# Ashland University

## 2013 - 2014 Undergraduate Catalog

**Beginning our one hundred and thirty-fifth year devoted to the development of each student's personal potential.**

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Accreditations/Associations 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
- Commission on Accreditation of Athletic Training Education (CAATE)
- National Association of Schools of Music (NASM)
- National Council for Accreditation of Teacher Education (NCATE)
- Council on Social Work Education (at the baccalaureate level)
- Ohio Board of Nursing and Commission on Collegiate Nursing Education (CCNE)

University Memberships

Ashland University also is a member of:

- 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
- 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.

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; International; 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;
- Kappa Omicron Nu, National Family and Consumer Sciences Honor Society;
- Omicron Delta Epsilon, the International Economics Honor Society;
- Phi Alpha, National Social Work Honor Society;
- Phi Alpha Theta, International Honor Society in History;
- Phi Sigma Iota, Gamma Tau chapter, International Foreign Language Honor Society;
- Phi Sigma Tau, International Honor Society in Philosophy;
- Pi Mu Epsilon, National Honor Society in Geology;
- Sigma Delta Tau, International English Honor Society;
- 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

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.

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.

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, and 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

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

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

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 Registrar.

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 60% for the first-time full-time freshmen who entered in Fall 2006.
2013 - 2014 AU Calendar and Contact Information

Fall 2013
Fall Semester Classes Begin  August 19
Family Weekend  September 27 - 29
Homecoming  October 12
Fall Break (no classes)  October 21 - 22
Thanksgiving Break  November 28 - December 1
(after Tuesday evening classes end)
Classes Resume  December 2
Fall Semester Classes End  December 4
Fall Semester Final Exams  December 5 - 10
Winter Commencement  December 14

Spring 2014
Spring Semester Classes Begin  January 6
Martin Luther King Jr. Day (no classes)  January 20
Spring Break  March 3 - 7
Classes Resume  March 10
Easter Break  April 18 - 20
Spring Semester Classes Resume  April 21
Spring Semester Classes End  April 30
Spring Semester Final Exams  May 1 - 6
Spring Commencement  May 10

Summer 2014
3-Week Intensive  May 12 - 30
1st 5 Week Session  May 12 - June 13
1st 6 Week Session  May 12 - June 20
1st 6 Week Session/Nursing  May 12 - June 20
Memorial Day (no classes)  May 26
Nursing Break  June 23 - 27
2nd 5 Week Session  June 23 - July 25
2nd 6 Week Session  June 23 - August 1
2nd 6 Week Session/Nursing  June 30 - August 8
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.
Undergraduate nursing admission for Accelerated, Advanced Entry, RN to BSN, School Nurse Licensure, Gerontology Certificate information and campus tours – Admissions Representative, 1020 South Trimble Road, Mansfield, OH, 44906, 419-521-6800.

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

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

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

Registration, scheduling, transcripts and veterans' affairs
Office of the Registrar, 206 Founders Hall, 419-289-5029

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

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

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

Ashland University
401 College Avenue
Ashland, Ohio 44805

Switchboard 419-289-4142
In Ohio 1-800-882-1548
Welcome to the world of Ashland University. Through these pages you will be introduced to the distinguishing characteristics that make Ashland University the unique institution that it has become. As with any catalog, you will find the typical information that you will need to navigate higher education. You will discover our mission, academic programs, tuition and fees, facilities and faculty resources, and much more. But I hope you will also gain a sense of who we are and experience the people that make up Ashland University.

The mission of Ashland University includes a 135-year history of serving humankind. This rich tradition combines respect for persons through a commitment to Christian values with a focus on intellectual, spiritual, cultural, physical, and social development. The educational mission emphasizes a solid foundation in the liberal arts and the development of professional competencies and skills.

The academic programs of Ashland University are extensive. Ashland offers both undergraduate as well as graduate curricula. With 5,900 students, the resources available are almost limitless. Great care is taken to instill a commitment to excellence in this educational experience. The faculty is comprised of highly qualified and dedicated men and women who take their teaching seriously. The faculty, staff, and administration of Ashland University are committed to a philosophy of respect and nurture that has characterized this institution for over a hundred years. “Accent on the Individual” is more than a slogan—it is a way of life.

The facilities that support campus life are some of the best you will find on any campus. The newest buildings include The Dauch College of Business and Economics, The Dwight Schar College of Education, The Kettering Science Center, The Recreation and Rybolt Sport Sciences Center, Dwight Schar Athletic Complex and the Schar College of Nursing and Health Sciences. They are second to none. They combine beauty with technology and provide an excellent learning environment.

Explore the campus of Ashland University through these pages, but don’t miss the opportunity to look beyond the printed words and experience the community of learning that is the real heart and soul of Ashland.

Frederick J. Finks
President, Ashland University
Mission of 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 2,500 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 5,900 students, and this includes graduate programs in business, education, theology and off-campus centers in Cleveland, Columbus, Mansfield, Massillon/Stark, and Elyria.

These graduate programs include master’s degrees through the College of Business and Economics and the College of Arts and Sciences, and master's and doctoral degrees through the College of Education and through Ashland Theological Seminary.

Ashland’s graduate programs are offered in a challenging and supportive environment that so many have come to know as characteristic of Ashland University. This environment, which features a philosophy of “Accent on the Individual,” means:

* Faculty integrate theory and research with practical application.
* Students can approach faculty about issues related to a course, curriculum, or personal need.
* Students are expected to meet rigorous demands to fully achieve their career potential.
* Scheduling flexibility that meets the needs of the working adult population.
* A respect for uniqueness of the individual.
* An opportunity to network with students who bring a wealth of career knowledge and experience.

Ashland University’s graduate programs are known for many things, including:

* An impressive computer technology infrastructure that features more than 1,000 computers on campus and off-campus centers in Columbus, Mansfield, Massillon/Stark, Elyria, Medina, and Cleveland.
* Professors who possess excellent academic credentials and who are experienced professionals.
* Programs that require rigorous capstone experiences that integrate theoretical and philosophical course content with professional circumstances.
* High student satisfaction with the curricula, faculty, and administrative services.
* Convenient, safe campuses with adequate parking readily available.

Mission Statement

Ashland University educates and challenges students to develop intellectually and ethically, to seek wisdom and justice, and to prepare for the rigors of living and working as citizens engaged in their local, national and global responsibilities.

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 student an environment that promotes Ashland University’s values and respect toward each person.

Core Values

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.
Admission Procedures

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 additional opportunity for the admission staff to assess the applicant and for the applicant to ask questions of the admission representative, AU students, faculty, coaches, and administrators and to tour the campus and facilities.

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

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

High School Student

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 post-secondary option, contact the registrar at the college/university attended and request an official transcript be sent to the Ashland University Office of Admission. College credit will be granted for any college-level coursework taken in high school in which a "C-" or better grade is received. Also, college credit may be granted for Advanced Placement (AP) coursework depending on the score on the AP test. (See AP test);
4. All candidates for admission to the freshman class are required to take the ACT (American College Test) or the SAT (Scholastic Aptitude Test). Results may be sent directly to Ashland University using these codes: ACT – 3234; SAT – 1021;
5. Upon high school graduation, a final official transcript must be forwarded to the Ashland University Office of Admission; 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

As credit may be awarded for students who score a 3.0 or higher on A.P. Exams, please visit www.ashland.edu/admissions/admissions-requirements to see which scores on various A.P. 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. 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 minimum of 50 hours must be earned through a four-year college or university. A student interested in transferring to Ashland University should:

1. Complete and submit the Ashland University Application for Undergraduate Admission which is online at: www.ashland.edu/apply;
2. Contact the Registrars at all colleges where coursework was attempted and request that official transcripts be sent to the Ashland University Office of Admission; 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 Registrar's Office. A student may receive an unofficial evaluation of credit by visiting www.transfer.org or scheduling an appointment with the appropriate Transfer Coordinator or sending a written request including intended major and transcript(s) to the Office of Admission.

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

Conditional Admission

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.

Failure to adhere to the expectations set by the Center for Academic Support at any point during the semester may, of itself, constitute grounds for dismissal.

Readmission

A student who leaves Ashland University for one or more semesters must submit an application for readmission. The entire previous record of the student is reviewed and favorable action is necessary before the student can register for classes. If readmitted to the university, the student is not guaranteed readmission into the same program. A student may apply for readmission at www.ashland.edu/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 Executive Admissions Committee. Applicants must submit a personal statement that includes assessment of past performance along with goals and strategies for future improvements. This may include, but is not limited to, employment, education, and training during absence from Ashland University. A student who has been dismissed a second time may not apply for further reinstatement. A student seeking readmission after an absence of more than one year will be subject to the 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 Registrar's Office.

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

Transient Student

A transient student must submit a statement of good standing or permission in writing to take courses at Ashland University. 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 Registrar's Office on an individual basis. Four semester hours of credit will be granted to veterans who have been honorably discharged from military service to the United States. Any changes in registration must be reported to the Registrar's Office immediately for submission to Veterans' Affairs.

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

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

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

Founders School of Continuing Education
See p. 49 for information about eligibility and the admission process for this program.

Bachelor of Science in Nursing Program
AU offers four different tracks to obtain a BSN: a traditional four-year pre-licensure track, the advanced entry pre-licensure track for students who have already completed pre-requisite coursework, a second degree accelerated licensure track, and a post-licensure RN to BSN track. For information, see the Nursing section in this catalog.

International Student
International students are required to have an equivalent of a 2.75/4.0 GPA on the American System, for automatic admission to Ashland University. Students with below a 2.75 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 U.S. system.

The international student should submit the following materials:
1. A completed International Student Application Form;
2. A $50 non-refundable application fee made payable to Ashland University;
3. A bank statement showing the sponsor's ability to support the student with funds equal to or greater than the estimated expenses per year;
4. Academic records from all secondary schools, colleges, or universities attended, both in English and the original language;
5. Results of any state or government comprehensive exams, such as the Baccalaureate or the G.C.E., if applicable;
6. An official TOEFL score of 65 (iBT) or above, or an IELTS score of 6.0 or above. If the TOEFL or IELTS score is below the required level, or these tests have not been taken, the student may enter the Center for English Studies (ACCESS);
7. Personal statement of 250 words that outlines the student's educational goals and reason for choosing Ashland University.

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

International Student Services provides assistance, orientation, and advising to international students. The office also promotes intercultural contacts and provides student organization programs. The services of Ashland University are designed in accordance with federal rules and regulations concerning foreign students, and the principles and guidelines of NAFSA: Association of International Educators. Visit the website: www.ashland.edu/campus-life/international-student-services.
International Transfer Student

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

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

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

Second and Non-Degree Programs for International Students

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

A student who wishes to study for a period of one year or less might consider the Non-Degree program in which the student can study whatever subjects he 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 2.75/4.0.

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

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

University Fees*

Tuition and fees for the school year 2013-2014 are:
- Tuition Fee* .................................................  $28,908
- Room ..............................................................  *5,172
- Board * ............................................................. 4,330
- Activity Fee ........................................................  220
- Student Health Fee ............................................... 154

Technology Fee
 ($15/hr. part-time) ..........................................  400
Recreation Center Fee ........................................  170

*Total ..........................................................  $39,354

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

Tuition Fee

The tuition fee permits a student to take from 12 to 19 hours each semester. An additional charge of $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. 10 of this catalog.

Instructional Supply Fee

Some courses have instructional supply or service fees. These are listed on the Business Office's website at: www.ashland.edu/students/financial-aid/tuition-fees

Room Fee

The fee is $5,172 per year for double/triple occupancy, $6,670 per year for single occupancy and $5,918 for paid double occupancy.

Board Fee

The fee for the unlimited and the 240 block plan is $4,330 per year. The fee for the 160 block plan is $4,230 per year. The fee for the 80 Block meal plan is $2,164 per year. The 80 Block meal plan is only available to commuter students and apartment housing residents.

Activity Fee

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

Graduation Fee

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

Insurance

Full-time undergraduate students are automatically included in the accident portion of Ashland University's insurance. Because serious illness may occur, Sickness Insurance coverage is mandatory unless proof of individual/family coverage is provided. This plan covers students for one year from August 12, 2013 to August 12, 2014 at a cost of $995 for full-time undergraduate students. Deadline to waive this portion is September 13, 2013. For new students beginning Spring semester, the deadline is January 31, 2014. Any questions should be directed to the Student Accounts Office.

Enrollment Deposit

An enrollment deposit of $300 is required for all students who have been accepted and plan to enter college. This deposit will be applied to first semester tuition and is non-refundable after May 1 for fall semester or December 1 for second semester.

A full list of fees and charges are available online through the Business Office’s website: http://www.ashland.edu/students/financial-aid/tuition-fees.

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 5, 2013, for fall semester, and on or before January 3, 2014, for spring semester. Statements will only be mailed in July for the Fall semester and in December for new students beginning Spring semester. Students can access their student account statements through WebAdvisor by clicking on the "University Account Statement" link under "Financial Information."

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

There are two payment plans available to meet the costs of attending Ashland University.
1. Payment up front:
   a.) Checks or money orders may be payable to Ashland University.
   b.) MasterCard, Discover, Visa, or American Express. Service fees apply. Call the Student Accounts Office. (1-800-882-1548; non-Ohio residents and Ashland County residents call 1-419-289-5085)
2. Monthly payments (due by the 1st 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 $55 service fee, but no interest is charged. For more details, please call TMS at (1-800-722-4867) or go to www.afford.com.

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

Refund Policy  
This refund policy applies to students completely withdrawing from school, not simply dropping a class(es).

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

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

Withdrawal Procedures  
Students who choose to withdraw from the University must go through the official withdrawal process which includes contacting:
* The Registrar's Office to complete the Ashland University Withdrawal Request and Information Form. To obtain a copy of this form, contact extension 5028.
* The Director of Student Success and Retention (x5308), Director of Academic Advising (x5098), Director of Psychological and Counseling Services (x5065), or Vice President of Enrollment Management (x5054) to complete an exit interview.
* The Assistant Director of Residence Life (x5326), if you are living on campus.
* The Business Manager for Auxiliary Services (x5758), if you are on the meal plan.
* The EagleCard Office (x5076).

Return of Title IV Funds/Institutional Refund Policy  
This applies to students who withdraw or are expelled. Refunds for these students are determined according to the following policy:
1. The term “Title IV Funds” refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal Parent PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and Federal TEACH Grant.
2. A student's withdrawal date is:
   * The date the student began the institution's official withdrawal process or officially notified the institution of intent to withdraw; or
   * The midpoint of the term for a student who leaves without notifying the institution; or
   * The student's last date of attendance at a documented academically related activity.
3. Students who are granted a leave of absence are treated in the same manner as students who withdrawing from the University.
4. Refund Policy:
   * Refunds on all charges including tuition, room and board, and special fees will be prorated on a per day basis up to the 60% point in the term. There are no refunds after the 60% point in time. A copy of the worksheet used for this calculation can be requested from the Ashland University Financial Aid Office.
   * Title IV, state and institutional aid is earned in a prorated manner on a per day basis up to the 60% point in the term. Title IV, state, and institutional aid is viewed as being 100% earned after the 60% point in time.
   * A refund (if there is one) and an adjusted bill will be sent to the student's home address following withdrawal.
   * There are no refunds for courses for which a grade of "I" (incomplete) or "IP" (in progress) is received.

In accordance with federal regulations, when financial aid is involved, refunds are allocated in the following order: Unsubsidized Federal Stafford Loan; Subsidized Federal Stafford Loan; Federal Perkins Loan; Federal Parent PLUS Loan; Federal Pell Grant; Federal Supplemental Educational Opportunity Grant; Federal TEACH Grant; other Title IV assistance; other federal sources of aid; other state, private and institutional aid; and finally, the student.
Ashland University's responsibilities in regard to the return of Title IV funds include:

* Providing each student with the information given in this policy;
* Identifying students who are affected by this policy and completing the Return of Title IV funds;
* Calculations for those students;
* Returning any Title IV funds that are due the Title IV programs.

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

**Appeal Process**

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

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

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

www.ashland.edu/financial-aid

Financial Aid

Ashland University provides financial assistance to any qualified and eligible undergraduate student. A qualified student is one who has been accepted for admission to the University, is not on disciplinary probation and is meeting the standards required in the Financial Aid Satisfactory Academic Progress Policy listed at the end of this section. Undergraduate students who are attending less than half-time may qualify for a Federal Pell, Supplemental or TEACH Grant; a Perkins Loan; and/or Federal Work-Study employment.

Financial assistance is awarded on the basis of outstanding scholarship, accomplishments, talents and/or financial need using a combination of available assistance from federal, state, and University sources.

All financial assistance administered by Ashland University is awarded annually. Therefore, students must reapply for financial aid each year and must meet criteria required for renewal.

Students enrolled in study abroad may be eligible for Ashland University grants or scholarships. See the Financial Aid Office for more information.

How to Apply for Financial Aid

Students should follow the steps listed below to apply for financial aid. Applications for financial aid will be processed on a first-come, first-served basis, with priority given to those applications submitted by March 15.

1. Apply for admission to Ashland University (incoming students).
2. Student and parent each apply for a PIN (personal identification number) at www.pin.ed.gov to sign the FAFSA online.
3. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov
4. Review electronic award and additional required processes at www.ashland.edu/students/financial-aid

Other forms and procedures may be required in order to receive certain types of aid. For example, all first-time borrowers of federal loans must complete Entrance Loan Counseling and a Promissory Note at www.ashland.edu/students/financial-aid prior to disbursement of funds.

Types of Financial Assistance

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

Scholarships and grants are types of gift assistance used for educational expenses that do not require repayment. The Ashland University grants and scholarships listed on the following pages are available only to full-time, regular undergraduate students who are billed the comprehensive rate of tuition, while pursuing their first Bachelor’s degree. This excludes students in these programs from institutional assistance: Founders School of Continuing Education, Nursing (RN to BSN), Accelerated and Transitional Nursing Students from the previous MedCentral College of Nursing required to graduate by May 2013, and Bachelor’s Degree-Completion Programs at LCCC and the Columbus Center. Additionally, Ashland University grants and scholarships are only available during the fall and spring semesters. Student employment and loans are types of self-help assistance that are also used to help cover educational expenses. Student loans are funds which require repayment after graduation or withdrawal from the University.

Financial aid opportunities are described below under the following section headings:

A.) Ashland University Funded Grants and Scholarships
B.) Federal and State Grants and Scholarships
C.) Student Loans
   - Provided by Federal Sources
   - Provided by Private Sources

Attendance at Other Institutions

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

Ashland University Funded Grants and Scholarships

Ashland University offers institutional aid to students who meet the eligibility criteria. Students may qualify for multiple types of aid from the University. These programs may be added together, but the total institutional funds available to any one student will be limited to the full-time cost of tuition ($29,852 for 2013-14) for the fall and spring semesters.

The criteria for all Ashland University scholarships and grants are reviewed each year and may be adjusted for returning and incoming students in future years.
Students who receive Ashland University gift aid may not receive total gift aid (including federal, state, outside and institutional sources) which exceeds the cost of full-time tuition (12-19 credits per semester), room, board, activity fee, technology fee, recreation center fee, and health center fee for students living on campus, or exceeds the cost of full-time tuition, activity fee, technology fee, recreation center fee, and health center fee for students living off campus. Institutional aid will be reduced to prevent the above from occurring.

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

**AU Incoming Student Scholarships/Awards**

**AU Academic Scholarships and Awards**

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

* President’s Scholarship – $15,000. Renewable with a 3.00 AU GPA
* Provost’s Scholarship – $13,000. Renewable with a 2.75 AU GPA
* Director’s Scholarship – $10,000. Renewable with a 2.00 AU GPA
* Ambassador Award – $7,500 Renewable with a 2.00 AU GPA

**Honors Program Scholarship**

A $2,000 scholarship available for first-time freshmen accepted into the Honors Program at AU. Students who have been accepted into the Honors Program and who have applied at www.ashland.edu/academics/honors-program prior to March 1st will be considered for this scholarship. The scholarship is renewable for a total of four years with continued participation in the Honors Program.

**AU Transfer Student Scholarships Alpha Beta Gamma National Business Honor Society Scholarship**

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

**Phi Theta Kappa Scholarship**

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

**Transfer Scholarship**

Incoming transfer students (excludes post-secondary coursework) who have attained a cumulative GPA of 3.0 or higher in college are eligible for this award. The scholarship ranges from $7,000 to $10,000 and is renewable with a cumulative GPA of 3.0 or higher. This scholarship is not available to readmit transfer students.

**Additional AU Scholarships/Awards**

**Alumnus Grant**

Children and grandchildren of Ashland University alumni are eligible for this grant. An alumnus is defined as a parent or grandparent who has earned at least 32 undergraduate AU credits or an Ashland University undergraduate or graduate degree. This $2,000 grant is renewable by maintaining satisfactory academic progress.

**Art, Music, and Theatre Scholarships**

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

**Ashbrook Scholarship**

A renewable scholarship based on merit of $2,000 per year. A major or minor in political science or history and a minimum GPA of 3.0/4.0 are required. Applications for the scholarship are available from the Ashbrook Center. Students in the program must maintain a 3.0 GPA to renew the scholarship.

**Ashland University Grant**

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

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

Brethren Grant

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

Brethren Summer Ministries Award

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

Endowed Scholarships

Endowed scholarship recipients are selected by the Financial Aid Office. These awards are used primarily to fund the AU Grant.

Family Grant

This grant is offered when two or more siblings from the same family are full-time undergraduate students at AU both paying the comprehensive rate of tuition. The value of the grant is worth 25% of tuition and will be split equally between the students. Recipients may qualify for other AU grants or scholarships with a maximum equal to tuition. Each student must maintain a minimum GPA of 2.5 to receive his or her portion of the award. Students who receive an athletic scholarship are not eligible for this award.

Mathematics and Computer Science Department Scholarships

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

Ministerial Grant

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

Science Scholarship

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

Federal and State Grants and Scholarships

Federal Pell Grant

Students seeking financial assistance may apply for this need-based federal grant program by filing the FAFSA. The award ranges from $605 to $5,645 for 2013-14.

Federal Supplemental Educational Opportunity Grant

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

Federal TEACH Grant

The TEACH Grant provides grant assistance to students completing coursework to begin a career in teaching in a high-need field. The award is up to $3,760 per year with a maximum of $15,040 for an undergraduate degree. The student must meet eligibility criteria to obtain the grant and fulfill specific federal requirements. Eligibility criteria and federal requirements are listed at www.ashland.edu/students/financial-aid.

Federal Yellow Ribbon Program

In partnering with the Veterans Administration in this program, Ashland University has agreed to match the funding provided by the Veterans Administration up to a total of $11,000. Approved applicants can receive up to $5,500 from both the Veterans Administration and Ashland University. The money from Ashland University may come from an institutional grant or scholarship. Additional information is available at www.ashland.edu/students/financial-aid.

Ohio College Opportunity Grant

A need-based grant offered by the State of Ohio. It is available to eligible students who are residents of Ohio. To apply for this program, a student must file the FAFSA. The amount of the grant is $2,080 for 2013-14.

Ohio National Guard Tuition Grant

This program is offered to eligible members of the National Guard. This grant pays the average state-assisted university's tuition costs at private institutions recognized by the Ohio Student Aid Commission. The grant is available for undergraduate studies. For further information and application, contact a local Ohio National Guard Armory.
Ohio War Orphan Scholarship
Awarded to students whose parent served at least 90 days of active duty during a declared war or conflict and is severely disabled or deceased as a result of service. Applications are available from high school guidance counselors or veterans offices.

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

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

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

Subsidized Federal Stafford Loan
This need-based loan can provide up to $3,500 per year to freshmen, $4,500 per year for sophomores, and $5,500 per year for juniors and seniors. Stafford Loans have a fixed interest rate of up to 3.86% in 2013-14. Repayment begins six months after the student ceases to be enrolled at least half time, and the federal government pays the interest while the student is enrolled in school. Eligibility for a Subsidized Federal Direct Stafford Loan is determined through the FAFSA.

Unsubsidized Federal Stafford Loan
A non-need-based loan that is similar to the Subsidized Federal Stafford Loan except that the borrower is responsible for the interest while enrolled which can be paid monthly, quarterly, or capitalized and added to the loan principal until after the borrower ceases to be enrolled at least half time. Eligibility for the Subsidized Federal Stafford Loan must be determined before a student can be certified as eligible for an Unsubsidized Federal Stafford Loan. This loan provides up to $5,500/yr. to freshmen, $6,500/yr. to sophomores, and $7,500/yr. to juniors and seniors. Independent students are eligible to borrow additional funds as follows: freshmen and sophomores, $4,000/yr.; juniors and seniors, $5,000/yr.

Federal Perkins Loan
This long-term, low-interest loan program is designed to assist students who demonstrate financial need through the Free Application For Federal Student Aid. Loans range up to $2,000 per academic year. Repayment and interest on this loan begin nine months after the student ceases to enroll in college on at least a half-time basis. The current rate of interest is 5% and the maximum repayment period is ten years.

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

Federal Parent Loan
Under this federal program, parents of dependent students may borrow up to the cost of education minus any other financial aid. PLUS Loans have a fixed interest rate of 6.41% in 2013-14. Repayment begins 2 months after the date of full disbursement, but may be deferred while the student is enrolled at least half-time.

Student Employment
At AU, the Federal Work-Study and Regular Student Employment programs employ 400 to 500 students each year. Preference for jobs on campus is available to those who qualify for the Federal Work-Study Program. Jobs may be related to your major or simply a way to earn cash for educational expenses. Job opportunities are posted at www.ashland.edu/students/financial-aid. Students are paid every two weeks for hours worked and are currently paid $7.70 per hour.

Federal Work Study
This is a need-based employment program through which several hundred students work each year. Eligible students may earn up to $2,800 per year.

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

Resident Assistant
Students selected for these positions (approximately 45 per year) receive free room and board and a small stipend. Various duties focus on development of a floor and hall community. Each RA is responsible for organizing social and educational floor events, participating in conflict resolution activities, responding to crises, serving as a referral source, and assisting with the adjustment issues that face new and returning students. The application and selection process is highly competitive. Applications are available to upperclass students from the Office of Residence Life.
Financial Aid Refund Repayment Policy

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

Standards of Satisfactory Progress Policy for Regular Undergraduate Financial Aid Recipients

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

Interpretation and Enforcement

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

Definitions of Terms

1. Academic Year: the fall and spring terms of a given year.
2. The status of an undergraduate student according to the credit hours taken in a regular term is as follows:
   - Credit Hours: 12 or more, 9-11, 6-8, 1-5
   - Status: full-time, three-quarter-time, half-time, less-than-half-time
3. Satisfactory Course Completion (for financial aid purposes) is a final grade of "D-" or higher, "S" (Satisfactory) or "CR" (Credit). All others are unsatisfactory.
4. A Repeated Course is one taken again which could affect a student’s cumulative grade point average. Repeated courses will count toward the minimum number of credit hours to be completed per term, but will not affect the cumulative credit hours completed.
5. A Non-credit Remedial Course will not count toward the minimum number of hours required per term or the minimum number of cumulative hours required per academic year.
6. A student on Financial Aid Warning is receiving financial aid, but at the end of the term must show satisfactory academic progress by the required qualitative or quantitative standard.
7. Transfer Hours which are creditable to an Ashland University degree will be rounded down to the nearest multiple of 16 to determine the corresponding terms the student has already used in financial aid eligibility. For example, if a student transfers 45 hours, that student will have used two out of ten terms of financial aid eligibility at the previous school.

Standards and Measurement of Satisfactory Academic Progress

Qualitative Requirements:

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

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<th>Terms Completed</th>
<th>Minimum Required Cumulative GPA</th>
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<td>10</td>
<td>2.00</td>
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</tbody>
</table>

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

Quantitative Requirements:

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

<table>
<thead>
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<th>Terms Completed</th>
<th>Minimum Required Cumulative GPA</th>
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<tbody>
<tr>
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<td>8</td>
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Minimum Credits

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</tr>
<tr>
<td>three-quarter-time (9-11 hours)</td>
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</tr>
<tr>
<td>half-time (6-8 hours)</td>
<td>6</td>
</tr>
<tr>
<td>less-than-half-time (5 or less)</td>
<td># of hours enrolled for</td>
</tr>
</tbody>
</table>
The student who completes less than the "Minimum Credits to be Completed" in a term will be placed on Financial Aid Warning. The student who completes less than the "Minimum Credits to be Completed" for any two terms will be ineligible for federal and institutional aid until the credits are made up at the student’s expense.

**Merit-Based Financial Assistance**

Students who are eligible to receive certain scholarships have additional requirements to maintain in order to retain those scholarships. Recipients of the President’s or Transfer Scholarships must maintain a cumulative GPA of 3.0 to continue to receive the award. Recipients of the Provost’s Scholarship must maintain a cumulative GPA of 2.75 or higher to continue to receive the award. Recipients of the Director’s Scholarship or the Ambassador Award must maintain a 2.0 GPA for renewal.

**Appeals**

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

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

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

**Financial Aid Policy Changes**

Financial aid policies and programs are subject to change for all students, regardless of catalog year, under the direction of the Board of Trustees.
Student Affairs

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

Vice President for Student Affairs,
Dean of Students
Sue Heimann

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

Intellectual 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 Judeo-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.)

Dwight Schar College of Nursing – Student Life

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

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

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

The required freshman course, Accent on Success, is assisted by O-Teamers. 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 1st of the current academic year are permitted to reside off campus. Off campus applications are due by March 1st for returning students and are accepted on a rolling basis for new and transfer students. Any student found to be living off-campus without authorization will be invoiced for full room and board charges. The complete off-campus residency policy is available in the Office of Residence Life. Family housing is not available at Ashland University.

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

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

Services
Psychological Counseling Center
Provides personal, social, academic or career counseling to students. These services are free, and personal concerns are kept confidential. www.ashland.edu/students/campus-life/support-services/counseling-services

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
Provides opportunities for students to become involved in service on campus and in the surrounding community. Community service organizations include Community Care, AU’s student-led service organization; and PROUD (Partners Reaching Out for Ultimate Development), a tutor/mentoring program that pairs AU students with at-risk students in the Ashland City Schools. The department works with service agencies, academic departments, and public schools, and coordinates service trips. Please feel free to visit www.ashland.edu/students/campus-life/community-service for more information.

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 "Plugged-In" Newsletter and other resources, please visit: www.ashland.edu/students/campus-life/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 medical staff typically consists of a director, a full-time nurse practitioner, a physician assistant, a registered nurse, and a part-time physician. The health center is located on the first floor of the Hawkins-Conard Student Center.

The Office of Leadership Development
Educates and recognizes Ashland University students in regards to leadership initiatives on campus. Programming includes a Student Leadership Challenge Series based on the 5 Practices of Leadership from James Kouzes and Barry Posner, Leadership Summits for new and returning student leaders, and an all-campus Leadership and Service Recognition Reception.
Multicultural Student Services
Supports the academic, cultural and social interests of underrepresented students. The office provides programs, seminars and workshops to promote cultural awareness and provide a comfort zone for students of color. Major programs include student mentoring, peer advising, a Martin Luther King celebration, and special event programming. The office also advises Black Student Union.

Recreational Services
Provides opportunities for students to participate in intramural events, sport clubs, group fitness, special events, wellness, outdoor pursuits, and informal recreation. Facility highlights include the Recreation Center comprised of two 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. www.ashland.edu/rec-services/

Safety Services on the Ashland Campus
Serves a wide variety of student needs with officers on duty 24 hours a day. Safety Service personnel constantly monitor the condition of outside lights, fire extinguishers, exit lights, and other equipment that enhance student safety. Personnel also patrol the campus, enforce University regulations, assist students who are locked out of their cars or their rooms, and provide late night escorts. They may be contacted at 419-207-5555. For more information, visit their website: http://www.ashland.edu/students/campus-life/support-services/safety-services/campus-security.

Residence halls at Ashland University are equipped with a computer-controlled, electronic access system which is monitored by Safety Services. Students enter by using individually encoded identification cards. Visit www.ashland.edu/students/campus-life/support-services/safety-services for more information. Also, the Emergency Operations Plan may be found at: www.ashland.edu/emergency/emergency-operational-plan.
Religious Life

www.ashland.edu/campus-life/religious-life/

Dean
Dr. Dan Lawson

Director of Religious Life Network and The Call
Nate Bebout

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
William Goldring

Ashland offers 18 sports, 8 for men and 10 for women:

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

The 2012-13 academic year was unlike any other sports year in Ashland University history.

Across the board, from fall through the spring, the Eagles celebrated a wide range of team and individual accomplishments.

The football team finished the regular season with an 11-0 record. AU ended the regular season ranked fourth in the country and won the first GLIAC football championship in school history. Ashland reached the second round of the NCAA playoffs. The Eagles lost to West Texas A&M, 33-28 in a second round game that was played at Jack Miller Stadium/Martinelli Field at Dwight Schar Athletic Complex. That was the first postseason game to be played at that facility.

Quarterback Taylor Housewright was a first team All-America and was a finalist for the Harlon Hill Award, the NCAA Division II player of the year award. Defensive back Donnie Dottei was a Capital One First Team Academic All-American.

The women’s volleyball team advanced to the NCAA Division II playoffs for the first time since 2007. Senior outside hitter Brittany Snider was an All-American and a Capital One Third Team Academic All-American.

The men’s cross country team reached the NCAA Championships for a second consecutive season. The Eagles finished in a tie for ninth at nationals.
The winter sports season was highlighted by the women’s basketball team’s national championship. This was the first national title in the program’s history. AU was 37-1 and defeated Dowling, 71-56 in the national championship game in San Antonio. AU senior guard-forward Kari Daugherty was named the NCAA Division II national player of the year for the second straight season. Daugherty was honored as the outstanding player of the Elite Eight. She was also a Capital One First Team Academic All-American and was honored as the Women’s Basketball Academic All-American of the year.

Senior forward Daiva Gerbec was also a Capital One First Team Academic All-American. Ashland was the only school in the country to have two players on the Academic All-American First Team.

The men’s track team finished as the national runner-up indoors. Sophomore Drew Windle took the country by storm, winning a national championship in the 800 and running on the 4X4 relay that finished first at the national meet. Windle was named the 2013 NCAA Division II Male Indoor Track and Field Athlete of the Year. Senior Katie Nageotte won a national championship in the pole vault and senior Richard Quick was first in the weight throw.

Two AU wrestlers won All-America honors. Freshman Michael Labry was fourth at 133 pounds and sophomore Joe Brandt was seventh at 197 pounds.

Senior swimmer Julie Widmann was on the 200 free relay that won a national championship. She was also second in the 100 backstroke. Widmann concluded her career with four national championships and 23 All-America awards. The AU women finished 12th at nationals.

The university competes in the Great Lakes Intercollegiate Athletic Conference (GLIAC) which is considered one of the top Division II conferences in the nation. Members are:

Ashland University | Northern Michigan University
Ferris State University | Northwood University
Grand Valley State University | Ohio Dominican University
Hillsdale College | Saginaw Valley State
Lake Erie College | Tiffin University
Lake Superior State University | University of Findlay
Malone University | Walsh University
Michigan Technological University | Wayne State University
The integration of the liberal arts and career development is a major strength of Ashland University. Through what might be called a synthesis for learning, Ashland University has faced the challenge of, on the one hand, meeting discipline standards for certifications and keeping majors up to date while, on the other hand, preserving the liberal arts and allowing students a measure of flexibility in their course selection. The concept which has evolved contains three primary elements: core requirements, major/minor requirements, and elective courses.

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

The College of Arts and Sciences

Dean - Dawn Weber, Ph.D.
Associate Dean - Michael Hupfer
Assistant Dean - Cindy Moseman, Ph. D.

Art
majors - art education, commercial art, computer art and graphics programming, fine art
minor - art history, studio art

Biology/Toxicology
majors - biology (with the option of a concentration in biotechnology or forensic biology), biology/environmental science, integrated science education, life sciences education, toxicology
minor - biology, environmental science

Chemistry/Geology/Physics
majors - biochemistry, chemistry, chemistry educ., chemistry/environmental science, earth science educ., forensic chemistry, geology, geology/environmental science, geoscience technology & mgmt., integrated science educ., physical science educ., physics
minor - 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/Sociology
majors - criminal justice
minor - criminal justice, sociology

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

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

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

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

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

Multidisciplinary Studies
majors - multidisciplinary studies

Music
majors - music (applied music or academic studies emphasis), music education
minor - applied music, music

Philosophy
majors - philosophy
minor - humanities, philosophy, ethics

Psychology
major - psychology
minor - psychology

Religion
major - religion
minor - ethics, religion

Social Work and Family Studies
major - social work
minor - child and family studies

Theatre
major - theatre
minor - theatre

The Dwight Schar College of Nursing and Health Sciences
Dean - Faye Grund, M.S.N., A.P.R.N.

Community & Global Health; Family Health, and Foundations of Health
major - nursing
minor - gerontology, therapeutic recreation
licensure – school nurse
Health Sciences
major - athletic training, dietetics, exercise science
minor - therapeutic recreation
The Dauch College of Business and Economics
Dean - Jeffrey E. Russell, 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 Merandising
majors - hospitality management, marketing, fashion merchandising
minors - hospitality management, marketing, fashion merchandising
Sport Management
major - sport management
minor - sport management
The Dwight Schar College of Education
Dean - James P. Van Keuren, Ed.D.
Center for English Studies (ACCESS)
major - intensive English program
Curriculum and Instruction
majors - middle grades (4-9), adolescent to young adult (7-12) [see departmental listings for majors], multi-age (PreK-12) [see departmental listings for majors]
Early Childhood
majors - early childhood, early childhood intervention specialist
Educational Administration
(see graduate catalog)
Foundations, Inquiry, and Community Education
Inclusive Services and Exceptional Learners
majors - intervention specialist (mild-moderate, moderate-intensive, or dual license)
Founders School of Continuing Education
Dean - Dwight McElfresh, Ed.D.

Programs
Gill Center for Business and Economic Development/Economics America
Workforce Development
Professional Development Services
Telego Center for Educational Improvement
Prison Programs
Division of Adult Studies

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 or 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 Business Administration
Master of Education
Master of Fine Arts in Creative Writing
Doctor of Education in Leadership Studies

Ashland Theological Seminary
Academic Dean: Paul W. Chilcote, 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>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOS 101 Accent on Success</td>
<td>(1)</td>
</tr>
<tr>
<td>Foundational Courses</td>
<td></td>
</tr>
<tr>
<td>Communication Course</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Lifetime Wellness course</td>
<td>2</td>
</tr>
<tr>
<td>Math/Logic course</td>
<td>3</td>
</tr>
<tr>
<td>Religion course</td>
<td>3</td>
</tr>
<tr>
<td>Categories of Knowledge (choose 1 course from 4 of the 5 categories)</td>
<td></td>
</tr>
<tr>
<td>Aesthetics course</td>
<td>6</td>
</tr>
<tr>
<td>Humanities course</td>
<td>6</td>
</tr>
<tr>
<td>Natural Science course</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences course</td>
<td>6</td>
</tr>
<tr>
<td>Historical Reasoning course</td>
<td>3</td>
</tr>
<tr>
<td>Global Passport Strategies *</td>
<td>0-3</td>
</tr>
<tr>
<td>Electives and/or Concentration(s)</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>60 hrs</td>
</tr>
</tbody>
</table>

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

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

BACCALAUREATE DEGREES

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

INSTITUTIONAL BACCALAUREATE DEGREE REQUIREMENTS

Institutional Baccalaureate Degree Requirements include: (a) AOS 101, 1 hour (description below) or HON 101, 3 hours (description in Honors program); (b) The Core Curriculum, 44 hours (detailed below); (c) a series of Global Passport Strategies, 0-12 hours (options including both Core and non-Core courses).

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOS 101 Accent on Success</td>
<td>(1)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>HON 101 1st Year Honors Seminar</td>
<td>(3)</td>
</tr>
<tr>
<td>Foundational Courses</td>
<td></td>
</tr>
<tr>
<td>Communication course</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Lifetime Wellness course</td>
<td>2</td>
</tr>
<tr>
<td>Math/Logic course</td>
<td>3</td>
</tr>
<tr>
<td>Religion course</td>
<td>3</td>
</tr>
<tr>
<td>Categories of Knowledge</td>
<td></td>
</tr>
<tr>
<td>Aesthetics</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Historical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Global Passport Strategies *</td>
<td>0-3</td>
</tr>
<tr>
<td>Electives and/or Concentration(s)</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>44-60 hrs</td>
</tr>
</tbody>
</table>

NOTE: AOS 101 ACCENT ON SUCCESS is a required 1-hour S/U course designed to help first year students become active and participating members of the learning community. Students focus on adjusting to the collegiate experience, exploring the opportunities and expectations of college life, reflecting on the nature of liberal arts and learning about possible degree paths.

General Goals of the Ashland University Core Curriculum

Students who complete the AU Core Curriculum will:
1. Read and listen carefully—they will read and listen for contextual understanding, and recognize underlying assumptions and beliefs.
2. Speak and write clearly—they will develop a thesis and effectively communicate complex ideas in a manner appropriate to the audience.

3. Think and question deeply—they will grapple with complex issues, distinguish fact from opinion, and raise difficult questions.

4. Solve problems logically and creatively—they will recognize problems, identify the information needed to solve problems, access and evaluate that information, be innovative in seeking possible solutions, critically evaluate proposed solutions, and come to well-reasoned conclusions regarding complex issues.

5. Understand fundamental questions of the liberal arts:
   a. They will understand how scientific methodology is employed to gain new knowledge.
   b. They will understand the process of historical reasoning used to investigate how change occurs over time in human events.
   c. They will identify and understand issues involved in studying individuals, groups, and institutions within human society.
   d. They will deepen their understanding of the human condition.
   e. They will develop their appreciation for beauty and have an understanding of the standards used to evaluate aesthetic works.

6. Have minds liberated from narrow prejudice and unconsidered opinion—they will be aware of their own biases and seek to pursue truth in an open, objective fashion.

7. Have an enhanced ability to lead meaningful lives in the world community—they will consider and understand the possible consequences of human actions on a local and global scale. (These goals are measured via specific student learning outcomes in each core area).

**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 Registrar, in consultation with department chairs and the Core Director.

2. Students entering with 30-59 transferrable hours must take at least two Core liberal arts courses (Aesthetics, Humanities, Natural Sciences, Social Sciences, and Historical Reasoning categories) at Ashland and students entering with 60 transferrable hours are required to take at least one Core liberal arts course, even if all Core requirements have been met through courses taken at another institution.

3. Where articulation agreements have been signed with other institutions, university officials will strive whenever possible to recommend courses in keeping with the spirit of AU’s Core Curriculum.

**Four Year Graduation Guarantee**

Students entering as freshman 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 Registrar’s Office 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 Registrar 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 www.ashland.edu/registrar.

**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 Registrar’s Office. 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, Academic Studies Emphasis
* 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

**Lifetime Wellness**

FCS/HS 180 Lifetime Wellness
NUR 303 Individual Health

**Math/Logic**

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

**Religion**

PHIL 217 Thought and Belief
REL 106 Exploring the Bible
REL 107 Exploring World Religions
REL 109 Exploring Christian Ethics
REL 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
COM 314/TH 307 Advanced Performance Studies
COM/EDCI 315 International Storytelling
COM/TH 105 Performance Studies
ENG 332 Global Film
ENG 371 Literature & Film
JDM 133 Video and Audio Aesthetics
MUSIC 010-016, 020, 022, 030, 031, 050-052 (Up to 3 hrs. combine for Core Aesthetics Requirement)
MUSIC 130 Basic Guitar Musicianship
MUSIC 140s, 240s, 340s, 440s (Up to 3 hrs. combine for Core Aesthetics Requirement)
MUSIC 150 Principles of Music Making
MUSIC 225 Musical Style
MUSIC 251 Love Songs
MUSIC 252 Music/Drama Across Cultures
TH 203 Theatre Aesthetics
TH 207 The Visual Art of Theatre
TH 208 Vocal Expression of Literature
TH 214 Acting for Non-Majors
TH 303 American Musical Theatre

**Humanities**

CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force
ENG 203 American Literature
ENG 210 Bible as Literature
ENG 217 British Literature
ENG 304 Short Story
ENG 308 The Poem
ENG 309 African American Literature
ENG 314 Literature and Gender
ENG 315 German Literature in Translation
ENG 317 Studies in Shakespeare
ENG 319 Modern Drama
ENG 322 Modern Poetry
ENG 324 Modern Novel
ENG 330 African Literature
ENG 333 American Studies — 19th Century
ENG 334 American Studies — 20th Century
ENG 337 Major Works
ENG 338 Themes and Topics in Literature
ENG 340 Readings in Jewish Literature
ENG 350 Contemporary American Studies
ENG 360 Literature of Crime & Retribution
ENG 365 Greek Literature
ENG 370 Russian Novel
ENG 372 Nietzsche and the Problem of Values
ENG 3SGB Heidegger & the Question of Interpretation
FL 220 Cont. Latin American Literature
FL 221 U.S. Mexico - Border Literature
FL 2SGB Paris in Literature
FL 3SGB Quests & Questions in Arthurian Literature, Film, & Life
FREN 353 Introduction to French Literature I
FREN 354 Introduction to French Literature II
PHIL 204 The Concept of Truth
PHIL 208 Major Thinkers in Dialogue
PHIL 210 Philosophy of Human Nature
PHIL 215 Ethics
PHIL 280A Sports and Ethics
PHIL 280B Environmental Ethics
PHIL 280D Medical Ethics
PHIL 280H Workplace Ethics
PHIL 309 Social & Political Philosophy
PHIL 317 Philosophy of Religion
PHIL 330 Philosophical Readings
PHIL 450 Great Philosophers
REL 220 Taking Human Life
REL 240 Jewish Religious Traditions
REL 250 Understanding Islam in Today's World
REL 340 Religion & the Civil Rights Movement in America
REL 3SGL Legacy of Paul and Peter in Rome
REL 3SGK Paul in the Greco Roman World
REL 3SGL Luther and the German Reformation
SPAN 372 Survey of Spanish Literature
SPAN 373 Survey of Latin American Literature
TH 204 Script Analysis

Natural Sciences
BIO 100 Human Biology
BIO 107 Plants and Civilization
BIO 110 Ecology & the Human Environment
BIO 111 Wetlands & Waterways
BIO 1SGC Biology of the Microbes
BIO 1SGE Drugs, Poisons, Pollutants
BIO 201 Molecular & Cellular Basis of Life
BIO 202 Organisms, Adaptation & Diversity
BIO 2SGL Cells-The Basis of Life
CHEM 103 General Chemistry
CHEM 104 General Chemistry
CHEM 250 Lead & Civilization
CHEM 251 Molecular Architecture
CHEM 252 Chemistry of Crime Scene Investigation
CHEM 253 Chemical Perspectives on Life
CHEM 2SGC Energy, Matter, and Change
CHEM/GEOL/PHYS/PHIL 350 Science as a Cultural Force
CS 245 Robotics and Machine Learning
CS 2SGB Modeling, Simulation and Scientific Thinking
GEOL 209 Natural Disasters: Volcanoes and Earthquakes
GEOL 210 Natural Disasters: Severe Weather
GEOL 211 Discovering the Ice Age
GEOL 212 Archaeology & Human Antiquity
GEOL 213 Asteroids, Comets & Catastrophism
PHYS 107 The Hidden Life of the Stars
PHYS 2SGC The Science of Sound
PHYS 320 Origins of the Universe

Social Sciences
DIET 213 Society's Influence on Body Weight/Loss
ECON 101 Market Fundamentals
ECON 232 Principles of Microeconomics
ECON 233 Principles of Macroeconomics
ECON 301 Game Theory
ECON 302 Economics/History of Entrepreneurship
ECON 324 Economics of Government and Business
ECON 331 Comparative Cultural Economic Studies
EDIS 245 International Perspective on Disability
FREN 302 French Civilization: Revolution to Present
HSCH 201 Impact of Chronic Illness
HSCH 202 Global Challenges in Public Health
JDM 405 Global Impact of Social Media
MUSIC 226 Music in World Cultures
POLSC 101 Understanding Politics
POLSC 345 Western Political Thought III
POLSC 431 Human Being and Citizen
PSYC 101 General Psychology I
PSYC 102 General Psychology II
PSYC 218 Psychology of Adolescence
SOC 301 Race Ethnic, and Minority Issues
SOC 340 Marriage and Family Relationships
SOCWK 230 Global Human Rights and Social Justice
SOCWK 235 Hoboes and Homelessness
SOCWK 305 Family Violence
SOCWK 330 International Perspectives on Women
SPAN 311 Civilization of Spain
SPAN 312 Civilization of Latin America

**Historical Reasoning**
ECON 434 Development of Economic Thought
FREN 301 French Civilization: Medieval to Enlightenment
HIST 112 Western Civilization
HIST 113 Western Civilization
HIST 212 American History through Civil War
HIST 213 American History after Civil War
MUSIC 351 Music History I
MUSIC 380 Music History Seminar I
REL 230 History of Early Christianity
REL 231 History of Medieval & Reform. Christianity
REL 232 History of Modern European Christianity
REL 233 History of Religions in America

**Global Passport Strategies (GPS) Initiative**
The overall goal of the GPS 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.

**GPS Language courses approved:**
FREN 151 Elementary French I
FREN 152 Elementary French II
FREN 251 Intermediate French I
FREN 252 Intermediate French 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
PORT 242 Intermediate Portuguese II
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

**GPS Study-away and study abroad components approved:**
AHA, Segovia, Spain
American, Quebec City, Canada
CCIS, Aix-en-Provence, France

CCIS, Buenos Aires, Argentina
CCIS, Chambery, France
CCIS, Chicoutimi, Canada
CCIS, Florence, Italy
CCIS, London, England
CCIS, Rome, Italy
CCISA, Seville, Spain
CIS, Barcelona, Spain
COBE in Taiwan
EDEC 460 Sa: Student Internship: Early Childhood through COST (Consortium of Overseas Student Teaching)
ENG 330 African Literature (Sa) Study Tour in Cape Town
Food and Culture of Ireland program
FUBis, Berlin, Germany
Honors Grecian-Turkish Odyssey proposal
HS 380 Navajo Reservation Cultural Immersion
Paris Fashion Institute Study Away program in France
USAC, Alicante, Spain

**GPS Border Crossing courses approved:**
BIO 107 Plants and Civilization
BIO 348 Emerging Pathogens
BIO/EVS/GEOL 476 Issues in Environmental Science
COM 302 Intercultural Communication
COM/EDCI 315 International Storytelling
ECON 342 Global Economics
EDIS 245 International Perspectives of Disability
ENG 315 German Literature in Translation
ENG 330 African Literature
ENG 332 Global Film
FIN 429 Global Finance
FL 220 Latin American Identities in Translation
FL 221 U.S. - Mexico Border Literature
FL 25GB Paris in Literature
FM 211 Clothing and Culture
FREN 252 Intermediate French II
HIST 327 Africa
HIST 341 Modern Middle East
HIST 343 Modern East Asia
HS 221 Food and Culture
HSCH 202 Global Challenges in Public Health
IS 346 E-Commerce
JDM 405 Global Impact of Social Media
MGT 480 Global Management
MKT 310 International Business Culture
MUSIC 226 Music in World Cultures
MUSIC 252 Music and Drama Across Cultures
MUSIC 381 Music History Seminar II
POLSC 205 Comparative Politics
PORT 242 Intermediate Portuguese II
PSYC 241 Cross-Cultural Psychology
REL 107 Exploring World Religions
REL 250 Understanding Islam in Today's World
REL 341 World Christianity, Culture & Mission
SMG 370 International Tourism
SMG 435 Global Perspectives in Sport
SOCWK 230 Global Human Rights and Social Justice
SOCWK 330 International Perspectives on Women
SPAN 272 Intermediate Spanish II

Special Academic Programs
Continuing Education
Continuing Education offers students and adults an opportunity to take credit courses and non-credit seminars, workshops and courses. Continuing Education Units (CEUs) are awarded for non-credit offerings, one CEU per 10 contact hours. 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 Registrar.

A full Academic Integrity Policy document can be found in the student handbook and on the Registrar's website (www.ashland.edu/registrar).

Class Attendance and Preparation
Registration is required before attending any course. Students who need assistance with registration should contact the Office of the Registrar.

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 Registrar's Office and must be completed prior to registration. The following procedure is to be used:
1. The student must obtain written permission from the dean of the appropriate college, the department chair of the appropriate department, the student's advisor and the instructor for the course to be taken by conference.
2. The student must then present the form to the Registrar's Office for processing and consent. (See also Registration.)

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 300 and 400 may have graduate students taking them for graduate credit. These courses are co-numbered 500/600/700 and are cross-listed in the graduate course offerings of the College of Education, 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 Program at ATIC

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

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 Program at ATIC Campus Approval Form.” Students should also contact the Director of the AU Intelligence Program 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 expected results.
* Service must be meaningful and engaging. It must not simply fulfill a need in the community but should also challenge and engage the student beyond the everyday classroom experience.
* Reflection is the purposeful consideration of the service experience with respect to the specific learning objective.

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

**University Criteria**

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

**Plus One Credit Option (1 Credit Hour)**

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

**Integrated Service Learning (0 Credit Hour)**

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

**Independent Study Program**

The opportunity for independent study is offered in each department. The objectives of the program are:

1. To broaden the student's knowledge in a chosen field;
2. To demonstrate and develop the ability to study independently; and
3. To demonstrate and develop the ability to conduct an individual research project.

To take Independent Study 498 (1-8 semester hours), a student must obtain an Independent Study Request form from the Registrar’s Office and complete it prior to registration. Students must meet the following criteria to enroll:

1. The study must be in the student's major field or an allied field of study.
2. The student must have a 3.0 or better GPA both overall and in the major field.
3. The student must have completed one half of the total semester hours within the major field.
4. The student must have completed 60 semester hours of the total academic program.
5. The student may apply no more than eight semester hours in Independent Study toward the 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 Registrar's Office 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 the Registrar. 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.

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 15 weeks. For example, a student satisfactorily completing work in a course which meets for recitation 150 minutes per week will receive three semester hours credit at the end of the semester.

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>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<tr>
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<td>2.67</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
</tbody>
</table>

Other grades are:

- AU - Audit - No Grade or credit assigned.
- S - Satisfactory - Applies to work rated "C-" or better.
- U - Unsatisfactory - Applies to work rated "D+" or lower
- I - Incomplete - Applies to work of acceptable quality when the full coursework is not completed because of illness or other emergency. It is never applied to poor work. "I" becomes "F" if not removed by the date specified in the Registrar's calendar and carries 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.
- 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.

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 Registrar’s Office at the midpoint of the course. Refer to the Registrar’s 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 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 Registrar. 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).
   B.) A notice of "specific" diagnostic information including all recommendations must be sent to the Health Center Director or Director of Psychological Counseling Services, as warranted. This is to ensure confidentiality and coordinate any recommended treatment or follow-up in the event of readmission.
3. The medical withdrawal process is initiated by the student, the physician, and/or the parent/guardian, not AU.

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

    All medical withdrawals need to be initiated by contacting the Registrar. Once the Registrar has the documentation to support the withdrawal, a "W" will be assigned and the faculty will be notified. Any refunds will be determined based on the effective date of withdrawal. 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 registrar any discrepancy on their grade reports within 60 days of the end of the grading period.

