
</tr>
<tr>
<td>POLEC 430 International Political Economy/Globalization</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>POLEC 440 Topics in Political Economy</td>
<td>(3)</td>
<td>Requires approval of Department Chair</td>
</tr>
</tbody>
</table>

27 hrs.

### Minor in Classical Civilization

See listing in History Department.

### 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
Diane Bonfiglio, Associate Professor of Psychology
Curt Ickes, Associate Professor of Psychology
Christopher Chartier, 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 maintains a current curriculum and provides students with opportunities to become proficient in fundamental intellectual and social skills that are essential for achievement in the work 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 successful completion of assignments in service learning courses, 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 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. Undergraduates who are elected to Psi Chi must rank in the upper 35% of their class, have completed at least 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 basic content areas of the science of psychology. Scientific methodology, thought, and the ethical application of 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

<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 210 Research Methods</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>PSYC 310 Advanced Research</td>
<td>3</td>
<td>PSYC 101, 210, MATH 208</td>
</tr>
<tr>
<td>PSYC 393/493 Elective Internship</td>
<td>3</td>
<td>Permission of Department</td>
</tr>
<tr>
<td>PSYC 498 Independent Study</td>
<td>3</td>
<td>Permission of Department</td>
</tr>
<tr>
<td>Thesis through other dept. (e.g. Honors, Ashbrook)</td>
<td>3</td>
<td>Permission of Department</td>
</tr>
<tr>
<td>PSYC 495 Senior Seminar in Psychology</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Select one course from each content area

| Clinical area:                                  | 12   |                                    |
| PSYC 307 Personality                           |      | PSYC 101                           |
| PSYC 417 Abnormal Psychology.                  |      | PSYC 101                           |

| Biological area:                                | 15   |                                    |
| PSYC 412 Physiological Psychology              | 3    | PSYC 101                           |
| PSYC 414 Neuropsychology                       | 3    | PSYC 101                           |

| Developmental/Social area:                     | 15   |                                    |
| PSYC 209 Developmental Psychology             | 3    | None                               |
| PSYC 305 Social Psychology                    |      | PSYC 101                           |

| Cognitive/Learning area:                      | 42   |                                    |
| PSYC 320 Cognitive Psychology                 | 3    | PSYC 101                           |
| PSYC 324 Theor./Princ. of Learning            | 3    | PSYC 101                           |

Psychology electives*                           | 15   |                                    |

*Students will consult with their advisors 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.

Plus Institutional Baccalaureate Degree Requirements.

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### 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>BIO 125 for 126</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 325-326 Anat. &amp; Physiology</td>
<td>(4/4)</td>
<td>BIO 201; 325 for 326</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 201 &amp; 6 BIO hrs</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>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 251 Molecular Arch.</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>Elective from BIO, CHEM, MATH or CS</td>
<td>3</td>
<td>Course Dependent</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 210 Research Methods</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>PSYC 310 Advanced Research</td>
<td>3</td>
<td>PSYC 101, 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>Permission of Department</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 498 Independent Study</td>
<td>(3)</td>
<td>Permission of Department</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis through other dept. (e.g. Honors, Ashbrook)</td>
<td>(3)</td>
<td>Permission of Department</td>
</tr>
<tr>
<td>PSYC 495 Senior Seminar in Psychology</td>
<td>3</td>
<td></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 101                          |
- PSYC 417 Abnormal Psychology           | (3)  | PSYC 101                          |

#### Biological area:
- PSYC 412 Physiological Psychology     | (3)  | PSYC 101                          |
- PSYC 414 Neuropsychology               | (3)  | PSYC 101                          |

#### Developmental/Social area:
- PSYC 209 Developmental Psychology     | (3)  | None                              |
- PSYC 305 Social Psychology            | (3)  | PSYC 101                          |

#### Cognitive/Learning area:
- PSYC 320 Cognitive Psychology         | (3)  | PSYC 101                          |
- PSYC 324 Theor./Princ. of Learn.      | (3)  | PSYC 101                          |

#### Psychology electives*                | 15   | 62-65 hrs.                        |

### Plus Institutional Baccalaureate Degree Requirements.

*Students will consult with their advisors 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.

### 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 General Psychology I</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives in psychology</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18 hrs.</td>
</tr>
</tbody>
</table>

### Psychology Courses and Descriptions

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

Chair
Peter Slade, Professor of Religion

Faculty
David C. Aune, Associate Professor of Religion
Sue Dickson, Associate Professor of Religion
Craig Hovey, Associate 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 worldviews 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; and
5. To provide courses of study for students who have interests in Christian involvement in community and church.

Student Learning Outcomes
1. Identify the main events and themes in the Bible.
2. Analyze the Biblical text and secondary Biblical studies writings.
3. Examine the history of Christian thought and practice.
4. Identify major themes in Christian theology and ethics.
5. Evaluate primary works in Christian theology and ethics.
6. Identify beliefs and practices in major world religious traditions.
7. Integrate religious studies into life and vocation.

Clinical Experience in Religion
Majors in religion may elect an internship in a congregation or other ministry setting for up to nine credit hours (typically three credit hours at a time) 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 Career Services Center.

Study Abroad options include following the footsteps of the Apostle Paul in Greece, exploring the legacy of Peter and Paul in Italy and participating in mission trips coordinated through the Center for Religious Life in conjunction with a course on short term missions.

Pre-Seminary Group and Accelerated BA/MAPT
An important objective of the department is to prepare students to enter seminary training, and explore religious vocations. The pre-seminary group helps students who wish to explore the possibility of entering seminary after graduation and/or who wish to pursue a vocation in Christian ministry. Participants in the group will:
1. Major or minor in Religion (Required);
2. Be paired with one of the religion professors who will serve as a pre-seminary mentor;
3. Participate in the Clinical Experience in Religion (Recommended).

In their junior year, pre-seminary students will be encouraged to take advantage of the close relationship between the department and Ashland Theological Seminary by applying to enter the accelerated Bachelor of Arts/ Master of Arts in Practical Theology (BA/MAPT). This acceleration consists of a combination of classes taken for the religion major counting as courses with advanced standing with credit in the MA/PT, graduate classes from the seminary counting as undergraduate general electives, and summer internships with churches. For students planning on going into the ministry, the accelerated BA/MAPT will enhance the undergraduate major in religion and significantly reduce the time and cost of a seminary degree. For additional information, contact Dr. Peter Slade (419-289-5237; pslade@ashland.edu).

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 the areas of Biblical studies, theology and ethics, Christian history, world religions, and practical theology. 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 worldview to their respective disciplines.

Degree Requirements
Assessment – Upon declaring a religion major, the student should fill out the “Religion Major Information Form” and return it to his or her adviser. As part of the 30- hour degree requirement, majors must successfully fulfill all requirements of the REL 497 Religion Thesis Seminar course in their junior or senior year, resulting in the completion of the Religion Thesis. Finally, before graduation, majors must complete and submit the “Senior Assessment Survey.”
Bachelor of Arts with a major in Religion

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
REL 106 Exploring the Bible | 3 | None
REL 208 Explor. Christian Theology | 3 | None
REL 497 Rel. Thesis Seminar | 3 | REL 106; Perm

Biblical Studies (choose one):
- REL 210 The gospels (3) | None
- REL 213 Life and Letters of Paul (3) | None
- REL 304 Adv. Old Test. (3) | REL 106
- REL 305 Adv. New Test. (3) | REL 106

Christian History (choose one):
- REL 231 Hist. of Christ. To Reform. (3) | REL 106
- REL 232 Hist. Mod. Christ. (3) | REL 106
- REL 233 Hist. Religions in America (3) | REL 106
- REL 234 Hist. of Christian Worship (3) | None

World Religions (choose one):
- REL 107 Exploring World Religions (3) | None

Seminar (choose one):
- 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

Religion Electives (choose three) | 9

30 hrs.

Plus Institutional Baccalaureate Degree Requirements.

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

Minor in Religion

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
Biblical Studies
REL 106 Exploring the Bible | 3 | None

Christian Thought (choose one)
- REL 109 Exp. Christian Ethics (3) | None
- REL 208 Explor. Christian Theology (3) | None
- REL 220 Taking Human Life (3) | None
- REL 231 Hist. of Christ. To Reform. (3) | REL 106
- REL 232 Hist. Mod. Christ. (3) | REL 106
- REL 233 Hist. Religions in America (3) | REL 106
- REL 234 Hist. of Christian Worship (3) | None
- REL 308 Faith and Society (3) | REL 106, 107 or 109

Religion Electives from religion dept. | 6

12 hrs.

Minor in Ethics

Note: Religion and Philosophy majors may count one of the ethics courses from that major toward the ethics minor requirement in that department.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
Philosophy ethics courses (choose 2): | 6
- PHIL 210 Phil. Of Human Nature (3) | None
- PHIL 215 Ethics (3) | None
- PHIL 280 Applied Ethics (3) | None

Religion ethics courses (choose 2): | 6
- REL 109 Exp. Christian Ethics (3) | None
- REL 220 Taking Human Life (3) | None
- REL 308 Faith and Society (3) | REL 106, 107 or 109
- REL 401 Seminar/Christian Ethics (3) | REL 106 or 109

Any approved ethics course* | 15 hrs.

*Courses will be approved by the Ethics Minor Committee. See department chair for the list.

Religion Courses and Descriptions

See Course Descriptions section of catalog.
Social Work
Department of Social Work
The College of Arts and Sciences

Chair
Mitchell Metzger, Professor of Psychology

Faculty
Nancy Udolph, Field Director, Associate Professor of Social Work
Michael Vimont, Program Director, Associate Professor of Social Work

Degree Offered
Bachelor of Science in Social Work

Mission and Goals
The mission of the Social Work program is to prepare competent beginning generalist social work practitioners to provide effective service with diverse individuals, families, groups, organizations, and communities by applying the knowledge, values, and skills of the profession while advancing social and economic justice in local, national, and global contexts. The program delivers a curriculum, grounded in the liberal arts, which promotes critical thinking and an understanding of the need for life-long learning and continuing professional development.

Student Program Goals
Program goal #1: Prepare students for competent professional generalist social work practice with diverse individuals, families, small groups, organizations, and communities in local, national, and global contexts.

Program goal #2: Prepare students for critical thinking through an educational process combining the liberal arts core curriculum with professional social work education.

Program goal #3: Prepare students to incorporate the values and ethics of the social work profession into their professional practice.

Program goal #4: Prepare students to advocate for change in policies, programs, and resource allocations that seek to advance human well-being, promote social and economic justice, empower clients, and respect diversity.

Program goal #5: Prepare students with a foundation for lifelong learning, continuing professional development, and advanced study.

Student Learning Outcomes:
A student graduating with a degree in Social Work will be able to:
1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research-informed practice
5. Engage in policy practice
6. Engage with individual, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

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.

Students are advised that licensure in social work requires a criminal background check. In addition, many internship agencies require background checks and drug screening to be admitted as a student intern.

Admission Requirements
Students may provisionally declare a social work major early in their academic careers at Ashland University. However, in accordance with requirements set forth by the Council on Social Work Education, the Social Work Program conducts an admission-to-the-major process which must be successfully completed before the student is permitted to proceed with taking SOCWK 310. In order for a student to be considered for admission to the major, the following requirements must be met:

1. A course grade of C or better in SOCWK 221 (Introduction to Social Work) or an equivalent transfer course approved by the Social Work Program;
2. A cumulative GPA of 2.25;
3. Completion of an application packet that contains the following: a) signed Application for Admission to the Major; b) signed Student Agreement; c) current transcript; and d) autobiographical summary completed according to program guidelines;
4. Three written references;
5. Completion of an interview conducted by social work faculty (Note: a student who transfers to Ashland University as a junior or who changes his or her major to social work during their sophomore year may take SOCWK 221 during the same semester that SOCWK 310 is taken with the program’s permission, and may be admitted on a conditional basis.)

Student Honor Society
Epsilon Tau chapter of the Phi Alpha National Social Work Honor Society honors senior social work majors who have attained excellence of scholarship and distinction of achievement as students of social work. Requirements include an overall GPA of 3.25 with a 3.4 GPA in required social work courses.
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 program’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. In compliance with the Council on Social Work Education guidelines, the Ashland University Social Work Program does not grant academic credit for life experience or previous work experience.

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 or her freshman year.

Course Number and Title | Hrs. | Prerequisites |
-------------------------|------|--------------|
SOCWK 221 Intro. to Social Work | 3 | SOC 111, PSYC 101 or concurrent |
SOCWK 230 Global Human Rights | 3 | None |
SOCWK 250 Found. Of Social Welfare | 3 | None |
SOCWK 304 Human Behavior Across Lifespan | 3 | BIO 100, SOCWK 221 or Soph. Stat. |
SOCWK 306 Social Environments & Human Behavior | 3 | SOCWK 304, SOC 301 |
SOCWK 310 Social Work Practice I | 3 | SOCWK 221 or Dept. Perm. |
SOCWK 312 Social Work Practice II | 3 | SOCWK 304, 310 |
SOCWK 408 Soc. Policy Devel./Anal. | 3 | SOCWK 221, 250 |
SOCWK 412 Soc. Work Com. Practice | 3 | SOCWK 306, 312, SOC 225 |
SOCWK 418 Field Instruction | 12 | All SOCWK Academic Courses; 419 co-requisites |
SOCWK 419 Field Seminar | 3 | SOCWK 419, 418 co-req. |
SOCWK 460 Res. Meth. In Soc. Sci. | 3 | MATH 208, SOC 111 |
BIO 100 Human Biology | 4 | None |
MATH 208 Elementary Statistics | 3 | MATH 100 or ACT 18 or SAT 480 |
PSYC 101 General Psychology I | 3 | None |
SOC 111 Principles of Sociology | 3 | None |
SOC 225 Contemp. Social Problems | 3 | SOC 111 |
SOC 301 Race, Ethnic, & Minority Issues | 3 | None |
Electives (choose 3 courses below):* | 9 | |
PSYC 218 Adolescent Psychology | 3 | None |
PSYC 264 Child Development | 3 | None |
SOC 340 Marriage & Family | 3 | None |
SOC 355 Human Sexuality | 3 | None |
SOCWK 265 Parent-Child Relationships | 3 | None |
SOCWK 305 Family Violence | 3 | None |
SOCWK 320 Topics (may be repeated) | 3 | None |
SOCWK 323 Later Adulthood in the Family Context | 3 | None |
SOCWK 324 Working with Older Adults | 3 | None |
SOCWK 330 International Perspectives on Women | 3 | None |
SOCWK 350 Death and Dying | 3 | None |
*Other options exist for elective credit. See your advisor

Plus Institutional Baccalaureate Degree requirements.

Child and Family Studies Minor
Course Number and Title | Hrs. | Prerequisites |
-------------------------|------|--------------|
SOCWK 265 Parent-Child Relationships | 3 | None |
SOCWK 304 Human Behavior Across Lifespan | 3 | BIO 100, SOCWK 221 or Soph. Stat. |
SOC 340 Marriage & Family | 3 | None |
Choose 6 hours from the following: | 6 | |
SOCWK 305 Family Violence | 3 | None |
SOCWK 323 Later Adulthood in the Family Context | 3 | None |
SOCWK 350 Death and Dying | 3 | None |
PSYC 218 Adolescent Psychology | 3 | None |
PSYC 264 Child Development | 3 | None |
SOC 355 Human Sexuality | 3 | None |
15 hrs. |

Social Work Courses and Descriptions
See Course Descriptions section of catalog
Theatre

Department of Theatre
The College of Arts and Sciences

Chair
Thomas Reed, Professor of Music

Faculty
Teresa Durbin-Ames, Associate Professor of Theatre; Artistic Director
Sean Parker, Assistant Professor of Theatre, Director
J. Michael Desper, Technical 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, 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 the theatre and 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 graduating with a major in theatre will be able to:
1. Demonstrate a common performance vocabulary;
2. Demonstrate a disciplinary knowledge base they can apply toward their individual creative work;
3. 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. Analyze a script for the purpose of theatrical production;
5. Apply concepts, theories, and methodologies in their creative work and explain their choices in a critical, creative, and objective way;
6. Conceive, plan, prepare, and present a theatrical event for the benefit of an audience and reflect on the process and its impact on them and their audience; and
7. Demonstrate interview and audition skills appropriate for work in professional theatre.
8. Demonstrate discipline, dedication, and respect appropriate to the collaborative process of creating 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 75-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, design, and production. 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.

Majors: Theatre majors are required to successfully complete eight (8) semesters of TH 100 Theatre Practicum and six (6) semesters of TH 150 Theatre Production Laboratory.

Minors: Theatre minors are required to successfully complete four (4) semesters of TH 100 Theatre Practicum and three (3) semesters of TH 150 Theatre Production Laboratory.

Bachelor of Arts with a major in Theatre

FOUNDATION COURSES

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 100 Theatre Practicum (8 sem)</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>TH 150 Theatre Production lab</td>
<td>1/1/1/1/1/1</td>
<td>None</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>Sr. Status</td>
</tr>
</tbody>
</table>

36 hrs.

Plus one of the following tracks: 15

51 hrs.

Plus Institutional Baccalaureate Degree requirements
### ACTING TRACK

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 205 Voice and Articulation</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TH 212 Building 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 314 Acting Theory/Adv. Scene St.</td>
<td>3</td>
<td>TH 211</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH 305 Topics in Perf.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>TH 405 Musical Theatre Perf.</td>
<td>(3)</td>
<td>TH 211; MUSIC 212, 2 semesters of MUSIC 140</td>
</tr>
<tr>
<td>TH 412 Directing II</td>
<td>(3)</td>
<td>TH 411</td>
</tr>
</tbody>
</table>

### DESIGN/TECHNICAL TRACK

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 15 credits from:</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>TH 222 Stage Make-up</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>TH 306 Topics in Theatre Design</td>
<td>(3)</td>
<td>None</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 325 Theatrical Design Sem.</td>
<td>(3)</td>
<td>TH 316 or 317 or 322</td>
</tr>
<tr>
<td>TH 425 Stage Management</td>
<td>(3)</td>
<td>None</td>
</tr>
</tbody>
</table>

### 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).

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 109 Stage Movement/Dance I</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>TH 110 Stage Movement/Dance II</td>
<td>1</td>
<td>TH 109</td>
</tr>
<tr>
<td>TH 209 Stage Movement/Dance III</td>
<td>1</td>
<td>TH 110</td>
</tr>
<tr>
<td>TH 212 Building Acting Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TH 303 American Musical Theatre</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TH 405 Musical Theatre Perf.</td>
<td>3</td>
<td>TH 211; MUSIC 212, 2 semesters of MUSIC 140</td>
</tr>
</tbody>
</table>

Choose one from the following:  

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 205 Voice and Articulation</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>TH 305 Topics in Perf.</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 314 Act. Theory/Adv. Scn St</td>
<td>(3)</td>
<td>TH 211</td>
</tr>
</tbody>
</table>

### Minor in Theatre

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 100 Theatre Practicum (4 sem)</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>TH 150 Theatre Production lab</td>
<td>1/1/1</td>
<td>None</td>
</tr>
<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>
</tbody>
</table>

Choose 9 credits:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 203 Theatre Aesthetics</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 212 Building Acting Technique</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>TH 214 Acting for Non-majors</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>TH 222 Stage Make-up</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>TH 303 American Musical Theatre</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TH 305 Topics in Perf.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>TH 306 Topics in Theatre Design</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 314 Act. Theory/Adv. Scn St</td>
<td>(3)</td>
<td>TH 211</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 321 Theatre &amp; Arts Mgmt.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>TH 322 Adv. Costume Design</td>
<td>(3)</td>
<td>TH 206, 207</td>
</tr>
<tr>
<td>TH 405 Musical Theatre Perf.</td>
<td>(3)</td>
<td>TH 211; MUSIC 212, 2 semesters of MUSIC 140</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 425 Stage Management</td>
<td>(3)</td>
<td>None</td>
</tr>
</tbody>
</table>

### Theatre Courses and Descriptions

See Course Descriptions section of catalog
### Course Descriptions

#### Course Abbreviations
- **ACCT** Accounting
- **ART** Art
- **ATR** Athletic Training
- **BIO** Biology
- **BUS** Business (General)
- **CHEM** Chemistry
- **CIS** Coaching and Instruction in Sport
- **CJ** Criminal Justice
- **COM** Communication Studies
- **CS** Computer Science
- **DIET** Dietetics
- **ECON** Economics
- **EDCI** Education Curriculum/Instruction
- **EDEC** Education Early Childhood
- **EDFN** Education Foundation
- **EDIS** Educational Inclusive Services/Exceptional Learners
- **EDUC** Education (General)
- **ENG** English
- **ENTP** Entrepreneurship
- **EVS** Environmental Science
- **EXS** Exercise Science
- **FIN** Finance
- **FL** Foreign Languages
- **FM** Fashion Merchandising
- **FREN** French
- **GEO** Geography
- **GER** German
- **HIST** History
- **HON** Honors Program
- **HS** Health Sciences
- **HSM** Hospitality Management
- **IS** Information Systems
- **JDM** Journalism/Digital Media
- **ITAL** Italian
- **MATH** Mathematics
- **MDS** Multidisciplinary Studies
- **MGT** Management
- **MKT** Marketing
- **MUSIC** Music
- **NUR** Nursing
- **PHIL** Philosophy
- **PHYS** Physics
- **POLEC** Political Economy
- **POLSC** Political Science
- **PORT** Portuguese
- **PSYC** Psychology
- **REC** Recreation
- **REL** Religion
- **SCM** Supply Chain Management
- **SMG** Sport Management
- **SOC** Sociology
- **SOCWK** Social Work
- **SPAN** Spanish
- **TH** Theatre

#### ACCOUNTING (ACCT)

- **ACCT 201** **FINANCIAL ACCOUNTING** 3
  *Prerequisite: None*
  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
  *Prerequisite: 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. The purpose of the course is to provide future managers with the cost accounting methods used to determine product costs for internal, management, and external financial reporting.

- **ACCT 308** **FEDERAL INCOME TAXATION OF INDIVIDUALS** 3
  *Prerequisite: 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** 3
  *Prerequisite: 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.
we receive and process color information. Specifically the illusion of space and light, and also the ways in which the properties of color affect the elements of design. Devices such as line, value, texture, shape, balance, and rhythm to create successful designs.

ACCT 321 BUSINESS SPREADSHEETS 3
Prerequisite: 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.

ACCT 406 AUDITING AND PROFESSIONAL ETHICS 3
Prerequisite: ACCT 205, ACCT 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.

ACCT 410 LAW AND PROFESSIONAL RESPONSIBILITY FOR ACCOUNTANTS 3
Prerequisite: MGT 401
This course is intended for students planning to sit for the CPA exam. The topical coverage is derived from that exam’s content specifications and includes, but is not limited to: UCC Articles 2, 3, 7, and 9; securities regulations; other debtor-creditor relationships and bankruptcy; and the professional responsibilities and liabilities of CPAs.

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 the approval of accounting faculty.

Art (ART)

ART 130 ELEMENTS OF DESIGN 3
Prerequisite: Note: not open to students who have taken ART 134 or ART 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
Prerequisite: None
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
Prerequisite: None
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
Prerequisite: None
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 140 FUNDAMENTALS OF DRAWING (NON-MAJORS) 3
Prerequisite: 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
Prerequisite: None
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 & IDEAS 3
Prerequisite: Note: Not open to students who have taken ART 256 or ART 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, aesthetics, 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
160E DIGITAL ART

Prerequisite: None
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, Sculpture, or Digital Art - 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 161 FUNDAMENTALS OF STUDIO ART II 3
161A CERAMICS
161B PAINTING
161C PRINTMAKING
161D SCULPTURE
161E DIGITAL ART

Prerequisite: ART 160 in the appropriate studio area
This course is a continuation of the introduction to the aesthetic processes and philosophies of various studio art disciplines developed in ART 160. By studying more advanced problems in traditional studio topics (Ceramics, Painting, Printmaking, or Sculpture), students will become acquainted with the wide range of options, and the decisions necessary, of studio artists. The course delves more deeply into the visual art aesthetic, studio processes, and the general history of the relevant discipline. This course is designed for non-art majors to fulfill institutional Core requirements in aesthetics.
ART 204  PHOTOGRAPHY  3
Prerequisite: None
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. Meets Core credit for aesthetics.

ART 205  SEQUENCING IN ART  3
Prerequisite: ART 204
This course explores how groups of images called sequences are used in art. This is done through the study of filmmakers and fine artists who have focused on the use of sequence in their own work. The lecture component of this class is balanced by studio practice, during which students learn to convey conceptual meaning and aesthetic relationships through specific image arrangements in digital video and photoraphic mediums.

ART 206  DIGITAL 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 artworks using computers and their peripheral devices, and to discuss the ways contemporary artists use technology in art.

ART 211  CERAMICS I  3
Prerequisite: None
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
Prerequisite: None
Provides a comprehensive overview of the ideas and concepts that inform the contemporary teaching of art at the early and middle grade level. In addition, it provides hands-on experiences and practical information for the day-to-day procedures and management of early and middle grades classrooms.

ART 222  ART EDUCATION METHODS FOR EARLY CHILDHOOD  3
Prerequisite: None
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 231  GRAPHIC DESIGN I  3
Prerequisite: ART 160E or 206; ART 133
Through a combination of lecture and studio work students will be introduced to the fundamentals of typography in relation to various design applications. The course will cover the history of typography, the study of letterforms, typeface selection, classifications, and terms.

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
Prerequisite: None
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
Prerequisite: None
This course examines the history of 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
Prerequisite: ART 141
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  3
Prerequisite: None
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
Prerequisite: None
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 which may include steel fabrication, wood construction, plaster construction, assemblage and mold making.

ART 307  DIGITAL 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 332  GRAPHIC DESIGN II  3
Prerequisite: ART 206 or 231
This course is an introduction to the elements and principles of print and web design systems. The focus will be on organizing and integrating type and images into visually compelling layouts for affective communication across variable media. Concept development, client base, and production procedures will be covered. This course will provide a basic understanding of methods and techniques used to construct, design and maintain a web site. Discussion of design theory will address the principles behind successful visual communication. Current software and programming languages will be taught in
relation to contemporary site construction and as they relate to primarily design issues. Web site maintenance will cover the preliminary organization and ongoing steps involved with keeping a web site current and up-to-date. Adobe software will be utilized with a focus on Adobe InDesign and Dreamweaver.

ART 343  DRAWING III  3
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 344  DRAWING IV  3
Prerequisite: ART 343
Students will continue to develop the techniques and concepts investigated in Drawing III. A continued emphasis on individual growth and analysis of formal structure will be essential as the student focuses on a cohesive body of work.

ART 345  DRAWING V  3
Prerequisite: ART 344
Students will continue to develop the techniques and concepts investigated in Drawing III and IV. The student will focus on a cohesive body of work that exemplifies a refinement that is both visual and technical.

ART 346  ILLUSTRATION  3
Prerequisite: ART 134, ART 141, ART 242
This course serves as an introduction to a variety of illustration techniques and practices.

ART 352  ART OF THE RENAISSANCE  3
Prerequisite: None
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
Prerequisite: None
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
Prerequisite: None
This course examines the major artistic movements and stylistic developments in Europe from ca. 1780-1900. Major movements include Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, and Symbolism.

ART 356  20TH CENTURY ART  3
Prerequisite: None
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 357  HISTORY OF DESIGN  3
Prerequisite: ART 133, ART 134, ART 135
A survey of graphic communication introduced by formal analysis of major works of graphic design within the context of their time and influence on later works. This course highlights significant events in communication and graphic design throughout history.

ART 362  PAINTING II  3
Prerequisite: ART 261
Students use the basic techniques developed in Painting I to begin to establish a personal investigation. Students are expected to do a series of experiments aimed at building a body of consistent work. The technical and formal aspects of the painting process are augmented by critique and class discussion as students identify conceptual concerns and begin to tie their studio practice to the exploration of content.

ART 372  PRINTMAKING II  3
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, calligraphy, serigraphy and lithography.

ART 382  SCULPTURE II  3
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  DIGITAL ART III  3
Prerequisite: ART 307
This course emphasizes more advanced problems in digital art. Students will be encouraged to establish a unique artistic practice while developing a cohesive body of work. Considerable responsibility and autonomy will be required of the students. Students are encouraged to work on out-of-the-box experiments with digital tools such as installations, mixed media, and alternative presentations.

ART 409  DIGITAL ART IV  3
Prerequisite: ART 408
This course emphasizes more advanced problems in digital art. Students will be encouraged to build and expand upon their artistic practice and body of work that was developed in ART 408. Considerable responsibility and autonomy will be required of the students. Students are encouraged to work on out-of-the-box experiments with digital tools such as installations, mixed media, and alternative presentations.

ART 410  DIGITAL ART V  3
Prerequisite: ART 409
This course emphasizes more advanced problems in digital art. Artistic investigations from previous classes coupled with continued exploration and growth should allow the students to achieve a highly developed body of work. Considerable responsibility and autonomy will be required of the students. Students are encouraged to work on out-of-the-box experiments with digital tools such as installations, mixed media, and alternative presentations. A clear defense of individualized working practice and content should be established.

ART 413  CERAMICS III  3
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 414  CERAMICS IV  3
Prerequisite: ART 413
Students will continue to make advanced in wheel-thrown and hand-built vessels while furthering their exploration of form and style. Students in this course will take on more independent investigations into glaze formulation and application and continue experimenting in a variety of approaches to firings. A more thorough evaluation of historical and contemporary issues in ceramics will be addressed.
ART 415  CERAMICS V  3
Prerequisite: ART 414
This course continues the progress made is Ceramics III and IV with students expected to clarify their vision for a cohesive body of work. A refinement of sophistication and vision should accompany the body of work. BFA students taking this course in conjunction with ART 490 should align their body of work with the ideas developed in the thesis abstract.

ART 432  TEACHING ART, GRADES 7-12  3
Prerequisite: ART 134, ART 141
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 433  GRAPHIC DESIGN III  3
Prerequisite: ART 332
This course is an introduction to the elements and principles of controlling rhetorical messaging via graphic design systems. The focus will be on how specific use of type and images can affect communication most effectively across variable media. Client branding, interpreting market research, message targeting for demographic groups, and product packaging concepts will be covered.

ART 434  GRAPHIC DESIGN IV  3
Prerequisite: ART 433
This course puts previous exploration into context and students make final preparations for launching into the design industry. The focus will be on how specialties in the design industry require demonstration of specific skill proficiencies. Personal branding, presenting compatible client work, portfolio creation and maintenance will be covered. This course also examines the role of a graphic designer in society and prepares students for their role as participants in contemporary cultural production by focusing on presentation skills and professionalism.

ART 452  TOPICS IN ART  3
Prerequisite: None
An in-depth study of major movements and ideas in art. Some topics have included: art and popular culture of the 1960s; art and technology; and American folk art.

ART 463  PAINTING III  3
Prerequisite: ART 362
Students continue to develop their investigations in a medium 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 464  PAINTING IV  3
Prerequisite: ART 463
Students further refine their skills appropriate to their artistic intent in preparation for the creation of an exhibition-ready body of work. As they develop their painting investigations and their art writing skills, students are challenged to develop the conceptual nuances that characterize the professional fine artist. Issues of scale, style, and viewer interpretation become increasingly important.

ART 465  PAINTING V  3
Prerequisite: ART 464
In ongoing studio investigations, the student develops the capability to produce a body of exhibition-quality work. All elements of the artistic process, including the formal, the conceptual, and the expository, should coalesce to support the body of work. When taken in conjunction with ART 490 this course represents the visual reflection of the ideas developed in the thesis abstract.

ART 473  PRINTMAKING III  3
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 474  PRINTMAKING IV  3
Prerequisite: ART 473
A continuation of Printmaking III that further establishes and implements advanced studio problems in printmaking according to content, process, and formal analysis. Increased focus will be on development of personal style and direction.