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

Grievance procedure

In cases where a student believes his or her academic rights have been infringed, the student should, if possible, discuss the matter with the instructor involved. If the student wishes to appeal the case, the student must appeal in writing, to the department chairperson and then to the 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

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

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

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

Common forms of PLC accepted by Ashland University:

* standardized examinations: Advanced Placement (AP); College Level Examination Program (CLEP); Chauncey Group International (DSST Program), formerly DANTES
* military; American Council on Education (ACE);
* professional licensures
* corporate and professional training which demonstrates college-level learning
* credit by examination – Enrolled students may obtain credit by examination in any required course. Proficiency must be demonstrated prior to the student's last registration before graduation. Approval also must be given by the department chair concerned and the Academic Standards and Graduation Committee. No such application will be considered for any course 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.

Transcripts

A copy of a student's academic record (official transcript) is available from the Registrar's Office, Founders Hall, upon receipt of a written request and the required fee. Official transcripts 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 and Dismissal Policies

Students who are on probation must submit a completed plan for Academic Achievement to the Center for Academic Support before the end of the first week of classes. This is a self-assessment tool for the student to reflect upon their previous academic performance and to strategize for future academic success.

Copies of these documents will be forwarded to the faculty advisers for review and placed in the student’s advising file.

Options for support include, but are not limited to, programs and services offered through the Academic Advising unit within the student's College, the Center for Academic Success, Classroom Support Services, Personal Counseling, and Career Services.
While the University is dedicated to student success it is ultimately the student’s responsibility to improve their academic performance.

**Probation**

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

<table>
<thead>
<tr>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 1.901 and 1.999</td>
<td>Between 1.950 and 1.999</td>
</tr>
</tbody>
</table>

**Dismissed**

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
</tr>
</thead>
<tbody>
<tr>
<td>at or below 1.500</td>
<td>at or below 1.750</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>at or below 1.900</td>
<td>at or below 1.949</td>
</tr>
</tbody>
</table>

**Semester GPA below a 2.000**

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

**Probation Student Support**

Options for support include, but are not limited to individual tutoring, restricted loads, limited co-curricular activities, success seminars, on-going 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 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.

**Dismissed – Written Appeal required**

Students who are dismissed and desire immediate reinstatement must document extenuating medical circumstances or non-medical circumstances by filing a written appeal with the University Registrar.

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 Registrar's Office.

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 Executive Admissions Committee.

Applicants must submit a personal statement that includes assessment of past performance along with goals and strategies for future improvements. This may include, but is not limited to employment, education, and training during absence from Ashland University.
If readmitted to the university, the student is not guaranteed readmission into the same program. Students who have been dismissed a second time may not apply for further reinstatement. 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.

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. The grade point average in the candidate's major field must be at least 2.25, or 2.5 in certain majors.

Graduation Policies

Course Requirements and Grade Point Average

To be eligible to participate in the May commencement ceremony, the graduate must be able to complete all degree requirements prior to the day of Spring Commencement. To be eligible to participate in the December commencement ceremony, the graduate must be able to complete all degree requirements prior to the day of December Commencement. Students completing degree requirements in the summer will participate in the December Commencement. Diplomas for August graduates are available after the December commencement ceremony.

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 Registrar. In no case will a degree be posted to a transcript or diploma issued prior to the scheduled conferral date.

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. A minimum of 50 hours must be earned at a four-year college or university.

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.

All honors presented at commencement are based on the total GPA up to, but not including the student's final semester. Honors placed on students 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

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
Kappa Omicron Nu – see Family and Consumer Sciences
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
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 the Academic Success Center webpage (www.ashland.edu/asc), 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 200 Patterson computer lab. This lab has 50 PCs, 3 Apple computers, 2 scanners, black & white and color laser printing (subject to print quota limits).

Computers for homework and other student activities are available in the Hawkins-Conard Student Center (25 systems in various locations), the Library, and Dauch College of Business. Black & white laser printing is also available in these areas. Student-owned systems may be dropped off at the TSC for basic troubleshooting during the open hours (posted on http://www.ashland.edu/it).

Students may also 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 students' responsibility to make early application to the schools of their choice. The following are the minimum course requirements for pre-professional training in the areas indicated. It is recommended that students contact professional schools that they are interested in attending to be sure that their admission requirements are properly met. Students should also discuss their professional ambitions with their 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-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 MATH 201/202 Calculus With Applications
* MATH 208 Elementary Statistics

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

Pre-Medicine
For students interested in Pre-Medicine, a major in biology, toxicology, biochemistry, forensic chemistry, or chemistry is recommended. Minimum course requirements for admission to medical school typically include:
* BIO 201 Molecular & Cellular Basis of Life
* BIO 202 Organisms, Adaptation, & Diversity
* CHEM 103/104 General Chemistry
* CHEM 307/308 Organic Chemistry
* MATH 205/206 The Calculus
* PHYS 205/206 University Physics or PHYS 201/202 General Physics
* Additional upper level courses in biology and chemistry (specific recommendations available from the Department of Biology/Toxicology)

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

Pre-Optometry
For students interested in Pre-Optometry, a major in biology is recommended. Minimum course requirements for admission to a school of optometry typically include:
* BIO 201 Molecular & Cellular Basis of Life
* BIO 202 Organisms, Adaptation, & Diversity
* CHEM 103/104 General Chemistry
* CHEM 307/308 Organic Chemistry
* MATH 205/206 The Calculus or MATH 201/202 Calculus With Applications
* PHYS 201/202 General Physics
* PSYC 101 General Psychology
* SOC 111 Principles of Sociology
* Additional upper level courses in biology, physical education, and other departments (specific recommendations available from the Department of Biology/Toxicology)

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

**Pre-Seminary Program**

Ashland University's pre-seminary program, The Call, is a joint effort of the Religion Department and the Center for Religious Life. The Call prepares students academically and personally for seminary and a future in vocational ministry. Students participating in the Call program should:

1. major or minor in religion;
2. complete at least one REL 301 Topics course in foundations for Biblical study in NT Greek or in OT Hebrew (both are recommended);
3. complete the following coursework as part of their religion major or minor: REL 106 Exploring the Bible, REL 208 Exploring Christian Theology, one upper level course in the Biblical studies concentration and one course within the practical theology concentration; and
4. participate in all scheduled activities associated with the Call.

Students are also encouraged to take at least one course at Ashland Theological Seminary for undergraduate credit. For additional information, contact the Religion Department Chair, Dr. David Aune at X5238 or daune@ashland.edu.

For additional information about The Call pre-seminary program, students should contact Nate Bebout at nbebout@ashland.edu.

**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

The University Library provides a quiet place to study individually or in groups. Students have easy access to the library catalog, research databases, electronic reserves, and the Internet from their own computers or from computers throughout the library. The library computers can also be used for writing papers or running network applications. Library resources are available to off-campus users at www.ashland.edu/students/library.

Listed in the library catalog are more than 300,000 books, periodicals, government publications, microforms, videos, CDs, and teaching materials. Materials from colleges and universities across the state can be ordered at no charge through the OhioLINK catalog. Library materials are checked out using the AU student ID card.

The Ashland University Library, together with 88 other OhioLINK member libraries, provides access to:

* 49 million books and other library materials
* Millions of electronic articles
* 17,000 electronic journals
* 125 electronic research databases
* 68,000 e-books
* Thousands of images, videos, and sounds
* 35,000 theses and dissertations from Ohio students

Periodical articles not held here or available online can be ordered through interlibrary loan. Reference librarians are on duty daily to assist students in using library materials and services. Instruction in library research is given to classes in the Library Instruction Classroom. Librarians are also happy to meet individually with students to help them plan their research. Off-campus students can call Reference at 800.882.1548 (weekday daytimes) or 419.289.5402; ext. 5402 on campus. Reference e-mail address is library@ashland.edu.

Included in the library are the Instructional Resource Center and the University Archives, along with the John M. Ashbrook Center for Public Affairs, and Numismatic Center. Affiliated with the Library and included in its catalog is the Ashland Theological Seminary Library.

Instructional Resource Center (IRC)

The IRC, located on the second floor of the library, provides curriculum materials and equipment used by teacher education students during their course of study. Items in the circulating collection include:

* Library of Congress classification “L”—Education
* Juvenile literature collection and big books
* K–12 curriculum textbooks and activity books
* Educational software
* Manipulative kits, audio books, book kits, flannel boards, and big book stands

Also available for use in the IRC:

* Computers
* Scanners and color printing (10¢)
* Ellison machine, binding machine, and paper cutters
* Laminating machines
* Venda Card copy machine

Ashland University Library’s IRC is staffed by a faculty librarian and student workers. The librarian works in close contact with the professional instructor for educational technology and College of Education faculty and staff. For more information, including hours of operation, visit the IRC Web site at www.ashland.edu/students/library/irc.
International Programs

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.

The opportunities available to graduate students include:

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.

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.

PRE-APPROVED PROGRAMS [Semester/Academic Year/Summer]

Ashland University has pre-approved programs offered by the College Consortium for International Studies (CCIS), the University Studies Abroad Consortium (USAC), and Spanish Studies Abroad through the Center for Cross-Cultural Study (CC-CS). Summer, semester and academic year programs are available in a variety of locations.

Ashland Center for English Studies (ACCESS)

ACCESS equips international professionals, undergraduates, and graduate students with the knowledge, skills, and experiences in English needed to engage fully with the intellectual, professional, and social life of English-speaking peoples. It offers classes in beginning to advanced English.
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 off-campus program centers in Columbus and Stark County (Massillon) 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 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
* Intervention Specialist - Moderate/Intensive
* Talent Development Education
* Literacy
* Teacher Leader
* Educational Technology
M.Ed. Educational Administration
M.Ed. Adapted Physical Education PreK-12
M.Ed. Sport Sciences with areas of concentration in:
* Applied Exercise Science
* Sport Management
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.
Founders School of Continuing Education

Dean
Dwight L. McElfresh

Director, Gill Center for Business and Economic Education and Outreach Programs
John Dowdell

Director, Division of Adult Studies and Veteran Services
John Sikula

Site Directors
Chillicothe Correctional Institution, Deborah Shopbell
Grafton Correctional Institution, Karen Ford
Lake Erie Correctional Institution and Grafton Camp, Jeremy Vogel
Mansfield Correctional Institution, David Webb
Richland Correctional Institution, Sandra Evans

Mission
The mission of the Founders School of Continuing Education is to provide high quality educational opportunities for adult learners in unique, innovative and collaborative environments that meet the 21st century needs of the business, education and professional communities.

The Gill Center for Business and Economic Education

The Gill Center for Business and Economic Education facilitates a flow of economic and business intelligence and know-how to students, teachers and business professionals at all levels of education. The Center’s staff provides pre-service and in-service teacher training through professional development programs, graduate level courses, and classroom curriculum materials. The Center also conducts economic research which provides the student with practical experience and simultaneously serves the business community. The tenet of private enterprise – freedom of enterprise, freedom of individual choice, and freedom to gain from one’s efforts – is foundational the Center’s programs.

Corporate Education

The Corporate Education Program was established to better serve the needs of the business community. Ashland University is in a position to offer services to business and industry throughout northeastern Ohio. This program provides business and industry with on-site training and services tailored to the needs of the organization.

Chillicothe Correctional Institution, Grafton Correctional Institution, Lake Erie Correctional Institution, Richland Correctional Institution and the Mansfield Correctional Institution Programs

These programs provide inmates with a recognized educational certificate program. The certificates include Basic Business, Business Management, Hospitality Administration, Hospitality Sales, Hotel/Restaurant Administration, Hotel/Restaurant Management, Office Management, Office Skills, Retail Administration, Retail Management, and Retail Sales.

Mission
One of the building blocks of a free society is a market economy where individual choice is valued and individual effort is rewarded. These concepts imply responsibility both for oneself and to the community. While we believe that freedom is natural to humans, we also believe that it must be nourished through education.

The Gill Center specifically promotes increased knowledge of the private enterprise system in its various education, public, business, and government constituencies.

Ashland University’s Gill Center for Business and Economics Education is dedicated to improving our youths’ understanding of economic principles and the global economy. Working with teachers and school systems we strive to prepare students to be knowledgeable consumers, prudent savers and investors, productive members of the workforce, responsible citizens and effective participants in the global economy. The Center is affiliated with the Ohio Council on Economic Education (www.ocee.org) and the Council for Economic Education (www.councilforeconed.org).
Adult Studies
Ashland University offers adults and non-traditional students alternative programs designed to meet their unique educational needs as part of the Founders School of Continuing Education. This program is offered on the Ashland campus. The program can be the beginning, a continuation, or the completion of an Associate or Bachelor’s degree. Classes generally meet one evening per week and some classes are offered in an online format. Students admitted into the program may take day classes if their schedules permit.

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

Degrees Offered
An Associate of Arts degree in General Studies and a Bachelor of Science in Business Administration with majors in Business Management or Marketing

Degree Requirements
See Business and Economics Degree Requirements - Bachelor of Science in Business Administration with majors in Business Management or Marketing

Admission Requirements Adult Studies
To qualify for admission into the Founders School program, the student must meet the following criteria:

1. The student must be admitted in the Founders School program in an approved program or major.
2. The student cannot receive Ashland University institutional aid. (Federal Pell grants, Ohio Instructional grants, and student loans are not considered institutional aid.)
3. The student cannot live in Ashland University residence halls.

Certificate Programs
Paralegal Certificate
This intensive program is designed for beginning as well as advanced legal workers. Training includes instruction on how to assist trial attorneys, interview witnesses, investigate complex fact patterns, research the law, and assist in preparing cases for courtroom litigation. The instruction is practice-oriented and relates to those areas of the law in which paralegals are most in demand. The Paralegal Certificate Course© offers instruction on how to work as a full-time or part-time paralegal, or how to open your own freelance business. There are no prerequisites other than a high school diploma (or GED), but students must be prepared to complete a significant amount of homework each week. This program can help students increase their office’s efficiency, productivity, and billable hours as well as learn new marketable job skills.

This course is available in Live Lecture, Online, DVD, and Text-Only formats.

Successful graduates will be awarded a Certificate of Completion from Ashland University. To receive a Certificate, students must pass numerous quizzes and successfully complete several legal document writing assignments.

Topics of study include Legal Terminology, Documents, Ethics, and the Litigation Process, Evidentiary Predicate, Identifying Relevant Authority, Legal Research, Legal Research Practice and Document Preparation, and Legal Writing and Appellate Procedure.

Advanced Paralegal Certificate
These classes build upon the Paralegal Certificate Course. Students can interact through an online forum, and assignments and exams are completed online for critique and grading. Each of these topics is completed in one 7-week online session, and due to significant homework requirements, students can take a maximum of three topics per session.

The Advanced Paralegal Certificate Course enhances understanding of many of the substantive law areas that are discussed during the Paralegal Certificate Course©. The additional training gained through participation in these Advanced classes can embellish legal knowledge and skills.


Students who successfully complete at least six Advanced topics will receive a Certificate of Completion.
**Dual Enrollment Credit/PSEOP**

Through Ashland’s Post-Secondary Enrollment Options program (PSEOP), high school students with strong academic records can earn college credit and/or high school graduation credit by taking college courses at the University. Dual enrollment credit opportunities are available only with participating school districts with instruction offered in the school setting.

**Admission Requirements Dual Enrollment/PSEOP**

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 3.00 on a 4.00 scale at the time of application.

The student must have a composite score of 21 or higher on the ACT or 980 (CR/M) total score on the SAT. (Sub-scores will be used to obtain the best overall composite or total if the ACT or SAT has been taken more than once.)

All of the above criteria are considered for acceptance into PSEOP or Dual Enrollment Credit programs. Even with appropriate GPA and test scores, the student is not guaranteed admissions, and acceptance does not guarantee course availability.

**Credit and Cost**

Option A – Choose to receive post-secondary (college credit only.) If this option is chosen, the student will be required to pay the cost of tuition, textbooks, materials, and fees.

Option B – Choose to receive post-secondary and secondary credit. In this case, the cost of tuition, textbooks, materials and fees will be paid for the students.

Dual Enrollment Credit – Courses, tuition and fees arranged with the participating school district.

**Veteran Fitness Training Certificate**

This eight-week program, provided by the Veterans Fitness Career College, is designed for veterans and students interested in pursuing a fitness training career. Military veterans are targeted for enrollment to help them develop a niche in the fitness industry, but the course is open to non-veterans as well. The online course is taught by 27 of the most well-known and progressive health and fitness educators in the fitness industry. They are professors, physical therapists, exercise physiologists, biomechanists and some of the top personal trainers in the world. In addition, program support and guidance are provided by highly qualified veterans of the armed forces who all have extensive experience in the fitness industry.

The wellness industry is one of the 30 fastest growing job markets in the country. Because of VFCC’s employment partnerships with Gold’s Gym, 24 Hour Fitness, and other health clubs, students acquiring VFCC’s Level One Fitness Training Certification will have a unique advantage in securing employment as a personal trainer or fitness instructor in a gym or health club.

The course consists of online instruction, including videos, downloadable text, video-based questions and answers, questionnaires, and online workshops and webcasts. Students enrolled have access to support services, tutoring, counseling and a 24/7 crisis line. Students also have electronic access to a Global Fitness Community and library.

Topics of study include human anatomy; the cardiovascular, nervous, digestive, endocrine, and energy systems; biomechanics; nutrition; physiology; behavior training; movement; personal training; communication; motivation; myofascial lines; metabolic techniques; basic exercise science; exercise equipment; liability and risk.

Successful graduates will be awarded a Certificate of Completion after passing the PTA Global Certification test, which is recognized internationally. To receive a certificate students must complete 65 clock hours of instruction and pass the exam at the end of the course.

**Modules Required for Fitness Training Certificate**

- Personal Training and Body Systems
- Physiology, Biomechanics and Nutrition
- Risk and Liability
- Fitness, Nomenclature and Equipment
- Basic Exercise Science, Anatomy and Program Design
- Movement and Motivation
- Exercise Progression and Workplace Practices
- Nutrition
- Review
Gerontology Certificate

Ashland University offers a certificate in Gerontology designed for non-degree seeking individuals. Individuals may apply online through Admissions at www.ashland.edu/apply.

Topics Required for Gerontology Certificate
Later Adulthood in the Family
Psychology of Aging
Sociology of Aging
Working with Older Adults
Death and Dying
Active Aging and Wellness or Physical Aging

Basic Emergency Medical Technicians Training

EMT is the first step to a career in the emergency medical services. Learn how to recognize and treat the most common emergency medical situations, including cardiac, respiratory, trauma and medical emergencies. Students participate in classroom and skill training in preparation for the National Registry Basic EMT certification exam.

The EMT-Basic is the introductory level of EMS training and gives students the knowledge needed to work as an Emergency Medical Technician. The course combines lecture and lab training to cover such topics as scene safety, EMS systems, communication, documentation, patient assessment, airway management, traumatic injuries, medical emergencies and more. Also skills necessary to provide emergency medical care for the trauma and medical patient at the basic life support level are learned.

The course follows the National Standard Curriculum and it concludes with State of Ohio Certification as an Emergency Medical Technician (EMT). The emphasis is on accurate observations, evaluation of emergency situations, effective communication with the medical network, and high skill proficiency.

Students are responsible for having their own computers with internet broadband access, email, and a printer.
Academic Honors Program

www.ashland.edu/academics/honors-program

Professional Staff
Christopher Swanson, Director, Associate Professor of Mathematics

Mission Statement
The mission of the Honors Program is to offer academically talented undergraduate students cross-disciplinary experiences, participation in an intellectual community devoted to discussion and dialogue, and special projects and courses that challenge the mind. The cornerstone of the Honors Program is the belief that intellectual stimulation and camaraderie among Honors students gives them a more complete college experience.

To satisfy this mission, Honors freshmen enroll in the First Year Honors Seminar during the fall semester, in which they are introduced to the Honors Program and Ashland University while learning how to think critically and communicate clearly, thereby helping with their transition from high school to college. Honors students also have the opportunity to enroll in Honors sections of the core curriculum, capped at 15 students per section and taught by some of the best professors at Ashland University. The Honors Interdisciplinary Seminar will continue to develop the Honors students' critical thinking and communication skills, building upon their involvement with previous Honors courses and helping them prepare for the rigors of the Honors Capstone Project. The pinnacle of the Honors experience is the Honors Capstone Project during which a student works closely with a faculty mentor in his 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 will be completed in two semesters as two sections of Independent Study 498 in the student's major, and thus the student must complete an Independent Study Request form from the Registrar's Office prior to registration. For more information, see the Independent Study Program section of the catalog. A written prospectus is required of all Honors students by the conclusion of HON 310, and this prospectus (approved by the faculty mentor and the Honors Director) should serve as a guide to the Capstone Project. The Honors Capstone Project will typically be completed in the Honors student's final semester, will be reviewed and approved by the faculty mentor, Honors Director, and an additional faculty reviewer of an appropriate academic department, and will be publicly presented to the Ashland University community. The Honors Capstone Project Handbook distributed in HON 310 should be consulted for the appropriate deadlines.

Honors Elective

Honors students have four options for completing the Honors Elective: taking a 2nd HON 390, taking an Honors designated core course in a 5th area, completing two Honors Contract Courses, or completing an Honors Study Abroad experience. The latter two options are described in more detail below.

Honors Contract Course

To fulfill the Honors elective requirement, an Honors student may add-on one credit to two upper level courses within his 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 Registrar's Office. No Honors Program academic credit will be awarded for this experience, although the student may receive academic credit from the university.

Honors Requirements

Honors designated core courses will be capped at 15 students, with Honors students given first priority during registration. A non-Honors student may take an Honors designated core course if it is not fully enrolled and the student receives permission from the Director of the Honors Program in consultation with the instructor. An Honors course taken with the S/U option will not count towards fulfilling Honors Program curricular requirements (except for HON 310). Note that an Honors Core course taken with an S/U option will count towards completing a category of the Core curriculum, but it will not count as one of the required Honors designated Core courses.

To remain a member of the Honors Program, an Honors student must complete one Honors Core course by the end of his 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.
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<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>HON 101 1st Year Honors Seminar</td>
<td>3</td>
<td>Honors Freshman</td>
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<tr>
<td>HON 310 Honors Capstone Prep. Seminar</td>
<td>1</td>
<td>Honors; At least Jr. Status</td>
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<tr>
<td>HON 390 Honors Interdisciplinary Seminar</td>
<td>3</td>
<td>Honors; Soph. Status</td>
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<tr>
<td>Honors Capstone Project</td>
<td>6</td>
<td>HON 310; Permission</td>
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<tr>
<td>Honors Core courses (choose 4 diff. areas)</td>
<td>12</td>
<td>Honors or Permission</td>
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<td>(logic/math, religion, communications,</td>
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<td>natural sciences, humanities, aesthetics,</td>
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<td>historical reasoning, social sciences)</td>
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<td><strong>Honors Elective:</strong></td>
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<td>At least one of the following</td>
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<tr>
<td>2nd HON 390 Honors Interdisciplinary Seminar</td>
<td>(3)</td>
<td>Honors; Soph. Status</td>
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<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>
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<tr>
<td>Honors study abroad experience</td>
<td>(0)</td>
<td>Honors; Permission</td>
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<td>25-28 hrs.</td>
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</tbody>
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**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
Charles Caldemeyer, Professor of Art
Keith Dull, Associate Professor of Art
Priscilla Roggenkamp, Associate Professor of Art
Wendy Schaller, Associate Professor of Art
Jessica Wascak, Associate Professor of Art

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

Student Learning Outcomes
The Art Department provides programs in fine art, art education, commercial art, and computer art and graphics programming. The mission of the Department is to provide education in the visual arts and to prepare students to function in a productive capacity within the larger culture, including the qualifications necessary for pursuit of graduate studies. The Department provides a comprehensive and contemporary approach to the field, and is committed to maintaining an environment that encourages seriousness of purpose in the creation, criticism, exhibition and understanding of art. To fulfill the mission, the Department establishes the following student learning outcomes:

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

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

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

Facilities and Equipment
Six studios and one specially equipped lecture classroom accommodate the needs of our faculty and students. Studios are well-equipped with specialized tools for each of the disciplines offered.

* Printmaking equipment including a 36" intaglio press and a lithography press
* Ceramics lab with 16 wheels and 2 gas-fired kilns
* Fully equipped painting studio with air exchange system
* Computer lab for Digital Art with archival large format printer
* Sculpture equipment for working wood, metal, plastics, etc.
* Slide/video library

The Coburn Gallery at Ashland University provides exhibitions of contemporary and historical significance for the campus community and the Ashland area. Eight exhibitions annually provide excellent opportunity for supplementing academic studies.

Off-Campus Program Opportunities

*The Art Institute of Pittsburgh (PA)*

In cooperation with the Art Institute of Pittsburgh, AU provides specially designed programs 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 student’s concentration area, as well as electives from the other areas, gives graduates well-rounded art training that allows them to develop creative ideas in a variety of media. A series of reviews after the foundations sequence and during the junior year prepares students for the senior exhibition which takes place in the department’s Coburn Gallery. A year-round program of exhibitions in the gallery by serious fine artists allows students the opportunity to deepen and expand ideas through constant exposure to new concepts and techniques. A student exhibition with cash awards, juried by an outside juror, gives students the opportunity to exhibit their work in a professional setting. Students interest in the B.F.A. degree must receive approval from the individual area professor, confirmed by the department faculty.

Commercial Art – The program in commercial art is accomplished through our affiliation with the Art Institute of Pittsburgh. Students spend the first two years at Ashland taking the foundations sequence and university core. The junior year is usually spent at the Art Institute taking upper-level classes in one of the areas of concentration they offer: game art & design, graphic design, industrial design technology, interactive media design, interior design, media arts and animation, video production, photography or visual effects, and motion graphics. Students then return to Ashland for their senior year, receiving upon graduation a baccalaureate degree and a certification in their field. Graduates may work in the many-faceted commercial art field, depending on their concentration and special abilities. The benefits of this program are the solid fine art training in a serious liberal arts environment that students receive at Ashland, combined with the intensive instruction in the applied arts fields they receive at the Art Institute. Since the Institute is located in a major metropolitan area, students experience both a quiet, rural campus and a big city.

Computer Art & Graphics Programming – This program is a combined major with the Mathematics/Computer Science Department and is designed to educate technologically literate artist. These graduates will enter the workforce with both creative and technical skills in Programming and Digital Fine Arts. In the first two years, students take the Art Foundations Sequence and the prerequisite Math and Computer Science Programming courses. Upper level students will take advanced classes in Digital Art and Computer Science classes related to Computer Graphics. During their upper level courses students will use industry-standard software to develop personal bodies of work in preparation for their senior exhibition requirement. A two-track curriculum allows students to complete their degree by focusing on either Digital Art or Web Design, depending on the final courses they choose to take.

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

Degree Requirements

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

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

Assessment – The assessment process is designed to monitor student development in the various areas of skill and knowledge the department teaches. This process is conducted on a yearly basis and takes place outside the context of individual classes. It is intended to benefit the student by giving him/her a set of guidelines by which he/she may improve artistic skills and understanding. The process is also intended to help departmental faculty update and improve the content of courses, and the program as a whole, as needs are identified. The threefold process includes Foundations Review, Concentration Review, 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 takes place during the students junior year. Candidates present a portfolio of upper level studio work that is critiqued in open session by the Art Department faculty, art majors, and visiting artists. The faculty will provide written assessments of the work, indicating areas of strength and weakness, and advising the student how best to fulfill the Senior Exhibition requirement. If a portfolio fails to show sufficient development, the student may be required to present additional work at another formal review the following semester. The areas evaluated are: the seriousness of the artistic direction, the consistency of the artistic direction, the volume of work created, and the potential for artistic growth.

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

### Art Foundations Sequence

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 133 Color Theory</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ART 134 2-D Design</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ART 135 3-D Design</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ART 141 Drawing I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ART 242 Drawing II</td>
<td>3</td>
<td>ART 141</td>
</tr>
<tr>
<td>ART 256 Western Art History I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ART 257 Western Art History II</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ART 497 Senior Seminar/Exhibition</td>
<td>1</td>
<td>22 hrs.</td>
</tr>
</tbody>
</table>

### Bachelor of Arts with a major in Fine Art

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Foundations Sequence</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Studio Concentration: painting,</td>
<td>9</td>
<td>Ceramics printmaking, sculpture or digital art</td>
</tr>
<tr>
<td>Ceramics printmaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Art History elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Studio or Art History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>43 hrs.</td>
</tr>
</tbody>
</table>

### Plus Institutional Baccalaureate Degree Requirements.

### Bachelor of Arts with a major in Commercial Art

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Foundations Sequence</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Junior Year at the Art Institute of</td>
<td>30</td>
<td>Pittsburgh</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td></td>
<td>(see previous page for concentration</td>
</tr>
<tr>
<td>areas)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>52 hrs.</td>
</tr>
</tbody>
</table>

### Plus Institutional Baccalaureate Degree Requirements.

### 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>None</td>
</tr>
<tr>
<td>Studio major II</td>
<td>3</td>
<td>Studio Major I</td>
</tr>
<tr>
<td>Studio major III</td>
<td>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/12 hrs studio conc.</td>
</tr>
<tr>
<td>ART 491 Major Thesis</td>
<td>1</td>
<td>ART 490</td>
</tr>
<tr>
<td>ART 492 Studio Capstone</td>
<td>3</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>None</td>
</tr>
<tr>
<td>Studio minor II</td>
<td>3</td>
<td>Studio minor I</td>
</tr>
<tr>
<td>Studio minor III</td>
<td>3</td>
<td>Studio minor II</td>
</tr>
<tr>
<td>ART 495 Art Theory &amp; Criticism</td>
<td>3</td>
<td>Junior Status</td>
</tr>
<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></td>
<td></td>
<td>69 hrs.</td>
</tr>
</tbody>
</table>

### 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>Junior Year at the Art Institute of Pittsburgh (see previous page for concentration areas)</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

61 hrs

Plus Institutional Baccalaureate Degree Requirements.

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

This program is a combined major with the Mathematics/Computer Science Department and is designed to educate technologically literate artists. These graduates will enter the workforce with both creative and technical skills in Programming and Digital Fine Art. In the first two years, students take the Art Foundations Sequence and the prerequisite Math and Computer Science Programming courses. Upper level students will take advanced classes in Digital Art and Computer Science classes related to Computer Graphics. During their Upper level courses students will use Industry-standard software to develop personal bodies of work in preparation for their senior exhibition requirement.

<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 121 Computer Prog. I</td>
<td>4</td>
<td>2 Yrs H.S. Alg, 1 Yr H.S. Geom.</td>
</tr>
<tr>
<td>CS 122 Computer Prog. II</td>
<td>4</td>
<td>CS 121</td>
</tr>
<tr>
<td>CS 230 Data Structures</td>
<td>3</td>
<td>CS 122, MATH 223</td>
</tr>
<tr>
<td>CS 303 Computer Algorithms</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 427 Computer Graphics</td>
<td>3</td>
<td>CS 303, MATH 307</td>
</tr>
<tr>
<td>MATH 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>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>
</tr>
<tr>
<td>CS 275 Web Programming</td>
<td>(3)</td>
<td>CS 122</td>
</tr>
<tr>
<td>CS 499 Software Development</td>
<td>(3)</td>
<td>CS 304</td>
</tr>
</tbody>
</table>

63 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 18 hours of studio electives.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Foundations Sequence</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Studio Conc: painting, ceramics, printmaking, sculpture or comp. art</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Studio electives</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Art History elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 221 Art Ed.: Theories &amp; Pract.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Related Concentration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 432A Secondary Methods—Art</td>
<td>3</td>
<td>Art 221, EDCI 230</td>
</tr>
<tr>
<td>EDCI 230PK Wrkshp in Teach. Pre-K-12</td>
<td>2</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDCI 330PK Class. Mgmt PreK-12</td>
<td>2</td>
<td>EDCI 230, PSYC 21</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 218 Psych. of Adolescence</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

71 hrs.

Remaining 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. to Prin. Of Instr. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 469 Student Internship PreK-12</td>
<td>10</td>
<td>All Student Internship Req.</td>
</tr>
<tr>
<td>EDFN 130 Introduction to Teaching</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 202 Teaching and Learn. Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Social and Prof. Issues</td>
<td>3</td>
<td>Sr. Status</td>
</tr>
<tr>
<td>EDIS 250 Intro. Educational Intervention</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

95 hrs.

Plus Institutional Baccalaureate Degree Requirements.
## 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 Associate 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.
Biology
Department of Biology/Toxicology
The College of Arts and Sciences

Chair
Mason Posner, Professor of Biology

Faculty
Soren Brauner, Professor of Biology
Douglas A. Dawson, Professor of Biology/Toxicology
Richard L. Stoffer, Professor of Biology
Andrew V. Greene, Associate Professor of Biology
Patricia A. Saunders, Associate Professor of Biology
Paul Hyman, Assistant Professor of Biology
Narveen Jandu, Assistant Professor of Biology
Andrew J. Trimble, Assistant Professor of Biology/Toxicology
Merrill Tawse, Professional Instructor of Biology
Kristin Simokat, Visiting Professor

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;
* Be able to demonstrate a breadth of knowledge commensurate with their coursework, including an understanding of cellular structure and function, homeostasis, growth and reproduction, molecular and population genetics and evolution, taxonomic organization, and principles of ecology;
* Be able to demonstrate practical knowledge in the use and application of equipment employed in the study of biology, including sampling techniques, separation techniques (e.g., gel electrophoresis and chromatography), microscopy, and appropriate techniques for quantitative analysis (e.g., spectroscopy and ion-specific electrodes);
* Be able to read, analyze and summarize biological literature, and communicate research findings 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 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.

Separate microbiology teaching and research laboratories, both with biological containment hoods capable of Biosafety Level 2 experiments.

A Leica cryostat and microtomes for histological studies.

Two UV/Vis spectrophotometers for diverse biological applications.

Microtox system for studies in aquatic toxicology.

Tools for environmental studies, including a Seabird profiling instrument for lakes and oceans, a YSI handheld instrument for streams and shallow wetlands, a photosynthesis measuring system for studies of plant physiology, and GPS instruments and GIS software for mapping and collection of spatial data.

Field sampling equipment, including gear appropriate to both aquatic and terrestrial studies.

Numerous growth chambers, environmental chambers, and incubators.

Multiple aquariums, including a 75-gallon saltwater tank for study of marine organisms.

Physiology analysis equipment including the Vernier system with a wide range of sensors (EKG, spirometry, etc.) and the Iworx system.

Access to a large number of laptops and desktop workstations for use in the classroom and laboratory.

Field Studies

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

Student Honor Society

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

Description of Majors

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

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

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

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

Assessment – All majors will begin the assessment process during the freshman year with a standardized assessment test 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 126 or 201</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 Chem 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>

32-36 hrs.

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:
- BIO 276 Environmental Science Seminar (1)
- BIO 304 Journal Club (1) Major, Jr. or Sr. status

Biology electives to reach 60hrs. ** 11-16
60 hrs.

Plus Institutional Baccalaureate Degree Requirements.

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

**At least 12 hours altogether of area electives, seminar requirement and general biology electives should be at the 300 or 400 level. Elective hours may include up to 3 hours of 493, and no more than 6 hours of Bio 493, 497, or 498 combined.

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

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

Bachelor of Science with a Comprehensive Major in Biology - Biotechnology 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 224 Intro to Biotechnology</td>
<td>3</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 340 Microbiology</td>
<td>4</td>
<td>BIO 201, CHEM 104</td>
</tr>
<tr>
<td>BIO 424 Cell Biology</td>
<td>4</td>
<td>12 hrs. BIO, BIO 303</td>
</tr>
<tr>
<td>BIO 428 Molecular Biology</td>
<td>4</td>
<td>BIO 303</td>
</tr>
<tr>
<td>BIO 429 Biochemistry (with lab)</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>BIO 493 Internship</td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

OR

- BIO 497 Independent Research (3)
- CHEM 308 Organic Chemistry II (3) CHEM 307
- CHEM 308L Organic Chemistry Lab (1) CHEM 307
- MGT 240 Intro to Management (3) None

OR

- ENTP 245 Intro to Entrepreneurship (3) None
- PHYS 201 General Physics (4) H.S. School Alg. and Geom.

OR

- PHYS 205 University Physics (5) MATH 206

Electives (choose 3 courses): 9-12
- BIO 207 Botany (4) BIO 202
- BIO 219 Entomology (4) BIO 202
- BIO 325 Anatomy and Physiology I (4) BIO 202
- BIO 326 Anatomy and Physiology II (4) BIO 325
- BIO 327 Plant Physiology (4) BIO 207
- BIO 329 Developmental Biology (4) BIO 202, 303
- BIO 330 Principles of Toxicology (3) BIO 202, CHEM 104
- BIO 331 Methods in Toxicology (4) BIO 330
- BIO 348 Emerging Pathogens (3) BIO 340
- BIO 420 Histology (3) 16 hrs. of Biology
- BIO 425 Advanced Human Physiology (4) 16 hrs. of Biology
- BIO 454 Immunology (4) BIO 340 or 424 or 421
- CHEM 320 Quantitative Analysis (4) CHEM 104
- CHEM 420 Instrumental Analysis (4) CHEM 320

*MGT 240 Intro to Management (3) None

OR

- ENTP 245 Intro to Entrepreneurship (3) None

74-82 hrs.
Plus Institutional Baccalaureate Degree Requirements.
*The choice of elective for ENTP 245 or MGT 240 would be the one not taken as a requirement above.
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 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 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>Jr. status</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 126 or 201</td>
</tr>
<tr>
<td>BIO 495 Biology Senior Seminar</td>
<td>1</td>
<td>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 I</td>
<td>3</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 307L Organic Chem Lab</td>
<td>1</td>
<td>CHEM 104</td>
</tr>
<tr>
<td><strong>FORENSIC BIOLOGY TRACK</strong></td>
<td></td>
<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>CHEM 307</td>
</tr>
<tr>
<td>CHEM 308 Organic Chemistry II</td>
<td>3</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 308L Organic Chem. 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><strong>Biodiversity courses:</strong></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><strong>Physiology courses:</strong></td>
<td>3-4</td>
<td></td>
</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>
</tr>
<tr>
<td><strong>Additional electives:</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIO 340 Microbiology</td>
<td>(4)</td>
<td>BIO 201, CHEM 104</td>
</tr>
<tr>
<td>BIO 424 Cell Biology</td>
<td>(4)</td>
<td>12 hrs. BIO, BIO 303</td>
</tr>
<tr>
<td>BIO 454 Immunology</td>
<td>(4)</td>
<td>BIO 340 or 424 or 428</td>
</tr>
<tr>
<td>CHEM 420 Instrumental Analysis</td>
<td>(4)</td>
<td>CHEM 320</td>
</tr>
<tr>
<td><strong>Seminar courses:</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BIO 276 Environmental Science Seminar</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>BIO 304 Journal Club</td>
<td>(1)</td>
<td>Jr. or Sr. Status</td>
</tr>
<tr>
<td><strong>Criminal justice electives:</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CJ 200 Criminal Investigation I</td>
<td>(3)</td>
<td>CJ 130</td>
</tr>
</tbody>
</table>

- CJ 235 Course and Justice            | (3)  | CJ 130                      |
- CJ 242 Criminology                   | (3)  | CJ 130 or SOC 111           |
- CJ 362 Criminal Law                  | (3)  | CJ 130                      |
- CJ 450 Ethics in Criminal Justice    | (3)  | CJ 130, 362, or Sr. status  |

Specific math courses for biology core: 6-8
- 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 1 or SAT 480 |

69-72

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>Biology Core:</td>
<td></td>
<td></td>
</tr>
<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 126 or 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 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., Evs/Bio., Life Sci. lic majors</td>
</tr>
<tr>
<td><strong>Bio Electives (courses numbered 200 or above):</strong></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td><strong>Choose one from the following:</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BIO 276 Environmental Science Seminar</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td><strong>Seminar courses:</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BIO 304 Journal Club</td>
<td>(1)</td>
<td>Jr. or Sr. status</td>
</tr>
<tr>
<td>BIO 103 General Chemistry I</td>
<td>4</td>
<td>H.S. Chem.; 3 yrs. H.S. math</td>
</tr>
<tr>
<td>BIO 104 General Chemistry II</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>BIO 307 Organic Chemistry I</td>
<td>3</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>BIO 307L Org Chemistry Lab</td>
<td>1</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 320 Quantitative Analysis</td>
<td>4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 420 Instrumental Analysis</td>
<td>4</td>
<td>CHEM 320</td>
</tr>
<tr>
<td>MATH 201 Calculus with Applications</td>
<td>(3)</td>
<td>2 yrs. H.S. alg., 1 yr. H.S. geom.</td>
</tr>
</tbody>
</table>
Biology / Toxicology

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 Integrated Science (Grades 7-12)

See listing in Education

Bachelor of Science in Education with a 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.

Course Number and Title                  Hrs.   Prerequisites

BIO 201 Mol and Cell Basis of Life       4     None
BIO 202 Org, Adapt and Diversity        4     None
BIO 205 General Zoology                 4     BIO 202
BIO 207 General Botany                  4     BIO 202
BIO 301 Professional Preparation        1     Bio major, Jr. status
BIO 303 Genetics                       4     BIO 201
BIO 325 Anatomy and Physiology I        4     BIO 201
BIO 326 Anatomy and Physiology II       4     BIO 325
BIO 495 Senior Seminar                  1     Sr. status
Choose one course from:
  BIO 305 Evolution                     (3)   BIO 303
  BIO 310 Ecology                       (4)   BIO 202
  BIO 411 Limnology                     (4)   BIO 202
Choose one course from:
  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:
  BIO 493 Internship                    (3)   12 hrs. Res. Cred, Jr or Sr. stat, perm
  BIO 497 Directed Lab/Field Research   (3)   Permission
GEOL 101 Physical Geology              (4)   
MATH Elective                          (3)   

55-57 hrs.

Related Concentration:

EDCI 287 Curr./Instr./Asses. 7-12 3 EDFN 202
EDCI 432 Secondary Methods         3 EDCI 230
Choose one from:
  PSYC 209 Dev. Psych               (3)   PSYC 101
  PSYC 218 Psych. of Adolescence    (3)   None

Remaining Education requirements:

EDCI 230SEC Workshop in Education    2 EDFN 130, 202
EDCI 232 Intro. to Prin. of Instr. Tech. 3 None
EDCI 330SEC Education for Diversity 7-12 EDCI 230, 287; PSY 209 or 218
EDCI 392 Content Area Reading       3 None
EDCI 461 Student Int. Gr. 7-12      10 All Student Internship Req.
EDFN 130 Intro to Teaching          2 None
EDFN 202 Teaching and Learn. Process 3 EDFN 130
EDFN 402 Social and Prof. Issues    3 Sr. status
EDIS 250 Intro. Educational Intervention 3 None

93-95 hrs.

Plus Institutional Baccalaureate Degree Requirements.

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

Minor in Biology

Course Number and Title                  Hrs.   Prerequisites

BIO 201 Molec. & Cell Basis of Life      4     None
BIO 202 Organisms, Adapt. & Divers.     4     None
BIO 303 Genetics                       4     BIO 126 or 202
6 additional hrs. of biology            6
1 sem. of General Chemistry            4     H.S. Chem., 3 yrs. H.S. Math
1 sem. of Math (Calc. or stats. rec.)   3-5   25-27 hrs.

Biology Courses and Descriptions

See Course Descriptions section of catalog.

EDCI 287 Curr./Instr./Asses. 7-12 3 EDFN 202
EDCI 432 Secondary Methods         3 EDCI 230
Choose one from:
  PSYC 209 Dev. Psych               (3)   PSYC 101
  PSYC 218 Psych. of Adolescence    (3)   None

Remaining Education requirements:

EDCI 230SEC Workshop in Education    2 EDFN 130, 202
EDCI 232 Intro. to Prin. of Instr. Tech. 3 None
EDCI 330SEC Education for Diversity 7-12 EDCI 230, 287; PSY 209 or 218
EDCI 392 Content Area Reading       3 None
EDCI 461 Student Int. Gr. 7-12      10 All Student Internship Req.
EDFN 130 Intro to Teaching          2 None
EDFN 202 Teaching and Learn. Process 3 EDFN 130
EDFN 402 Social and Prof. Issues    3 Sr. status
EDIS 250 Intro. Educational Intervention 3 None

93-95 hrs.

Plus Institutional Baccalaureate Degree Requirements.

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

Minor in Biology

Course Number and Title                  Hrs.   Prerequisites

BIO 201 Molec. & Cell Basis of Life      4     None
BIO 202 Organisms, Adapt. & Divers.     4     None
BIO 303 Genetics                       4     BIO 126 or 202
6 additional hrs. of biology            6
1 sem. of General Chemistry            4     H.S. Chem., 3 yrs. H.S. Math
1 sem. of Math (Calc. or stats. rec.)   3-5   25-27 hrs.

Biology Courses and Descriptions

See Course Descriptions section of catalog.
Business and Economics
Richard E. and Sandra J. Dauch
College of Business and Economics

Dean
Jeffrey E. Russell, Assistant Professor of Economics

Associate Dean
Raymond A. Jacobs, Professor of Management

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

Faculty by Department

ACCOUNTING/INFORMATION SYSTEMS
Chair: Kristine Parsons, Associate Professor of Accounting
J. David Lifer, Professor of Information Systems
Gary L. Margot, Professor of Information Systems
Paul G. Schloemer, Professor of Accounting
Kathleen M. Brenan, Associate Professor of Accounting
Kristofer C. Neslund, Associate Professor of Accounting
Beverly J. Piper, Associate Professor of Accounting
Victoria L. Kaskey, Assistant Professor of Accounting
Nitin Walia, Assistant Professor of Information Systems

ECONOMICS/FINANCE
Chair: Mark A. Nadler, Associate Professor of Economics
Robert P. Rogers, Professor of Economics
Hongxia Wang, Associate Professor of Finance
James T. Falter, Assistant Professor of Finance
Ali Hashemi, Assistant Professor of Economics
Terry E. Rumker, Assistant Professor of Finance
Jeffrey E. Russell, Assistant Professor of Economics
Wendy Wasnich, Assistant Professor of Economics
Charles (Chuck) Bryant, Professional Instructor of Finance

MANAGEMENT/INTERNATIONAL BUSINESS/ENTREPRENEURSHIP/SUPPLY CHAIN MGT.
Chair: Steven W. Pool, Professor of Management
Raymond A. Jacobs, Professor of Management
Khushwant K. Sidhu Pittenger, Professor of Management
Sivakumar Venkataramany, Professor of International Business
Constance M. Savage, Associate Professor of Management
Debra Westerfelt, Associate Professor of Management
Michael Colburn, Assistant Professor of Management
Bo Li, Assistant Professor of Supply Chain Management
Robert Stoll, Assistant Professor of Management
Daniel W. Sullivan, Assistant Professor of Entrepreneurship
Jack Harpool, Professional Instructor of Management
Joan Berry Kalamas, Professional Instructor of Management
Rebecca Schmeller, Professional Instructor of Management

MARKETING/HOSPITALITY MGT./FASHION MERCHANDISING
Chair: Daniel Fox, Associate Professor of Marketing
Nancy Morris, Associate Professor of Fashion Merchandising
Ronald Paugh, Associate Professor of Marketing
Kristen B. Hovsepian, Assistant Professor of Marketing
Diane B. Moretz, Assistant Professor of Marketing
Rene Rawraway, Assistant Professor of Hospitality Management
Richard D. Roberson, Assistant Professor of Hospitality Management

SPORT MANAGEMENT
Chair: Paul Milton, Associate Professor of Sport Management
Lance Kaltenbaugh, Associate Professor of Sport Management
Kenneth Brubaker, Assistant Professor of Sport Management
Jennifer Parsons, Assistant Professor of Sport Management

Degrees Offered
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. The building 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); 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 of the state of Ohio should contact the relevant State Board of Accountancy for specific course and degree requirements.

Ashland University offers an accelerated BSBA/MBA (Bachelor of Science in Business/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 standards.

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 GPS requirement.

<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>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>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 Mgmnt.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT 323 Bus. Communication</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>MGT 401 Business Law I</td>
<td>3</td>
<td>Jr. Status or Perm.</td>
</tr>
<tr>
<td>MKT 233 Principles of Mktg.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>37 hrs</td>
<td></td>
</tr>
</tbody>
</table>

Accelerated Bachelor of Science in Business Administration/Master of Business Administration (BSBA/MBA)

Candidates for this dual BSBA/MBA degree must complete the BSBA Core Requirements, plus the courses listed for the major, plus a minor (or second major), plus the courses listed for the MBA degree, as specified below. Candidates also must complete the Institutional Baccalaureate Degree requirements, including the GPS requirement. Both the BSBA 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.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 205 Accounting Info Systems</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>ACCT 207 Intermediate Accounting I</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 208 Intermediate Accounting II</td>
<td>3</td>
<td>ACCT 207</td>
</tr>
<tr>
<td>ACCT 302 Cost Management</td>
<td>3</td>
<td>ACCT 202</td>
</tr>
<tr>
<td>ACCT 308 Fed. Inc. Tax Indiv</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>ACCT 309 Fed. Inc. Tax Bus. Entities</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>ACCT 406 Auditing, Prof. Ethics</td>
<td>3</td>
<td>ACCT 205, ACCT 207, MATH 208</td>
</tr>
<tr>
<td>BUS 339/439 Acct Internship</td>
<td>3</td>
<td>Soph. Perm.</td>
</tr>
<tr>
<td>IS 321 Business Spreadsheets</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>ACCT 410 Law &amp; Prof Resp for Accountants</td>
<td>3</td>
<td>MGT 401</td>
</tr>
<tr>
<td>Core Requirements from Business</td>
<td>30 hrs.</td>
<td></td>
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<tr>
<td>Core Req. from other disciplines</td>
<td>31-34</td>
<td></td>
</tr>
<tr>
<td>Total Undergraduate Hours</td>
<td>67-70 hrs.</td>
<td></td>
</tr>
<tr>
<td>MBA 501 Organ. Design, Devel. &amp; Change</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MBA 503 Operations Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MBA 505 Financial Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MBA 507 Marketing Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MBA 517 Strategic Planning &amp; Policy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MBA Accounting Electives:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>ACCT 514 Special Topics in Acct.</td>
<td>3</td>
<td>ACCT 208</td>
</tr>
<tr>
<td>ACCT 535 Fund &amp; Nonprofit Acct.</td>
<td>3</td>
<td>ACCT 302</td>
</tr>
<tr>
<td>ACCT 538 Advanced Cost Mgt.</td>
<td>3</td>
<td>ACCT 208</td>
</tr>
<tr>
<td>ACCT 540 Advanced Accounting</td>
<td>3</td>
<td>ACCT 208</td>
</tr>
<tr>
<td>MBA 516 MBA Seminars</td>
<td>1</td>
<td>Chair Approval</td>
</tr>
<tr>
<td>MBA Electives:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>MBA 502 Managerial Economics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MBA 504 Business Statistics</td>
<td>3</td>
<td>MATH 208</td>
</tr>
<tr>
<td>MBA 506 Business and Society</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MBA 509 International Bus. Mgt.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MBA 510 Organizational Behavior</td>
<td>3</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MBA 513 Management Info. Syst.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MBA 514 Special Topics in Business</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MBA 516 MBA Seminars</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MBA 530-599 Special Topics Courses</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MBA Total Hours</td>
<td>33 hrs.</td>
<td></td>
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<tr>
<td>Total Combined Hours</td>
<td>100-103 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Refer to graduate school catalog for MBA course descriptions.

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 GPS 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](http://www.ashland.edu/business-internships) or [https://myau.ashland.edu/Academics/colleges/businessandeconomics/Pages/Business-Internships.aspx](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>
</thead>
<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 Microeconomics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ECON 233 Prin. Of Macroeconomics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FIN 228 Financial Management</td>
<td>3</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>IS 221 Information Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT 240 Intro. to Mgmt.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT 319 Operations Mgmt.</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>
<tr>
<td>MGT 401 Business Law I</td>
<td>3</td>
<td>Jr. Status or Perm.</td>
</tr>
<tr>
<td>MGT 499 Sr. Assessment</td>
<td>1</td>
<td>COBE Major, Sr. Stat.</td>
</tr>
<tr>
<td>MKT 233 Principles of Mktg.</td>
<td>3</td>
<td>None</td>
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<tr>
<td>Choose one:</td>
<td></td>
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<tr>
<td>BUS 239 Bus. Work Exp.</td>
<td>(0)</td>
<td>Soph. Status, Perm.</td>
</tr>
</tbody>
</table>

### Core Requirements from other disciplines:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>PSYC 101 Gen. Psychology I</td>
<td>3</td>
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### ACCOUNTING MAJOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ACCT 205 Acct. Info. Sys.</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<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>ACCT 302 Cost Management</td>
<td>3</td>
<td>ACCT 202</td>
</tr>
<tr>
<td>ACCT 406 Auditing, Prof. Ethics</td>
<td>3</td>
<td>ACCT 205, 207, MATH 208</td>
</tr>
<tr>
<td>IS 321 Business Spreadsheets</td>
<td>3</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>Electives:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>ACCT 206 Forensic Acct.</td>
<td></td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 308 Fed. Inc. Tax. Individuals</td>
<td></td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>ACCT 453 Spec. Topics Acct</td>
<td></td>
<td>ACCT 208</td>
</tr>
<tr>
<td>ACCT 410 Law &amp; Prof. Resp. for Accountants</td>
<td></td>
<td>MGT 401</td>
</tr>
</tbody>
</table>

### BUSINESS MANAGEMENT MAJOR:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</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>
<tr>
<td>Electives (only 3 hrs. may be ECON):</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>*BUS 339 Internship</td>
<td></td>
<td>Soph. Status, Perm.</td>
</tr>
<tr>
<td>ECON 324 Econ. Of Govt. &amp; Bus.</td>
<td></td>
<td>ECON 101, 232 or 233</td>
</tr>
<tr>
<td>ECON 346 Man. Econ.</td>
<td></td>
<td>ECON 232</td>
</tr>
<tr>
<td>ECON 342 Global Econ.</td>
<td></td>
<td>ECON 232 or 233</td>
</tr>
<tr>
<td>FIN 322 Pers. Asset Mgmt.</td>
<td></td>
<td>Soph. Status</td>
</tr>
<tr>
<td>IS 321 Business Spreadsheets</td>
<td></td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>IS 346 Electronic Commerce</td>
<td></td>
<td>IS 221; MGT 240 or MKT 233</td>
</tr>
<tr>
<td>IS 470 Database Management</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>MGT 327 Risk &amp; Insurance</td>
<td></td>
<td>ECON 232, 233</td>
</tr>
<tr>
<td>MGT 340 Mgmt. Science</td>
<td></td>
<td>IS 221, MATH 208</td>
</tr>
<tr>
<td>MGT 343 Soc. Resp./Bus. Ethics</td>
<td></td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 423 Comp. &amp; Benefits</td>
<td></td>
<td>MGT 324</td>
</tr>
<tr>
<td>MGT 425 Empl. Law &amp; Labor Rel.</td>
<td></td>
<td>MGT 324</td>
</tr>
<tr>
<td>MGT 450 Spec. Topics – Mgmt.</td>
<td></td>
<td>Senior Status</td>
</tr>
<tr>
<td>MKT 310 Int. Bus./Culture</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>SCM 316 Supply Chain Mgmt.</td>
<td></td>
<td>MATH 208; MKT 233 or MGT 240</td>
</tr>
<tr>
<td>SCM 351 Lean Prod. &amp; Qual.</td>
<td></td>
<td>MGT 319</td>
</tr>
</tbody>
</table>

### Core Requirements from Business and Economics:

- 37-40 hrs.