ART 475  PRINTMAKING V  3
Prerequisite: ART 474
Expanding on the progress of Printmaking III and IV, this course pushes students to establish the capability to produce exhibition-quality work by further addressing advanced studio problems in printmaking according to content, process, and formal analysis. A continued refinement of personal style and direction will be expected.

ART 483  SCULPTURE III  3
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 484  SCULPTURE IV  3
Prerequisite: ART 483
Students will further refine their ideas 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. It will be expected that part of their refinement will include more serious metaphor and symbolism use as students continue to expand the ability to communicate meaning through their work. Emphasis will be placed on the unity of the body of work being produced as well as on clarity, craftsmanship, and presentation.

ART 485  SCULPTURE V  3
Prerequisite: ART 484
This course will further challenge the student to create a cohesive body of work that exemplifies the culminating efforts of the preceding sculpture courses. The expectations on craftsmanship and artistic refinement are increased, along with those pertaining to the student's understanding of their relationship to the art world. For BFA students taking this course in conjunction with ART 490, their body of work should represent the visual reflection of the ideas developed in the thesis abstract.

ART 490  MAJOR THESIS PREPARATORY  3
Prerequisite: BFA Status; twelve hours of studio concentration
This course prepares students for the thesis writing process. The instructor of the student's major area will serve as the instructor of record for the class, assisted by the thesis committee, composed of the instructor of the student's minor along with two other faculty members from the Art Department and one faculty member from outside the Art Department of the student's choosing. This committee will oversee the development of research strategies and the preparation and development of thesis drafts, including the formulation of the thesis statement, research into historical and contemporary influences, and the development of an abstract and rough draft of the thesis.

ART 491  MAJOR THESIS  3
Prerequisite: ART 490; to run concurrently with ART 492 Studio Capstone
This course formulates the ideas and drafts of Major Thesis Preparatory into a final written thesis, and provides for its oral defense in conjunction with the student's senior exhibition. Working with the same committee as in Major Thesis Preparatory, students refine their ideas about, and approaches to, the artistic process into a document that references historical and contemporary influences.
ART 492  STUDIO CAPSTONE  3  
*Prerequisite: BFA Status; twelve hours of studio concentration*  
This is the final course of the BFA student's concentration. Students are expected to engage in a rigorous refinement of the personal style and direction previously established in their major area, and to develop a body of work for their senior exhibition. Five sections are offered each semester (Ceramics, Computer Art, Painting, Printmaking, and Sculpture) as necessary.

ART 497  SENIOR SEMINAR  1  
*Prerequisite: None*  
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 (ATR)

ATR 165  PRINCIPLES OF ATHLETIC TRAINING  3  
*Prerequisite: None*  
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 examinations and screenings. Injury prevention, basic injury management, health care administration, 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.

ATR 166  CPR/AED FOR THE PROFESSIONAL RESCUE  1  
*Prerequisite: None*  
A concentrated study of preventive and remedial techniques related to safety and first aid. Successful completion of the course may certify one in CPR/AED for the Professional Rescuer and Health Care Provider and Standard First Aid.

ATR 167  BASIC SKILLS IN ATHLETIC TRAINING  1  
*Prerequisite: ATR 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.

ATR 170  FUNCTIONAL & PALPATION ANATOMY  2  
*Prerequisite: None*  
A detailed explanation of musculoskeletal anatomy with an emphasis on palpation skills, bony landmarks, and muscle/origin/insertion/action

ATR 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.

ATR 271  AT CLINICAL FIELD EXPERIENCE II  2  
*Prerequisite: ATR 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.

ATR 272  INJURY RECOGNITION & MANAGEMENT OF THE LOWER EXTREMITY  2  
*Prerequisite: None*  
 Prepares students in the evaluation, recognition, and management of athletic injuries to the lower extremity.

ATR 273  CLINICAL EXPERIENCE IN ATHLETIC TRAINING I  1  
*Prerequisite: ATR 167, ATR 272 concurrently*  
Develop the student's clinical proficiencies in the evaluation, recognition, and management of athletic injuries to the lower extremities.

ATR 274  INJURY RECOGNITION & MANAGEMENT OF THE UPPER EXTREMITY  3  
*Prerequisite: None*  
Prepares students in the evaluation, recognition, and management of athletic injuries to the upper extremity.

ATR 275  CLINICAL EXPERIENCE IN ATHLETIC TRAINING II  1  
*Prerequisite: ATR 167, ATR 274 concurrently*  
Develop the student's clinical proficiencies in the evaluation, recognition, and management of athletic injuries to the upper extremity.

ATR 279  THERAPEUTIC INTERVENTIONS I  4  
*Prerequisite: None*  
Provides students with the foundational knowledge in the theory, application, and treatment protocols for the lower extremity, which includes a broad range of interventions, methods, techniques, equipment, activities using body movement, and medications. Modalities will also be covered.

ATR 354  MEDICAL & ORTHOPEDIC ASPECTS IN ATHLETIC TRAINING  4  
*Prerequisite: None*  
Provides students with the foundational knowledge in the theory, application, and treatment protocols for general medical conditions and the spine. This includes taking a history, observation, palpation, range of motion, special tests, neurological assessment, circulatory assessment and functional assessment.

ATR 371  THERAPEUTIC INTERVENTIONS II  4  
*Prerequisite: None*  
Provides students with the foundational knowledge in the theory, application, and treatment protocols for the upper extremity, which includes a broad range of interventions, methods, techniques, equipment, activities using body movement, and medications.

ATR 373  AT CLINICAL FIELD EXPERIENCE III  2  
*Prerequisite: ATR 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.

ATR 375  AT CLINICAL FIELD EXPERIENCE IV  2  
*Prerequisite: ATR 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.

ATR 376  THERAPEUTIC INTERVENTIONS III  4  
*Prerequisite: None*  
Provides students with the foundational knowledge in the theory, application, and treatment protocols for the spine, posture, gait, and special populations, which includes a broad range of interventions, methods, techniques, equipment, activities using body movement, and medications.

ATR 420  ORGANIZATION AND ADMINISTRATION IN ATHLETIC TRAINING  3  
*Prerequisite: Intro Course (ATR 165 or SMG 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.
ATR 471 AT CLINICAL FIELD EXPERIENCE V 2  
**Prerequisite: ATR 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.

ATR 472 AT CLINICAL FIELD EXPERIENCE VI 2  
**Prerequisite: ATR 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.

**BIOLOGY (BIO)**

BIO 100 HUMAN BIOLOGY 4  
**Prerequisite: None**  
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 or minor. Offered every semester and online during the summer. Meets Core Credit for natural sciences.

BIO 107 PLANTS AND CIVILIZATION 3  
**Prerequisite: None**  
An examination from a global perspective of the role that plants have played in the history of civilization, with consideration of the biology and chemistry of plants, their availability in different parts of the world, and their uses for food, fiber, beverages, and medicine. Current issues in agriculture and plant biotechnology are also considered. Two lecture-discussion periods and one two-hour laboratory per week. This course does not count toward the biology major or minor. Meets Core Natural Science requirements. Offered each Spring.

BIO 110 ECOLOGY AND THE HUMAN ENVIRONMENT 4  
**Prerequisite: None**  
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 biologic al resource management, pollution, and global climate change. Three lectures and one two-hour lab 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 AND WATERWAYS 3  
**Prerequisite: None**  
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. This course does not count toward a biology major or minor. Meets Core credit for natural sciences. Not currently on the standard rotation.

BIO 125-126 ANATOMY & PHYSIOLOGY I & II 3-3  
**Prerequisite: BIO 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 129 DRUGS, POISONS, POLLUTANTS, AND THE HUMAN PERCEPTION OF RISK 3  
**Prerequisite: None**  
In this course, students will learn about the basic principles of toxicology, the study of poisons and their effects on the body. Discussions will revolve around the central theme of risk as it relates to potentially toxic chemicals that we are exposed to in our everyday lives. Specifically, students will learn to distinguish between chemicals that are truly dangerous and those that are only perceived to be dangerous by critically evaluating competing predictions of toxicity from potentially biased sources. They will also learn how to assess the actual risk posed to living organisms from contamination, which is often contrary to the information that is presented to the public by various media, industry, and environmental groups. In addition, students will learn how contamination produced on a local scale can ultimately become a risk to the entire global community. This course does not count toward a biology or toxicology major or minor. Meets Core requirement for natural sciences.

BIO 130 INTRODUCTION TO TOXICOLOGY 1  
**Prerequisite: None**  
Introduction to the science of toxicology focusing on broad general principles and their applications to current issues and events. Not currently on the standard rotation.

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

BIO 202 ORGANISMS, ADAPTATION, AND DIVERSITY 4  
**Prerequisite: None**  
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. This course is designed for science majors and those planning careers in the health sciences. Meets Core credit for natural sciences. Offered each semester.

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 Spring of even years.

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 Fall of odd years.
BIO 215  FIELD ZOOLOGY  4
Prerequisite: BIO 202 or BIO 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 Fall of odd years.

BIO 217  LOCAL FLORA  3
Prerequisite: BIO 202
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. Not currently in the standard rotation.

BIO 219  ENTOMOLOGY  4
Prerequisite: BIO 202
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 Fall of even years.

BIO 222  ANATOMY & PHYSIOLOGY FOR NURSING I  4
Prerequisite: Enrollment in nursing and/or athletic training major
The first in a two-course series on human anatomy and physiology for nursing students. The course encompasses the anatomical and physiological body functions. It includes basic anatomical and directional terminology; fundamental concepts and principles of cell biology; histology, the integumentary, skeletal, muscular, nervous, special senses, and endocrine systems as they pertain to the clinical setting. Students will use models, tissue slides and the dissection of cadavers during lab periods. Offered every semester.

BIO 223  ANATOMY & PHYSIOLOGY FOR NURSING II  4
Prerequisite: BIO 222
The second in a two-course series on human anatomy and physiology for nursing students. This course encompasses the anatomical and physiological body functions and some clinical pathology as it pertains to the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the human body. Students will use models, tissue slides, diagnostic equipment and the dissection of cadavers during lab periods. Offered every semester.

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. Not currently in the standard rotation.

BIO 234  FORENSIC SCIENCE  3
Prerequisite: 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 240  MICROBIOLOGY FOR NURSING  4
Prerequisite: Enrollment as nursing major
This course focuses on the basics of prokaryotic and eukaryotic microbiology. Topics covered include cellular structure and function, microbial growth and metabolism, microbial genetics, microbial diversity and evolution, and interactions between microbes and humans, with a focus on microbial pathogenesis, disease transmission, the host immune system, and antimicrobial chemotherapy. This is a laboratory-intensive course designed to provide students with hands-on experience manipulating biological samples. Class will combine both lecture and lab sessions. This course does not provide credit toward the biology major or minor. Offered every semester.

BIO 276  ENVIRONMENTAL SCIENCE SEMINAR  1
Prerequisite: None; Seniors and Juniors
A seminar course that examines selected environmental science topics in conjunction with the Environmental Lecture series. May be taken twice for credit. Biology majors may take this twice for biology elective credit. EVS/Biology majors may take this a second time for biology elective credit. Offered every spring. BIO/EVS credit.

BIO 297  INTRO TO LAB & FIELD RESEARCH  1
Prerequisite: Sophomore or Junior Status
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. To be arranged between each student and a faculty member.

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 sophomore or junior year. Graded S/U. Offered each semester.

BIO 303  GENETICS  4
Prerequisite: BIO 201 and six hours of Biology
An introduction to modern genetics, including Mendelian principles, molecular genetics, cytogenetics, population genetics and quantitative genetic. Three lectures and one-two hour laboratory per week. Offered each semester.

BIO 304  JOURNAL CLUB  1
Prerequisite: Biology major; Jr. or Sr. status
A discussion-based seminar style course in which students read, discuss and present primary research literature in the biological sciences. Students will enhance their ability to use literature search engines, the critical thinking and analytical skills to understand and critique research writing, and the communication skills necessary to present scientific information to their peers. Topics for the course will vary from year to year. Fulfills the Biology major requirement for a seminar course, and can be taken as an elective up to two times for all Biology and Toxicology majors. Offered every year in the Fall.

BIO 305  EVOLUTION  3
Prerequisite: BIO 202 or BIO 303 or concurrent
Evolution is considered to be the central unifying theory of biology. This course will address several questions: What is the classical and modern evidence for evolution, what are the mechanisms for evolutionary change, and how do evolutionary biologists pose questions and study evolutionary processes? Topics will include biogeography, comparative anatomy and physiology, evolutionary development, comparative genomics, pathogen evolution, the origins of multicellularity, and the use of cladistics to make phylogenetic inferences. Offered fall of even years.

BIO 310  ECOLOGY  4
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 325-326  ANATOMY & PHYSIOLOGY I & II  4-4
Prerequisite: BIO 201; 325 for 326
This course is designed to impart the in-depth knowledge of anatomy and physiology needed by preprofessional students planning careers in medical or allied health fields as well as those interested in graduate study. Offered each year.
Bio 327: Plant Physiology 4
Prerequisite: BIO 202
This course examines how plants work at the biochemical, cellular, and organizational levels. Topics include photosynthesis, how plants acquire and transport materials, environmental and hormonal regulation of growth and development, physiological ecology, secondary metabolism, plant defenses, and genome organization. Lab will involve student-designed experiments using the greenhouse and growth chambers, the portable photosynthesis system and other lab equipment, as well as molecular techniques. Three lectures and one two-hour laboratory period each week. Offered Spring Semester of even years.

Bio 328: Vertebrate Biology 4
Prerequisite: BIO 202
This course will introduce students to the broad field of vertebrate biology. We 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. Offered Spring Semester of odd years.

Bio 329: Developmental Biology 4
Prerequisite: BIO 202, BIO 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. Not currently in the standard rotation.

Bio 330: Principles of Toxicology 3
Prerequisite: BIO 201, 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
In this course, students will learn about the methods and techniques that are commonly utilized in toxicology laboratories. Guided by peer-reviewed scientific literature, students will formulate hypotheses, conduct experiments, analyze data, and compile results for a variety of bioassays. Topics covered include toxicity testing with animals and plants, testing with chemical mixtures, modeling and statistical analysis of toxicological data, collection, extraction, and analysis of biological tissue and environmental media, and proper care and handling of research animals. Offered Spring of even years.

Bio 332: Toxic Agents 3
Prerequisite: BIO 330
In this course, students will explore the different classes of chemical toxins and their effects on living organisms. They will learn about toxic activities, physical properties, regulatory status, and current/historic uses of various poisons, pesticides, and environmental toxins. Emphasis is placed upon the medical, agricultural, environmental, residential, and commercial significance of these substances. Classes of chemicals that will be discussed include toxic metals, non-metal inorganic toxins, organic pesticides (particularly insecticides, herbicides, fungicides, and rodenticides), chemical warfare agents, non-pesticides organic toxins, solvents and vapors, plant and fungal toxins, and animal venoms. Offered spring of odd years.

Bio 340: Microbiology 4
Prerequisite: BIO 201 and CHEM 104
This course explores the characteristics of microorganisms including bacteria, viruses, protozoa, 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 240 or 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
Prerequisite: BIO 303 CHEM 107
This course considers viral and bacterial genetics molecular aspects of gene regulation, recombinant DNA technology and current applications of genetic Three lectures and one two-hour lab per week. Not currently in the standard rotation.

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. Not currently in the standard rotation.

Bio 410A: The Ecology of the Great Smoky Mountains 2/4
Prerequisite: 12 hours of biology
A study of the unique features that have make 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 preparations, then one week of study in The Smokies and a final class session after returning. Not currently in the standard rotation.

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-hour lecture and one 3-hour lab per week. Offered Spring of odd years.

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. Not currently in the standard rotation.
BIO 420  HISTOLOGY  3  
**Prerequisite:** 16 hours of 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 in addition to one 2 hour lab per week. Not currently in the standard rotation.

BIO 424  CELL BIOLOGY  4  
**Prerequisite:** 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. In this course, 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 3 hour lab per week. Offered every fall.

BIO 425  ADV 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 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 lab experience. 2 hours of lecture and one 4-hour lab per week. Offered spring semester of odd years.

BIO 429  BIOCHEMISTRY  3-4  
**Prerequisite:** See CHEM 429 for course descriptions.

BIO 432  PHARMACOLOGY TOXICOLOGY I  3  
**Prerequisite:** 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 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 439  ADVANCED TOPICS IN BIOCHEMISTRY  3  
**Prerequisite:** See CHEM 439 for course descriptions.

BIO 449  VIROLOGY  3  
**Prerequisite:** BIO 340 or BIO 424 or BIO 428  
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. Not currently in the standard rotation.

BIO 454  IMMUNOLOGY  4  
**Prerequisite:** BIO 340 or BIO 424 or BIO 428  
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. Not currently in the standard rotation.

BIO 476  ISSUES IN ENVIRONMENTAL SCIENCE  3  
**Prerequisite:** 30 hours of science courses (MATH, BIO, CHEM, GEOL, PHYS)  
A detailed examination of the scientific dimensions of selected environmental issues, with discussion of the economic policy, and ethical aspects of those problems and with emphasis on global and international perspectives. Case studies will include many examples from other countries, as well as national and regional issues in the U.S. Required for all EVS majors. Biology & Geology majors (but not EVS/Biology or EVS/Geology majors) may use this course as a biology or geology elective. Offered every spring. BIO/EVS/GEOL credit.

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

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

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

BIO 497  DIRECTED LABORATORY & FIELD RESEARCH  1-3  
**Prerequisite:** Permission of instructor  
A directed research project supervised by individual faculty which is designed to provide the student with experience in the methods of biological research, including experimental design, use of instrumentation, analysis of results, and presentation of the study in the format of a scientific paper. May be repeated for up to 12 credit hours.
Medical Technology Program courses:
(Pending approval by the Higher Learning Commission)
The following courses are part of the Comprehensive major in Biology with a concentration in Medical Technology and are only taught at the Cleveland Clinic’s School of Medical Laboratory Science. Students taking them must be seniors who have been accepted into the Medical Technology Program.

BIO 457 INTRODUCTION TO MEDICAL LABORATORY SCIENCE 1
Prerequisite: Medical Technology Senior
An overview of Medical Laboratory Sciences with a focus on the role of Medical Technologists, their function in the diagnostic workflow in hospital and other settings.

BIO 458 CLINICAL PHLEBOTOMY 1
Prerequisite: Medical Technology Senior
An introduction to the practice of phlebotomy including sample collection and sample delivery to testing the workflow.

BIO 459 CLINICAL RESEARCH 1
Prerequisite: Medical Technology Senior
An introduction to the ethical, legal and scientific aspects of performing research in a clinical medical laboratory setting. Both case studies and design exercises will be used.

BIO 460 CLINICAL LABORATORY EDUCATION 1
Prerequisite: Medical Technology Senior
An introduction to adult education and ethics in clinical research utilizing a project based approach.

BIO 461 CLINICAL LABORATORY MANAGEMENT 1
Prerequisite: Medical Technology Senior
This course presents the management and operations procedures and practices of the clinical laboratory with an emphasis on the role of data management, reporting procedures and other aspects of quality control and quality assurance in laboratory testing.

BIO 462 CLINICAL IMMUNOLOGY AND IMMUNOPATHOLOGY 4
Prerequisite: Medical Technology Senior
An introduction to the cellular and molecular components of the immune system and laboratory testing for their presence, function and integrity as well as serologic testing for diagnostics.

BIO 463 CLINICAL MICROBIOLOGY, PARASITOLOGY, AND MYCOLOGY 10
Prerequisite: Medical Technology Senior
This course provides the students with a greater background in clinical microbiology with an emphasis on the processing of sample and testing procedures used in identification of microbial pathogens including bacteria, fungi and protozoan parasites.

BIO 464 CLINICAL IMMUNOHEMATOLOGY 7
Prerequisite: Medical Technology Senior
This course teaches the theoretical and practice aspects of blood collection, storage, management and testing to ensure a safe blood supply.

BIO 465 CLINICAL CHEMISTRY 8
Prerequisite: Medical Technology Senior
Students will learn to apply their previous chemical knowledge to specific aspects of clinical medicine including testing methods and physiological effects of various classes of chemicals.

BIO 466 CLINICAL MOLECULAR BIOLOGY 2
Prerequisite: Medical Technology Senior
This course covers both the theory and practice of genetic testing methods used in the clinical laboratory including both routine tests such as for variations in drug metabolism.
CHEM 103  GENERAL CHEMISTRY  4  
Prerequisite: High school chemistry, 3 yrs. High School math  
This course introduces the properties of atoms and molecules using the logical processes of scientific reasoning and investigation. Models of the atom are developed using periodicity and quantum mechanics, and these models are extended to molecules, with an emphasis on the effects of forces within a molecule and between molecules. Applications will be made to the biological and geological sciences, medicine, and the environment. The laboratory emphasizes the development of technical skills using safe laboratory practices. Inquiry approaches to problem-solving are introduced, and conclusions are drawn based on data at hand. Chemical and scientific thinking skills are assessed using formal laboratory reports. Offered every fall. Meets Core credit for natural sciences.

CHEM 104  GENERAL CHEMISTRY  4  
Prerequisite: CHEM 103  
This course examines chemical reactions using the logical processes of scientific reasoning and investigation. Chemical reactions are studied from the perspectives of thermodynamics, equilibrium and kinetics. Applications will be made to the biological and geological sciences, medicine, and the environment. The laboratory emphasizes the development of technical skills using safe laboratory practices. Inquiry approaches to problem-solving are introduced, and conclusions are drawn based on data at hand. Chemical and scientific thinking skills are assessed using formal laboratory reports. Offered every spring. Meets Core credit for natural sciences.

CHEM 250  LEAD AND CIVILIZATION  3  
Prerequisite: None  
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  
Prerequisite: None  
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 chemistry and biochemistry involved in forensic analysis are addressed. Also, the exploration of scientific inquiry as it relates to developing hypotheses and providing proof of a crime based on chemical evidence is investigated. This course does not count toward any major in the natural sciences. Meets Core credit for natural sciences.

CHEM 253  CHEMICAL PERSPECTIVES ON LIFE  4  
Prerequisite: None  
This course explores the question: What do living organisms look like from a chemical perspective? Answering this question requires an understanding of fundamental chemical concepts of inorganic, organic and biochemistry. The laboratory will enhance understanding of chemical concepts and the scientific method, and develop the student's critical thinking skills. The course assumes no chemistry background. It does not meet major or elective requirements of majors in Chemistry/Geology/Physics or Biology/Toxicology Departments. Three lectures and one-1hr.50min. lab per week. Meets core credit for natural sciences. It does not meet major or elective requirements in CHEM/GEOL/PHYS and BIO/TOX departments.

CHEM 254  BIOLOGY OF LIFE  3  
Prerequisite: CHEM 253  
This course examines the biological perspective of life in the context of the chemical perspective. It explores how life is formed, evolves, and can be sustained using the principles of biology, structural chemistry, organic chemistry, and biochemistry. It provides the tools necessary for understanding complex biological processes. Meets Core credit for natural sciences.

CHEM 297  INTRODUCTION TO LABORATORY & FIELD RESEARCH  1  
Prerequisite: Soph or junior standing  
This course will introduce the student to scientific research in the laboratory or field through individual instruction on the direction of a Chemistry faculty member. Graded S/U. Offered each semester.

CHEM 307-308  ORGANIC CHEMISTRY I & 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.

CHEM 307L  ORGANIC CHEMISTRY LABORATORY  1  
Prerequisite: CHEM 307  
Provides practical experience in modern techniques utilized in the organic chemistry laboratory. The course emphasized the study of the properties, reactivity, and synthesis of organic compounds. The spectrchemical analysis of organic compounds is also stressed.

CHEM 308L  ORGANIC CHEMISTRY LABORATORY  1  
Prerequisite: CHEM 307  
Provides practical experience in modern techniques utilized in the organic chemistry laboratory. The course emphasized the study of the properties, reactivity, and synthesis of organic compounds. The spectrchemical analysis of organic compounds is also stressed.

CHEM 320  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 350  SCIENCE AS A CULTURAL FORCE  3  
A-The Making of the Bomb
B-The TobaccoWars
C-Science and Human Nature
D-Evolution: For & Against
E-Science and Rationality  
Prerequisite: Any natural science core course  
An inquiry into the nature of the scientific method in relation to human culture and its use in gaining and applying new knowledge. This course constitutes a substantial interdisciplinary investigation of the impact of science and technology upon society by way of a sustained look at one particular scientific issue or question for the semester. The ethical dimensions of advances in science and technology are explored in detail. Meets Core credit for humanities or natural sciences, but not both. May be taken only once for Core credit. CHEM/GEOL/PHYS/PHIL credit.

CHEM 411-412  PHYSICAL CHEMISTRY I & II  3-4  
Prerequisite: PHYS 206  
Studies the basic concepts of thermodynamics, kinetics and quantum mechanics. Three lectures and one three-hour laboratory per week. Chemistry minors may omit the labs and receive 3 hours credit for each. 411 is offered in the fall, odd years. 412 is offered in the fall, odd years.

CHEM 413  ADVANCED SYNTHESIS LABORATORY  3  
Prerequisite: CHEM 411  
Multistep syntheses with careful purification and characterization of each intermediate are used to integrate new ideas and techniques with those introduced in previous courses.
CHEM 416 ADVANCED INORGANIC CHEMISTRY 4
Prerequisite: CHEM 411
Studies trends in reactivity, structure and properties of the elements. Three lectures and one three-hour laboratory per week. Offered in the spring of even years.

CHEM 420 INSTRUMENTAL ANALYSIS 4
Prerequisite: CHEM 420
A thorough study of the physical principles and the analytical techniques used in instrumental methods of analysis. Two lectures and two three-hour laboratory periods each week. Offered in the spring of odd years.

CHEM 429 BIOCHEMISTRY 3-4
Prerequisite: CHEM 429
Introduction to biochemical principles, systems and methods including the chemistry and metabolism of biologically important compounds. Three lectures and one three-hour laboratory period per week. Course may be taken without lab for three hours credit. Offered each fall. BIO/CHEM credit.

CHEM 430 ADVANCED TOPICS IN BIOCHEMISTRY 3
Prerequisite: CHEM 430
A study of the complexity of the chemical reaction of biological macromolecules involving investigating the interactions of both organic and inorganic molecules (bio-inorganic chemistry) and the techniques used to study biomolecular structure and function (bio-physical chemistry). This seminar emphasizes critical review and discussion of current scientific literature as well as the development of oral and written presentation skills. Offered in Spring, odd years. BIO/CHEM credit.

CHEM 439 INTERNSHIP 1-4
Prerequisite: Soph. status and approval by department chair
An internship in a laboratory and/or field setting applicable to the discipline will be completed under the supervision of a qualified professional(s). Documentation of 50 clock hours per credit hour, typically over six consecutive weeks (minimum) is required. CHEM/GEOL/PHYS credit.

CHEM 497 LABORATORY & FIELD RESEARCH 1-3
Prerequisite: Soph. status, perm. of inst. and chair
Laboratory research performed under faculty supervision. This course allows undergraduate students the opportunity to become involved in original research projects directed by Chemistry/Geology/Physics faculty members. Repeatable up to 8 hours.

COACHING & INSTRUCTION IN SPORT

CIS 170 FOUNDATIONS OF COACHING 2
Prerequisite: None
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.

CIS 321 THEORY/TECHNIQUES OF FOOTBALL 2
Prerequisite: None
Philosophy, theory, methods, techniques and organization of football.

CIS 322 THEORY/TECHNIQUES OF BASEBALL 2
Prerequisite: None
Philosophy, theory, methods, techniques and organization of baseball.

CIS 323 THEORY/TECHNIQUES OF TRACK & FIELD 2
Prerequisite: None
Methods, techniques and organization of track & field.

CIS 324 THEORY/TECHNIQUES OF SOFTBALL BASEBALL 2
Prerequisite: None
Strategy, methods, techniques and organization of baseball and softball.

CIS 325 THEORY/TECHNIQUES OF COMPETITIVE SWIM POOL MGT 2
Prerequisite: None
An analysis of instructional and training techniques used in swimming. Procedures in proper pool management will be investigated.

CIS 326 THEORY/TECHNIQUES OF SOCCER 2
Prerequisite: None
Theory, methods, techniques and organization of soccer.

CIS 327 THEORY/TECHNIQUES OF WRESTLING 2
Prerequisite: None
Preparation for organization and administration of coaching wrestling. Course work includes practical application of learning and teaching wrestling maneuvers, interpretation of wrestling rules, match and tournament organization.

CIS 328 THEORY/TECHNIQUES OF VOLLEYBALL 2
Prerequisite: None
Theory, methods, techniques and organization of volleyball.

CRIMINAL JUSTICE (CJ)

CJ 130 INTRODUCTION TO CRIMINAL JUSTICE 3
Prerequisite: None
An overview of the philosophical, historical, and operational aspects of the justice system in the United States.

CJ 200 CRIMINAL INVESTIGATION 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
Prerequisite: None
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 encompass a variety of public and private institutions including: probation and parole systems, jails, prisons, half-way houses and post-release supervision.

CJ 235 COURTS AND JUSTICE 3
Prerequisite: CJ 130
Affords the student a concentrated study of the functions, operations and decision-making process of the American court system.

CJ 240 CRIMINAL INVESTIGATION II 3
Prerequisite: CJ 130, CJ 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: None
An introduction to the history of crime, the sociology of criminal law, the operation of the criminal justice system, including 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
Prerequisite: None
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 social institutions of families and schools will be discussed in detail. The juvenile courts, probation, parole, correction 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
Prerequisite: See SOC 275 for course description.

CJ 307 VICTIMOLOGY 3
Prerequisite: None
Victimology 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: None
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 or historical, contemporary or future issues. Repeatable to a maximum of 9 hours.

CJ 332 TERRORISM & HOMELAND SECURITY 3
Prerequisite: None
This course will look at what terrorism is and what a terrorist group is. This course will also examine theories explaining terrorist behavior and how economics, race, religion and other factors influence terrorism and motivate terrorist groups. The course will also look at the responses to terrorism, and particularly how it is being fought through the concept of Homeland Security.

CJ 360 READINGS IN CRIME AND JUSTICE 3
Prerequisite: None
This course 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 LAW 3
Prerequisite: CJ 130
Analysis and evaluation of the growth of legal relationships between the individual and government with special attention to problems of law enforcement-law adjudication and the impact of their decisions on the citizen and the criminal justice system.

CJ 366 CRIMINAL PROCEDURE 3
Prerequisite: CJ 130, CJ 362
Examination of the area of law balances governmental power and individual rights. Issues that address balancing controlling crime with due process rights include search and seizure, detention and arrest, interrogation, trial rights and sentences.

CJ 403 FIELD EXPERIENCE/INSTRUCTION-CJ 1-12
Prerequisite: Permission of instructor
Provides an opportunity for CJ majors to observe and experience the criminal justice system in action. The student selects from a variety of agencies or organizations willing to offer this opportunity and, with the help and guidance of the field coordinator, participates in an experience designed to bring academic preparation together with the reality of being professional criminal justice practitioners. Experience may be taken for up to a total of 12 hours.

CJ 415 ADVANCED CRIMINOLOGY AND PROFILING 3
Prerequisite: CJ/SOC 242
Advanced Criminology and Profiling is a case study approach to applying theory to the practice of criminology. The case histories of some infamous and not-so-infamous criminals will be examined for the purpose of applying criminological theory. Students will determine the probable cause(s) of those individuals' criminality. CJ/SOC credit.

CJ 450 ETHICS IN CRIMINAL JUSTICE 3
Prerequisite: CJ 130, CJ 362, and Jr. or Sr. Status
This course will analyze ethical behavior and provide criminal justice practitioners with decision-making skills to enhance the practitioner duty performance and the public interest. The focus will be on making moral, rational, and responsible decisions which will lead to ethical professional behavior. Must be taken at AU.

COMMUNICATION STUDIES (COM)

COM 100 DEVELOPMENTAL SPEECH 3
Prerequisite: None
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 communication requirements for graduation. Course will be graded A, B, C or U. If a U is earned, course must be repeated. Offered infrequently.

COM 101 HUMAN COMMUNICATION 3
Prerequisite: None
This course encompasses communication theory, interpersonal communication, small group communication and public speaking. Emphasis is placed on speaking, critical thinking, listening skills. Attention is also paid to nonverbal communication. Meets Core credit for communications.

COM 105 PERFORMANCE STUDIES 3
Prerequisite: None
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 ties 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. COM/TH credit.

COM 120 FOUNDATIONS OF HEALTH COMMUNICATION 3
Prerequisite: None
This course encompasses communication theory, interpersonal communication, small group and team communication and public speaking specific to the healthcare setting. Emphasis is placed on speaking, critical thinking, listening, and feedback skills. Attention is also paid to nonverbal communication. Meets Core credit for communications.
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<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>COM 163</td>
<td>FOUNDATIONS OF SPORT COMMUNICATION</td>
<td>3</td>
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</tbody>
</table>
| Prerequisite: None
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. |
| COM 204    | COMMUNICATION THEORY AND RESEARCH                | 3       |
| Prerequisite: COM 101 or COM 120
This course surveys, analyzes and applies the major theories and research methodologies in the field of communication studies to verbal and nonverbal forms of symbolic interaction across a variety of contexts. |
| COM 205    | INTRODUCTION TO PUBLIC RELATIONS                 | 3       |
| Prerequisite: COM 101 or COM 120
This course includes an introduction to an application of public relations theories, philosophies, and principles applicable to a variety of organizations. We will explore historical perspectives, current and future trends, as well as professional associations, and career opportunities in public relations. |
| COM 206    | SMALL GROUP COMMUNICATION                        | 3       |
| Prerequisite: COM 101 or COM 120
Students relate the theories of small group process and problem solving to actual practice, eventuating in the completion of a real problem solving task: Parliamentary procedures, for use in larger and legally formed groups, are practiced at the end of the course. |
| COM 208    | ARGUMENTATION AND ADVOCACY                       | 3       |
| Prerequisite: COM 101 or COM 120
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. |
| COM 211    | PUBLIC RELATIONS WRITING                         | 3       |
| Prerequisite: COM 205
This course provides instruction and writing practice designed to develop the professional-level writing skills expected of a PR writer. The aim is to provide students with the necessary confidence in PR writing skills to make them the preferred candidate for a PR job. |
| COM 221    | TOPICS IN PUBLIC RELATIONS                       | 3       |
| Prerequisite: COM 205
This course will examine various topics relating to the field of public relations. Typical topics would include brand communication, health public relations, crisis communication, international public relations, public relations and new media, and public relations and non-profit agencies. May be repeated for credit as topics change. |
| COM 222    | TOPICS IN COMMUNICATION                          | 3       |
| Prerequisite: COM 101 or COM 120
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. |
| COM 223    | TOPICS IN SPORT COMMUNICATION                    | 3       |
| Prerequisite: COM 101 or COM 120
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. |
| COM 224    | TOPICS IN HEALTH & RISK COMMUNICATION            | 3       |
| Prerequisite: COM 101 or COM 120
This course will examine various topics relating to health and/or risk communication issues. Typical topics would include developing risk and crisis response to specific threats to various publics, development and implementation of health communication interventions and campaigns targeted at specific threats, and development of risk message campaigns concerning particular environmental and health risks. May be repeated once for credit as topics change. |
| COM 242    | SPORT REPORTING                                  | 3       |
| Prerequisite: None
A survey of the patterns and practices of sports reporting. Emphasis on reporting sports events and sports features. Class assignments will involve gathering and preparing sport-related information as well as writing and analyzing representative forms of sports reporting. |
| COM 244    | SPORT COMMUNICATION AND CULTURE                  | 3       |
| Prerequisite: COM 101 or COM 120
This course critically explores the social interactions of sport and considers the degree to which its participants reinforce or resist cultural norms. |
| COM 270    | RESEARCH METHODS IN COMMUNICATION                | 3       |
| Prerequisite: COM 101 or COM 120; MATH 208
This course involves the study of research methods and research design commonly employed in the field of Communication Studies. Research methodologies to be explored include survey research, experimental design, available data research, and field research. Emphasis will be put on the assessment of reliability and validity in a research design. The course will also discuss the ethical issues associated with conducting research on human beings as well as the presentation of research methodology in manuscript format. |
| COM 301    | PUBLIC SPEAKING                                  | 3       |
| Prerequisite: COM 101 or COM 120
Continues the communication concerns of COM 101 while offering practice in developing speeches for a variety of career and personal interest occasions with adaption to particular audiences and time limitations. Theories of rhetoric and persuasion are a part of the content. |
| COM 302    | INTERCULTURAL COMMUNICATION                      | 3       |
| Prerequisite: COM 101 or COM 120
Introduces students to methods of learning about other cultures and ways to communicate effectively with and about people of other countries and subcultures. |
| COM 304    | INTERPERSONAL COMMUNICATION                      | 3       |
| Prerequisite: COM 101 or COM 120
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. |
| COM 305    | ORGANIZATIONAL COMMUNICATION                     | 3       |
| Prerequisite: COM 101 or COM 120
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. |

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COM 313 GENDER AND RACE IN SPORT COMMUNICATION 3
Prerequisite: COM 101 or COM 120
This course provides a background of the issues of gender and race in the world of sports. Topics that will be discussed include women's participation in sports before and after Title IX, masculinity in sports and sports media, femininity portrayal in athletics, the racial integration of sports throughout history, and the current state of sport in consideration of both gender and race.

COM 320 HEALTH COMMUNICATION 3
Prerequisite: COM 101 or COM 120
This course exposes the student to the emerging field of health communication. This reflects the analysis and understanding of communication during the healing process with healthcare organizations and among all involved personnel and patients. Focused within the healthcare context, emphasis is placed on rhetorical medicine, narrative medicine, intercultural and gender communication, affirming communication, and aggregative communication. Attention is also given to communication during end-of-life care, stigmatization, and informed consent processes.

COM 323 SPORT PUBLIC RELATIONS 3
Prerequisite: COM 163
This class will examine the tasks of the sport public relations specialists, including such areas as promotions, media relations, community relations, and crisis communications.

COM 333 LEADERSHIP COMMUNICATION 3
Prerequisite: COM 101 or COM 120
This course will explain the critical connection of communication to effective leadership. Students will learn about leadership communication as it relates to ethos, ethics, strategies and different organizational structures.

COM 343 CONFLICT, MEDIATION, AND NEGOTIATION 3
Prerequisite: COM 101 or COM 120
This course emphasizes theoretical approaches and contemporary communication research on patterns of conflict in human relationships. The emphasis will be on understanding the causes (e.g., cultural, philosophical) and types of conflict; developing skills for analyzing conflict situations through close observation, detailed description, and interpretation; and understanding the types and strategies of conflict management that include mediation and negotiation.

COM 370 INFORMATICS IN HEALTH COMMUNICATION 1
Prerequisite: COM 101 or COM 120
This course will focus on the influence that health-related information has on communication. Topics include information seeking, information gathering, and information processing, the impact that electronic medical records, personal health records, SMART technology, e-medicine, tele-health, e-training, and robotics have on patient-provider and healthcare team communication.

COM 375 INFORMATICS IN SPORT COMMUNICATION 1
Prerequisite: COM 101 or COM 120
This course is a study of how information is generated, exchanged, and utilized within sports, as a pastime and an industry, and the impact it has on communication. Topics include information seeking, information gathering, information processing, the impact that media and innovations such as fantasy sports and social networking have on how sport is communicated in the modern era.

COM 410 RELATIONAL COMMUNICATION IN SPORT 3
Prerequisite: COM 101 or COM 120; COM 163
This course will investigate the multiple relationships that exist in sports. Interpersonal communication theory will be used to analyze relationships including family relationship in sports, coach-athlete relationships, as well as team and organizational relational dynamics. The course will also investigate how and why these relationships grow or fail based on the communication between the parties.

COM 415 COMMUNICATION IN SPORT ORGANIZATIONS 3
Prerequisite: COM 101 or COM 120; COM 163
This course provides insight into the organizational structure of sports organizations as well as how communication works both internally and externally given the organizational structure. Organizational communication will be covered from a theoretical perspective and will focus on the theory and style of communication that is most appropriate considering the organizational structure. The course will also examine how sports organizations are run in other countries to allow a comparison to those that are currently in place in the United States.

COM 420 HEALTH PUBLIC RELATIONS 3
Prerequisite: COM 101 or COM 120; junior status
This course is a study of the communication processes that are involved in communicating about health and issues that arise during healthcare processes including patient care, health care campaigns, as well as crisis and risk communication specific to healthcare. Topics include theory in health communication, interpersonal communication in health including patient-doctor care and social support, ethical concerns in healthcare and healthcare campaigns, crisis communication, developing healthcare communication plans, implementing communication strategies, and assessment of the communication campaign.

COM 425 RISK AND CRISIS COMMUNICATION 3
Prerequisite: COM 101 or COM 120; junior status
This course is a study of the communication processes that are involved in the communication of information to people and various publics regarding risks, how these risks will impact the publics, and how to best prepare the publics to reduce the risk. Topics include communication risk analysis, crisis communication, developing risk and crisis communication plans, implementing communication strategies, and assessment of the communication campaign.

COM 430 STRATEGIC COMMUNICATION 3
Prerequisite: COM 211, COM 305
This course provides instruction and practice in strategic communication theory and research at the organizational and public levels. Students will gain the necessary skills to identify and execute proper planning in both promotion and crisis planning for organizations to those who are directly and indirectly impacted.

COM 436 INTERNSHIP IN COMMUNICATION STUDIES 2-3
Prerequisite: Permission of Instructor
This course is designed for students seeking an internship experience. 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 and must be approved by the faculty internship advisor for that major. Each credit hour of internship requires 60 hours of work at the internship site. Graded S/U. Repeatable up to 6 hours.

COM 470 RESEARCH EXPERIENCE IN COMMUNICATION STUDIES 1-2
Prerequisite: Permission of Instructor
This course is designed for students seeking a research experience within the Department of Communication Studies. Students who are interested in research within their major may choose to work with interested faculty on research projects relating to communication studies. The Research Experience can be started any time after the student's sophomore year and must be approved by the faculty member(s) with whom the student will be working. Credit for the research experience may be taken simultaneously with the research experience or the semester immediately after completing the research experience. Students will be responsible for engaging in research as directed by the faculty member in charge. Each credit hour of research experience requires 60 hours of work with the faculty member. Graded S/U. Repeatable up to 4 hours.
COM 474 PUBLIC RELATIONS CAMPAIGNS 3
Prerequisite: COM 211; junior status
This course is a capstone experience where students apply the knowledge they have gained to develop PR campaigns for real-world clients. This integration involves coordination of the entire PR process, including client communication, research, planning and development, implementation, and evaluation of PR campaigns. Students will strengthen their strategic thinking, writing, and presentation skills.

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 assumes no computer hardware or programming experience.

CS 121 COMPUTER PROGRAMMING I 3
Prerequisite: CS 101
An introduction to the design and development of object-oriented programs using the Java programming language.

CS 122 COMPUTER PROGRAMMING II 3
Prerequisite: CS 121
A continuation of CS 121. A further exploration of the principles, methods, tools and practice of object-oriented programming, including inheritance, recursion, object-oriented design, and GUI applications.

CS 135 WEB DESIGN 3
Prerequisite: None
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
Prerequisite: 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 250 THE LINUX OPERATING SYSTEM 3
Prerequisite: None
A study of Linux concepts, usage, programming and ethical hacking.

CS 260 TOPICS IN COMPUTER SCIENCE 3
Prerequisite: None
This course is offered subject to student need, faculty availability, and with the approval of the department chair and college dean. Topics may include Java Programming, and Introduction to UNIX. Repeatable for different topics.

CS 275 WEB PROGRAMMING 3
Prerequisite: CS 175
A continuation of CS 175, with emphasis on Web services and server-side programming using PHP.

CS 293 INTERSHIP 1-3
Prerequisite: CS 121, Learning Contract
Credit will be granted for field experience in computer science 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.

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 and MATH 250
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
Prerequisite: 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 THEORY OF PROGRAMMING LANGUAGES 3
Prerequisite: 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 320 CYBER ETHICS 3
Prerequisite: None
An introduction to basic culture, social, legal, and ethical issues inherent in the discipline of computing.

CS 325 MOBILE APPLICATIONS DEVELOPMENT 3
Prerequisite: None
An introduction to application development for handheld devices. The course teaches the development of applications for the current software platforms, namely Android and iOS.

CS 393 INTERSHIP 1-3
Prerequisite: CS 121, Learning Contract
Credit will be granted for field experience in computer science 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.

CS 421 OPERATING SYSTEMS 3
Prerequisite: CS 230 and CS 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
Prerequisite: 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
Prerequisite: CS 230 and CS 301
Presents computer networks and internets from the lowest level of data transmission over hardware to the highest level of communication between software applications.
Exploration and discussion of basic principles of human nutrition, which
influences disordered eating, body shape, and weight loss/gain and discuss
dietary behaviors. This course will explore these societal factors that
influence body image and weight, such as the influence of family/parental, peers, societal norms, and the food and entertainment industries' impact on body image and dietary behaviors. This course will examine these societal factors that influence disordered eating, body shape, and weight loss/gain and discuss strategies to address these areas.

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.

This course will examine the nutrition counseling skills necessary for an entry-level dietitian when working with groups or individuals in clinical or community settings. Practice in use of dietary analysis software programs and the development of nutrition educational materials incorporating health behavioral change models appropriate for various age groups and life cycle stages will also be examined.

This course will examine and discuss the role of lifestyle, nutrition, physical activity and/or exercise play in modifying physiological/functonial age and in determining the quality of life of older adults.

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.

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.

This course will explore the biological functions of vitamins and minerals in human nutrition. This will include a review of the essential functions of vitamins and minerals, health implications of varying amounts of vitamins and minerals in the diet, as well as examining interactions between vitamins, interactions between minerals, and vitamin and mineral intake of vitamin and mineral levels for optimal health and prevention of chronic illnesses for various stages of the life cycle.

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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
Prerequisite: None
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. Meetings Core credit for social sciences.

ECON 233 PRINCIPLES OF MACROECONOMICS 3
Prerequisite: None
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. Meetings Core credit for social sciences.

ECON 250-259 TOPICS IN ECONOMICS 1-3
Prerequisite: None
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. Meetings Core credit for social sciences.

ECON 302 THE ECONOMICS AND HISTORY OF ENTREPRENEURSHIP 3
Prerequisite: None
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. Meetings Core credit for Social Sciences.

ECON 311 COMPARATIVE ECONOMICS 3
Prerequisite: ECON 232 or ECON 233
In today's world economy, countries around the globe have fashioned their own versions of economic system compatible with their culture and social values. 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 (including Germany, Japan, France, Sweden, Brazil, Russia, China, and India) and cultures and prevailing economic policies and institutions. Meetings Core credit for social science CCI - Critical Cultural Inquiry.

ECON 322 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 323 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 324 ECONOMICS OF GOVERNMENT AND BUSINESS 3
Prerequisite: ECON 101 or ECON 232 or ECON 233
This course examines the economic effects of the attempts of government to regulate natural monopolies and 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. Meetings Core credit for social sciences.

ECON 331 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.
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<td>EMPIRICAL METHODS IN ECONOMICS</td>
<td>3</td>
<td>ECON 232; 233; 332 or 333; MATH 208</td>
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<tr>
<td>ECON 440</td>
<td>SENIOR ASSESSMENT</td>
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<td>All ECON coursework or concurrent</td>
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<td>ECON 448</td>
<td>BUSINESS ANALYTICS II</td>
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<td>RESEARCH IN BUSINESS ANALYTICS</td>
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<td>EDCI 230</td>
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<td>EDCI 234</td>
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<td>MIDDLE GRADES FIELD EXPERIENCE I</td>
<td>1</td>
<td>Concurrent with EDCI 232, EDFN 130</td>
</tr>
<tr>
<td>EDCI 312</td>
<td>TEACHING READING WITH LITERATURE</td>
<td>3</td>
<td>EDEC 140 for middle school licensures only</td>
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</table>

This course teaches the basic skills, applications, and practices necessary for continual exploration and investigation of organizational data. Based on statistical methods, business analytics searches for new insights and understandings of organizational performance. The course presents the logical process of conducting a statistical analytics project. Topic coverage includes descriptive and inferential statistics. Emphasis will be given to written descriptions of analytical results. Students are encouraged to analyze data related to their major.

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's knowledge of key methods of analysis.

This course is designed to teach students the 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.

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.

This course is designed to allow students to apply their knowledge of business analytics to an empirical research question. Students will define an empirical research question; collect, organize and clean data using an industry standard statistical program; perform data description; apply appropriate tools of inference to answering their question; and write either a technical report or a scientific paper.
EDCI 316 TEACHING THE 21ST CENTURY ADOLESCENT – LANGUAGE ARTS
Prerequisite: EDFN 202; EDCI 232; to be taken concurrently with EDCI 330: Field Experience II Grades 7-12 or EDCI 336: Field Experience II Middle Grades
This course provides candidates with instructional methodologies appropriate for guiding students in grades 4-12 to meet the Ohio content standards for the English language arts. The course particularly focuses on methods for teaching the process of composition and for making and evaluating writing assignments in a variety of genres.

EDCI 317 TEACHING THE 21ST CENTURY ADOLESCENT – MATHEMATICS
Prerequisite: EDFN 202; EDCI 232; to be taken concurrently with EDCI 330: Field Experience II Grades 7-12 or EDCI 336: Field Experience II Middle Grades
This course is designed to prepare the middle childhood and AYA mathematics teacher to plan, deliver and assess effective instruction to adolescents. It will provide the student with classroom instructional skills, methods, and strategies for teaching mathematics in grades 4-12.

EDCI 318 TEACHING THE 21ST CENTURY ADOLESCENT – SCIENCE
Prerequisite: EDFN 202; EDCI 232; to be taken concurrently with EDCI 330: Field Experience II Grades 7-12 or EDCI 336: Field Experience II Middle Grades
This course is designed to prepare the middle childhood and AYA science teacher to plan, deliver, and assess effective instruction to adolescents. It will provide teacher candidates with classroom instructional skills, methods, and strategies for teaching science in grades 4-12.

EDCI 319 TEACHING THE 21ST CENTURY ADOLESCENT – SOCIAL STUDIES
Prerequisite: EDFN 202; EDCI 232; to be taken concurrently with EDCI 330: Field Experience II Grades 7-12 or EDCI 336: Field Experience II Middle Grades
This course is designed to prepare middle childhood to high school social studies teachers to plan, deliver, and assess effective instruction to young adolescents. Emphasis in the course will include how teachers must respond to the unique developmental nature of the learner. As life-long lenders teachers should be familiar with the National Council for the Social Studies, and other appropriate professional organizations, to help guide their professional development. Creating effective lessons, using appropriate assessment techniques and using the resulting data to drive instruction are central to the course objectives. Other topics include grading practices and building a positive learning environment while managing the class appropriately.

EDCI 330PK GRADES PREK-12 FIELD EXPERIENCE II
Prerequisite: EDCI 230; PSYC 218; Field hours: 135
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 AYA (7-12) FIELD EXPERIENCE II
Prerequisite: EDCI 230, 232; PSYC 218; To be taken concurrently with either EDCI 316/317/318/319; Field hours: 135
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 332 INSTRUCTIONAL DESIGN AND ONLINE INTERACTION
Prerequisite: EDCI 232
This course introduces the processes of instructional design in education and its foundation in behaviorism and general systems theory (GST). Students will use systems associated with instructional design to assess learning needs, design, develop, implement, and evaluate instruction.

EDCI 333 LEARNING MANAGEMENT SYSTEMS AND ONLINE ASSESSMENTS
Prerequisite: EDCI 332, EDCI 232
This course provides students with the skills of managing a learning management system related to their curricular area and target age of licensing. Course objectives include effective planning and execution of learning activities, communication strategies and behaviors, transparency of assessment processes, and the provision of clear expectation in management and comportment.

EDCI 336 MIDDLE GRADES FIELD EXPERIENCE II
Prerequisite: EDFN 130, Block I EDCI 232/236. Enrollment is to be concurrent with Middle Grades Block II: two concentrations from EDCI 316/317/318/319
Provides opportunities to make decisions relating to assessment, instruction, evaluation, and intervention in the student's content area(s) and 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 392 CONTENT AREA READING
Prerequisite: None. Clinical hours: 10
A course designed to prepare teachers of all content areas to help students think, learn, and communicate with both print and non-print texts. The course focuses on instructional approaches that help learners interact successfully with a broad range of texts while they develop skills and strategies needed for college and careers. Emphasis is placed on using 21st century literacy skills, especially authentic content-based inquiry.

EDCI 412 INTERVENTION & ASSESSMENTS FOR THE SECONDARY LEARNER
Prerequisite: 9 hours from the courses: EDEC 140, 262, 325, EDCI 261, 312, 392
This course focuses on a comprehensive approach to the teaching of reading and best practices in interventions and assessments for the secondary learner and provides students with the knowledge and skills they need to implement these methods in their own classrooms. The course will address reading strategies, interventions, and assessment for struggling readers and current research will include major areas of reading with theoretical models and effective teaching strategies.

EDCI 461 STUDENT INTERNSHIP: GRADES 7-12
Prerequisite: Successful completion of the requirements for student internship.
Supervised field experiences in secondary setting in certification area(s).

EDCI 467 STUDENT INTERNSHIP: MIDDLE GRADES
Prerequisite: Successful completion of the requirements for student internship.
Supervised field experiences in middle grades.

EDCI 469 STUDENT INTERNSHIP: PREK-12
Prerequisite: Successful completion of the requirements for student internship.
Supervised field experiences in PreK-12 settings in licensure area(s).
EDUCATION-EARLY CHILDHOOD (EDEC)

EDEC 140 PHONICS AND THE ENGLISH LANGUAGE 3
Prerequisite: None
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
Prerequisite: None
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 gifted. Emphasis will be 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. Students will also become aware of the professional organizations (NAYEYC and CEC/DEC) for early childhood education.

EDEC 262 FOUNDATIONS IN LITERACY 3
Prerequisite: None
A course that promotes understanding of literacy theory and practice at the elementary through secondary school levels. The focus of the course will be to connect theoretical knowledge of the learner and the processes of reading and writing to instructional decisions, including literacy programs, instructional scaffolds, materials, and learning environments. This course is required for Early Childhood, Early Childhood Intervention Specialists, and middle Grade majors. It fulfills 3 credit hours of the Ohio 12 credit-hour literacy requirement.

EDEC 265 ADULT-CHILD RELATIONSHIPS AND CLASSROOM MANAGEMENT 3
Prerequisite: None
An in-depth study of adult-child relationship within the context of the family, school, and community. The course addresses basic child guidance techniques, and also views child and adult behavior as part of a broader context. It examines individual traits of children and adults, diversity among families, and family and societal stresses as they relate to adult-child relationships. This course is blocked with EDEC 268 for Early Childhood majors.

EDEC 268 PRE-SCHOOL METHODS AND CURRICULUM 2
Prerequisite: PSYC 264
A methods course for Early Childhood majors focused on preschool methods and activities to learn and utilize authentic lessons and activities, classroom-based assessment, and how to interpret and use the information to plan curriculum that is responsive to and supportive of Pre-K children’s development and learning.

EDEC 268F PRE-SCHOOL FIELD EXPERIENCE 1
Prerequisite: PSYC 264
A field experience in a preschool setting focused on preschool methods and activities to learn and utilize authentic lessons and activities, classroom-based assessment, and to demonstrate the teaching skills and dispositions supportive of Pre-K children’s development and learning.

EDEC 323 TRADE BOOKS AND TECHNOLOGY WITHIN A BALANCED LITERACY PROGRAM 3
Prerequisite: 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 LITERACY/MULTICULTURAL FIELD EXPERIENCE 2
Prerequisite: EDIS 230IS or EDEC 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, evaluating 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
Prerequisite: 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 pre-K grade 3 classroom.

EDEC 363 EARLY CHILDHOOD MATHEMATICS CURRICULUM & METHODS 3
Prerequisite: MATH 217; concurrent with EDEC 369, 403, 445, 417
A study of the curriculum content recommended for pre-kindergarten through the third grade, along with the instructional methodology appropriate for teaching the content. Emphasis will be placed upon the 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: PSYC 264; concurrent with EDEC 363, 403, 445, 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
Prerequisite: PSYC 264; concurrent with EDEC 363, 369, 445, 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 family.

EDEC 411 ASSESSMENT AND INTERVENTION IN THE INTEGRATED LANGUAGE ARTS 3
Prerequisite: 9 hours from EDEC 140, 262, 323, 361, EDCl 261, 306, 312, 392
This course provides experiences in using focused and ongoing assessment to develop instruction that is responsive to the needs of K-12 students who are struggling with literacy. The lab component of this course requires the participant to implement the assessment/instructional process with specific children and to effectively document and present children's progress.

EDEC 417 SENIOR FIELD EXPERIENCE IN CONTENT TEACHING AND INTERVENTION 3
Prerequisite: EDEC 330EC and successful completion of the Teacher Education Screening Process; concurrent enrollment with EDEC*365, 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 in preparation for the student internship experience.

EDEC 445 INTERDISCIPLINARY SCIENCE AND SOCIAL STUDIES METHODS
Prerequisite: EDEC 330EC and successful completion of the Teacher Education Screening Process; concurrent enrollment in EDEC*363, 369, 403, and 417
A study of the science and 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, using resources in the environment and community, materials, and differentiation and learning conditions for all learners.

EDEC 448 BIO-MEDICAL ISSUES FOR EARLY CHILDHOOD PROFESSIONAL
Prerequisite: EDEC 215 or EDIS 250
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. Individuals considerations that affect typical development or educational environment (e.g. attention problems, allergies, disabilities, etc.) are explored and appropriate techniques and resources for reducing the impact of these conditions on the child and learning potential are examined. EDUC/NUR credit.

EDEC 460 STUDENT INTERNSHIP: EARLY CHILDHOOD
Prerequisite: Completion of all student internship requirements
Supervised field experience in early childhood settings.

EDEC 466 STUDENT INTERNSHIP: EARLY CHILDHOOD INTERVENTION SPECIALIST
Prerequisite: Completion of all student internship requirements
Supervised field experience with an Intervention Specialist in a school setting.

EDFN 130 INTRODUCTION TO TEACHING: EXPLORING TEACHING AS A CAREER
Prerequisite: None
This course prepares candidates to understand the professional responsibilities of teachers and the role of education in a democratic society. Through classroom observations, teacher questionnaires and education resources, candidates investigate culturally responsive and inclusive education, the economic, legal, and political context of schools, and the ethical standards of the teaching profession.

EDFN 202 TEACHING AND LEARNING PROCESS
Prerequisite: EDFN 130;
This course deals with the major theories of human development, motivation and learning. Planning of instruction, teaching strategies, assessment and classroom management are examined. Authentic pedagogical practices are used to gain an understanding of the teaching and learning process.

EDFN 402 SOCIAL AND PROFESSIONAL ISSUES IN EDUCATION
Prerequisite: Must meet program requirements for student Internship. Concurrent enrollment with program Internship. Field/Clinical Hours: 20
This course focuses on the social and cultural forces that currently shape school policy and practice and on the expectations that must be met in order to be a fully recognized member of the teaching profession. Candidates will evaluate their professional progress by using the Ohio Standards for Teaching Professionals and will explore issues facing the education profession that have implications for their future career.

EDUCATION-INCLUSIVE SERVICES/EXCEPTIONAL LEARNERS (EDIS)

EDIS 230S WORKSHOP IN TEACHING INTERVENTION SPECIALIST
Prerequisite: EDFN 130 or equivalent (EDEC 215 for ECIS); Field hours: 60
A field placement in an inclusive education setting.

EDIS 245 INTERNATIONAL PERSPECTIVES ON DISABILITY
Prerequisite: None
This course will explore the various theories of disability (ableism/disability, social, and medical models) and how disability is interpreted by the larger society. People with disabilities are often viewed at being deviant, stigmatized and incompetent and therefore, are marginalized from the normal population. This course will explore the construct of disability through the lens of race, gender, socio-economic class, geographic region and popular culture's presentation of disability in media.

EDIS 250 INTRODUCTION TO EDUCATIONAL INTERVENTION
Prerequisite: None
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
Prerequisite: 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 AND INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALIST
Prerequisite: Concurrent with EDIS*230IS, 257, 451
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
Prerequisite: For Intervention K-12; EDIS*250, concurrent with EDIS*230IS, 253, 451; for Early Intervention PreK-3; EDEC*215, concurrent with EDIS*230IS, 253
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 INTEACHING STUDENTS WITH MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION IN MULTICULTURAL SETTINGS
Prerequisite: EDIS 230JS; concurrent with EDIS 343, 441; Field hours: 110
Seminars and field experience to afford students working toward Intervention Specialist licensure opportunities to teach students with need for mild/moderate/ intensive educational intervention in inclusive multicultural environments.
EDIS 340 WORKSHOP IN TEACHING STUDENTS WITH MILD/MODERATE/INTENSIVE EDUCATIONAL NEEDS 2
Prerequisite: EDIS 230IS; Field/Clinical hours: 90; Concurrent with EDIS 342, 355, 442
Seminars and field experience to afford students working toward Intervention Specialist Licensure opportunities to teach students with mild/moderate/intensive educational needs.

EDIS 342 ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS 3
Prerequisite: EDIS 230IS, 250; Field/Clinical hours: 30-in after school lab program; Concurrent with EDIS 340, 355, 442
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
Prerequisite: EDIS 230IS, 250; Concurrent with EDIS 330IS, 441
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 355 INTERVENTION & REMEDIATION IN MATH: ASSESSMENT AND INSTRUCTIONAL METHODS 3
Prerequisite: EDIS 230IS, 250; concurrent with EDIS 340, 342, 442
This course is designed to teach students assessment and instructional techniques for working with individuals grades K-12 in need of intervention and remediation in mathematics based on the Common Core Mathematics Standards. Emphasis will be placed on working with students with mild to intensive need for educational intervention.

EDIS 405 LEGAL, SOCIAL AND PROFESSIONAL ISSUES FOR INTERVENTION SPECIALISTS 3
Prerequisite: Teacher education student; senior status
A course designed to study current issues in education, with a view toward understanding the issues surrounding special education and its role within education as a social institution. Students review the American legal system and laws governing special education at federal and state levels and address issues from a teaching perspective. Special education law, social, historical, and philosophical effects will be explored. The course includes procedures specific to programs for learners with need for educational intervention.

EDIS 441 CREATING EFFECTIVE LEARNING ENVIRONMENTS 3
Prerequisite: EDIS 250, EDIS 230IS; concurrent with EDIS 330IS, EDIS 343
This course is designed to introduce the social and emotional growth and needs of students with emotional and/or learning differences. This course teaches pre-service teachers how to create an environment that supports the needs of students who experience sensory, motor, perceptual, or executive function difficulties. The course includes 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 451 COMMUNICATION: INTERVENTION SPECIALIST MODERATE/INTENSIVE 3
Prerequisite: EDIS 250 or EDEC 215; concurrent with EDIS*230IS, 253, 257
Reliable communication is a vital skill to self-expression. Individuals who experience sensory, motor, perceptual, or executive function differences may develop communication systems that are not reliable means of self-expression. Prospective intervention specialists will learn how typical language and communication develop, how differences in this development may result in communication which is less than complete self-expression, and how to support and teach more complete and reliable self-expression in students K-12. Increasing techniques of communicative support will be instructed and fading or increasing these supports will be discussed.

EDIS 464 STUDENT INTERNSHIP: INTERVENTION SPECIALIST MODERATE/INTENSIVE 10
Prerequisite: Completion of all internship requirements; Field hours: 300
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 internship requirements; Field hours: 300
Supervised 12-week internship with an Intervention Specialist in a school setting.