### Core Requirement from other disciplines:

- 6 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, MGT 240, 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></td>
</tr>
<tr>
<td>*BUS 339 Internship</td>
<td>(3)</td>
<td>Soph. Stat., perm.</td>
</tr>
<tr>
<td>CS 175 Web Design</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>ECON 302 Econ/Hist. of Entrep.</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ECON 342 International Economics</td>
<td>(3)</td>
<td>ECON 232 or 233</td>
</tr>
<tr>
<td>IS 321 Bus. 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 233 or MGT 240</td>
</tr>
<tr>
<td>MGT 327 Risk and Ins.</td>
<td>(3)</td>
<td>ECON 232, 233; MATH 208</td>
</tr>
<tr>
<td>MGT 343 Soc. Resp. &amp; Bus. Ethics</td>
<td>(3)</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 424 Training &amp; Dev.</td>
<td>(3)</td>
<td>MGT 324</td>
</tr>
<tr>
<td>MGT 450 Spec. Topics-Mgmt.</td>
<td>(3)</td>
<td>Sr. Stat. or perm.</td>
</tr>
<tr>
<td>MKT 326 Consumer Behavior</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SCM 316 Supply Chain Mgmt.</td>
<td>(3)</td>
<td>PSYC 101</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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>6</td>
<td>73-76 hrs.</td>
</tr>
</tbody>
</table>

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>

15 hrs.

Plus one of the following two tracks:

#### 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, Perm</td>
</tr>
<tr>
<td>Electives:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>*BUS 339 Internship</td>
<td>(3)</td>
<td>Soph. Status, Permission</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 432 Invest. Port. Mgmt. I</td>
<td>(3)</td>
<td>FIN 422, Finance Major</td>
</tr>
<tr>
<td>FIN 442 Invest. Port. Mgmt. II</td>
<td>(3)</td>
<td>FIN 432, Finance Major</td>
</tr>
<tr>
<td>FIN 454 Spec. Topics in Fin.</td>
<td>(3)</td>
<td>FIN 228, Permission</td>
</tr>
</tbody>
</table>

### 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, MKT 314, 315</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></td>
</tr>
<tr>
<td>FM 312 Ready to Wear Analysis</td>
<td>(3)</td>
<td>FM 112</td>
</tr>
<tr>
<td>MKT 314 Advertising Principles</td>
<td>(3)</td>
<td>MKT 233</td>
</tr>
<tr>
<td>MKT 315 Retail Merchandising</td>
<td>(3)</td>
<td>MKT 233</td>
</tr>
</tbody>
</table>

36 hrs.

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

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<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, Permission</td>
</tr>
<tr>
<td>FIN 322 Pers. Asset Mgmt.</td>
<td>(3)</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>FIN 358 Fin. Statement 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, Perm.</td>
</tr>
<tr>
<td>FIN 454 Spec. Top. In Fin.</td>
<td>(3)</td>
<td>FIN 228, Perm.</td>
</tr>
<tr>
<td>IS 321 Bus. 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>

15 hrs.

Core Requirements from Business and Economics: 37-40

Core Req. from other disciplines: 6

73-76 hrs.

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

### 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>Soph. Status</td>
</tr>
<tr>
<td>HSM 335 Environmental Management</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 135, MKT 233</td>
</tr>
<tr>
<td>HSM 434 Strategies in the Hosp. Industry</td>
<td>3</td>
<td>HSM 234 or 250; MGT 401</td>
</tr>
<tr>
<td>Electives:</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

30-32

Core Requirements from Business and Economics: 37-40

Core Req. from other disciplines: 6

73-78

### 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>MGT 340 Management Science</td>
<td>3</td>
<td>IS 221, MATH 208</td>
</tr>
<tr>
<td>Electives (only 2 courses may be from CS):</td>
<td>12-14</td>
<td></td>
</tr>
<tr>
<td>*BUS 339 Internship</td>
<td>(3)</td>
<td>Soph. St., Perm.</td>
</tr>
<tr>
<td>CS 121 Comp. Prog. I</td>
<td>(4)</td>
<td>2 Yrs. HS Alg., 1 Yr. HS Geom.</td>
</tr>
<tr>
<td>CS 122 Comp. Prog. II</td>
<td>(4)</td>
<td>CS 121</td>
</tr>
<tr>
<td>CS 175 Web Design</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>IS 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 479 Mgmt. of Info. Sys.</td>
<td>(3)</td>
<td>IS 372 or perm.</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>6</td>
<td></td>
</tr>
</tbody>
</table>

73-78
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></td>
<td></td>
</tr>
<tr>
<td>BUS 210 Study Tour</td>
<td>0-3</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*BUS 339 Internship</td>
<td>3</td>
<td>Soph. St., perm.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 299 GPS Narrative (study abroad 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 Internl. Bus./Culture</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MKT 317 Int. Marketing</td>
<td>3</td>
<td>MGT 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>Core Requirements from Business and Economics</td>
<td>37-40 hrs.</td>
<td></td>
</tr>
<tr>
<td>Core Req. from other disciplines</td>
<td>6</td>
<td>70-76 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 GPS 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>Senior status</td>
</tr>
<tr>
<td>Electives:</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

*BUS 339 Internship (3) Soph. St., Perm
BUS/MATH 341 Appl. Regres. (3) MATH 208 or 318
Analysis
HSM 433 Hospitality Mktg. (3) MGT 233
IS 346 E-Commerce (3) IS 221; MGT 240 or MGT 233
MGT 343 Soc. Resp. & Bus. Ethics (3) MGT 240
MKT 402 Business Law II (3) MGT 401
MKT 310 Int. Bus./Cult. (3) None
MKT 314 Adv. Principles (3) MGT 233
MKT 315 Retail Merch. (3) MGT 233
MKT 317 International Mktg. (3) MGT 233
MKT 333 Services Mktg. (3) MGT 233
MKT 451 Spec. Topics Mktg. (3) Senior Status
SCM 316 Supply Chain Mgmt. (3) MATH 208; MGT 233 or MGT 240

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.

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>MGT 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>MKT 311 Market Ana. &amp; Res.</td>
<td>3</td>
<td>IS 221, MGT 233, MATH 208</td>
</tr>
<tr>
<td>SCM 243 Procurement</td>
<td>3</td>
<td>MGT 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>
<tr>
<td>SCM 352 Supply Chain Planning</td>
<td>3</td>
<td>MGT 340, SCM 350</td>
</tr>
<tr>
<td>SCM 431 Supply Chain Strategy</td>
<td>3</td>
<td>SCM 351, 352</td>
</tr>
</tbody>
</table>

Core Requirements from Business and Economics 37-40 hrs.
Core Req. from other disciplines 6 73-76 hrs.
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.

Minors for Business Majors
A minor should be selected to broaden the student's background and supplement the education necessary for a chosen vocation. Suggestions to accompany business majors are economics, English, mathematics, history, philosophy, psychology, sociology and communication. 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 I</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>Electives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 206 Forensic Acct.</td>
<td>(3)</td>
<td>ACCT 201</td>
</tr>
<tr>
<td>ACCT 208 Int. Acct. II</td>
<td>(3)</td>
<td>ACCT 207</td>
</tr>
<tr>
<td>ACCT 302 Cost Management</td>
<td>(3)</td>
<td>ACCT 202</td>
</tr>
<tr>
<td>ACCT 308 Fed. Inc. Tax. Ind.</td>
<td>(3)</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>ACCT 406 Auditing, Prof. Ethics</td>
<td>(3)</td>
<td>ACCT 205, 207, MATH 208</td>
</tr>
<tr>
<td>ACCT 410 Law &amp; Prof. Resp. Acct.</td>
<td>(3)</td>
<td>MGT 401</td>
</tr>
</tbody>
</table>

21 hrs. None

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 240, 318</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Elective:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*BUS 339/439 Internship</td>
<td>(3)</td>
<td>Soph. Status, Perm.</td>
</tr>
<tr>
<td>MGT 340 Mgmt. Science</td>
<td>(3)</td>
<td>IS 221, MATH 208</td>
</tr>
<tr>
<td>MGT 343 Soc. Resp./Bus. Ethics</td>
<td>(3)</td>
<td>MGT 240</td>
</tr>
<tr>
<td>MGT 423 Comp. &amp; Benefits</td>
<td>(3)</td>
<td>MGT 324</td>
</tr>
<tr>
<td>MGT 424 Training &amp; Dev.</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>
</tbody>
</table>

18 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 Ent.</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 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, 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>
</tbody>
</table>

18 hrs.

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

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>6</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, MKT 314, 315</td>
</tr>
<tr>
<td>MKT 314 Advertising Principles</td>
<td>(3)</td>
<td>MKT 233</td>
</tr>
<tr>
<td>MKT 315 Retail Merchandising</td>
<td>(3)</td>
<td>MKT 233</td>
</tr>
</tbody>
</table>
*BUS 339 Business Internship               | (3)  | Jr. Status             |

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 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>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>MG 327 Risk &amp; Insurance</td>
<td>3</td>
<td>ECON 232, 233, MATH 208</td>
</tr>
<tr>
<td>Elective:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*BUS 339/439 Internship</td>
<td>(3)</td>
<td>Soph. status, Perm.</td>
</tr>
<tr>
<td>FIN 322 Pers. Asset Mgmt.</td>
<td>(3)</td>
<td>Soph. status</td>
</tr>
</tbody>
</table>

75
FIN 420 Fin. Mgmt. Strategy (3)  FIN 329, Sr. status
FIN 422 Security Analysis (3)  FIN 330
FIN 429 Global Finance (3)  FIN 228, Perm.
FIN 454 Spec. Topics – Finance (3)  FIN 228, Perm.
IS 321 Business Spreadsheets (3)  ACCT 201, IS 221

30 hrs.

*Note: 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 Hosp. Computer Syst.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HSM 235 Food &amp; Beverage Control</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HSM 335 Env. Management</td>
<td>3</td>
<td>Soph. status</td>
</tr>
<tr>
<td>HSM 336 Food Production I</td>
<td>3</td>
<td>Soph. status</td>
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</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</td>
<td></td>
</tr>
<tr>
<td>*BUS 339/439 Internship</td>
<td>(3)</td>
<td>Soph. status., Perm.</td>
</tr>
<tr>
<td>CS 121 Comp. Prog. I</td>
<td>(4)</td>
<td>2 yrs. H.S. Alg., 1 yr H.S. Geom.</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 or Perm.</td>
</tr>
<tr>
<td>IS 321 Business Spreadsheets</td>
<td>(3)</td>
<td>ACCT 201, IS 221</td>
</tr>
<tr>
<td>IS 346 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 473 Adv. Systems Dev.</td>
<td>(3)</td>
<td>IS 371, 372, 470</td>
</tr>
<tr>
<td>IS 452 Spec. Topics - Info. Syst.</td>
<td>(1-3)</td>
<td>IS 372</td>
</tr>
<tr>
<td>IS 472 Decision Sup. Syst./B.Int.</td>
<td>(3)</td>
<td>IS 370 or CS 121</td>
</tr>
<tr>
<td>IS 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 or Perm.</td>
</tr>
<tr>
<td>MGT 340 Mgmt. Science</td>
<td>(3)</td>
<td>IS 221, MATH 208</td>
</tr>
</tbody>
</table>

15 hrs.

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

MARKETING 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>MKT 233 Principles of Mktg.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MKT 311 Mkt. Anal. &amp; Research</td>
<td>3</td>
<td>IS 221, MKT 233, MATH 208</td>
</tr>
<tr>
<td>MKT 326 Consumer Behavior</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>MKT 411 Marketing Management</td>
<td>3</td>
<td>Senior Status</td>
</tr>
<tr>
<td>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>
</tr>
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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 208</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>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>
</tbody>
</table>

24 hrs.
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 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.
5. To provide training for effective teaching of economic subject matter in grades K through 12.

Student Honor Society

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

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

Degree Requirements
Assessment — First, the student will be required to demonstrate a level of professional economic thought and practice. An instrument that measures knowledge given at the completion of ECON 440 and a project completed in either ECON 438 or one of the other advanced courses will assess this.

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

Bachelor of Arts with a major in Economics
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 GPS requirement.

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 GPS 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 Int. Macroecon.</td>
<td>3</td>
<td>ECON 233</td>
</tr>
<tr>
<td>ECON 342 Int. 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 courses or concur.</td>
</tr>
<tr>
<td>ECON electives 300 &amp; above</td>
<td>9</td>
<td></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>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>65-68 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

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

Minors in Economics

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

Economics Courses and Descriptions

See Course Descriptions section of catalog.

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.
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 GPS 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 Microeconomics</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. Stat. or perm.</td>
</tr>
<tr>
<td>MGT 489 Sr. Seminar - Bus. Capst.</td>
<td>3</td>
<td>COBE major, Sr. Stat.</td>
</tr>
<tr>
<td>MGT 499 Sr. Assessment</td>
<td>1</td>
<td>COBE major, Sr. Stat.</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>None</td>
</tr>
<tr>
<td>SMG 238 Field Experience in Sport II</td>
<td>3</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 or perm.</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 or perm.</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>permission</td>
</tr>
<tr>
<td>SMG 450 Internship in Sport</td>
<td>6</td>
<td>permission</td>
</tr>
<tr>
<td>Electives:</td>
<td>6</td>
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<tr>
<td>SMG 255 Leadership of 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>None</td>
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<tr>
<td>SMG 404 Psychology of Sport and Coaching</td>
<td>(3)</td>
<td>ATR 165 or SMG 161</td>
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</tbody>
</table>

82 hrs.

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>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 or perm.</td>
</tr>
<tr>
<td>Choose any 2 additional courses from SM Major</td>
<td>6</td>
<td>18 hrs.</td>
</tr>
</tbody>
</table>

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, Associate Professor of Chemistry

Faculty
Matthew L. Arthur, Professor of Chemistry
Jeffrey D. Weidenhamer, Professor of Chemistry, Trustees' Professor
Robert G. Bergosh, Associate Professor of Chemistry
Perry S. Corbin, Associate Professor of Chemistry
Brian K. Mohney, Associate Professor of Chemistry
Nicholas B. Regan, Assistant Professor of Chemistry
John J. Meyers, Jr., Visiting Assistant Professor of Chemistry
Trina M. Mohney, Professional Instructor of Chemistry

Degrees Offered
Bachelor of Science
Bachelor of Science in Education

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

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

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

Student Learning Outcomes
Students 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 Chemistry.

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 spectrofluorimeter for protein-ligand binding studies, a MALDI-TOF mass spectrometer, and a high field NMR spectrometer. The Fran and Warren Rupp Foundation Environmental Geochemistry laboratory, which houses an X-ray fluorescence spectrometer, is shared with the geology program. The chemistry curriculum is structured so that students begin hands-on use of these instruments during their first two years at Ashland University.

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

Chemistry – Chemistry is the study of the structure and behavior of atoms, compounds and their properties, and reactions. Whether it is the development of new pharmaceuticals to treat disease, new materials, or reduction of environmental hazards, chemists are at work in many industries and related disciplines such as geology and biology. A degree in chemistry can open the door to almost any scientific or technical field, as well as careers in medicine, business, and law.

Biochemistry – Biochemists apply chemistry to understand biological processes at the cellular and molecular level. Biochemists seek to understanding the structure and function of molecules found in living organisms. The interdisciplinary nature of biochemistry and molecular biology are blurring the traditional boundary lines between biology and chemistry.

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

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

Degree Requirements

Assessment – 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 103-104 Gen. Chemistry</td>
<td>4/4</td>
<td>H.S. Chem; 3 yrs H.S. math</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 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</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>

**GENERAL TRACK**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry Core</td>
<td>52-53</td>
<td></td>
</tr>
<tr>
<td>Other 400-level CHEM courses</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Other 400-level CHEM, GEOL, or BIO or 300-level MATH or PHYS course if needed to reach at least 60 hrs.</td>
<td>60-61 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

**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>
<td></td>
</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 202</td>
</tr>
<tr>
<td>BIO 424 Cell Biology</td>
<td>4</td>
<td>12 hrs. Bio., Bio 303</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>H.S. Chem., 3 yrs. H.S. Math</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry II</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>CHEM 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 429/429L Biochemistry</td>
<td>4</td>
<td>CHEM 307</td>
</tr>
<tr>
<td>CHEM 439 Adv. Topics in Biochemistry</td>
<td>3</td>
<td>CHEM 429</td>
</tr>
<tr>
<td>MATH 205 Calculus I</td>
<td>5</td>
<td>MATH 111 or 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>

**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 Org. Adapt. &amp; Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 126 or BIO 202</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.</td>
<td>4</td>
<td>PHYS 206</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>CHEM 493 Internship</td>
<td>3</td>
<td>Junior Status</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>Permission</td>
</tr>
<tr>
<td>CJ 130 Intro to Criminal Justice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 200 Criminal Investigation I</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>COM 208 Arg. &amp; Advocacy</td>
<td>3</td>
<td>COM 101</td>
</tr>
<tr>
<td>MATH 205-206 The Calculus I/II</td>
<td>5/5</td>
<td>MATH 111 or Equiv.</td>
</tr>
<tr>
<td>PHIL 280 Applied Ethics</td>
<td>1-2</td>
<td>None</td>
</tr>
<tr>
<td>PHYS 205-206 Univ, Physics</td>
<td>5/5</td>
<td>MATH 206</td>
</tr>
</tbody>
</table>

77-78 hrs.

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>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>H.S. Bio &amp; Chem</td>
</tr>
<tr>
<td>GEOL 101 Physical Geology</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>Related Concentration:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 287 Curr./Instr./Assess. 7-12</td>
<td>3</td>
<td>EDFN 202</td>
</tr>
<tr>
<td>EDCI 432 Secondary Methods</td>
<td>3</td>
<td>EDCI 230</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 Adol.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Remaining Education requirements:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 230SEC Workshop in Education</td>
<td>2</td>
<td>EDFN 130, 202</td>
</tr>
<tr>
<td>EDCI 232 Intro. to Prin. Of Inst. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 330SEC Multicult. Field Experience</td>
<td>2</td>
<td>EDCI 230, 202; PSYC 209 or 218;</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 Req.</td>
</tr>
<tr>
<td>EDFN 130 Intro. to Teaching</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 202 Teaching and Learn. Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Social and Prof. Issues</td>
<td>3</td>
<td>Sr. Status</td>
</tr>
<tr>
<td>EDIS 250 Intro. Educational Intervention</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

95 hrs.

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.

<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 Org. Adapt. &amp; Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 303 Genetics</td>
<td>4</td>
<td>BIO 126 or BIO 202</td>
</tr>
<tr>
<td>Choose two from:</td>
<td>7-8</td>
<td>BIO 305 Evolution</td>
</tr>
<tr>
<td>BIO 305 Evolution</td>
<td>3</td>
<td>BIO 202; 303 or Concurrent</td>
</tr>
<tr>
<td>BIO 310 Ecology</td>
<td>4</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 325 Anat. &amp; Phys. I</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>BIO 326 Anat. &amp; Phys. II</td>
<td>4</td>
<td>BIO 325</td>
</tr>
<tr>
<td>BIO 340 Microbiology</td>
<td>4</td>
<td>BIO 201, CH 104</td>
</tr>
<tr>
<td>BIO 411 Limnology</td>
<td>4</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 424 Cell Biology</td>
<td>4</td>
<td>12 hrs Bio, BIO 303 or Concurs.</td>
</tr>
<tr>
<td>BIO 428 Molecular Biology</td>
<td>4</td>
<td>BIO 303</td>
</tr>
<tr>
<td>CHEM 104 Gen. Chem 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/GEO/PHYS/PHIL 350 Sciences as a Cultural Force</td>
<td>3</td>
<td>Any Nat. Sci. Core Course</td>
</tr>
</tbody>
</table>
GEOL 101 Physical Geology 4 None
GEOL 102 Historical Geology 4 None
Choose one from:

PHYS 107 Hidden Life of the Stars (3) H.S. Alg. & Trig.
PHYS 320 Origins of the Universe (3) H.S. Alg. & Trig.

General Physics option:
MATH 201 Calculus with App. I (3) 2 yrs. H.S. Alg., 1 yr. H.S. Geom.
PHYS 202 Gen. Physics II (4) PHYS 201
GEOL 311 Minerology (4) GEOL 101
CHEM 307/307L Org. Chemistry I (4) CHEM 104

OR
University Physics option:
MATH 205 Calculus I (5) MATH III or Equiv
MATH 206 Calculus II (5) MATH 205
PHYS 205 Univ. Phys. I (5) MATH 206
PHYS 206 Univ. Phys. II (5) PHYS 205

64-66 hrs.

Education Requirements:
40 hrs.
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>CHEM 103-104 General Chemistry</td>
<td>4/4</td>
<td>H.S. Chem; 3 Yrs. H.S. Math</td>
</tr>
</tbody>
</table>

Three courses from the following: 11-12

CHEM 307/307L Organic Chem. I (4) CHEM 104
CHEM 320 Quant. Analysis (4) CHEM 104
CHEM 411 Physical Chem. (3-4) PHYS 206
CHEM 416 Adv. Inorganic Chemistry (4) CHEM 411
CHEM 429 Biochemistry (3-4) CHEM 307

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
Theodore A. Avtgis,
Professor of Communication Studies

Faculty
Deleasa Randall-Griffiths, Associate Professor of Communication Studies
Dan O'Rourke, Associate Professor of Communication Studies
Pravin Rodrigues, Associate Professor of Communication Studies
Kimberly Field-Springer, Assistant Professor of Communication Studies
Dariela Rodriguez, Assistant 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 sports 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 sports 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.

<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>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 120 Foundations of Health Communication</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>COM 204 Communication Theory &amp; Research</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 270 Research Methods in Communication</td>
<td>3</td>
<td>COM 101 or 120; MATH 208</td>
</tr>
<tr>
<td>COM 224 Topics in Health &amp; Risk Communication</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 304 Interpersonal Communication</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 305 Organizational Communication</td>
<td>3</td>
<td>COM 101 or 120</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 Communication</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>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 425 Risk &amp; Crisis Communication</td>
<td>3</td>
<td>COM 101 or 120; Jr. Stat. permission of instructor</td>
</tr>
<tr>
<td>COM 436 Internship in Comm. Studies</td>
<td>2</td>
<td>permission of instructor</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 470 Research Exp. In Comm. Studies</td>
<td></td>
<td>permission of instructor</td>
</tr>
<tr>
<td>PHIL 280 Medical Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HS 202 Global Challenges in Pub. Hlth.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ECON 301 Game Theory</td>
<td>3</td>
<td>core math/logic req. MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Elective (Choose 1):**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 206 Small Group Comm.</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 301 Public Speaking</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 302 Intercultural Communication</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 343 Conflict &amp; Communication</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>PSYC 330 Health Psychology</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
</tbody>
</table>

45 hrs.

**Plus Institutional Baccalaureate Degree Requirements.**

**Bachelor of Arts with a major in Public Relations & Strategic Communication**

This program prepares students to effectively create, deliver, and assess message campaigns and strategies in sectors such as healthcare, non-profit, not-for-profit, for profit, and government agencies. Students have the opportunity to build their portfolio consisting of research projects, accomplishments, internships, and other public relations experiences. The program does require a minor.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101 Human Communication</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 120 Foundations of Health Communication</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>COM 204 Communication Theory &amp; Research</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 205 Intro to Public Relations</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 208 Argumentation &amp; Advocacy</td>
<td>3</td>
<td>COM 101 or 120</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>COM 211 Public Relations Writing</td>
<td>3</td>
<td>COM 205</td>
</tr>
<tr>
<td>COM 270 Comm. Research Methods</td>
<td>3</td>
<td>COM 101 or 120; MATH 208</td>
</tr>
<tr>
<td>COM 301 Public Speaking</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 302 Intercultural Communication</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 304 Interpersonal Communication</td>
<td>3</td>
<td>COM 101 or 120</td>
</tr>
<tr>
<td>COM 430 Strategic Communication</td>
<td>3</td>
<td>COM 211, 305</td>
</tr>
<tr>
<td>COM 436 Internship in Comm. Studies</td>
<td>(2-3)</td>
<td>permission of instructor</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 470 Research Exp. In Comm. Studies</td>
<td></td>
<td>permission of instructor</td>
</tr>
<tr>
<td>PHIL 280 Medical Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HS 202 Global Challenges in Pub. Hlth.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ECON 301 Game Theory</td>
<td>3</td>
<td>core math/logic req. MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 221 Topics in Public Relations</td>
<td>(3)</td>
<td>COM 205 or perm.</td>
</tr>
<tr>
<td>COM 323 Sport Public Relations</td>
<td>(3)</td>
<td>COM 163 or perm.</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 Health &amp; Risk Comm.</td>
<td>(3)</td>
<td>COM 101 or 120; Jr. Status</td>
</tr>
</tbody>
</table>

45 hrs.

**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.

Course Number and Title                       Hrs.             Prerequisites

COM 101 Human Communication                     3              None
OR
COM 120 Foundations of Health Communication                     (3)              None
COM 163 Found. of Sport Comm.3                      3              None
COM 204 Communication Theory & Research            3              COM 101 or 120
COM 244 Sport, Comm. & Cult.                        3              COM 101 or 120 or perm.
COM 270 Research Methods in Communication         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 or Perm.
COM 375 Informatics in Sport Communication         3              COM 101 or 120
COM 410 Relational Communication in Sport          3              COM 101 or 120; COM 163 or perm.
COM 415 Communication in Sport Organizations      3              COM 101 or 120; COM 163 or perm.
COM 436 Internship in Communication Studies       2              see course description
COM 470 Research Experience in Comm. Studies      3              see course description
MATH 208 Elementary Statistics                    3              MATH 100 or ACT 18 or SAT 480

Choose one elective from:

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 or perm.
COM 242 Sport Reporting                           3              None
PSYC 280 Sport Psychology                         3              None

36 hrs.

Minor in Health & Risk Communication

Course Number and Title                       Hrs.             Prerequisites

COM 101 Human Communication                     3              None
OR
COM 120 Foundations of Health Communication                     (3)              None
COM 320 Health Communication                      3              COM 101 or 120
COM 370 Health Informatics in Comm.                1              COM 101 or 120
COM 420 Health Public Relations                    3              COM 101 or 120: Jr. Status
COM 425 Risk & Crisis Comm.                        3              COM 101 or 120: Jr. Status
Choose one of the following:                      3
PHIL 280 Medical Ethics                            (3)              None
HS 202 Global Challenges in Pub. Hlth.             (3)              None

16 hrs.

Minor in Public Relations

Course Number and Title                       Hrs.             Prerequisites

COM 101 Human Communication                     3              None
OR
COM 120 Foundations of Health Communication                     (3)              None
COM 205 Intro to Public Relations                  3              COM 101 or 120
COM 211 Public Relations Writing                  3              COM 205
COM 221 Topics in Public Relations                3              COM 205 or perm.
Choose one:                                        3
COM 224 Topics in Health & Risk Comm.              (3)              COM 101 or 120
COM 323 Sport Public Relations                    (3)              COM 163 or perm.
COM 420 Health Public Relations                    (3)              COM 101 or 120: Jr. Status
COM 425 Risk & Crisis Comm.                        (3)              COM 101 or 120: Jr. Status

15 hrs.

COM Courses and Descriptions

See Course Descriptions section of catalog.

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

Chair
Darren Wick, Professor of Mathematics

Faculty
Iyad Ajwa, Professor of Computer Science
Paul Cao, Associate Professor of Computer Science
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 is supported by the foundation of a liberal arts education.

Student Learning Outcomes
1. Students will learn and demonstrate the fundamental knowledge of the discipline.
2. Students will have an understanding of and demonstrate competence in logical thought, critical thinking, and problem solving.
3. Students will clearly and accurately express discipline-specific ideas in both written and oral form.

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

Internships
Computer science majors and minors are encouraged to take advantage of internship opportunities. Most computer-related internships are paid positions. Some positions are available on campus during the school year while others are in industry, usually during the summer. A student may receive course credit for an internship through the University Elective Internship Program (see the description of CS 493 for requirements).

Student Organizations
Any interested student may join either the University student chapter of the Association of Computing Machinery or The Mathematics Association of America.

Upsilon Pi Epsilon, Ohio Epsilon chapter, honors students who have shown academic excellence in the computing sciences. The purpose of the society is to promote the computing sciences and to encourage its contribution to the enhancement of knowledge. Computer science majors who have completed 60 hours of overall course work with a GPA of at least 3.5 are eligible for membership.

Description of Majors
Both the Bachelor of Science and Bachelor of Arts degrees prepare students for jobs in industry, such as computer programmer, software developer, systems analyst, or for further study in graduate school. The breadth of learning in the program will enable the student to be a versatile employee.

Degree Requirements
Assessment — As part of the department assessment process, majors in computer science will be asked to complete a survey during the spring of their sophomore year and again during their last semester before graduating.

Bachelor of Science with a comprehensive major in Computer Science
This program is designed for those students who wish to pursue a career in science, with heavy emphasis on computer science.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 121 Computer Prog. I</td>
<td>4</td>
<td>2 yrs. H.S. Alg, 1 yr H.S. Geom.</td>
</tr>
<tr>
<td>CS 122 Computer Prog. II</td>
<td>4</td>
<td>CS 121</td>
</tr>
<tr>
<td>CS 230 Data Structures</td>
<td>3</td>
<td>CS 122, MATH 223</td>
</tr>
<tr>
<td>CS 301 Computer Architecture</td>
<td>3</td>
<td>CS 122</td>
</tr>
<tr>
<td>CS 302 Theory of Computation</td>
<td>3</td>
<td>MATH 224</td>
</tr>
<tr>
<td>CS 303 Computer Algorithms</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 304 Programming Languages</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>Course Number and Title</td>
<td>Hrs.</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>CS 121 Computer Prog. I</td>
<td>4</td>
<td>2 yrs. H.S. Alg., 1 yr H.S. Geom.</td>
</tr>
<tr>
<td>CS 122 Computer Prog. II</td>
<td>4</td>
<td>CS 121</td>
</tr>
<tr>
<td>CS 230 Data Structures</td>
<td>3</td>
<td>CS 122, MATH 223</td>
</tr>
<tr>
<td>CS 301 Computer Architecture</td>
<td>3</td>
<td>CS 122</td>
</tr>
<tr>
<td>CS 302 Theory of Computation</td>
<td>3</td>
<td>MATH 224</td>
</tr>
<tr>
<td>CS 303 Computer Algorithms</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 304 Programming Languages</td>
<td>3</td>
<td>CS 230, MATH 224</td>
</tr>
<tr>
<td>CS 421 Operating Systems</td>
<td>3</td>
<td>CS 230, 301</td>
</tr>
<tr>
<td>CS 499 Software Development</td>
<td>3</td>
<td>CS 304</td>
</tr>
</tbody>
</table>

**OR**

<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>
</tbody>
</table>

2 courses from the following: (at least one must be CS 409, 427, 433 or 460)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 409 Compiler Design</td>
<td>(3)</td>
<td>CS 302, 304</td>
</tr>
<tr>
<td>CS 427 Computer Graphics</td>
<td>(3)</td>
<td>CS 303, MATH 307</td>
</tr>
<tr>
<td>CS 433 Computer Networks</td>
<td>(3)</td>
<td>CS 230, 301</td>
</tr>
<tr>
<td>CS 460 Adv. Topics in CS</td>
<td>(3)</td>
<td>CS 230 or Perm.</td>
</tr>
</tbody>
</table>

1 course from the following:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 175 Web Design</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>CS 260 Topics in CS</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>CS 275 Web Programming</td>
<td>(3)</td>
<td>CS 122</td>
</tr>
<tr>
<td>MATH 308 Op. Research</td>
<td>(3)</td>
<td>MATH 224</td>
</tr>
<tr>
<td>MATH 314 Numerical Anal.</td>
<td>(3)</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 472 Decision Sup. Syst./B.Int.</td>
<td>(3)</td>
<td>IS 370 or CS 121</td>
</tr>
</tbody>
</table>

Computer Science Courses and Descriptions

See Course Descriptions section of catalog.
Criminal Justice and Sociology
Department of Criminal Justice/Sociology
The College of Arts and Sciences

Chair
Cindy Moseman, Assistant Professor in the College of Arts and Sciences

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

Degrees Offered
Bachelor of Science
Associate of Arts

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

Student Learning Outcomes
Students will:
1. Explain the major functions, specific goals, and importance of the criminal justice system including police, courts, and corrections;
2. Describe the Classical School explanation of crime and the Positivist School explanations of crime including biological, psychological, and sociological theories;
3. Explain what is meant by the term ethics and its importance in the criminal justice system and also to citizens, including making moral, rational, and responsible decisions.

Facilities and Equipment
Four class and meeting rooms provide physical resources for the student. Numerous local, state and federal agencies, and organizations provide the student with the opportunity to intern/visit or relate to the system in operation. Additionally, the library offers many opportunities to study and research the vast field of law and justice.

Student Honor Society
Students who have excelled in criminal justice are eligible for membership in Alpha Phi Sigma, a national honor society. Membership is by invitation to those students who have demonstrated good character and maintained an overall GPA of 3.00, a 3.2 in criminal justice course work, 40 hours overall and a minimum of 12 hours in criminal justice. Students must also have the recommendation of the Alpha Phi Sigma adviser.

Pre-Law
There is no one way to prepare for law school or a legal career. The study of law requires a variety of skills, including proficient writing, critical reasoning, analytical reading, and self-discipline. Good legal practice requires an appreciation of history, social and political institutions, and, in general, a developed understanding of human nature. Those approaching a profession in law should possess an especially acute sense of values, since their actions will affect the lives of many people.

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

Degree Requirements
Assessment – Students will submit specified assignments during certain CJ classes as indicted 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. Copies of these assignments are shared with the department faculty for purposes of assessing, in a macro sense, if and how effectively the learning outcomes have been achieved.

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

Course Number and Title               Hrs.           Prerequisites
SOC 111 Princ. of Sociology 3 None
CJ 130 Intro to Criminal Justice 3 None
CJ 227 Intro. to Corrections 3 None
CJ 270 Role of Police 3 CJ 130
CJ 242 Criminology 3 CJ 130 or SOC 111
CJ 362 Criminal Law 3 CJ 130
CJ 450 Ethics in Criminal Justice 3 CJ 130, 362 Sr. Statt
MATH 208 Elementary Statistics 3 MATH 100 or ACT 18 or SAT 480
SOC 460 Research Methods 3 MATH 208, SOC 11
Electives (choose 6 courses) 3 must be at 300 level or above:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 200 Crimin. Investigation I</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 235 Courts and Justice</td>
<td>3</td>
<td>CJ 130</td>
</tr>
<tr>
<td>CJ 240 Crimin. Investigation II</td>
<td>3</td>
<td>CJ 130, 200</td>
</tr>
<tr>
<td>CJ 244 Juvenile Delinquency</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 275 Gangs and Cults</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 303 Crim. Organizations</td>
<td>3</td>
<td>CJ 242</td>
</tr>
<tr>
<td>CJ 307 Victimology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 331 Topics in Criminal Justice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 360 Read. In Crime &amp; Justice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CJ 366 Criminal Procedure</td>
<td>3</td>
<td>CJ 130, 362</td>
</tr>
<tr>
<td>CJ 403 Field Experience</td>
<td>3</td>
<td>Permission</td>
</tr>
<tr>
<td>CJ 415 Adv. Criminology &amp; Profiling</td>
<td>3</td>
<td>CJ 242</td>
</tr>
<tr>
<td>SOC 202 Alcoholism &amp; Sub. Abuse</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOC 301 Race, Ethnic &amp; Minority Issues</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Concentration area 18 CJ Chair Approval

63 hrs.

Plus Institutional Baccalaureate Degree Requirements, page 27.

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 Principles 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>CJ 130 or SOC 111</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 Principles 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></td>
</tr>
<tr>
<td>CJ 242 Criminology</td>
<td>3</td>
<td>CJ 130 or SOC 111</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, page 27.
Education

Departments of Curriculum/Instruction; Early Childhood; Foundations Inquiry and Community Education; Educational Administration; Inclusive Services and Exceptional Learners; and Leadership Studies

The Dwight Schar College of Education

Dean
James Van Keuren, Professor

Director of Field Experiences and Internships
Joseph Hendershott

Director of Teacher Testing and Licensure
Steve Willeke

Director of UG Teacher Education at Elyria
Sandra Gallagher

Director of Bachelor’s Completion Program at Columbus
Fred Fastenau

Faculty by Department

CURRICULUM/INSTRUCTION
Chair: David Kommer, Professor
Herbert Broda, Professor
Joan Knickerbocker, Professor
James Rycik, Professor
Jason Ellis, Associate Professor
Deanna Romano, Associate Professor
Amy Brady, Assistant Professor
Marian Maxfield, Assistant Professor
Donna Villareal, Assistant Professor
Janet Goodwin, Temporary Instructor

EARLY CHILDHOOD
Chair: Mary Rycik, Associate Professor
Maria Sargent, Professor
Jacalyn Wood-Morton, Professor
Fredrick Burton, Associate Professor
Crystal Kaiser, Associate Professor
Brenda Rosler, Associate Professor
Brandi Noll, Assistant Professor
Susan Stewart, Assistant Professor
Diane Craig, Professional Instructor
Deborah McDaniel, Professional Instructor
Jan Rinehart, Professional Instructor
Tanzeah Sharpe, Professional Instructor

FOUNDATIONS, INQUIRY AND COMMUNITY EDUCATION
Chair: Louise Fleming, Professor
James Lifer, Professor
Carl Walley, Professor
Howard Walters, Professor
Penny Arnold, Associate Professor
Linda Billman, Associate Professor
Cathryn Chappell, Associate Professor
Nate Myers, Associate Professor
Rachel Wlodarsky, Associate Professor
Rosaire Ifedi, Assistant Professor
Tom Eibel, Instructor
Karen Ford, Professional Instructor

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

EDUCATIONAL ADMINISTRATION
Chair: Robert Thiede, Assistant Professor
W. Gregory Gerrick, Professor
James Van Keuren, Professor
Carol Engler, Associate Professor
Janet Kearney-Gissendanner, Associate Professor
Amy Klinger, Assistant Professor
Dennis Leone, Assistant Professor

LEADERSHIP STUDIES
Chair: Judy Alston, Professor
Carla Edlefson, Professor
Harold Wilson, Professor
James Olive, 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 moderate 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 Curriculum and Instruction
Middle Grades – Majors prepare to teach in grades 4-9 in two of four content areas: language arts, social studies, math, or science. This program includes early field experiences in middle level setting, block courses 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
(Licensures 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 must choose two:
Language Arts
Mathematics
Science
Social Studies

AYA Grades 7-12
Integrated Language Arts/English
Integrated Science
Integrated Mathematics
Integrated Social Studies
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)
Values and Student Learner Outcomes

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

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

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

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

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

Mission Statements for the Departments

Curriculum/Instruction

The mission of the Department of Curriculum and Instruction at Ashland University is to create an interactive and collegial learning community in which faculty, pre-service and practicing teachers, and other school personnel collaborate in an ongoing effort to critically examine and develop curriculum and to seek effective instructional 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 students, their schools, 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.
Early Childhood

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

Foundations, Inquiry and Community Education

The Department of Foundations, Inquiry, and Community Education is committed to an understanding of the origins, influences, and dynamics of education; inquiry as a foundation for what we know and do; and learning within and about the community. The Department values the democratic exchange of ideas and partnering with the communities it serves.

Inclusive Services and Exceptional Learners

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

Accreditation of the Program

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

These two agencies serve to (a) assure the public that Ashland University offers an educator preparation program that meets national standards of quality, (b) ensure that children and youth are served by well-prepared school personnel, and (c) advance the teaching profession through the improvement of teacher education programs. Licensure requirements are subject to the authority of the Ohio State Department of Education and Ohio law. Course and field experiences may change, subject to requirements approved by The Ohio Board of Regents and/or Ohio law.

National Report Card

Pursuant to Federal Law, the Dwight Schar College of Education is required to report its licensure completion rate. Ninety-eight (98) percent of those students completing the Ashland University Teacher Education program attained their licenses for the 2011-2012 academic year.

Education Facilities and Equipment

Appropriate facilities and equipment for preparing prospective teachers are provided through well-equipped classrooms, the Becker Reading Center, the Reading Recovery lab, the Computer lab, and the children's literature section and Instructional Resource Center (IRC) of the Ashland University Library.

Field and Clinical Experiences

All education students are required to complete a minimum of 100 clock hours of field and clinical experience prior to student internship and a minimum of 12 weeks of student internship in their field(s) of licensure. The departments have established an excellent working relationship with area schools to provide these experiences. Students enrolled in field experiences and student internship are responsible for providing their own transportation to and from the field site.

Student Honor Society

Kappa Delta Pi, an international honor society in education, honors education majors who have maintained a 3.0 average overall, a 3.5 in education courses, who have completed 30 hours, and who are outstanding in campus leadership.

Policies related to Maintaining Good Standing in the Teacher Education Program:

1. The student must maintain a 2.5 cumulative average overall.
2. The student must maintain a 2.5 GPA in the major field.
3. The student must maintain a 2.5 GPA in the professional education courses.
4. If, at any time, the GPA falls below the 2.5 requirement, the student 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 FCS 264, 265, 268 and 324.)
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:
(Note: Transfer students must meet the same criteria for admission into teacher education. The only exception would be if they have been accepted into a teacher education program in another college or university and/or have completed appropriate and equivalent assessment requirements. Transfer students may have to take and pass the Praxis I test prior to the first field experience.)

1. Complete an "Intent to Enroll in Teacher Education" form for the appropriate department within the College of Education. This application should be completed in EDFN 130;
2. Sign a "Good Moral Character" statement verifying his 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 (The college will provide assistance to students who have not passed one of these assessments. The requirement must be met by the end of the semester preceding the sophomore field experience (EDIS 230IS, EDCI 230SEC, EDCI 236, EDEC 215, or EDEC 268):

   a.) Achieve an ACT composite score of 21 or higher;
   b.) Achieve a SAT composite score of 970 or higher;
   c.) Achieve COMPASS scores 86 or higher on the reading portion; 86 or higher on the Writing portion; and on one of the following Math portions, achieve 70 or higher on the Pre-algebra test, or achieve 49 on the Algebra test, or achieve 40 on the College Algebra test;
   d.) Achieve a Praxis 1 score of 172 or higher on the Reading, Writing, and Mathematics tests;
   e.) Achieve a Core Academic Skills for Educators (CASE) score of, or higher, on: Reading 156, Writing 162, and Mathematics 150;
4. Satisfactorily complete the Sophomore Field Experience course, EDCI 230/236 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.) Proficiency in written English, reading, and basic math skills;
   c.) Satisfactorily complete assessment requirement (refer to #3);
   d.) Proficiency in oral communication (successful completion of a Core communication course with a grade of C- or higher);
   e.) Ability to satisfy minimum voice fluency and articulation standards;
   f.) Confidence and emotional control;

   g.) Sincerity of purpose, good moral character and social adaptability;
   h.) Have a current Ohio BCI Criminal Background Check processed by the Bureau of Criminal Identification and Investigation and have FBI completed from sophomore or previous field experience;
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.

Admission to Student Teaching/Internship:
1. Develop a proposed schedule of major courses and student internship. Consult current "Guidelines for Major Teaching Areas" available from your advisor or department chair;
2. Complete field-based experiences in culturally, racially and socioeconomically diverse urban and non-urban settings;
3. Receive approval for student internship after fulfilling the following requirements:
   a.) Application for student internship should be submitted to the Field and Clinical Office and should be completed two months prior to course registration.
   b.) Approval of the major department/program team.
   c.) Maintain 2.5 grade point average.
   d.) Successful completion of junior level block methods/field experience courses.
   e.) Successful completion of multicultural field experience.
   f.) Have a current Ohio BCI Criminal Background Check processed by the Bureau of Criminal Identification and Investigation and have FBI completed from sophomore or previous field experience.
   g.) Completion of a satisfactory interview with the Director of Field Experiences and Internships, if requested. If a teacher education student is found to be deficient in any of the above, permission to enroll in student internship courses may be denied until the deficiencies are removed.

Types of approval for student internship are:
Regular – The status for those students who have fulfilled all of the above requirements for admittance to student internship.
Provisional – The status granted by the Major Department/Program Team to 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 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:

* Have one or more of lessons video recorded for assessment purposes. These lessons may be whole class or small group lessons.
* Show evidence of having submitted any state-mandated performance assessment that is required of Ashland University by the Ohio Board of Regents. Costs associated with the assessment are to be paid to the vendor by the student.

* Successfully complete the Teacher Work Sample.

* Successfully complete the Field Performance Assessment Instrument.

**Recommendation for Licensure:**

1. Complete the prescribed program (including student internship).
2. Submit a final portfolio or notebook demonstrating exit competencies (If required by a specific program).
3. Receive passing scores on the Teacher Licensure Examination.
4. Apply for teacher licensure and complete a Criminal Background Check at the time of application for licensure. Return application to the Office of Teacher Testing and Licensure, 113 Schar COE.

**Transfer Students**

Transfer students must meet the same criteria for admission into teacher education. The only exception would be if they have completed appropriate and equivalent assessment requirements. Transfer students may have to take and pass the Praxis I test prior to the first field experience.

**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 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></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 Multicultural Field Exp.</td>
<td>2</td>
<td>EDIS 230IS 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; Integ.</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 Wkshp. Teach. &amp; Intervent.</td>
<td>3</td>
<td>EDEC 330 SEC</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>2</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>3</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 Laboratory</td>
<td>3</td>
<td>PSYC 264</td>
</tr>
</tbody>
</table>

Related Requirements:

| ENG 101 English Composition I                        | 3    | ENG 100 or Equiv.          |
| ENG 102 English Composition II                       | 3    | ENG 101                    |
| MATH 217 Theory of Arith./Geom.                      | 3    | MATH 100 or ACT 18 or SAT 480 |

MUSIC 150 Princ. of Music Making                      | 3    | None                       |
SOC 301 Race/Ethnic/Minority Issues                  | 3    | None                       |

83 hrs.

*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 to attach to the Early Childhood license

This endorsement, along with a license in Early Childhood Education, enables the student to teach in grades 4-5. Please see an education advisor or the Director of Academic Advising on the 7th floor of the Library for further details.

<table>
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<tbody>
<tr>
<td>EDCI 234 Middle Grades: Teaching</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDCI 235 Methods &amp; Assess. I</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDCI 236 Mid. Grades Field Exp. I</td>
<td>2</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>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>
</tbody>
</table>

14 hrs.

Bachelor of Science in Education with a comprehensive major in Early Childhood Intervention Specialist (PreK-3)

<table>
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<tbody>
<tr>
<td>EDCI 232 Intro to Prin. Of Inst. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>*EDCI 140 Phonics &amp; the English Language</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 215 EC/ECIS Found.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>*EDCI 262 Found. In Literacy</td>
<td>3</td>
<td>EDEC 262</td>
</tr>
<tr>
<td>*EDEC 323 Trade Books and Technology</td>
<td>3</td>
<td>EDEC 262</td>
</tr>
<tr>
<td>EDEC 330EC Multicult. Field Exp.</td>
<td>2</td>
<td>EDEC 262; EDEC 215</td>
</tr>
<tr>
<td>*EDEC 361 El. Lang. Arts - Curr./Meth.</td>
<td>3</td>
<td>EDEC 262</td>
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<td>EDEC 363 El. Math - Curr. &amp; Methods</td>
<td>3</td>
<td>MATH 217</td>
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<tr>
<td>EDEC/NUR 448 Bio-Medical Issues</td>
<td>3</td>
<td>EDEC 250 or EDEC 215</td>
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<tr>
<td>EDEC 466 Student Internship: EC IS</td>
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<td>All Student Internship Req.</td>
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<tr>
<td>EDFN 130 Introd. to Teaching</td>
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<tr>
<td>EDFN 202 Teaching and Learn Process</td>
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<td>EDFN 130</td>
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<tr>
<td>EDFN 402 Social &amp; Prof. Issues in Educ.</td>
<td>3</td>
<td>EDFN 130</td>
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<tr>
<td>EDIS 230IS Interv. Specialist Field Exp.</td>
<td>2</td>
<td>EDCI 215</td>
</tr>
<tr>
<td>EDIS 253 Assistive &amp; Instr. Tech. for IS</td>
<td>3</td>
<td>EDCI 232</td>
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<tr>
<td>EDIS 257 Sens. Motor--IS Mod/Inten.</td>
<td>3</td>
<td>EDCI 215</td>
</tr>
<tr>
<td>EDIS 451 Comm.: IS Mod/Int.</td>
<td>3</td>
<td>Waived</td>
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<tr>
<td>PSYC 264 Child Development</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Related Requirements:
- ENG 101 English Composition I
- ENG 102 English Comp. II
- MATH 217 Theory of Arith./Geom.

MUSIC 150 Princ. of Music Making       3  None
SOC 301 Race/Ethnic/Minority Issues   3  None

88 hrs.

*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)
Mild/Moderate & Moderate Intensive (K-12) - dual licenses

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<td>EDCI 230SEC Wrkshp: Field Exp.</td>
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<td>EDFN 130, EDFN 202</td>
</tr>
<tr>
<td>EDCI 232 Intro to Prin. Of Inst. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>*EDCI 312 Teaching Reading with Literature</td>
<td>3</td>
<td>Waived for IS</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 287 Curr./Instr./Assess. 7-12</td>
<td>3</td>
<td>EDFN 202</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>
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<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDIS 230IS Wrkshp in Teach IS</td>
<td>2</td>
<td>EDFN 130</td>
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<tr>
<td>EDIS 250 Intro to Ed. Interv.</td>
<td>3</td>
<td>None</td>
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<tr>
<td>EDIS 253 Assist &amp; Inst. Tech.</td>
<td>3</td>
<td>EDIS 250</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 230SEC</td>
</tr>
<tr>
<td>EDIS 342 Assess. &amp; Teaching</td>
<td>3</td>
<td>EDIS 230IS, EDCI 230SEC</td>
</tr>
<tr>
<td>EDIS 343 Career &amp; Daily Living Skills</td>
<td>3</td>
<td>EDIS 230IS, EDCI 230SEC</td>
</tr>
<tr>
<td>EDIS 355 Interv &amp; Remed in Math</td>
<td>3</td>
<td>EDIS 230IS, EDCI 230SEC</td>
</tr>
<tr>
<td>EDIS 405 Legal, Social &amp; Prof. Issues in IS</td>
<td>3</td>
<td>EDIS 230IS, EDCI 230SEC</td>
</tr>
<tr>
<td>EDIS 441 Creat. Effective Learn. Envir.</td>
<td>3</td>
<td>EDIS 230IS, EDCI 230SEC</td>
</tr>
<tr>
<td>EDIS 442 Comm./Consult./Team.</td>
<td>3</td>
<td>EDIS 230IS, EDCI 230SEC</td>
</tr>
<tr>
<td>EDIS 451 Comm. Methods</td>
<td>3</td>
<td>EDIS 230IS, EDCI 230SEC</td>
</tr>
</tbody>
</table>

One of the following three:
For Moderate/Intensive Licensure Only:
EDIS 464 Stu. Intern. IS Mod/Int. (10)  All Student Internship Req.
For Mild/Moderate Licensure Only:
  EDIS 465 Stu. Intern. IS Mild/Mod.  (10)  All Student Internship Req.

For Dual Mild/Moderate and Moderate/Intensive Licensure:
  EDIS 466 Stu. Intern. IS Mild/Mod/Int  (10)  All Student Internship Req.

Related Requirements:
  EDIS 245 Inter. Persp. On Disability  3  None
  One of the following four:
    COM/TH 105 Performance Studies  (3)  None
    COM/EDCI 315 International Storytelling  (3)  Core communications or Permission
  TH 208 Vocal Expression of Lit  (3)  None
  TH 214 Acting for Non-Majors  (3)  None

81 hrs.

*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>2</td>
<td>EDFN 130 or concurrent</td>
</tr>
<tr>
<td>EDCI 235 Meth. &amp; Assess. I</td>
<td>3</td>
<td>EDFN 130; EDCI 234 or concurrent</td>
</tr>
<tr>
<td>EDCI 236 Mid. Grades Field Exp. I</td>
<td>2</td>
<td>EDFN 130; EDCI 234 or concurrent</td>
</tr>
<tr>
<td>*EDCI 306 Middle/7-12 Reading Instr.</td>
<td>3</td>
<td>EDEC 140, EDCI 306</td>
</tr>
<tr>
<td>*EDCI 312 Teach. Reading with Lit.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 336 Mid. Grades Field Exp. II</td>
<td>2</td>
<td>Block I</td>
</tr>
<tr>
<td>*EDCI 392 Content Area Reading</td>
<td>3</td>
<td>All Student Internship Req.</td>
</tr>
<tr>
<td>EDCI 467 Student Internship</td>
<td>10</td>
<td>None</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>2</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 202 Teach. And Learning Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Soc. &amp; Prof. Issues in Ed.</td>
<td>3</td>
<td>Senior Status</td>
</tr>
<tr>
<td>EDIS 250 Intro. to Ed. Intervent.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Related Professional Requirements:
  Any math/logic Core math  3  None
  PSYC 218 Psych. Of Adolescence  3  None

52 hrs.

*Required for the Ohio 12 hour Reading Core.

Plus two of the following concentrations and the Institutional Baccalaureate Degree Requirements, page 27.

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 YA: Eng Lang. Arts</td>
<td>3</td>
<td>EDCI 235</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>ENG 310 Lit. for Adolescents</td>
<td>3</td>
<td>Core Comp II</td>
</tr>
<tr>
<td>ENG 340 Readings in Jewish Lit.</td>
<td>3</td>
<td>Core Comp II</td>
</tr>
</tbody>
</table>

American Focus (choose one):
  ENG 203 Am. Literature  (3)  Core Comp II
  ENG 333 Am. Studies - 19 cent.  (3)  Core Comp II
  ENG 334 Am. Studies - 20 cent.  (3)  Core Comp II
  ENG 350 Contem. Am. Stud.  (3)  Core Comp II

Core Comp II Elective Categories:
  Choose one:
    ENG 417 Eng. Grammar and Usage  (3)  Core Comp II
    ENG 418 Hist. of Eng. Lang.  (3)  Core Comp II

Choose one:
  ENG 371 Lit. and Film  (3)  Core Comp II
  EDCI 315 Int. Storytelling  (3)  Core Comp II
  COM 101 Human Comm.  3  None

27 hrs.

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 YA: Math</td>
<td>3</td>
<td>EDCI 235</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 218Geom. 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. HS Coll Prep Math</td>
</tr>
</tbody>
</table>

Elective - (choose two):
  CS 121 Computer Prog. I  (3)  2 yrs. H.S. Alg., 1 yr H.S. Geom |
  MATH 224 Discrete Math. II  (3)  MATH 233 |
  Math 309 History of Math  (4)  HS Alg, 1 yr. HS |
  PHYS 201 General Physics I  (4)  MATH 223; 202 or 206

27-29
### SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>BIO 202 Org. Adapt, Divers.</td>
<td>4</td>
<td>BIO 201</td>
</tr>
<tr>
<td>EDCI 318 Teach 21st Century YA: Science</td>
<td>3</td>
<td>EDCI 235</td>
</tr>
<tr>
<td>Choose one from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 250 Lead &amp; Civil.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CHEM 251 Molecular Arch.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>GEOL 101 Physical Geology</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>PHYS 201 General Physics I</td>
<td>4</td>
<td>H.S. Alg. &amp; Geom.</td>
</tr>
<tr>
<td>Science elective:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Any Physical Science</td>
<td>(3-4)</td>
<td></td>
</tr>
<tr>
<td>Any Natural Science</td>
<td>(3-4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28-29 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

### SOCIAL STUDIES CONCENTRATION

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 319 Teach 21st Cent YA: Social Studies</td>
<td>3</td>
<td>EDCI 235</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.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Non-western hist. - Choose one:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 327 Africa</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST 329 Latin America</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST 341 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></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></td>
</tr>
<tr>
<td></td>
<td>27 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

### Middle Childhood Generalist Endorsement

This endorsement along with the comprehensive major in middle grades (4-9) enables the student to teach all four subject areas in grades 4-6. Choose the two subject areas not chosen as the concentrations in the major. Please see an education advisor or the Director of Academic Advising, in the College of Education for further information.