EDIS 466 STUDENT INTERNSHIP: INTERVENTION SPECIALIST MILD/MODERATE/INTENSIVE 10
Prerequisite: Completion of all internship requirements;
Supervised field experience with an Intervention Specialist in a school setting. Individuals seeking Intervention Specialist licensure must complete this field in an inclusive setting.

EDUCATION-GENERAL (EDUC)

EDUC 100 UNIVERSITY READING IMPROVEMENT 1-3
Prerequisite: None
This course is recommended for students who wish to work on individual reading needs such as 1) reading rate, 2) comprehensive 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
Prerequisite: None
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
Prerequisite: None
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
Prerequisite: 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
Prerequisite: None
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. One section 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
English 102 is the second course in Ashland University's two-semester writing sequence and involves continued emphasis on the writing process, critical thinking, and rhetorical nature of language, and research skills. The course requires frequent writing and may not be taken for S/U credit. Meets core credit for composition II.

ENG 110 WRITING LABORATORY 3
Prerequisite: None
This course offers individualized instruction and practice in writing skills or 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
Prerequisite: None
This course introduces basic techniques and forms of poetry, fiction, and nonfiction. Regular writing and reading assignments illustrate specific aspects of poetic and prose narrative form.

ENG 203 AMERICAN LITERATURE 3
Prerequisite: ENG 102
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; or America at War. Meets Core credit for humanities.

ENG 210 BIBLE AS LITERATURE 3
Prerequisite: ENG 102
The course involves a sustained study of representative Biblical texts using the tools of literary analysis and approaches the Bible as literature from a social, historical, and literary perspective. Meets Core credit for humanities.

ENG 217 BRITISH LITERATURE 3
Prerequisite: ENG 102
This course involves a sustained study of selected texts of British literature and emphasizes literary content as statement of moral and philosophic attitudes in British writers. Meets Core credit for humanities.

ENG 301 WRITER'S WORKSHOP: POETRY 3-9
Prerequisite: ENG 101 and 201
This is a seminar in the writing of poetry. Professors with extensive publication experience conduct the workshop. May be repeated twice for credit.

ENG 302 WRITER'S WORKSHOP: CREATIVE NONFICTION/FICTION 3-9
Prerequisite: ENG 101 and 201
This is a seminar in the writing of fiction and creative nonfiction. Professors with extensive publication experience conduct the workshop. May be repeated twice for credit.

ENG 303 WRITER'S WORKSHOP: SCREENWRITING 3-6
Prerequisite: ENG 101
This is a seminar in screenwriting. Professors with extensive film studies experience conduct the workshop. May be repeated twice for credit.

ENG 304 SHORT STORY 3
Prerequisite: ENG 102
This course is an intensive study of the short story as literary genre with particular attention to narrative construction and to techniques used by authors. Meets Core credit for humanities.

ENG 306 THE ESSAY 3
Prerequisite: ENG 102
This course is an analysis of the essay as both literary genre and source of ideas. Student writing may include essay composition.

ENG 308 THE POEM 3
Prerequisite: ENG 102
The course focuses on poetry and poetics. Meets Core credit for humanities.

ENG 309 AFRICAN AMERICAN LITERATURE 3
Prerequisite: ENG 102
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 314 LITERATURE AND GENDER 3
Prerequisite: ENG 102
This course focuses on literature that centrally engages issues of gender, including but not limited to masculinity, femininity, patriarchy, biological vs. socially constructed notions of sex and gender, and intersections between gender and other factors-including race, class, religion, and sexuality-in shaping human experience. Meets Core credit for humanities.

ENG 315 GERMAN LITERATURE IN TRANSLATION 3
Prerequisite: ENG 102
This course involves reading and discussion of a number of major writings in German literature. The students will read short stories, novels, poetry, and non-fiction. Some of the themes include the conflict between artistic and bourgeois values, class and ethnic conflict, legal issues, aesthetic concerns, and contemporary cultural movements. Meets Core Requirements for Humanities.

ENG 316 POSTCOLONIAL LITERATURE 3
Prerequisite: ENG 102
This course focuses on literatures shaped by colonialism and imperialism. The course emphasizes in-depth study of colonial and postcolonial literature supported by an understanding of the historical, social, cultural, and political contexts of that literature. Meets Core credit for humanities.

ENG 317 STUDIES IN SHAKESPEARE 3
Prerequisite: ENG 102
Students will read examples of Shakespearean histories, comedies, romances, and tragedies, exploring language and dramatic technique to develop an understanding of the structure and themes. Meets Core credit for humanities.
ENG 319  MODERN DRAMA  3
Prerequisite: ENG 102
The course studies European and American drama from the late 1800s to the present. Meets Core credit for humanities.

ENG 322  MODERN POETRY  3
Prerequisite: ENG 102
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: ENG 102
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 AUTHORS  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 330  AFRICAN LITERATURE  3
Prerequisite: ENG 102
This course emphasizes the study of literature produced on the African continent during the pre-colonial, colonial, and post-colonial periods. Primary texts will be supplemented by critical, cultural, and historical materials related to Africa. The course traces the themes of African nationalism and post-colonialism as dramatized in the works of major African authors. Meets Core credit for humanities.

ENG 332  GLOBAL FILM  3
Prerequisite: ENG 102
This course will emphasize the historical or contemporary practice of non-U.S. cinemas, focusing on one national cinema per course. Students explore the cinema of a county, region, or linguistically-related collection of countries focusing on intersections of aesthetics, socio-historical context, ideology, and film industry practices.

ENG 333  AMERICAN STUDIES-19TH CENTURY  3
Prerequisite: ENG 102
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. Meets Core credit for humanities.

ENG 334  AMERICAN STUDIES-20TH CENTURY  3
Prerequisite: ENG 102
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. Meets Core credit for humanities.

ENG 338  THEMES AND TOPICS IN LITERATURE  3
Prerequisite: ENG 102
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: ENG 102
This course involves reading and discussion of a number of major works of in Jewish literature. Students will read short stories, novels, and a memoir; some themes include religious faith, silence, the father-son relationship, gender issues, grief, wisdom, and folly. Meets Core credit for humanities.

ENG 350  CONTEMPORARY AMERICAN STUDIES  3
Prerequisite: ENG 102
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: ENG 102
This is an advanced course in compositional form and expression emphasizing development of effective rhetorical and stylistic techniques. Students will analyze the work of representative authors. Writing assignments emphasize stylistic control and conceptual development.

ENG 360  LITERATURE OF CRIME AND RETRIBUTION  3
Prerequisite: ENG 102
This course emphasizes close analysis of literature on themes including evil, faith, insanity, racism, and motiveless malignity. Meets Core credit for humanities.

ENG 365  GREEK LITERATURE  3
Prerequisite: ENG 102
This course will address the question of the Greek view of men and women in relation both to each other and to the gods as revealed in literature. Meets Core credit for humanities.

ENG 370  RUSSIAN NOVEL  3
Prerequisite: ENG 102
This course involves reading Russian novels in English translation. Meets Core credit for humanities.

ENG 371  LITERATURE AND FILM  3
Prerequisite: ENG 102
This course emphasizes film aesthetics and visual narrative as it compares to written literary narrative.

ENG 372  NIETZSCHE AND THE PROBLEM OF VALUES  3
Prerequisite: ENG 102
This course involves reading a major work of Nietzsche in connection with other literary and philosophical texts. Meets Core credit for humanities.

ENG 401  THE LITERATURE OF EARLY ENGLAND  3
Prerequisite: ENG 102
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.

ENG 404  THE ENGLISH RENAISSANCE  3
Prerequisite: ENG 102
A high level study of England’s literature of the Elizabethan period, this course focuses on poetry and drama.

ENG 405  PROBLEMS IN CREATIVE WRITING  3
Prerequisite: ENG 301, 302
This course is concerned with the development of individual style and voice in student writing. The course is conducted by professors with extensive publication experience.

ENG 406  17TH CENTURY ENGLISH LITERATURE  3
Prerequisite: ENG 102
This course is a high-level study of material written 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: ENG 102
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: ENG 102
This course is a high-level study of major texts and critical background of the Romantic Movement.

ENG 411 VICTORIAN PERIOD 3
Prerequisite: ENG 102
This course is a high-level study of major texts and critical background of the Victorian period.

ENG 413 20TH CENTURY ANGLOPHONE LITERATURE 3
Prerequisite: ENG 102
This course is a high-level study of the literature of Great Britain, Ireland, and the Anglophone world other than America in the 20th and 21st centuries.

ENG 415 CAPSTONE COURSE IN CREATIVE WRITING 3
Prerequisite: 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 or her college writing career.

ENG 417 ENGLISH GRAMMAR & USAGE 3
Prerequisite: ENG 102
This course will provide students with knowledge of grammar, syntax, and mechanics. It is designed for those preparing to be teachers of English and Language Arts as well as for those who wish to extend their knowledge of the language.

ENG 418 HISTORY OF ENGLISH LANGUAGE 3
Prerequisite: ENG 102
This course focuses on the history of the English language, its many dialects, and vocabulary development from root words and derivational affixes. 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: ENG 102
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: ENG 102
This course is a high-level study of American writing during the period with emphasis on Transcendentalism as a dominant literary and intellectual movement.

ENG 427 AMERICAN LITERATURE III: REALISM TO MODERNISM 3
Prerequisite: ENG 102
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.

ENG 428 AMERICAN LITERATURE IV: FROM WWI TO THE PRESENT 3
Prerequisite: ENG 102
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.

ENTREPRENEURSHIP (ENTP)

ENTP 245 INTRODUCTION TO ENTREPRENEURSHIP 3
Prerequisite: None
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 3
Prerequisite: 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 3
Prerequisite: 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 3
Prerequisite: ENTP 245, MGT 240, MKT 233
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 3
Prerequisite: 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.
EXERCISE SCIENCE (EXS)

EXS 190 ANATOMY AND PHYSIOLOGY FOR THE EXERCISE SCIENCES 4
Prerequisite: None
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.

EXS 210 EXERCISE MANAGEMENT OF CARDIORESPIRATORY PATHOPHYSIOLOGY 2
Prerequisite: EXS 190
A detailed study of the physiology of the cardio respiratory 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 cardio respiratory pathologies.

EXS 258 PHARMACOLOGY FOR EXERCISE SCIENCES 3
Prerequisite: None
This course will cover various topics related to exercise science and physical activity. 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.

EXS 261 MEDICAL TERMINOLOGY 3
Prerequisite: None
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.

EXS 308 KINESIOLOGY 3
Prerequisite: EXS 190 or BIO 125 or AT 165
A study of the relationship of anatomical, physiological and mechanical principles to the muscular movement of homo sapiens. (Also PE) ES/PE credit.

EXS 309 PHYSIOLOGY OF EXERCISE 3
Prerequisite: EXS 190 or BIO 125 or AT 165
The applied study of the functioning of the systems of the human body during exercise.

EXS 310 ADVANCED PHYSIOLOGY OF EXERCISE 3
Prerequisite: EXS 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.

EXS 312 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION I 2
Prerequisite: EXS 309
An introduction to 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.

EXS 313 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION II 2
Prerequisite: EXS 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.

EXS 314 GROUP EXERCISE LEADERSHIP 3
Prerequisite: EXS 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).

EXS 343 ACTIVE AGING AND WELLNESS 3
Prerequisite: None
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.

EXS 420 STRENGTH TRAINING PHYSIOLOGY 3
Prerequisite: None
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.

EXS 430 EXERCISE FOR PERSONS WITH CHRONIC DISEASES 3
Prerequisite: EXS 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/abilities.

EXS 474 SPORTS NUTRITION/SUBSTANCE ABUSE 3
Prerequisite: EXS 309 or DIET 320
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.

EXS 493 INTERNSHIP IN EXERCISE SCIENCE 1-4
Prerequisite: EXS 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.

ENVIRONMENTAL SCIENCE (EVS)

EVS 276 ENVIRONMENTAL SCIENCE SEMINAR 1
Prerequisite: None; Seniors and Juniors by permission
A seminar course that examines selected environmental science topics in conjunction with the Environmental Lecture series. May be taken twice for credit. Biology majors may take this twice for biology elective credit. EVS/Biology majors may take this a second time for biology elective credit. BIO/EVS credit.

EVS 320 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) 4
Prerequisite: GEOL 101
This course covers the fundamental principles of geographic information systems (GIS), which is the merging of cartography, statistical analysis, and database technology into computer-based systems that capture, store, manipulate, analyze, manage, and present all types of geographical data for a wide variety of applications and purposes, but with the goal of informed decision-making. Students will learn how to create interactive queries (user-created searches), analyze spatial information, edit data in maps, and present the results of all these operations, primarily applying these to geological and environmental systems. EVS/GEOL credit.
EVS 476 ISSUES IN ENVIRONMENTAL SCIENCE 3
Prerequisite: 30 hrs. of science courses (MATH, BIO, CHEM, GEOL, PHYS)
A detailed examination of the scientific dimensions of selected environmental issues, with discussion of the economic policy, and ethical aspects of those problems and with emphasis on global and international perspectives. Case studies will include many examples from other countries, as well as national and regional issues in the U.S. Required for all EVS majors. Biology and Geology majors (but not EVS/Biology or EVS/Geology majors) may use this course as a biology or geology elective. BIO/EVS/GEOL credit.

FASHION MERCHANDISING (FM)

FM 111 FASHION ANALYSIS 3
Prerequisite: None
Application of aesthetic principles to apparel design. Topics include fashion illustration and design, personal color analysis, figure analysis, and wardrobe planning.

FM 112 FASHION STUDIO I 3
Prerequisite: None
Apparel construction and design. Development of the basic principles, concepts, and skills essential for apparel construction. Students will apply individual design concepts to projects.

FM 211 CLOTHING & CULTURE 3
Prerequisite: None
The course explores the social, psychological, and cultural aspects of clothing and appearance. It includes the relationship of clothing and appearance to physical and social environments, aesthetic and personal expression, and cultural ideals and values.

FM 312 READY TO WEAR ANALYSIS 3
Prerequisite: FM 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.

FM 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.

FM 317 FASHION INDUSTRY 3
Prerequisite: None
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.

FM 318 INTERNSHIP 3
Prerequisite: Junior standing
Practical work experience in major subject areas of FM. Students are required to spend 150 hours internship experience. Follow-up seminar includes portfolio and resume development, interview skills, and business etiquette.

FM 413 FASHION STUDIO II 3
Prerequisite: FM 312
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.

FM 416 FASHION MERCHANDISING 3
Prerequisite: FM 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.

FM 417 FASHION EVOLUTION 3
Prerequisite: None
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.

FM 430 FASHION PROMOTION 3
Prerequisite: FM 416
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.

FM 441 INTERIOR DESIGN 3
Prerequisite: None
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.

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, and 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, optional 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
Prerequisite: FIN 228
This course focuses on the global financial environment and particularly
on business operations in a global setting. Topics in multinational
finance, foreign exchange risk management, financing foreign operations
are emphasized.

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
Prerequisite: FIN 228
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 220  CONTEMPORARY LATIN AMERICAN
LITERATURE IN TRANSLATION  3
Prerequisite: None
This course critically examines contemporary Latin American
Revolutionary literature, in English translation. Meets Core credit for
CCI.

FL 221  U.S. MEXICO-BORDER LITERATURE  3
Prerequisite: None
This course critically examines the political, socio-economic, historical,
cultural, and linguistic features of the U.S.-Mexico border, including the
relationships between the two nations, through literary readings and
-cultural analysis. Taught in English. Meets Core credit for CCI.

FL 275  PORTFOLIO ASSESSMENT PROGRAM
CYCLE I  0
Prerequisite: Sophomore Status
A course designed to examine the progress towards SLOs for all Foreign
Language Majors. Required for all French & Spanish Majors.

FL 299  CCI NARRATIVE  0
Prerequisite: None
CCI Narrative. This will apply to students who elect the CCI Study
Abroad Track, a CCI course with Study Way or Course with
Experience, or other students whose CCI completion includes the
Narrative. The CCI Narrative is an analytical paper, multimedia
presentation or other document in which the student demonstrates
cultural and/or linguistic competencies acquired through contact with
another culture. CCI Narratives that are not tied to a Course with Study
Away or Course with Experience must be completed four weeks before
student's graduation. Graded S/U.

FL 315  FRENCH WOMEN WRITERS  3
Prerequisite: None
This course examines literary works by French women writers from the
Middle Ages to the 21st century through the optic of specifically
historicized feminist criticism and theory. Taught in English. Literature
read in translation. Meets Core credit for CCI.

FL 375  PORTFOLIO ASSESSMENT PROGRAM
CYCLE II  0
Prerequisite: FL 275
A course designed to examine the progress towards SLOs for all Foreign
Language Majors. Required for all French & Spanish Majors.

FL 432  GRADES 7-12 METHODS: TEACHING
FOREIGN LANGUAGE, GRADES K-12  3
Prerequisite: EDCI 230SEC; 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.

FL 475  PORTFOLIO ASSESSMENT PROGRAM
CYCLE III  0
Prerequisite: FL 375
A course designed to examine the progress towards SLOs for all Foreign
Language Majors. Required for all French & Spanish Majors.

FRENCH (FREN)

FREN 151  ELEMENTARY FRENCH I  3
Prerequisite: Placement or no prior study of French. Note: Not open to
students who placed in other levels
A comprehensive introductory course in French language for today's
global world. Students develop oral and written proficiency through
cultural studies. Taught in French. Offered annually. Meets Core Credit
for CCI.

FREN 152  ELEMENTARY FRENCH II  3
Prerequisite: FREN 151, placement, or transfer equivalent. Note: Not open
to students who have placed into other levels
A comprehensive introductory course in French language for today's
global world. Students develop oral and written proficiency through
cultural studies. Taught in French. Offered annually. Meets Core Credit
for CCI

FREN 200  INTERMEDIATE LEVEL INTENSIVE
FRENCH STUDY ABROAD  6
Prerequisite: FREN 132, placement, or transfer equivalent. Note: Not open
to students who have placed into other levels
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
families of the host culture. Orientation and debriefing sessions on
campus are required. Meets Core Credit for CCI.

FREN 251  INTERMEDIATE FRENCH I  3
Prerequisite: FREN 152, placement, or transfer equivalent. Note: Not open
to students who have placed into other levels
A course designed to increase the students understanding of the language
by building on the skills learned in the elementary course. Students
develop oral and written proficiency through and exploration of the
French arts including architecture, cuisine, fashion, music, painting, etc.
Lab work required. Taught in French. Offered annually. Meets Core Credit
for CCI.

FREN 252  INTERMEDIATE FRENCH II  3
Prerequisite: FREN 251, placement, or transfer equivalent. Note: Not open
to students who have placed into other levels
A continuation of FREN 251. Students develop oral and written
proficiency through and exploration of French media sources including
music videos, television, film, and social media. Lab work required.
Taught in French. Offered annually.
FREN 300 ADVANCED LEVEL INTENSIVE FRENCH STUDY ABROAD
Prerequisite: FREN 252, placement, or transfer equivalent. Note: Not open to students who have placed into other levels
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 families of the host culture. Orientation and debriefing sessions on campus are required. Meets Core Credit for CCI.

FREN 301 FRENCH CIVILIZATION FROM LASCAUX TO VERSAILLES
Prerequisite: FREN 252 or equivalent
In order to understand contemporary France and the French sense of identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. French social and political institutions from the Revolution of 1789 to the present will be examined with an emphasis on the evolution of the core values of the Fifth Republic (liberty, equality, social solidarity, and the lay state) and their expression in the French context. Taught in French. Offered alternate years.

FREN 302 FRENCH CIVILIZATION FROM REVOLUTION TO PRESENT
Prerequisite: FREN 252 or equivalent
In order to understand contemporary France and the French sense of identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. French social and political institutions from the Revolution of 1789 to the present will be examined with an emphasis on the evolution of the core values of the Fifth Republic (liberty, equality, social solidarity, and the lay state) and their expression in the French context. Taught in French. Offered alternate years.

FREN 303 FRENCH WRITTEN EXPRESSION
Prerequisite: FREN 252 or equivalent
The course offers intensive review and expansion of grammar and vocabulary through structured reading and writing activities. Reading selections include cultural information from France and other French-speaking countries. Taught in French. Offered alternate years. Meets Core credit for CCI.

FREN 304 FRENCH STYLISTICS
Prerequisite: FREN 303 or equivalent
This course extends the concept of advanced French grammar and composition to questions of style and rhetoric. It will familiarize students with the richness of expression of the French language through an in-depth analysis of a variety of texts and writing practice. Taught in French. Meets Core credit for CCI.

FREN 305 FRENCH PHONETICS
Prerequisite: FREN 252 or equivalent
A course designed to provide a review of standard French pronunciation and an introduction to phonology, phonetics, and dialectology including corrective exercises and a contrastive analysis of French and English sound systems. Taught in French. Offered alternate years. Meets Core credit for CCI.

FREN 351-352 INTRODUCTION TO FRENCH FICTION I & II
Prerequisite: FREN 252 or equivalent
Introduces the student to complete works of French fiction. Special attention will be given to the novella, short story, and novel as examples of modern and contemporary literary production. Works will be selected from the literature of France and Francophone countries. Taught in French. Meets Core credit for CCI.

FREN 353 FRENCH LITERATURE: MARIE DE FRANCE TO VOLTAIRE
Prerequisite: FREN 252 or equivalent
A close examination of major French literary texts from the Middle Ages to the Revolution. The course emphasizes the ways in which representative works of pre-Revolutionary French literature are both products of and windows into their historical and cultural contexts. Students will learn and practice analysis of forms of literary expression as they relate to the production of meaning. All texts and discussions are in French. Offered alternate years. Meets Core credit for humanities.

FREN 354 FRENCH LITERATURE: REVOLUTION TO PRESENT
Prerequisite: FREN 252 or equivalent
A close examination of major French literary texts from the Revolution to the present as reflections of and reactions to the historical and cultural movements of the periods in which they were written. Students will learn and practice analysis of forms of literary expression as they relate to the production of meaning. All texts and discussions are in French. Offered alternate years. Meets Core credit for humanities.

FREN 357 FRENCH ORAL EXPRESSION
Prerequisite: FREN 252 or equivalent
This course focuses on the practice and development of conversational fluency through a variety of culturally-related themes. Taught in French. Offered alternate years. Meets Core credit for CCI.

FREN 470 SEMINAR ON THE FRENCH-SPEAKING WORLD
Prerequisite: FREN 351-352 or 353-354
A seminar on topics pertinent to language, culture, civilization and literature of the French-speaking world known today as "World Literature in French." The content will vary depending upon the interest and needs of students. The course may be repeated for a total of 6 hours. Taught in French. Offered alternate years.

GEOLOGY (GEOL)

GEOL 101 PHYSICAL GEOLOGY
Prerequisite: None
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.

GEOL 102 HISTORICAL GEOLOGY
Prerequisite: None
A study of the record in the rocks, especially the fossil record and the events of the earth's formation through geological time. Three class sessions and one lab per week. This course may also count toward a degree in biology. Offered every even spring.

GEOL 103 PHYSICAL GEOGRAPHY AND THE ENVIRONMENT
Prerequisite: None
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. Special offering, contact department.

GEOL 209 NATURAL DISASTERS: VOLCANOES AND EARTHQUAKES
Prerequisite: None
What are natural disasters and how can science reduce the damage done by events such as earthquakes, tsunamis, and volcanic eruptions? This course will examine these events and how scientists determine why and 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. Offered every semester. Meets Core credit for natural sciences. Students who are required or elect to take GEOL 101 for their major or minor cannot enroll in this class for credit toward their major or minor.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>GEOL 210</td>
<td>NATURAL DISASTERS: SEVERE WEATHER</td>
<td>3</td>
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<td><strong>Prerequisite:</strong> None</td>
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<td>What are natural disasters, and how can science reduce the damage done by events such as severe weather and flooding? This course will examine these events and how scientists 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. Offered every semester. Meets Core credit for natural sciences.</td>
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<tr>
<td>GEOL 211</td>
<td>DISCOVERING THE ICE AGE</td>
<td>3</td>
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<td><strong>Prerequisite:</strong> None</td>
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<td></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>
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<tr>
<td>GEOL 212</td>
<td>ARCHEOLOGY &amp; HUMAN ANTIQUITY</td>
<td>3</td>
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<td></td>
<td><strong>Prerequisite:</strong> None</td>
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<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, discoveries they have made, and conclusions they have reached about human antiquity. Meets Core credit for natural sciences.</td>
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<tr>
<td>GEOL 213</td>
<td>ASTEROIDS, COMETS, AND CATASTROPISM</td>
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<td><strong>Prerequisite:</strong> None</td>
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<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>
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<tr>
<td>GEOL 275</td>
<td>TOPICS IN REGIONAL GEOLOGY</td>
<td>1-8</td>
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<td><strong>Prerequisite:</strong> None</td>
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<td></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>
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<tr>
<td>GEOL 297</td>
<td>INTRODUCTION TO LABORATORY AND FIELD RESEARCH</td>
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<td><strong>Prerequisite:</strong> Soph or junior standing</td>
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<td>This course will introduce the student to scientific research in the laboratory or field through individual instruction under the direction of a Geology faculty member. Graded S/U. Offered each semester.</td>
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<tr>
<td>GEOL 309</td>
<td>GEOMORPHOLOGY</td>
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<td></td>
<td><strong>Prerequisite:</strong> GEOL 101</td>
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<td></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>
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<tr>
<td>GEOL 311</td>
<td>MINERALOGY</td>
<td>4</td>
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<td><strong>Prerequisite:</strong> GEOL 101</td>
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<td></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.</td>
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<tr>
<td>GEOL 312</td>
<td>IGNEOUS AND METAMORPHIC PETROLOGY</td>
<td>4</td>
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<td></td>
<td><strong>Prerequisite:</strong> GEOL 311</td>
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<td></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>
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<tr>
<td>GEOL 313</td>
<td>SEDIMENTARY PETROLOGY AND STRATIGRAPHY</td>
<td>4</td>
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<td></td>
<td><strong>Prerequisite:</strong> GEOL 102</td>
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<td></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>
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<tr>
<td>GEOL 320</td>
<td>INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)</td>
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<td></td>
<td><strong>Prerequisite:</strong> GEOL 101</td>
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<td>This course covers the fundamental principles of geographic information systems (GIS), which is the merging of cartography, statistical analysis, and database technology into computer-based systems that capture, store, manipulate, analyze, manage, and present all types of geographical data for a wide variety of applications and purposes, but with the goal of informed decision-making. Students will learn how to create interactive queries (user created searches), analyze spatial information, edit data in maps, and present the results of all these operations, primarily applying these to geological and environmental systems. EVS/GEOL credit.</td>
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<tr>
<td>GEOL 350</td>
<td>SCIENCE AS A CULTURAL FORCE</td>
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<td></td>
<td><strong>Prerequisite:</strong> See CHEM 350 for course description.</td>
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<tr>
<td>GEOL 401</td>
<td>STRUCTURAL GEOLOGY</td>
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<td><strong>Prerequisite:</strong> GEOL 101</td>
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<td>A study of the geometrical relationships of rock bodies of the earth, their orientation, distribution and bearing on the theories concerned with the origin and development of major land-scape features, the continents and the ocean basins. Three class sessions and one lab per week. Offered every odd spring.</td>
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<tr>
<td>GEOL 402</td>
<td>ECONOMIC GEOLOGY</td>
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<td><strong>Prerequisite:</strong> GEOL 101, GEOL 311</td>
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<td>This course is an introduction to the general geologic and economic features that are important to the discovery, production, and reclamation of commercial concentrations of non-hydrocarbon mineral resources, i.e., metallic and industrial mineral commodities. It also includes the importance of mineral resources to the global economy, mineral evaluation, and risk analysis and the environmental impact of extraction and processing. The course deals with mineral resources in many countries. While the course does not have a laboratory component, materials and techniques are covered in the classroom setting or as outside components.</td>
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<tr>
<td>GEOL 403</td>
<td>ENVIRONMENTAL GEOCHEMISTRY</td>
<td>4</td>
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<td><strong>Prerequisite:</strong> GEOL 101, CHEM 104, approval of department chair</td>
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<td>A quantitative introduction to the distribution and migration of chemical species within the earth in space, and in time, with emphasis on understanding standing the principle chemical control 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 year.</td>
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<tr>
<td>GEOL 405</td>
<td>PETROLEUM GEOLOGY</td>
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<td></td>
<td><strong>Prerequisite:</strong> GEOL 101, GEOL 313</td>
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<td>This course is an introduction to petroleum geology that provides a basic understanding of the geologic origin, migration, and location of hydrocarbon deposits and the concepts and methods in petroleum and natural gas exploration and development. Laboratory exercises supplement lectures and offer practical experience with methods, especially core and geophysical log and survey analysis and interpretation, subsurface mapping, volumetric calculations, and risk analysis and environmental impact.</td>
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<tr>
<td>GEOL 429</td>
<td>FIELD GEOLOGY</td>
<td>1-8</td>
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<td><strong>Prerequisite:</strong> GEOL 311 and additional courses from the following are recommended: GEOL 309, 312, 313, 314, and 401</td>
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<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>
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</tbody>
</table>
GEOL 476  ISSUES IN ENVIRONMENTAL SCIENCE  3  
Prerequisite: 30 hours of science courses (MATH, BIO, CHEM, GEOL, PHYS)  
A detailed examination of the scientific dimensions of selected environmental issues, with discussion of the economic policy, and ethical aspects of those problems and with emphasis on global and international perspectives. Case studies will include many examples from other countries, as well as national and regional issues in the U.S. Required for all EVS majors. Biology and Geology majors (but not EVS/Biology or EVS/Geology majors) may use this course as a biology or geology elective. Meets Core credit for CCI - Critical Cultural Inquiry. BIO/EVS/GEOL credit.

GEOL 493  INTERNSHIP  1-4  
Prerequisite: See CHEM 493 for course description.

GEOL 497  LABORATORY AND FIELD RESEARCH  1-3  
Prerequisite: See CHEM 497 for course description.

GERMAN (GER)  

GER 161  ELEMENTARY GERMAN I  3  
Prerequisite: None  
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. Meets Core credit for CCI.

GER 162  ELEMENTARY GERMAN II  3  
Prerequisite: GER 161 or equivalent  
A continuation of FL 161. Lab work required. Taught in German. Offered infrequently. Meets Core credit for CCI.

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. Meets Core credit for CCI.

GER 262  INTERMEDIATE GERMAN II  3  
Prerequisite: GER 261 or equivalent  
Continuation of GER 261. Lab work required. Taught in German. Meets Core credit for CCI.

HISTORY (HIST)  

HIST 112  WESTERN CIVILIZATION  3  
Prerequisite: None  
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  
Prerequisite: None  
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. Meet Core credit for historical reasoning.

HIST 201  TOPICS IN CLASSICAL CIVILIZATION  3  
Prerequisite: None  
This course will study key topics in Greek and Roman antiquity. Topics may include: imperialism, sport and spectacle, literature, the family, woman, or slavery in the Greek and Roman worlds; or authors such as Plutarch, Cicero, or Seneca. Repeatable as topics change. HIST 201/POLSC 201 credit.

HIST 212  AMERICAN HISTORY THROUGH THE CIVIL WAR  3  
Prerequisite: None  
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  
Prerequisite: None  
An examination of how the fundamental American principles of freedom and equality 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  
Prerequisite: None  
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  
Prerequisite: SEE POLSC 236 for course description

HIST 239  HISTORY OF OHIO  3  
Prerequisite: None  
A study of Ohio Country from its prehistoric inhabitants to the present, with a focus on the state’s significance in the nation. Will emphasize the role of Ohio in the United States, including Ohio’s role in the Northwest Territory and how it served as the model for statehood; its importance in the 19th century political and economic affairs; and its shift from agriculture to industry to a 21st century post-industrial economy.