### ENGLISH/LANGUAGE ARTS

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 417 English Grammar &amp; Usage</td>
<td>3</td>
<td>ENG 102</td>
</tr>
<tr>
<td>Choose one from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 203 Am. Literature</td>
<td>(3)</td>
<td>Core Comp II</td>
</tr>
<tr>
<td>ENG 425 Am. Literature</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
<tr>
<td>ENG 426 Am. Literature</td>
<td>(3)</td>
<td>ENG 102</td>
</tr>
</tbody>
</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. HS Coll Prep Math</td>
</tr>
</tbody>
</table>

### SCIENCE

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>H.S. Chem., 3 yrs. H.S. Math</td>
</tr>
<tr>
<td>Choose one course from:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>GEOL 101 Physical Geology</td>
<td>(4)</td>
<td>None</td>
</tr>
<tr>
<td>GEOL 102 Hist. Geology</td>
<td>(4)</td>
<td>None</td>
</tr>
<tr>
<td>GEOL 209 Nat. Disasters:</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Volcanoes/Earthquakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-8 hrs.</td>
<td></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>None</td>
</tr>
</tbody>
</table>

### Minor in Coaching

Effective sport instruction requires the ability to understand human physiology as it relates to athletes training to improve their performance or to rehabilitate after suffering an injury. It also requires knowledge of the elements of the sport, including rules and competitive strategies, as well as the ability to manage, motivate and lead athletes, to organize practices and competition schedules, and to work with sport administrators. Finally, it requires a strong ethical foundation and an understanding of the psychological areas relevant to the sport.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXS 190 Anatomy and Physiology for the Exercise Sciences</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>EXS 309 Physiology of Exercise</td>
<td>3</td>
<td>EXS 190 or BIO 125 or ATR 165</td>
</tr>
<tr>
<td>EXS 474 Sport Nutrition and Substance Abuse</td>
<td>3</td>
<td>HS 190</td>
</tr>
<tr>
<td>HS 182 First Aid and CPR</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>SMG 170 Foundations of Coaching</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Two courses chosen from:</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>CIS 321 - CIS 328</td>
<td></td>
<td>17 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
Stephen Haven, Professor of English
Daniel Lehman, Professor of English, Trustees' Professor
Joseph Mackall, Professor of English
Naomi Saslaw, Professor of English
Russell Weaver, Professor of English
Linda Joyce Brown, Associate Professor of English
David Fitzsimmons, Associate Professor of English
Gary Levine, Associate Professor of English
Jayne Waterman, Associate Professor of English
Maura Grady, Assistant Professor of English
Sharleen Mondal, Assistant Professor of English
Susan Huff, Director of Writing Studio

Degrees Offered
Bachelor of Arts
Bachelor of Science in Education

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

Student Learning Outcomes
The English major should be able to read well, write clearly, and demonstrate an understanding of the complexity and range of literature. Specifically, students should be able to perform the following tasks:

1. Elucidate a traditional text through an appropriate close reading.
2. Use literary and imaginative works to explore a social or historical issue.
3. Make use of appropriate secondary materials to explore a literary issue or individual text.
4. Demonstrate a familiarity with major writers who have defined and shaped the Western literary tradition.
5. Demonstrate a familiarity with literary periods and genres.
6. Demonstrate familiarity with the literature and culture of at least one tradition outside British and American literature.
7. Demonstrate the ability to write a sustained paper focusing on a critical problem.
8. Demonstrate the ability to edit critical and expository prose.

Students working toward certification in Integrated Language Arts also are expected to be able to do the following tasks, as well as those tasks identified by the College of Education:

1. Demonstrate the ability to lead a discussion that involves students in actively reflecting on a literary text.
2. Use the language of traditional grammar to support explanations of the teaching of literary conventions.
3. Understand the process of writing and editing well enough to teach it appropriately at different grade levels.

Student Honor Society
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

Students interested in pursuing graduate study in literature are encouraged to consider the foreign language GPS track. Any student who completes all three GPS tracks will qualify for a Global Studies minor which combines well with an English major.

Degree Requirements

Assessment – All English and creative writing majors with sophomore status or higher are required to participate annually in the department's portfolio assessment process.

Bachelor of Arts with a major in English

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 317 Studies in Shakespeare</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 325 Major Writers Seminar</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>Choose 4 courses, at least 2 starred:</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>*ENG 401 Lit. of Early England</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>*ENG 404 English Renaissance</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>*ENG 406 17th Cent. English Lit.</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>*ENG 408 18th Cent. English Lit.</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>*ENG 410 Romantic Movement</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 411 Victorian Period</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 413 Modern Anglophone Lit.</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>*ENG 425 American Lit. I</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 426 American Lit. II</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 427 American Lit. III</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 428 American Lit. IV</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>One course from 3 of these 4 groups:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Genre courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 304 Short Story</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 306 The Essay</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 308 The Poem</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 319 Modern Drama</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 322 Modern Poetry</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 324 Modern Novel</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>Major Works/Topics courses:</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 337 Major Works</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 338 Themes/Top. In Literature</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>Writing, Grammar, and History courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 351 Advanced Comp.</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 417 Eng. Gramm. &amp; Usage</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 418 Hist. Eng. Lang.</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>One course from the following</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 330 African Literature</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 365 Greek Literature</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 370 Russian Novel</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 372 Nietzsche/Values</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 300/400 level (not creative writing courses):</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Related Requirements:</td>
<td></td>
<td></td>
</tr>
<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>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Arts with a major in Creative Writing

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 201 Introduction 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’ Wrk: Creat. Nonf./Fict.</td>
<td>3</td>
<td>ENG 101, 201</td>
</tr>
<tr>
<td>ENG 303 Writers’ Workshop: Screenwriting</td>
<td>3</td>
<td>ENG 101, 201</td>
</tr>
<tr>
<td>ENG 405 Problems in Creative Writ.</td>
<td>3</td>
<td>ENG 301, 302</td>
</tr>
<tr>
<td>ENG 415 Capstone Course in Creative Writing</td>
<td>3</td>
<td>ENG 301, 302</td>
</tr>
<tr>
<td>Genre courses (choose 3 courses):</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>ENG 304 Short Story</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 306 The Essay</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 308 The Poem</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 319 Modern Drama</td>
<td>3</td>
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</tr>
<tr>
<td>ENG 322 Modern Poetry</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 324 Modern Novel</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>400-level courses (choose 4 courses):</td>
<td>12</td>
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</tr>
<tr>
<td>ENG 401 Lit. of Early England</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 404 English Renaissance</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 406 17th Cent. Eng. Lit.</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 408 18th Cent. Eng. Lit.</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 410 Romantic Movement</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 411 Victorian Period</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 413 Modern Anglophone Lit.</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 425 American Lit. I</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 426 American Lit. II</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 427 American Lit. III</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 428 American Lit. IV</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>Related requirements:</td>
<td></td>
<td></td>
</tr>
<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>
</tbody>
</table>

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

Assessment – Assessment in teacher education programs begins with admission to 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>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>
</tbody>
</table>
ENG 201 Intro. to Creative Writing 3
2 courses from the following: 6
ENG 309 African Am. Lit. (3) Core Comp. II
ENG 314 Literature and Gender (3) Core Comp. II
ENG 330 African Literature (3) Core Comp. II
ENG 340 Jewish Literature (3) Core Comp. II
ENG 310 Lit. for Adolescents 3
ENG 317 Studies in Shakespeare 3
ENG 351 Advanced Composition 3
ENG 417 English Grammar & Usage 3
*1 course from 3
ENG 401 Lit. of Early England (3) Core Comp. II
ENG 404 English Renaissance (3) Core Comp. II
*1 course from 3
ENG 406 17th Cent. Eng. Lit. (3) Core Comp. II
ENG 408 18th Cent. Eng. Lit. (3) Core Comp. II
ENG 410 Romantic Movement (3) Core Comp. II
ENG 411 Victorian Period (3) Core Comp. II
ENG 413 Modern Anglophone Lit. (3) Core Comp. II
*2 courses from 6
ENG 425 American Lit. I (3) Core Comp. II
ENG 426 American Lit. II (3) Core Comp. II
ENG 427 American Lit. III (3) Core Comp. II
ENG 428 American Lit. IV (3) Core Comp. II
2 additional courses from 6
Starred categories(*)
ENG 325 Major Authors (3) Core Comp. II
ENG 418 History of Eng. Language (3) Core Comp. II
JDM 203 Writing for the Media 3
COM 208 Argumentation and Advocacy 3
COM 302 Intercultural Comm. 3
1 course from 3
JDM 307 Adv. Reporting (3)
JDM 320 Feature Writing (3)
ENG 301 Writer's Wkshp: Poetry (3)
ENG 302 Writ. W.: Creat. Nonf./Fict. (3)
TH 204 Script Analysis (3)
One course from:
ENG 332 Global File (3)
ENG 371 Literature and Film (3)
One course from:
COM 105 Performance Studies (3)
TH 203 Theatre Aesthetics (3)
TH 207 Visual Art of the Theater (3)
TH 208 Vocal Expression of Literature (3)
TH 214 Acting for Non-Majors (3)
66 hrs.
Education requirements: 2
EDCI 230SEC Workshop in Ed. 2
EDCI 232 Intro. to Prin. Of Instr. Tech. 3
EDCI 287 Curr./Instr. Assess. 7-12 3
EDCI 306 Middle/Second. Reading Inst. 3
EDCI 312 Teaching Reading with Lit. 3
EDCI 330SEC Educ. For Diversity 7-12 2
EDCI 461 Student Internship Gr. 7-12 10
EDF 130 Intro. To Teaching 2
EDF 202 Teaching & Learning Process 3
EDF 402 Social and Prof. Issues 3
EDIS 250 Intro. Ed. Intervention 3
ENG 432 Secondary Methods 3
Choose one from:
PSYC 209 Dev. Psych. (3)
PSYC 218 Psy. Of Adol. (3)
109 hrs.

Plus Institutional Baccalaureate Degree Requirements.

AYA Reading Endorsement to attach to Integrated Language Arts.

This endorsement, along with a license in Integrated Language Arts (Grades 7-12), enables the student to teach reading in grades K -12. Students must complete the "Change of Advisor or Major" form to add this endorsement to their program evaluations.

EDEC 140 Phonics and the Eng. Lang. 3
Course Number and Title               Hrs.           Prerequisites
EDCI 306 Mid. Grades/7-12 Read. Inst. 3 None
EDCI 312 Teach. Reading With Literature 3 EDEC 140, EDCI 30
EDCI 330SEC EDUC. For Diversity 7-12 2 EDCI 230, 287; PSYC 209, or 218
EDCI 392 Content Area Reading 3 None
EDCI 461 Student Internship 10 All Student Internship Req.
EDCI 412 Interv. / Assess. Secondary 3 9 hrs. from EDEC 140, 262, 323, 361,
EDCI 411 Assess./Int. Integ. Lang. Arts. 3 9 hrs. from EDEC 140, 262, 323, 361,
66 hrs.

Minor in English
Course Number and Title               Hrs.           Prerequisites
ENG 101 English Comp. I 3 ENG 100 or Equiv.
ENG 102 English Comp. II 3 ENG 101
ENG 325 Major Writers Sem. 3 Core Comp. II
Literature electives, 300 level 6 Core Comp. II
Literature electives, 400 level 9 Core Comp. II
24 hrs.

Minor in Creative Writing
Course Number and Title               Hrs.           Prerequisites
ENG 101 English Comp. I 3 ENG 100 or Equiv.
ENG 102 English Comp. II 3 ENG 101
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Co-Req</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 201</td>
<td>Intro. To Creative Writing</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ENG 301</td>
<td>Writers' Workshop: Poetry</td>
<td>3</td>
<td>ENG 101, 201</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Writers' Workshop: Creat. Nonf./Fict.</td>
<td>3</td>
<td>ENG 101, 201</td>
</tr>
<tr>
<td>ENG 304</td>
<td>Short Story</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 308</td>
<td>The Poem</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>Literature Electives, 300/400 level</td>
<td>6</td>
<td>Core Comp. II</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 27 hrs.

**English Courses and Descriptions**
See Course Descriptions section of catalog.
Environmental Science
Department of Environmental Science
The College of Arts and Sciences

**Director**
Patricia A. Saunders, Associate Professor of Biology

**Faculty**
Soren Brauner, Professor of Biology
Douglas A. Dawson, Professor of Biology/Toxicology
Mason Posner, Professor of Biology
Richard L. Stoffer, Professor of Biology
Jeffrey D. Weidenhamer, Professor of Chemistry, Trustees' Professor
Nigel Brush, Associate Professor of Geology
Michael R. Hudson, Associate Professor of Geology
Andrew V. Greene, Associate Professor of Biology
Andrew J. Trimble, Assistant Professor of Biology/Toxicology
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 Objectives**
Students majoring or minoring in environmental science will:

1. Be able to apply the scientific method to scientific problems in a variety of contexts;
2. Be able to apply fundamental concepts and demonstrate a breadth of knowledge commensurate with course work;
3. Be able to demonstrate practical knowledge and skill in the use and application of scientific equipment and instrumentation, experimental design, sample collection and preparation, and data analysis;
4. Be able to read, understand, summarize and think critically about scholarship and research projects presented in the primary scientific literature; and
5. Be able to 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, and geology laboratories described in those areas. Ashland University maintains five environmental preserves that encompass 390 acres near campus that include wetlands, streams, old field, forest, and prairie. 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, 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, or geology).
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, or Geology with an emphasis in Environmental Science. Three alternate tracks are possible.

**CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVS 276 Env. Science Sem.</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EVS 476 Issues in Env. Sci.</td>
<td>3</td>
<td>30 hrs. of Science</td>
</tr>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>BIO 202 Organ., Adapt., &amp; Env.</td>
<td>4</td>
<td>BIO 201 or permission</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 3 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 a general 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>3-4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 320 Quant. Analysis</td>
<td>(4)</td>
<td>CHEM 104</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>

Choose at least one course from 2 of these 3 areas:

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 (3) BIO 201, 202, CHEM 104
- BIO 425 Adv. Human Physiology (4) 16 hrs. Biology
- BIO 301 Prof. Preparation 1 Bio, tox, env sci maj.; Jr. St.

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

**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>3-4</td>
<td>GEOL 101</td>
</tr>
<tr>
<td>BIO 310 Ecology</td>
<td>(4)</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 330 Princ. Of Toxicology</td>
<td>(3)</td>
<td>BIO 202, Chem 104</td>
</tr>
<tr>
<td>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>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>
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<tr>
<td>Geochemistry</td>
<td></td>
<td>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 Equ.</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>MATH 307 Linear Algebra</td>
<td>(3)</td>
<td>MATH 202, 206, or 224</td>
</tr>
<tr>
<td>PHYS 205 University Physics I</td>
<td>5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>PHYS 206 University Physics II</td>
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<td>PHYS 205</td>
</tr>
<tr>
<td>2 additional 400-level CHEM courses</td>
<td>6-8</td>
<td>52-56 hrs.</td>
</tr>
<tr>
<td>Environmental Science core</td>
<td>28 hrs.</td>
<td>80-84 hrs.</td>
</tr>
</tbody>
</table>

Note: **Environmental Science Core**

- Environmental Science Core 28 hrs
- Environmental Science Core 72 hrs
- Environmental Science Core 28 hrs
- Environmental Science Core 72 hrs

ENVIRO-SCI Track

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

**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>3-4</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>BIO 310 Ecology</td>
<td>(4)</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 330 Princ. Of Toxicology</td>
<td>(3)</td>
<td>BIO 202, Chem 104</td>
</tr>
<tr>
<td>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>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>
<tr>
<td>Geochemistry</td>
<td></td>
<td>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 Equ.</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>MATH 307 Linear Algebra</td>
<td>(3)</td>
<td>MATH 202, 206, or 224</td>
</tr>
<tr>
<td>PHYS 205 University Physics I</td>
<td>5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>PHYS 206 University Physics II</td>
<td>5</td>
<td>PHYS 205</td>
</tr>
<tr>
<td>2 additional 400-level CHEM courses</td>
<td>6-8</td>
<td>52-56 hrs.</td>
</tr>
<tr>
<td>Environmental Science core</td>
<td>28 hrs.</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>3-4</td>
<td>BIO 202</td>
</tr>
<tr>
<td>BIO 330 Princ. of Toxicology</td>
<td>3</td>
<td>BIO 202, CHEM 104</td>
</tr>
<tr>
<td>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 Org. Chemistry</td>
<td>3</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>CHEM 320 Quant. Analysis</td>
<td>4</td>
<td>CHEM 104</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>GEOL 101</td>
</tr>
<tr>
<td>GEOL 312 Igneous &amp; Metam. Petrology</td>
<td>4</td>
<td>GEOL 311</td>
</tr>
<tr>
<td>GEOL 313 Sedimentary Petrology</td>
<td>4</td>
<td>GEOL 102</td>
</tr>
<tr>
<td>GEOL 401 Structural Geology</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>OR</td>
<td></td>
<td></td>
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<tr>
<td>GEOL 275 Topics in Regional Geology</td>
<td>2</td>
<td>Permission</td>
</tr>
<tr>
<td>And GEOL 429 Field Geology</td>
<td>1</td>
<td>GEOL 102, 311</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 497 Lab and Field Res.</td>
<td>3-4</td>
<td>Soph. Status</td>
</tr>
<tr>
<td>Choose one set:</td>
<td></td>
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<tr>
<td>MATH 201 Calculus with App I</td>
<td>3</td>
<td>MATH 111 or Equiv.</td>
</tr>
<tr>
<td>MATH 202 Calculus with App II</td>
<td>3</td>
<td>MATH 202</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 205 The Calculus I</td>
<td>5</td>
<td>MATH 111 or Equiv.</td>
</tr>
<tr>
<td>MATH 206 The Calculus II</td>
<td>5</td>
<td>MATH 205</td>
</tr>
<tr>
<td>Choose one set:</td>
<td></td>
<td></td>
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<tr>
<td>PHYS 201 General Physics I</td>
<td>4</td>
<td>H.S. Alg. &amp; Trig.</td>
</tr>
<tr>
<td>PHYS 202 General Physics II</td>
<td>4</td>
<td>PHYS 201</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 205 Univ. Physics I</td>
<td>5</td>
<td>MATH 206</td>
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<tr>
<td>PHSY 206 Univ. Physics II</td>
<td>5</td>
<td>PHYS 205</td>
</tr>
<tr>
<td>47-55 hrs.</td>
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</tbody>
</table>

**Environmental Science Courses and Descriptions**

See Course Descriptions section of catalog.

**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.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110 Ecology/Human Environ.</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry</td>
<td>4</td>
<td>H.S. Chem.; 3 yrs.</td>
</tr>
<tr>
<td>H.S. Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Foreign Languages
Department of Foreign Languages
The College of Arts and Sciences

Chair
Jennifer Rathbun, Associate Professor of Foreign Languages

Faculty
Barbara Schmidt-Rinehart, Professor of Foreign Languages
William Cummins, Associate Professor of Foreign Languages
Lina Aguirre, Assistant Professor of Foreign Languages
Richard Gray, Assistant Professor of Foreign Languages
Mary Ball, Professional Instructor of Foreign Languages

Degrees Offered
Bachelor of Arts
Bachelor of Science in Education

Mission and Goals
The Department of Foreign Languages provides educational opportunities that nurture the development of proficiency in a foreign language and knowledge of other cultures. All foreign language courses are taught in the target language, in context, and make use of authentic materials. The learning experience is enhanced by the use of state-of-the-art technology, meaningful learning activities and assessment within a challenging, comprehensive, and balanced curriculum of language, civilization, and literature.

Student Learning Outcomes
For non-majors acquiring a B.A. degree:
1. To demonstrate intermediate-level proficiency in the four skills of the foreign language — speaking, writing, listening, and reading;
2. To demonstrate a basic knowledge and understanding of the culture(s) of the countries represented by the foreign language; and
3. To demonstrate strong reasoning skills.
For majors in French and Spanish:
1. To demonstrate advanced-level proficiency in the four skills of the foreign language — speaking, writing, listening, and reading;
2. To demonstrate a strong knowledge of the foreign language as a system;
3. To demonstrate a broad knowledge of the civilization(s) of the foreign language;
4. To demonstrate a broad knowledge of the literature(s) of the foreign language; and
5. To demonstrate strong reasoning skills.

Facilities and Equipment
The Foreign Language department has a digital audio laboratory with 17 computers as well as video, multimedia, and computer-assisted instruction capabilities. Language classrooms are equipped with media stations that link the classroom to the language laboratory and the University computing network.

Student Honor Society
Phi Sigma Iota, Gamma Tau chapter (International Foreign Language Honor Society), honors students who pursue a major or minor in foreign languages or an interdisciplinary major or minor which includes foreign languages as an essential component. Juniors and seniors eligible for membership who have completed one 300-level course at AU, have an overall GPA of at least 3.0, and a GPA of at least 3.0 in their foreign language courses. Membership is by invitation.

Description of Majors
French and Spanish (B.A.) – Majors study to achieve advanced level proficiency in the language as well as a solid foundation in the civilization and literature of the countries which that language is spoken. The annual portfolio process allows majors to measure their progress in a supportive environment. The program is enhanced by study abroad opportunities in Quebec and France for French majors and Mexico, Spain, and other Spanish-speaking countries for Spanish majors. A B.A. degree allows graduates to pursue careers that require foreign language proficiency or graduate school.

French and Spanish Education – The education program consists of courses in the language, foreign language methodology, and general education. Students study to achieve an advanced level of proficiency in the language as well as a solid foundation in the civilization and literature of the countries in which that language is spoken through coursework at A.U. and abroad. Foreign language education courses and field experience supervision are provided by foreign language specialists. All foreign language education majors are encouraged to study abroad for at least one semester in Quebec or France for French majors and Mexico, Spain, or other Spanish-speaking countries for Spanish majors. The B.S.Ed. Leads to licensure to teach the language in all grades 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 webpage.

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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 251 Inter. French I</td>
<td>3</td>
<td>FREN 152 or Equivalent</td>
</tr>
<tr>
<td>FREN 252 Inter. French II</td>
<td>3</td>
<td>FREN 251 or Equivalent</td>
</tr>
<tr>
<td>FREN 303 French Grammar &amp; Comp.</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>Two from:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>FREN 304 French Stylistics</td>
<td>3</td>
<td>FREN 303 or Equivalent</td>
</tr>
<tr>
<td>FREN 305 French Phonetics</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>FREN 357 Conv. French</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>Civilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 301 French Civilization I</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>FREN 302 French Civilization II</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 353 Intro. to French Lit. I</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>FREN 354 Intro. to French Lit. II</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>One from:</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>FREN 351 Intro. to French Fiction I</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
</tbody>
</table>

FREN 352 Intro. To French Fiction II (3) FREN 252 or Equivalent
FREN 470 Seminar in Francophone Studies (literature topic) FREN 252 or Permission
Portfolio Courses:
FL 275 Portfolio Assessment Program Cycle I 0 Soph. Status
FL 375 Portfolio Assessment Program Cycle II 0 FL 275
FL 475 Portfolio Assessment Program Cycle III 0 FL 375

Study Abroad

Highly recommended (see Study Abroad Opportunities)

Plus Institutional Baccalaureate Degree Requirement

Bachelor of Arts with a major in Spanish

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
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<td></td>
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<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 310 Spanish Grammar &amp; Comp.</td>
<td>3</td>
<td>SPAN 272 or Equivalent</td>
</tr>
<tr>
<td>Two from:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SPAN 307 Spanish Phonetics</td>
<td>3</td>
<td>SPAN 272 or Equivalent</td>
</tr>
<tr>
<td>SPAN 377 Conv. Spanish I</td>
<td>3</td>
<td>SPAN 272 or Equivalent</td>
</tr>
<tr>
<td>SPAN 477 Adv. Comp. &amp; Conversation</td>
<td>3</td>
<td>SPAN 310</td>
</tr>
<tr>
<td>Civilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 311 Civilization of Spain</td>
<td>3</td>
<td>SPAN 272</td>
</tr>
<tr>
<td>SPAN 312 Civilization of Literature</td>
<td>3</td>
<td>SPAN 272</td>
</tr>
<tr>
<td>SPAN 372 Survey of Sp. Lit.</td>
<td>3</td>
<td>SPAN 310</td>
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<tr>
<td>SPAN 373 Survey of Latin American</td>
<td>3</td>
<td>SPAN 310</td>
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<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 476 Sem. in Hispanic Studies</td>
<td>3</td>
<td>SPAN 311 or 372 or 373</td>
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<tr>
<td>Portfolio Courses:</td>
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<td></td>
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<tr>
<td>FL 275 Portfolio Assessment Program</td>
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<td>Soph. Status</td>
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<tr>
<td>Cycle I</td>
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<tr>
<td>FL 375 Portfolio Assessment Program</td>
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<td>FL 275</td>
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<tr>
<td>Cycle II</td>
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<tr>
<td>FL 475 Portfolio Assessment Program</td>
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<td>FL 375</td>
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<tr>
<td>Cycle III</td>
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</tbody>
</table>

Study Abroad

Highly recommended (see Study Abroad Opportunities)

Plus Institutional Baccalaureate Degree Requirement
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>
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<tbody>
<tr>
<td>Language</td>
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<tr>
<td>FREN 151 Elementary French I</td>
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<td>None</td>
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<td>FREN 152 Elementary French II</td>
<td>3</td>
<td>FREN 151 or Equivalent</td>
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<tr>
<td>FREN 251 Intermediate French I</td>
<td>3</td>
<td>FREN 152 or Equivalent</td>
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<tr>
<td>FREN 252 Intermediate French II</td>
<td>3</td>
<td>FREN 251 or Equivalent</td>
</tr>
<tr>
<td>FREN 303 Fr. Grammar &amp; Comp.</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
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<tr>
<td>FREN 305 French Phonetics</td>
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<td>FREN 252 or Equivalent</td>
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<tr>
<td>One from:</td>
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<td></td>
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<tr>
<td>FREN 304 French Stylistics</td>
<td>3</td>
<td>FREN 303 or permission</td>
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<tr>
<td>FREN 357 Conv. French</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
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<tr>
<td>Civilization</td>
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<td></td>
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<tr>
<td>FREN 301 French Civilization I</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>FREN 302 French Civilization II</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
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<tr>
<td>Literature</td>
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<td></td>
</tr>
<tr>
<td>FREN 353 Intro. to French Lit. I</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>FREN 354 Intro. to French Lit. II</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
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<tr>
<td>One from:</td>
<td></td>
<td></td>
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<tr>
<td>FREN 351 Intro. to French Fiction</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
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<tr>
<td>FREN 352 Intro. to French Fiction</td>
<td>3</td>
<td>FREN 252 or Equivalent</td>
</tr>
<tr>
<td>FREN 470 Seminar in Francophone</td>
<td>3</td>
<td>FREN 351-352 or 353-354 or permission</td>
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<tr>
<td>Studies (literature topic)</td>
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<tr>
<td>Electives - French elec. Or St. Abroad Related concentration</td>
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<tr>
<td>EDCI 230PK Workshop in Teaching</td>
<td>2</td>
<td>EDFN 130, FREN 252</td>
</tr>
<tr>
<td>EDCI 330SEC Classroom Mgt. Fld. Exp.</td>
<td>2</td>
<td>EDCI 230, 287; PSYC 209 or 218</td>
</tr>
<tr>
<td>EDEC 262 Foundations in Literacy</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FL 380 FL Curriculum &amp; Instruction</td>
<td>3</td>
<td>EDFN 202</td>
</tr>
<tr>
<td>FL 432 Teaching For. Lang. Pre K-12</td>
<td>3</td>
<td>Foreign Lang. Proficiency</td>
</tr>
</tbody>
</table>

A human development course from Core social sciences 3

Remaining Education requirements:
EDCI 232 Intro. to Prin. of Instr. Tech. 3
EDCI 469 Student Inte. PreK-12 10
EDFN 130 Intro. to Teaching 2 None
EDFN 202 Teaching and Learn. Process 3 EDFN 130
EDFN 402 Social and Prof. Issues 3 Sr. Status
EDIS 250 Intro. Educational Intervention Portfolio Courses:
FL 275 Portfolio Assessment Program Cycle I 0 Soph. Status
FL 375 Portfolio Assessment Program Cycle II 0 FL 275
FL 475 Portfolio Assessment Program Cycle III 0 FL 375

85 hrs.

Plus Institutional Baccalaureate Degree Requirement

Study Abroad

Highly recommended (see Study Abroad Opportunities)
Note: Students who begin study at a higher level than 151 must complete the course credit by exam or CLEP (College Level Examination Program) process by the eighth week of the first foreign language course taken at A.U. in order to have the credit appear on their university transcript.

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

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
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<tr>
<td>SPAN 171 Elementary Spanish I</td>
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<tr>
<td>SPAN 172 Elementary Spanish II</td>
<td>3</td>
<td>SPAN 171 or Equivalent</td>
</tr>
<tr>
<td>SPAN 271 Intermediate Spanish I</td>
<td>3</td>
<td>SPAN 172 or Equivalent</td>
</tr>
<tr>
<td>SPAN 272 Intermediate Spanish II</td>
<td>3</td>
<td>SPAN 271 or Equivalent</td>
</tr>
<tr>
<td>SPAN 307 Spanish Phonetics</td>
<td>3</td>
<td>SPAN 272 or Equivalent</td>
</tr>
<tr>
<td>SPAN 310 Spanish Grammar &amp; Comp.</td>
<td>3</td>
<td>SPAN 272 or Equivalent</td>
</tr>
<tr>
<td>One from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 377 Conv. Spanish I</td>
<td>3</td>
<td>SPAN 272 or Equivalent</td>
</tr>
<tr>
<td>SPAN 477 Adv. Comp. &amp; Conversation</td>
<td>(3)</td>
<td>SPAN 310</td>
</tr>
</tbody>
</table>

61 hrs.

Note: Students who begin study at a higher level than 151 must complete the course credit by exam or CLEP (College Level Examination Program) process by the eighth week of the first foreign language course taken at A.U. in order to have the credit appear on their university transcript.
Civilization
SPAN 311 Civilization of Spain 3
SPAN 312 Civilization of Latin American Literature 3
SPAN 372 Survey of Spanish Literature 3
SPAN 373 Survey of Latin American Literature 3
SPAN 476 Sem. in Hisp. Studies 3

Literature
SPAN 372 Survey of Spanish Literature 3
SPAN 310
SPAN 311 or 312, 372 or 373

Electives - Spanish elec. Or
Study Abroad
Courses related to Second-Language Acquisition
EDCI 230PK Workshop in Teaching 2
EDCI 330SEC Classroom Mgt.Fld. Exp. 2
EDEC 262 Found. in Literacy 3
FL 380 FL Curric. & Instruction 3
FL 432 Teaching For. Lang. Pre K-12 3
A human development course from Core social sciences 3

Remaining Education requirements:
EDCI 232 Intro. to Prin. Of Instr. Tech. 3
EDCI 469 Student Internship PreK-12 10
EDFN 130 Intro. to Teaching 2
EDFN 202 Teaching and Learning Process
EDFN 402 Social and Prof. Issues 3
EDIS 250 Intro. Educational Intervention
Portfolio Courses:
FL 275 Portfolio Assessment Program Cycle I 0
FL 375 Portfolio Assessment Program Cycle II 0
FL 475 Portfolio Assessment Program Cycle III 0

Study Abroad
Highly recommended:
SPAN 200 Intermediate Level Intensive Spanish Study abroad 3-6 hrs.
SPAN 300 Advanced Level Intensive Spanish Study abroad 3-6 hrs.
(see Study Abroad Opportunities)

Plus Institutional Baccalaureate Degree Requirements.
NOTE: Students who begin study at a higher level than 171 must complete the course credit by exam or CLEP (College Level Examination Program) process by the eighth week of the first foreign language course taken at A.U. in order to have the credits appear on their university transcript.

Foreign Language minors

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

Minor in French
Course Number and Title Hrs. Prerequisites
FREN 251 Intermediate French I 3 FREN 152 or Equivalent
FREN 252 Intermediate French II 3 FREN 251 or Equivalent
FREN 303 Fr. Grammar & Comp. 3 FREN 252 or Equivalent
2 other French courses 300 level or above 6 FREN 252 or Equivalent 15 hrs.

Minor in Spanish
Course Number and Title Hrs. Prerequisites
SPAN 271 Intermediate Spanish I 3 SPAN 172 or Equivalent
SPAN 272 Intermediate Spanish II 3 SPAN 271 or Equivalent
SPAN 310 Spanish Grammar & Comp. 3 SPAN 272 or Equivalent
2 other Spanish courses 300 level or above 6 SPAN 272 or Equivalent 15 hrs.

Minor in Spanish for PK-8
Course Number and Title Hrs. Prerequisites
SPAN 271 Intermediate Spanish I 3 SPAN 172 or Equivalent
SPAN 272 Intermediate Spanish II 3 SPAN 271 or Equivalent
SPAN 300 Intensive Study Abroad 6 SPAN 272 or E Perm.
SPAN 310 Grammar & Composition 3 SPAN 272 or Equivalent
SPAN 381 PK-8 Education Abroad 2 SPAN 300 17 hrs.

Minor in Global Studies
Course Number and Title Hrs. Prerequisites
FREN 251 Intermediate French I 3 FREN 152 or Equivalent
OR
GER 261 Intermediate German I (3) GER 162 or Equivalent
OR
SPAN 271 Intermediate Spanish I (3) SPAN 172 or Equivalent
FREN 252 Intermediate French II 3 SPAN 251 or Equivalent

111
OR
GER 262 Intermediate German II (3) GER 261 or Equivalent

OR
SPAN 272 Intermediate Spanish II (3) SPAN 271 or Equivalent

3 hrs. of foreign language at the 300 level 3 Int. II For. Lang. or Equv.

COM 302 Intercultural Comm. 3 COM 101 or perm.

Border Crossings courses outside Foreign Languages dept.

One study abroad experience of at least 8 weeks

18 hrs.

Foreign Language (FL) Courses and Descriptions
French (FREN) Courses and Descriptions
German (GER) Courses and Descriptions
Spanish (SPAN) Courses and Descriptions
Latin (LTN) Course and Descriptions
Portuguese (PORT) Course and Descriptions
See Course Descriptions section of catalog.
Department of Chemistry/Geology/Physics
The College of Arts and Sciences

Chair
Rebecca W. Corbin, Associate Professor of Chemistry

Faculty
Nigel Brush, Associate 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 pursue successfully jobs, careers, or advanced degrees in geology, related sciences, or education. The program places heavy emphasis on faculty/student interactions which occur especially well during field trips and junior/senior-level independent research projects. Writing and the use of instrumentation are especially significant in upper-level courses, where most laboratory exercises are project-oriented and problem-based.

The geology program seeks to provide non-majors with a workable knowledge of geological concepts and principles in order to gain an understanding of the forces and processes that shape the world around them. Students develop a deeper familiarity with the scientific method by critically examining the physical evidence upon which current geological models of the earth are built.

Student Learning Outcomes
Students in geology and related programs will:
1. Demonstrate 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 geology and related programs;
6. Effectively communicate information both orally and in writing; and
7. Practice good ethical and professional behavior within the context of geology and related programs.

Facilities and Equipment
Four laboratories and sufficient classroom space meet the needs of the faculty and students in the geology program. The Fran and Warren Rupp Environmental Geochemistry laboratory, shared with the chemistry program, houses an X-ray fluorescence spectrometer and a clean chemical environment for the analysis of liquids and solids. Instruments in the chemistry program's Ingmand laboratory, especially the ion chromatographs and graphite furnace atomic absorption spectrophotometer, are also utilized in the geology curriculum. A research grade polarizing microscope with audio, video, and photographic capabilities is used for mineralogical analyses. These instruments plus extensive mineral, rock, thin section, fossil, and map collections, rock preparation equipment, and an active field trip program give geology students a significant amount of hands-on exposure throughout their curriculum.

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

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

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

Geology - 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 matriculates 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 contain 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

Course Number and Title               Hrs.           Prerequisites
GEOL 101 Physical Geology 4 None
GEOL 102 Historical Geology 4 None
GEOL 309 Geomorphology 4 GEOL 101
GEOL 311 Mineralogy 4 GEOL 101
GEOL 312 Igneous/Metamorphic Petrology 4 GEOL 311
GEOL 313 Sedimentary Petrology/Stratigraphy 4 GEOL 102
GEOL 401 Structural Geology 4 GEOL 101
Choose one option: 3-4
   GEOL 275 Topics in Regional Geology (2)
   AND
   GEOL 429 Field Geology (1)
OR
GEOL 403 Environmental Geochemistry (4)
   OR
   GEOL 497 Lab/Field Research (3-4)
OR
PHYS 205-206 Univ. Physics (5/5) MATH 206
OR
MATH 205-206 Calculus (5/5) MATH 111 or Equiv

60 hrs.

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

Course Number and Title               Hrs.           Prerequisites
GEOL 101 Physical Geology 4 GEOL 101
GEOL 102 Historical Geology 4 None
GEOL 311 Mineralogy 4 GEOL 101
GEOL 313 Sedimentary Petrology and Stratigraphy 3 GEOL 102
GEOL 320 Intro to Geographic Information Systems (GIS) 4 GEOL 101
GEOL 401 Structural Geology 4 GEOL 101
Select two: 7-8
   GEOL 402 Economic Geology (3) GEOL 101, 311
   GEOL 403 Environmental Geochemistry (4) GEOL 101, CHEM 104
   GEO 405 Petroleum Geology (4) GEOL 101, 313
MATH 208 Elementary Statistics 3 MATH 100 or ACT 18 or SAT 480

Business and economics courses:
   ACCT 201 Financial Accounting 3 None
   ACCT 202 Managerial Accounting 3 ACCT 201
   FIN 228 Financial Management 3 ACCT 201
   MGT 240 Introduction to Management 3 None
   MGT 319 Operations Management 3 MGT 240, MATH 208
MGT 401 Business Law I 3 Jr. Status or perm.
Select one: 3
   ECON 232 Principles of Microeconomics (3) None
   ECON 233 Principles of Macroeconomics (3) None

Related coursework:
PHIL 280B Environmental Ethics 1-3 None
Required Internship/Work Experience 0-6
BUS 239 Business Work Experience* (0) Soph. Status
BUS 339 Business Internship/Coop. (3-6) Soph. Status
Ed.*
GEOL 493 Internship* (1-4) Soph. Status, perm.
64-73 hrs.

Note: BUS 239 and 339 and GEOL 493 require approval by an academic internship advisor.

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.

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

<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></td>
<td></td>
</tr>
<tr>
<td>GEOL 275 Topics in Regional Geology</td>
<td>1</td>
<td>Perm. Of Instructor</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 Ign. &amp; Metam. Petrology</td>
<td>4</td>
<td>GEOL 311</td>
</tr>
<tr>
<td>GEOL 313 Sedimentary Petrology</td>
<td>4</td>
<td>GEOL 102</td>
</tr>
<tr>
<td>CHEM/GEOL/PHYS/PHIL350 Science as a Cultural Force</td>
<td>3</td>
<td>Any Natural Science</td>
</tr>
<tr>
<td>GEOL 429 Field Geology</td>
<td>1-2</td>
<td>GEOL 101, 102, and 311</td>
</tr>
<tr>
<td>CHEM 103-104 Gen. Chem.</td>
<td>4/4</td>
<td>H.S. Chem’ 3 yrs.</td>
</tr>
<tr>
<td>PHYS 201 General Physics</td>
<td>4</td>
<td>H.S. Alg. &amp; Geom.</td>
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<tr>
<td>Choose one from:</td>
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<td></td>
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<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 Ecolgy and the Human Environment</td>
<td>4</td>
<td>None</td>
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</tbody>
</table>

51 hrs.

Related concentration:

EDCI 287 Curr./Instr./Assess. 7-12 3 EDFN 202
EDCI 432 Teaching Science 7-12 3 EDIC 230
MATH 208 Elementary Statistics 3 MATH 100 or ACT 18 or SAT 480

Choose one from:

PSYC 209 Dev. Psych. (3) PSYC 101
PSYC 218 Psy. Of Adolescence (3) None

62-63 hrs.

Remaining Education requirements:

EDFN 130 Intro to Teaching 2 None
EDCI 230SEC Workshop in Education 2 EDFN 130, 202
EDCI 232 Intro. to Prin. Of Instr. Tech. 3 None
EDCI 330SEC Multicul. Field Exp. 7-12 2 EDCI 230, 287; PSYC 209 or 218
EDCI 392 Content Area Reading 3 None
EDCI 461 Student Internship. Gr. 7-12 10 All Student Internship Required EDFN 130 Intro. To Teaching
EDFN 130 Intro. To Teaching 3 EDFN 130
EDFN 402 Social and Prof. Issues 3 St. Status
EDIS 250 Intro. Educational Intervention 3 None

94 hrs.

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>
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<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>

20 hrs.

Geology Courses and Descriptions

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

Chair
David Foster, Associate Professor of Political Science

Faculty
Duncan R. Jamieson, Professor of History
John E. Moser, Professor of History
Edith Foster, Associate Professor of History
Michael Schwarz, Assistant Professor of History
Emily Hess, 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>HIST 212 Am. History thru Civil War</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 213 Am. History after Civil War</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>History elec. (9 hrs. of non-U.S. history)</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Majors are required to demonstrate either:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency in a modern or ancient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>language through the intermediate level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency in a modern or ancient</td>
<td>(0-12)</td>
<td></td>
</tr>
<tr>
<td>language through the elementary level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and completion of a study or internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>abroad</td>
<td></td>
<td></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.

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.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad field courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 232 Princ. Of Microeconomics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ECON 233 Princ. Of Macroeconomics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 218 Psych. Of Adolescence</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOC 111 Principles of Sociology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOC 301 Race, Ethnic, &amp; Minority Issues</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>History/Political Science courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 112 Western Civilization</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HIST 113 Western Civilization</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HIST 212 Am. History thru Civil War</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HIST 213 Am. History after Civil War</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HIST 261 Ancient Greece</td>
<td>3</td>
<td>HIST 112 or Perm.</td>
</tr>
<tr>
<td>HIST 264 Ancient Rome</td>
<td>(3)</td>
<td>HIST 112 or Perm.</td>
</tr>
<tr>
<td>Choose two:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 267 Medieval Europe</td>
<td>(3)</td>
<td>HIST 112 or Perm.</td>
</tr>
<tr>
<td>HIST 268 Renaiss. &amp; Reformation</td>
<td>(3)</td>
<td>HIST 112 or Perm.</td>
</tr>
<tr>
<td>HIST 269 Age of Enlightenment</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST 270 Age of Rev./Reaction</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST 271 20th Cent. Europe to Pres.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>JEDC 390A Modern Revolutions</td>
<td>(3)</td>
<td>JEDC 205 or 231</td>
</tr>
<tr>
<td>Choose two:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 301 Colonial America</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST 352/POLSC 352 Am. Found.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST 353 The Early Republic</td>
<td>(3)</td>
<td>HIST 212 or Perm.</td>
</tr>
<tr>
<td>HIST 354 Nation./Sectional Confl.</td>
<td>(3)</td>
<td>HIST 212 or Perm.</td>
</tr>
<tr>
<td>HIST 375/POLSC 375 Lincoln</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST 356 Enterprise/Progressivism</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST 358 Postwar Amer.: 1945-1973</td>
<td>(3)</td>
<td>HIST 213 or Perm.</td>
</tr>
<tr>
<td>HIST 359 Contemporary Am.</td>
<td>(3)</td>
<td>HIST 213 or Perm.</td>
</tr>
<tr>
<td>POLSC 102 Democracy in Am.</td>
<td>3</td>
<td>None</td>
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<tr>
<td>POLSC 320 Am. Political Thought I</td>
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<td>None</td>
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<tr>
<td>POLSC 321 Am. Political Thought II</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLSC 336 Const. Powers</td>
<td>(3)</td>
<td>POLSC 102</td>
</tr>
<tr>
<td>POLSC 337 Const. Rights</td>
<td>(3)</td>
<td>POLSC 102</td>
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<tr>
<td>Choose one:</td>
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<tr>
<td>HIST 327 Africa</td>
<td>(3)</td>
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<td>HIST 329 Latin America</td>
<td>(3)</td>
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<td>HIST 341 Mod. Middle East</td>
<td>(3)</td>
<td>None</td>
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<td>HIST 343 Mod. East Asia</td>
<td>(3)</td>
<td>None</td>
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<tr>
<td>POLSC 205 Comp. Politics</td>
<td>(3)</td>
<td>None</td>
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</table>

| Education requirements:               |      |                                |
| EDCI 230SEC Workshop in Education     | 2    | EDFN 130, 202                  |
| EDCI 232 Intro. to Prin. Of Instr. Tech. | 3 | None                           |
| EDCI 287 Curr./Instr. Assess. 7-12    | 3    | EDFN 202                       |
| EDCI 330SEC Multicultural Field Exp. 7-12 | 2 | EDCI 230, 287; PSYC 209 or 218 |
| EDCI 392 Content Area Reading         | 3    | None                           |
| EDCI 432 Secondary Methods            | 3    | EDCI 230                       |
| EDCI 461 Student Internship Gr. 7-12  | 10   | All Student Internship Req.    |
| EDFN 130 Intro. to Teaching           | 2    | None                           |
| EDFN 202 Teaching and Learn. Process  | 3    | EDFN 130                       |
| EDFN 402 Social and Prof. Issues      | 3    | Sr. Status                     |
| EDIS 250 Intro. Educational Intervention | 3 | None                           |
| Choose one from:                      |      |                                |
| PSYC 209 Dev. Psych.                  | (3)  | PSYC 101                       |
| PSYC 218 Psych. Of Adol.              | (3)  | None                           |

**Plus Institutional Baccalaureate Degree Requirements.**

**Minor in History**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tr>
<td>HIST 112 West. Civilization</td>
<td>3</td>
<td>None</td>
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<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 113 West. Civilization</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>HIST 212 Am. History thru Civil War</td>
<td>3</td>
<td>None</td>
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<td>OR</td>
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<td>HIST 213 Am. History after Civil War</td>
<td>(3)</td>
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<tr>
<td>History electives</td>
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<td>18 hrs.</td>
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**Course Number and Title**

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<tr>
<td>JEDC 230SEC Workshop in Education</td>
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<td>EDFN 130, 202</td>
</tr>
<tr>
<td>JEDC 232 Intro. to Prin. Of Instr. Tech.</td>
<td>3</td>
<td>None</td>
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<tr>
<td>JEDC 287 Curr./Instr. Assess. 7-12</td>
<td>3</td>
<td>EDFN 202</td>
</tr>
<tr>
<td>JEDC 330SEC Multicultural Field Exp. 7-12</td>
<td>2</td>
<td>EDCI 230, 287; PSYC 209 or 218</td>
</tr>
<tr>
<td>JEDC 392 Content Area Reading</td>
<td>3</td>
<td>None</td>
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<tr>
<td>JEDC 432 Secondary Methods</td>
<td>3</td>
<td>EDCI 230</td>
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<tr>
<td>JEDC 461 Student Internship Gr. 7-12</td>
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<tr>
<td>EDFN 130 Intro. to Teaching</td>
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<td>None</td>
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<tr>
<td>EDFN 202 Teaching and Learn. Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Social and Prof. Issues</td>
<td>3</td>
<td>Sr. Status</td>
</tr>
<tr>
<td>EDIS 250 Intro. Educational Intervention</td>
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<tr>
<td>Choose one from:</td>
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<td></td>
</tr>
<tr>
<td>PSYC 209 Dev. Psych.</td>
<td>(3)</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>PSYC 218 Psych. Of Adol.</td>
<td>(3)</td>
<td>None</td>
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</tbody>
</table>

103 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>HIST 112 or Perm.</td>
</tr>
<tr>
<td>HIST 264 Ancient Rome and the Rise of Christianity</td>
<td>3</td>
<td>HIST 112 or Perm.</td>
</tr>
<tr>
<td><strong>Electives (choose 3, only one course from Latin may be used)</strong></td>
<td></td>
<td></td>
</tr>
<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>Core Comp II</td>
</tr>
<tr>
<td>HIST 321 Warfare: Ancient and Modern</td>
<td>(3)</td>
<td>HIST 112 or 113 or Perm.</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 or Perm.</td>
</tr>
<tr>
<td>*PHIL 450 Great Philosophers</td>
<td>(3)</td>
<td>PHIL 204, 205, 208, 210, 215 or 217 or Perm.</td>
</tr>
<tr>
<td>POLSC 343 Western Political Thought II (Ancient)</td>
<td>(3)</td>
<td>POLSC 101 or Perm.</td>
</tr>
<tr>
<td>*POLSC 380 Topics in Political Science</td>
<td>(3)</td>
<td>Prior coursework in Political thought or Perm.</td>
</tr>
<tr>
<td>REL 230 History of Early Christianity</td>
<td>(3)</td>
<td>REL 106</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>TH 204</td>
</tr>
</tbody>
</table>

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
Gretchen Dworznik, Associate Professor of Digital Media

Faculty
David McCoy, Assistant Professor of Journalism & Digital Media
Matthew Tullis, Assistant Professor of Journalism
Timothy McCarty, Professional Instructor of Digital Media
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 and is produced from the television studio and post-production facility in the Center for the Arts building. The Journalism and Digital Media program offers a variety of unique, practical, and converged media experiences for future storytellers. Students are encouraged to get involved as freshmen and continue through their senior year. Program alumni have worked at a number of media outlets locally, regionally, and nationally, including NBC New York, Sports Time Ohio, Sirius Satellite Radio, and the Columbus Dispatch.

Description of Majors
Digital Media Production – Broadcast communication students will be prepared for positions in: broadcast and non-broadcast facilities in the areas of radio production, television production, professional video, media management, and related fields. A range of laboratory experiences in the campus radio station, television station, video production facility, and multimedia laboratory are open to qualified students regardless of class rank. This program instills in the student an understanding of the power and influence of the media as well as the social and ethical responsibility it places upon communication professionals and consumers.

Digital Media Journalism - Digital Media 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.

JOURNALISM AND DIGITAL MEDIA CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>JDM 103 Intro. Journalism/Mass Comm.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 133 Video/Audio Aesthetics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 201 Practicum</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>JDM 203 Writing for the Media</td>
<td>3</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 Mgmt.</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>
</tbody>
</table>

23 hrs.

Bachelor of Arts with a major in Digital Media Journalism

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>JDM 245 Fund. of Research &amp; Reporting</td>
<td>3</td>
<td>JDM 103, 203</td>
</tr>
<tr>
<td>JDM 246 Multimedia Reporting</td>
<td>3</td>
<td>JDM 103, 203</td>
</tr>
<tr>
<td>JDM 307 Adv. Reporting and Editing</td>
<td>3</td>
<td>JDM 245, 246, or Perm.</td>
</tr>
<tr>
<td>JDM 336 Broadcast Reporting/Writing</td>
<td>3</td>
<td>JDM 245, 246</td>
</tr>
<tr>
<td>JDM 407 Narrative Journalism</td>
<td>3</td>
<td>JDM 307, 336</td>
</tr>
<tr>
<td>Electives (choose two):</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>JDM 224 Special Topics in Digital Media</td>
<td>(3)</td>
<td>JDM 103</td>
</tr>
<tr>
<td>JDM 232 Field Production</td>
<td>(3)</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 234 Studio Production</td>
<td>(4)</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 320 Feature Writing</td>
<td>(3)</td>
<td>JDM 245</td>
</tr>
<tr>
<td>JDM 333 Digital Media Technologies</td>
<td>(3)</td>
<td>JDM 232</td>
</tr>
<tr>
<td>JDM 335 Broadcast Announcing</td>
<td>(3)</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 405 The Global Impact of Social Media</td>
<td>(3)</td>
<td>Jr. Status</td>
</tr>
<tr>
<td>JDM 498 Independent Study</td>
<td>(3)</td>
<td>JDM 103, Permission</td>
</tr>
</tbody>
</table>

Core Requirements 23 hrs.

Bachelor of Arts with a major in Digital Media Production

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>JDM 232 Field Production</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 234 Studio Production</td>
<td>4</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 237 Basic Audio Production</td>
<td>3</td>
<td>JDM 13</td>
</tr>
<tr>
<td>JDM 333 Digital Media Tech</td>
<td>3</td>
<td>JDM 232</td>
</tr>
<tr>
<td>JDM 337 Adv. Audio Production</td>
<td>3</td>
<td>JDM 237</td>
</tr>
<tr>
<td>Elective (choose two):</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>JDM 224 Special Topics in DM</td>
<td>(3)</td>
<td>JDM 103</td>
</tr>
<tr>
<td>JDM 243 Sports Broadcasting</td>
<td>(3)</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 311 Script Writing Directing</td>
<td>(3)</td>
<td>JDM 234</td>
</tr>
<tr>
<td>JDM 330 Organizational &amp; Corporate Video</td>
<td>(3)</td>
<td>JDM 232</td>
</tr>
<tr>
<td>JDM 332 Radio Production and Programming</td>
<td>(3)</td>
<td>JDM 237</td>
</tr>
<tr>
<td>JDM 335 Broadcast Announcing</td>
<td>(3)</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 405 Global Impact 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>
<tr>
<td>JDM 437 Multiplatform</td>
<td>(3)</td>
<td>JDM 337</td>
</tr>
<tr>
<td>JDM 498 Independent Study</td>
<td>(3)</td>
<td>JDM 103, Perm.</td>
</tr>
</tbody>
</table>

Core Requirements 23 hrs.

Practicum - One credit of practicum is equal to 32 hours of work in a student media organization during one semester. Students are encouraged to sign up for one-half credit each semester which is equivalent to 16 hours of work and is much more feasible. Digital Media Journalism majors must spend 1 credit hour working for The Collegian, and one credit hour working for either WRDL or AUTV 20. DMJ Minors must spend one-half credit working for the Collegian and one-half credit working for WRDL or AUTV 20. Digital Media Production majors must spend one credit working for WRDL and one credit working for AUTV 20. DMP minors must spend one-half credit working for WRDL and one-half credit working for AUTV 20. Completion of practicum hours is monitored by the student media advisors. Students typically take 2 - 4 semesters to complete their practicum hours.

Plus Institutional Baccalaureate Degree Requirements.
Practicum - One credit of practicum is equal to 32 hours of work in a student media organization during one semester. Students are encouraged to sign up for one-half credit each semester which is equivalent to 16 hours of work and is much more feasible. Digital Media Journalism majors must spend 1 credit hour working for The Collegian, and one credit hour working for either WRDL or AUTV 20. DMJ Minors must spend one-half credit working for the Collegian and one-half credit working for WRDL or AUTV 20. Digital Media Production majors must spend one credit working for WRDL and one credit working for AUTV 20. DMP minors must spend one-half credit working for WRDL and one-half credit working for AUTV 20. Completion of practicum hours is monitored by the student media advisors. Students typically take 2 - 4 semesters to complete their practicum hours.

Plus Institutional Baccalaureate Degree Requirements.