HIST 261  ANCIENT GREECE  3  
Prerequisite: None  
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 AND THE RISE OF CHRISTIANITY  3  
Prerequisite: None  
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: None  
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.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 268</td>
<td>RENAISSANCE AND REFORMATION</td>
<td>3</td>
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<tr>
<td>HIST 269</td>
<td>AGE OF ENLIGHTENMENT (1600-1789)</td>
<td>3</td>
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<td>HIST 270</td>
<td>AGE OF REVOLUTION AND REACTION (1789-1900)</td>
<td>3</td>
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<td>HIST 271</td>
<td>20TH CENTURY EUROPE TO THE PRESENT</td>
<td>3</td>
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<td>HIST 301</td>
<td>CULTURAL GEOGRAPHY</td>
<td>3</td>
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<td>HIST 321</td>
<td>WARFARE: ANCIENT AND MODERN</td>
<td>3</td>
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<td>HIST 327</td>
<td>AFRICA</td>
<td>3</td>
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<td>HIST 329</td>
<td>LATIN AMERICA</td>
<td>3</td>
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<tr>
<td>HIST 341</td>
<td>MODERN MIDDLE EAST</td>
<td>3</td>
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<td>HIST 343</td>
<td>MODERN EAST ASIA</td>
<td>3</td>
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<td>HIST 351</td>
<td>COLONIAL AMERICA</td>
<td>3</td>
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<td>HIST 352</td>
<td>THE AMERICAN FOUNDING</td>
<td>3</td>
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<tr>
<td>HIST 353</td>
<td>THE EARLY REPUBLIC: US 1791-1820</td>
<td>3</td>
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<td>HIST 354</td>
<td>NATIONHOOD AND SECTIONAL CONFLICT: US 1820-1854</td>
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<td>HIST 355</td>
<td>CIVIL WAR AND RECONSTRUCTION</td>
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<td>HIST 356</td>
<td>AGE OF ENTERPRISE AND PROGRESSIVISM</td>
<td>3</td>
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<td>HIST 357</td>
<td>AMERICA IN THE AGE OF WORLD WARS</td>
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<td>HIST 358</td>
<td>POSTWAR AMERICA: 1945-1973</td>
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<td>HIST 359</td>
<td>CONTEMPORARY AMERICA: 1974 TO PRESENT</td>
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**HIST 268: RENAISSANCE AND REFORMATION**

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 world-view 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)**

This course examines the intellectual and political reformation that swept Europe in the 17th and 18th centuries. It 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 AND REACTION (1789-1900)**

This course 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: 20TH CENTURY EUROPE TO THE PRESENT**

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**

Survey of human settlement and its relationship with the physical environment, including population, ethnic and cultural patterns, economic and political organizations and the uses of land and natural resources.

**HIST 321: WARFARE: ANCIENT AND MODERN**

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**

An introductory discussion of Africa before the age of Imperialism followed by an intensive study of the period of foreign control, and then a study of the independence movement and the Africa of today.

**HIST 329: LATIN AMERICA**

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**

This course explores the development and character of important Middle Eastern countries and of relations between them, with emphasis on the influence of geography, history, religion, political ideas, statesmanship, culture, European imperialism, and natural resources. HIST/POLSC credit.

**HIST 343: MODERN EAST ASIA**

In this course, students 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 contract with the West.

**HIST 351: COLONIAL AMERICA**

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**

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 352 credit.

**HIST 353: THE EARLY REPUBLIC: US 1791-1820**

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**

This course will cover the main events, personalities, developments, and ideas in the United States between 1820 and 1854.

**HIST 355: CIVIL WAR AND RECONSTRUCTION**

An examination of the origins, progress, and consequences - political, historical, and economic - of the Civil War. In addition to the military aspects of the Civil War, the course looks at the immediate and long-term problems of Reconstruction.

**HIST 356: AGE OF ENTERPRISE AND PROGRESSIVISM**

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**

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**

An examination of the United States during the three decades following the Second World War. The social, economic, political, diplomatic development of the country is stressed with a thematic emphasis.

**HIST 359: CONTEMPORARY AMERICA: 1974 TO PRESENT**

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
Prerequisite: None
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: None
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 1930's until 1945. Further, it will consider the significance of the war for the history of Europe, Asia, and the United States.

HIST 370 TOPICS IN AMERICAN HISTORY 3
Prerequisite: None
Examines various topics, themes or ideas in American History. Students should check schedule and/or instructor to ascertain what topics are currently being offered. May be repeated once if the topic is different.

HIST 375 LINCOLN 3
Prerequisite: None
A seminar that considers the political thought, actions, and statesmanship of Abraham Lincoln before and during the Civil War. Readings include a number of his speeches, with special emphasis on the Lincoln and Douglas debates. HIST/POLSC credit.

HIST 380 TOPICS IN HISTORY 3
Prerequisite: None
This course treats various topics, themes and ideas in European or World History. Students should check schedule and/or instructor to ascertain what topics are currently being offered. The course can be taken twice if topics are different.

HIST 381 CHURCHILL 3
Prerequisite: See POLSC 381 for course description.

HIST 465 THE STUDY OF HISTORY SEMINAR 3
Prerequisite: History majors with Jr. or Sr. status or permission
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.

HIST 497 THESIS SEMINAR 3
Prerequisite: Senior status and departmental major or minor
The course is designed for a major or minor in the Department who is researching and writing a senior thesis. It is a guided, intensive study of some topic of interest to the student, which results in a substantial scholarly paper. The student may not have acquired or be in the process of acquiring more than 3 hours of academic credit for work connected to the project to be undertaken in HIST/POLSC 497 (for example, through Independent Study).

HONORS PROGRAM (HON)

HON 101 FIRST YEAR HONORS SEMINAR 1
Prerequisite: Enrolled in Honors Program
A course designed for students admitted to the Honors Program in their first year. The course introduces student 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 1
Prerequisite: Enrolled 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 thesis prospectus, and outlining a timetable for completing the Capstone Project. This course is required for all juniors who plan to complete an honors thesis 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 abroad opportunity in the spring semesters of odd-numbered years. May be repeated once with a different topic. Meets CCI credit when completing the course with the study away component and the corresponding CCI narrative.

HEALTH SCIENCES (HS)

HS 104 FITNESS WALKING 1
Prerequisite: None
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.

HS 117 SELF DEFENSE/MARTIAL ARTS 1
Prerequisite: None
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.

HS 138 PHYSICAL FITNESS 1
Prerequisite: None
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.

HS 153 WEIGHT TRAINING 1
Prerequisite: None
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.

HS 180 LIFETIME WELLNESS 2
Prerequisite: None
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/HS credit.

HS 182 FIRST AID AND CPR 1
Prerequisite: None
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.

HS 201 IMPACT OF CHRONIC ILLNESS 3
Prerequisite: None
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.
HS 202  GLOBAL CHALLENGES IN PUBLIC HEALTH  3
Prequisite: None
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 promoting and protecting the health of populations across the globe (e.g., 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.

HS 221  FOOD AND CULTURE  3
Prequisite: None
Global view of the nutritional needs of individuals and how food needs are met; issues with food supply around the world, and consideration of factors which determine what societies and families eat (i.e., taboos, beliefs, rituals, and symbolism surrounding food.) The history of how people have met their food needs and potential future developments are covered. Meets CCI when completing the course with the study away component and the corresponding CCI narrative.

HS 222  PHYSICAL AGING  3
Prequisite: None
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. (Note: This will also count in the nursing major as one of the options for the advanced human biological science elective.)

HS 316  CONSUMER HEALTH  1
Prequisite: None
A broad survey of health products and information available in the market place which may help or hinder the development of a healthy lifestyle.

HS 322  RESEARCH IN HEALTH SCIENCES  3
Prequisite: MATH 208; ATR 165 or EXS 309 or DIET 320
This course will examine research methodologies and study designs associated with the health sciences, athletic training, dietetics, and exercise science. Students will complete a research proposal focusing on the case studies and compared with current public health policy and practice. In addition, a prospective assessment of public health will analyze its future role in promoting and protecting the health of populations across the globe (e.g., 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.

HSM 334  MANAGEMENT OF INSTITUTIONAL EMPLOYEES  3
Prequisite: 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
Prequisite: None
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 PREPARATION I  3
Prequisite: HSM 335
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 PREPARATION II  3
Prequisite: HSM 336
A continuation of Food Preparation 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 410  GAMING & CASINO MANAGEMENT  3
Prequisite: HSM 135, MATH 208
This course gives an overview of the various games and of managing odds. Emphasizes the financial, operational, marketing, legal, and ethical aspects of running gaming operations.

HSM 430  BEVERAGE MANAGEMENT  3
Prequisite: HSM 135, HSM 235
This course looks at principles and practices regarding the production, selection, purchasing, storage, and service of beverage alcohol in the hospitality industry.
HSM 433  HOSPITALITY MARKETING  3  
Prerequisite: MKT 233, HSM 135  
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, and 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  STRATEGIES IN THE HOSPITALITY INDUSTRY  3  
Prerequisite: MGT 401, HSM 135 or HSM 250  
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 the menu planning, menu costing, production scheduling, cost control and quality controls.

HSM 437  EVENT PLANNING  3  
Prerequisite: HSM 135, HSM 235, HSM 335, ACCT 201  
Practical 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.

HSM 480  HOSPITALITY SPECIAL TOPICS  3  
Prerequisite: HSM Major  
A course devoted to various topics related to issues in hospitality repeated once for different topics with approval of the chair.

INTERDISCIPLINARY STUDIES (IDS)  
IDS 493  INTELLIGENCE INTERNSHIP AT ATIC  12  
Prerequisite: Completion of the Intelligence Internship at ATIC Campus Approval Form  
The Intelligence Internship at ATIC is a full time internship offered in residence at the Advanced Technical Intelligence Center (ATIC) in Dayton, OH. This internship is designed to provide students with the necessary tools to be successful analysts in the U.S. Intelligence Community. The Intelligence Internship at ATIC includes classroom training, research experience, experiential contact hours and, if eligible, the sponsorship of the student for a Top Secret security clearance. This 15 week internship is available during fall and spring semesters and the summer. Students will earn 12 semester hours of credit for satisfactorily completing the internship.

INFORMATION SYSTEMS (IS)  
IS 221  INFORMATION TECHNOLOGY  3  
Prerequisite: None  
This course is an introduction to the use of computers in a business environment. It traces the evolution of data processing systems through 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.

IS 346  E-COMMERCE  3  
Prerequisite: IS 221; MKT 233 or MGT 240  
This course is designed to introduce students to business, cultural, technical, and social/legal aspects of using the Web for business in a global context transcending the U.S. or any specific national boundary. Figuring prominently in the course will be examination of cultural, business and social dimensions of e-commerce, including web site design, across multiple countries. Students will work on a group project that involves the development of a business plan and the design of an e-commerce business using IS skills and knowledge you have obtained from this course and other courses taken.

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, 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 under-taken in order to provide the student with applications-oriented experience.

IS 372  SYSTEMS ANALYSIS AND DESIGN  3  
Prerequisite: IS 221  
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 problems 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  
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  
Prerequisite: None  
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  
Prerequisite: IS 371, IS 372, IS 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  
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.
JDM 103  INTRODUCTION TO JOURNALISM AND MASS COMMUNICATION  
Prerequisite: None  
An introductory, yet critical examination of the history of journalism and the media and how mass media continues to influence society. Attention is given to advances in technology and how they have changed journalism, the development and role of mediated communication and competition between traditional and emerging media.

JDM 133  VIDEO AESTHETICS I  
Prerequisite: None  
This course is an introduction and exploration of basic visual storytelling techniques using digital content creation tools such as video cameras and computer editing software. Students will learn the principles of visual aesthetics through the use of single-camera shooting technique. The focus will be on the creation and interpretation of meaning through the use of framing, shot composition, lighting, and editing.

JDM 203  WRITING FOR THE MEDIA  
Prerequisite: None  
This course stresses development of practical skills in writing for mass media in print, broadcast, and web formats. Emphasis is placed on news values and judgment, effective leads and organization, writing clarity, and style. Class assignments will involve writing projects on a variety of news topics.

JDM 211  PROFESSIONAL PRACTICE: NEWS PRODUCTION  
Prerequisite: Major or minor with the Department of Journalism and Digital Media  
Students in this course will get practical, hands-on experience working within the JDM facilities producing news and sports content for AUTV-20, The Collegian, and WRDL-FM. Students will focus on creating multi-media news and sports stories that will air during shows on AUTV-20 and WRDL-FM, and also be published in the paper and online for The Collegian. Students will also work with other students in JDM 212 and 213 to coordinate news and sports coverage. This one credit course is repeatable and is for JDM majors and minors only. Digital Media Journalism majors and minors are required to take at least four credits of this course. Course is graded S/U.

JDM 212  PROFESSIONAL PRACTICE: RADIO PRODUCTION  
Prerequisite: Major or minor with the Department of Journalism and Digital Media  
Students in this course will get practical, hands-on experience working within the JDM facilities producing media content for WRDL-FM. Students will work within all facets of radio production, including working as DJs, board operations for sporting events and shows, remotes, audio production, and working with JDM 211 students to coordinate content for various shows. This one credit course is repeatable and is for JDM majors and minors only. Digital Media Production majors and minors are required to take at least two credits of this course. Course is graded S/U.

JDM 213  PROFESSIONAL PRACTICE: TELEVISION PRODUCTION  
Prerequisite: Major or minor with the Department of Journalism and Digital Media  
Students in this course will get practical, hands-on experience working within the JDM facilities producing media content for AUTV-20. Students will work within all facets of television production, including working as crew for remote and studio productions, creating graphics, shooting and editing video, and working with JDM 211 students to coordinate content for various shows. This one credit course is repeatable and is for JDM majors and minors only. Digital Media Production majors and minors are required to take at least two credits of this course. Course is graded S/U.

JDM 214  PROFESSIONAL PRACTICE: SPECIAL TOPICS  
Prerequisite: Major or minor with the Department of Journalism and Digital Media  
Students in this course will get practical, hands-on experience producing media content for various purposes that are not part of the existing Journalism and Digital Media curriculum or professional practice offerings. This course is offered once a year and specific topic varies. This one credit course is repeatable and is for JDM majors and minors only. Course is graded S/U.

JDM 224  SPECIAL TOPICS IN DIGITAL MEDIA  
Prerequisite: JDM 103  
This course covers various topics and content related to today's media industry that are not part of the Journalism and Digital Media curriculum. Topics reflect new techniques, areas, and issues facing the media currently. May be repeated for credit as topics change.

JDM 232  VIDEO AESTHETICS II  
Prerequisite: JDM 133  
In this course, students will build on the skills learned in JDM 133 to create more advanced video shooting and editing projects. The focus will be on the aesthetics and creative techniques associated with lighting, audio, and shooting video in the field. Additionally, students will learn the appropriate use of advanced editing techniques (effects, transitions, graphics, and color correction) to create meaning within a piece.

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

JDM 237  BASIC AUDIO PRODUCTION  
Prerequisite: JDM 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.

JDM 243  SPORT BROADCASTING & PRODUCTION  
Prerequisite: JDM 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.

JDM 245  FUNDAMENTALS OF RESEARCH AND REPORTING  
Prerequisite: JDM 103, JDM 203  
A course designed to instruct students in the fundamentals of news-gathering. Emphasis will be on interviewing techniques, computer-assisted research, public records laws, and how to glean important information from historical archives. The course will also focus on information literacy and the importance of sound newsjudgment.

JDM 246  MULTIMEDIA REPORTING  
Prerequisite: JDM 1033, JDM 203  
This course is designed to teach students the fundamentals of creating news and information content for the web. The focus will be on writing techniques, information gathering and relevant software. Skills learned in this course will serve as the basis for longer-form web content created in JDM 307 and 336.

JDM 303  MEDIA LAW AND ETHICS  
Prerequisite: None  
An examination of the roles of the law and ethics in determining appropriate conduct in the fields of journalism, media production, and other areas of public communication. A fundamental understanding of first amendment principles and legal philosophy affecting freedom of expression in the media industries will be stressed.

JDM 307  ADVANCED REPORTING AND EDITING  
Prerequisite: JDM 245, JDM 246 or Permission  
A course designed to instruct students in comprehensive news gathering skills and new disseminating skills. Emphasis on investigation journalism that is assisted by gathering material derived from interviews, observation, public records, and other documents, and on using such research material to construct effective, in-depth news articles. The class will also analyze selected examples of hard news reporting from contemporary journalistic practice. Class assignments will involve extensive field research, in-depth written news stories and multi-media productions for the web.
JDM 311 SCRIPT WRITING AND DIRECTING 3
Prerequisite: JDM 234
An examination and practice in the two most basic functions in media production; directing and scriptwriting. Working collaboratively, students will execute a series of scriptwriting and direction projects of various format and lengths.

JDM 320 FEATURE WRITING 3
Prerequisite: JDM 245
A course stressing the development of effective techniques for researching and writing various forms of feature writing, including advances, entertainment reviews, columns, human interest and trend stories. The class will also analyze selected examples of feature writing from contemporary journalistic practice. Class assignments will involve a series of practical writing projects.

JDM 330 ORGANIZATION AND CORPORATE VIDEO 3
Prerequisite: JDM 232
This course covers the practices and procedures associated with producing video for organizations and corporations. Pre- and post-production, as well as field and studio production work are all addressed in a corporate training video setting. Working with clients is also a key component to the course.

JDM 331 DIGITAL MEDIA MANAGEMENT 3
Prerequisite: JDM 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.

JDM 332 RADIO PRODUCTION AND PROGRAMMING 3
Prerequisite: JDM 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 production mix down.

JDM 333 DIGITAL MEDIA TECHNOLOGIES 3
Prerequisite: JDM 232
This course explores more advanced and specialized video content using software-based tools. Students will go beyond basic shooting and editing and use the latest software tools to create broadcast-ready content including show opens, film trailers, graphics, and stop frame animation projects.

JDM 335 BROADCAST ANNOUNCING 3
Prerequisite: JDM 133
This is a course designed to improve presentation skills in the area of radio and television announcing. Students will learn proper techniques and voicing skills associated with announcing various types of radio and TV copy, including commercials, news, and sports. Assignments are written and performance based.

JDM 336 BROADCAST REPORTING AND WRITING 3
Prerequisite: JDM 245, JDM 246
Building off the foundation built in JDM 245 and 246, students will focus on the process of gathering, writing and presenting news for broadcast. Students will gather and edit video and audio, as well as prepare web versions of their stories. Student work will air on WRDL and AUTV-20 and be posted on The Collegian website.

JDM 337 ADVANCED AUDIO PRODUCTION 3
Prerequisite: JDM 2437
Building from the skills learned in JDM 237, this course covers more advanced practices, procedures and techniques of audio field and studio production and post-production with emphasis on the design and construction of professional quality audio production involving complex mixture of audio techniques. Advanced non-linear soft-ware-based sound editing is also introduced.

JDM 342 SPORTS JOURNALISM 3
Prerequisite: JDM 245, JDM 246
This course is designed to instruct students in comprehensive news gathering and disseminating skills within the specific context of sports. Emphasis will be placed on the practices of sports reporting including game stories, interviews, features, the gathering and use of sports statistics, and the use of social media in sports journalism. Students will cover Ashland University sporting events and produce written pieces for use in The Collegian, and multi-media pieces for use on AshlandCollegian.com, WRDL-FM, and AU-TV20.

JDM 403 MASS MEDIA EFFECTS 3
Prerequisite: Junior status
This course is an intensive study of the effects of different forms of mass media on the audiences who consume media content. Students will explore the different theories and research in this field in order to gain a better understanding of the social and cultural impact of media systems.

JDM 405 THE GLOBAL IMPACT OF SOCIAL MEDIA 3
Prerequisite: Junior status
This course will study the evolution of social media and how it has changed the way society communicates and consumes information and content on a global scale. The course will focus on the application of relevant media theories in order to better understand how social media has shaped us as individuals and restructured interpersonal and mass communication on a societal level.

JDM 407 NARRATIVE JOURNALISM 3
Prerequisite: JDM 307 or JDM 336
A course designed to instruct students in the development of long form narrative journalism and the study of contemporary journalism. Class assignments will involve extensive field research and the writing of in-depth, nuanced narrative stories with multimedia components accompanying.

JDM 412 ADVANCED POST PRODUCTION AND EDITING 3
Prerequisite: JDM 333
This course covers the advanced techniques of non-linear video editing and special effect creation. It includes the creation and use of computer-generated graphics and digital video effects during the editing process. Students will produce video and web content. This course builds on skills learned in JDM 133, 232, 333.

JDM 436 INTERNSHIP IN DIGITAL MEDIA 3
Prerequisite: Junior status
A - Digital Media Journalism. B - Digital Media Production

JDM 437 MULTIPLATFORM AUDIO PRODUCTION 3
Prerequisite: JDM 337
This course is designed to develop an understanding of the relationship of audio production or podcasting to various related media including multimedia and broadcast. Sound design and the creation and recording of audio assets are stressed as the student develops the conceptual and practical know-how to operate as a creative producer of digital media.

LATIN (LTN)

LTN 110 ELEMENTARY LATIN I 3
Prerequisite: None
An introduction to Latin grammar, vocabulary, and syntax; and through the study of the language, the culture of ancient Rome. Meets Core credit for CCI.

LTN 210 ELEMENTARY LATIN II 3
Prerequisite: LTN 110
A continuation of LTN 110. By the end of Latin 210, students will be beginning to read ancient Latin texts. Meets Core credit for CCI.
MATHEMATICS (MATH)

MATH 100 DEVELOPMENTAL MATHEMATICS 3
Prerequisite: None

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 of high school algebra

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 SCIENCE I-II 3-3
Prerequisite: Two years of high school algebra; one year of high school geometry; MATH 201 is a prerequisite for MATH 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 THE CALCULUS I 5
Prerequisite: MATH 111 or equivalent

This is the first course in the Calculus sequence for science and math majors. The focus is on theory and techniques for limits, derivatives, antiderivatives and definite integrals, and their applications. Meets Core credit for math/logic.

MATH 206 THE CALCULUS II 5
Prerequisite: MATH 205

This is the second course in the Calculus sequence for science and math majors. The focus is on transcendental functions and their applications, techniques of integration, indeterminate forms and improper integrals, and an introduction to infinite sequences and series.

MATH 208 ELEMENTARY STATISTICS 3
Prerequisite: Math ACT score of 18 or above or 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
Prerequisite: Math ACT score of 18 or above or 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 222 DISCRETE MATHEMATICS I 3
Prerequisite: Three years high school college prep math, MATH 223 is a prerequisite for MATH 224

An introduction to set theory, logic, relations, functions, sequences, algorithms, number theory, and combinatorics. Meets Core credit for math/logic.

MATH 223 DISCRETE MATHEMATICS II 3
Prerequisite: Three years high school college prep math, MATH 223 is a prerequisite for MATH 224

A continuation of Math 222. A further exploration of foundational discrete structures and their applications to computer science. Topics include recurrence relations, graph theory, tree structures, and network models.

MATH 250 MATHEMATICAL PROOF 1
Prerequisite: MATH 223

An introduction to the elements of mathematical proofs. Various forms and techniques of writing mathematical proofs are covered.

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 3
Prerequisite: MATH 202, MATH 206 or MATH 224

A study of vector spaces, linear transformations, determinants, and matrices.

MATH 308 OPERATIONS RESEARCH 3
Prerequisite: MATH 224

An introduction to the theory and computer assisted solution of problems in operations research, such as Markov chains, replacement models, inventory models, queuing theory, linear programming, and transportation models.

MATH 309 HISTORY OF MATHEMATICS 3
Prerequisite: MATH 223, MATH 202, or MAATH 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, MATH 223, MATH 250

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 317  PROBABILITY  
Prerequisite: MATH 223, MATH 250, MATH 202 or MATH 206  
A study of the fundamental concepts of probability theory, discrete and 
continuous probability functions, independence, conditional probability, 
Bayes' theorem, joint densities, and mathematical expectations.

MATH 318  MATHEMATICS OF STATISTICS  
Prerequisite: MATH 250, MATH 305, and MATH 317  
Introduction to the theory and applications of mathematical statistics, 
moment generating functions, central limit theorem, estimation, and 
hypothesis testing.

MATH 319  NUMBER THEORY  
Prerequisite: MATH 206, MATH 223, and MATH 250; CS 121 recommended  
An introductory course in the fundamentals of number theory. Emphasis 
on proof techniques, Euclidian algorithm, primes, congruencies, 
continued fractions, and Euler Phi function, with applications to 
computer science, cryptography, and mathematics education.

MATH 320  FINANCIAL MATHEMATICS  
Prerequisite: MATH 223, MATH 305  
Introduction to the fundamental concepts of financial mathematics, and 
how these concepts are applied in calculating present and accumulated 
values for various streams of cash flows as a basis for future use in: 
reserving, valuation, pricing, asset/liability management, investment 
income, capital budgeting, and valuing contingent cash flows. The course 
content is based on the syllabus for the Society of Actuaries (SOA) 
professional Exam FM - Financial Mathematics.

MATH 341  APPLIED REGRESSION ANALYSIS  
Prerequisite: MATH 208 or MATH 318  
The student will learn to execute three major steps in the data analysis 
process: identify the appropriate statistical technique for a given research 
problem; 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 interpret the statistical 
values generated by these various analytical tools. BUS/MATH credit.

MATH 415  INTRODUCTION TO MODERN ALGEBRA  
Prerequisite: MATH 2223, MATH 250, AND MATH 307  
An introduction to abstract algebraic systems through the study of groups, 
rings, and fields.

MATH 417  INTRODUCTION TO ANALYSIS  
Prerequisite: MATH 250 and MATH 305  
The real number system, indeterminate forms, partial differentiation, 
infinite series, and multiple and improper integrals are treated more 
rigorously than in the elementary calculus course.

MATH 450  SEMINAR  
Prerequisite: Junior or Senior math minors or 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 
hours.

MATH 470  SPECIAL TOPICS IN MATHEMATICS  
Prerequisite: MATH 305 or MATH 307  
A course devoted to various topics of mathematical interest. May be 
repeated for credit as topics change.

MGT 100  CONTEMPORARY BUSINESS  
Prerequisite: None  
The purpose of this course is to introduce the student to the organization and 
operation of the basic product- and service-producing institutions in 
our society-business firms-and the economic environment in which these 
businesses make decisions.

MGT 240  INTRODUCTION TO MANAGEMENT  
Prerequisite: None  
A survey course which aims to familiarize students with accepted 
management theory as well as contemporary thinking that might challenge 
the assumption forming the foundation of traditional management 
practices. Students will learn the management functions of planning, 
organizing, leading and controlling in the context of a changing global 
environment and explore ethical issues facing managers working with 
today's diverse workforce.

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

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

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

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

MGT 324  HUMAN RESOURCE MANAGEMENT  
Prerequisite: MGT 307, MGT 318  
The basic function of management as applied to personnel problems of a 
business organization. Consideration given to special problems of 
employment, health, safety, labor relations and morale, employee 
education and training, wages and salaries.

MGT 325  INTERPERSONAL COMMUNICATION FOR BUSINESS  
Prerequisite: MGT 318 and MGT 323  
Students will investigate and practice a variety of communication 
techniques in face-to-face situations as they arise in the relationship 
between supervisors and their subordinates. Orientation will be toward 
communication objectives and methods needed to effectively manage a 
productive enterprise or project.

MGT 327  RISK AND INSURANCE  
Prerequisite: ECON 232, ECON 233, MATH 208  
Economic theory of risk, its significance and treatment; theory and 
practice of property, liability, life and health insurance.
MGT 340 MANAGEMENT SCIENCE 3
Prerequisite: IS 221, MATH 208
A survey of techniques of management science, an approach to managerial decision making that involves the use of quantitative tools of analysis. Topics covered will include linear programming, queuing models, simulation, decision analysis, and networking models for project management.

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
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, with 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
Prerequisite: MGT 240, Senior status
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.

MGT 489 SENIOR SEMINAR-BUSINESS CAPSTONE 3
Prerequisite: COBE 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 alternate solutions, and put knowledge into practice.

MKT 310 INTERNATIONAL BUSINESS/CULTURE 3
Prerequisite: None
Treats the interrelationship of the cultures of other nations with that of the U.S. within a business setting. The first half of the course focuses on cross-cultural relations, using role-playing and cross-cultural awareness games. The second half focuses on the impact of culture on international and multi-national business, including such subjects as bribery, morality, and people-relations.

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

MKT 312 SALESMANSHIP 3
Prerequisite: MKT 233
Techniques of effective selling, the psychological marketing and economic elements of the salesman's job. Designed for students in all fields, as well as for those majoring in marketing and commercial education.

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

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

MKT 317 INTERNATIONAL MARKETING 3
Prerequisite: MKT 233
The integration of the basic elements of marketing into the international marketing system. The application of marketing strategies into the global market, creating an international business entity and arranging all elements of the business to compete globally.
MKT 326  CONSUMER BEHAVIOR 3  
*Prerequisite: See Psych 306 for course description.*

MKT 333  SERVICES MARKETING 3  
*Prerequisite: MKT 233*  
Presents the concepts that differentiate the marketing of services from the marketing of products. Topics for discussion include the services marketing mix, customer retention, and service quality.

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.

**MULTIDISCIPLINARY STUDIES (MDS)**

MDS 490  MULTIDISCIPLINARY CAPSTONE EXPERIENCE 3  
*Prerequisite:*  
This capstone experience requires students completing a multidisciplinary major to produce a written reflection that summarizes the characteristics that distinguish each of their cognate areas and to identify important concepts, skills, and values they have acquired throughout their program of study. Students will also work with a faculty mentor to apply their learning through an internship and/or appropriate project that involves gathering and presenting information from multiple sources.

**MUSIC (MUSIC)**

MUSIC 010  UNIVERSITY MARCHING BAND 1  
*Prerequisite: None*  
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 5  
*Prerequisite: Audition*  
Students will study, practice, and perform brass chamber music.

MUSIC 012  WOODWIND ENSEMBLE 5  
*Prerequisite: Audition*  
Students will study, practice, and perform woodwind chamber music.

MUSIC 013  PERCUSSION ENSEMBLE 5  
*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 5  
*Prerequisite: Audition*  
Students will study, practice, and perform jazz music with emphasis on improvisation.

MUSIC 016  WIND ENSEMBLE 5  
*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 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 020  WOMEN'S CHORUS 5  
*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. Major ensemble.

MUSIC 030  CHAMBER SINGERS 5  
*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 5  
*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 5  
*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 5  
*Prerequisite: Audition*  
The preparation and performance of music composed for a particular combination of resources not covered by other ensembles.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 051</td>
<td>ASHLAND AREA COMMUNITY CONCERT BAND</td>
<td>.5</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td>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.</td>
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<tr>
<td>MUSIC 052</td>
<td>ASHLAND AREA CHORUS</td>
<td>.5</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td>A mixed chorus that allows students to rehearse, learn, and perform choral music to a high degree of artistic excellence. Previous choral singing is helpful, though not required. This chorus sings regularly with the Ashland Symphony Orchestra. No Audition is required.</td>
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</tr>
<tr>
<td>MUSIC 102</td>
<td>RECITAL ATTENDANCE</td>
<td>0</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td>A course in which music majors document their attendance at music performances both on and off campus.</td>
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</tr>
<tr>
<td>MUSIC 130</td>
<td>BASIC GUITAR MUSICIANSHIP</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td>An introduction to musical skills and concepts taught primarily through study of the guitar. Topics include music reading and notation, performance skills, and listening. Meets Core credit for aesthetics.</td>
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</tr>
<tr>
<td>MUSIC 150</td>
<td>PRINCIPLES OF MUSIC MAKING</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td>An introduction to musical skills and concepts including notation, piano, treble recorder, and singing. Meets Core credit for aesthetics.</td>
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</tr>
<tr>
<td>MUSIC 204</td>
<td>GENERAL MUSIC METHODS I</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: MUSIC 259, EDFN 130, music education major</td>
<td>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 only.</td>
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</tr>
<tr>
<td>MUSIC 205</td>
<td>MUSIC COMPOSITION I</td>
<td>2</td>
</tr>
<tr>
<td>Prerequisite: MUSIC 260</td>
<td>Introduction to music composition including modal counterpoint, writing for strings, writing for voices, and 20th century style.</td>
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</tr>
<tr>
<td>MUSIC 209</td>
<td>BRASS TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisite: Music major</td>
<td>Playing skills and pedagogical principles and techniques of common brass instruments.</td>
<td></td>
</tr>
<tr>
<td>MUSIC 211</td>
<td>CLASS PIANO I</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisite: Diagnostic exam</td>
<td>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.</td>
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</tr>
<tr>
<td>MUSIC 212</td>
<td>CLASS PIANO II</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisite: MUSIC 211 or diagnostic exam</td>
<td>This course is designed primarily to serve music majors and minors. Content includes intermediate piano technique, advanced beginning level repertoire, harmonization of melodies, minor scales and arpeggios, and continued building of overall musicianship.</td>
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</tr>
<tr>
<td>MUSIC 213</td>
<td>STRING TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisite: Music major</td>
<td>Playing skills and pedagogical principles and techniques of orchestral string instruments.</td>
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</tr>
<tr>
<td>MUSIC 216</td>
<td>VOCAL DICTION I</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisite: MUSIC 340</td>
<td>A study of English and foreign language diction for singers encompassing the fundamentals of the International Phonetic Alphabet and its direct application to repertoire.</td>
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</tr>
<tr>
<td>MUSIC 217</td>
<td>VOCAL DICTION II</td>
<td>2</td>
</tr>
<tr>
<td>Prerequisite: MUSIC 216 and music major</td>
<td>A continuation of 216, with emphasis on French and German.</td>
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</tr>
<tr>
<td>MUSIC 218</td>
<td>WOODWIND TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisite: Music major</td>
<td>Playing skills and pedagogical principles and techniques of common woodwind instruments.</td>
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</tr>
<tr>
<td>MUSIC 220</td>
<td>PERCUSSION TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisite: Music major</td>
<td>Playing skills and pedagogical principles and techniques of common percussion instruments and accessories.</td>
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</tr>
<tr>
<td>MUSIC 225</td>
<td>MUSICAL STYLE</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td>This course will examine the fundamental question of what distinguishes different styles of music. The emphasis will be on music from the Western Art Tradition, although some popular or non-Western styles may be discussed as well. Meets Core credit for Aesthetics.</td>
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</tr>
<tr>
<td>MUSIC 226</td>
<td>MUSIC IN WORLD CULTURES</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td>There is no culture in the world that does not have music. Music can therefore help foster cross-cultural connections. In this course, we journey around the world, exploring the music of various non-Western and folk cultures. We explore the sound of this music, the setting in which it takes place, and the significance it holds for each culture. In the process, we not only broaden our enjoyment and understanding of a wide variety of music, but also deepen cross-cultural understanding through our shared use of music. Meets Core credit for Aesthetics.</td>
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<tr>
<td>MUSIC 227</td>
<td>AURAL SKILLS I</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisite: Music major or minor</td>
<td>Beginning training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items.</td>
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<tr>
<td>MUSIC 228</td>
<td>AURAL SKILLS II</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisite: MUSIC 227</td>
<td>Continued training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items.</td>
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</tr>
<tr>
<td>MUSIC 237</td>
<td>FUNDAMENTALS OF CONDUCTING</td>
<td>2</td>
</tr>
<tr>
<td>Prerequisite: MUSIC 259 and MUSIC 260</td>
<td>An introduction to basic baton technique, terminology, score reading, and communication.</td>
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<tr>
<td>MUSIC 250</td>
<td>TOPICS IN MUSIC APPRECIATION</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td>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. Meets Core credit for Aesthetics.</td>
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<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>MUSIC 251</td>
<td>TOPICS IN MUSIC APPRECIATION: LOVE SONGS</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>Musicans 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.</td>
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</tbody>
</table>

| MUSIC 252     | TOPICS IN MUSIC APPRECIATION: MUSIC AND DRAMA ACROSS CULTURES | 3       |
| Prerequisite: None |
| 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. |

| MUSIC 305     | MUSIC COMPOSITION II                              | 2       |
| Prerequisite: MUSIC 205 |
| Study of music composition including tonal counterpoint, writing for woodwinds, writing for chamber ensembles, and 20th century style. |

| MUSIC 259     | MUSIC THEORY I                                    | 3       |
| Prerequisite: Diagnostic Exam |
| Introductory materials in music theory, focusing on music fundamentals. |

| MUSIC 311     | CLASS PIANO III                                   | 1       |
| Prerequisite: MUSIC 212 or diagnostic exam |
| This course is designed primarily to serve music majors and minors. Content includes intermediate piano technique, intermediate level repertoire, harmonization and transposition of melodies, scales and arpeggios, and continued building of overall musicality. |

| MUSIC 312     | CLASS PIANO IV                                    | 1       |
| Prerequisite: MUSIC 311 or diagnostic exam |
| This course is designed primarily to serve music majors and minors. Content includes intermediate piano technique, more difficult intermediate level repertoire, harmonization and transposition of melodies, scales and arpeggios, advanced classroom keyboard skills, and continued building of overall musicality. |

| MUSIC 320     | MUSIC HISTORY SURVEY                              | 3       |
| Prerequisite: MUSIC 150 or MUSIC 259 or MUSIC 260 |
| This course surveys the history of Western Classical music. Students will become familiar with the major composers, historical periods, genres, and stylistics trends of Western classical music history. |

| MUSIC 327     | AURAL SKILLS III                                 | 1       |
| Prerequisite: MUSIC 228 |
| Continued training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items. |

| MUSIC 328     | AURAL SKILLS IV                                  | 1       |
| Prerequisite: MUSIC 327 |
| Continued training in aural skills for musicians, including sight singing, prepared singing, dictation, and aural identification of musical items. |

| MUSIC 359     | MUSIC THEORY III                                 | 3       |
| Prerequisite: MUSIC 260 |
| A continued study of materials in music theory, including part-writing of diatonic and chromatic music and analysis of form. |

| MUSIC 360     | MUSIC THEORY IV                                  | 3       |
| Prerequisite: MUSIC 359 |
| A continued study of materials in music theory, including chromaticism, analysis of form, and the analysis of 20th century music. |

| MUSIC 380     | MUSIC HISTORY SEMINAR I                          | 3       |
| Prerequisite: MUSIC 150 or MUSIC 259 or MUSIC 260 |
| This is a seminar that explores Western classical music. A variety of topics, spread across the history of Western classical music, will be chosen to explore. Students will gain an in-depth understanding of several representative periods, styles, genres, and composers of Western classical music and be able to understand and place them within their historical context. |

| MUSIC 381     | MUSIC HISTORY SEMINAR II                         | 3       |
| Prerequisite: MUSIC 150 or MUSIC 259 or MUSIC 260 |
| This seminar focuses on global, popular and avant-garde music. A small number of focused topics will be chosen to explore, and students will learn about the major styles, genres, composers, and performers of these musics, as well as the function of these musics in their society. Meets Core credit for aesthetics. |

| MUSIC 382     | ADVANCED CONDUCTING                              | 3       |
| Prerequisite: MUSIC 237 |
| Conducting techniques and rehearsal materials designed to prepare choral and instrumental conductors. |

| MUSIC 395     | CURRICULUM AND METHODS OF TEACHING INSTRUMENTAL MUSIC | 3       |
| Prerequisite: MUSIC 259, EDCI 230PK |
| To provide the instrumental music education student with a foundation for the teaching and administration of the instrumental music program in elementary schools, secondary schools, pre-band/orchestra programs, and adult community ensembles. Includes methodology for effective teaching of performance based classes and non-performance courses as well as licensure issues. |

| MUSIC 396     | CURRICULUM AND METHODS OF TEACHING CHORAL MUSIC   | 3       |
| Prerequisite: MUSIC 259, 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- or MUSIC 45- |
| Performance of the Senior Recital as required for music majors. |

| MUSIC 405     | ADVANCED MUSIC COMPOSITION                        | 2       |
| Prerequisite: MUSIC 305 |
| Continued study of composition including 20th century counterpoint, writing for brass, writing for percussion, and 20th century style. May be repeated as needed. |

| MUSIC 479     | SEMINAR IN PEDAGOGY AND LITERATURE                | 2       |
| Prerequisite: MUSIC 45X |
| Survey of standard musical repertoire for voice or a specific instrument; study of common pedagogical principles, concepts and materials for voice or a specific instrument. |
MUSIC 480 ARRANGING 2
Prerequisite: MUSIC 359
Basic skills in 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 and instrumental arrangements.

MUSIC 497 SENIOR PROJECT 2
Prerequisite: MUSIC 360
The Senior Project is a music composition, a research paper, or an analysis paper required of those students seeking a B.A. in music. It must be approved by the Music faculty. One faculty member should serve as the project advisor.

MUSIC 499 MUSIC SKILLS EXAMS 0
Prerequisite: Music major
Exams in keyboard skills and classroom music skills as required by program. Exams are offered at least once per semester.

For Applied Music courses refer to page 236.

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 demonstrated proficiency. General Student (not major or minor): 120 level--ability to read melodic and rhythmic music notation in clef appropriate to instrument or voice appropriate for successful study; or passing grade in MUSIC 150 or demonstrated proficiency; and 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 comprising but not limited to solo classical repertoire. Emphasis is placed on use of listening skills, development of proper technique, and productive practice. Outside practice is essential. (Meets up to 3 hours of Core aesthetics credit).

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.
# APPLIED MUSIC COURSES AND INFORMATION

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Non-Major</th>
<th>Minor</th>
<th>Secondary</th>
<th>Major Fr/So</th>
<th>Major Jr/Sr</th>
<th>Perf Fr/So</th>
<th>Perf Jr/So</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice</td>
<td>120</td>
<td>140</td>
<td>240</td>
<td>340</td>
<td>440</td>
<td>330</td>
<td>450</td>
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<tr>
<td>Piano</td>
<td>121</td>
<td>141</td>
<td>241</td>
<td>341</td>
<td>441</td>
<td>331</td>
<td>451</td>
</tr>
<tr>
<td>Organ</td>
<td>122a</td>
<td>142a</td>
<td>242a</td>
<td>342a</td>
<td>442a</td>
<td>332a</td>
<td>452a</td>
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NURSING (NUR)

NUR 105  NURSING CONCEPTS AND VALUES  1
Prerequisite: Admission to CONHS
This course is designed to introduce students to the profession of nursing. The course provides an introduction to core values of nursing, insights into nursing as a profession, and a brief introduction to nursing history. Emphasis is on communication, caring, and ethics. Curricular concepts are incorporated as foundational to the nursing program.

NUR 225  PATHOPHYSIOLOGY/PHARMACOLOGY I  3
Prerequisite: BIO 223, CHEM 253
This course introduces the study of pathophysiology and pharmacology as a scientific foundation for nursing practice. The course focuses on specific pharmacotherapeutics employed in treating pathophysiologic conditions. Topics included are: cell biology, genes and genetic diseases, fluid and electrolytes, acids and bases, immunity, inflammation, the neurological system including pain and pain management, and the cardiovascular system.

NUR 226  PATHOPHYSIOLOGY/ PHARMACOLOGY II  3
Prerequisite: NUR 225
This course continues NUR 225 in the study of pathophysiology and pharmacology as a scientific foundation for nursing practice. The course focuses on specific pharmacotherapeutics employed in treating pathophysiologic conditions across the lifespan. It addresses specific principles and rationales necessary to recognize the relationship between pathophysiology, pharmacology and the provision of safe nursing interventions. Topics included are: pulmonary, renal, endocrine, hematologic, gastrointestinal, musculoskeletal and reproductive, as well as anti-infectives and infectious disease vitamins and minerals.

NUR 250  LPN TO BSN TRANSITION  3
Prerequisite: NUR 225 (or concurrent), PSYC 209
This course builds upon prior knowledge, skills, and abilities of qualified licensed practical nurses (LPNs) and facilitates advanced placement into the Bachelor of Science in Nursing program. The course provides an introduction to the roles of the professional nurse. Emphasis is on critical thinking skills, communication, health assessment, test taking strategies, and application of the nursing process across the life span. Students completing the 4-hour transition course will be eligible to advance to NUR 311, NUR 312, NUR 310, and NUR 336.

NUR 301  HEALTH ASSESSMENT  3
Prerequisite: BIO 223, CHEM 253
This course introduces the student to the concepts, theory, and skills needed to perform a holistic health assessment, which is the basis for the nursing process and care of the patient across the lifespan.

NUR 302  THEORETICAL BASES  3
Prerequisite: None
This course identifies factors influencing the RN student’s acculturation into baccalaureate nursing as presented at Ashland University. Students are assisted to integrate their existing roles, philosophies, and expectations with those of the nursing program (e.g., nursing metaparadigm and ICARE nursing values). The focus for study is selected middle-range and practice level theories that support the nursing process with services as the mechanism for implementation of theory and research based nursing interventions. Curriculum concepts emphasized are communication, critical thinking, therapeutic nursing interventions, and values/values.

NUR 303  INDIVIDUAL HEALTH  3
Prerequisite: RN License
The course focuses on the nursing process as a tool to facilitate nursing practice with individual clients. For BSN completion students, the course will enhance the RN student's established assessment and diagnostic skills/competencies and facilitate development of new psychomotor, cognitive, and affective skills needed for comprehensive health care plans. Communication and assessment skills are utilized to establish a database for analysis. Health strengths and needs across the lifespan are determined through the individual analysis and synthesis of assessment data. Planning nursing care and implementing teaching for the purpose of health care promotion is emphasized.

NUR 304  HEALTH FOUNDATIONS I  3
Prerequisite: NUR 105, NUR 225, NUR 301 (or all concurrent), PSYC 209/FCS 270
Introduces the fundamental nursing concepts and skills, which makes up the foundation of nursing practice across the lifespan. The nursing process, communication, and caring is emphasized. Students will have the opportunity to apply concepts and psychomotor skills to an adult in a variety of health care settings.

NUR 306  HEALTH FOUNDATIONS II  5
Prerequisite: NUR 226 (or concurrent), NUR 301, NUR 304, successful completion of the Medication Calculation Exam
Continues to build on the concepts of NUR 304. Topics include the nursing process, problem solving, critical thinking, communication, physical assessment, and the psychomotor skills needed to provide holistic care for patients across the lifespan.

NUR 307  TOPICS IN NURSING  3
Prerequisite: None
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
Prerequisite: None
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  INTERNATIONAL AND TRANSCULTURAL PERSPECTIVES  3
Prerequisite: None
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.

NUR 310  PSYCHIATRIC/MENTAL HEALTH  4
Prerequisite: DIET 320, NUR 226, NUR 306
Focuses on nursing care of individuals, families and groups; health promoting behaviors and strategies for optimal mental health; and prevention of illness. Course content further builds upon and develops relationship-centered caring; reflective and evidence-based practice; and application of the nursing process. The course explores theories, concepts, and symptoms of mental illnesses along with therapeutic interventions for those experiencing mental health alterations.

NUR 311  ADULT HEALTH CONCEPTS: REGULATION AND TRANSPORT  5
Prerequisite: DIET 320, NUR 226, NUR 306
This course is one of two companion courses that combine the nursing process and evidence practice while caring for diverse patient populations with acute and chronic health alterations. This course prepares students to communicate, think critically and make clinical judgments that focus on safety, health promotion and maintenance, psychosocial and physiological integrity. Topics include, concepts related to regulation and transport. Clinical and simulation lab experiences are included in this course.
This course is one of two companion courses that combine the nursing process and evidence-based practice while caring for diverse patient populations with acute and chronic health alterations. This course prepares students to communicate, think critically, and make clinical judgments that focus on safety, health promotion and maintenance, psychosocial and physiological integrity. Topic include concepts related to protection, sensation and mobility. Clinical and simulation experiences are included in this course.

Prerequisite: NUR 226, NUR 306

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.

Prerequisite: None

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.

Prerequisite: None

The course will introduce the student to healthcare informatics. The course will provide an introductory foundation in the history of healthcare informatics and the impact healthcare informatics has on the current and future healthcare landscape. Content will include technical aspects of healthcare information technology (HIT) and clinical processes and workflows to make a positive impact on patient safety and quality.

Prerequisite: RN License

Focuses on nursing care of individuals, families and groups; health-promoting behaviors and strategies for optimal mental health; and prevention of illness. Course content further builds upon and develops relationship-centered caring; reflective and evidence-based practice; and application of the nursing process. The course explores theories, concepts, and symptoms of mental illnesses along with therapeutic interventions for those experiencing mental health alterations.

Prerequisite: NUR 226, NUR 306

This course will provide the student with the foundational information necessary to facilitate multidisciplinary care for patients from a genetic perspective. Professional nursing standards for genetics and genomics will guide the structure of the course presentation. Genetic concepts of health, illness, and wellness as they relate to patient care will be emphasized.

Prerequisite: None

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.

Prerequisite: None

This course focuses on the contribution of theory and research to professional practice. The student is assisted in the development of skills for critical appraisal of research reports to determine scientific merit and clinical relevance. The emphasis is on the application of established findings of research to practice. Each student will identify a researchable problem and complete a literature search. Role of members of the research team will be explored.

Prerequisite: None

This course expands the utilization of the nursing process to health care delivery systems. The focus of the course is the professional nurse's leadership and management role in working effectively within various types of organizational systems. The course emphasizes a systems theory approach to the management of organizations. The management process is related to the nursing process in the context of planning, change, and evaluation. Organizational behavior, the change process and the management of the health care delivery, and the nursing care within organizations are components of this course. Professionalism, leadership-management concepts, and teaching-learning strategies are integrated with the nurse manager role to prepare the student to function as a change agent for health promotion, maintenance, and restoration in organized health care delivery systems. Clinical practice experiences focus on the application of relevant theory and research as a basis for critical thinking and decision making.

Prerequisite: None

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.

Prerequisite: NUR 311, NUR 312

This course focuses on the holistic nursing process of selected complex health problems and their impact on the patient, the family, and the adjustment to changes in patient and family lifestyles. The integration of conceptual models of nursing, nursing informatics, and evidence-based practice prepares students to communicate, collaborate, think critically, and make clinical judgments that focus on maintaining optimum safety, health promotion and maintenance, psychosocial integrity, and physiological integrity when caring for diverse patients with complex needs. Clinical experiences are in a wide variety of health-care settings.

Prerequisite: MATH 208; NUR 302, NUR 303, NUR 309, NUR 362

This course applies the nursing process to care of individuals, families, groups, communities, or populations with a strong focus on health promotion and disease prevention. In addition, public health nursing practice and United States public health organization/system will be addressed. Students will complete observation and a simulated clinical experience designed to familiarize them with nursing roles and decision-making related to public health.

Prerequisite: NUR 310, NUR 410, NUR 438, NUR 440, NUR 460

This course engages students to extend the application of the nursing process to the community environment for clients, families, and aggregates, focusing on health promotion and disease prevention. Concepts of epidemiology, diverse and vulnerable populations, and health care systems are explored. International health challenges are examined to provide perspectives on global health. Students assess cultural, socioeconomic and political influences on both health and nursing practice.
NUR 425 TRENDS AND ISSUES IN GLOBAL HEALTH 3
Prerequisite: NUR 310, NUR 410, NUR 438, NUR 440, NUR 460
The student will explore in-depth the impact of political, economic, social, ethical, and legal factors on the health care delivery systems, both in the United States and around the world, and interrelationships of these factors with professional nursing.

NUR 428 LEADERSHIP MANAGEMENT OF HEALTH ORGANIZATIONS 3
Prerequisite: NUR 310, NUR 410, NUR 438, NUR 440, NUR 460
Students will explore various management, organizational, leadership and change theories, and discuss their application to the nursing care of patients and groups of patients. Examination of health care environments, with emphasis on safety and quality, interdisciplinary collaboration, and systems assessments will be incorporated.

NUR 430 ADVANCED SIMULATION 1
Prerequisite: NUR 310, NUR 410, NUR 438, NUR 440, NUR 460
In this course students will enhance their skills in the treatment of complex medical-surgical patients through active participation in a series of simulated studies scenarios. These simulations are designed to reinforce important concepts and achieve certification in Advanced Cardiovascular Life Support (ACLS).

NUR 435 CAPSTONE PRECEPTORSHIP 2
Prerequisite: NUR 310, NUR 410, NUR 438, NUR 440, NUR 460
The capstone clinical experience provides students with concentrated preceptor clinical opportunities in a variety of acute care settings, providing opportunities to refine development of nursing management of patients and groups of patients. Students synthesize knowledge from all previous courses to provide safe holistic care as they transition to the nursing profession.

NUR 438 MATERNAL NEWBORN HEALTH 4
Prerequisite: NUR 311, NUR 312
This course provides evidence-based knowledge and skills essential to caring for women and families during the childbearing years. The experience of the healthy childbearing family, as well as the family with health alterations, is in the theoretical context of nursing process and practice. Emphasis is placed on physical, emotional, developmental, spiritual, ethical, legal, socio-economical-political and cultural care from the perspective of the individual and family, and local and global communities.

NUR 440 PEDIATRIC HEALTH 4
Prerequisite: NUR 311, NUR 312
This course focuses on nursing care of infants, children, adolescents and families and is designed to provide the student with pediatric nursing knowledge and skills integral to the practice of professional nursing.

NUR 448 BIO-MEDICAL ISSUES FOR CHILDHOOD PROFESSIONALS 3
Prerequisite: See EDEC 448 for course information.

NUR 460 THEORETICAL FOUNDATIONS IN HEALTH RESEARCH 3
Prerequisite: NUR 311, NUR 312, MATH 208
The application of nursing research to substantiate nursing theory and practice is explored. Appreciation for nursing theory evolution is developed as key nursing theorists are compared and contrasted. Research foundations are introduced, with emphasis on interpretation and critique of nursing research.

PHILOSOPHY (PHIL)

PHIL 204 CONCEPT OF TRUTH 3
Prerequisite: None
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 INTRODUCTION TO PHILOSOPHY 3
Prerequisite: None
Examines formal and informal fallacies as well as deductive and non-deductive 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
Prerequisite: None
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
Prerequisite: None
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 possessions of such a notion entails. Meets Core credit for humanities.

PHIL 215 ETHICS 3
Prerequisite: None
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
Prerequisite: None
The course will probe 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 humanities.

PHIL 220 PRACTICAL THINKING 3
Prerequisite: None
Examines formal and informal fallacies, symbolic translation, and deductive and non-deductive 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 and against him daily. Meets Core credit for math/logic.
PHIL 280 APPLIED ETHICS 1-3
Prerequisite: None
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 world 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-BIOETHICS 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, whistle blowing, 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
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 310 HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY 3
Prerequisite: PHIL 204, 205, 208, 210, 215, or 217
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 311 HISTORY OF MODERN PHILOSOPHY 3
Prerequisite: PHIL 204, 205, 208, 210, 215, or 217
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
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
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
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
Focuses on unique, particular issues and their accompanying sets of arguments that have formed their own research categories in philosophy, such as the mind-body problem, the problem of evil, freedom vs. determinism, the issue of reference in the philosophy of language, the problem of universals, the problem of contextualism, or the problem of induction in the philosophy of science. The focus is on the arguments rather than on great books or individuals of historical significance. May be repeated for credit as topics change. Meets Core credit for humanities.

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 quantification logic. Meets Core credit for math/logic.

PHIL 330 PHILOSOPHICAL READINGS 3
Prerequisite: PHIL 204, 205, 208, 210, 215, or 217
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
Prerequisite: See CHEM 350 for course information

PHIL 450 GREAT PHILOSOPHERS 3
Prerequisite: PHIL 204, 205, 208, 210, 215, or 217
 Defocused on unique, particular issues and their accompanying sets of arguments that have formed their own research categories in philosophy, such as the mind-body problem, the problem of evil, freedom vs. determinism, the issue of reference in the philosophy of language, the problem of universals, the problem of contextualism, or the problem of induction in the philosophy of science. The focus is on the arguments rather than on great books or individuals of historical significance. May be repeated for credit as topics change.

PHIL 330 PHILOSOPHICAL READINGS 3
Prerequisite: PHIL 204, 205, 208, 210, 215, or 217
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.

PHYSICS (PHYS)

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
Prerequisite: High school algebra and geometry; PHYS 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 lectures-recitations and one two-hour laboratory per week.
color theory, interference and diffraction, polarization, and other images, description and use of optical instruments, dispersion, spectra, credit for natural sciences.

PHYS 301-302 ELECTRICITY AND MAGNETISM I-II 3-3
Prerequisite: MATH 305, PHYS 206, 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 the electric currents and Maxwell equations. Three lecture recitations per week.

PHYS 303-304 MECHANICS I-II 3-3
Prerequisite: MATH 305, PHYS 206, 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
Prerequisite: PHYS 206 and MATH 305
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.

PHYS 306 HEAT 3
Prerequisite: PHYS 206 and MATH 206
Temperature and thermal expansion; nature, quantity and transfer of heat, change of state, laws and equations of thermodynamics, heat engines, refrigeration and air conditioning, liquefaction of gases and cryogenics, measurement of low and high temperatures, kinetic theory of gases. Three lecture recitations per week.

PHYS 320 ORIGINS OF THE UNIVERSE 3
Prerequisite: High school algebra and trigonometry
A look from the scientific viewpoint into the origin of the universe. The course takes a conceptual approach in understanding the two great physical theories of the twentieth century, Relativity and Quantum Mechanics, followed by applications in particle physics and cosmology. No previous science knowledge is assumed or required. Meets Core credit for natural sciences.

PHYS 350 SCIENCE AS A CULTURAL FORCE 3
Prerequisite: See CHEM 350 for course information

PHYS 351 OPTICS 3
Prerequisite: PHYS 206 and MATH 206
Nature, propagation and intensity of light, sources of light; formation of images, description and use of optical instruments, dispersion, spectra, color theory, interference and diffraction, polariziation, and other properties and effects of light. Three lecture-recitations per week.

PHYS 397 INTRODUCTION TO LABORATORY FIELD RESEARCH 1
Prerequisite: Sophomore or junior standing
This course will introduce the student to scientific research in the laboratory or field through individual instruction under the direction of a Physics faculty member. Graded S/U. Offered each semester.

PHYS 403 QUANTUM MECHANICS 3
Prerequisite: PHYS 305, MATH 313
This course is an introduction to the formal theory of quantum mechanics. The stress through-out is on the formulation of quantum mechanics and not on its application. It is a concise, axiomatic development of the theory with a view to bring out the main features of its mathematical and conceptual structure. Three lecture-recitations per week.

PHYS 404 SOLID STATE PHYSICS 3
Prerequisite: PHYS 305, MATH 313
This is an introductory course to solid state physics. Free electron model, Lattice structure, energy bands, semiconductors, and magnetic properties of solids are discussed. Three lecture-recitations per week.

PHYS 407 TOPICS IN THEORETICAL PHYSICS 3
Prerequisite: PHYS 401, 403, MATH 313
An advanced course in current topics and/or advanced theories of modern physics, taught at the advanced undergraduate or beginning graduate level. Application of Hamiltonian mechanics, Maxwell's equations, and quantum mechanics will be emphasized throughout the course. Possible topics of study include general relativity, nuclear physics, particle physics, solid state physics, and string theory. May be repeated for credit as topics change.

PHYS 493 INTERNSHIP 1-4
Prerequisite: See CHEM 493 for course description.

PHYS 497 LABORATORY AND FIELD RESEARCH 1-3
Prerequisite: Sophomore status
Laboratory research performed under faculty supervision. This course allows undergraduate students the opportunity to become involved in original research projects directed by Chemistry/Geology/Physics faculty members. Repeatable up to 8 credits.

POLITICAL ECONOMY (POLEC)

POLEC 200 FOUNDATIONS OF POLITICAL ECONOMY 3
Prerequisite: None
An introduction to the fundamental alternative ways of thinking about the relation between government and economic life and to the main concepts necessary for thinking about this relation.

POLEC 310 THE POLITICAL ECONOMY OF A FREE SOCIETY 3
Prerequisite: None
Examines the most influential thinkers on political economy from the 19th Century to the present, including Marx, Ricardo, Bastiat, Cobden, and others.

POLEC 320 LATE MODERN POLITICAL ECONOMY: THE WELFARE STATE AND BEYOND 3
Prerequisite: None
Examines the political economy of the post-war period, specifically the welfare state and its role in economic development.

POLEC 410 AMERICAN POLITICAL ECONOMY I: FOUNDING THROUGH CIVIL WAR 3
Prerequisite: None
Examines the theory and practice of government’s role in the American economy through the Civil War. May include the arguments of Jefferson, Madison, Hamilton, Clay, and Lincoln as well as topics such as assumption of Revolutionary debt, slavery, the National Bank, government funding of internal improvements, the development of railroads, and the opening of Western lands.
POLEC 420  AMERICAN POLITICAL ECONOMY II: RECONSTRUCTION THROUGH THE GREAT SOCIETY  3
Prerequisite: None
Examines the theory, practice, and consequences of government’s role in the American economy from Reconstruction through the Great Society. May include the arguments of Teddy Roosevelt, Woodrow Wilson, Calvin Coolidge, FDR, Dwight Eisenhower, and LBJ as well as topics such as trust-busting, creation of the Federal Reserve, the impact of World War, the New Deal, the federal highway system, and the Great Society.

POLEC 430  INTERNATIONAL POLITICAL ECONOMY AND GLOBALIZATION  3
Prerequisite: None
Examines the attempts to develop, preserve, and regulate an international economy based on the principle of free trade. Considers questions such as what political institutions are required for free trade as well as specific issues such as the World Bank, the dollar standard, exchange rates, national borrowing and lending, and sovereign debt.

POLEC 440  TOPICS IN POLITICAL ECONOMY  3
Prerequisite: None
An intensive examination of an important topic, text, or controversy in political economy. Topics will change from year to year. May be taken twice with department approval.

POLITICAL SCIENCE (POLSC)

POLSC 101  UNDERSTANDING POLITICS  3
Prerequisite: None
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 will read several fundamental works of political thought and statesmanship which may include the Bible, Plato's Apology, Aristotle's Politics, Machiavelli's The Prince, Shakespeare's Julius Caesar or Henry V, Locke's Two Treatises of Government, Rousseau's Social Contract, Penn Warren's All the King's Men, or Churchill's The Gathering Storm. Meets Core credit for social sciences.

POLSC 102  DEMOCRACY IN AMERICA  3
Prerequisite: None
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 201  TOPICS IN CLASSICAL CIVILIZATION  3
Prerequisite: None
See HIST 201 for course description.

POLSC 205  COMPARATIVE POLITICS  3
Prerequisite: None
This course immerses students in the comparative study of regimes such as liberal democracy, monarchy, tyranny, and theocracy, especially as these are found in historical or contemporary city-states, nations, or empires. Such study can be comparative either because two or more different regimes are being examined together (e.g., aristocracy and democracy) or because the same regime is being investigated from different perspectives (e.g., liberal democracy in Germany and France) or with different means (e.g. tyranny is studied using contemporary and historical information, literature, political biography, geography, religious traditions, political theory, etc.). In every case, at least two different countries will be studied.

POLSC 231  INTERNATIONAL RELATIONS  3
Prerequisite: None
This course will immerse students in the study of international relations, especially how and why countries fight wars and make and maintain peace. Drawing on both historical and contemporary examples, the course may examine both the writings of theorists and the speeches and deeds of leading statesmen.

POLSC 236  AMERICAN FOREIGN POLICY  3
Prerequisite: None
A study of the foreign relations of the United States, underscoring the factors that determine formulation, execution and substance of U.S. foreign policy, traditional and contemporary, with emphasis on the place of the United States in today's world. HIST 236/POLSC 236 credit.

POLSC 305  POLITICAL PARTIES AND INTEREST GROUPS  3
Prerequisite: None
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 310  THE PRESIDENCY  3
Prerequisite: None
A study of the nation’s Chief Executive Office.

POLSC 312  CONGRESS  3
Prerequisite: None
A study of the nation's legislative body, focusing on the nature of representation in Congress, the place of Congress within the framers' constitutional design, the historical development of the institution and its powers, and the operation of the modern Congress.