### Minor in Digital Media Journalism

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>JDM 103 Intro. Journalism/Mass Communication</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 133 Video/Audio Aesthetics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 201 Practicum</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>JDM 203 Writing for the Media</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 245 Fund. of Research &amp; Reporting</td>
<td>3</td>
<td>JDM 130, 203</td>
</tr>
<tr>
<td>JDM 246 Multimedia Reporting</td>
<td>3</td>
<td>JDM 133, 203</td>
</tr>
<tr>
<td>Electives (choose two): *</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>JDM 224 Special Topics in Digital Media</td>
<td>3</td>
<td>JDM 103</td>
</tr>
<tr>
<td>JDM 232 Field Production</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 237 Basic Audio</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 303 Media Law and Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 307 Adv. Reporting and Editing</td>
<td>3</td>
<td>JDM 245, 246 or Perm.</td>
</tr>
<tr>
<td>JDM 320 Feature Writing</td>
<td>3</td>
<td>JDM 245</td>
</tr>
<tr>
<td>JDM 335 Broadcast Announcing</td>
<td>3</td>
<td>JDM 133</td>
</tr>
<tr>
<td>JDM 336 Broadcast Reporting/Writing</td>
<td>3</td>
<td>JDM 245, 246</td>
</tr>
<tr>
<td>JDM 403 Media Effects</td>
<td>3</td>
<td>Jr. Status</td>
</tr>
<tr>
<td>JDM 405 Global Impact - Social Media</td>
<td>3</td>
<td>Jr. Status</td>
</tr>
<tr>
<td>JDM 412 Adv. Post Prod. Editing</td>
<td>3</td>
<td>JDM 333</td>
</tr>
<tr>
<td>JDM 437 Multiplatform Audio Production</td>
<td>3</td>
<td>JDM 337</td>
</tr>
</tbody>
</table>

22 hrs.

* Students must take at least one 400 level course to fulfill their elective requirements.

### Minor in Digital Media Production

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>JDM 133 Video/Audio Aesthetics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JDM 201 Practicum</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>JDM 232 Field Production</td>
<td>3</td>
<td>JDM 133</td>
</tr>
</tbody>
</table>

### JDM Courses and Descriptions

See course descriptions.

121
Mathematics
Department of Mathematics/Computer Science
The College of Arts and Sciences
http://www.ashland.edu/departments/math-computer-science

Chair
Darren Wick, Professor of Mathematics

Faculty
Thomas Dence, Professor of Mathematics
Gordon Swain, Professor of Mathematics
Christopher Swanson, Professor of Mathematics
Vickie J. Van Dresar, Associate Professor of Mathematics
Maduka Rupasinghe, Assistant Professor of Mathematics
Justin Young, Assistant Professor of Mathematics

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

Mission
The mission of the Department of Mathematics and Computer Science is to educate students in the areas of mathematics and computer science. The department is committed to providing students with a broad overview of the central concepts of mathematics, computer science, and logic. The mathematics and computer science 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, Mac OS X, and Solaris operating systems. The computers are equipped with scientific typesetting software, software development tools, compilers, word processors, spreadsheet programs, database programs, web design and programming tools, audio and video editing software, multimedia software, computer algebra systems, statistical and geometric software, and many other applications.

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

Pi Mu Epsilon, Ohio Rho chapter, honors students who have excelled in mathematics and promotes scholarly activity in mathematics among students. Membership is offered to sophomore mathematics majors who have completed three semesters of college mathematics including one semester of calculus, with a 4.0 GPA in their mathematics courses, and who are in the top quarter of their class overall; or juniors and seniors who have completed at least two years of college mathematics including calculus, with a 3.0 GPA in their mathematics courses, and who are in the top 1/3 of their class overall.

Description of Majors
Both the Bachelor of Arts and Bachelor of Science degrees prepare students for jobs in industry such as actuary, operations research analyst, quality control engineer, 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.

Course Number and Title               Hrs.           Prerequisites
MATH 205 Calculus I 5 MATH 111 or Equiv.
MATH 206 Calculus II 5 MATH 205
MATH 305 Calculus III 4 MATH 206
MATH 307 Linear Algebra 3 MATH 202, 206, or 224
MATH 415 Intro to Mod. Alg. 3 MATH 223, 307
MATH 417 Intro to Analysis 3 MATH 305
MATH 450 Seminar (take twice*) 1/1 Jr. or Sr. Status
3 courses from:
CS 302 Theory of Comp. (3) MATH 224
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
MATH 313 Elem. Differential Equ. (3) MATH 305
MATH 314 Numerical An. (3) MATH 206
MATH 317 Probability (3) MATH 223; 202 or 206
MATH 318 Math. Of Stats. (3) MATH 305, 317
MATH 319 Number Theory (3) MATH 206, 223
Addl. courses in chemistry, physics, bio., math, comp. sci. or geology**
60 hrs.

Plus Institutional Baccalaureate Degree Requirements, page 27.

* Students seeking a double major in computer science and mathematics only need to take MATH 450 once.

** Additional courses may not include MATH 110, 111, 201, 202 (if taken after MATH 205 was successfully completed), or CS 101.

Bachelor of Science with a comprehensive major in Actuarial Science

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

Course Number and Title               Hrs.           Prerequisites
ACCT 201 Financial Accounting 3 None
ACCT 202 Managerial Accounting 3 ACCT 201
FIN 228 Financial Management 3 ACCT 201
FIN 329 Intermed. Financial Mgmt. 3 FIN 228
FIN 330 Principles of Investment 3 FIN 228
ECON 232 Prin. of Microeconomics 3 None
ECON 233 Prin. of Macroeconomics 3 None
MATH 205 Calculus I 5 MATH 111 or Equ.
MATH 206 Calculus II 5 MATH 205
MATH 223 Discrete Math. I 3 3 yrs. HS Coll Prep. Math
MATH 305 Calculus III 4 MATH 206
MATH 307 Linear Algebra 3 MATH 202, 206 or 224
MATH 317 Probability 3 MATH 223; 202 or 206
MATH 318 Mathematics of Stats. 3 MATH 305, 317
MATH 341 Applied Regression Analysis 3 MATH 208 or 318
MATH 450 Seminar 1 Jr. or Sr. Status
MATH 470 Special Topics in Math 3 Math 305, 307, Perm.
OR
MATH 498 Ind. Study (Fin. Math) (3) Jr. or Sr. Stat & Perm.
IS 221 Information Technology 3 None
IS 370 Programming for Bus. I 3 IS 221
60 hrs.

Suggested general electives:

Course Number and Title               Hrs.           Prerequisites
ACCT 207 Inter. Accounting I 3 ACCT 201
ACCT 208 Inter. Accounting II 3 ACCT 207
ECON 334 Money and Banking 3 ECON 233
FIN 422 Security Analysis 3 FIN 330
MATH 224 Discrete Math. II 3 MATH 223
MGT 327 Risk & Insurance 3 ECON 232, 233, MATH 208
IS 371 Programming for Bus. II 3 IS 370

Plus Institutional Baccalaureate Degree Requirements, page 27.
Bachelor of Arts with a major in Mathematics

This program is designed for those students who wish to pursue a career primarily related to mathematics. This program does require a minor or a dual major.

### Course Number and Title

<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 305 Calculus III</td>
<td>4</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
<td>3</td>
<td>MATH 202, 206 or 224</td>
</tr>
<tr>
<td>MATH 415 Intro to Mod. Alg.</td>
<td>3</td>
<td>MATH 223, 307</td>
</tr>
<tr>
<td>MATH 417 Intro to Analysis</td>
<td>3</td>
<td>MATH 305</td>
</tr>
<tr>
<td>MATH 450 Seminar (take twice*)</td>
<td>1/1</td>
<td>Jr. or Sr. Status</td>
</tr>
<tr>
<td>3 courses from:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>CS 302 Theory of Comp.</td>
<td>(3)</td>
<td>MATH 224</td>
</tr>
<tr>
<td>MATH 308 Operations Res.</td>
<td>(3)</td>
<td>MATH 224</td>
</tr>
<tr>
<td>MATH 309 History of Math.</td>
<td>(3)</td>
<td>MATH 223; 202 or 206</td>
</tr>
<tr>
<td>MATH 311 Modern Geometry</td>
<td>(3)</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 313 Elem. Differential Equ.</td>
<td>(3)</td>
<td>MATH 305</td>
</tr>
<tr>
<td>MATH 314 Numerical Ana.</td>
<td>(3)</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 317 Probability</td>
<td>(3)</td>
<td>MATH 223; 202 or 206</td>
</tr>
<tr>
<td>MATH 318 Math. Of Stats.</td>
<td>(3)</td>
<td>MATH 305, 317</td>
</tr>
<tr>
<td>MATH 319 Number Theory</td>
<td>(3)</td>
<td>MATH 206, 223</td>
</tr>
</tbody>
</table>

40 hrs.

### Plus Institutional Baccalaureate Degree Requirements, page 27.

Note: CS 121-122 is recommended for the major.

* Students seeking a double major in computer science and mathematics only need to take MATH 450 once.

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

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

### Course Number and Title

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 121 Computer Programming I</td>
<td>4</td>
<td>2 yrs. H.S. Alg., 1 yr H.S. Geom</td>
</tr>
<tr>
<td>MATH 205-206 Calculus I and II</td>
<td>5/5</td>
<td>MATH 111 or Equiv.</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
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</table>

OR

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MATH 318 Mathematics of Stats.</td>
<td>(3)</td>
<td>MATH 305, 317</td>
</tr>
<tr>
<td>MATH 305 Calculus III</td>
<td>4</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 307 Linear Algebra</td>
<td>3</td>
<td>MATH 202, 206 or 224</td>
</tr>
<tr>
<td>MATH 309 History of Math.</td>
<td>3</td>
<td>MATH 223; 202 or 206</td>
</tr>
<tr>
<td>MATH 311 Modern Geometry</td>
<td>3</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 317 Probability</td>
<td>3</td>
<td>MATH 223; 206 or 206</td>
</tr>
<tr>
<td>MATH 319 Number Theory</td>
<td>3</td>
<td>MATH 206, 223</td>
</tr>
<tr>
<td>MATH 415 Intro. to Mod. Alg.</td>
<td>3</td>
<td>MATH 223, 307</td>
</tr>
<tr>
<td>MATH 450 Seminar (take twice)</td>
<td>1/1</td>
<td>Jr. or Sr. Status</td>
</tr>
<tr>
<td>3 courses from:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>PHYS 201 General Physics I</td>
<td>4</td>
<td>H.S. Alg. &amp; Geom.</td>
</tr>
<tr>
<td>62-65 hrs.</td>
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Remaining Education requirements:

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<tr>
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<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>EDCI 230SEC Workshop in Teaching</td>
<td>2</td>
<td>EDFN 130, 202</td>
</tr>
<tr>
<td>EDCI 232 Intro. to Prin. of Instr. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 287 Curr./Instr./Assess. 7-12</td>
<td>3</td>
<td>EDFN 202</td>
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<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 461 Student Inte. Gr. 7-12</td>
<td>10</td>
<td>All Student Internship Req.</td>
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<tr>
<td>EDFN 130 Intro. to Teaching</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 202 Teaching and Learn. Process</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Social and Prof. Issues</td>
<td>3</td>
<td>Sr. Status</td>
</tr>
<tr>
<td>EDIS 250 Intro. Ed. Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Choose one from:</td>
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<tr>
<td>PSYC 209 Dev. Psych.</td>
<td>(3)</td>
<td>PSYC 101</td>
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<tr>
<td>PSYC 218 Psyc. of Adol.</td>
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<td>97-100 hrs.</td>
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Plus Institutional Baccalaureate Degree Requirements page 27.
### Minor in Mathematics

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>OR</td>
<td></td>
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</tr>
<tr>
<td>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 Comp.</td>
<td>(3)</td>
<td>MATH 224</td>
</tr>
<tr>
<td>MATH 224 Discrete Math. II</td>
<td>(3)</td>
<td>MATH 223</td>
</tr>
<tr>
<td>MATH 305 Calculus III</td>
<td>(4)</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 308 Operations Res.</td>
<td>(3)</td>
<td>MATH 224</td>
</tr>
<tr>
<td>MATH 309 Hist. of Math.</td>
<td>(3)</td>
<td>MATH 223; 202 or 206</td>
</tr>
<tr>
<td>MATH 311 Mod. Geometry</td>
<td>(3)</td>
<td>MATH 206</td>
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<tr>
<td>MATH 313 Elem. Differential Equ.</td>
<td>(3)</td>
<td>MATH 305</td>
</tr>
<tr>
<td>MATH 314 Numerical Ana.</td>
<td>(3)</td>
<td>MATH 206</td>
</tr>
<tr>
<td>MATH 317 Probability</td>
<td>(3)</td>
<td>MATH 223; 202 or 206</td>
</tr>
<tr>
<td>MATH 318 Math. Of Statistics</td>
<td>(3)</td>
<td>MATH 305, 317</td>
</tr>
<tr>
<td>MATH 319 Number Theory</td>
<td>(3)</td>
<td>MATH 206, 223</td>
</tr>
<tr>
<td>MATH 415 Intro. to Mod. Algebra</td>
<td>(3)</td>
<td>MATH 223, 307</td>
</tr>
<tr>
<td>MATH 417 Intro. To Analysis</td>
<td>(3)</td>
<td>MATH 305</td>
</tr>
</tbody>
</table>

16-20 hrs.

### Mathematics Courses and Descriptions

See Course Descriptions section of catalog.
Music

Department of Music
The College of Arts and Sciences

Chair
Thomas Reed, Professor of Music

Faculty
Rowland F. Blackley, Professor of Music
Christina Fuhrmann, Professor of Music
Scott Garlock, Professor of Music
Elizabeth Pastor, Professor of Music; Trustees' Professor
Stephanie Sikora, Professor of Music
Marla Butke, Associate Professor of Music
Leonard Salvo, Associate Professor of Music
Alexander Sanchez-Behar, Assistant Professor of Music

Degrees Offered
Bachelor of Music
Bachelor of Arts

Mission and Goals
The Department of Music provides students with a thorough education in the performance, theory, composition, pedagogy, history and literature of music within the context of a liberal arts education. The curriculum is designed to prepare the music student for advanced study at the graduate level in any of these areas. The department further provides, along with the Department of Teacher Education, professional preparation for those who wish to teach music in preschools, elementary schools and secondary schools.

The Department of Music affords opportunities for the general college student to participate in performing ensembles, to study voice or an instrument privately (applied lessons) or in groups, and to enroll in music courses as part of the University Core curriculum. In addition, students who minor in music, major in theatre with a musical theatre emphasis, or major in early childhood education rely on the department to provide fundamental techniques and instruction to integrate music into their chosen discipline.

The faculty members emphasize individual mentoring and monitoring of student progress. They have specialized training and extensive experience in a wide range of musical areas, but share a dedication to training skilled music professionals, and to providing quality musical experiences to all students.

The department recognizes its place as a cultural force in the University community and the Ashland area by sponsoring and producing public performances of its resident faculty and ensembles as well as guest artists. The department demonstrates its strong commitment to the cultural enrichment of the Ashland community at large by providing musical leadership and expertise for the benefit of all.

Student Learning Outcomes
Graduating majors should have a broad base of knowledge, skills and experiences that enable them to be competent musicians, effective teachers and leaders, and lifelong learners. They should be ethical individuals who are active contributors to their professional, artistic and local communities. They should demonstrate a substantial command of these areas of the curriculum, and will:
* demonstrate knowledge of music literature;
* demonstrate skills in music research;
* demonstrate aural skills including sight singing and dictation;
* demonstrate command of music fundamentals;
* demonstrate skills in part-writing;
* demonstrate skills in musical analysis;
* demonstrate functional piano skills appropriate to their program;
* demonstrate the ability to perform effectively as ensemble members;
* as required, demonstrate musicianship by the performance of significant solo repertoire at a high level of expression and accuracy;
* as required, demonstrate advanced skill or comprehension of a special topic through the senior project;
* if receiving the Bachelor of Music in Music Education, demonstrate appropriate classroom music skills; and
* if receiving the Bachelor of Music in Music Education, demonstrate appropriate skills and knowledge required of music teachers, including conducting, methodology, classroom management, and planning.

Early childhood education majors or theatre majors with musical theatre emphasis will demonstrate basic knowledge and skills in musical notation, vocal production and performance, piano, solfege and dictation, as required in their curricula. Music minors and general students should, as a result of their music courses, have a heightened understanding of music as an art form and an interest in further musical experiences.

Facilities
The music department is located in the Center for the Arts. The building also includes the 750-seat Hugo Young Theatre for the Performing Arts along with ample classroom, rehearsal and private practice facilities which afford students opportunities to make music in a pleasant atmosphere.

Accreditation
The Ashland University Department of Music is an accredited institutional member of the National Association of Schools of Music.
Description of Majors

The music education major is professional preparation for students who desire to become music teachers in preschools, elementary schools, or secondary schools. The student will choose either the instrumental or vocal emphasis.

The music major with applied music emphasis is for students who desire a thorough study of music within a liberal arts program, with an emphasis on music performance.

The music major with academic studies emphasis is for students who desire a thorough study of music within a liberal arts program, with an emphasis on music theory, history, or composition.

Admission Requirements & Procedures for Music

Students wishing to pursue a major or minor in music must meet proficiency requirements as established by the music department. This procedure also applies to students transferring from other institutions. These requirements include:

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

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

Degree Requirements

Ensemble Requirements - All full-time music majors must enroll in a major ensemble, determined by his/her principal applied area or as approved by the department chair. Music education majors generally are not required to enroll in a major ensemble during the student internship semester. Ensembles recognized by the department as major ensembles are University Band and University Choir.

Assessment

Music Comprehensive Exam - Recognizing that the retention and ready application of musical knowledge is necessary to every musician, the Music Department requires each music major (B.Mus. Or B.A.) to pass a comprehensive examination as a degree requirement. The examination will have three sections: music theory, music history, and a section specific to the major's discipline including a piano proficiency exam for B.Mus. Students. The department will publish information regarding scheduling of the exams and requirements for remediation. The student will then be required to retake those sections of the examination until a satisfactory result is achieved.

Degree Recitals - All students majoring in music education are required to perform a Senior Recital of thirty (30) minutes of music in their applied major area during their last year of study.

All music majors with an Applied Music Emphasis are required to perform a Senior Recital of forty-five (45) minutes of music during their last year of study and a Junior Recital of thirty (30) minutes of music during a prior year.

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

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 102 Recital Attend. (7 sem.)</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>MUSIC 204 Gen. Music Methods I</td>
<td>3</td>
<td>MUSIC 271, EDFN 130</td>
</tr>
<tr>
<td>MUSIC 211 Class Piano I</td>
<td>2</td>
<td>Diagnostic Exam</td>
</tr>
<tr>
<td>MUSIC 212 Class Piano II</td>
<td>2</td>
<td>MUSIC 211</td>
</tr>
<tr>
<td>MUSIC 237 Fund. of Conducting</td>
<td>2</td>
<td>MUSIC 271</td>
</tr>
<tr>
<td>MUSIC 271 Mus. Theory/Aural Sk. I</td>
<td>3</td>
<td>Diagnostic Exam</td>
</tr>
<tr>
<td>MUSIC 272 Mus. Theory/Aural Sk. II</td>
<td>3</td>
<td>MUSIC 271 and 211 or 241 or 341</td>
</tr>
<tr>
<td>MUSIC (34-) Principal Applied (4 sem. @ 1 hr. ea.)</td>
<td>4</td>
<td>Music major</td>
</tr>
<tr>
<td>MUSIC 320 Music History Survey</td>
<td>3</td>
<td>MUSIC 150, 271, or 272</td>
</tr>
<tr>
<td>MUSIC 380 Music History Seminar I</td>
<td>3</td>
<td>MUSIC 150, 271 or 272</td>
</tr>
<tr>
<td>MUSIC 381 Music History Seminar II</td>
<td>3</td>
<td>MUSIC 150, 271 or 272</td>
</tr>
<tr>
<td>MUSIC 371 Mus. Theory/Aural Sk. III</td>
<td>4</td>
<td>MUSIC 272</td>
</tr>
<tr>
<td>MUSIC 372 Mus. Theory/Aural Sk. IV</td>
<td>4</td>
<td>MUSIC 371</td>
</tr>
<tr>
<td>MUSIC (44-) Principal Applied (3 sem. @ 2 hr. ea.)</td>
<td>6</td>
<td>Jury</td>
</tr>
<tr>
<td>MUSIC 403 Senior Recital</td>
<td>0</td>
<td>MUSIC 44- Concurr MUSIC 372</td>
</tr>
<tr>
<td>MUSIC 471 Mus. Theory/Aural Sk. V</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUSIC 499 Comp. Exams</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PSYC 218 Psych. of Ado.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Instrumental Music Education Major:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 010 Univ. Band (7 sem. @ 1 hr. ea.)</td>
<td>7</td>
<td>None</td>
</tr>
<tr>
<td>*MUSIC (24-) Secondary Applied (3 sem. @ 1 hr. ea.)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MUSIC 209 Brass Techniques</td>
<td>2</td>
<td>Music Major</td>
</tr>
<tr>
<td>MUSIC 213 String Techniques</td>
<td>2</td>
<td>Music Major</td>
</tr>
<tr>
<td>MUSIC 214 Voice Meth./Instru. Maj</td>
<td>1</td>
<td>Music Major</td>
</tr>
<tr>
<td>MUSIC 218 Woodwind Tech.</td>
<td>2</td>
<td>Music Major</td>
</tr>
<tr>
<td>MUSIC 220 Percussion Tech.</td>
<td>1</td>
<td>Music Major</td>
</tr>
<tr>
<td>MUSIC 375 Instrum. Cond.</td>
<td>3</td>
<td>MUSIC 237</td>
</tr>
<tr>
<td>MUSIC 395 Curr. &amp; Meth. - Instrum.</td>
<td>3</td>
<td>MUSIC 271, EDCI 230PK</td>
</tr>
<tr>
<td>MUSIC 477 Instrum. Arranging</td>
<td>1</td>
<td>MUSIC 372</td>
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</table>

OR
Vocal Music Education Major:

<table>
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<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MUSIC 022 Univ. Choir</td>
<td>(7)</td>
<td>Audition</td>
</tr>
<tr>
<td>MUSIC 240 Applied Voice OR</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>**MUSIC 241 Applied Piano</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>MUSIC 216 Vocal Diction I</td>
<td>(2)</td>
<td>MUSIC 340</td>
</tr>
<tr>
<td>MUSIC 270 Intro. to Instrum. Music</td>
<td>(2)</td>
<td>MUSIC 271</td>
</tr>
<tr>
<td>MUSIC 325 Gen. Music Methods II</td>
<td>(2)</td>
<td>MUSIC 204, 271, EDFN 130</td>
</tr>
<tr>
<td>MUSIC 348 Keyboard Harmony</td>
<td>(2)</td>
<td>MUSIC 271; 241 or 341</td>
</tr>
<tr>
<td>MUSIC 376 Choral Conducting</td>
<td>(3)</td>
<td>MUSIC 237</td>
</tr>
<tr>
<td>MUSIC 396 Curr. &amp; Meth. - Choral</td>
<td>(3)</td>
<td>MUSIC 271, EDCI 230PK</td>
</tr>
<tr>
<td>MUSIC 478 Choral Arranging</td>
<td>(1)</td>
<td>MUSIC 372</td>
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</table>

Remaining Education Requirements:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>EDCI 230PK Wrkshp. Pre-K</td>
<td>2</td>
<td>EDFN 130, MUSIC 204</td>
</tr>
<tr>
<td>EDCI 330PK Classroom Mgmt. Pre-K</td>
<td>2</td>
<td>EDCI 230; PSYC 218</td>
</tr>
<tr>
<td>EDCI 392 Content Area Reading</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 469 Student Internship PreK-12</td>
<td>10</td>
<td>All Student Internship Req.</td>
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<tr>
<td>EDFN 130 Intro. to Teaching</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 202 Teaching &amp; Learning Proc.</td>
<td>3</td>
<td>EDFN 130</td>
</tr>
<tr>
<td>EDFN 402 Social and Prof. Issues</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 250 Intro. Ed. Interven.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

102 hrs.

**Music Education Majors with a principal applied area of voice select 241; those with a principal applied area of piano or organ select 240.**

Bachelor of Arts with a major in Music (Academic Studies Emphasis), This program does require an outside minor or dual major.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MUSIC 010 University Band</td>
<td>8</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 022 University Choir</td>
<td>(8)</td>
<td>Audition</td>
</tr>
<tr>
<td>MUSIC 102 Recital Attend. (8 sem.)</td>
<td>0</td>
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</tr>
<tr>
<td>MUSIC 205 Music Comp. I</td>
<td>2</td>
<td>MUSIC 272</td>
</tr>
<tr>
<td>MUSIC 211 Class Piano I</td>
<td>2</td>
<td>Diagnostic Exam</td>
</tr>
<tr>
<td>MUSIC 212 Class Piano II</td>
<td>2</td>
<td>MUSIC 211</td>
</tr>
<tr>
<td>**MUSIC (24-) Sec. Applied</td>
<td>2</td>
<td>Permission</td>
</tr>
<tr>
<td>*MUSIC 216-217 Vocal Dict. I-II</td>
<td>2/2</td>
<td>MUSIC 340</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>MUSIC electives, 200 level or higher</td>
<td>4</td>
<td>(not applied or ensembles)</td>
</tr>
<tr>
<td>(MUSIC 34-) Principal Applied</td>
<td>4</td>
<td>Major</td>
</tr>
<tr>
<td>MUSIC 320 Music History Survey</td>
<td>3</td>
<td>MUSIC 150, 271 or 272</td>
</tr>
<tr>
<td>MUSIC 271 Mus. Theory/Aural Sk. I</td>
<td>3</td>
<td>MUSIC 271 and 211 or 241 or 341</td>
</tr>
<tr>
<td>MUSIC 272 Mus. Theory/Aural Sk. II</td>
<td>3</td>
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</tr>
<tr>
<td>MUSIC 371 Mus. Theory/Aural Sk. III</td>
<td>4</td>
<td>MUSIC 272</td>
</tr>
<tr>
<td>MUSIC 372 Mus. Theory/Aural Sk. IV</td>
<td>4</td>
<td>MUSIC 371</td>
</tr>
<tr>
<td>MUSIC 378 Mus. Theory/Aural Sk. V</td>
<td>4</td>
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</tr>
<tr>
<td>MUSIC 497 Senior Project</td>
<td>2</td>
<td>MUSIC 471</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, page 27.

*Students whose principal applied area is voice take MUSIC 216-217. Others choose electives. Applied music and ensembles may not be selected.

**Students whose major instrument is voice should select piano or organ as the secondary instrument.
Music

MUSIC 499 Comprehensive Exam 0
Art or Theater Elective 3

54 hrs.

Plus Institutional Baccalaureate Degree Requirements, page 27.

Applied Music Minor

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 010 University Band</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 022 University Choir</td>
<td>(4)</td>
<td>Audition</td>
</tr>
<tr>
<td>MUSIC 211 Class Piano I</td>
<td>2</td>
<td>Diagnostic Exam</td>
</tr>
<tr>
<td>MUSIC 212 Class Piano II</td>
<td>2</td>
<td>MUSIC 211</td>
</tr>
<tr>
<td>MUSIC (24-) Principal Applied</td>
<td>5</td>
<td>Minor Stat., Perm.</td>
</tr>
<tr>
<td>MUSIC 271 Mus. Theory/Aural Sk. I</td>
<td>3</td>
<td>Diagnostic Exam</td>
</tr>
<tr>
<td>Music electives*</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

18 hrs.

Music Minors

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

*MUSIC 150, 224, 225, 226, 250, 251, and 252 may not be used.

Music Minor

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC 010 University Band</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 022 University Choir</td>
<td>(4)</td>
<td>Audition</td>
</tr>
<tr>
<td>MUSIC 211 Class Piano I</td>
<td>2</td>
<td>Diagnostic Exam</td>
</tr>
<tr>
<td>MUSIC (24-) Principal Applied</td>
<td>2</td>
<td>Minor Stat., Perm.</td>
</tr>
<tr>
<td>MUSIC 271 Mus. Theory/Aural Sk. I</td>
<td>3</td>
<td>Diagnostic Exam</td>
</tr>
<tr>
<td>MUSIC 320 Music History Survey</td>
<td>3</td>
<td>MUSIC 150, 271 or 272</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 380 Music History Seminar I</td>
<td>(3)</td>
<td>MUSIC 150, 271 or 272</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC 381 Music History Seminar II</td>
<td>(3)</td>
<td>MUSIC 150, 271 or 272</td>
</tr>
<tr>
<td>Music electives*</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

18 hrs.

*MUSIC 150, 224, 225, 226, 250, 251, and 252 may not be used.

Music Courses and Descriptions
Nursing and Health Sciences

Health Sciences Departments (Athletic Training, Dietetics, and Exercise Science)
Nursing Departments (Community and Global Health, Family Health, and Foundations of Health)
Dwight Schar College of Nursing and Health Sciences

Dean
Faye Grund

Directors
Accelerated/Advanced Entry Nursing: Juanita Reese Kline
Athletic Training: Dennis Gruber
Dietetics: David Vanata
Exercise Science: Randall Gearhart
Gerontology Nursing: Karen Estridge
RN to BSN Nursing: Jacqueline Owens
School Nurse Licensure: Holly Finks
Simulation Center: Lisa Young
Traditional 4-Year Nursing: Beverly Skiles

Coordinators
Athletic Training: Melissa Snyder
Lifetime Wellness: Laura Kruger
Physical Education: Beth Patton

Athletic Trainers
Jeremy Hancock
Andrew Palko
Robert Pfeifer
Nicole Sefcik

Faculty and Clinical Staff

HEALTH SCIENCES
Chair: Randall Gearhart, Professor
Dennis Gruber, Clinical Assistant Professor
Deborah Sullivan, Professor
Glen Fincher II, Associate Professor
Beth Patton, Associate Professor
David Vanata, Associate Professor
Melissa Snyder, Assistant Professor
Denise Reed, Professional Instructor of Dietetics
Laura Kruger, Professional Instructor

COMMUNITY AND GLOBAL HEALTH
Chair: Juanita Reese Kline, Associate Professor
Wanda Franklin, Assistant Professor
Patricia Clayburn, Professional Instructor

SHARON SEE, Professional Instructor
Melessa Starnes Damoff, Professional Instructor

FAMILY HEALTH
Co-Chair: Karen Smith, Assistant Professor
Co-Chair: Beverly Skiles, Professional Instructor
Carol Reece, Assistant Professor
Emily Engler, Professional Instructor
Karen Estridge, Professional Instructor
Jodie Flynn, Professional Instructor
Laura Gilmore, Professional Instructor
Val Kuenkele, Professional Instructor
Billie Maglott, Professional Instructor
Cherilyn Sudar, Professional Instructor
Nancy Thorne, Professional Instructor
Lisa Young, Professional Instructor
Jeri Berryman, Clinical Staff
Carrie Grund, Clinical Staff
Cara Russell, Clinical Staff

FOUNDATIONS OF HEALTH
Chair: Juanita Reese Kline, Associate Professor
Jacqueline Owens, Assistant Professor
Jada Craze, Professional Instructor
Daniel Hellinger, Professional Instructor
Marje Silcox, Professional Instructor
Tracy Crim, Clinical Staff

Degrees Offered
Bachelor of Science
Bachelor of Science in Athletic Training
Bachelor of Science in Nursing

Majors
Athletic Training
Dietetics
Exercise Science
Nursing

Minors
Gerontology
Therapeutic Recreation

130
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. Our guiding values are integrity, caring, accountability, respect, and excellence. The program provides undergraduate and graduate education in health science professions. Our vision is to be the premier nursing and health sciences college 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 Sport Sciences Center. The state-of-the-art center houses six fully equipped multi-media classrooms, a 4,000 square foot athletic training room, the 1,600 square foot Messerly Human Performance Laboratory, as well as a student computer lab and reference library. The Recreation Center contains a walking/running track, fitness center, golf simulator, racquetball 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, nursing skills such as intravenous, Foley catheter, and nasogastric insertions. Students participate in complex patient scenarios such as cardiac arrest. Simulation is not a replacement for clinical, but supplements clinical experiences, enhancing student outcomes.

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 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.

Program Description

Athletic trainers work with team physicians, physical therapists, exercise physiologists, and coaches in the care, prevention, and rehabilitation of illness and injuries related to sport and exercise. A bachelor’s degree with a comprehensive major in athletic training will also prepare you for graduate degrees, physical therapy school, medical school, or any other allied health profession.

AT Program Selective Admission Requirements

Entrance into the Athletic Training program is by selective admission. A student is permitted to apply for admission into the program during the second semester of the freshman year or during the sophomore year. The formal application process must be completed by the second Monday of February. The formal application process requires that each student complete the following criteria:

1. Prerequisite coursework – Students must attain a “C” or better grade in the following courses: AT 165, AT 166, AT 167, and AT 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 the student’s academic ability.

4. Cumulative grade point average of 2.5.

5. Interview with the Athletic Training Selection Committee.


After students have been selected into the program, they must complete formal OSHA training in blood-borne pathogens which includes obtaining or declining the Hepatitis B vaccination. Students will also need to purchase liability insurance and pass a physical examination.
AT Program Exit Criteria
To graduate with the Athletic Training major, the student must:
1. Successfully complete all university requirements.
2. Successfully complete all required Athletic Training Education Program (ATEP) courses and requirements.
3. Pass all AT courses with a “C” or better. Any student receiving a “C-” or below must retake the course.
4. Have a minimum cumulative GPA of 2.5.
5. Have a completed and evaluated Athletic Training portfolio.

Clinical Field Experiences
Program standards require students to complete 600 hours of clinical experiences over a period of at least two years, under the direct supervision of a Certified Athletic Trainer in a program-approved clinical setting. 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 $60.00 fee.

Degree Requirements (Athletic Training)

Bachelor of Science with a comprehensive major in Athletic Training

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>ATR 270</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 IV</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 VI</td>
<td>2</td>
<td>ATR 471</td>
</tr>
</tbody>
</table>

Related Required Coursework:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 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>EXS 474 Sport Nutr./Substance Abuse</td>
<td>3</td>
<td>EXS 309</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HS 360 Research in Health Sciences</td>
<td>3</td>
<td>MATH 208; ATR 165 or EXS 309 or DIET 320</td>
</tr>
<tr>
<td>SMG 404 Psych. Of Sport and Coaching</td>
<td>3</td>
<td>ATR 165</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements, page 27.

Courses and Descriptions
See Course Descriptions section of catalog.

DIETETICS PROGRAM

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

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

Goals and Student Learning Outcomes

To assess and guide the AU DPD, several goals and outcomes have been developed. These include the following four program goals and 12 outcomes:

Program Goal 1:

The AU DPD will encourage student involvement in professional organizations and community/service learning experiences among its majors.

* Outcome 1.1. 50% of third-year, and 75% of fourth-year students will indicate joining a nutrition-related professional organization at the national, regional, or state level.

* Outcome 1.2. 75% of students will attend at least one nutrition-related professional conference at the national or state level.

Program Goal 2:

The AU DPD will prepare, assist, and encourage students to seek admittance into an ACEND accredited internship program, professional employment, or graduate school.

* Outcome 2.1. Over a five-year period, 60% of AU DPD graduates will apply to supervised practice programs the academic year they complete the program.

* Outcome 2.2 Over a five-year period, 50% of those applying to supervised practice programs the academic year they complete the program will be accepted.

* Outcome 2.3. Over a five-year period, 50% or more of program graduates who sought employment in dietetics will be employed within 12 months of program completion.

* Outcome 2.4. Over a five-year period of time, 50% of AU DPD graduates not going into an internship, employed, or seeking employment will report pursuing an advanced degree.

Program Goal 3:

The AU DPD will prepare students to become contributing members of the scientific community who can function as competent entry-level dietitians in a variety of settings as evidenced by registration exam, dietetics internship, or employee surveys.

* Outcome 3.1. Over a five-year period, the pass rate for program graduates taking the registration examination for the first time will be at least 80%.

* Outcome 3.2. 70% of graduates who pass the CDR examination will have a scaled score at or above the national mean.

* Outcome 3.3. 80% of graduates will receive satisfactory or higher ratings from supervisors/employers in at least 75% of the areas surveyed.

Program Goal 4:

The AU DPD will, through support and encouragement, build and maintain a cohort of students who complete their Dietetics Program of study.

* Outcome 4.1. 80% of students enrolled in the program after completing DIET 210 Nutrition Seminar will meet the criteria for receiving a verification statement within three years.

Degree Requirements (Dietetics)

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

Bachelor of Science with a comprehensive major in Dietetics

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>DIET 210 Nutrition Seminar</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>DIET 213 Society's Infl. On Body</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 253</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 or Permission</td>
</tr>
<tr>
<td>DIET 385 Advanced Human Nutrition</td>
<td>3</td>
<td>DIET 320, CHEM 307 or Permission</td>
</tr>
<tr>
<td>DIET 395 Vitamins and Minerals</td>
<td>3</td>
<td>DIET 320, CHEM 104 or Permission</td>
</tr>
<tr>
<td>DIET 400 Nutrition &amp; Disease I</td>
<td>3</td>
<td>DIET 320, CHEM 104 or Permission</td>
</tr>
<tr>
<td>DIET 425 Nutrition &amp; Disease II</td>
<td>3</td>
<td>DIET 400 or Permission</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, CHEM 104 or Permission</td>
</tr>
<tr>
<td>CHEM 103-104 Gen. Chemistry</td>
<td>4/4</td>
<td>H.S. Chem; 3 yrs. H.S. math</td>
</tr>
</tbody>
</table>

Nursing and Health Sciences
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 Objectives

The exercise science program is a comprehensive major that provides opportunities for students to develop requisite proficiencies in preparation for careers in the exercise sciences and for admission to graduate profession schools (physical therapy, medicine, etc.). The coursework reflects standards established by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). Students completing the exercise science major will:

1. understand the physiology of the human body at rest and during times of physical stress, with the goal of improving human performance;
2. be able to assess the fitness level of apparently healthy individuals and those with known pathology; and
3. be able to prescribe and develop appropriate exercise and lifestyle modification programs to assist clients in achieving their fitness and/or rehabilitation goals.

Degree Requirements (Exercise Science)

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 Cardiopulmonary Path.</td>
<td>2</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</td>
<td>3</td>
<td>EXS 309</td>
</tr>
<tr>
<td>EXS 312 Fitness Assess. And Exercise Prescrip. I</td>
<td>2</td>
<td>EXS 309</td>
</tr>
<tr>
<td>EXS 313 Fitness Assess. And Exercise Prescrip. II</td>
<td>2</td>
<td>EXS 312</td>
</tr>
<tr>
<td>EXS 314 Group Exercise Leadership</td>
<td>3</td>
<td>EXS 312</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>
<tr>
<td>ATR 356 Medical Aspects in AT II</td>
<td>2</td>
<td>None</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>DIET 320 Human Nutrition</td>
<td>3</td>
<td>CHEM 103 or 251</td>
</tr>
<tr>
<td>HS 182 First Aid and Safety Ed.</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>HS 360 Research in Health Sci.</td>
<td>3</td>
<td>MATH 208 and either DIET 320, AT 165, or ES 309</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

91 hrs.

Plus Institutional Baccalaureate Degree Requirements, Pg. 27.

NURSING PROGRAM

Accreditation

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.aacen.nche.edu/accreditation; and 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.

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.

Student Organizations

The Dean’s Student Advisory Council is a representative group of students from all program tracks and levels. The purpose of the group is to promote the ICARE values among students, to discuss academic improvement strategies for the college, and to develop professional leadership skills.

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

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

The SCRUBS Society focuses on service to Ashland University, the Dwight Schar College of Nursing and Health Sciences, the surrounding community, and the profession of nursing. The SCRUBS Society seeks to provide positive representation, leadership and encouragement to students, and increase enthusiasm towards College of Nursing and Health Sciences and the nursing profession. The representatives promote positive and active roles in the community, by demonstrating good conduct, volunteering, mentoring, and serving as a liaison between students, faculty and staff.

Student Honor Society

Sigma Theta Tau International Honor Society of Nursing inducts students majoring in nursing who have demonstrated superior achievement and leadership qualities. Membership is by invitation. Students who have completed half of the major requirements are eligible for membership by ranking in the top 35% of the class and earning a minimum of 3.0 GPA in Ashland University courses.
Description of Nursing Programs

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.

Traditional Four-Year Pre-licensure – 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.

Advanced Entry Pre-licensure – The Advanced Entry program is designed for students who have earned college credits at another institution. Students enrolled in this program complete required freshman and sophomore level nursing courses prior to transitioning into the junior year of the Traditional Four-Year program the following semester.

Accelerated Pre-licensure – 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.

RN to BSN Post-licensure – 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.

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 prior to clinical coursework for the traditional four-year program students and prior to admission to the program for advanced entry and accelerated program students. Post-licensure RN to BSN program students will obtain criminal background inquiries and drug screenings prior to the first clinical experience.

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

Basic life support for health care providers from the American Heart Association (CPR) 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 Eagle’s Landing page on the Ashland University website. Note that this requirement may be waived for RN to BSN students. See the nursing student handbook for detailed information on these requirements.

Admission Requirements for Pre-licensure Programs

There are three pre-licensure programs within the College of Nursing and Health Sciences (CONHS), and entries into these are summarized below:
* Traditional 4-Year Program - available for Freshman students changing majors, and some transfers
* Advanced Entry Program - available for transfers and Ashland University students who meet admission requirements
* Accelerated Program - available for students who have a Baccalaureate Degree in another field
Admission Requirements for Traditional 4-year Program

Students who meet the criteria below will be directly admitted to AU and the CONHS for their freshman year. Students who do not meet the nursing criteria, but meet the requirements for admission to AU will be admitted to AU but placed on a wait list for the CONHS. They will be evaluated initially on October 15 and then again in January of each school year and notified if they are conditionally accepted into the CONHS. (See “Waitlisted” section for more details.)

Academic Requirements:
1. Graduated from an accredited high school or equivalent.
2. A 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).

Mental/Physical/Personal Requirements:
1. Must pass a criminal background check and drug screen. (This will be done prior to entering clinical coursework in the sophomore year.)
2. Must meet the health status criteria for mental and physical health.
3. Must be able to perform the essential functions for clinical course work.
4. Must have the required immunizations.

Transfers Applying to the Traditional Four-year Program

Requirements:
1. Graduated from an accredited high school or equivalent.
2. Attended an accredited college or university. Students who have completed less than 30 semester hours of coursework must provide acceptable ACT and high school transcripts for acceptance.
3. Achieved at least a 3.0/4.0 cumulative grade point average in college coursework.
4. Meet all the mental/physical/personal requirements listed in the 4-year Track.

Students meeting the above criteria will file the traditional BSN application. If students are slightly below the requirements they are still encouraged to apply. Students who do not meet the nursing criteria, but meet the requirements for admission to AU will be placed on a waitlist (see "Waitlisted" section) and evaluated initially on October 15 and then again in January of each school year and notified if they are conditionally accepted into the CONHS.

Transfer credit from science courses will only be applied toward the nursing program if a grade of "C" or better is achieved. Science courses with a grade of "C-" can be transferred and applied toward Ashland University's institutional degree requirements, but will not apply toward the nursing program.

Students Transferring from an Accredited Nursing Program:

Credit for nursing courses taken at a previous college or university will be determined on a case by case basis. Students may be required to demonstrate safe practice in medication administration and other skills to progress even if transfer credit is granted. Literature indicates that these standards are predictive of success on the NCLEX-RN®.

Admission Requirements for Advanced Entry Program

The Advanced Entry baccalaureate pre-licensure program at the Dwight Schar College of Nursing and Health Sciences provides students who have college transfer credit an opportunity to complete freshman and sophomore level nursing coursework in a fast paced format during the summer and then transition immediately into their junior year of study (Traditional Program) the following fall. Admission to the pre-licensure, 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. Contact the Mansfield Campus Admission Representative for additional information.

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 counted at 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 or Lifespan Human Development
- 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 component.

4. Successful completion of a 15-minutes phone interview with the Admission Committee.
5. Successful completion of the ATI TEAS placement exam with a minimum score of 70% obtained.
6. Submission of application with required essay.
7. Meet all essential functions of clinical coursework listed in the Pre-licensure Nursing Student Handbook.
8. 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.

**Admission Requirements for Accelerated Program**

The Accelerated 15-month baccalaureate pre-licensure program at the Dwight Schar College of Nursing and Health Sciences educates prospective nurses who have already earned a baccalaureate degree in another discipline but desire to enter the profession of nursing. 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 application deadline (March 1 for May entry) 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 pre-licensure 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. 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 at 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 or Lifespan Human Development
- Nutrition
- Microbiology*
- Organic/Inorganic/Bio Chemistry*
- Human Anatomy and Physiology I & II*
- Ethics
- Statistics

*denotes that the course must include a laboratory component.

4. Successful completion of a 15-minutes phone interview with the Admission Committee.
5. Successful completion of the ATI TEAS placement exam with a minimum score of 70% obtained.
7. Meet all essential functions of clinical coursework listed in the Pre-licensure Nursing Student Handbook.
8. 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.

**Current AU Students Who Want to Change Majors to Nursing**

Current AU students who want to change majors should first speak with a CONHS Admissions Advisor. There are two possible program options:

1. Most students will qualify to apply for the Traditional 4-year Program. Students should understand that it will take 4 years to complete the nursing program from the time they begin. The CONHS will offer rolling admissions for these students (fall/spring) so that they may only be behind in the program by one semester depending on when they apply.
2. The Advanced Entry Program may be an option for a student changing majors from a major heavy in science coursework, or those who have already been at AU for two years or more and have satisfied many of their Core requirements. The Advanced Entry Program is highly competitive with very limited space.

   Students who wish to change majors will be accepted to the program pending space availability. If space is not available, students will be waitlisted (see "Waitlisted" section).

   Students who met the AU admissions standards, but do not meet the CONHS standards will be evaluated for admission on a case by case basis. If a student demonstrates strength in science coursework, and is in good academic standing at AU, this will help them gain admission.

   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.

**Admission Requirements for International Students to the Nursing Program**

Additional Admissions Requirements for International Students

   In addition to the nursing program admission requirements, international students will also need to meet the following English Proficiency Requirements:

1. Traditional, Advanced or Accelerated Programs: TOEFL iBT score of 84 (Speaking subscore of 26) or IELTS 7.0 (Speaking subscore of 7.0).
2. RN to BSN: Applicants will need to have passed the NCLEX examination and be licensed to practice nursing in the United States.

   International students will apply to the nursing programs through the International Student Services office (www.ashland.edu/iss). The SAT or ACT is optional for international students.

Admission Requirements for RN to BSN Program

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 in online or hybrid web-based formats.

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

Admission Requirements for School Nurse Licensure

For admission to the School Nurse Licensure program, an individual must have a current, active RN license, possess a BSN, and have a 3.0 GPA in prior college coursework.

Admission Requirements for Gerontology Minor

This 18 credit hour minor is open to students in any major.

Waitlisted Students

Any student waitlisted should be encouraged to begin taking science and other courses that will apply toward their nursing degree such as Chemistry 251 or an anatomy and physiology course. 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 waitlisted.

Students will come off the waitlist on a case by case basis. Academic record, previous coursework, reasons for pursuing the nursing field and space availability will all be considered when admitting a student from the waitlist.

Existing AU students who change majors to nursing and are waitlisted will receive preference when coming off the waitlist and be guaranteed the next available spot in the class, provided they meet the entrance requirements to the nursing program.

Progression Requirements

Grade Policy: Pre-licensure Students

Grading Standard – Required Nursing Courses

All clinical and non-clinical courses must have quality points of a 2.0 or higher to meet graduation requirements. Quality points less than a 2.0 does not meet graduation requirements and the course must be repeated. For any nursing course repeated to meet graduation requirements, the repeated course must be above a 2.0 on the second attempt (refer to Dismissal Policy).

To be successful in the class, students must achieve an averaged minimum of “C” (74%) on objective examinations in all nursing courses except the following:

- NUR 105 - Nursing Concepts and Values
- NUR 335 – Genetics in Nursing Practice
- NURCH 425 - Trends and Issues in Global Health
- NURFH 430 - Advanced Simulation
- NURFH 435 - Capstone Preceptorship
- NUR 460 - Theoretical Foundations in Health

Research

Other assignments will be averaged into the course grade for final grade determination if the grade on objective examinations meets the minimum of “C” (74%).

Grading Standard - Clinical Nursing Courses

Clinical grades are stated as “Satisfactory” or “Unsatisfactory”. Satisfactory means that the student has achieved a level of performance demonstrating that he/she has met the objectives. Unsatisfactory means that the student has failed to demonstrate minimally acceptable behaviors and/or did not meet required clinical outcomes. If at any time the student is deemed by faculty to be unsatisfactory, the student will not be permitted to drop the course and the grade earned may not be higher than a "C-". If the student has a lower grade in the didactic portion of the course, the grade earned will be assigned.

Grading Standard - Required Non-Nursing Courses

Quality points less than a 2.0 in Anatomy & Physiology I (BIO 222), Anatomy & Physiology II (BIO 223), Microbiology (BIO 240), Molecular Architecture (CHEM 251), or Chemical Perspectives on Life (CHEM 253) does not meet graduation requirements and the course must be repeated. The repeated course must be above a 2.0 on the second attempt or the student will be dismissed from the College of Nursing.

Quality points less than a 2.0 in Elementary Statistics (MATH 208), Developmental Psychology (PSYC 209) or Lifespan Human Development (FCS 270), Human Nutrition (DIET 320), or Ethics (PHIL 215) does not meet graduation requirements and the course must be repeated.
Grade Policy: Post-licensure Students

Each student must attain a minimum grade of "C" (74%) as a final grade in each nursing course to progress in the program. Any nursing course in which a grade of "C-" or lower is earned may be repeated. If a final nursing course grade of "C-" or lower is earned twice in the same course, the student will be dismissed from the nursing program. Application for readmission may be made.

Academic Dismissals

A grade of "C-" or below in a nursing course is considered an unacceptable academic standard in the nursing program. Students who receive a "C-" or below in a nursing course can remain in the program but will be required to retake that course again as soon as possible.

Pre-licensure students who receive a grade of "C-" or below in two or more nursing courses will be automatically dismissed from the nursing program, but not from Ashland University. They must wait one calendar year before reapplying to the nursing program and must follow the general readmission procedures (see below). These students will be considered for readmission on a case by case basis by the CONHS Admission, Progression, and Retention Committee.

Pre-licensure students who receive a grade of "C-" or below in the same nursing required science course will be automatically dismissed from the nursing program but not from Ashland University. They must wait one calendar year before reapplying to the nursing program and must follow the general readmission procedures (see below). These students will be considered for readmission on a case by case basis by the CONHS Admission, Progression, and Retention Committee.

Post-licensure students who have failed the same nursing course twice will be dismissed and will not be readmitted to the CONHS.

A student who is academically dismissed from the nursing program may continue to take courses that satisfy their AU institutional degree requirements while awaiting readmission to the nursing program. They may also choose to pursue another course of study.

Withdrawals

Pre-licensure 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 procedures listed below. This student may also be tested for safety in a clinical setting before being readmitted. These 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.

Post-licensure students who have been inactive for three or more years must appeal to the CONHS Admission, Progression, and Retention Committee.

Readmission to the Dwight Schar College of Nursing and Health Sciences

General Readmission Requirements

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. 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. However, 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 and nursing course requirements and policies in the AU catalog and student handbook at the time of readmission to the nursing program.

Readmission Process:

1. Complete and submit the Application for Readmission form at least 3 months prior to the beginning of the semester for which the student is applying.
2. After acceptance, return the Letter of Intent to the CONHS and attend orientation.

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. Whether or not the applicant will be able 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 course (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.

Graduation Requirements (Pre-licensure)
To earn a BSN degree from Ashland University, 63 hours of nursing credits must be earned through Ashland University.

Graduation Requirements (Post-licensure)
A minimum of 50 semester hours of credit must be earned from a 4-year college/university for students in the post-licensure program. 30-32 semester hours of Ashland University required nursing courses can be used toward meeting this requirement. The remaining semester hours may be met through non-nursing coursework. 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.

Degree Requirements (Pre-licensure Tracks) Required Nursing Courses:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 105 Nsg. Concepts &amp; Values</td>
<td>1</td>
<td>Adm. To CONHS</td>
</tr>
<tr>
<td>NUR 225 Patho/Pharm. II</td>
<td>3</td>
<td>BIO 223, CHEM 253, BIO 240 or conc., CHEM 251 or conc., NUR 105 or conc.</td>
</tr>
<tr>
<td>NUR 226 Phatho/Pharm II</td>
<td>3</td>
<td>NUR 225</td>
</tr>
<tr>
<td>NUR 301 Health Assessment</td>
<td>3</td>
<td>NUR 105 or conc., NUR 225 or conc., NUR 304 or conc., CHEM 209/FCS 370</td>
</tr>
<tr>
<td>NUR 304 Health Found. II</td>
<td>3</td>
<td>NUR 105, NUR 225, NUR 301 (or conc.), CHEM 209/FCS 370</td>
</tr>
<tr>
<td>NUR 306 Health Found II</td>
<td>5</td>
<td>NUR 226 (or conc.) NUR 304, Successful Completion of Medical Calculation Exam</td>
</tr>
<tr>
<td>NURCH 310 Psychiatric/Mental Health</td>
<td>4</td>
<td>DIET 320, NUR 226, NUR 306</td>
</tr>
<tr>
<td>NURF 311 Adult Health Concepts:</td>
<td>5</td>
<td>DIET 320, NUR 226, NUR 306</td>
</tr>
<tr>
<td>NURF 312 Adult Health Concepts:</td>
<td>5</td>
<td>DIET 320, NUR 226, NUR 306</td>
</tr>
<tr>
<td>NUR 355 Genetics in Nursing Practice</td>
<td>2</td>
<td>NUR 226, NUR 306</td>
</tr>
<tr>
<td>NURF 410 Complex Health Alt.</td>
<td>5</td>
<td>NURCH 311, NURF 312</td>
</tr>
<tr>
<td>NURCH 420 Community/Global Health</td>
<td>4</td>
<td>NURCH 310, NURF 410, NURF 438, NURF 440, NUR 460</td>
</tr>
<tr>
<td>NURCH 425 Trends and Issues in Global Health</td>
<td>3</td>
<td>NURCH 310, NURF 410, NURF 438, NURF 440, NUR 460</td>
</tr>
<tr>
<td>NURF 430 Advanced Simulation</td>
<td>1</td>
<td>NURCH 310, NURF 410, NURF 438, NURF 440, NUR 460</td>
</tr>
<tr>
<td>NURF 435 Capstone Preceptorship</td>
<td>2</td>
<td>NURCH 310, NURF 410, NURF 438, NURF 440, NUR 460</td>
</tr>
<tr>
<td>NURF 438 Maternal/Newborn Health</td>
<td>4</td>
<td>NURCH 310, NURF 410, NURF 438, NURF 440, NUR 460</td>
</tr>
<tr>
<td>NURF 440 Pediatric Health</td>
<td>4</td>
<td>NURCH 310, NURF 410, NURF 438, NURF 440, NUR 460</td>
</tr>
<tr>
<td>NUR 460 Theoretical Found. In Health Research</td>
<td>3</td>
<td>MATH 208, NURCH 310, NURF 312</td>
</tr>
<tr>
<td></td>
<td>63 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 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>
</tr>
<tr>
<td>CHEM 253 Chem. Perspectives</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>MATH 208 Elem. Stats</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>PSYC 209 Dev. Psychology</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>DIET 320 Human Nutrition</td>
<td>3</td>
<td>CHEM 103 or CHEM 251</td>
</tr>
<tr>
<td>PHIL 215 Ethics</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

*Plus remaining Institutional Baccalaureate Degree Requirements. Also, see Transfer Policy
Degree Requirements (Post-licensure Track) Required Nursing Courses:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSCGH 202 Global Strategies in Public Health</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HS 322 Physical Aging</td>
<td>3</td>
<td>Waived</td>
</tr>
<tr>
<td>*NUR 303 Individual Health</td>
<td>3</td>
<td>RN licensure</td>
</tr>
<tr>
<td>NUR 335 Genetics in Nursing Practice</td>
<td>2</td>
<td>Waived</td>
</tr>
<tr>
<td>NUR 362 Theory, Research, Evidence-based Pract.</td>
<td>4</td>
<td>RN licensure</td>
</tr>
<tr>
<td>*NUR 405 Health Care System</td>
<td>3</td>
<td>MATH 208, NUR 303, 362; NURCH 309</td>
</tr>
<tr>
<td>NUR 408 Legal, Ethical, Political Persp.</td>
<td>3</td>
<td>MATH 208, NUR 303, 362; NURCH 309</td>
</tr>
<tr>
<td>HS/NURCH 309 Intl. Transcultural Persp.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>*NURCH 414 Community &amp; Public Health</td>
<td>3</td>
<td>MATH 208, NUR 303, 362; NURCH 309</td>
</tr>
</tbody>
</table>

27 hrs.