POLSC 320  AMERICAN POLITICAL THOUGHT I: REVOLUTION TO THE CIVIL WAR  3
Prerequisite: None
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
Prerequisite: None
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 336  CONSTITUTIONAL POWERS  3
Prerequisite: POLSC 102
A study of the American constitutional framework for the exercise of governmental power, with particular emphasis on the role of the Supreme Court in articulating that framework. Through reading Court cases and other materials, students address such questions as: how should the Constitution be interpreted? What are the respective powers of the Courts, the Congress and the President? What limits on those powers does the Constitution impose? What is the proper constitutional relationship between the state and the federal government?

POLSC 337  CONSTITUTIONAL RIGHTS  3
Prerequisite: POLSC 102
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 341  MODERN MIDDLE EAST  3
Prerequisite: See HIST 341 for course description.

POLSC 343  WESTERN POLITICAL THOUGHT I: ANCIENT POLITICAL THOUGHT  3
Prerequisite: POLSC 101
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.
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<th>Course Code</th>
<th>Course Title</th>
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<td>POLSC 344</td>
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<td>POLSC 345</td>
<td>WESTERN POLITICAL THOUGHT III: EARLY MODERN POLITICAL THOUGHT</td>
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<td>POLSC 346</td>
<td>WESTERN POLITICAL THOUGHT IV: LATE MODERN POLITICAL THOUGHT</td>
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<td>POLSC 347</td>
<td>POLITICS AND RELIGION</td>
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<td>POLSC 348</td>
<td>INTERNATIONAL ORGANIZATION</td>
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<td>POLSC 349</td>
<td>REGIONAL STUDIES</td>
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<td>POLSC 350</td>
<td>TOPICS IN AMERICAN POLITICS</td>
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<td>POLSC 351</td>
<td>LINCOLN</td>
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<td>POLSC 352</td>
<td>TOPICS IN POLITICAL THOUGHT</td>
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<td>POLSC 353</td>
<td>CHURCHILL</td>
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<td>POLSC 354</td>
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<td>POLSC 355</td>
<td>INTERNSHIP IN GOVERNMENT AND POLITICS</td>
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<td>POLSC 356</td>
<td>HUMAN BEING AND CITIZEN</td>
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<td>PORT 141</td>
<td>ELEMENTARY PORTUGUESE I</td>
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<td>PORT 142</td>
<td>ELEMENTARY PORTUGUESE II</td>
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Prerequisites and Notes:

- POLSC 344: Prerequisite: POLSC 101. 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: Prerequisite: POLSC 101. This course is designed to immerse students in the study of modern political thought. 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: Prerequisite: POLSC 101. 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 347: Prerequisite: POLSC 101. This course is an intensive study of important thinkers, texts, or issues focusing on the proper relation between political authority and religious authority, law, or faith. Topics may include Christianity and politics, the rise of the political principle of religious toleration in the West, Islamic political thought, or the contemporary relation between religion and liberal democracy.

- PORT 141: Prerequisite: None. An introduction to Portuguese language and culture with practice in the basic skills of the language. There will be a one-hour per week required laboratory. Taught in Portuguese. Offered infrequently. Meets Core credit for CCL.

- PORT 142: Prerequisite: PORT 141. A continuation of PORT 141 Elementary Portuguese I. Taught in Portuguese. Offered infrequently. Meets Core credit for CCL.
PORT 241 INTERMEDIATE PORTUGUESE I 3
Prerequisite: PORT 142
A course designed to increase the student's understanding of the language by building on the skills learned in the elementary course. There will be a one-hour per week required laboratory. Taught in Portuguese. Offered infrequently. Meets Core credit for CCI.

PORT 242 INTERMEDIATE PORTUGUESE II 3
Prerequisite: PORT 241
A continuation of PORT 241. One-hour per week lab. Taught in Portuguese. Offered infrequently.

PSYCHOLOGY (PSYC)

PSYC 101 GENERAL PSYCHOLOGY I 3
Prerequisite: None
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
Prerequisite: None
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: None
The investigation of the physical, cognitive, and psychosocial 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.

PSYC 210 RESEARCH METHODS IN PSYCHOLOGY 3
Prerequisite: PSYC 101
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
Prerequisite: None
This course explores the nature of adolescent behavior. The physical, cognitive, and psycho-social development of adolescents are examined in the contexts of peers, family, schools, work, and culture/society, using the theoretical perspectives identify that will allow the adolescent to function effectively in adulthood. Meets Core credit for social sciences.

PSYC 224 PSYCHOLOGY OF AGING 3
Prerequisite: None
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
Prerequisite: PSYC 101
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 264 CHILD DEVELOPMENT 3
Prerequisite: None
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.

PSYC 280 SPORT PSYCHOLOGY 3
Prerequisite: None
This course is an introduction to the field of sport psychology, a subspecialty of psychology that is concerned with identifying and understanding psychological factors that can be applied to sport in order to enhance athletic performance and personal growth. Students will be introduced to major theories of sport psychology, including strengths and critiques of those theories. Major themes of the class include the study of factors influencing motivation, ways to manage competitive stress, improving concentration, effectively using visualization, coping with failure, the importance of pre-performance routines, and building and maintaining confidence.

PSYC 297 DIRECTED RESEARCH 0-3
Prerequisite: Permission
Students will work under the close supervision of a faculty mentor to implement faculty-designed research protocols, manage data from those protocols, and/or assist with the dissemination of results of such work. May be repeated for up to a total of 6 hours. (Note: Although 18 hours of Directed Research [PSYC 297/397/497] may be taken, only 3 hours may count toward a psychology major or minor).

PSYC 299 SPECIAL TOPICS 1-3
Prerequisite: PSYC 101
A course for students with a particular interest in the special topic being discussed that semester. Topics selected are not typically covered in the regular scheduled psychology courses. The focus will be on reading assignments class discussions, and the sharing of ideas rather than formal lectures. May be repeated for different topics.

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
Prerequisite: PSYC 101
A detailed investigation of the psychodynamic, behavioristic, humanistic, and dispositional perspectives as related to the four basic issues of each (i.e. theory, research, assessment, and therapy.)
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<tr>
<td>PSYC 308</td>
<td>CHILD AND ADOLESCENT PSYCHOPATHOLOGY</td>
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| Prerequisite: PSYC 101  
  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       |
| Prerequisite: PSYC 210, MATH 208  
  Continues PSYC 210. This course will further a student's knowledge and experiences in the area of empirical psychology. In addition to critically evaluating current literature, students will be required to design, conduct, analyze, and report the results of a semester-long project. Practical and ethical considerations of actually conducting a research project will be emphasized. |         |
| PSYC 320    | COGNITIVE PSYCHOLOGY                              | 3       |
| Prerequisite: PSYC 101  
  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       |
| Prerequisite: PSYC 101  
  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 330    | HEALTH PSYCHOLOGY                                 | 3       |
| Prerequisite: PSYC 101  
  This course is an introduction to the field of health psychology, a subspecialty of psychology that concerned with how people stay healthy, how and why they become ill, and how they behave when ill. The discipline of health psychology approaches those questions using elements of psychobiology, personality psychology, social psychology, and clinical psychology. Students will be introduced to major theories of health psychology, including strengths and critiques of these theories. Major themes of the class include the study of factors influencing the practice of health behaviors, the relationship between stress and physical function, and the impact of and management of chronic illness. |         |
| PSYC 393/493| ELECTIVE INTERNSHIP                               | 1-3     |
| Prerequisite: None  
  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 397    | DIRECTED RESEARCH                                 | 0-3     |
| Prerequisite: Permission  
  Students will work under the close supervision of a faculty mentor to implement faculty-designed research protocols, manage data from those protocols, and/or assist with the dissemination of results of such work. May be repeated for up to a total of 6 hours. (Note: Although 18 hours of Directed Research [PSYC 297/397/497] may be taken, only 3 hours may count toward a psychology major or minor). |         |
| PSYC 401    | PSYCHOLOGICAL TESTS AND MEASUREMENTS              | 3       |
| Prerequisite: PSYC 101  
  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 statistic concepts related to testing and measurement are covered. |         |
| PSYC 412    | PHYSIOLOGICAL PSYCHOLOGY                          | 3       |
| Prerequisite: PSYC 101; 3 hrs. of biology recommended  
  A study of the anatomical, physiological and biochemical aspects of learning and memory, cognitive processes, motivational systems and basic sensory and motor functions. |         |
| PSYC 414    | NEUROPSYCHOLOGY                                   | 3       |
| Prerequisite: PSYC 101; at least junior status; 3 hrs. biology recommended  
  A study of the central nervous system damage, symptoms, diagnosis and treatment of brain damaged individuals. Topics may include neuropsychological disorders of movement, sensations and perceptions, language, memory, learning, developmental disorders, and psychiatric disorders. A review of the current literature surrounding such disorders will be an integral part of the course. |         |
| PSYC 417    | ABNORMAL PSYCHOLOGY                               | 3       |
| Prerequisite: PSYC 101  
  A thorough study of the history, assessment, and classifications of abnormal behaviors. The DSM-V is used as the basis for the classification and diagnosis of all mental and emotional disorders. |         |
| PSYC 455    | PSYCHOLOGY OF INTIMATE RELATIONSHIPS              | 3       |
| Prerequisite: PSYC 305 and at least junior status  
  This course is an overview of classic and contemporary theory and research on the psychology of intimate relationships, focusing primarily on romantic relationships. This course approaches the topic of close relationships from a psychological viewpoint, such as the examination of individual psychological processes, as well as the psychological underpinnings and scientific study of intimate relationships. As such, this course will cover theoretical perspectives, research methods, attraction, social cognition, interdependency, friendship, love, stressors in a relationship (e.g. infidelity, jealousy), relationship maintenance, conflict and conflict resolution, and dissolution. A review of the current literature (i.e., primary source articles) surrounding such topics will be an integral part of the course. |         |
| PSYC 495    | SENIOR SEMINAR IN PSYCHOLOGY                      | 3       |
| Prerequisite: PSYC 210 & 6 hours in PSYC at 300 level or above  
  PSYC 495 is an advanced course in Psychology focusing on the current literature (i.e., psychological journal articles) in a selected topic. Students will develop their critical thinking and communication skills through reading, critiquing, and discussing research writing in a discussion-based seminar style setting. |         |
| PSYC 497    | DIRECTED RESEARCH                                 | 0-3     |
| Prerequisite: Permission  
  Students will work under the close supervision of a faculty mentor to implement faculty-designed research protocols, manage data from those protocols, and/or assist with the dissemination of results of such work. May be repeated for up to a total of 6 hours. (Note: Although 18 hours of Directed Research [PSYC 297/397/497] may be taken, only 3 hours may count toward a psychology major or minor). |         |

**RECREATION (REC)**

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<tr>
<td>REC 240</td>
<td>FUNDAMENTSALS OF THERAPEUTIC RECREATION</td>
<td>3</td>
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| Prerequisite: None  
  Psychological, sociological, 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 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. |         |
REL 106 EXPLORING THE BIBLE 3
Prerequisite: None
An introductory study in which students gain an overview of the Bible, engage in literary analysis of Biblical texts and explore the Bible’s contemporary relevance. College-level writing skills are required. Meets Core credit for Religion.

REL 107 EXPLORING WORLD RELIGIONS 3
Prerequisite: None
An introductory exploration of historical developments, beliefs and practices in selected Eastern and Western world religious traditions. Since students will be introduced to methods for analyzing and interpreting sacred texts, college level writing skills are required. Meets Core credit for Religion.

REL 109 EXPLORING CHRISTIAN ETHICS 3
Prerequisite: None
An introductory exploration of principles, movements and topics of Christian theological ethics. This course guides students through complex questions of moral reasoning and some of the Biblical, historical and theological resources used to address them. Topics may include immigration, homosexuality and same-sex marriage, forgiveness and reconciliation, justice, war, and abortion. College level writing skills are required. Meets Core credit for Religion.

REL 208 EXPLORING CHRISTIAN THEOLOGY 3
Prerequisite: None
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
Prerequisite: None
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
Prerequisite: None
Examination of Saul/Paul through a careful study of the Book of Acts and the letters attributed to Paul, aided by useful secondary sources. Of interest are not only the social and theological concerns addressed by the apostle Paul but also the ways in which his teachings apply to the contemporary world.

REL 214 CHRISTIAN FORMATION 3
Prerequisite: None
Investigates how Christians grow in faith, understanding and commitment, and considers how to encourage and nurture such growth. Explores the biblical, theological, historical and cultural foundations of Christian formation; identifies and analyzes specific practices and connections between Christian formation and other areas of the Christian life such as worship, service, and mission.

REL 220 TAKING HUMAN LIFE 3
Prerequisite: None
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 231 HISTORY OF CHRISTIANITY TO THE REFORMATION 3
Prerequisite: REL 106
Focuses on the history of Christianity from the 1st to the middle of the 17th century. Emphasis will be primarily on the social context within which Christianity developed, and secondarily on Christian thought during the period.

REL 232 HISTORY OF MODERN CHRISTIANITY 3
Prerequisite: REL 106
Focuses on the history of Christianity from the mid 17th century to the present. Emphasis will be primarily on the social context within which modern Christianity developed, and secondarily on Christian thought through the period.

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.

REL 234 HISTORY OF CHRISTIAN WORSHIP 3
Prerequisite: None
This course investigates the history of Christian worship from the New Testament church to the present day. The course will concentrate on the actual experience of worship for regular churchgoers and so will pay attention to material culture, art, music and architecture as well as the social, political, philosophical and theological contexts within which Christian worship developed.

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 260 SHORT TERM MISSIONS 3
Prerequisite: None
REL 260 explores the development, theology, and practice of international short-term, mission trips; introduces students to culture theory; and provides students with opportunities to develop skills in cross-cultural understanding and communication with particular cultures. Students will have opportunities to interview participants, organizers, and leaders in the STM field in person and/or through technology. Meets CCI credit when completing the course with the study away component and the corresponding CCI narrative.

REL 301 TOPICS IN RELIGION 3
Prerequisite: None
An in-depth study of a particular topic in religion that is not covered in the regularly scheduled religion courses, for example, foundations for Biblical study in OT Hebrew and NT Greek, contemporary issues in political theology and selected theological themes. The course will feature frequent writing assignments and in-depth reading on the subject matter. May be repeated for credit as topics change.

REL 304 ADVANCED OLD TESTAMENT 3
Prerequisite: REL 106
An in-depth study of the Hebrew Scriptures focusing on selected sections and themes. Students will conduct literary analyses of OT texts while also examining ways in which narratives of the Hebrew Bible are used to formulate Jewish and Christian theology and ethics.

REL 305 ADVANCED NEW TESTAMENT 3
Prerequisite: REL 106
An in-depth study focusing on the later literature of the New Testament (from Hebrews through Revelation). Students will conduct literary analyses of NT texts while also examining how these documents provide evidence for the early Jesus traditions and other developments in the early Christian communities.

REL 307 WORLD RELIGIOUS TRADITIONS: EAST AND WEST 3
Prerequisite: REL 106 or REL 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.

REL 308 FAITH AND SOCIETY 3
Prerequisite: REL 106, REL 107 or REL 109
This course introduces students to several of the major, current topics within political theory--from liberalism's and democracy's champions and detractors, to the role of religious commitments in a pluralist society, to how the Bible is used and read differently in different political contexts, to questions of gender and post-colonialism. In addition, students will develop interpretive skills through the careful reading, analysis, and discussion of texts in contemporary political theology. Meets Core credit for humanities.

REL 311 YOUTH MINISTRY 3
Prerequisite: None
An examination of the characteristics of contemporary youth and youth culture including an analysis of the implications of these characteristics for the church. Emphasis is placed on the practical aspects of organizing, planning, and implementing church and para-church youth ministries.

REL 340 RELIGION AND 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 AND MISSION 3
Prerequisite: None
An exploration of post-colonial Christianity and Christianity outside the cultural west through the lenses of particular cultural contexts, culture theory, and the history, theology, and practice of Christian mission. Includes practicing skills for cultural proficiency and enabling students to become citizens aware of their global responsibilities.

REL 375 UNDERSTANDING ISRAEL 4
Prerequisite: None
A multi-disciplinary course which may be offered in conjunction with a trip to Israel that features the study of biblical geography; biblical history; the story of Christianity; Judaism and Islam in what is now the modern State of Israel; and contemporary social and political issues in Israel. Religion elective and/or Study Away/CCI. (Students who participate in the Israel trip and satisfactorily complete the CCI narrative receive CCI credit.)

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 404 SEMINAR IN CHRISTIAN THEOLOGY 3
Prerequisite: REL 106 or REL 109
This is an advanced course in religious ethics focusing on primary source readings of Christian 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 affect their treatment of particular issues.

REL 450 SEMINARY COURSE IN BIBLICAL STUDIES 3
Prerequisite: 3.0 GPA minimum, junior status; Religion Department Chair 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
Prerequisite: 3.0 GPA minimum, junior status; Religion Department Chair 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
Prerequisite: 3.0 GPA minimum, junior status; Religion Department Chair 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
Designed to give religion majors a guided opportunity to research and write a paper on a topic of interest in their area of concentration.
### SUPPLY CHAIN MANAGEMENT (SCM)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SCM 243</td>
<td>PROCUREMENT</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: MKT 233</td>
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<tr>
<td>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.</td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SCM 316</td>
<td>SUPPLY CHAIN MANAGEMENT</td>
<td>3</td>
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<tr>
<td>Prerequisite: MATH 208, MKT 233, or MGT 240</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>SCM 350</td>
<td>LOGISTICS</td>
<td>3</td>
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<tr>
<td>Prerequisite: SCM 316</td>
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<tr>
<td>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.</td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SCM 351</td>
<td>LEAN PRODUCTION AND QUALITY</td>
<td>3</td>
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<tr>
<td>Prerequisite: MGT 319</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>SCM 431</td>
<td>SUPPLY CHAIN STRATEGY</td>
<td>3</td>
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<tr>
<td>Prerequisite: SCM 351</td>
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<tr>
<td>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.</td>
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### SPORT MANAGEMENT (SMG)

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SMG 122</td>
<td>BADMINTON</td>
<td>1</td>
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<tr>
<td>Prerequisite: None</td>
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</tr>
<tr>
<td>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.</td>
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<tr>
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<tbody>
<tr>
<td>SMG 124</td>
<td>BILLIARDS</td>
<td>1</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>SMG 125</td>
<td>BOWLING</td>
<td>1</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>SMG 133</td>
<td>GOLF I</td>
<td>1</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>SMG 147</td>
<td>TENNIS I</td>
<td>1</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>SMG 151</td>
<td>VOLLEYBALL</td>
<td>1</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>SMG 161</td>
<td>CONCEPTS OF SPORT, RECREATION, AND LEISURE</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>SMG 168</td>
<td>FIELD EXPERIENCE IN SPORT I</td>
<td>1</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>Initial experience in various leisure delivery settings at approved sites under qualified personnel. 30-60 clock hours minimum.</td>
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<tbody>
<tr>
<td>SMG 238</td>
<td>FIELD EXPERIENCE IN SPORT II</td>
<td>2</td>
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<tr>
<td>Prerequisite: SMG 168</td>
<td></td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>SMG 255</td>
<td>LEADERSHIP IN SPORT</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>SMG 262</td>
<td>FACILITIES DESIGN/EVENT MANAGEMENT IN SPORT</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: SMG 161</td>
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<tr>
<td>This course examines the principles and procedures for planning, designing, operating, and maintaining the facilities, resources, and areas of leisure services. This course increases the awareness of knowledge and skills in event planning and management as applied to a variety of sport and recreational settings.</td>
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<tbody>
<tr>
<td>SMG 270</td>
<td>INTRODUCTION TO TOURISM</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>SMG 310</td>
<td>CURRENT TRENDS IN SPORT</td>
<td>3</td>
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<tr>
<td>Prerequisite: Sophomore status</td>
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<tr>
<td>The purpose of this course is for students to learn about current trends related to the management and operation of resort, private club properties, sport and recreational values. This course will be a project-based course which will encourage students to study and explore the historical development, economic influence and demographic impact of these various venues. Topics will include private club and resort management, sport and recreational management, customer service, advertising, outdoor programming, and diversity implications.</td>
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</table>
SMG 313 OUTDOOR PROGRAMMING 3
Prerequisite: None
The role of outdoor education and recreation in today's society; functions and policies, current issues, development of outdoor education programs and adventure challenge activities.

SMG 329 LEGAL ASPECTS 3
Prerequisite: SMG 161 or ATR 165
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.

SMG 360 RESEARCH IN SPORT 3
Prerequisite: MATH 208
This course includes the investigation of current issues and research in sport management. It also incorporates using computer applications such as SPSS software to analyze research data and business statistics.

SMG 370 INTERNATIONAL TOURISM 3
Prerequisite: None
This course introduces students to the field of international tourism from the political, social, environmental, cultural, and applied (business) perspectives. The course is designed to incorporate both lecture and seminar learning.

SMG 404 PSYCHOLOGY OF SPORT AND COACHING 3
Prerequisite: ATR 165 or SMG 161; 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.

SMG 405 MANAGEMENT OF SPORT 3
Prerequisite: MGT 240
Analysis of administration philosophy, standards, policies and procedures in the sport industry.

SMG 408 ETHICS AND SOCIAL ISSUES IN SPORT AND PHYSICAL ACTIVITY 3
Prerequisite: SMG 161
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.

SMG 415 SPORT MARKETING 3
Prerequisite: MKT 233
This course provides 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.

SMG 420 GOVERNANCE & POLICY IN SPORT ORGANIZATIONS 3
Prerequisite: SMG 161
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.

SMG 430 FINANCIAL PRINCIPLES IN SPORT 3
Prerequisite: SMG 161, 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.

SMG 435 GLOBAL PERSPECTIVES IN SPORT 3
Prerequisite: None
An interdisciplinary examination of sport as a global phenomenon. Historical, cultural, economic, and governance perspectives will be considered.

SMG 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.

SMG 450 INTERNSHIP IN SPORT 6
Prerequisite: Permission
A full-time, 12-week, 480-hour experience in an approved sport recreation and/or leisure agency setting under the direction of a qualified university supervisor.

SOCIOMETRY (SOC)

SOC 111 PRINCIPLES OF SOCIOLOGY 3
Prerequisite: None
The focus of this course is centered on an in depth examination of social forces and their impact on social structure, sociocultural evolution and the socialization process. The theoretical perspectives, concepts, and principles of sociology are then applied to various areas of sociology such as social organization, culture, social structure, social interaction, social stratification, social inequality, social deviance and social institutions. Meets core credit for social sciences.

SOC 202 ALCOHOLISM AND SUBSTANCE ABUSE 3
Prerequisite: None
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
Prerequisite: None
Course will examine the societal 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 242 CRIMINOLOGY 3
Prerequisite: See CJ 242 for course information

SOC 244 JUVENILE DELINQUENCY 3
Prerequisite: See CJ 244 for course information
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<tr>
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<tbody>
<tr>
<td>SOC 275</td>
<td>GANGS AND CULTS</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>Examines the historical and contemporary issues of gangs and cults in the United States and focuses on gang and cult recruitment, subculture, beliefs, activities, signs, and symbols. CJ/SOC credit.</td>
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<tr>
<td>SOC 301</td>
<td>RACE, ETHNIC AND MINORITY ISSUES</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>The course will examine the interaction between the dominant and minority cultures particularly within the United States. Students will be introduced to a transnational perspective; exploring groups who have immigrated to the United States, but share a set of cultural values shaped by their homeland, especially in the areas of human interaction, social expectations, economies, religious and political movements. The concept of culture will be discussed in terms of both the majority culture, which provides the social framework that encourages assimilation and fusion, and the minority sub-culture that strives and struggles to maintain a sense of identity. The consequences of living in a multi-ethnic, multi-faith, and multi-cultural society will also be studied. Meets Core credit for social sciences.</td>
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<tr>
<td>SOC 305</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>Prerequisite: See PSYC 305 for course information</td>
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<tr>
<td>SOC 307</td>
<td>VICTIMOLOGY</td>
<td>3</td>
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<tr>
<td>Prerequisite: See CJ 307 for course information</td>
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<tr>
<td>SOC 330</td>
<td>TOPICS IN SOCIOLOGY</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>A concentrated analysis of social institutions in specialized areas. Topics include politics, education, religion, sports, medicine, collective behavior, etc. On demand, repeatable to a maximum of nine semester hours</td>
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<tr>
<td>SOC 340</td>
<td>MARRIAGE AND FAMILY RELATIONSHIPS</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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.</td>
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<tr>
<td>SOC 352</td>
<td>SOCIAL DEVIANCE</td>
<td>3</td>
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<tr>
<td>Prerequisite: SOC 111</td>
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<td>The systematic and objective study of human behavior and phenomena that conventional society has labeled different, rule-breaking and norm-violating.</td>
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<tr>
<td>SOC 355</td>
<td>HUMAN SUXUALITY</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>An examination of such topics as sexual potential and development, reproduction, psychosexual factors, values, morality, sexual varieties, social influences, sexual problems, sexual diseases, love, sexual expression, and the role of the schools, mass media, the arts, professional preparation programs, education, and the family in sex education.</td>
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<tr>
<td>SOC 415</td>
<td>ADVANCED CRIMINOLOGY AND PROFILING</td>
<td>3</td>
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<tr>
<td>Prerequisite: See CJ 415 for course description.</td>
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<tr>
<td>SOC 460</td>
<td>RESEARCH METHODS IN SOCIAL SCIENCE</td>
<td>3</td>
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<tr>
<td>Prerequisite: MATH 208, SOC 111; senior status</td>
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<tr>
<td>An introduction to methodological techniques of research in the social sciences. Emphasis is placed on quantitative and qualitative research methodologies as they relate to building knowledge for practice and to evaluating service delivery in all areas of practice. Research ethics, analysis and evaluation of theoretical bases, research questions, analysis of data, and use of technology are covered. SOC/SOCWK credit.</td>
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**SOCIAL WORK (SOCWK)**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOCWK 221</td>
<td>INTRODUCTION TO SOCIAL WORK</td>
<td>3</td>
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<tr>
<td>Prerequisite: SOC 111; PSYC 101</td>
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<tr>
<td>This course is designed to introduce students to the field of social work. It offers an overview of the settings in which social workers practice, the populations they encounter, the social problems they address, and the interventions they utilize. Students are introduced to systems theory, social policies with guide practice and the historical underpinnings of the social work profession. The course will examine the knowledge, values, ethics, and skills necessary for the effective practice of social work with diverse populations. Students complete an agency volunteer/shadowing experience.</td>
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<tr>
<td>SOCWK 230</td>
<td>GLOBAL HUMAN RIGHTS AND SOCIAL JUSTICE</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>This course will explore global social justice issues through the lens of various human rights documents. Issues to be examined include forced labor, war and conflict, and violence against women and children. The history and development of these issues, how culture of individual countries and regions affect the issues and responses, as well as possibilities for the resolution of the issue will be examined.</td>
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<tr>
<td>SOCWK 250</td>
<td>FOUNDATIONS OF SOCIAL WELFARE</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>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.</td>
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<tr>
<td>SOCWK 265</td>
<td>PARENT-CHILD RELATIONSHIPS</td>
<td>3</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>Explores parent/child relationships from infancy through adolescence. The course addresses parenting philosophies, child guidance strategies, family diversity, and challenges to contemporary parents and their children. The dynamics of parent/child interactions are analyzed from a systems perspective that considers the reciprocal impact of children on parents as well as parents on their children. Includes understanding and facilitating parents in their parenting role.</td>
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<tr>
<td>SOCWK 304</td>
<td>HUMAN BEHAVIOR ACROSS THE LIFESPAN</td>
<td>3</td>
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<tr>
<td>Prerequisite: BIO 100, SOCWK 221 or Sophomore status</td>
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<td>This course focuses on individuals as they develop over the life span and have membership in various systems such as families, groups, organizations and communities. It provides students with theories and knowledge related to biological, social, psychological, spiritual and cultural variables. It addresses the environmental conditions that promote or deter individual and family growth; the reciprocal impact of people and a range of environmental systems; and variations in development and functioning that arise from diversity factors. The course provides the foundation for completing accurate assessments of human problems, choosing intervention strategies and evaluating interventions.</td>
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<td>SOCWK 305</td>
<td>FAMILY VIOLENCE</td>
<td>3</td>
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<td>Prerequisite: None</td>
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<td>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.</td>
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204
SOCWK 306 SOCIAL ENVIRONMENT AND HUMAN BEHAVIOR 3
Prerequisite: SOCWK 304, SOC 301 or co-requisite
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
Prerequisite: SOCWK 304, SOCWK 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 will enable practitioners to serve diverse populations and practice competently across rural and urban settings.

SOCWK 320 TOPICS IN SOCIAL WORK 3
Prerequisite: None
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 323 LATER ADULTHOOD IN THE FAMILY CONTEXT 3
Prerequisite: None
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.

SOCWK 324 WORKING WITH OLDER ADULTS 3
Prerequisite: None
This course provides a comprehensive approach to working with older adults. Areas of study include the ethical basis for practice, forming and maintaining the working relationship, interviewing skills, problem-solving with assessment and intervention skills, professional writing, and knowledge of relevant social policy.

SOCWK 330 INTERNATIONAL PERSPECTIVES ON WOMEN 3
Prerequisite: None
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.

SOCWK 350 DEATH AND DYING 3
Prerequisite: None
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, and social and cultural attitudes and practices. Meets Core credit for social sciences.

SOCWK 408 SOCIAL POLICY DEVELOPMENT AND ANALYSIS 3
Prerequisite: SOCWK 221, SOCWK 250, and senior status
A continuing examination of social welfare policy, with emphases on current policy, policy analysis, and skills for influencing policy development. Students are exposed to theoretical frameworks and acquire practical skills in policy analysis and are introduced to theories and skills of influencing for change.

SOCWK 412 SOCIAL WORK COMMUNITY PRACTICE 3
Prerequisite: SOCWK 306, SOCWK 312, SOC 225 (or co-requisite); a grade of C or better in SOCWK 312
This course focuses on the theories and strategies that allow a generalist social worker to recognize and act on the need for change in larger systems such as organizations, communities, and societal institutions in order to ensure that human and civil rights are protected, that resources are equitably distributed, add that opportunities are available to all.

SOCWK 417 PRE-PRACTICUM SEMINAR 1
Prerequisite: SOCWK 306, SOCWK 312; Co-requisites SOCWK 408, SOCWK 412
This course is designed to prepare students for beginning professional entry-level generalist practice. This course 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. The course 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 takes place as part of this course. Graded S/U.

SOCWK 418 FIELD INSTRUCTION 12
Prerequisite: 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
Prerequisite: 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 development. Students are exposed to theoretical frameworks and acquire data, and use of technology are covered. SOC/SOCWK credit.

SPANISH (SPAN)

SPAN 171 ELEMENTARY SPANISH I 3
Prerequisite: Placement or no prior study of Spanish. Note: Not open to students who placed in other levels.
Introduction to Spanish language and culture with practice in the basic skills of the language. Lab work required. Taught in Spanish. Offered annually. Meets Core credit for CCI.
SPAN 172 ELEMENTARY SPANISH II 3
Prerequisite: SPAN 171, placement or transfer equivalent. Note: Not open to students who placed in other levels.
A continuation of SPAN 171. Taught in Spanish. Offered annually. Meets Core credit for CCI.

SPAN 200 INTERMEDIATE LEVEL INTENSIVE SPANISH STUDY ABROAD 3
Prerequisite: SPAN 172, placement or transfer equivalent. Note: Not open to students who placed in other levels.
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 families of the host cultures. Orientation and debriefing sessions on campus are required. 6 hours, or 3 hours plus SPAN 271. Meets the CCI requirement.

SPAN 271 INTERMEDIATE SPANISH I 3
Prerequisite: SPAN 172, placement or transfer equivalent. Note: Not open to students who placed in other levels.
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. Meets Core Credit for CCI.