Required Non-Nursing Courses:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Nursing courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 125-126 Anat. &amp; Phys. I and II</td>
<td>3/3</td>
<td>BIO 125 for 126</td>
</tr>
<tr>
<td>Choose one from:</td>
<td>4</td>
<td>Nursing Major</td>
</tr>
<tr>
<td>BIO 240 Microbiology for Nursing</td>
<td>(4)</td>
<td>BIO 201, CHEM 104 or perm.</td>
</tr>
<tr>
<td>BIO 340 Microbiology</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>Choose one from:</td>
<td>3-4</td>
<td>H.S. Chem., 3 yrs. H.S. Math</td>
</tr>
<tr>
<td>CHEM 103 General Chemistry</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>CHEM 250 Lead and Civ.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>CHEM 251 Molecular Arch.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>CHEM 253 Chem. Persp. On Life</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>MATH 208 Elem. Stats.</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>Philosophy course</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Choose one from:</td>
<td>3</td>
<td>None</td>
</tr>
<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>
</tbody>
</table>

22-23 hrs

Specialty Tracks - Choose one (consult your advisor):

9-18 hrs.

*Gerontology (see Gerontology minor or certificate program) (18)
*Management (see Business Administration minor) (18)
*School Nurse Licensure Prep (see nursing advisor) (9)

*Design Your Own Focus (choose 4 courses, to be approved by program director and college dean

58-68 hrs.

*Plus remaining Institutional Baccalaureate Degree Requirements. Also, see Transfer Policy

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 the 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 324 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></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSFH 322 Physical Aging</td>
<td>(3)</td>
<td>3 hrs. of Biological Science at the 100 or 200 level, ES 190, Nursing Majo, or Perm.</td>
</tr>
</tbody>
</table>

18 hrs.

*Any five courses listed above meet the certification requirement.

Minor in Therapeutic Recreation

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 240 Fundamentals of TR</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>REC 330 Techniques in TR</td>
<td>3</td>
<td>REC 240</td>
</tr>
<tr>
<td>REC 341 Principles of TR</td>
<td>3</td>
<td>REC 240</td>
</tr>
<tr>
<td>REC 407 TR Programming &amp; Admin.</td>
<td>3</td>
<td>REC 240</td>
</tr>
<tr>
<td>REC 362 Leisure Ed/Counsel. Techn</td>
<td>3</td>
<td>REC 240</td>
</tr>
<tr>
<td>Choose 3 hours from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXS 190 Anatomy &amp; Physiology for ES</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 417 Ab. Psychology</td>
<td>(3)</td>
<td>PSYC 102 or Perm.</td>
</tr>
<tr>
<td>EXS 261 Medical Terminology</td>
<td>(3)</td>
<td>None</td>
</tr>
</tbody>
</table>

18 hrs.
*Note: The amount of internship credit required is determined by the amount of the student’s school nurse experience.
Philosophy
Department of Philosophy
The College of Arts and Sciences

Chair
William Vaughan, Professor of Philosophy

Faculty
Mark Hamilton, Associate Professor of Philosophy
Louis A. Mancha, 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 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 are required to participate in the department assessment process in their final year of study. The assessment process seeks to measure the department's stated learning outcomes. This process involves submission of a paper and completion of an online exit exam.
Bachelor of Arts with a major in Philosophy

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 intro 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>2 hist. courses (PHIL 311, 312, 313 or 314)</td>
<td>6</td>
<td>PHIL 204, 205, 208, 210 or 215</td>
</tr>
<tr>
<td>3 PHIL electives (300 level or above)</td>
<td>9</td>
<td>24 hrs.</td>
</tr>
</tbody>
</table>

Plus Institutional Baccalaureate Degree Requirements.

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 elective (300 level or above)</td>
<td>3</td>
<td>15 hrs.</td>
</tr>
</tbody>
</table>

Minor in Ethics

See listing in Religion.

Minor in Humanities

The Humanities minor allows students to explore the relationships among the different areas of the humanities as they developed historically. The minor seeks to encourage a basic historic awareness along with the opportunity to pursue intellectual interests and curiosities in the humanities. Courses taken for the student's major are not applicable to this minor.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 352 Art of the Renaissance</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ENG 401 Lit. of Early Eng.</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 404 English Renaissance</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>MUSIC 320 Music History Survey</td>
<td>3</td>
<td>MUSIC 150 or 271</td>
</tr>
<tr>
<td>PHIL 311 Hist.-Anc. &amp; Med. Phil.</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215 or 217</td>
</tr>
<tr>
<td>REL 230 Hist. of Early Christian.</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Period I:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 353 Baroque &amp; Rococo Art</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ENG 406 17th Cent. Eng. Lit.</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 408 18th Cent. Eng. Lit.</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>MUSIC 380 Music History I</td>
<td>3</td>
<td>MUSIC 150 or 271</td>
</tr>
<tr>
<td>PHIL 312 Hist. of Mod. Phil.</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215 or 217</td>
</tr>
<tr>
<td>REL 232 Hist. of Mod. Euro. Christ.</td>
<td>3</td>
<td>REL 106</td>
</tr>
</tbody>
</table>

Period II:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 354 19th Century Art</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ART 356 20th Century Art</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ENG 410 Rom. Movement</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>ENG 411 Victorian Period</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>MUSIC 381 Music History II</td>
<td>3</td>
<td>MUSIC 150 or 271</td>
</tr>
<tr>
<td>PHIL 313 Hist. of Contemp. Phil.</td>
<td>3</td>
<td>PHIL 204, 205, 208, 210, 215 or 217</td>
</tr>
</tbody>
</table>

Electives: (Choose from any of the remaining courses above or from any below)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 452 Topics in American Art</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Any 300 or 400 level Eng. Lit. course</td>
<td>3</td>
<td>Core Comp. II</td>
</tr>
<tr>
<td>FREN 301 or 302 French Civ.</td>
<td>3</td>
<td>FREN 252</td>
</tr>
<tr>
<td>FREN 351 or 352 Intro. French Fiction</td>
<td>3</td>
<td>FREN 252</td>
</tr>
<tr>
<td>FREN 353 or 354 Intro. French Literature</td>
<td>3</td>
<td>FREN 252</td>
</tr>
<tr>
<td>Any 300 or 400 level REL course</td>
<td>3</td>
<td>REL 106 or 107</td>
</tr>
<tr>
<td>REL 307 World Rel-East &amp; West</td>
<td>3</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 400 Christian Literature</td>
<td>3</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 401 Sem. in Christian Ethics</td>
<td>3</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 404 Sem. in Christian Theol.</td>
<td>3</td>
<td>REL 106, 208</td>
</tr>
<tr>
<td>SPAN 311 or 312 Hispanic Civ.</td>
<td>3</td>
<td>SPAN 272</td>
</tr>
<tr>
<td>SPAN 371 Intro Spanish Lit. Studies</td>
<td>3</td>
<td>SPAN 310, 311, or 312</td>
</tr>
<tr>
<td>SPAN 372 Survey of Spanish Literature</td>
<td>3</td>
<td>SPAN 310</td>
</tr>
<tr>
<td>SPAN 373 Survey of Latin Am. Literature</td>
<td>3</td>
<td>SPAN 310</td>
</tr>
<tr>
<td>SPAN 476 Seminar in Hispanic St.</td>
<td>3</td>
<td>SPAN 311 or 312; 372 or 373</td>
</tr>
<tr>
<td>TH 418, 419 or 420 Hist. of Theater</td>
<td>3</td>
<td>TH 204</td>
</tr>
</tbody>
</table>

Philosophy Courses and Descriptions

See Course Descriptions section of catalog.
Chair
Rebecca W. Corbin, Associate 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 physics.

Facilities and Equipment
The physics program uses two multi-purpose laboratories and a dark room. Equipment available for every student's use includes Tektronix oscilloscopes, function generators, multi-meters, and a variety of illustrative introductory laboratory equipment. One laboratory room includes interfacing electronics to allow for computer collection and analysis of data. Advanced students also have access to equipment for reproducing several famous 20th century experiments, and a small Unix sub-network is available to upper level students for use in computation and modeling.

Description of Major
Physics is the study of matter, energy, space, and time. The study of physics is foundational to the scientific disciplines of biology, chemistry, and geology. Physicists study the fundamental particles of matter (quarks and leptons), the four fundamental forces, and the properties of energy in all of its varied forms, seeking to understand the underlying laws or patterns that govern the behavior of matter. Fundamental advances in physics undergird modern technology. Ashland provides its majors in physics with a broad training in physics that challenges students to learn to think as physicists, along with having the opportunity to conduct independent research as part of their major.

Degree Requirements
Assessment – The assessment of student learning outcomes for physics majors includes both internal and external assessments in selected courses, typically culminating in the PHYS 497 Laboratory and Field Research course or the PHYS 493 Internship course.

Bachelor of Science with a comprehensive major in Physics
This program is designed for those students who wish to pursue a career in science, with heavy emphasis on physics.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
PHYS 205-206 Univ. Physics | 10 | MATH 206
3 courses from: | 9 |
PHYS 301 Elect. & Mag. I | (3) | PHYS 206, MATH 305
PHYS 302 Elect. & Mag. II | (3) | PHYS 301
PHYS 303 Mechanics I | (3) | PHYS 206, MATH 305
PHYS 304 Mechanics II | (3) | PHYS 303
PHYS 305 Modern Physics | 4 | PHYS 206, MATH 305
PHYS 306 Heat | 3 | PHYS 206, MATH 206
PHYS 403 Quantum Mechanics | 3 | PHYS 305, MATH 313
PHYS electives (300 or 400-level) | 6 |
MATH 205-206 Calculus | 5/5 | MATH 111 or Equiv.; MATH 205 for 206
MATH 305 Calculus III | 4 | MATH 206
MATH 313 El. Differential Equations | 3 | MATH 305
CHEM 103-104 Gen. Chemistry | 4/4 | H.S. Chem; 3 yrs. H.S. Math; CHEM 103 for 104
Electives from biology, chemistry, computer science, geology 6

66 hrs.

**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 Physical Science (Grades 7-12)**
Assessment – Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103 General Chemistry I</td>
<td>4</td>
<td>3 yrs. H.S. Math</td>
</tr>
<tr>
<td>CHEM 104 General Chemistry II</td>
<td>4</td>
<td>CHEM 103</td>
</tr>
<tr>
<td>CHEM 307/307L Organic Chem. &amp; Lab</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/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 Physical Chemistry I</td>
<td>4</td>
<td>PHYS 206, MATH 206</td>
</tr>
<tr>
<td>CHEM 412 Physical Chemistry</td>
<td>4</td>
<td>CHEM 411</td>
</tr>
<tr>
<td>MATH 205 Calculus I</td>
<td>5</td>
<td>MATH 111 or Equiv.</td>
</tr>
<tr>
<td>MATH 206 Calculus II</td>
<td>5</td>
<td>MATH 205</td>
</tr>
<tr>
<td>PHYS 205 University Physics I</td>
<td>5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>PHYS 206 University Physics II</td>
<td>5</td>
<td>PHYS 205</td>
</tr>
<tr>
<td>PHYS 303 Mechanics I</td>
<td>3</td>
<td>PHYS 206</td>
</tr>
<tr>
<td>PHYS 305 Modern Physics</td>
<td>4</td>
<td>PHYS 206, MATH 206</td>
</tr>
<tr>
<td>BIO 201 Molec. &amp; Cellular Basis of Life</td>
<td>4</td>
<td>H.S. Bio &amp; Chem.</td>
</tr>
<tr>
<td>Choose from one:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEOL 101 Physical Geology</td>
<td>(4)</td>
<td>None</td>
</tr>
<tr>
<td>GEOL 102 Historical Geology</td>
<td>(4)</td>
<td>None</td>
</tr>
</tbody>
</table>

Education requirements:
EDCI 230SEC Workshop in Education 2 EDFN 130, 202
EDCI 232 Intro. to Prin. Of Instr. Tech. 3 None
EDCI 287 Curr./Instr./Assess. 7-12 3 EDFN 202
EDCI 330SEC Multicul. Field Exp. 7-12 2 EDCI 230, 287; PSYC 209 or 218
EDCI 392 Content Area Reading 3 None
EDCI 432 Secondary Methods 3 EDCI 230
EDCI 461 Student Internship Gr. 7-12 10 All student internship req.
EDFN 130 Intro. to Teaching 2 None
EDFN 202 Teaching and Learn. Process 3 EDFN 130
EDFN 402 Social and Prof. Issues 3 Sr. Status
EDIS 250 Intro. Educational Intervention 3 None
PSYC 218 Psyc. of Adolescence 3 None

102 hrs.

**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 University Physics I</td>
<td>5</td>
<td>MATH 206</td>
</tr>
<tr>
<td>PHYS 206 University Physics II</td>
<td>5</td>
<td>PHYS 205</td>
</tr>
<tr>
<td>PHYS 301 Elect. &amp; Magnet.</td>
<td>4</td>
<td>PHYS 206, MATH 305</td>
</tr>
<tr>
<td>PHYS electives (300 or 400-level)</td>
<td>6</td>
<td>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>
<tr>
<td>MATH 305 Calculus III</td>
<td>4</td>
<td>MATH 206</td>
</tr>
</tbody>
</table>

34 hrs.

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

Chair
David Foster, Associate Professor of Political Science

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

Degrees Offered
Bachelor of Arts
Bachelor of Science in Education

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

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

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

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

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

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

At the same time, we also must study the world of political action: laws, governing institutions, relations between countries, and the words and deeds of statesmen who practice political art at its highest, like George Washington, Abraham Lincoln, or Winston Churchill. This combined study of political philosophy, political institutions, and statesmanship makes up political science in all aspects.

Degree Requirements
Assessment—As part of the department's assessment process, majors in political science and international political studies will be asked to complete a test during their freshman year and again during their senior year.
Bachelor of Arts with a major in Political Science

This program is a traditional major in political science designed for students who wish to prepare themselves for careers that build on a background in political science or who seek knowledge of political life as part of a liberal education. The program offers courses in the following fields:
(A) American Politics (POLSC 301, 305, 315, 336, 337, 370)
(B) Political Thought (POLSC 320, 321, 343, 344, 345, 346, 380)
(C) Comparative and International Politics (POLSC 205, 231, 355, 360, 390)

Bachelor of Arts with a major in Political Science

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

Course Number and Title                  Hrs.           Prerequisites
POLSC 101 Understanding Politics         3             None
POLSC 102 Democracy in Am.               3             None
POLSC 343 West. Polit. Thought I         3             POLSC 101
POLSC 345 West. Polit. Thought III       3             POLSC 101
POLSC 431 Human Being and Citizen        3             Sr. Status; Dept. Major

Electives from political science          21
Majors are required to demonstrate either:
- Proficiency in a modern or ancient language through the intermediate level (0-12)
- Proficiency in a modern or ancient language through the elementary level and completion of a study or internship abroad (0-12)

36 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.

Plus Institutional Baccalaureate Degree Requirements.

Bachelor of Arts with a major in International Political Studies

Course Number and Title                  Hrs.           Prerequisites
POLSC 101 Understanding Politics         3             None
POLSC 102 Democracy in Am.               3             None
POLSC 205 Comparative Politics           3             None
POLSC 231 Int. Relations                 3             None
HIST 236/POLSC 236 Am. Foreign Pol.      3             None
POLSC 343 Western Political Thought I    3             POLSC 101
POLSC 345 Western Political Thought III  3             POLSC 101
POLSC 431 Human Being and Citizen        3             Sr. Status; Dept. Major

Choose three:                              9

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 360E Mod. Mid E            3             None
HIST 343/POLSC 360F Mod. E Asia           3             None
REL 107 Exploring World Religions         3             None

Choose two:                                6
HIST 321 Warfare: Ancient/Modern          3             HIST 112 or 113 or Perm.
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             POLSC 205 or 231

Choose two:                                6
ECON 232 Princ. Of Microecon.             3             None
ECON 233 Princ. Of Macroecon.             3             None
ECON 324 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)
- 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.

Notes: Each individual POLSC 360 course may only count in one place. Study abroad is highly recommended (see advisor).

Minor in Political Science

Course Number and Title                  Hrs.           Prerequisites
POLSC 101 Understand. Polit.             3             None
POLSC 102 Democracy in Am.               3             None
1 of the following:                      3
- POLSC 343 West. Polit. Thought I       3             POLSC 101
- POLSC 345 West. Polit. Thought III     3             POLSC 101
- POLSC 346 West. Polit. Thought IV      3             POLSC 101
Electives from political science         9

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

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
Alinde Moore, Professor of Psychology
Curt Ickes, Associate Professor of Psychology
Diane Bonfiglio, Assistant Professor of Psychology
Christopher Chartier, Assistant Professor of Psychology
Kathleen Petrill, Assistant Professor of Psychology

Degrees Offered
Bachelor of Arts
Bachelor of Science

Mission
The Department of Psychology provides a balanced education in psychology, presenting a thorough foundation in the scientific study of behavior and mental processes, while emphasizing ethical applications of psychology as a discipline to individuals and to society. The department seeks to maintain a current curriculum and to provide students with opportunities to become proficient in fundamental intellectual and social skills that are essential for achievement in the 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 world of work, as seen through service learning, internships, or pre-professional seminars; and

* The expression of psychological concepts and ideas in both written and oral form, as shown through formal research projects or the student’s psychology coursework.

Opportunities
Internships and individual research projects are encouraged. There are opportunities to assist professors with research and to present research at regional conferences in places such as Chicago, Boston, and Philadelphia.

The Psychology Club offers the opportunity for social interaction with other students interested in psychology.

Student Honor Society
The Psi Chi International Honor Society is for majors or minors in psychology or an equivalent program psychological in nature. Undergraduates who are elected to Psi Chi must rank in the upper 35% of their class, have completed 9 semester hours of psychology courses, and have earned a minimum 3.0 in psychology courses.

Description of Majors
The psychology major is built upon a strong liberal arts base as provided by the University's core curriculum. The coursework is designed to acquaint the student with the basic content areas of the science of psychology. Scientific methodology, thought, and the ethical application of the knowledge outside of the classroom is emphasized. Psychology students become proficient in fundamental intellectual and social skills essential for a career in psychology and required for achievement in the world of work. The department assists students with professional aspirations in pursuing graduate education and provides a broad psychology background for those with other career plans. Students pick a B.A. or B.S. degree based on their areas of academic strength and their career plans. Individual research projects and internships are encouraged for all psychology majors.

Degree Requirements
Students majoring or minor 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 102 General Psychology II</td>
<td>3</td>
<td>PSYC 101</td>
</tr>
<tr>
<td>PSYC 210 Research Methods</td>
<td>3</td>
<td>PSCY 102</td>
</tr>
<tr>
<td>PSYC 310 Advanced Research</td>
<td>3</td>
<td>PSYC 102, 210, MATH 208</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 393/493 Elective Internship</td>
<td>(3)</td>
<td>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</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 Dept. Chair</td>
</tr>
</tbody>
</table>

151
PSYC 408 Hist. & Systems of Psych. 3  PSYC 307 & HIST 112

Select one course from each content area: 12

Clinical area:
- PSYC 307 Personality (3) PSYC 101
- PSYC 417 Abnormal Psych. (3) PSYC 101

Biological area:
- PSYC 412 Physiological Psych. (3) PSYC 102
- PSYC 414 Neuropsychology (3) PSYC 102

Developmental/Social area:
- PSYC 209 Dev. Psych. (3) None
- PSYC 305 Social Psychology (3) PSYC 102

Cognitive/Learning area:
- PSYC 320 Cognitive Psychology (3) PSYC 102
- PSYC 324 Theor./Princ. Of Learn. (3) PSYC 102

Psychology electives* 12

42 hrs.

Plus Institutional Baccalaureate Degree Requirements.

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

Note: MATH 341 Applied Regression Analysis is highly recommended.

Bachelor of Science with a comprehensive major in Psychology

Course Number and Title               Hrs.           Prerequisites

BIO 125-126 Anatomy & Physiol. I & II 3/3            BIO 125 for 126
OR
BIO 325-326 Anat.& Physiology (4/4) BIO 201; 325 for 326
BIO 201 Molec. & Cellular Basis of Life 4 None
BIO 303 Genetics (w/lab) 4 BIO 126 or 202
CHEM 103 General Chemistry 4 H.S. Chem, 3 yrs. H.S. Math
OR
CHEM 251 Molecular Arch. (3) None
MATH 208 Elem. Statistics 3 MATH 100 or ACT 18 or SAT 480
Elective from BIO, CHEM, MATH or CS 3 Course Dependent
PSYC 101 General Psychology I 3 None
PSYC 102 General Psychology II 3 PSYC 101
PSYC 210 Research Methods 3 PSYC 102
PSYC 310 Advanced Research 3 PSYC 102, 210, MATH 208
OR
PSYC 393/493 Elective Int. (3) Permission of Department
OR
PSYC 498 Independent Study

Thesis through other dept. (e.g. Honors, Ashbrook) (3) Permission of Dept. Chair
PSYC 408 Hist. & Systems of Psych. 3  PSYC 307 & HIST 112

Select one course from each content area: 12

Clinical area:
- PSYC 307 Personality (3) PSYC 101
- PSYC 417 Abnormal Psych. (3) PSYC 101

Biological area:
- PSYC 412 Physiological Psych. (3) PSYC 102
- PSYC 414 Neuropsychology (3) PSYC 102

Developmental/Social area:
- PSYC 209 Dev. Psych. (3) None
- PSYC 305 Social Psychology (3) PSYC 102

Cognitive/Learning area:
- PSYC 320 Cognitive Psychology (3) PSYC 102
- PSYC 324 Theor./Princ. Of Learn. (3) PSYC 102

Psychology electives* 12

62-65 hrs.

Plus Institutional Baccalaureate Degree Requirements.

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

Note: MATH 341 Applied Regression Analysis is highly recommended.

Minor in Psychology

Course Number and Title               Hrs.           Prerequisites

PSYC 101 Gen. Psychology I 3 None
PSYC 102 Gen. Psychology II 3 PSYC 101
Electives in psychology 12 18 hrs.

Psychology Courses and Descriptions

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

Chair
David C. Aune, Associate Professor of Religion

Faculty
Donald Rinehart, Emeritus Professor of Religion
Sue Dickson, Associate Professor of Religion
Craig Hovey, Associate Professor of Religion
Peter Slade, 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 world views and affect our ethics. It also seeks to be a learning environment for intensive and advanced work in religious explorations as a means of preparing students for graduate study and professional careers in churches and ministry.

Objectives of the Religion Department
1. To furnish a basic Biblical understanding and appreciation of Christian thought for all graduating students;
2. To provide preliminary studies for students wishing to do graduate work in religion;
3. To prepare students to enter seminary training, religious vocations and related social professions;
4. To provide courses of study for students who wish to teach religion in primary and secondary schools; and
5. To provide courses of study for students who have interests in Christian involvement in community and church.

Student Learning Outcomes
1. To develop a basic knowledge of the Bible, as well as the reading and writing skills to engage and critically analyze the Biblical text and secondary Biblical studies writings;
2. To develop an overall understanding of the history of Christian thought and practice, as well as the reading and writing skills and historical tools to critically engage primary works in Christian history;
3. To develop a basic understanding of Christian systematic and historical theology and ethics, as well as the reading and writing skills to critically engage primary works in Christian theology and ethics;
4. To develop a familiarity with and appreciation for world religious traditions; and
5. To integrate religious studies into life and vocation.

Clinical Experience in Religion
Majors in religion may elect an internship in a congregation or camp setting for three credit hours under the supervision of a leader approved by a Religion Department faculty member. Students must comply with all Independent Study Program requirements and guidelines developed by the Internship Office.

Study Abroad options include following the footsteps of the Apostle Paul in Greece, exploring the legacy of Peter and Paul in Italy, investigating the connections between religion and civil rights in the southern United States, and experiencing Christian life in a global context in the Dominican Republic and other countries. Other mission projects and service opportunities are provided through the Center for Religious Life.

Pre-Seminary Program
Ashland University's pre-seminary program, The Call, is a joint effort of the Religion Department and the Center for Religious Life. The Call prepares students academically and personally for seminary and a future in vocational ministry. Students participating in the Call program should:
1. Major or minor in religion;
2. Complete at least one REL 301 Topics course in foundations for Biblical study in NT Greek or in OT Hebrew (if available);
3. Complete the following coursework as part of their religion major or minor: REL 106 Exploring the Bible, REL 208 Exploring Christian Theology, one upper level course in the Biblical studies concentration, and one course within the practical theology concentration; and
4. Participate in all scheduled activities associated with The Call.

Students are also encouraged to take at least one course at Ashland Theological Seminary for undergraduate credit. For additional information, contact Dr. David Aune (X5238; daune@ashland.edu) or Dr. Dan Lawson (X5480; dlawson@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 five major areas (Biblical studies, theology and ethics, Christian history, world religions, and practical theology), and they will have the opportunity to concentrate in one of these areas. The religion major not only prepares those who are called to a life of ministry in the church or academy but also helps those who are planning a career in other fields to apply a Biblical and theological world view to their respective disciplines.

**Degree Requirements**

Assessment — Upon declaring a religion major, the student should fill out the “Religion Major Information Form” and return it to his or her adviser. By their junior year, all majors are required to choose a concentration of 9 credit hours (see list at end of major). These courses are part of the 30-hour major requirement. Majors must also 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**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 106 Exploring the Bible</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>REL 208 Explor. Christian Theology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>REL 497 Rel. Thesis Seminar</td>
<td>3</td>
<td>REL 106, Perm</td>
</tr>
<tr>
<td>Biblical Studies – (choose one):</td>
<td>3-4</td>
<td>REL 106, Perm</td>
</tr>
<tr>
<td>REL 210 The Gospels</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>REL 213 Life and Letters of Paul</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>REL 304 Adv. Old Test.</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 305 Adv. New Test.</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 375 Study Abroad: Israel</td>
<td>(4)</td>
<td>REL 106, Perm</td>
</tr>
<tr>
<td>Christian History – (choose one):</td>
<td>3</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 230 Hist. of Early Christianity</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 231 Hist. Med./Reform. Christ.</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 232 Hist. Mod. Christ.</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 233 Hist. Religions in America</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 234 Hist. of Christian Worship</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>World Religions – (choose one):</td>
<td>3</td>
<td>REL 106 or 107</td>
</tr>
<tr>
<td>REL 107 Exploring World Religions</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>REL 307 World Religious Traditions</td>
<td>(3)</td>
<td>REL 106 or 107</td>
</tr>
<tr>
<td>Theology – (choose one):</td>
<td>3</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 400 Christian Literature</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 401 Seminar/Christian Ethics</td>
<td>(3)</td>
<td>REL 106 or 109</td>
</tr>
<tr>
<td>REL 404 Sem./Christian Theology</td>
<td>(3)</td>
<td>REL 106, 208</td>
</tr>
<tr>
<td>Elec. including Concentration</td>
<td>8-9</td>
<td>30 hrs.</td>
</tr>
</tbody>
</table>

Concentrations – Take additional course(s) to complete 9-hour requirement.

Approved courses for the Concentration Areas:

**Biblical Studies:** REL 210, 213, 301 (selected topics), 304, 305, 375, 450, 498*

**Christian History:** REL 230, 231, 232, 233, 234, 301 (selected topics), 340, 451, 498*

**Ethics and Theology:** REL 109, 220, 301 (selected topics), 400, 401, 404, 451, 498*

**Practical Theology:** REL 214, 301 (selected topics), 311, 341, 400, 452, 498*

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

**Plus Institutional Baccalaureate Degree Requirements.**

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

**Minor in Religion**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 106 Exploring the Bible</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Christian Thought - (choose one):</td>
<td>3</td>
<td>REL 109 Exp. Christian Ethics</td>
</tr>
<tr>
<td>REL 208 Exp. Christian Theology</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>REL 220 Taking Human Life</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 230 Hist. of Early Christianity</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 231 Hist. Med./Reform. Christ.</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 232 Hist. Mod. Christianity</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 233 Hist. Religions in America</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 234 Hist. of Christian Worship</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>REL 400 Christian Literature</td>
<td>(3)</td>
<td>REL 106</td>
</tr>
<tr>
<td>REL 401 Seminar/Christian Ethics</td>
<td>(3)</td>
<td>REL 106 or 109</td>
</tr>
<tr>
<td>REL 404 Sem./Christian Theology</td>
<td>(3)</td>
<td>REL 106, 208</td>
</tr>
<tr>
<td>Electives from religion dept.</td>
<td>6</td>
<td>12 hrs.</td>
</tr>
</tbody>
</table>
**Minor in Ethics**

Note: Religion and Philosophy majors may count one of the ethics courses from that major toward the ethics minor requirement in that department.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy ethics courses - Choose 2:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>PHIL 210 Phil. of Human Nature</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>PHIL 215 Ethics</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>PHIL 280 Applied Ethics</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Religion ethics courses - (choose 2):</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>REL 109 Exploring Christian ethics</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>REL 220 Taking Human Life</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>REL 301 Tpc - Church, State, Soc.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>REL 401 Sem. in Christian Ethics</td>
<td>(3)</td>
<td>REL 106 or 109</td>
</tr>
<tr>
<td>Any approved ethics course*</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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
Michael Vimont, Chair, Program Director, Assistant Professor of Social Work

Faculty
Nancy Udolph, Field Director, Associate Professor of Social Work

Degree Offered
Bachelor of Science in Social Work

Mission and Goals
The Department of Social Work prepares 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 Department 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. Identify as a professional social worker and conduct oneself accordingly;
2. Apply social work ethical principles to guide professional practice;
3. Apply critical thinking to inform and communicate professional judgments;
4. Engage diversity and difference in practice;
5. Advance human rights and social and economic justice;
6. Engage in research-informed practice and practice-informed research;
7. Apply knowledge of human behavior and the social environment;
8. Engage in policy practice to advance social and economic well-being and to deliver effective social services;
9. Respond to contexts that shape practice; and
10. Engage, assess, intervene, and evaluate 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, there is an admission-to-the-major process which must be successfully completed before the student is permitted to proceed with junior and senior level courses. The admission-to-the-major application packet requests the following documentation:
1. A course grade of C or better in SOCWK 221 Introduction to Social Work or an equivalent transfer course approved by the Social Work Department;
2. A cumulative GPA of 2.25;
3. Three references;
4. A current transcript;
5. An autobiographical summary. This summary is intended to help the student assess his or her interest in, and readiness for, a career in social work; and

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

**Student Honor Society**

Epsilon Tau chapter of the Phi Alpha National Social Work Honor Society honors 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 department's faculty creatively engages and challenges students in an educational process which prepares them for professional practice, graduate education, and for leadership roles in the social work profession. Students develop an awareness of the interaction of biological, psychological, and social influences on human behavior within the social environment, an understanding of the impact of prejudice, discrimination, and oppression on at-risk groups within society, and an appreciation of and dedication to working for social, political, and economic justice. They learn practice skills such as interviewing, assessment, planning, intervention, evaluation, and termination. Social workers serve people of all ages in a variety of settings including mental health centers, schools, hospitals, social service agencies, correctional facilities, and programs serving older adults.

**Degree Requirements**

Assessment – All social work majors with graduating senior status are required to participate at year's end in the department's Montana Social Work Competence Exam and the Field Instructor's Evaluation, which are elements of the assessment process.

**Bachelor of Science in Social Work**

This degree is built upon a strong liberal arts base that includes courses from several disciplines. Because the credit hours for the core curriculum and the prerequisites total more than 60 hours, social work is considered a comprehensive major. No minor is required, but some students cluster their electives in a discipline that supports their area of interest in social work practice. The required social work major courses must be taken in the specified sequence. To assure completion of the program in four years, a student interested in the social work major should meet with a social work faculty adviser in the spring of his or her freshman year.

**Course Number and Title**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCWK 221 Intro. to Social Work</td>
<td>3</td>
<td>SOC 111, PSYC 101 or concurrent</td>
</tr>
<tr>
<td>SOCWK 230 Global Human Rights</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 250 Found. of Social Welfare</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 304 Human Behavior I</td>
<td>3</td>
<td>BIO 100, SOCWK 221 or Soph. Stat.</td>
</tr>
<tr>
<td>SOCWK 306 Human Behavior II</td>
<td>3</td>
<td>SOCWK 304; SOC 301</td>
</tr>
<tr>
<td>SOCWK 310 Social Work Practice I</td>
<td>3</td>
<td>SOCWK 221 or Dept. Perm.</td>
</tr>
<tr>
<td>SOCWK 312 Social Work Practice II</td>
<td>3</td>
<td>SOCWK 304, 310</td>
</tr>
<tr>
<td>SOCWK 408 Soc. Policy Devel./Anal.</td>
<td>3</td>
<td>SOCWK 221, 250</td>
</tr>
<tr>
<td>SOCWK 412 Soc. Work Com. Practice</td>
<td>3</td>
<td>SOCWK 306, 312, SOC 225</td>
</tr>
<tr>
<td>SOCWK 417 Pre-Practicum Seminar</td>
<td>1</td>
<td>SOCWK 306, 312; 408 &amp; 412 pre-or co-reqs</td>
</tr>
<tr>
<td>SOCWK 418 Field Instruction</td>
<td>12</td>
<td>All SOCWK Academic Courses; 419 co-reqs</td>
</tr>
<tr>
<td>SOCWK 419 Field Seminar</td>
<td>3</td>
<td>SOCWK 419; 418 co-req.</td>
</tr>
<tr>
<td>SOCWK 460 Res. Meth. In Soc. Sci.</td>
<td>3</td>
<td>MATH 208, SOC 111</td>
</tr>
<tr>
<td>BIO 100 Human Biology</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>MATH 208 Elementary Statistics</td>
<td>3</td>
<td>MATH 100 or ACT 18 or SAT 480</td>
</tr>
<tr>
<td>PSYC 101 General Psychology I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOC 111 Principles of Sociology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOC 225 Contemp. Social Problems</td>
<td>3</td>
<td>SOC 111</td>
</tr>
<tr>
<td>SOC 301 Race, Ethnic &amp; Minority Issues</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Electives (choose 3 courses below): *</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>SOCWK 235 Hobos and Homelessness</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 265 Parent-Child Relationships</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 305 Family Violence</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 320 Topics (may be repeated)</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 323 Later Adulthood in Family Context</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 324 Working with Older Adults</td>
<td>(3)</td>
<td>None</td>
</tr>
</tbody>
</table>
SOCWK 330 International Perspectives (3) None
SOCWK 350 Death and Dying (3) None

74 hrs.

* Other options exist for elective credit. See your advisor

**Plus Institutional Baccalaureate Degree requirements.**

**Minor in Gerontology**

See Nursing area.

**Child and Family Studies Minor**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCWK 265 Parent-Child Relationships</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 304 Human Behavior &amp; the Social Environment</td>
<td>3</td>
<td>BIO 100, SOCWK 221 or Soph. Stat.</td>
</tr>
<tr>
<td>SOC 340 Marriage &amp; Family Relationships</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Choose 6 hours from the following:</td>
<td>6</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 305 Family Violence</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 323 Later Adulthood in the Family</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SOCWK 350 Death &amp; Dying</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 218 Adolescent Psychology</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 264 Child Development</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>SOC 355 Human Sexuality</td>
<td>(3)</td>
<td>None</td>
</tr>
</tbody>
</table>

15 hrs.

**Social Work Courses and Descriptions**

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

Chair
Teresa Durbin-Ames, Associate Professor of Theatre; Director

Faculty
Fabio Polanco, Associate Professor of Theatre; Director
Jason Coale, Assistant Professor of Theatre; Designer
Scott Hudson, Assistant Professor of Theatre, Director
Sarah Russell, Assistant Professor of Theatre, Designer
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, dance, design, directing, dramatic literature, history, stagecraft, and theory. In these foundation courses, the fundamental skills and tools are provided which enable students to work in theatre. As a department in the College of Arts and Sciences, we also provide general education courses designed to foster an aesthetic sensibility and appreciation of theatre as an art as well as an understanding of the relationship between 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 will:
1. Be able to demonstrate a common performance vocabulary;
2. Be able to demonstrate a disciplinary knowledge base they can apply toward their individual creative work;
3. Be able to evaluate and utilize appropriate tools for creative and scholarly theatre research including, but not limited to, electronic and paper sources, primary and secondary sources, and experiential research opportunities;
4. Be able to analyze a script for the purpose of theatrical production;
5. Be able to apply concepts, theories, and methodologies in their creative work and explain their choices in a critical, creative, and objective way;
6. Be able to conceive, plan, prepare, and present a theatrical event for the benefit of an audience and to reflect on the process and its impact on them and their audience; and
7. Be able to demonstrate interview and audition skills appropriate for work in professional theatre.

Theatre Facilities and Equipment
The theatre program is the primary resident of the Hugo Young Theatre, a 730-seat proscenium house. The Studio Theatre is a 100-seat thrust playing space. Storage facilities adjacent to Hugo Young house stock in costumes, scenery and lighting equipment. A fully equipped scene shop is immediately adjacent to the Hugo Young stage. A costume shop and additional scenery storage are located within a short distance of the scene shop.

Student Honor Society
Alpha Psi Omega, a national honor society in theatre, honors students who have excelled in acting, directing, production and radio drama. Membership by application and review.

Description of Majors
Theatre majors take foundation courses in all areas including performance, design, and theatre history in an effort to create graduates who are "whole theatre artists." In addition to the foundation courses, majors select tracks to concentrate in the areas of design/tech, acting/directing, musical theatre, or general theatre. All majors are encouraged to develop skills in more than one area and to hone those skills through our production program, the laboratory component of our curriculum, as well as with summer internships at professional theatres. Actors have the opportunity to stitch costumes, hang lights, and paint scenery, while designers may build sets or act. Graduates are prepared for graduate school or professional work in regional theatre.

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

FOUNDATION COURSES

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 204 Script Analysis</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TH 206 Intro. to Technical Theatre</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TH 207 Visual Art of Theatre</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TH 211 Basic Acting Technique</td>
<td>3</td>
<td>Theatre major or Minor</td>
</tr>
<tr>
<td>TH 404 Modern Dramatic Styles</td>
<td>3</td>
<td>TH 204; 2 from 418, 419, 420</td>
</tr>
<tr>
<td>TH 411 Directing I</td>
<td>3</td>
<td>TH 211 or 212</td>
</tr>
<tr>
<td>TH 418 History of the Theatre I</td>
<td>3</td>
<td>TH 204</td>
</tr>
<tr>
<td>TH 419 History of the Theatre II</td>
<td>3</td>
<td>TH 204</td>
</tr>
<tr>
<td>TH 420 History of the Theatre III</td>
<td>3</td>
<td>TH 204</td>
</tr>
<tr>
<td>TH 499 Senior Project</td>
<td>3</td>
<td>Senior standing, Perm</td>
</tr>
</tbody>
</table>

30 hrs.

Plus one of the following tracks: 15

45 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 or Perm.</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, 240</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>Permission</td>
</tr>
</tbody>
</table>

18 hrs.

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, 240</td>
</tr>
</tbody>
</table>

Choose one from the following: 3

<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 or Perm.</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 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 3 from the following: 9

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 206 Intro. To Tech. Theatre</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>TH 212 Build. Acting Tech.</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>TH 313 Scene Study</td>
<td>(3)</td>
<td>TH 212</td>
</tr>
<tr>
<td>TH 316 Advanced Scene Des.</td>
<td>(3)</td>
<td>TH 206, 207</td>
</tr>
<tr>
<td>TH 317 Adv. Lighting Design</td>
<td>(3)</td>
<td>TH 206, 207</td>
</tr>
<tr>
<td>TH 322 Adv. Costume Design</td>
<td>(3)</td>
<td>TH 206, 207</td>
</tr>
<tr>
<td>TH 411 Directing I</td>
<td>(3)</td>
<td>TH 211 or 212</td>
</tr>
<tr>
<td>TH 418 History of the Theatre I</td>
<td>(3)</td>
<td>TH 204</td>
</tr>
<tr>
<td>TH 419 History of the Theatre II</td>
<td>(3)</td>
<td>TH 204</td>
</tr>
<tr>
<td>TH 420 History of the Theatre III</td>
<td>(3)</td>
<td>TH 204</td>
</tr>
</tbody>
</table>

18 hrs.

Theatre Courses and Descriptions

See Course Descriptions section of catalog.
Course Descriptions

Course Abbreviations

ACCT  Accounting
AOS  Accent on Success
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
GEOL Geology
GER  German
HIST History
HON  Honors Program
HS  Health Sciences
HSCGH  Community and Global Health
HSFH  Family Health
HSM  Hospitality Management
IDS  Interdisciplinary Studies
IS  Information Systems
JDM  Journalism/Digital Media
LTN  Latin
MATH  Mathematics
MGT  Management
MKT  Marketing
MUSIC  Music
NUR  Nursing
NURCH  Community and Global Health
NURFH  Family Health
PE  Physical Education
PHIL  Philosophy
PHYS  Physics
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.

ACCT 406 AUDITING AND PROFESSIONAL ETHICS AND 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 papers and reports.

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

ART 140 FUNDAMENTALS OF DRAWING (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 iconoclam, restoration, aesthetic quarrels, and questions of cultural property. Meets Core credit for aesthetics.
This course is an exploration of the processes and philosophies of various studio art disciplines. Using the study of traditional studio topics (Ceramics, Painting, Printmaking, or Sculpture - subjects will vary each semester), students will learn the principles of art aesthetics, studio processes, and a general history of the relevant discipline. This course is designed for non-art majors to fulfill institutional core requirements in aesthetics, and is not open to students who have taken ART 211, 261, 271, or 281 respectively. Students may take two different topics to fulfill Core aesthetics requirements, but they may not repeat the same topic for credit.

ART 204 PHOTOGRAPHY 3
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.

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

ART 261 PAINTING I 3
Prerequisite ART*141 or permission of instructor
This course acquaints the student with the fundamentals of the painting process. The basics of color theory and drawing are applied in a series of observational paintings in a variety of styles and techniques. Oil and acrylic painting media are explored in depth, as is the nature of the painted mark and the painted surface. Students also learn about solvents and mediums, and have experience making supports and grounds.

ART 271 PRINTMAKING I 3
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.
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.

**Course Descriptions**

**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 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 apply 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 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

**ART 354 19TH CENTURY ART** 3

**Prerequisite None**
This course examines the major artistic movements and stylistic developments in Europe from ca. 1789-1900. Major movements include Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, and Symbolism.

**ART 356 20TH CENTURY ART** 3

**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 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, woodcut, engraving, etching, collagraphy, 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.
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**  
*Prerequisite: ART*412  
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**  
*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**  
*Prerequisite: ART*414  
This course continues the progress made in 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**  
*Prerequisite: EDCI*230; ART*221; Clinical Hours: 4  
Clinical Hours: 4 A course designed to provide the student with classroom instructional skills, methods, and strategies in teaching grades 7-12. This class is to be completed successfully prior to the Internship.

**ART 452 TOPICS IN AMERICAN ART**  
*Prerequisite: None  
An in-depth study of major movements and ideas in contemporary American art. Some topics have included: art and popular culture of the 1960s; art and technology; and American folk art.

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

**ART 464 PAINTING IV**  
*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**  
*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**  
*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**  
*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**  
*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**  
*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**  
*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**  
*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  1
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  1
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 495 ART THEORY AND CRITICISM  3
Prerequisite  Junior status
Through critique sessions, reading, writing and discussion, this course provides a forum for the examination of the theories of contemporary art making and helps students to evaluate critically and conceptualize their own artistic production. Students will be required to think analytically and to articulate their perceptions of works of art verbally and in writing. This course also examines the role of the artist in society and prepares students for their role as participants in contemporary cultural production by focusing on presentation skills and professionalism.

ART 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 application of taping, wrapping, protective padding and first aid modalities will also be covered in the course.

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  ART*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 exploration 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  3
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 EXPERIENCES 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  
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
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 355  MEDICAL ASPECTS IN ATHLETIC TRAINING II
Prerequisite ATR*272, ATR*274
Covers various topics related to sport medicine. The student will gain a physician's and/or allied health care professional's perspective on treatment as it relates to a variety of general medical problems and orthopedic conditions related to sports and physical activity.

ATR 356  MEDICAL ASPECTS IN ATHLETIC TRAINING III
Prerequisite None
Covers various topics related to sport medicine. The student will gain a physician's and/or allied health care professional's perspective on treatment as it relates to a variety of general medical conditions, cardiovascular disease and pharmacology related to sports and physical activity.

ATR 370  CLINICAL EXPERIENCE IN ATHLETIC TRAINING III
Prerequisite ATR*273, ATR*275
Develop the student's clinical proficiencies and oral test-taking skills in therapeutic exercise and rehabilitation, injury prevention, and therapeutic modalities.

ATR 371  THERAPEUTIC INTERVENTIONS II
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 372  THERAPEUTIC EXERCISE & REHABILITATION OF LOWER EXTREMITY
Prerequisite ATR*272
The study of therapeutic exercise and rehabilitation programs to the lower extremity. Will cover the anatomical and physiological basis of exercise prescription for the injured athlete, determination of therapeutic goals and objectives, the selection of various rehabilitation techniques and the return to activity assessment. 3 hours lecture, 1 hour lab.

ATR 373  AT CLINICAL FIELD EXPERIENCE III
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 374  THERAPEUTIC EXERCISE & REHABILITATION OF THE UPPER EXTREMITY
Prerequisite ATR*274
The study of therapeutic exercise and rehabilitation programs to the upper extremity. Will cover the anatomical and physiological basis of exercise prescription for the injured athlete, determination of therapeutic goals and objectives, the selection of various rehabilitation techniques, and the return to activity assessment. 3 hours lecture, 1 hour lab.

ATR 375  AT CLINICAL FIELD EXPERIENCE IV
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
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
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 470  CLINICAL EXPERIENCES IN ATHLETIC TRAINING IV
Prerequisite ATR*370, ATR*372, ATR*374
Develop the student's clinical proficiencies in the following domains of athletic training: injury prevention, injury recognition/evaluation and management, therapeutic exercise and rehabilitation and organization and administration.

ATR 471  AT CLINICAL FIELD EXPERIENCE V
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 progress plan for injuries and/or illnesses. Location of the field experience will be determined by the student's career goals and academic preparation.
BIO 100 HUMAN BIOLOGY
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 ideas 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 Natural Science and Border Crossing requirements.

BIO 107 PLANTS AND CIVILIZATION
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 and Border Crossing requirements.

BIO 110 ECOLOGY AND THE HUMAN ENVIRONMENT
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 & WATERWAYS
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.

BIO 125-126 ANATOMY & PHYSIOLOGY I & II
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 130 INTRODUCTION TO TOXICOLOGY
Prerequisite None
Introduction to the science of toxicology focusing on broad general principles and their applications to current issues and events. Offered spring of even years.

BIO 201 MOLECULAR & CELLULAR BASIS OF LIFE
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 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 needing introductory biology at the science major’s level. Meets Core credit for natural sciences.

BIO 202 ORGANISMS, ADAPTATION, AND DIVERSITY
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 needing introductory biology at the science major’s level. Meets Core credit for natural sciences.

BIO 205 GENERAL ZOOLOGY
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 fall of odd years.

BIO 207 GENERAL BOTANY
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 spring of odd years.

BIO 215 FIELD ZOOLOGY
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 spring semester of even years.

BIO 217 LOCAL FLORA
Prerequisite BIO*202 or permission
A study of the principles of field study and classification of the common plants of north central Ohio. Two lecture/laboratory periods and one three-hour field trip per week.
BIO 219 ENTOMOLOGY 4
Prerequisite  BIO*202 or permission
A study of the diversity, taxonomy, morphology, ecology and behavior of insects, our most common and numerous animals. Three lectures and one three-hour laboratory/field trip per week. Offered spring semester of odd years.

BIO 222 ANATOMY & PHYSIOLOGY FOR NURSING I 4
Prerequisite  Enrollment in nursing and/or athletic training majors
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.

BIO 223 ANATOMY AND PHYSIOLOGY FOR NURSING II 4
Prerequisite  BIO*222
The second in a two-course series on human anatomy and physiology for nursing students. The course encompasses the anatomical and physiological and some clinical pathology as it pertains to blood, 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.

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. Offered spring of even years.

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 BIO 276 ENVIRONMENTAL SCIENCE SEMINAR 1
Prerequisite  None; Seniors and Juniors may register by permission of instructor only.
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 297 INTRO TO LAB & FIELD RESEARCH 1
Prerequisite  Sophomore or junior status, permission of instructor
This course is designed to introduce the student to biology research in the laboratory or field through individual instruction under the direction of a Biology/Toxicology faculty member. Graded S/U. 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 junior year. Graded S/U. Offered each semester.

BIO 303 GENETICS 4
Prerequisite  BIO*126 or BIO*202;
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
Prerequisite  BIO*202
A study of living organisms in their relations to each other and to their environment. Three lectures and one three-hour laboratory/field trip per week. Offered fall semester of odd years.
**METHODS IN TOXICOLOGY**  
Prerequisite BIO*202

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.

**EMERGING PATHOGENS**  
Prerequisite BIO*340; CHEM*307

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 spring of odd years. Meets Core credit for GPS-Border Crossings.

**THE ECOLOGY OF THE GREAT SMOKY MOUNTAINS**  
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.

**THE ECOLOGY OF THE GREAT SMOKY MOUNTAINS**  
Prerequisite 12 hours of biology

A study of the unique features that have made The Great Smoky Mountains one of the most diverse temperate regions on earth. We study the complex ecological interactions that have shaped this unique area and how the Smokies have influenced even the Ashland area. There are two weeks of off-campus classroom preparations, then one week of study in The Smokies and a final class session after returning. Offered summer of even years.
BIO 411 LIMNOLOGY 4  
Prerequisite BIO*202
This class introduces the fundamental concepts of limnology, the study of lakes, rivers, and wetland ecosystems. Limnology is an integrative science that investigates the physical, chemical, biological, and ecological properties and processes of fresh water environments. Therefore, we will discuss fundamental concepts and questions about how aquatic ecosystems affect organisms from different perspectives. We will also practice basic techniques for measuring and experimentation, and evaluate current research through a variety of approaches. 3 hours of lecture and one 3-hour lab per week. 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. Offered fall semester of even years.

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. Currently not offered.

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 2 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 description

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 description

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

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

BIO 476 ISSUES IN ENVIRONMENTAL SCIENCE 3  
Prerequisite 30 hours of sciences 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. Meets Core credit for GPS-Border Crossings. Offered every spring.
### Course Descriptions

**BIO 480 ADVANCED TOPICS IN BIOLOGY/TOXICOLOGY 1-4**

**Prerequisite** Junior standing, permission of instructor

This course is designed to offer in-depth study of a selected advanced topic at a level appropriate to junior and senior majors in biology/toxicology and related areas. May be repeated for credit as topics change.

**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. Or permission

This course asks the question, What should a well educated biologist know? and serves as a review of the important topics that all biology majors should be familiar with upon graduation. Spring semester of the senior year.

**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.

### Business (BUS)

**BUS 210 STUDY TOUR 1-3**

**Prerequisite** None

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

**BUS 239 BUSINESS WORK EXPERIENCE 0**

**Prerequisite** Sophomore status and approval by the Academic Internship Advisor

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

**BUS 250-259 TOPICS IN BUSINESS 1-3**

**Prerequisite** As required, depending on topic

Courses devoted to various topics of current interest in business. Courses will be designed to meet the educational needs of students in a corporate setting. Courses do not count toward a particular major or minor in the college. Repeatable for new topics.

**BUS 339 BUSINESS INTERNSHIP/COOPERATIVE EDUCATION 3-6**

**Prerequisite** Sophomore status and approval by the Academic Internship Advisor

This course helps the BSBA student meet the internship/work experience requirement for the BSBA degree. A minimum of 225 hours is needed to fulfill this requirement. Before beginning the internship, the student will need to complete all the appropriate paperwork including the Learning Contract, fulfill the requirements listed in the Learning Contract, and obtain the approval of the Academic Internship Advisor. The student may repeat 339 once for a total of no more than 6 credit hours.

**BUS 341 APPLIED REGRESSION ANALYSIS 3**

**Prerequisite** See MATH 341 for course Description

**BUS 439 BUSINESS INTERNSHIP/COOPERATIVE EDUCATION 3-6**

**Prerequisite** None

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

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**Chemistry (CHEM)**

**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.
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**

**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**

**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 1-hour 50-minute lab per week. Meets core credit for natural sciences. It does not meet major or elective requirements of chemical major or the Chemistry/Geology/Physics and BIO/TOX departments.

**CHEM 297 INTRODUCTION TO LABORATORY & FIELD RESEARCH I**

**Prerequisite** Sophomore or junior standing and permission of instructor

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**

**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 mechanisation and application. Must be taken concurrently with lab 307 offered every fall. 308 offered every Spring.

**CHEM 307L ORGANIC CHEMISTRY LABORATORY I**

**Prerequisite** CHEM*104

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 spectrochemical analysis of organic compounds is also stressed.

**CHEM 308L ORGANIC CHEMISTRY LABORATORY II**

**Prerequisite** None

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 spectrochemical analysis of organic compounds is also stressed.

**CHEM 320 QUANTITATIVE ANALYSIS**

**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**

**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**

**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 lab 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**

**Prerequisite** CHEM*411 or approval of the instructor

Multistep syntheses with careful purification and characterization of each intermediate are used to integrate new ideas and techniques with those introduced in previous courses.

**CHEM 416 ADVANCED INORGANIC CHEMISTRY**

**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**

**Prerequisite** CHEM*320

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*307;
Introduction to biochemical principles, systems and methods including the chemistry and metabolism of biologically important compounds. Three lectures and one three-hour laboratory period per week. Course may be taken without lab for three hours credit. Offered each fall. BIO/CHEM credit.

CHEM 439  ADVANCED TOPICS IN BIOCHEMISTRY  3
Prerequisite  CHEM*429;
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 493  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 by 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 321  THEORY/TECHNIQUES OF FOOTBALL  2
Prerequisite  None
Philosophy, theory, methods, techniques and organization of football.

CIS 322  THEORY/TECHNIQUES OF BASKETBALL  2
Prerequisite  None
Philosophy, theory, methods, techniques and organization of basketball.

CIS 323  THEORY/TECHNIQUES OF TRACK & FIELD  2
Prerequisite  None
Methods, techniques, and organization of track and 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, organization and techniques of volleyball.

Criminal Justice (CJ)

CJ 130  INTRO 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 I  3
Prerequisite  CJ*130
Provides the student with an opportunity to study the technical, theoretical and legal aspects of criminal investigation.

CJ 227  INTRODUCTION TO CORRECTIONS  3
Prerequisite  None
This course if an overview of the process and institutions involved in the supervision, treatment, control, and incarceration of those individuals who have been adjudicated and sentenced by the court. Corrections in the United States encompasses a variety of institutions, half-way houses, probation systems, post-release supervision, and other variations in dealing with those who violate the law.

CJ 235  COURTS AND JUSTICE  3
Prerequisite  CJ*130
Affords the student a concentrated study of the functions, operations and decision-making 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  CJ*130 or SOC*111
An introduction to the history of crime, the sociology of criminal law, the operation of the criminal justice system, including 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.
A course planned to aid the student in the examination of juvenile delinquency as a social problem from the perspectives of control prevention and rehabilitation. Delinquency will be viewed as to definition, genesis and extent. The juvenile courts, probation, parole, 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**

*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**

*Prerequisite* See SOC 275 for course description.

**CJ 303 CRIMINAL ORGANIZATIONS**

*Prerequisite* CJ*242

An examination of the criminal activities carried out through criminal organizations having, as their sole purpose the making of gain through criminal means. The student will examine techniques of detection and investigation, contact with the judicial process, see examples of criminal activity, growth and trends or organized crime.

**CJ 307 VICTIMOLOGY**

*Prerequisite* None

Vicimology 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**

*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 of historical, contemporary or future issues. Repeatable to a maximum of 9 hours.

**CJ 360 READINGS IN CRIME AND JUSTICE**

*Prerequisite* None

This surveys major literary works that deal with crime and punishment and examines these works in terms of motivation, social milieu, culture and legal systems that affect our understanding of justice and the laws that attempt to achieve that justice.

**CJ 362 CRIMINAL LAW**

*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**

*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**

*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**

*Prerequisite* CJ/SOC*242

A case study approach to applying theory to the practice of criminology. CJ/SOC credit.

**CJ 450 ETHICS IN CRIMINAL JUSTICE**

*Prerequisite* CJ*130 CJ*362, and senior 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**

*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**

*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 communication.

**COM 105 PERFORMANCE STUDIES**

*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.
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.

**COM 163 FOUNDATIONS OF SPORT COMMUNICATION**

**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**

**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**

**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**

**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**

**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**

**Prerequisite** COM*205 or permission

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**

**Prerequisite** COM*205 or permission

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**

**Prerequisite** COM*101 or COM*120 or permission of instructor

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**

**Prerequisite** COM*163 or permission

This course will examine various topics relating to sport communication issues. Typical topics would include Sport and Film, History of Sport and the Media, Sport and Media Relations, and perhaps classes cross-listed with other disciplines, such as Sport Literature. May be repeated for credit as topics change.

**COM 224 TOPICS IN HEALTH & RISK COMMUNICATION**

**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**

**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**

**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**

**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**

**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 adaptation 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. Meets GPS - Border Crossing requirement.

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.

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 315 INTERNATIONAL STORYTELLING 3
Prerequisite COM*101 or COM*120
An introduction to world cultures through the analysis and performance of their stories. Meets Core credit for aesthetics and GPS- Border Crossing requirement. COM/EDCI credit.

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 aggressive 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 or permission
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, telehealth, 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, and information processing, the impact that electronic medical records, personal health records, SMART technology, e-medicine, telehealth, e-training, and robotics 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 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 is intended for non-majors and assumes no computer hardware or programming experience. Meets Core credit for math/logic.

CS 121 COMPUTER PROGRAMMING I  4
Prerequisite 2 years H.S. algebra and 1 year H.S. geometry
An introduction to problem solving techniques, algorithm development, and the design and development of procedural programs using the C++ programming language. Includes a 1-hour lab.

CS 122 COMPUTER PROGRAMMING II  4
Prerequisite CS*121
A continuation of CS 121. A further exploration of the principles, methods, tools and practice of programming, including derived and dynamic data structures, abstract data types, object-oriented programming, and basic algorithms. Includes a 1-hour lab.

CS 175 WEB DESIGN  3
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 245 ROBOTICS AND MACHINE LEARNING  3
Prerequisite None
An introduction to the theory, design, and implementation of elementary robotics systems and machine learning techniques. Topics include: history of robotics and machine learning, philosophical perspectives and impact of artificial intelligence systems on society, robot construction techniques, robot navigation and manipulation, machine learning algorithms and their applications, and software robots. This course is intended for non-majors and assumes no computer science background. Meets Core credit for natural sciences.

CS 260 TOPICS IN COMPUTER SCIENCE  3
Prerequisite Permission of instructor
This course is offered subject to student need, faculty availability, and with the approval of the department chair and college dean. Topics may include Java Programming, and Introduction to UNIX. Repeatable for different topics.
CS 275  WEB PROGRAMMING  3  
**Prerequisite**  CS*122  
A continuation of CS 175, with emphasis on Web services and server-side programming using PHP.

CS 293  INTERNSHIP  1-3  
**Prerequisite**  CS*121 and permission of instructor, 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  
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  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 393  INTERNSHIP  1-3  
**Prerequisite**  CS*121 and permission of instructor, 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 409  COMPILER DESIGN  3  
**Prerequisite**  CS*302 and CS*304  
Introduction to the process of compilation, the components of a compiler, and the relationship between a program written in high level language and its realization as a sequence of machine instructions. Lexical analysis, various forms of syntactic analysis, code generation and optimization.

CS 421  OPERATING SYSTEMS  3  
**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.

CS 460  ADVANCED TOPICS IN COMPUTER SCIENCE  1-3  
**Prerequisite**  CS*230 or permission of instructor  
This course is offered subject to student need, faculty availability, and with the approval of the department chair and school dean. Topics to be taught include Neural Networks, and System Programming. Repeatable for different topics.

CS 493  INTERNSHIP  1-3  
**Prerequisite**  CS*121 and permission of instructor, 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 499  SOFTWARE DEVELOPMENT  3  
**Prerequisite**  CS*304  
Application of product engineering methods to the design and development of software - quality assurance, project management, requirements analysis, specifications, design, development, testing, production and maintenance.

### Dietetics (DIET)

**DIET 130 MEAL MANAGEMENT**  3  
**Prerequisite**  None  
An examination and application of the components that contribute to managing and organizing the preparation of meals at the consumer level, involving menu planning, food procurement, food safety issues, recipe modifications for specific dietary concerns, budgeting, and hospitality.

**DIET 210 NUTRITION SEMINAR**  2  
**Prerequisite**  None  
This course will examine and discuss the profession of dietetics including educational requirements for becoming a registered dietitian (R.D.), professional organizations, career pathways, and the role of the dietitian in patient care. Students will be introduced to nutrition-related research, its methodology, applications, and areas for future investigation. Students pursuing a degree in dietetics will be encouraged to join student chapters in The Academy of Nutrition and Dietetics (AND), Ohio Dietetic Association (ODA), Ohio Nutrition Council (ONC), and Mohican Area Dietetic Association (MADA) and attend one professional meeting.
DIET 213  SOCIETY'S INFLUENCE ON BODY 3  
**Prerequisite** Sophomore Status
This course will examine the societal determinants of a person's body weight, such as the influence of the family/parental, peers, societal norms, and the food and entertainment industries' impact on body image and dietary behaviors. This course will explore these societal factors that influence disordered eating, body shape, and weight loss/gain and discuss strategies to address these areas. Meets Core credit for social sciences.

DIET 230  FOOD SCIENCE & APPLICATIONS 3
**Prerequisite** None
Discussions related to the chemical properties of food substances, their nutritional importance, and their application in a laboratory setting.

DIET 320  HUMAN NUTRITION 3
**Prerequisite** CHEM*103 or CHEM*251 or CHEM*253
Exploration and discussion of basic principles of human nutrition, which include digestion/absorption, macro and micronutrients and their metabolism, energy balance, sports nutrition, nutrition and chronic illnesses.

DIET 330  NUTRITION COUNSELING SKILLS 3
**Prerequisite** DIET*320
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.

DIET 343  ACTIVE AGING & 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.

DIET 360  LIFECYCLE NUTRITION 3
**Prerequisite** None
This course will examine and discuss the importance of nutrients (carbohydrates, lipids, proteins, vitamins, and minerals) throughout the various life cycles of human development; including preconception, pregnancy, infancy, childhood, adolescence, adulthood, and geriatrics. Discussions will focus on reducing health risk factors among these stages with emphasis on nutritional intake.

DIET 370  COMMUNITY NUTRITION 3
**Prerequisite** None
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.

DIET 385  ADVANCED HUMAN NUTRITION 3
**Prerequisite** None
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.

DIET 395  VITAMINS & MINERALS 3
**Prerequisite** DIET*320 CHEM*104
This course will examine 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 interactions. Discussions will include determining the recommended dietary intake of vitamin and mineral levels for optimal health and prevention of chronic illnesses for various stages of the life cycle.

DIET 400  NUTRITION & DISEASE I 3
**Prerequisite** None
This course will examine the implementation of medical nutrition therapy (MNT) for chronic and acute medical disorders. It will include the development of medical nutrition therapy plans appropriate for these conditions for individuals throughout the lifecycle. Medical disorders examined in this course include pediatric, neurological, pulmonary, cardiovascular, gastrointestinal, hepatic, pancreatic, biliary, and endocrine.

DIET 425  NUTRITION & DISEASE II 3
**Prerequisite** DIET*400
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.

**Economics (ECON)**

ECON 101  MARKET FUNDAMENTALS 3
**Prerequisite** None
This course will engage students in the economic way of thinking by taking an in-depth look at market fundamentals. Why, how, and who uses markets and what do we do when they fail? Students will be introduced to the economist's view of the world through extensive discussion, analysis, and writing. Does not count toward an economic major or minor. Meets Core credit for social science.

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

ECON 232  PRINCIPLES OF MICROECONOMICS 3
**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. Meets 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. Meets 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 ECON*232 or ECON*233
Techniques using classical game theory, auction design, controlled human-subject experiments, evolutionary game theory, and agent-based computer models are used to understand and solve situations involving potential conflict and cooperation such as military strategies, the auction of FCC licenses, the Middle East conflict, and the rise of resistant strains of bacteria in hospitals. While game theory is demanding in terms of reasoning ability, the focus of the class will be qualitative rather than quantitative analysis. Meets Core credit for social sciences.

ECON 302 THE ECONOMICS AND HISTORY OF ENTREPRENEURSHIP 3
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. Meets Core credit for Social Sciences.

ECON 311 PUBLIC FINANCE 3
Prerequisite ECON*232
The economic theories of taxation and government finance as demonstrated at federal, state and local government levels. The interrelation of public finance and economic stability and growth is explored to discover the basis and objectives of financial policy.

ECON 324 ECONOMICS OF GOVERNMENT 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. Meets Core credit for social sciences.

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

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

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

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

ECON 342 GLOBAL ECONOMICS 3
Prerequisite ECON*232 or ECON*233
The theory of international trade, exchange rates, trade barriers, balance of payments disequilibrium, United States commercial and aid policies, regional economic integration and international economic development. Environmental, operational and functional variables in international economics. Meet core credit for GPS-Border Crossings.

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

ECON 407 ECONOMICS OF LABOR 3
Prerequisite ECON*232
This course is primarily a study of the institutionalization of labor as an economic, social and political force. A survey of the historic and economic roots of labor power, the existence of organized labor as a social phenomenon, and the resultant implications for other social, political and economic institutions. Offered infrequently.
ECON 426 INTRODUCTION TO ECONOMETRICS 3
Prerequisite MATH*208; ECON*232 or 233
This course is designed to expose students to the use of multiple regression as a model building tool. Topics covered include: design of multiple regression models; statistical analysis of regression models; problems and techniques of correcting for multicollinearity, autocorrelation, specification error and heteroscedasticity; and design of distributive lag models. This course is recommended for a student planning to attend graduate school. Offered Infrequently.

ECON 434 DEVELOPMENT OF ECONOMIC THOUGHT 3
Prerequisite None
A study of how people's thought on economic issues has changed overtime. It will deal with the effect of historical change on economic thinking and with the impact of economic thought on historical change. Emphasis will be placed on the influence of the important economic thinkers on subsequent and modern economic theory and practice, and the impact of the important economic thinkers of the past on the economics, political, and social milieu of the modern world. Meets Core credit for historical reasoning. Offered Infrequently.

ECON 438 EMPIRICAL METHODS IN ECONOMICS 3
Prerequisite ECON*232; 233; 332 or 333; MATH*208
This course is designed to teach students real world analysis of the empirical economic models. The techniques used to develop these models and collect the necessary data to test them are taught. Among the topics are simple, multiple, and special purpose regression models, statistical analysis of these models, and techniques for correcting the various problems found in statistical analysis, and the methods of communicating empirical research.

ECON 440 SENIOR ASSESSMENT 1
Prerequisite All ECON coursework or concurrent
Assessment of the student's collaborative professional activity as well as the student's ability to apply key economic methods of analysis. The student will orally present the results of the collaboration with the research advisor. A comprehensive exam will be used to assess the student's knowledge of key methods of analysis.

ECON 448 ECONOMICS
Prerequisite None
An introduction to the micro and macroeconomic concepts and principles, including supply and demand, price determination, the production function, investment, the theory of the firm, market structure, and an introduction to the concepts of macroeconomics, including trade, growth, and inflation.

EDCI 230SEC WORKSHOP IN TEACHING GRADES 7-12 FIELD EXPERIENCE 2
Prerequisite EDFN*130 or permission of instructor Field hours: 60
Field hours: 60 Special studies and investigations and/or field experience at the teacher aide (observation/assistance) level in working with school age youth in primarily rural/small town settings. Students should be concurrently enrolled in EDCI 287.

EDCI 232 INTRODUCTION TO THE PRINCIPLES OF INSTRUCTIONAL TECHNOLOGY 3
Prerequisite None
Introduces the theories and principles of instructional technology. The five main areas of focus are research, theory and history of IT; visual literacy; evaluation of IT including information on design criteria, the relationship of IT to learning styles; and instructional computing experiences. To assist in developing a link between theory and practice, students will also have some hands-on experience with various forms of instructional technology and with problem solving techniques appropriate to the media.

EDCI 234 MIDDLE GRADES PHILOSOPHY, ORGANIZATION 3
Prerequisite EDFN*130 or concurrent
The philosophy of middle level schools, the psychology of the preadolescent and adolescent student, the role of the teacher as counselor, teaching, curriculum and instruction.

EDCI 235 MIDDLE GRADES METHODS AND ASSESSMENT I 3
Prerequisite EDFN*130; EDCI*234 or concurrent; concurrent with EDCI*236
The development of appropriate curriculum and instructional delivery and assessment procedures which meet the special needs of all middle level students.

EDCI 236 MIDDLE GRADES FIELD EXPERIENCE I 2
Prerequisite EDFN*130; EDCI*234 Field hours: 40 Clinical hours: 10
Provides opportunities to observe the setting, organization, and climate of middle schools and to interact appropriately with students in individual, small group, and whole class settings. Emphasis is on the effects of school climate and methodology on individual students within a diverse group of adolescent and preadolescent students.

EDCI 287 CURRICULUM/INSTRUCTION/ASSESSMENT GRADES 7-12 3
Prerequisite EDFN*202; or permission of instructor; concurrent with EDCI*230 7-12; Clinical hours: 4
Provides the student with classroom instructional skills, methods and strategies in secondary teaching fields from both the generalist and specialist approaches. Also includes a detailed analysis of the curriculum within the secondary schools and its effect upon classroom structures.

EDCI 306 MIDDLE GRADES/GRADES 7-12 READING INSTRUCTION 3
Prerequisite None
A course designed to promote understanding of literacy development at the middle/secondary school levels. The knowledge necessary to make and apply appropriate programmatic and instructional decisions including knowledge of the learner, the reading and writing processes, instructional strategies, materials and learning environments will be the focus of the course. Required for middle grade and grades 7-12 licensure.
EDCI 312  TEACHING READING WITH LITERATURE

Prerequisite  EDCI*306; EDEC*140 for middle school licensures only
Provides an understanding of the selection and instruction of literature for the middle school student. Included in the required knowledge base is history, criticism, trends, authors, illustrators, types of literature, instructional strategies, and organization of literature instruction and programs.

EDCI 315  INTERNATIONAL STORYTELLING

Prerequisite  See COM 315 for course description.

EDCI 316  TEACHING THE 21ST CENTURY YOUNG ADOLESCENT: ENGLISH/LANGUAGE ARTS

Prerequisite  EDFN*130; Waived for IS
This course is designed to prepare middle childhood English/Language Arts teachers to plan, deliver, and assess effective instruction to young adolescents.

EDCI 317  TEACHING THE 21ST CENTURY YOUNG ADOLESCENT: MATHEMATICS

Prerequisite  EDCI*235
This course is designed to prepare middle childhood mathematics teachers to plan, deliver, and assess effective instruction to young adolescents.

EDCI 318  TEACHING THE 21ST CENTURY YOUNG ADOLESCENT: SCIENCE

Prerequisite  EDCI*235
This course is designed to prepare middle childhood science teachers to plan, deliver, and assess effective instruction to young adolescents.

EDCI 319  TEACHING THE 21ST CENTURY YOUNG ADOLESCENT: SOCIAL STUDIES

Prerequisite  EDCI*235
This course is designed to prepare middle childhood social studies teachers to plan, deliver, and assess effective instruction to young adolescents.

EDCI 330PK  CLASSROOM MANAGEMENT FIELD EXPERIENCE

Prerequisite  EDCI*230; FCS*270 or PSYC*218 or permission of instructor  Field hours: 150
This course provides teacher education students with effective classroom management skills for educating for diversity. During seminars and field experiences students will develop techniques for teaching students of diverse backgrounds and abilities including dealing with surface behavior problems, laws concerning teacher/student rights, and communicating with parents. Field experience may occur in urban/multicultural, suburban, or rural/small town setting with the focus being on grades 7-12.

EDCI 330SEC  CLASSROOM MANAGEMENT FIELD EXPERIENCE

Prerequisite  EDCI*230, EDCI*287; PSYC*209, PSYC*218 or FCS*270  Field hours: 150
This course provides teacher education students with effective classroom management skills for educating for diversity. During seminars and field experiences students will develop techniques for teaching students of diverse backgrounds and abilities, including dealing with surface behavior problems, laws concerning teacher-student rights, and communicating with parents. Students should be concurrently enrolled in EDCI 432.

EDCI 336  MIDDLE GRADES FIELD EXPERIENCE II

Prerequisite  Block I (EDFN*130, EDCI*234, 235, 236)
Provides opportunities to make decisions relating to assessment, instruction, evaluation, and intervention in the student's content areas of concentration and in interdisciplinary activities. Focus will be on implementing effective instruction and assessment with middle grades students in small group, individual and whole-class settings.

EDCI 383  VOCATIONAL INTEGRATED BUSINESS

Prerequisite  Junior status; concurrent with EDCI*330 or 461
Principle factors involved in the organization, implementation, practices and teaching procedures in vocational business education programs. A study of the methods and procedures relative to selection, instruction, evaluation and job placement. A study of the teaching methods and techniques in a vocational business education program.

EDCI 392  CONTENT AREA READING

Prerequisite  Clinical hours: 10
A course designed to provide teachers of all subject areas the knowledge to integrate the language processes, especially reading and writing in their instruction, to better enable students to learn a specified content. The course focuses on developing an understanding of instructional strategies which facilitate a learner's interaction with text.

EDCI 412  INTERVENTION & ASSESSMENTS FOR THE SECONDARY LEARNER

Prerequisite  9 hours from these courses: EDEC*140, 262, 323, 361, EDCI*261, 306, 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 432  GRADES 7-12 METHODS: TEACHING SCIENCE, GRADES 7-12  TEACHING SOCIAL STUDIES, GRADES 7-12

Prerequisite  EDCI*230; Clinical hours: 4
A course designed to provide the student with classroom instructional skills, methods, and strategies in teaching grades 7-12 (exception Foreign Language is K-12). This class is to be completed successfully prior to the Internship.

EDCI 461  STUDENT INTERNSHIP: GRADES 7-12

Prerequisite  Completion of all student internship requirements
Supervised field experiences in secondary setting in certification area(s).

EDCI 467  STUDENT INTERNSHIP: MIDDLE GRADES

Prerequisite  Completion of all student internship requirements
A supervised field experience in middle grades.

EDCI 469  STUDENT INTERNSHIP -- PREK-12

Prerequisite  Completion of all student internship requirements
Supervised field experiences in PreK-12 settings in licensure area(s).
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 (NAEYC and CEC/DEC) for early childhood education.

**EDEC 262 FOUNDATIONS IN LITERACY** 3

**Prerequisite None**

A course designed to promote understanding of the development of literacy. The knowledge necessary to make and apply appropriate programmatic and instructional decisions including knowledge of the learner, the reading and writing processes, instructional strategies, materials and learning environments will be the focus of the course. Required for ECE/ECIS programs.

**EDEC 265 ADULT-CHILD RELATIONSHIPS** 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 LABORATORY** 3

**Prerequisite PSYC*264**

Seminar and field experiences in a preschool setting provide opportunities to learn and utilize authentic, classroom-based assessment, and how to interpret and use the information to plan curriculum that is responsive to and supportive of children's development and learning.

**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 WORKSHOP IN TEACHING - MULTICULTURAL FIELD EXPERIENCE AND CLASSROOM MANAGEMENT II** 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 hrs from EDEC*140, 262, 323, 361, EDCI*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  WORKSHOP IN TEACHING AND INTERVENTION  3
Prerequisite  EDEC*300EC and successful completion of the Teacher Education Screening Process; concurrent enrollment with EDEC*363, 369, 403, 413, 414; Field hours: 115
Seminars and field experiences in an early childhood placement provide senior teacher education students the opportunity to implement and practice methods learned in previous and concurrent courses. The field-based participation is within a program that serves young children with special educational needs within the general education curriculum. It is in preparation for the student internship experience.

EDEC 445  INTERDISCIPLINARY SCIENCE AND SOCIAL STUDIES METHODS  3
Prerequisite  EDEC*300EC 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 CHILDHOOD PROFESSIONALS  3
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 relations to the appropriate education and support of young children and their families is emphasized. Individual considerations that affect typical development or educational environment (e.g. attention problems, allergies, disabilities, etc.) are explored and appropriate techniques and resources for reducing the impact of these conditions on the child and learning potential are examined. EDUC/NUR credit.

EDEC 460  STUDENT INTERNSHIP: EARLY CHILDHOOD  10
Prerequisite  Completion of all student internship requirements
Supervised field experience in early childhood settings.

EDEC 466  STUDENT INTERNSHIP: INTERVENTION SPECIALIST EARLY CHILDHOOD  10
Prerequisite  Completion of all student internship requirements
Supervised field experience with an Intervention Specialist in a school setting.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDFN 402</td>
<td>SOCIAL AND PROFESSIONAL ISSUES IN EDUCATION</td>
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<tr>
<td>EDFN 436</td>
<td>THE CHRISTIAN SCHOOL</td>
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<tr>
<td>EDIS 230S</td>
<td>WORKSHOP IN TEACHING INTERVENTION SPECIALIST</td>
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<td>EDIS 245</td>
<td>INTERNATIONAL PERSPECTIVES ON DISABILITY</td>
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<tr>
<td>EDIS 250</td>
<td>INTRODUCTION TO EDUCATIONAL INTERVENTION</td>
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<td>EDIS 251</td>
<td>ORIENTATION TO DEAF CULTURE AND INTRO TO AMERICAN SIGN LANGUAGE</td>
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<tr>
<td>EDIS 253</td>
<td>ASSISTIVE AND INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALIST</td>
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<tr>
<td>EDIS 257</td>
<td>SENSORY MOTOR-INTERVENTION SPECIALIST MODERATE/INTENSIVE</td>
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<tr>
<td>EDIS 330IS</td>
<td>WORKSHOP IN TEACHING STUDENTS WITH MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION IN MULTICULTURAL SETTINGS</td>
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<tr>
<td>EDIS 342</td>
<td>ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS</td>
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<tr>
<td>EDIS 343</td>
<td>CURRICULUM/METHODS FOR CAREER AND DAILY LIVING SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION</td>
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<tr>
<td>EDIS 355</td>
<td>INTERVENTION &amp; REMEDIATION IN MATH: ASSESSMENT AND INSTRUCTIONAL METHODS</td>
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</tbody>
</table>

**Prerequisites:**
- **EDIS 250, concurrent with EDIS*230IS, 257:** Field/Clinical hours: 1. 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, concurrent with EDIS*230IS, 253:** For Early Intervention PreK-3; EDEC*215, concurrent with EDIS*230IS, 253; for Adapted PE: PE*209, concurrent with PE*394

Provides curriculum models, specialized methods, materials and equipment to teach students with moderate and intense special needs in the areas of vision, hearing, sensory motor, physical and health needs.

**Education - Inclusive Services/Exceptional Learners (EDIS)**

- **EDIS 230S:** Requires EDFN*130 or equivalent (EDEC*215 for ECIS); Field hours: 60
  - A field placement in an inclusive education setting.
- **EDIS 245:** Requires EDIS*230IS, 253; for Early Intervention PreK-3; EDIS*250, concurrent with EDIS*342
  - EDIS*230IS, 253; for Early Intervention PreK-3; EDIS*250, concurrent with EDIS*342
  - EDEC*215, concurrent with EDIS*230IS, 253; for Adapted PE: PE*209, concurrent with PE*394

Explores and applies a variety of curriculum options, methods, materials, and technology available for students with mild/moderate educational needs.

- **EDIS 330IS:** Requires EDIS*230IS, EDIS*441, EDIS*451; 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 342:** Requires EDIS*230IS, 253; for Early Intervention PreK-3; EDEC*215, concurrent with EDIS*355

- **EDIS 343:** For IS Majors: EDCI*230SEC and EDIS*230IS, EDIS*250; concurrent with EDIS*342

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:** Requires EDIS*230IS, EDIS*250, EDCI*230SEC

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.
Course Descriptions

EDIS 405  LEGAL, SOCIAL AND PROFESSIONAL ISSUES FOR INTERVENTION SPECIALISTS  3

Prerequisite  Teacher education student; senior status or written permission from the department chair

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 430  WORKSHOP IN TEACHING INTERVENTION SPECIALIST MODERATE/INTENSIVE  2

Prerequisite  EDIS*230IS and 330IS; concurrent with EDIS*451 (except for ECIS); Field/Clinical hours: 100-150

Seminars and field experiences with students who have moderate to intensive educational needs, enabling students to assess, teach, and team with others in the educational community.

EDIS 441  CREATING EFFECTIVE LEARNING ENVIRONMENTS  3

Prerequisite  EDIS*250, EDIS*230SEC, EDIS*230IS; concurrent with EDIS*330IS, EDIS*451

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 what students with behavior of concern in school settings may be identified as eligible for special education, how to systematically approach functional behavior assessments, and how to work with a team to construct effective behavior invention plans using multiple methods of teaching students whose behavior interferes with education. Emphasis is on an educative rather than punitive approach to changing behavior.

EDIS 442  COMMUNICATION, CONSULTATION, AND TEAMING SKILLS  3

Prerequisite  EDIS*250

Provides an understanding of effective verbal and nonverbal communication skills, listening skills, and personality traits perceived as supportive. Emphasizes the development of sensitivity to the needs of individuals, families and professionals; collaboration, consultation and teaming; and skills of problem solving, effective handling of confrontational situations, and seeking and using support from other professionals.

EDIS 445  ADVANCED BEHAVIOR MANAGEMENT  3

Prerequisite  EDIS*441; concurrent with EDIS*330IS or student internship

Teaches preservice and inservice teachers how students with behavior of concern in school settings may be identified as eligible for special education, how to systematically approach functional behavior assessment, how to work with a team to construct effective behavior intervention plans, and multiple methods of teaching students whose behavior interferes with education how to manage and change their responses to eliminate or minimize such interference. Emphasis is on an educative rather than punitive approach to changing behavior.

EDIS 450  LANGUAGE/COMMUNICATION DISORDERS IN CHILDREN AND INTERVENTION  3

Prerequisite  EDIS*250; Field Hours: 2

An overview of language, both normal and disordered, with emphasis on terminology, acquisition, development, physiological and psychological systems, impact upon learning, assessment, and intervention strategies available to teachers.

EDIS 451  COMMUNICATION: INTERVENTION SPECIALIST MODERATE/INTENSIVE  3

Prerequisite  EDIS*230IS; concurrent with EDIS*330IS and EDIS*441; Waived for Early Childhood majors

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: 30h

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: 30h

Supervised 12-week Internship with an Intervention Specialist in a school setting.

EDIS 466  INTERNSHIP: INTERVENTION SPECIALIST MILD/MODERATE/INTENSIVE  10

Prerequisite  Completion of all student 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.

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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. Section AA is designated for international students.

ENG 101 ENGLISH COMPOSITION I 3
Prerequisite ENG 100 if required by placement
This course stresses the development of effective grammatical and rhetorical form through the assignment of expository and argumentative writing projects. Students will learn to reflect on ideas and observations, to use writing as a tool to sharpen those ideas, to reflect on their own writing process, and to use and cite sources accurately. May not be taken for S/U credit. Meets Core credit for composition I.

ENG 102 ENGLISH COMPOSITION II 3
Prerequisite ENG*101
English 102 is the second course in Ashland University's two-semester writing sequence and involves continued emphasis on the writing process, critical thinking, close reading, the 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 1
Prerequisite None
This course offers individualized instruction and practice in writing skills for all academic writing assignments, including grammar, punctuation, sentences, paragraphs, and the short essay. Graded S/U. May be repeated once for additional credit. Does not fulfill general education or English requirement.

ENG 201 INTRODUCTION TO CREATIVE WRITING 3
Prerequisite Core composition II course
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 Core composition II course
This course focuses on a specific problem or question in American society from the colonial period to the present. Possible areas of focus might include Race and Slavery; Nature and the Environment; Freedom, Democracy, and the Individual; Immigration and Nativism; Gender in America; or America at War. Meets Core credit for humanities.

ENG 210 BIBLE AS LITERATURE 3
Prerequisite Core composition II course
This 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 Core composition II course
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 course familiarizes students with various approaches and techniques for writing screenplays. Focus will be on dramatic structure, character, and dialogue, with the goal of writing a screenplay, a presentation treatment of the film, and shorter analytical assignments. May be repeated once for credit.

ENG 304 SHORT STORY 3
Prerequisite Core composition II course
This course is an intensive study of the short story as a 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 Core composition II course
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 Core composition II course
The course focuses on poetry and poetics. Meets Core credit for humanities.
ENG 309 AFRICAN AMERICAN LITERATURE 3
Prerequisite Core composition II course
This course closely examines representative works by African American writers, ranging from early slave narratives to contemporary prose, poetry, and drama. Meets Core credit for humanities.

ENG 310 LITERATURE FOR ADOLESCENTS 3
Prerequisite Core composition II course
This course examines representative literature written for adolescents and emphasizes learning styles and the integration of literature into thematic units in secondary school classrooms. This course is intended for Integrated Language Arts and Middle School Language Arts students who are pursuing a teaching degree.

ENG 314 LITERATURE AND GENDER 3
Prerequisite Core composition II course
This course focuses on representative texts written by women across a variety of periods and examines the way in which women's experience has shaped their writing. Meets Core credit for humanities.

ENG 315 GERMAN LITERATURE IN TRANSLATION 3
Prerequisite Core composition II course
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 and GPS-Border Crossings.

ENG 317 STUDIES IN SHAKESPEARE 3
Prerequisite Core composition II course
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 Core composition II course
This course studies European and American drama from the late 1800s to the present. Meets Core credit for humanities.

ENG 322 MODERN POETRY 3
Prerequisite Core composition II course
This course focuses on close reading of selected modern poems and discusses the ways in which modern poetry differs from earlier work in English. Meets Core credit for humanities.

ENG 324 MODERN NOVEL 3
Prerequisite Core composition II course
This courses analyzes the modern novel as art form and as social document. Representative novels in English and/or English translation will be examined to explore a central question: How is the modern novel a reaction to the problems and issues of modernity? Meets Core credit for humanities.

ENG 325 MAJOR WRITERS SEMINAR 3
Prerequisite Core composition II course
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 Core composition II course
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 and GPS-Border Crossings.

ENG 332 GLOBAL FILM 3
Prerequisite Core composition II course
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. Meets Core credit for aesthetics and GPS-Border Crossings.

ENG 333 AMERICAN STUDIES - 19TH CENTURY 3
Prerequisite Core composition II course
An examination of a particular topic of American literature, history, religion and/or culture from the 19th century, this course focuses on how literature captures the American spirit. Meets Core credit for humanities.

ENG 334 AMERICAN STUDIES - 20TH CENTURY 3
Prerequisite Core composition II course
An examination of a particular topic of American literature, history, religion and/or culture from the 20th century, this course focuses on how literature captures the American spirit. Meets Core credit for humanities.

ENG 337 MAJOR WORKS 3
Prerequisite Core composition II course
This course explores the human desire to make sense of history through literature. Each class explores a theme - such as the nature of good and evil, or the place of human beings in the world - within the context of several major works. Meets Core credit for humanities.

ENG 338 THEMES AND TOPICS IN LITERATURE 3
Prerequisite Core composition II course
This course explores a major idea or theme through a wide range of literary and related texts. Typically, the seminar will focus on a particular historical, social, or artistic idea. Meets Core credit for humanities.

ENG 340 READINGS IN JEWISH LITERATURE 3
Prerequisite Core composition II course
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 Core composition II course
An examination of a particular topic of American literature, history, religion, and/or culture from contemporary life, this course considers a body of literature, generally published within the previous twenty years, about which historical conclusions are still largely unformed. Meets Core credit for humanities.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ENG 351</td>
<td>ADVANCED COMPOSITION</td>
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<tr>
<td>Prerequisite Core composition II course</td>
<td>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.</td>
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<tr>
<td>ENG 360</td>
<td>LITERATURE OF CRIME AND RETRIBUTION</td>
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<tr>
<td>Prerequisite Core composition II course</td>
<td>This course emphasizes close analysis of literature on themes including evil, faith, insanity, racism, motiveless malignity, and psychological theories. Meets Core credit for humanities.</td>
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<tr>
<td>ENG 365</td>
<td>GREEK LITERATURE</td>
<td>3</td>
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<tr>
<td>Prerequisite Core composition II course</td>
<td>This course will address the question, What was the Greek view of men and women in relation both to each other and to the gods as revealed in their literature? Readings will include at least one of the Homeric epics together with a selection of the plays of Aeschylus, Sophocles, and Euripides. Meets Core credit for humanities.</td>
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<tr>
<td>ENG 370</td>
<td>RUSSIAN NOVEL</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite Core composition II course</td>
<td>Students will discuss Tolstoy's War and Peace and Dostoevsky's The Brothers Karamazov. Among the many questions these monumental novels raise, perhaps the most important is how we can maintain our humanity in the face of suffering. Meets Core credit for humanities.</td>
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<tr>
<td>ENG 371</td>
<td>LITERATURE AND FILM</td>
<td>3</td>
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<tr>
<td>Prerequisite Core composition II course</td>
<td>This course emphasizes film aesthetics and visual narrative as it compares to written literary narrative. The course focuses on both classic and contemporary motion pictures, with particular attention to shot composition, editing techniques, lighting, and sound. Students will consider how these elements of film direction create a visual narrative that can be studied as aesthetic and cultural expression. Meets Core credit for aesthetics.</td>
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<tr>
<td>ENG 372</td>
<td>NIETZSCHE AND THE PROBLEM OF VALUES</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite Core composition II course</td>
<td>Students taking this course will read a major work of Nietzsche's such as Thus Spake Zarathustra or The Twilight of the Idols together with other selected literary and philosophical texts by such authors as Heidegger, Shakespeare, Dostoevsky, and Melville from both philosophical and literary perspectives to determine how and why human beings create values. Meets Core credit for humanities.</td>
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<tr>
<td>ENG 401</td>
<td>THE LITERATURE OF EARLY ENGLAND</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite Core composition II course</td>
<td>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. The students will focus on a close reading of The Canterbury Tales and will also read other works, including Beowulf.</td>
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<tr>
<td>ENG 404</td>
<td>THE ENGLISH RENAISSANCE</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite Core composition II course</td>
<td>A high-level study of England's literature of the Elizabethan period, this course focuses on poetry and drama. Representative writers include Spenser, Marlowe, Shakespeare, and Webster.</td>
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<tr>
<td>ENG 405</td>
<td>PROBLEMS IN CREATIVE WRITING</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite ENG*301, 302</td>
<td>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.</td>
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<tr>
<td>ENG 406</td>
<td>17TH CENTURY ENGLISH LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite Core composition II course</td>
<td>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.</td>
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<tr>
<td>ENG 408</td>
<td>18TH CENTURY ENGLISH LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite Core composition II course</td>
<td>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.</td>
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<tr>
<td>ENG 410</td>
<td>ROMANTIC MOVEMENT</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite Core composition II course</td>
<td>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.</td>
<td></td>
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<tr>
<td>ENG 411</td>
<td>VICTORIAN PERIOD</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite Core composition II course</td>
<td>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.</td>
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<tr>
<td>ENG 413</td>
<td>20TH CENTURY ANGLOPHONE LITERATURE</td>
<td>3</td>
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<tr>
<td>Prerequisite Core composition II course</td>
<td>This course is a high-level study of major texts and critical background of the Victorian period.</td>
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</tr>
<tr>
<td>ENG 415</td>
<td>CAPSTONE COURSE IN CREATIVE WRITING</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite ENG*301, 302</td>
<td>This course is concerned with the editing and presentation of the student's literary output. The principal work of the class will be the revision and presentation of the student's writing over his/her college writing career.</td>
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<tr>
<td>ENG 417</td>
<td>ENGLISH GRAMMAR &amp; USAGE</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite Core composition II course</td>
<td>This course will provide students with knowledge of grammar, syntax, and mechanics and will fulfill stated NCATE requirements. 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.</td>
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</tbody>
</table>
**Course Descriptions**

**ENG 418  HISTORY OF THE ENGLISH LANGUAGE**  3

**Prerequisite** Core composition II course

This course focuses on the history of the English language, its many dialects, and vocabulary development from root words and derivational affixes. It fulfills NCATE requirements in the history of the language for teacher licensure. The course is designed for English majors and minors wishing to improve their knowledge of the history of the language, as well as those who will be teachers of secondary school English and language arts.

**ENG 425  AMERICAN LITERATURE I: COLONIAL TO FEDERALIST**  3

**Prerequisite** Core composition II course

This course is a high-level study of American writing from the Puritan period to 1845 with emphasis on the emergence of a particular American identity as expressed in literature of the period together with critical commentary.

**ENG 426  AMERICAN LITERATURE II: 1830 TO 1870**  3

**Prerequisite** Core composition II course

This course is a high-level study of American writing during the period with emphasis on Transcendentalism as a dominant literary and intellectual movement.

**ENG 427  AMERICAN LITERATURE III: REALISM TO MODERNISM**  3

**Prerequisite** Core composition II course

This course is a high-level study of the American Literary consciousness from the late 19th century to the end of WWII with emphasis on social changes produced by urbanization and industrialization as reflected in the literature of the period and in critical commentary.

**ENG 428  AMERICAN LITERATURE IV: FROM WW2 TO THE PRESENT**  3

**Prerequisite** Core composition II course

This course is a high-level study of American literature from 1945 to the present with emphasis on social and cultural changes reflected in the literature of this period and in critical commentary.

**ENG 432  GRADES 7-12 METHODS: TEACHING ENGLISH/LANGUAGE ARTS, GRADES 7-12**  3

**Prerequisite** EDCI*230; Clinical Hours: 4

This course provides students with classroom instructional skills, methods, and strategies in teaching grades 7-12. This class is to be completed successfully prior to the Internship.

**Entrepreneurship (ENTP)**

**ENTP 245  INTRODUCTION TO ENTREPRENEURSHIP**  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** MKT*233, MGT*240, ENTP*245

This course will focus on the process of developing a new commercial venture and the writing of a business plan. Students will also learn small business management principles for creating and operating a startup venture. Developing actual business opportunities by students will be encouraged so that business plans can be submitted to business plan competitions and investor groups after the course is finished.

**ENTP 465  FINANCING A BUSINESS VENTURE**  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 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.

**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 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 of fitness evaluation and exercise prescription. Concepts, principles, and theories for the fields of exercise physiology, kinesiology, nutrition, and tests and measurements will be presented and applied to physical fitness testing and the design of exercise programs for apparently healthy individuals.

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 (AFCAA).

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 EXS*309
An extensive examination of the physiological basis for muscular strength and power. The student will become familiar with various approaches to strength training, such as high intensity training, periodization of training, etc. The student will have the opportunity for NSCA certification during the course.

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/capabilities.

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 may register by permission of the instructor only.
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.

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.
EV/BS 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/CHEM/GEOL credit. Meets Core credit for GPS-Border Crossings.

**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. Meets Core credit for GPS-Border Crossings.

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*112
Principles of apparel design by flat pattern methods. Advanced fitting techniques used to create a master pattern. Students will design and construct original fashion designs.

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, 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  | 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  | 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, permission of instructor

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. Meets Core credit for GPS-Border Crossings.

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 and approval of instructor

A course devoted to various topics related to current issues in finance. May be repeated once for different topics with approval of finance faculty.

**Foreign Languages (FL)**

FL 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 humanities and GPS-Border Crossings.

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 humanities and GPS-Border Crossings.

FL 275  | PORTFOLIO ASSESSMENT  | 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  | GPS NARRATIVE  | 0  |
**Prerequisite**: None

A course designed to track on a student's transcript the completion of the GPS Narrative. This will apply to students who elect the GPS Study Abroad Track, a GPS course with Study Away or Course with Experience, or other students whose GPS completion includes the Narrative. The GPS 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. GPS 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 375  | PORTFOLIO ASSESSMENT  | 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 380  | FOREIGN LANGUAGE EDUCATION CURRICULUM AND INSTRUCTION  | 3  |
**Prerequisite**: EDFN*202

A course designed to examine the theoretical and practical issues relating to the teaching of foreign language K-12. Instructional practices pertaining to the following are explored through lectures, reading of current literature, class discussion, etc.: the role of context in comprehension and learning, listening, reading, oral proficiency, writing, testing, culture, and curriculum. Required for French and Spanish multi-age license.

FL 432  | GRADES 7-12 METHODS: TEACHING FOREIGN LANGUAGES, GRADES K-12  | 3  |
**Prerequisite**: EDCI*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  | 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 None. Appropriate course for beginners. Note: Not open to students who have placed into FREN*152, FREN*251 or FREN*252

An introduction to the French language and culture with practice in the basic skills of the language. Lab work required. Taught in French. Offered annually.

FREN 152 ELEMENTARY FRENCH II  3
Prerequisite FREN*151 or one to two years of high school language study or equivalent. Note: Not open to students who have placed into FREN*241 or FREN*252

A continuation of FREN 151. Lab work required. Taught in French. Offered annually.

FREN 251 INTERMEDIATE FRENCH I  3
Prerequisite FREN*152 or two or more years of high school language study or equivalent. Appropriate entry point for most students with more than two years of high school language. Note: Not open to students who have placed into FREN*252.

A course designed to increase the students understanding of the language by building on the skills learned in the elementary course. Lab work required. Taught in French. Offered annually.

FREN 252 INTERMEDIATE FRENCH II  3
Prerequisite FREN*251 or two or more years of high school language study or equivalent. Note: Not open to students who place into 300 level courses.

A continuation of FREN 251. Lab work required. Taught in French. Offered annually. Completion fulfills GPS requirement. Meets Core credit for GPS-Border Crossings.

FREN 301 FRENCH CIVILIZATION: MEDIEVAL TO ENLIGHTENMENT  3
Prerequisite FREN*252 or equivalent

Provides an introduction to major trends in French civilization and culture from the Gallo-Roman period to the Revolution. Under the theme the presence of the past, we will consider the development of major social and political institutions, major artistic and literary tendencies, and national myths based in the distant past which continue to inform the ways in which the French understand themselves and their nation today. In exploring the foundations of French society and culture, we will often engage in cross-cultural comparisons that bring into focus Franco-American differences, similarities, and historically-rooted affinities and misunderstandings. Taught in French. Offered alternate years. Meets Core credit for historical reasoning.

FREN 302 FRENCH CIVILIZATION: REVOLUTION TO PRESENT  3
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. Meets Core credit for social sciences.

FREN 303 FRENCH GRAMMAR AND COMPOSITION  3
Prerequisite FREN*252 or equivalent

The course offers intensive review and expansion of grammar and vocabulary through reading and writing. Reading selections include cultural information from France and other French-speaking countries. Taught in French. Offered alternate years.

FREN 304 FRENCH STYLISTICS  3
Prerequisite FREN*303 or permission

This course extends the concept of advanced French grammar and composition to questions of style and rhetoric. It will familiarize students with the constraints and freedoms of the French language through intensive analysis of a variety of texts and writing practice. Taught in French.

FREN 305 FRENCH PHONETICS  3
Prerequisite FREN*252 or equivalent

A course designed to provide a review of standard French pronunciation and an introduction to phonetics and phonology, including corrective exercises and a contrastive analysis of French and English sound systems.

FREN 351-352 INTRODUCTION TO FRENCH FICTION I & II  3-3
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.

FREN 353 INTRODUCTION TO FRENCH LITERATURE I  3
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 INTRODUCTION TO FRENCH LITERATURE II  3
Prerequisite FREN*252 or equivalent

A close examination of major French Literary texts from the Revolution to the present, read 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 CONVERSATIONAL FRENCH  3
Prerequisite FREN*252 or equivalent

Provides students with an opportunity to apply concepts learned in language courses and to practice and develop conversational fluency. Taught in French. Offered alternate years.

FREN 470 SEMINAR IN FRANCOPHONE STUDIES  3
Prerequisite FREN*351-352 or 353-354 or permission

A seminar on topics pertinent to the field of Francophone Studies in language, culture, civilization of literature. The content will vary depending upon the interest and needs of students. The course may be repeated for a total of 6 hours. Taught in French. Offered alternate years.
**Geology (GEOL)**

**GEOL 101 PHYSICAL GEOLOGY**  4

*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**  4

*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**  3

*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**  3

*Prerequisite None*
What are natural disasters and how can science reduce the damage done by events such as earthquakes, tsunami, 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. Student 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.

**GEOL 210 NATURAL DISASTERS: SEVERE WEATHER**  3

*Prerequisite None*
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.

**GEOL 211 DISCOVERING THE ICE AGE**  3

*Prerequisite None*
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.

**GEOL 212 ARCHEOLOGY & HUMAN ANTIQUITY**  3

*Prerequisite None*
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.

**GEOL 213 ASTEROIDS, COMETS, AND CATASTROPHE**  3

*Prerequisite None*
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.

**GEOL 275 TOPICS IN REGIONAL GEOLOGY**  1-8

*Prerequisite Permission*
A study of various topics relevant to annual field trips conducted by the department, generally 10-14 days in May. Offered every odd spring.

**GEOL 297 INTRODUCTION TO LABORATORY AND FIELD RESEARCH**  1

*Prerequisite Soph or junior standing and permission of instructor*
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.

**GEOL 309 GEOMORPHOLOGY**  4

*Prerequisite GEOL*101
The interpretation of landscapes and landforms; their origin, evolution and relation to erosion, structure and rock characteristics. Three lectures and one lab per week. Offered every odd fall.

**GEOL 311 MINERALOGY**  4

*Prerequisite GEOL*101
A course that includes the elements of crystallography, crystal chemistry and descriptive mineralogy of the important or common minerals. Three class sessions and one lab per week. Offered every fall.

**GEOL 312 IGNEOUS AND METAMORPHIC PETROLOGY**  4

*Prerequisite GEOL*311
Analysis of the principal igneous and metamorphic rocks; their origin, structure and physical and chemical composition. Three class sessions and one lab per week. Offered every even spring.

**GEOL 313 SEDIMENTARY PETROLOGY AND STRATIGRAPHY**  4

*Prerequisite GEOL*102
An introduction to the features found in sedimentary rocks and the principles of sedimentology and stratigraphy emphasizing interpretation, correlation, and use in assessing the geologic history of the earth. Three class sessions and one laboratory period per week. Offered every even fall.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 320</td>
<td>INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)</td>
<td>4</td>
<td>GEOL*101</td>
<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 geographically 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>
</tr>
<tr>
<td>GEOL 350</td>
<td>SCIENCE AS A CULTURAL FORCE</td>
<td>3</td>
<td>See CHEM 350 for course description.</td>
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</tr>
<tr>
<td>GEOL 401</td>
<td>STRUCTURAL GEOLOGY</td>
<td>4</td>
<td>GEOL*101</td>
<td>A study of the geometrical relationships of rock bodies of the earth, their orientation, distribution and bearing on the theories concerning 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>
</tr>
<tr>
<td>GEOL 402</td>
<td>ECONOMIC GEOLOGY</td>
<td>3</td>
<td>GEOL<em>101, GEOL</em>311</td>
<td>This course is an introduction to the general geologic and economic features that are important to the discovery, production, and reclamion 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>
</tr>
<tr>
<td>GEOL 403</td>
<td>ENVIRONMENTAL GEOCHEMISTRY</td>
<td>4</td>
<td>GEOL<em>101, CHEM</em>104, or permission of instructor and department chair</td>
<td>A quantitative introduction to the distribution and migration of chemical species within the earth in space, and in time, with emphasis on understanding the principle chemical 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 spring.</td>
</tr>
<tr>
<td>GEOL 405</td>
<td>PETROLEUM GEOLOGY</td>
<td>4</td>
<td>GEOL<em>101, GEOL</em>313</td>
<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>
</tr>
<tr>
<td>GEOL 429</td>
<td>FIELD GEOLOGY</td>
<td>1-8</td>
<td>GEOL<em>311, and additional courses from the following are recommended: GEOL</em>309, 312, 313, 314 and 401</td>
<td>Field analysis and interpretation of the regional geology at several field camp locations. The work includes an introduction to field techniques and geological mapping on aerial photographs and topographic base maps. Offered every odd summer, generally 10-14 days in May.</td>
</tr>
<tr>
<td>GEOL 476</td>
<td>ISSUES IN ENVIRONMENTAL SCIENCE</td>
<td>3</td>
<td>30 hours of science courses (MATH, BIO, CHEM, GEOL, PHYS)</td>
<td>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 GPS-Border Crossings.</td>
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<tr>
<td>GEOL 493</td>
<td>INTERNSHIP</td>
<td>1-4</td>
<td>See CHEM 493 for course description.</td>
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<tr>
<td>GEOL 497</td>
<td>LABORATORY AND FIELD RESEARCH</td>
<td>1-3</td>
<td>See CHEM 497 for course description.</td>
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</tr>
<tr>
<td>GER 161</td>
<td>ELEMENTARY GERMAN I</td>
<td>3</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>GER 162</td>
<td>ELEMENTARY GERMAN II</td>
<td>3</td>
<td>GER*161 or equivalent</td>
<td>A continuation of FL 161. Lab work required. Taught in German. Offered infrequently.</td>
</tr>
<tr>
<td>GER 261</td>
<td>INTERMEDIATE GERMAN I</td>
<td>3</td>
<td>GER*162 or equivalent</td>
<td>A course designed to increase the student’s understanding of the language by building on the skills learned in the elementary course. Lab work required. Taught in German. Offered alternate years.</td>
</tr>
<tr>
<td>GER 262</td>
<td>INTERMEDIATE GERMAN II</td>
<td>3</td>
<td>GER*261 or equivalent</td>
<td>A continuation of FL 261. Lab work required. Taught in German. Completion fulfills GPS Requirement. Offered infrequently.</td>
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</tbody>
</table>
### History (HIST)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 112</td>
<td>WESTERN CIVILIZATION</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
<td></td>
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<td></td>
<td>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.</td>
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<tr>
<td>HIST 113</td>
<td>WESTERN CIVILIZATION</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<td></td>
<td>This course examines how the peoples of Western Europe understood freedom and sought to secure it in the 500 years from the Renaissance to WW II. Focusing on selected historical moments during this period, the course considers how this question for freedom transformed politics, religion, economics, and morality; it also examines the reaction to this transformation, especially in totalitarianism. Meet Core credit for historical reasoning.</td>
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<tr>
<td>HIST 201</td>
<td>TOPICS IN CLASSICAL CIVILIZATION</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<td></td>
<td>This course will cover key topics in Greek and Roman antiquity. Topics may include imperialism in ancient Greece and Rome, sport and spectacle, family, slavery in the Greco-Roman world, women in the ancient world, or authors such as Plutarch, Cicero, or Seneca. Repeatable as topics change.</td>
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<tr>
<td>HIST 212</td>
<td>AMERICAN HISTORY THROUGH THE CIVIL WAR</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<td></td>
<td>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.</td>
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<tr>
<td>HIST 213</td>
<td>AMERICAN HISTORY AFTER THE CIVIL WAR</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<td></td>
<td>An examination of how the fundamental American principles of freedom and equality have developed as the United States emerged as the world's leading power from the Civil War to the present. Meets Core credit for historical reasoning.</td>
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<tr>
<td>HIST 218</td>
<td>WOMEN IN AMERICAN HISTORY</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<td></td>
<td>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.</td>
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<tr>
<td>HIST 236</td>
<td>AMERICAN FOREIGN POLICY</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>See POLSC 236 for course description.</td>
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<tr>
<td>HIST 239</td>
<td>HISTORY OF OHIO</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<td></td>
<td>A general history of the State of Ohio. If feasible includes trips to Columbus to visit the Ohio Historical Museum and other institutions relating to Ohio's history.</td>
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### Prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 261</td>
<td>ANCIENT GREECE</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>HIST 112</td>
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<tr>
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<td>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.</td>
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<tr>
<td>HIST 264</td>
<td>ANCIENT ROME AND THE RISE OF CHRISTIANITY</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>HIST 112</td>
<td></td>
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<td></td>
<td>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.</td>
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<tr>
<td>HIST 267</td>
<td>MEDIEVAL EUROPE</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>HIST 112</td>
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<td></td>
<td>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.</td>
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<tr>
<td>HIST 268</td>
<td>RENAISSANCE AND REFORMATION</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>HIST 112</td>
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<td></td>
<td>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.</td>
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<tr>
<td>HIST 269</td>
<td>AGE OF ENLIGHTENMENT (1600-1789)</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>HIST 112</td>
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<td></td>
<td>Examines the intellectual and political reformation that swept Europe in the 17th and 18th centuries. Will focus on the revolution in modern natural science, the rise and fall of absolute government, the growth of the English constitution, and the development of a new liberal philosophy.</td>
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<tr>
<td>HIST 270</td>
<td>AGE OF REVOLUTION AND REACTION (1789-1900)</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>HIST 112</td>
<td></td>
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<td></td>
<td>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.</td>
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</tr>
</tbody>
</table>
HIST 271  20TH CENTURY EUROPE TO THE PRESENT  3

Prerequisite None

A survey of the ideas, events, individuals, and trends of Europe since 1900, emphasizing the rise of totalitarianism and the two world wars. Through a combination of lecture and discussion of primary sources, the course will examine the origins and outcomes of World War I; the rise of collectivist dictatorships in Russia, Italy, and Germany; the Great Depression and its effects; the road to World War II, and the war itself, the postwar trends toward European union and decolonization; and the Cold War.

HIST 301  CULTURAL GEOGRAPHY  3

Prerequisite None

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  3

Prerequisite HIST*112 or HIST*113

This course provides a comparative study of warfare across history, using selected conflicts from the ancient, medieval, and modern worlds to illustrate the underlying themes, causes, and motivations of wars.

HIST 327  AFRICA  3

Prerequisite None

This course focuses on the three major phases of African history: pre-colonial, colonial, and post-colonial. After an introductory discussion of Africa before the age of Imperialism, the course involves an intensive study of the period of foreign control, followed by a study of the independence movement and the Africa of today. Meets Core credit for GPS-Border Crossings.