SPAN 272 INTERMEDIATE SPANISH II 3
Prerequisite: SPAN 271, placement or transfer equivalent. Note: Not open to students who placed in other levels.
A continuation of SPAN 271. Lab work required. Taught in Spanish. Offered annually. Meets Core Credit for CCI.

SPAN 300 ADVANCED LEVEL INTENSIVE SPANISH STUDY ABROAD 3
Prerequisite: SPAN 272, placement or transfer equivalent. Note: Not open to students who placed in other levels.
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 families of the host cultures. Orientation and debriefing sessions on campus are required. Meets Core Credit for CCI.

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. Meets Core Credit for CCI.

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. Meets Core Credit for CCI.

SPAN 311 CIVILIZATION OF SPAIN 3
Prerequisite: SPAN 310
In order to understand contemporary Spanish identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. The social organization and forces of Spain from ancient times to the present are examined with an emphasis on contemporary Spain. Taught in Spanish. Offered alternate years. Meets Core credit for CCI.

SPAN 312 CIVILIZATION OF LATIN AMERICA 3
Prerequisite: SPAN 310
In order to understand contemporary Latin American identity, this course explores and analyzes current issues, cultural manifestations, historical and geopolitical developments, and internal and external relations. The social organization and forces of Latin America from ancient times to the present are examined with an emphasis on contemporary Spain. Taught in Spanish. Offered alternate years. Meets Core credit for CCI.

SPAN 371 INTRODUCTION TO SPANISH LITERARY STUDIES 3
Prerequisite: SPAN 310, SPAN 311, or SPAN 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. Meets Core Credit for CCI.

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. Meets core credit for humanities.

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. Meets core credit for humanities.

SPAN 377 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. Meets core credit for CCI.

SPAN 378 CONVERSATIONAL SPANISH FOR THE PROFESSIONS 3
Prerequisite: SPAN 272 or equivalent
A project based course 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 the profession of the individual student's intended major. Taught in Spanish. Offered annually. Meets Core Credit for CCI.

SPAN 381 PK-8 EDUCATION ABROAD 2
Prerequisite: SPAN 300, SPAN 310; study abroad eligibility criteria.
A course designed to increase the student's understanding of early childhood education in a Spanish-speaking country by providing in-class cultural and linguistic instruction as well as field experiences in elementary schools. Taught in Spanish. Required for early childhood education Spanish minor. Offered annually.

SPAN 476 SEMINAR IN HISPANIC STUDIES 3
Prerequisite: SPAN 311 or SPAN 312; SPAN 372 or SPAN 373
A seminar on topics pertinent to the field of Hispanic studies in language, culture, civilization or literature. The content will vary depending upon the interest and needs of students. The course may be repeated for a total of 6 hours. Taught in Spanish. Topics will vary or alternate each year. Offered 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.

THEATRE (TH)

TH 100 THEATRE PRACTICUM 0
Prerequisite: None
This is a studio course for students participating in Theatre Department productions directed by faculty or guest artists. Students participate in one of three areas as: a) performers, b) run crew/designers and c) managers. May be repeated.

206
TH 105 PERFORMANCE STUDIES 3
Prerequisite: See COM 105 for course information.

TH 109 STAGE MOVEMENT AND DANCE I 1
Prerequisite: None
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 150 THEATRE production laboratory 1
Prerequisite: None
This is a laboratory course for students gaining practical experience while working on theatre department productions directed by faculty or guest artists. There are six laboratory areas: costume construction, lighting, scene painting, properties, scenic construction, and publicity. May be repeated.

TH 203 THEATR AESTHETICS 3
Prerequisite: None
Students will examine ways in which theatre art and theatre artists suggest meaning and invite interpretation of the human experience. Critical standards and theories specific to theatre will be discussed and then applied to the study of selected plays and performances. Meets Core credit for aesthetics.

TH 204 SCRIPT ANALYSIS 3
Prerequisite: None
This course introduces students to methods of script analysis or how to read a play. Analysis will focus on dramatic structure, content and meaning from a theatrical point of view and will be based on principles established by Aristotle in the Poetics. Methods of script analysis will be discussed and applied to representative play scripts. Meets Core credit for aesthetics.

TH 205 VOICE AND ARTICULATION 3
Prerequisite: None
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
Prerequisite: None
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
Prerequisite: None
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
Prerequisite: None
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
Prerequisite: None
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
Prerequisite: None
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
Prerequisite: None
The study of stage make-up, its application and its relationship to the evolution of this uniquely American theatrical form. Meets Core credit for aesthetics.

TH 303 AMERICAN MUSICAL THEATRE 3
Prerequisite: None
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 350 TOPICS IN PERFORMANCE 3
Prerequisite: None
This course will examine various topics relating to theatre performance. Repeatable with different topics, but only three hours count toward the major.

TH 356 TOPICS IN THEATRE DESIGN 3
Prerequisite: None
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 309 STAGE MOVEMENT & DANCE V 3
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
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 AND ADVANCED SCENE STUDY  3
Prerequisite: TH 211
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
Prerequisite: TH 206, TH 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
Prerequisite: TH 206, TH 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
Prerequisite: None
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
Prerequisite: TH 206, TH 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.

TH 325  THEATRICAL DESIGN SEMINAR  3
Prerequisite: TH 316 OR TH 317 OR TH 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 334  MODERN DRAMATIC STYLES  3
Prerequisite: TH 204; 2 from TH 418, 419, 420
How have the events of the 20th century influenced drama and performance? How have theatre artists responded to the events of the 20th century? The social, cultural, political, and technological events of the 20th century have inspired numerous styles and movements in theatre. This course examines the drama, performance styles and theories for the early Modern Period through the present.

TH 405  MUSICAL THEATRE PERFORMANCE  3
Prerequisite: TH 211, MUSIC 212, 2 semesters of MUSIC 140
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 404  MODERN DRAMATIC STYLES  3
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Prerequisite: TH 204; 2 from TH 418, 419, 420
How have the events of the 20th century influenced drama and performance? How have theatre artists responded to the events of the 20th century? The social, cultural, political, and technological events of the 20th century have inspired numerous styles and movements in theatre. This course examines the drama, performance styles and theories for the early Modern Period through the present.
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 eight, of which no more than two may be adjunct faculty.

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 is given to a faculty member to recognize in-class and outside-of-class teaching excellence. Faculty are nominated by students, faculty or department chairs. Nominations consist of a one-page letter citing specific examples of exemplary teaching.

Nominated teachers who intend to be considered in the next round of reviews are asked to supply all student evaluations (numerical and written) for the past two calendar years and provide a statement of their teaching philosophy which is submitted to the Provost’s Office. A Committee consisting of previous Taylor Excellence in Teaching Award winners will review the submitted materials and narrow the applications down to three finalists. The Committee will make an announced classroom visit to observe each of the three finalists in teaching. Based on the teaching evaluations and the other supporting material, the committee will determine the award winner. The recipient will receive a medal to be worn with regalia and a stipend of $5000.00 at the annual Academic Honors Convocation. The recipient will speak at that convocation on the importance of teaching and learning in higher education and will conduct a session on effective teaching at the Winter Faculty College. Honorable Mention certificates will be awarded to the two finalists who were not selected.

Ashland University Excellence in Scholarship Award

The Ashland University Excellence in Scholarship Award recognizes AU faculty who have demonstrated outstanding scholarship. All Ashland University faculty who have completed their Third Year Review may be nominated for the Award. Faculty, department chairs or deans may submit letters of nomination to the Provost’s Office.

Nomination shall consist of a nomination letter citing specific examples of outstanding scholarship. The Provost shall contact the nominated faculty to verify their interest and require additional material to include: a complete vita, a statement that describes the impact of scholarship in the field, three letters of recommendation from internal or external sources. Letters of recommendation may not come from the selection committee. A committee consisting of the Provost or representative and four faculty members who have been named Trustees Distinguished Professors will review submitted materials and narrow the application to three finalists. Based on the submitted materials and the review of external experts, the Committee will select an award winner. The recipient will receive a medal to be worn with regalia and a $5000.00 honorarium. Honorable Mention certificates will be awarded to the two finalists who were not selected.
Personnel

Board of Trustees
Dr. Carlos Campo, President

Officers of the Board
Joyce A. Lamb, Chair
Fred B. Broad, Vice Chair
Gary L. Courtright, Secretary
Thomas H. Pickering, Assistant Secretary

Term Expiring 2016
Fred B. Broad, At Large Pittsburgh, PA
David M. Bush, Ashbrook Big Prairie, OH
Daniel R. CoFee, AtLarge (Church) Wooster, OH
D. Rex Elsass, At Large Dublin, OH
Arden E. Gilmer, AtLarge (Church) Ashland, OH
Wayne R. Girbach, At Large (Church) Millersburg, OH
Brooks G. Hull, At Large Bay Village, OH
G. Emery Hurd, At Large (Church) Cheyenne, WY
Billie Anne Massie, At Large (Church) West Salem, OH Paul
E. McKnight, At Large Powell, OH Lisa
O. Miller, At Large Barberton, OH
John D. Moore, At Large (Church) Nappanee, IN
Mitchell P. Zunich, Alumni Association Bay Village, OH

Term Expiring 2017
Ronald B. Allford, At Large Worthington, OH
Mark E. Camp, At Large Medina, OH
Gary L. Courtright, At Large (Church) Ashland, OH
Kevin L. Doss, At Large (Church) Avon, OH
Patricia M. Gravatt, AtLarge (Church) McGaheysville, VA
Dustin J. Ness, At Large Huron, OH
Vaughn L. Nickell, AtLarge (Church) Elkhart, IN
Thomas H. Pickering, At Large Westfield Center, OH
Timothy L. Solomon, At Large (Church) Sarasota, FL
Dale R. Thomae, AtLarge (Church) Ashland, OH
Thomas Whatman, Ashbrook Bellville, OH
Charles A. Willtrout, AtLarge (Church) Dayton, OH
Robert G. Ward II, At Large Ashland, OH

Term Expiring 2018
Thomas A. Aurandt, At Large (Church) Johnstown, PA
Christopher D. Boyd, AtLarge (Church) Ashland, OH
Brenda K. Dean, At Large Upper Arlington, OH
Charles H. Gamble, AtLarge (Church) DeGraff, OH
L. Jonathon Groza, At Large Avon Lake, OH
James H. Hess, At Large (Church) Ashland, OH
Deborah Liebert Karl, At Large Powell, OH
David B. Krill, At Large Cincinnati, OH
Joyce A. Lamb, AtLarge (Church) Hartville, OH
P. Thomas Murray, Jr., At Large (Church) Indianapolis, IN
Jeff Payton, At Large Mansfield, OH
Alan D. Roth, At Large Amelia Island, FL

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
** Rev. J. M. Tombaugh 1894 - 1894
Dr. S. S. Garst 1894 - 1896
Dr. J. A. Miller 1897 - 1898
** Rev. J. C. Mackey 1897 - 1898
Dr. J. A. Miller 1899 - 1906
Rev. John L. Gillin 1907 - 1911
Dr. W. D. Furry 1911 - 1919
Dr. Edwin E. Jacobs 1919 - 1935
Dr. C. L. Anspach 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 - 2014
Dr. William C. Crothers 2014 - 2015 Dr.
Carlos Campo 2015 -

*Principals **Nominals

Presidents of Ashland University
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/Economics
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
and Louise Peterson, Chair in American History & Govt.
William C. Zekan/Schulman, Chair in Business Administration

Cabinet

CAMPO, CARLOS 2015
President
B.A., M.A., Ph.D., University of Nevada, Las Vegas

FIORE, DOUGLAS J. 2014
Interim Provost
B.A., Hofstra University; M.S., Purdue University; Ph. D., Indiana State University

POMFRET, MARGARET 1998
Vice President, Development and Institutional Advancement
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

STORCK, STEPHEN 2013
Vice President for Finance and Administration
B.S., King's College; M.B.A., York College; Ph.D., Ohio University

VAN LOO, SCOTT 2011
Executive Vice President, Enrollment Management and Marketing
B.A., Cedarville University; M.A., Wright State University; Ph.D., The University of Dayton

Deans

BREault, Donna 2016
Dean, College of Education
B.A., M.A., Oglethorpe University; Ph.D. Georgia State University

BYRON, JOHN 2016
Dean, Ashland Theological Seminary
Diploma, Elim Bible Institute; M.A. Regent University; Ph.D., University of Durham

GRANOT, ELAD 2016
Dean, College of Business and Economics
B.A., Tel Aviv University; M.S., Boston University; Ph.D., The University of Massachusetts, Amherst

GRUND, FAYE 2010
Dean, Schar College of Nursing and Health Sciences
B.S., M.S., Virginia Commonwealth University; APRN, University of Akron; Ph.D. Duquesne University

JACOBS, RAYMOND A 1990
Associate Dean, Dauch College of Business and Economics; Chair, MBA Program; Professor of Management
B.A., College of William and Mary; M.S., Ph.D., University of North Carolina

LINTON, EUGENE 2016
Dean, Founders School of Continuing Education
B.S. Kent State University; M.Ed., Bowling Green State University; Ph.D. Kent State University

MOSEMAN, CINDY C. 1988
Assistant Dean, College of Arts and Sciences, Assistant Professor of Family and Consumer Sciences
A.A., Anderson College; B.S., M.S., The Ohio State University; Ph.D., Kent State University

WEBER, DAWN 2008
Dean, College of Arts and Sciences
B.S., M.A., Central Michigan University; Ph.D., Bowling Green State University

Faculty

ABREÚ-ELLIS, CARLA 2007
Associate Professor of Education
B.S., University of Toronto; M.Ed., Ph.D., Bowling Green State University

ADAMS, BONNIE K. 1989
Associate Professor of Education
B.S., M.Ed., Ph.D., Kent State University; M.S., Carnegie Mellon University

AJWA, IYAD A. 1997
Chair, Department of Mathematics and Computer Science; Professor of Computer Science
B.S., University of Jordan; M.S., Lehigh University; Ph.D., Kent State University

ALSTON, JUDY 2007
Chair, Department of Leadership Studies and Educational Administration; Professor of Education
B.A., Winthrop College; M.Ed., University of South Carolina; Ph.D., Pennsylvania State University
ARNOLD, PENNY 1996
Associate Professor Education
B.S., M.S., Ph.D., University of Akron

AUNE, DAVID C. 1996
Associate Professor of Religion
B.A., University of Vermont; M.Div., Gordon-Conwell Theological Seminary; Th.M., Regent College; Ph.D., Brown University

AVTGIS, THEODORE A. 2011
Chair, Department of Communication Studies; Professor of Communication Studies
B.S., Emerson College; M.A. Emerson College; Ph.D. Kent State University

BENSAID, MOSHINE 2013
Professional Instructor of ACCESS
B.A., Dennison University, M.A., Kent State University

BERGOSH, ROBERT 2005
Associate Professor of Chemistry
B.S., Kentucky Wesleyan College; Ph.D., University of Kentucky

BERRYMAN, JERI 2013
Clinical Assistant Professor of Nursing
A.D., Regents College, B.S., Ohio State University, M.S., Indiana Wesleyan University

BILLMAN, LINDA K. 1997
Associate Professor of Education
B.S., The Ohio State University; M.Ed., Ashland University; Ph.D., University of Akron

BIRD, MICHAEL 2015
Professional Instructor of Art
A.A., Butler County Community College; B.F.A., Emporia State University; M.F.A., University of Kansas

BLACKLEY, ROWLAND F. 1997
Director, Choral Activities; Professor of Music
B.S., Concordia College; M.M., Kent State University; D.M.A., University of Colorado

BONFIGLIO, DIANE B.V. 2009
Associate Professor of Psychology
B.S., Ashland University; M.A., Ph.D., The Ohio State University

BRAUNER, SOREN 1986
Professor of Biology
B.A., M.A., University of California at Santa Barbara; Ph.D., University of California at Davis

BRENAN, KATHLEEN M. 1984
Associate Professor of Accounting
B.A., Miami University; M.A., Bowling Green State University; C.P.A., Ohio

BRIAN, ROBIN 2015
Assistant Professor of Nursing
B.S., M.S., Ph.D., Kent State University

BROWN, LINDA JOYCE 2006
Associate Professor of English
B.A., University of Washington; M.A., University of Oregon; Ph.D., University of New Mexico

BRUBAKER, KENNETH D. 2010
Associate Professor of Sport Management
B.S., Canisius College; M.Ed., Ed.D., Ashland University

BRUSH, NIGEL 1999
Professor of Geology
B.A., Cincinnati Bible College; B.A., M.A., The Ohio State University; M.A., University of Southampton, England, Ph.D., University of California at Los Angeles

BURKETT, CHRISTOPHER 2005
Associate Professor of Political Science
B.A., Ashland University; M.A., Ph.D., University of Dallas

BURRIS, VALERIE 2010
Assistant Professor of Nursing
B.S., The Ohio State University; M.S., Kent State University; DNP, Indiana Wesleyan University

BURTON, FREDERICK 2008
Associate Professor of Education
B.S., M.A., Ph.D., The Ohio State University

BUTKE, MARLA A. 2003
Associate Professor of Music
B.S., Miami University; M.A., Wright State University, Ph.D., The Ohio State University

CHAPPELL, CATHRYN 2004
Assistant Professor of Education
B.S., Miami University; M.S., Bowling Green State University; Ed.D., Ashland University

CHAPPLE, JAMES 2003
Professional Instructor of Education
B.S., Miami University; M.S., Bowling Green State University; Ed.D., Ashland University

CHARTIER, CHRISTOPHER 2013
Assistant Professor of Psychology
B.S., Indiana University, M.A. Miami University, Ph.D., Miami University

CLAYBURN, PATRICIA 2010
Clinical Assistant Professor of Nursing
B.S., Med Central College of Nursing; M.S., Walden University

COLBURN, MICHAEL 2009
Associate Professor of Management
B.S., M.S., Ph.D., The Ohio State University

CORBIN, PERRY S. 2001
Professor of Chemistry
B.S., Kentucky Wesleyan College; Ph.D., University of Illinois at Urbana-Champaign

CORBIN, REBECCA W. 2001
Chair, Department of Chemistry/Geology/Physics; Professor of Chemistry
B.S., Alderson-Broaddus College; Ph.D., University of Illinois at Urbana-Champaign
CRAIG, DIANE 2009
Professional Instructor of Education
B.S., University of Akron; M.Ed., Kent State University

CRAWFORD, DOLLY 2014
Assistant Professor of Biology/Toxicology
B.A. Mansfield University of Pennsylvania, M.S. University of Colorado; Ph.D., University of New Mexico

CRAZE, JADA 2010
Clinical Assistant Professor of Nursing
B.A., Bowling Green State University; B.S., MedCentral College of Nursing; MSN Walden University

CUMMINS, WILLIAM 1994
Associate Professor of Foreign Languages
B.A., Washington State University; Ph.D., State University of New York at Albany

CYDERS, ROBERT 2016
Professional Instructor of Education
B.A., College of Wooster; M.S., Marshall University; M.Ed., Ashland University; Ph.D., Ohio University

DAWSON, DOUGLAS A. 1993
Professor of Biology
B.A., Transylvania University; M.S., Ph.D., Oklahoma State University

DENNEY, STEPHEN 2007
Assistant Professor of Education
B.A., University of Colorado; M.Ed., Ph.D., Kent State University

DICKEY, ALLISON 2003
Chair, Department of Inclusive Services and Exceptional Learners: Associate Professor of Education
B.S., M.Ed., Ed.D., University of Central Florida

DICKSON, SUE R. 2007
Associate Professor of Religion
B.A., Indiana University; M.Div., University of Dubuque Theological Seminary; D.Min., Columbia Theological Seminary

DIEBLER, ERIN 2014
Professional Instructor of Health Sciences
B.S.A.T., M.S. Athletic Training, California University of Pennsylvania

DOLHII, JENNA 2016
Visiting Assistant Professor of Biology
Ph.D., Miami University of Ohio; B.S. Shippensburg University of Pennsylvania

DONATINI, HILARY 2007
Chair, Department of English; Associate Professor of English
B.A., College of Wooster; M.A., Ph.D., University of Wisconsin-Madison

DULL, KEITH A. 1999
Professor of Art
B.A., Indiana University; M.F.A., University of South Dakota; B.F.A., Herron School of Art

DURBIN-AMES, TERESA 2000
Associate Professor of Theatre
B.S., John Carroll University; M.A., Ph.D., Bowling Green State University

ELLIS, JASON 2007
Associate Professor of Education
B.S., University of Toronto; M.Ed., Bowling Green State University; Ph.D., University of Windsor

ENGLER, CAROL 2002
Associate Professor of Education
B.A., M.A., University of Akron; Ph.D., Kent State University

ESTRIDGE, KAREN 2010
Assistant Professor of Nursing
B.S., Capital University; M.S., Otterbein College School of Nursing; DNP, Case Western Reserve

FAGAN, KARA 2013
Professional Instructor of ACCESS
B.A., Ohio University, M.A., Ohio Dominican University

FALTER, JAMES 2013
Assistant Professor of Finance
B.S., Miami University, M.B.A., University of Toledo, D.B.A.
Nova Southeastern University

FINCHER, GLEN E. II 1990
Associate Professor of Health Sciences
Akron/Northeastern Ohio Universities College of Medicine

FLEMING, DEBORAH D. 1993
Professor of English; Editor Ashland Poetry Press
B.A., M.A., Ph.D., The Ohio State University

FOSTER, DAVID 1998
Chair, Department of History/Political Science; Associate Professor of Political Science
B.A., McMaster University; M.A., Ph.D., University of Toronto

FOX, DANIEL 2004
Chair, Department of Marketing/Hospitality Management; Fashion Merchandising; Associate Professor of Marketing
B.A., J.D., Ohio Northern University

FRANZ, SUSAN 2016
Professor of Education
B.A., Kent State University; M.A., Ashland University

FRIES-GOMEZ, JACQUELINE 2013
Professional Instructor of ACCESS
B.A., Heidelberg University, M.A., University of Findlay

FUHRMANN, CHRISTINA 2001
Professor of Music
B.A., Marlboro College; Ph.D., Washington University

GABLE, JARROD 2016
Professional Instructor of Athletic Training
B.S., Ashland University; M.S., Ohio University

GARLOCK, SCOTT 2003
Professor of Music
B.S.Ed., Kent State University; M.M., University of Akron; D.M.A., University of Iowa

GEARHART, RANDY 2003
Professor of Health Sciences
B.S., Indiana University of Pennsylvania; M.S., Ph.D., University of Pittsburgh
GILMORE, LAURA 2010  
Clinical Assistant Professor of Nursing  
B.S., University Toledo; M.S., Walden University

GRADY, MAURA 2011  
Assistant Professor of English  
B.A., University of Vermont; M.A., Ph.D., University of California Davis

GRAY, RICHARD III 2013  
Assistant Professor of Foreign Languages  
B.A., Eastern Michigan University; M.A., Perdue University; Ph.D., University of Texas at Austin

GRUBER, DENNIS MICHAEL 2003  
Chair, Department of Health Sciences; Clinical Assistant Professor  
B.S., Youngstown State University; M.S., Ohio University; Ed.D., Georgia Southern University

GUEGOLD, JENNIFER 2012  
Professional Instructor of ACCESS  
B.S., M.S., Bob Jones University

HALL, SARAH A. 2010  
Associate Professor of Education  
B.A., M.Ed., Ph.D., University of Nebraska at Lincoln

HAMILTON, MARK J. 1985  
Associate Professor of Philosophy  
B.A., Wittenberg University; M.A., Cleveland State University; M.A., M.A., D.Min., Ashland Theological Seminary

HASHEMI, ALI 2012  
Assistant professor of Economics; Warren Rupp Chair  
B.S., Isfahan University of Technology, M.A. Allame Tabatabaei University, M.A., Virginia Tech, Ph.D., Virginia Tech

HEID, CHRISTINE 2012  
Assistant Professor of Nursing  
B.S., Mount Carmel College of Nursing; MSN, Ph. D., University of Phoenix

HEDRICK, MARK 2015  
Professional Instructor of Criminal Justice  
B.S., Southern Illinois University; M.S. Ed., Southern Illinois University; J.D. Regent University

HESS, EMILY 2011  
Visiting Instructor of History/Political Science  
B.A., Malone University; M.A., Ph.D., Case Western Reserve University

HIGNETT, JOAN 1969  
Acquisitions Librarian  
B.S. Ashland College, M.L.S. Kent State, Ohio

HOLMES, PAUL 2014  
Assistant Professor of Economics  
B.S., University of Canterbury, New Zealand; Ph.D., M.S., University of Illinois-Urbana

HOSTETLER, T. JODY 2015  
Professional Instructor of Nursing  
B.S., Ashland University; M.E.d, Kent State University

HOVEY, CRAIG 2009  
Associate Professor of Religion  
B.S., University of California, San Diego; M.A., Th.M., Fuller Theological Seminary; Ph.D., University of Cambridge

HOVSEPLAN, KRISTEN 1981  
Assistant Professor of Marketing  
B.A., University of Bowling Green; M.I.M., American Graduate School of International Management

HUDSON, MICHAEL R. 1982  
Associate Professor of Geology  
B.S., St. Lawrence University; M.A., Indiana University, Ph.D., Miami University

HYMAN, PAUL 2010  
Associate Professor of Biology  
B.A., Northwestern University; Ph.D., University of Arizona

ICKES, CURT S. 1987  
Associate Professor of Psychology  
B.A., Ashland University; M.A., The University of Akron; Ph.D., Kent State University

IFEDI, ROSAIRE 2008  
Associate Professor of Education  
B.A., M.A., University of Nigeria Nsukka; Ed.D., Ashland University

JAMIESON, DUNCAN R. 1978  
Professor of History  
B.A., The Defiance College; M.A., The University of Toledo; Ph.D., Michigan State University

JEWETT, TERRI 2014  
Professional Instructor Early Childhood Education  
B.S., The Ohio State University; M.Ed. Ashland University

JOHNSON, NICHOLAS 2015  
Visiting Assistant Professor of Chemistry  
B.A., Skidmore College; Ph.D., University of Akron

KALAMAS, JOAN 2009  
Professional Instructor of Management  
B.S., Ashland University; M.A., The Ohio State University

KALtenbaugh, lance 2000  
Associate Professor of Sport Management  
B.Ed., University of Toledo; Ed.D., Akron University

KASKEY, VICTORIA L. 2008  
Associate Professor of Accounting  
B.S., Baldwin-Wallace College; M.B.A., Cleveland State University; Ph.D., Capella University

KEHRES, DEANA 2014  
Clinical Assistant Professor Of Nursing  
B.S.N., Ashland University; M.S.N., University of Akron

Kerkez, Boris 2003  
Associate Professor of Computer Science  
B.S., M.S., Miami University; Ph.D., Wright State University
L全程行

Klinger, Amy
Associate Professor of Education
B.A., M.Ed., Ed.D., University of Toledo

Knickerbocker, Joan L.
Professor of Education
B.S., University of Wisconsin, River Falls; M.S., University of Wisconsin, Superior; Ph.D., University of Illinois

Lehman, Daniel W.
Trustees Professor; Professor of English
B.A., Eastern Mennonite University; M.A., Georgetown University; Ph.D., The Ohio State University

Lehrer, Julie
Professional Instructor of Nursing
B.S., Kent State University; M.S., Medical College of Toledo

Li, Bo
Assistant Professor of Supply Chain Management
B.S., South China University of Technology; M.S., M.B.A., Ashland University

Lifer, J. David
Professor of Information Systems
A.A.S., Ph.D., The Ohio State University; B.S., M.B.A., Ashland University

Lyons, Jessica
Professional Instructor of ACCESS
B.A., Bowling Green State University; M.A., University of Findlay

Lyons, Justin
Associate Professor of Political Science
B.S., University of Wisconsin-River Falls; M.A., University of Toronto; M.A., Ph.D., University of Dallas

Mackall, Joseph S.
Professor of English
B.A., Cleveland State University; M.F.A., Bowling Green State University; M.A., University of Oklahoma; Ph.D., Indiana University of Pennsylvania

Mancha, Louis
Chair, Department of Philosophy; Associate Professor of Philosophy
B.A., Rice University; M.A., Ph.D., Purdue University

Margot, Gary L.
Professor of Information Systems
B.S., Ph.D., The Ohio State University; M.A., Central Michigan University

Marotta, Janice L.
Faculty Librarian; Systems Librarian; Head of Serials and Government Documents/Microforms
B.S., Ashland University; M.L.S., Kent State University

Mattthes Reiter, Jill
Professional Instructor of Nursing
B.S., Kent State University; M.S. Walden University; DNP Case Western Reserve University

Mccoy, David
Chair, Department of Journalism and Digital Media; Assistant Professor of Journalism and Digital Media
B.A., Kent State University; M.Ed., Ph.D., Kent State University

McDonald, Daniel
Chair, Department of Art; Associate Professor of Art
B.A., B.F.A., Brigham Young University; M.F.A., Clemson University

Metzger, Mitchell
Chair, Department of Psychology; Professor of Psychology
B.S., Bowling Green State University; M.A., Ph.D., Kent State University

Michael, Rodney A.
Associate Professor of Physics
B.S., Xavier University; Ph.D., Ohio University

Mohney, Brian K.
Professor of Chemistry
B.S., Eastern Nazarene College; Ph.D., University of Pittsburgh

Mohney, Trina M.
Professional Instructor of Chemistry
B.A., Eastern Nazarene College; M.Ed., University of Pittsburgh

Mondal, Sharleen
Assistant Professor of English
B.A., Texas A&M University; M.A., Ph.D., University of Washington

Moretz, Diane B.
Assistant Professor of Marketing
B.S., Ohio University; M.B.A., Ashland University

Morris, Nancy
Associate Professor of Fashion Merchandising; Eloise Ridgeway Noonan Chair
B.S., Central Michigan University; M.S., Ph.D., The Ohio State University

Nadler, Mark A.
Chair, Economics, A.I. Garber Family Chair in Economics/Finance; Associate Professor of Economics
B.B.A., Bernard M. Baruch College; Ph.D., Iowa State University

O'Hara, Kate
Visiting Assistant Professor Mathematics
B.S., University of Dayton; M.A.T., Monmouth University; Ed.D., Rutgers

Olive, James L.
Associate Professor of Education
B.S.Ed., The Ohio State University; M.S., Ph.D., University of Dayton

O'Rourke, Daniel III
Associate Professor of Communication Studies
B.A., Youngstown State University; M.A., Bowling Green State University; Ph.D., Purdue University

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OWENS, JACQUELINE
Associate Professor of Nursing
Diploma of Nursing, Trumbull Memorial Hospital School of Nursing; B.S.N., Ashland University; M.S.N., Ph.D., Kent State University

PADDAGS, RENE
Assistant Professor of Political Science
B.A., University of North Dakota; M.A., University of Erlangen-Nurnberg; M.A., Johns Hopkins University; Ph.D., University of Maryland, College Park

PARKER, ROBERT SEAN
Assistant Professor of Theatre
B.F.A., Western Carolina University, M.F.A., University of Idaho

PARSONS, JENNIFER
Assistant Professor of Sport Management
B.A., Wittenberg University; M.S., Arizona State University; Ed.D., Ashland University

PARSONS, KRISTINE
Chair, Department of Accounting/Information Systems; Associate Professor of Accounting
B.A., Ashland University; M.B.A., University of Akron; Ph.D., Kent State University

PATTON, BETH J.
Associate Professor of Health Sciences
B.S.Ed., University of Akron; L.P.N., St. Joseph's School of Practical Nursing; M.S.Ed., University of Akron; Ph.D., Kent State University

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Assistant Professor of Nursing
B.S., Pensacola Christian College; M.S., The Ohio State University; DNP, Duquesne University
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<td>Richmond, Elizabeth</td>
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<td>Stoffer, Richard</td>
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<td>Trainham, W. Emory</td>
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<td>Valentine, John</td>
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<td>Van Keuren, James</td>
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<td>Weidenhamer, Harry*</td>
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<td>Wilson, Harold</td>
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<td>Wygant, Lloyd</td>
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*deceased
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