HIST 329  LATIN AMERICA  3

Prerequisite None

A survey of Latin America from the days of discovery and colonization to present time, focusing on contemporary institutions of selected Latin American countries, especially Argentina, Brazil, Mexico, Cuba, and the Caribbean and Central America Republics, including relations with the United States and the problems confronting the extension of democracy in Latin America.

HIST 341  MODERN MIDDLE EAST  3

Prerequisite None

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. Meets Core credit for GPS-Border Crossings.

HIST 343  MODERN EAST ASIA  3

Prerequisite None

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. Meets Core credit for GPS-Border Crossings.

HIST 351  COLONIAL AMERICA  3

Prerequisite None

This course covers colonial America from 1500 to 1776. Stress is laid upon the European backgrounds and the evolution of the political, economic and social institutions of the colonies.

HIST 352  THE AMERICAN FOUNDING  3

Prerequisite None

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  3

Prerequisite HIST*212

In this course we will examine the political, diplomatic, intellectual, and social history of the United States from 1791 to 1820.

HIST 354  NATIONHOOD AND SECTIONAL CONFLICT: US 1820-1854  3

Prerequisite HIST*212

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  3

Prerequisite None

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  3

Prerequisite None

A study of the rise of modern America. The course begins in 1877 with the end of Reconstruction, and it finishes with America's entry into World War I. Students will examine the beginnings of industrialization, the rise of cities, immigration, progressive reform, and America's ascendency to world power.

HIST 357  AMERICA IN THE AGE OF WORLD WARS  3

Prerequisite None

A study of the American experience from 1920-1945, exploring the Roaring Twenties, Great Depression, New Deal, and the Second World War. Political, economic, social, intellectual, and cultural currents will be addressed as well as foreign policy issues.

HIST 358  POSTWAR AMERICA: 1945-1973  3

Prerequisite HIST*213

An examination of the United States during the three decades following the Second World War. The social, economic, political, and diplomatic development of the country is stressed with a thematic emphasis.

HIST 359  CONTEMPORARY AMERICA: 1974 TO PRESENT  3

Prerequisite HIST*213

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 HIST*112 or HIST*113
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 HIST*212 HIST*213 or permission of instructor
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 American, European and World History. Students should check schedule and/or instructor to ascertain what topics are currently being offered. The course can be repeated if a different topic.

HIST 465 THE STUDY OF HISTORY SEMINAR 3
Prerequisite None
Introduction to methods of historical research and writing. Exposure to specific writings, emphasizing ideas and trends of either European or American historians, but especially the latter. Open only to junior or senior history majors or by permission of the instructor.

HIST 497 THESIS SEMINAR 3
Prerequisite Senior status and departmenal 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 3
Prerequisite Enrollment 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 Enrollment in Honors Program; at least junior status
The process of preparing a capstone project, including selecting a topic, choosing mentors, preparing a bibliography, constructing a written 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.

Prerequisite

Health Sciences (HS, HSFH, HSCGH)

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.
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. Meets Core credit for lifetime wellness.

**HS 182 FIRST AID AND CPR**

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**

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 221 FOOD AND CULTURE**

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 GPS-Border Crossings credit.

**HS 309 INTERNATIONAL TRANSCULTURAL PERSPECTIVES**

See NURCH 309 course description.

**HS 316 CONSUMER HEALTH**

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 360 RESEARCH IN HEALTH SCIENCES**

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 a research question related to their field of study, including a literature review, methodology, and statistical analyses. Basic quantitative statistical procedures and qualitative data analyses will be discussed. Procedures associated with Human Subject Review Board (HSRB) applications will be reviewed.

**HS 380 NAVAJO RESERVATION CULTURAL IMMERSION**

All students will examine the Navajo culture in the context of health care. After the semester, students in the course with Study Away option will conclude with a weeklong immersion at a Navajo reservation in Arizona. Students will interact with the Navajo people at Tsehootsooi Medical Center and the surrounding community. Meets Core credit for GPS-Border Crossings or GPS-Course with Study Away.

**HSCGH 202 GLOBAL CHALLENGES IN PUBLIC HEALTH**

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 (ex. South Asia or Sub-Saharan Africa). The core functions of public health will be discussed within the context of key case studies and compared with current public health policy and practice. Students will critically examine both historical and current public health challenges in order to gain a unique understanding of the public health needs of aggregates living in other nations, under differing socioeconomic, political and cultural conditions and the impact of those needs on allocation, constraints, and availability of resources. Meets Core credit for social sciences and International Perspectives requirement.

**HSCGH 318 SCHOOL HEALTH ENVIRONMENT AND SERVICES**

A study of standards necessary for developing and maintaining a healthful school environment and of the broad areas of responsibility for school health services and health education.

**HSFH 322 PHYSICAL AGING**

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.)

**Hospitality Management (HSM)**

**HS 135 INTRODUCTION TO THE HOSPITALITY INDUSTRY**

An introduction to the hospitality industry through an overview of structure and financial performance of the hospitality industry, food and lodging, resorts, attractions, and related operations. Special attention will be focused on orientation to customer service, cultural/economic trends, and career opportunities.
HSM 234  HOTEL OPERATIONS  3
Prerequisite  HSM135, MGT*240, ACCT*201
A systematic study of accounting principles as they apply to the lodging industry, the requirements for special accounting procedures and records and their use in maintaining sound control and in supporting management decisions.

HSM 235  HOSPITALITY COST CONTROL  3
Prerequisite  MATH*208
Introduction to the application of computers in the hospitality industry. A study of how computers are used in hotels and restaurants for controlling reservations, making room assignments helping keep track of food and beverage charges, forecasting and scheduling. The course will serve as a foundation for integrating computer usage in other hospitality curriculum. Special emphasis will be directed to computerized front office operations.

HSM 250  FOOD & BEVERAGE OPERATIONS  3
Prerequisite  HSM135 and HSM235 or DIET*210; MGT*240; HSM335 concurrent
Students will receive an overview of food and beverage operations and management. Topics include careers, equipment layout and décor, menu planning, management development, customer service and procurement.

HSM 334  MANAGEMENT OF INSTITUTIONAL EMPLOYEES  3
Prerequisite  Sophomore status
A study of acquiring, maintaining, motivating and utilizing a workforce under the special conditions found in hotels, restaurants and other personal service type institutions.

HSM 335  ENVIRONMENT MANAGEMENT  3
Prerequisite  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
Prerequisite  HSM335
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
Prerequisite  HSM336
A continuation of Food Preparation I. 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
Prerequisite  HSM135, 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
Prerequisite  HSM135, HSM235
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, HSM135
A study of the controllable and non-controllable factors involved in marketing the food and lodging institution. Introduces the role of marketing, analyzes the consumer, delves into the product planning, distribution planning, promotion planning and price planning roles of the hospitality manager. Hands-on class project developing an actual marketing and communication plan.

HSM 434  STRATEGIES IN THE HOSPITALITY INDUSTRY  3
Prerequisite  MGT*401, HSM135 or HSM250
A presentation of the many responsibilities which the law imposes upon institutional management and ownership.

HSM 435  QUANTITY FOOD PRODUCTION  3
Prerequisite  HSM337
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  HSM135, HSM235, HSM335, 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 or permission
A course devoted to various topics related to issues in hospitality. May be repeated once for different topics with approval of the chair.

Interdisciplinary Studies (IDS)

IDS 490  MULTIDISCIPLINARY CAPSTONE  1-3
Prerequisite  None
In this capstone experience, students will reflect on the concepts, skills, and values they have acquired from study in their cognate areas. They 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.

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.
An advanced study of the development and implementation of spreadsheets as applied to business applications, including worksheet design, problem organization and results presentation. The course prepares the student for the Microsoft Office Excel certification exam.

**IS 346 E-COMMERCE**
Prerequisite IS*221; MKT*233 OR MGT*240
This course introduces business, technical, and social legal aspects of using the Internet and Web for business. Basic concepts and models of e-commerce business, technology infrastructure, business concepts and social issues will be discussed. 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.

**IS 370 PROGRAMMING FOR BUSINESS I**
Prerequisite IS*221
An introduction to computer programming in the business environment. Using Visual Basic, student’s will design, flowchart, program, enter, test and debug, and document programs of minimal to medium degree of difficulty.

**IS 371 PROGRAMMING FOR BUSINESS II**
Prerequisite IS*370
A continuation of IS 370. Will involve advanced programming techniques, including file handling. Complex problem-solving situations will be undertaken in order to provide the student with applications-oriented experience.

**IS 372 SYSTEMS ANALYSIS AND DESIGN**
Prerequisite IS*221 or permission of instructor
An introduction to the concepts and methods of systems analysis and design. The course will examine the life cycle of an information system from initial business 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**
Prerequisite MIS*372 or permission of instructor
Examines various topics related to current issues in information systems. May be repeated once for different topics with the approval of IS faculty.

**IS 470 DATABASE MANAGEMENT**
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**
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**
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 systems.

**IS 475 NETWORK FUNDAMENTALS AND INFORMATION SECURITY**
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**
Prerequisite IS*372 or permission of instructor
The theory and practice of planning, control and administration of the management aspects of IS installations will be analyzed in general, and information resource management in particular. This course will develop the background necessary for relating the practice of information systems support to the realities of management needs. The student will be responsible for researching and reporting on current topics in the field.

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**Journalism and Digital Media (JDM)**

**JDM 103 INTRODUCTION TO JOURNALISM AND MASS COMMUNICATION**
Prerequisite None
Introductory, yet critical examination of the relationship between mass media and American society. Attention given to analysis of the development and role of mediated communications, particularly print, telecommunication, and electronic media. Competition between traditional and emerging media also examined.

**JDM 133 VIDEO AND AUDIO AESTHETICS**
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. Meets Core credit for aesthetics.

**JDM 201 PRACTICUM**
A – Audio/WRDL
B – Video/TV20
C – Print/The Collegian
Prerequisite None
Practicum credit is intended to encourage students to hone hands-on skills outside of the classroom. One-half credit per semester is earned for each practicum practicum experience must involve a minimum of 16 hours work. Students may register for multiple sections of the practicum in the same semester if they participate in more than one of the qualified areas; however, a student cannot register for more than ½ credit at a time for any given section. Students can earn up to 2 total credits for each section. Students must notify faculty as to the area in which they are working. Graded S/U. (4 credits maximum.)
Select the appropriate course description:

**JDM 203 WRITING FOR THE MEDIA**

*Prerequisite None*

This course stresses with development of practical skills in news 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 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 a 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 FIELD PRODUCTION**

*Prerequisite JDM*133

Course covers the advanced practices, procedures, and techniques of video field production and post-production.

**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 news judgment.

**JDM 246 MULTIMEDIA REPORTING**

*Prerequisite JDM*133, 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 digital media journalism, public relations, advertising, entertainment and other areas of public communication. A fundamental understanding of first amendment principles and legal philosophy affecting freedom of expression in the communications industries will be stressed.

**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**

*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**

*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 ORGANIZATIONAL AND CORPORATE VIDEO**

*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**

*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**

*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 on production mix down. A digital recording studio is utilized for this course.

**JDM 333 DIGITAL MEDIA TECHNOLOGIES**

*Prerequisite JDM*232

Exploration into more advanced and specialized broadcast media content using software-based tools.
Course Descriptions

JDM 335  BROADCAST ANNOUNCING  3
Prerequisite  JDM*133
A course designed to improve communication skills in the area of radio and television announcing. Students will learn proper techniques in 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 246, and 246, students will focus on the process of gathering, writing and presenting as well as prepare web versions of their stories. Students will work on WRDL and TV@ and be posted on the Collegian website.

JDM 337  ADVANCED AUDIO PRODUCTION  3
Prerequisite  JDM*237
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 403  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 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. Meets Core credit for social sciences and GPS-Border Crossings.

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.

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.

LTN 310  INTERMEDIATE LATIN I  3
Prerequisite  LTN*210
This course reviews and confirms knowledge of grammar, vocabulary, and syntax while also introducing students to Latin authors such as Horace, Cicero, Catullus, or Vergil, through which students will deepen their knowledge of the life, culture, and politics of ancient Rome. Meets Core credit for GPS Value-Added or Border Crossings.

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 SCIENCES 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 205-206 THE CALCULUS I - II  5-5
Prerequisite  MATH*111 or equivalent; MATH*205 is a prerequisite for MATH*206
Essentials of analytic geometry, the theory and techniques of differentiation and integration with applications in business, social, and natural sciences. 205 meets Core credit for math/logic.

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 3
Prerequisite  MATH*217
A study of mathematical concepts and procedures for teaching in the middle schools. Topics include knowledge of the NCTM Standards, 3-dimensional geometry, axiomatic systems, experimental probability, algebra, algorithmic techniques, and technology. Emphasis on group work and manipulatives.

MATH 223-224 DISCRETE MATHEMATICS I - II  3-3
Prerequisite  Three years high school college prep math, MATH*223 is a prerequisite for MATH*224
An introduction to mathematical reasoning, proofs, recursion, graph theory, tree structures, combinatorics, mathematical models, and algorithm design; applications to computer science. 223 meets Core credit for math/logic.

MATH 305 THE CALCULUS III  4
Prerequisite  MATH*206
A study of infinite series, power series, solid analytical geometry, and multivariate calculus.

MATH 307 LINEAR ALGEBRA  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 MATH*206
A survey of the historical development of mathematics through the calculus, together with problems appropriate to the topics and period being studied.

MATH 311 MODERN GEOMETRY  3
Prerequisite  MATH*206
A study of fundamental geometric properties such as straightness, symmetry, congruency, and parallelism as they exist in planes and other surfaces.

MATH 313 ELEMENTARY DIFFERENTIAL EQUATIONS  3
Prerequisite  MATH*305
An introductory course in elementary differential equations with applications to geometry, chemistry, physics, and the life and social sciences. Some topics include exactness, Bernoulli's equations, differential operators, and Laplace transform.

MATH 314 NUMERICAL ANALYSIS  3
Prerequisite  MATH*206

MATH 317 PROBABILITY  3
Prerequisite  MATH*223; 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  3
Prerequisite  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  3
Prerequisite  MATH*206 and MATH*223; CS*121 recommended
An introductory course in the fundamentals of number theory. Emphasis on proof techniques, Euclidian algorithm, primes, congruences, continued fractions, and Euler Phi function, with applications to computer science, cryptography, and mathematics education.

MATH 341 APPLIED REGRESSION ANALYSIS  3
Prerequisite  MATH*208 or MATH*318
The student will learn to execute three major steps in the data analysis process: to identify the appropriate statistical technique for a given research problem; to conduct analyses using the SPSS for Windows computer software (one-sample, dependent-samples, and independent-samples t-tests, one-way ANOVA, two-way ANOVA, simple regression and correlation, multiple regression, chi-square tests, discriminant analysis, factor analysis, and multivariate analyses); and to interpret the statistical values generated by these various analytical tools. BUS/MATH credit.

MATH 415 INTRODUCTION TO MODERN ALGEBRA  3
Prerequisite  MATH*223 and MATH*307
An introduction to abstract algebraic systems through the study of groups, rings, and fields.

MATH 417 INTRODUCTION TO ANALYSIS  3
Prerequisite  MATH*305
The real number system, indeterminate forms, partial differentiation, infinite series, multiple and improper integrals are treated more rigorously than in the elementary course.
A course designed to provide the student with classroom instructional skills, methods, and strategies in teaching grades 7-12. This class is to be completed successfully prior to the Internship.

MATH 450 SEMINAR
Prerequisite Junior or Senior math majors
Various topics in mathematics will be investigated. Content will vary depending upon the interests and needs of the students. Students, invited speakers, and faculty will present topics. May be repeated for a total of 4 hours.

MATH 470 SPECIAL TOPICS IN MATHEMATICS
Prerequisite MATH*305 or MATH*307 or permission
A course devoted to various topics of mathematical interest. May be repeated for credit as topics change.

Management (MGT)

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
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
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
Prerequisite Junior status or permission
Introduces the business student to the legal principles involved with contract law, real property, personal property, bailment law and agency law.

MGT 402 BUSINESS LAW II
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/translational corporations, focusing on the international environment, competitive strategy formulation, implementation and control along with MNC organization design and structure. Figuring prominently in the course will be comparative management issues related to managing in different international settings, particularly issues that relate to increasing firm competitiveness in the global context. Meets Core credit for GPS-Border Crossings.

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.

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

Marketing (MKT)

MKT 233 PRINCIPLES OF MARKETING 3
Prerequisite None
This course outlines the essential concepts, principles and terminology required to understand basic marketing. Materials will deal with the areas of promotion, distribution, product development, the general marketing environment and information sources for marketing decisions.

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. Meets Core credit for GPS-Border Crossings.

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 313 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 Psyc 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.  

### Music (MUSIC)  

**MUSIC**  
**Prerequisite**  
Private applied music courses and all ensembles, except for 040 Orchestra, meet up to 3 hours of the Core credit for aesthetics. All applied music courses and ensembles may be repeated for credit.  

**MUSIC 010 UNIVERSITY MARCHING BAND 1**  
**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 Feaste.  

**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.  

**MUSIC 051 ASHLAND AREA COMMUNITY CONCERT BAND 1**  
**Prerequisite** None  
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. Meets up to 3 hours of Core credit for aesthetics.  

**MUSIC 052 ASHLAND AREA CHORUS .5**  
**Prerequisite** None  
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.  

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**Course Descriptions**
MUSIC 102  RECITAL ATTENDANCE  0
Prerequisite  None
A course in which music majors document their attendance at music performances both on and off campus.

MUSIC 113  GUITAR LEVEL I  2
Prerequisite  None
To obtain hands-on experience on the guitar as well as become a literate musician.

MUSIC 130  BASIC GUITAR MUSICIANSHIP  3
Prerequisite  None
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 Aesthetics requirement.

MUSIC 150  PRINCIPLES OF MUSIC MAKING  3
Prerequisite  None
An introduction to musical skills and concepts including notation, piano, treble recorder, and singing. Meets Core credit for aesthetics.

MUSIC 204  GENERAL MUSIC METHODS I  3
Prerequisite  MUSIC*271, EDFN*130; music education major
Curriculum, methodology, materials, and practice in music appropriate for K-8, including observations, experiences, and lectures pertaining to actual classroom procedure. Limited work in pre-K (ages 3-4) will be included. For music education majors.

MUSIC 205  MUSIC COMPOSITION I  2
Prerequisite  Consent of instructor; MUSIC*272
Students will learn how to identify and solve compositional problems. At first, these problems will be of a simple nature, then increase in complexity as the student acquires greater facility. The goal is to foster greater understanding of the compositional process. May be repeated as needed.

MUSIC 209  BRASS TECHNIQUES  2
Prerequisite  Music major
Prerequisite: Music Major. Playing skills and pedagogical principles and techniques of common brass instruments.

MUSIC 211  CLASS PIANO I  2
Prerequisite  Diagnostic exam
This course is designed primarily to serve music majors and minors. Content includes basic piano technique, beginning repertoire, harmonization of melodies, major scales and arpeggios, and building of overall musicality.

MUSIC 212  CLASS PIANO II  2
Prerequisite  MUSIC*211
This course is designed primarily to serve music majors and minors. Content includes intermediate piano technique, intermediate level repertoire, harmonization of melodies, minor scales and arpeggios, and continued building of overall musicality.

MUSIC 213  STRING TECHNIQUES  2
Prerequisite  Music major
Prerequisite: Music Major. Playing skills and pedagogical principles and techniques of orchestral string instruments.

MUSIC 214  VOICE METHODS FOR INSTRUMENTAL MAJORS  1
Prerequisite  Music major
Prerequisite: Music Major. To familiarize the instrumental music education major with basic vocal techniques, including breathing, posture, diction, and vocal health.

MUSIC 216  VOCAL DICTION I  2
Prerequisite  MUSIC*216 and music major
An in-depth study of English and foreign language dictio for singers encompassing the fundamentals of the International Phonetic Alphabet and its direct application to repertoire.

MUSIC 217  VOCAL DICTION II  2
Prerequisite  MUSIC*216 and music major
A continuation of 216, with emphasis on French and German.

MUSIC 218  WOODWIND TECHNIQUES  2
Prerequisite  Music major
Prerequisite: Music Major. Playing skills and pedagogical principles and techniques of common woodwind instruments.

MUSIC 220  PERCUSSION TECHNIQUES  1
Prerequisite  Music major
Prerequisite: Music Major. Playing skills and pedagogical principles and techniques of common percussion instruments and accessories.

MUSIC 225  MUSICAL STYLE  3
Prerequisite  None
Course will examine the fundamental question of what distinguishes different styles of music. Selected examples from classical, folk, and popular music will be studied. Meets Core credit for aesthetics.

MUSIC 226  MUSIC IN WORLD CULTURES  3
Prerequisite  None
In this course, we journey around the world, exploring how the musics of various non-Western peoples intertwine with the beliefs and actions that make up culture. Whether used as a political weapon, a facilitator for spiritual experience, a marker of national identity, or a way to connect otherwise disparate groups, music opens a door to cross-cultural understanding. Meets Core credit for social sciences and GPS-Border Crossings.

MUSIC 237  FUNDAMENTALS OF CONDUCTING  2
Prerequisite  MUSIC*271
An introduction to basic baton technique, terminology, score reading, and communication.

MUSIC 250  TOPICS IN MUSIC APPRECIATION  3
Prerequisite  None
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 Music's, American Musical Theatre, Understanding Opera, American Music, or 20th Century Music. Meets core credit for aesthetics.
MUSIC 251  TOPICS IN MUSIC APPRECIATION: LOVE SONGS  3
Prerequisite None
Musicians from a wide variety of time periods and styles have composed songs about love. This course will explore selected love songs from Western culture, from medieval troubadour ballads to current show and pop tunes. Emphasis will be on understanding how artists have used music to express texts about love and how musical expressions of love have changed over time. Meets Core credit for aesthetics.

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 and GPS-Border Crossings.

MUSIC 270  INTRODUCTION TO INSTRUMENTAL MUSIC  2
Prerequisite MUSIC*271
Playing skills and pedagogical principles and techniques of selected wind and string instruments. For vocal music education majors.

MUSIC 271  MUSIC THEORY AND AURAL SKILLS I  3
Prerequisite Diagnostic exam
Introductory materials in music theory and aural skills, including music fundamentals, solfege, and ear training.

MUSIC 272  MUSIC THEORY AND AURAL SKILLS II  3
Prerequisite MUSIC*271 and MUSIC*211 or MUSIC*241 or MUSIC*341
Continued study of materials in music theory and aural skills, including part-writing of diatonic music, solfege, ear training, and keyboard harmony.

MUSIC 303  JUNIOR RECITAL  0
Prerequisite Concurrent with MUSIC*44-
Performance of the Junior Recital as required for music majors.

MUSIC 305  MUSIC COMPOSITION II  2
Prerequisite MUSIC*205 or permission
Continuation of Music Composition I. May be repeated as needed.

MUSIC 320  MUSIC HISTORY SURVEY  3
Prerequisite MUSIC*150 or MUSIC*271 or MUSIC*272 or permission
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 325  GENERAL MUSIC METHODS II  2
Prerequisite MUSIC*204, MUSIC*271, EDFN*130
Curriculum, methodology, materials, and practice in music appropriate for K-8, including observations, experiences, and lectures pertaining to actual classroom procedure. Limited work in pre-K (ages 3-4) will be included. For music education majors, vocal track. (Instrumental majors may take as an elective.)

MUSIC 348  KEYBOARD HARMONY  2
Prerequisite MUSIC*271, MUSIC*241 or MUSIC*341
This course serves the music education major with choral emphasis and focuses on accompanying, improvisation, and score-reading skills.

MUSIC 351  MUSIC HISTORY I: MEDIEVAL, RENAISSANCE, AND BAROQUE MUSIC  3
Prerequisite MUSIC*150 or MUSIC*271
A detailed study of Western art music, as well as related folk and non-Western styles, through the Baroque period. The focus will be on understanding the major developments of music history as well as learning how to conduct historical research in music. Meets Core credit for historical reasoning.

MUSIC 355  MUSIC HISTORY II: CLASSICAL AND ROMANTIC MUSIC  3
Prerequisite MUSIC*150 or MUSIC*271
A detailed study of Western art music, as well as related folk and non-Western styles in the Classical and Romantic periods. The focus will be on understanding the major developments of music history as well as learning how to conduct historical research in music.

MUSIC 357  MUSIC HISTORY III: MUSIC OF THE 20TH AND 21ST CENTURIES  3
Prerequisite MUSIC*150 or MUSIC*271
A detailed study of Western art music as well as related folk and non-Western styles in the 20th and 21st centuries. The focus will be on understanding the major developments of music history as well as learning how to conduct historical research in music.

MUSIC 371  MUSIC THEORY AND AURAL SKILLS III  4
Prerequisite MUSIC*272
Continued study of materials in music theory and aural skills, including part-writing of chromatic music, analysis of form, solfege, ear training, and keyboard harmony.

MUSIC 372  MUSIC THEORY AND AURAL SKILLS IV  4
Prerequisite MUSIC*371
Continued study of materials in music theory and aural skills, including part-writing of chromatic music, analysis of form, solfege, ear training, and keyboard harmony.

MUSIC 375  INSTRUMENTAL CONDUCTING  3
Prerequisite MUSIC*237
Conducting techniques, literature, materials and curriculum for the teaching of instrumental music.

MUSIC 376  CHORAL CONDUCTING  3
Prerequisite MUSIC*237
Conducting techniques, choral literature, and rehearsal materials designed to prepare choral conductors.

MUSIC 380  MUSIC HISTORY SEMINAR I  3
Prerequisite MUSIC*150 or MUSIC*271 or MUSIC*272 or permission
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. Meets Core credit for historical reasoning.
MUSIC 381  MUSIC HISTORY SEMINAR II 3
Prerequisite  MUSIC*150 or MUSIC*271 or MUSIC*272 or permission
This seminar focuses on non-Western and popular music's. A variety of topics will be chosen to explore, and students will learn about the major styles, genres, composers, and performers of these music's, as well as the function of these music's in their society. Meets Core credit for GPS-Border Crossings.

MUSIC 395  CURRICULUM AND METHODS OF TEACHING INSTRUMENTAL MUSIC 3
Prerequisite  MUSIC*271, EDCI*230PK
A study of music teaching to provide the instrumental music education student with a foundation of teaching methodologies, classroom management strategies and insights to effectively teach and administer the instrumental music program from pre-band/orchestra (grades 3-4) through high school (grade 12) including consideration of adult community ensembles.

MUSIC 396  CURRICULUM AND METHODS OF TEACHING CHORAL MUSIC 3
Prerequisite  MUSIC*271, EDCI*230PK
A study of music teaching which provides the choral music education student with a foundation of teaching methodologies, classroom management strategies, and insights to effectively teach and administer the choral music program in the secondary schools.

MUSIC 403  SENIOR RECITAL 0
Prerequisite  Concurrent with MUSIC*44-
Performance of the Senior Recital as required for music majors with applied music emphasis and music education majors.

MUSIC 405  ADVANCED MUSIC COMPOSITION 2
Prerequisite  MUSIC*305 or permission
Continuation of Music Composition II. May be repeated as needed.

MUSIC 471  MUSIC THEORY AND AURAL SKILLS V 4
Prerequisite  MUSIC*372
Continued study of materials in music theory and aural skills, including chromaticism, analysis of form, twentieth century music, solfege, ear training, and keyboard harmony.

MUSIC 477  INSTRUMENTAL ARRANGING 1
Prerequisite  MUSIC*372
Developing the skills and knowledge to enable students to write simple instrumental arrangements.

MUSIC 478  CHORAL ARRANGING 1
Prerequisite  MUSIC*372
Basic skills in choral arranging for music educators, including practical applications of music technology. This course seeks to develop the skills and knowledge that enable students to write simple choral arrangements.

MUSIC 497  SENIOR PROJECT 2
Prerequisite  MUSIC*471 or permission of instructor
The Senior Project is a music composition, a research paper, or an analysis paper required of those students seeking a B.A. in music with emphasis on Academic Studies. It must be approved by the Music faculty. One faculty member should serve as the project advisor.

MUSIC 499  COMPREHENSIVE EXAMS 0
Prerequisite  Music major
Exams in music theory and aural training, music history, keyboard skills, and the major area in music (such as music education or applied voice). Students must pass all portions of the exams to graduate with a music major (B.Mus. or B.A. with a major in music). Exams are offered at least once per semester.

Applied Music Courses

Prerequisites: For Music Major: acceptance to program, written permission each semester before enrolling, and for the 400 level, pass 300 level change. For Music Minor: acceptance to program, written permission each semester before enrolling, availability of instructor, and passing grade in MUSIC 150 or 271 or demonstrated proficiency. General Student (not major or minor): 100 level--ability to read melodic and rhythmic music notation in clef appropriate to instrument or voice appropriate for successful study; 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 mainly comprising but not limited to solo classical repertoire. Instruction will concentrate on developing musicianship and performance skills both generally and specifically to the instrument/voice. Length of weekly private lessons is 30 minutes for 100-200 level, while 300-400 level is 60 minutes. Group instruction (studio class) is 50- minutes a week. All students studying applied music are required to attend a weekly studio class unless an exception is granted. All students in applied study are subject to the recital and jury performance requirements listed below. Applied music may not be taken for S/U credit.

Applied Music Juries and Recitals

Any student receiving two hours credit in applied music will be required to perform satisfactorily at two (2) departmental/area recitals per semester. Any student receiving one hour credit will be required to perform satisfactorily at one departmental/area recital per semester. Faculty members present at the recitals will determine whether or not the performances are satisfactory or unsatisfactory. Failure to comply with recital performance requirements will result in the reduction of applied lesson grades.

Juries are required of all students studying applied music for credit. At least three faculty members will be present at all juries. The student will receive a written, graded critique from each faculty member present. These evaluations will be considered by the instructor in determining the student’s final applied grade.

Any solo for a recital or jury which requires accompaniment will not be accepted unless it is performed with the appropriate accompaniment.

(For Applied Music Fees see University Fees and Charges brochure)
Nursing (NUR, NURCH, NURFH)

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, BIO*240 (or concurrent), CHEM*251 (or concurrent), CHEM*253, NUR*105 (or concurrent)

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, hematology, gastrointestinal, musculoskeletal and reproductive, as well as anti-infectives and infectious disease and vitamins and minerals.

NUR 301 HEALTH ASSESSMENT 3

Prerequisite NUR*105 (or concurrent), NUR*225 (or concurrent), NUR*304 (or concurrent), PSYC*209

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 NURSING PROCESS: THEORETICAL BASES 4

Prerequisite None

The focus for study is selected middle-range and practice level theories that support the nursing process which serves as the mechanism to facilitate the implementation of theory and research-based nursing interventions. Curriculum concepts emphasized are: communication, critical thinking, therapeutic nursing interventions, and values/valuing.
NUR 303  INDIVIDUAL HEALTH  4
Prerequisite  RN Licensure

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*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 320  EDUCATIONAL STRATEGIES FOR NURSES  4
Prerequisite  None

This course provides an overview of educational strategies for nurses. The focus for study is specific roles and responsibilities of the professional nurse to educate patients, peers, and the community. Curriculum concepts emphasized are adult learning theory, learner needs, teaching methods, styles of learning, professional responsibility, program and learner evaluation, and supportive and active learning environments. Students in the school nurse track will consider course concepts specifically in the context of school health education for adolescent and adult populations.

NUR 335  GENETICS IN NURSING PRACTICE  2
Prerequisite  NUR*226, NUR*306

This course will provide the student with the foundational information necessary to care for patients from a genetic perspective. Professional nursing standards for genetics and genomics will guide the structure of the course presentation. Concepts of health, illness, and wellness as they relate to genetic patient care will be emphasized.

NUR 360  NURSING RESEARCH  3
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.

NUR 362  NURSING THEORY, RESEARCH AND EVIDENCE-BASED PRACTICE  4
Prerequisite  RN Licensure

This course focuses on the contribution of theory and research to professional practice. Students are assisted to integrate roles, philosophies, and expectations with those appropriate to the baccalaureate prepared nurse. The focus for study is selected middle-range and practice level theories that support the nursing process which serves as the mechanism for implementation of theory and research-based nursing interventions. 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. Roles of members of the research team will be explored.

NUR 405  NURSING PROCESS: HEALTH CARE SYSTEMS  5
Prerequisite  MATH*208; NUR*303, NUR*362; NURCH*309

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.

NUR 408  NURSING PROCESS: LEGAL, ETHICAL AND POLITICAL PERSPECTIVES  3
Prerequisite  NUR*405 or concurrent

This course concentrates on the professional role of the nurse as change agent for the profession and society. Present and future nursing roles related to public policy formation are identified while exploring their ethical, legal and political dimensions. Selected field experiences are an integral part of the courses. Emphasis is placed on strategies to influence public policy decisions that will promote ethical health care delivery.

NUR 428  LEADERSHIP AND MANAGEMENT OF HEALTH ORGANIZATIONS  3
Prerequisite  NURCH*310, NURFH*410, NURFH*438, NURFH*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.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR 406</td>
<td>THEORETICAL FOUNDATIONS IN HEALTH RESEARCH</td>
<td>3</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>NURFH<em>311, NURFH</em>312, MATH*208</td>
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<td>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.</td>
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<tr>
<td>NURCH 309</td>
<td>NURCH 309 NURCH 309 NURCH 309 NURCH 309 NURCH 309</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>None</td>
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<td>The focus of this course is to gain an international perspective of health care issues. Through small group work, students will compare health-related values, beliefs, and practices in selected countries outside the United States with health-related values, beliefs, and practices within the United States. Incorporating this knowledge, students will then develop appropriate professional interventions for a specific sub-cultural group. Meets Core credit for GPS-Course with experience.</td>
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<tr>
<td>NURCH 310</td>
<td>NURCH 310 NURCH 310</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>DIET<em>320, NUR</em>226, NUR*306</td>
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<td>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.</td>
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<tr>
<td>NURCH 321</td>
<td>NURCH 321</td>
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<td><strong>Prerequisite</strong></td>
<td>None</td>
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<td>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.</td>
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<tr>
<td>NURCH 414</td>
<td>NURCH 414</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>MATH<em>208; NUR</em>303, NUR<em>362; NURCH</em>309</td>
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<td>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.</td>
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<tr>
<td>NURCH 420</td>
<td>NURCH 420 NURCH 420</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>NURCH<em>310, NURFH</em>410, NURFH<em>438, NURFH</em>440, NUR*460</td>
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<td>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.</td>
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<tr>
<td>NURCH 425</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>NURCH<em>310, NURFH</em>410, NURFH<em>438, NURFH</em>440, NUR*460</td>
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<td>The student will explore in-depth the impact of political, economical, 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.</td>
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<tr>
<td>NURCH 308</td>
<td>NURCH 308</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>None</td>
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<td>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.</td>
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<tr>
<td>NURCH 311</td>
<td>NURCH 311 NURCH 311</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>DIET<em>320, NUR</em>226, NUR*306</td>
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<td>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.</td>
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<tr>
<td>NURCH 312</td>
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<td><strong>Prerequisite</strong></td>
<td>DIET<em>320, NUR</em>226, NUR*306</td>
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<td>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. Topics include concepts related to protection, sensation and mobility. Clinical and simulation lab experiences are included in this course.</td>
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<tr>
<td>NURCH 410</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>NURFH<em>311, NURFH</em>312</td>
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<td>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.</td>
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NURFH 430 ADVANCED SIMULATION 1
Prerequisite NURCH*310, NURFH*410, NURFH*438, NURFH*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).

NURFH 435 CAPSTONE PRECEPTORSHIP 2
Prerequisite NURCH*310, NURFH*410, NURFH*438, NURFH*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.

NURFH 438 MATERNAL NEWBORN HEALTH 4
Prerequisite NURFH*311, NURFH*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 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.

NURFH 440 PEDIATRIC HEALTH 4
Prerequisite NURFH*311, NURFH*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.

NURFH 448 BIO-MEDICAL ISSUES FOR CHILDHOOD PROFESSIONALS
Prerequisite See EDEC 448 for course information.

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 modem 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, symbolic translation, and deductive and nondeductive reasoning as they emerge in everyday practical contexts. The student will learn the basics of argument, master the notions of validity and soundness, and perform some real world proofs to enable him to defend against the persuasive tools used against him daily. Meets Core credit for math/logic.

PHIL 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 probes specific areas where Western philosophy and the Christian tradition interrelate focusing on various religious topics that have philosophical implications, such as the nature of faith, salvation, the character of God, the problem of evil, and the practice of faith. Meets Core credit for religion.

PHIL 220 PRACTICAL THINKING 3
Prerequisite None

Examines formal and informal fallacies, symbolic translation, and deductive and nondeductive reasoning as they emerge in everyday practical contexts. The student will learn the basics of argument, master the notions of validity and soundness, and perform some real world proofs to enable him to defend against the persuasive tools used against him daily. Meets Core credit for math/logic.
PHIL 280 APPLIED ETHICS 1-3
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 actions within practical parameters which present their own special tasks, vocabularies, and sets of problems. A maximum of three hours may be taken for Core humanities credit.

A – SPORTS AND ETHICS 1-3
This course is an examination of ethical theory and moral deliberation as applied to the context of sports, specifically youth sports, college athletics, and professional sports.

B – ENVIRONMENTAL ETHICS 1-3
This course is an examination of ethical theory and moral issues as applied to the context of environmentalism. Does nature have inherent worth independent of the uses to which it is put by human beings: Do humans have moral duties to animals, plants, or even ecosystems? These and other questions will be critically examined.

D – MEDICAL ETHICS 1-3
This course is comprised of three — separable one-credit courses regarding medical ethics. Part I has to do with moral foundations in medicine concerning paternalism, informed consent, and professional responsibilities. Part II deals with medical resource allocation, analysis of social policy from various ethical perspectives, and issues surrounding physician-assisted suicide. Part III focuses on research on humans and various issues in reproductive ethics.

H – APPLIED ETHICS: WORKPLACE ETHICS 1-3
This course is an examination of ethical theory and moral issues with particular attention to specific workplace contexts. Includes issues such as the moral foundations of business involving at-will termination policies, workplace speak-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 or permission

This course is the philosophical study of people in societies with particular attention to the abstract claims they have on each other in the form of individual rights, duties, and privileges, and their demands for equality, justice, and freedom. The course addresses the overlap between political and moral duties and obligations, how moral themes are translated into political rights, and how social categories of concern often conflict with their political articulation. Offered fall of even years. Meets Core credit for humanities. May be repeated for credit as topics change.

PHIL 311 HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY 3
Prerequisite PHIL*204, 205, 208, 210, 215, or 217 or permission

An historical overview of the Greek, Roman and medieval philosophers, with special emphasis upon Plato, Aristotle, Augustine and Aquinas. Offered on a two-year cycle.

PHIL 312 HISTORY OF MODERN PHILOSOPHY 3
Prerequisite PHIL*204, 205, 208, 210, 215, or 217 or permission

A study of influential Western philosophers from the Renaissance and the Enlightenment including Descartes, Hume, and Kant. Issues raised include empiricism and rationalism, human freedom, the nature and existence of God, skepticism, conceptual meaning, and the philosophy of mind. Offered on a two-year cycle.

PHIL 313 HISTORY OF CONTEMPORARY PHILOSOPHY 3
Prerequisite PHIL*204, 205, 208, 210, 215, or 217 or permission

A study of recent Western philosophy, including but not limited to, phenomenology, existentialism, pragmatism, analytic, and post-modern philosophy. Offered on a two-year cycle.

PHIL 314 HISTORY OF 19TH CENTURY PHILOSOPHY 3
Prerequisite PHIL*204, 205, 208, 210, 215, or 217 or permission

A study of major 19th century philosophical movements and figures, roughly covering the time period between Kant and Husserl, including Hegel and German idealism, historicism, Kierkegaard, Nietzsche, Schopenhauer, Marx, and neo-Kantianism. Offered on a two-year cycle.

PHIL 317 PHILOSOPHY OF RELIGION 3
Prerequisite PHIL*204, 205, 208, 210, 215, or 217 or permission

Philosophy of religion is the critical examination of basic religious beliefs and concepts. Its focus is to philosophically consider the claims that people make about religion, e.g., about the nature of God, and assess the conceptual grounds upon which these claims stand. The course evaluates the facts and theories available for and against certain religious claims, facts and theories that are available to any rational person, whether religious or not. The usual topic for this course will be making sense of the concept of God. Other topics may be offered on occasion. Offered spring of even years. Meets Core credit for humanities.

PHIL 318 TOPICS IN PHILOSOPHY 3
Prerequisite PHIL*204, 205, 208, 210, 215, or 217 or permission

Focuses on unique, particular issues and their accompanying sets of arguments that have formed their own research categories in philosophy, such as the mind-body problem, the problem of evil, freedom vs. determinism, the issue of reference in the philosophy of language, the problem of universals, the problem of 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 quantificational logics. Meets Core credit for math/logic.

PHIL 330 PHILOSOPHICAL READINGS 3
Prerequisite PHIL*204, 205, 208, 210, 215, or 217 or permission

Philosophical readings courses are to be thought of as a series of great works which when taken together form a sustained whole. The course will conduct its inquiry in complete works which cross time periods and traditions within philosophy. Offered every three semesters. Meets Core credit for humanities. May be repeated for credit as topics change.

PHIL 350 SCIENCE AS A CULTURAL FORCE 3
Prerequisite See CHEM 350 for course information.
### Course Descriptions

**PHIL 450 GREAT PHILOSOPHERS** 3  
**Prerequisite** PHIL*204, 205, 208, 210, 215, or 217 or permission  
This course evaluates the thinking of a single major theoretical figure across a series of original texts addressing different subjects, but usually including combinations of that thinker's views on metaphysics, epistemology, ethics, and aesthetics. The course shows how thinker's views often form an organic whole unified across texts and time periods in their lives, and how ideas develop from earlier to later views, or in response to personal or world events. Offered every three semesters. Meets Core credit for humanities. May be repeated for credit as topics change.

**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 lecture-recitations and one two-hour laboratory per week.

**PHYS 205-206 UNIVERSITY PHYSICS** 5-5  
**Prerequisite** MATH*206 (or permission of instructor); PHYS*205 for 206  
This is a thorough course designed to impart a working knowledge of the fundamental principles, practical applications and techniques of general physics to physics majors, pre-engineering students and others specializing in the physical sciences. Four lecture-recitations and one two-hour laboratory per week.

**PHYS 297 INTRODUCTION TO LABORATORY** 1  
**AND FIELD RESEARCH**  
**Prerequisite** Sophomore or junior standing and permission of instructor  
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 301-302 ELECTRICITY AND MAGNETISM I - II** 3-3  
**Prerequisite** PHYS*206 and MATH*205; (MATH*305 may be taken concurrently) PHYS*301 for 302  
This is an intermediate electricity and magnetism course mainly for students majoring in physics or for pre-engineering students. It is a further study of electric and magnetic forces, fields, potentials and energies, along with electric currents and Maxwell equations. Three lecture recitations per week.

**PHYS 303-304 MECHANICS I - II** 3  
**Prerequisite** 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*206  
The nature and properties of the electron, thermonic 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 view point into the origin of the universe. The course takes a conceptual approach in understanding the two great physical theories of the twentieth century, Relativity and Quantum Mechanics, followed by applications in particle physics and cosmology. No previous science knowledge is assumed or required. Meets Core credit for natural sciences.

**PHYS 350 SCIENCE AS A CULTURAL FORCE** 3  
**Prerequisite** See CHEM 350 for course information.

**PHYS 402 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, polarization, and other properties and effects of light. Three lecture-recitations per week.

**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.
Such study can be comparative either because two or more different liberal democracy, monarchy, tyranny, and theocracy, especially as these 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. Meets Core credit for GPS-Border Crossings.

**Politics (POLSC)**

**POLSC 101 UNDERSTANDING POLITICS**

*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**

*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**

*Prerequisite See HIST 201 for course description.*

**POLSC 205 COMPARATIVE POLITICS**

*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. Meets Core credit for GPS-Border Crossings.

**POLSC 231 INTERNATIONAL RELATIONS**

*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. Meets International Perspectives requirement.

**POLSC 236 AMERICAN FOREIGN POLICY**

*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**

*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**

*Prerequisite None*

A study of the nation's Chief Executive Office.

**POLSC 312 CONGRESS**

*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**

*Prerequisite None*

A study of the political ideas of American statesmen and writers from the 18th century to the secession crisis. Candidates for consider-action include Jefferson, Franklin, Adams, Madison, Hamilton, and Calhoun.

**POLSC 321 AMERICAN POLITICAL THOUGHT II: RECONSTRUCTION TO THE PRESENT**

*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**

*Prerequisite POLSC*102 or permission of instructor

A study of the American constitutional framework for the exercise of governmental power, with particular emphasis on the role of the Supreme Court in articulating that framework. Through reading Court cases and other materials, students address such questions as: how should the Constitution be interpreted? what are the respective powers of the Courts, the Congress and the President? What limits on those powers does the Constitution impose? What is the proper constitutional relationship between the state and the federal government?
Course Descriptions

POLSC 337  CONSTITUTIONAL RIGHTS  3
Prerequisite  POLSC*102 or permission of instructor
A study of individual rights protected by the U.S. Constitution, as viewed through Supreme Court cases and other materials. The primary focus will be on the First Amendment rights of freedom of speech and press and of religious liberty, the 14th Amendment's guarantee to each person of the equal protection of the laws, rights of political participation and constitutional protections of property and privacy.

POLSC 341  MODERN MIDDLE EAST  3
Prerequisite  None
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. Meets Core credit for GPS-Border Crossings.

POLSC 343  WESTERN POLITICAL THOUGHT I: ANCIENT POLITICAL THOUGHT  3
Prerequisite  POLSC*101 or permission of instructor
This course immerses students in the study of ancient political thought, whose central concern is the search for the best regime—the one that most cultivates human excellence. We will examine this politics of virtue by reading several great works of political philosophy from thinkers such as Plato and Aristotle.

POLSC 344  WESTERN POLITICAL THOUGHT II: MEDIEVAL POLITICAL THOUGHT  3
Prerequisite  POLSC*101 or permission of instructor
This course is an intensive study of major texts in medieval political thought. Particular attention will be given to the issue of how medieval thinkers from a variety of backgrounds attempted to deal with the relationship between reason and revelation in politics. Thinkers to be studied may include Augustine, Aquinas, Dante, Marsilius of Padua, Maimonides, Alfarabi, Averroes, or Avicenna.

POLSC 345  WESTERN POLITICAL THOUGHT III: EARLY MODERN POLITICAL THOUGHT  3
Prerequisite  POLSC*101 or permission of instructor
This course is designed to immerse students in the study of modern political thought those central concerns are human security, comfort, and liberty. We will examine this new politics of freedom by reading several great works of political philosophy from thinkers such as Machiavelli, Hobbes, and Locke. Meets Core credit for social sciences.

POLSC 346  WESTERN POLITICAL THOUGHT IV: LATE MODERN POLITICAL THOUGHT  3
Prerequisite  POLSC*101 or permission of instructor
A study of selected works of leading political thinkers from the end of the 18th century to the present, such as Kant, Hegel, Mill, Marx, Nietzsche, Strauss and Rawls.

POLSC 351  POLITICS AND RELIGION  3
Prerequisite  POLSC*101
This course is an intensive study of important thinkers, texts, or issues focusing on the proper relation between political authority and religious authority, law, or faith. Topics may include Christianity and politics, the rise of the political principle of religious toleration in the West, Islamic political thought, or the contemporary relation between religion and liberal democracy.

POLSC 352  THE AMERICAN FOUNDING  3
Prerequisite  None
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.

POLSC 355  INTERNATIONAL ORGANIZATION  3
Prerequisite  None
A study of historical movements toward world cooperation, including an evaluation of the League of Nations and a study of the United Nations as well as regional organizations established since World War II.

POLSC 360  REGIONAL STUDIES  3
Prerequisite  None
A study of political systems of different countries or regions selected on a rotating basis, including such geographic areas or nations as Western Europe, Asia, Latin America, the Soviet Union and Japan. May be repeated for credit for different topical or areas studies.

A – RUSSIA AND THE INDEPENDENT STATES
Historical background of the Soviet Union, mainly since the Russian Revolution of 1917, tracing the evolution of the social, economic and political life of the people, with particular emphasis on the political system of the Soviet Union today.

POLSC 370  TOPICS IN AMERICAN POLITICS  3
Prerequisite  None
Intensive study of a topic in the field of American government and politics. May be repeated for credit as topics change.

A – LINCOLN: CIVIL WAR & RECONSTRUCTION
A seminar that considers the political thought and statesmanship of Abraham Lincoln. Readings include a number of his speeches, with special emphasis on the Lincoln and Douglas debates. HIST 355/POLSC 370A credit.

POLSC 375  LINCOLN  3
Prerequisite  None
A seminar that considers the political thought and statesmanship of Abraham Lincoln. Readings include a number of his speeches, with special emphasis on the Lincoln and Douglas debates. HIST/POLSC credit.

POLSC 380  TOPICS IN POLITICAL THOUGHT  3
Prerequisite  Prior coursework in political thought or consent of instructor
Intensive study of some theme or thinkers in the field of political thought. May be repeated for credit as topics change.

CHURCHILL
A seminar that considers the political thought and actions of Winston S. Churchill. Readings include a number of his speeches, essays and books; e.g. My Early Life, Savrola and The Gathering Storm.

SHAKESPEARE
An examination of those plays of Shakespeare that shed particular light on essential political issues, such as tyranny, legitimacy and statesmanship.

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POLSC 390 TOPICS IN COMPARATIVE AND INTERNATIONAL POLITICS 3

Prerequisite POLSC*205 or POLSC*231

An intensive study of a topic in the fields of comparative and international politics. May be repeated for credit as topics change.

A – MODERN REVOLUTIONS
A comparative examination of the three most influential revolutions of the modern world: American, French and Soviet.

B – CHINA AND THE UNITED STATES

PORT 242 INTERMEDIATE PORTUGUESE II 3

Prerequisite PORT*241


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*102 or permission of instructor

This course provides an introduction to psychological research techniques and methodology. Basic principles and procedures in the design, analysis, and write-up of research are provided. Students learn to select appropriate research topics, plan data collection and analysis, examine potential threats to internal and external validity, and ways to statistically analyze the data. In addition to lectures and readings, students will actively participate in the design of a semester-long project making sure it conforms to ethical standards in the field. The student will then write a research proposal using the most current A.P.A. style.

PSYC 218 PSYCHOLOGY OF ADOLESCENCE 3

Prerequisite None

This course explores the nature of adolescent behavior. The physical, cognitive, and psychosocial development of adolescents are examined in the contexts of peers, family, schools, work, and culture/society, using the theoretical perspectives identify that will allow the adolescent to function effectively in adulthood. Meets Core credit for social sciences.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 224</td>
<td>PSYCHOLOGY OF AGING</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<td></td>
<td>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.</td>
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<tr>
<td>PSYC 240</td>
<td>SENSATION AND PERCEPTION</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>PSYC*101</td>
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<td></td>
<td>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.</td>
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<tr>
<td>PSYC 241</td>
<td>CROSS-CULTURAL PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<td></td>
<td>This course offers a broad introduction to the research and theoretical foundations of cross-cultural psychology. The impact of culture on processes mediating psychosocial development, and behavioral patterns will be stressed. Meets Core credit for GPS-Border Crossings.</td>
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<tr>
<td>PSYC 264</td>
<td>CHILD DEVELOPMENT</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<td></td>
<td>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.</td>
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<tr>
<td>PSYC 280</td>
<td>SPORT PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<td></td>
<td>This course is an introduction to the field of sport psychology, a subspecialty of psychology that is considered 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.</td>
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<tr>
<td>PSYC 297</td>
<td>DIRECTED RESEARCH</td>
<td>0-3</td>
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<tr>
<td>Prerequisite</td>
<td>permission of instructor</td>
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<td>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).</td>
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<tr>
<td>PSYC 299</td>
<td>SPECIAL TOPICS</td>
<td>1-3</td>
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<tr>
<td>Prerequisite</td>
<td>PSYC*102</td>
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<td>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.</td>
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<tr>
<td>PSYC 305</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>PSYC*102</td>
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<td>The psychological study of the individual in relation to social groups, social forces, and social problems. PSYC/SOC credit.</td>
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<tr>
<td>PSYC 306</td>
<td>CONSUMER BEHAVIOR</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>PSYC*101</td>
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<td>An analysis of the basic concepts and principles of consumer behavior. Emphasis will be placed on the cognitive, behavioral and social influences as they relate to consumer attitudes, perceptions and purchases. The course explores the consumer decision process and marketing efforts to influence and shape that process. PSYC 306/BUS 326 credit.</td>
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<tr>
<td>PSYC 307</td>
<td>PERSONALITY</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>PSYC*101</td>
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<td></td>
<td>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).</td>
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<tr>
<td>PSYC 308</td>
<td>CHILD AND ADOLESCENT PSYCHOPATHOLOGY</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>PSYC*101</td>
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<td>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.</td>
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<tr>
<td>PSYC 310</td>
<td>ADVANCED RESEARCH IN PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>PSYC<em>102, PSYC</em>210, MATH*208</td>
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<td>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.</td>
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<tr>
<td>PSYC 320</td>
<td>COGNITIVE PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>PSYC*102</td>
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<td>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.</td>
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<tr>
<td>PSYC 324</td>
<td>THEORIES AND PRINCIPLES OF LEARNING</td>
<td>3</td>
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<tr>
<td>Prerequisite</td>
<td>PSYC*102</td>
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<td>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.</td>
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</tbody>
</table>
Course Descriptions

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 Permission of department
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 of instructor
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*102
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 408 HISTORY AND SYSTEMS OF PSYCHOLOGY 3
Prerequisite PSYC*102, PSYC*307 and HIST*112 recommended
Historical development of systems and theories of psychology as represented by behaviorism, Gestalt psychology, psychoanalysis, structuralism, functionalism and third force psychology. Trends in contemporary theories will be highlighted.

PSYC 412 PHYSIOLOGICAL PSYCHOLOGY 3
Prerequisite PSYC*102 or permission of instructor; 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*102; 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 IV 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, or permission
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 497 DIRECTED RESEARCH 0-3
Prerequisite permission of instructor
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)

REC 240 FUNDAMENTALS OF THERAPEUTIC RECREATION 3
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.
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>REC 341</td>
<td>PRINCIPLES OF THERAPEUTIC RECREATION</td>
<td>3</td>
<td>Introduction to the therapeutic recreation process to design comprehensive and individual treatment plans, considering the interrelationships of health and human service professionals and standards of practice using case studies.</td>
</tr>
<tr>
<td>REC 362</td>
<td>LEISURE EDUCATION AND COUNSELING TECHNIQUES</td>
<td>3</td>
<td>Theory of group dynamics, leadership techniques and strategies, interpersonal relations, decision making, communication processes, therapeutic group interventions, helper relationships, and concepts and application of leisure education.</td>
</tr>
<tr>
<td>REC 407</td>
<td>THERAPEUTIC RECREATION PROGRAMMING AND ADMINISTRATION</td>
<td>3</td>
<td>Course focuses on the current professional issues and techniques related to comprehensive program design, implementation, documentation, and evaluation. Content includes documentation, protocols, quality indicators, credentialing, ethical issues, regulations, standards of practice, reimbursement, marketing, budgeting and factors affecting professional accountability.</td>
</tr>
</tbody>
</table>

**Prerequisite**

- REC 240

**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 and GPS-Border Crossings.

**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 230** HISTORY OF EARLY CHRISTIANITY 3

**Prerequisite** REL 106

Focusses upon selected literature and significant historical events in the development of Christianity from the 2nd to the 5th century. One central question will guide our inquiry: How did orthodox Christianity overcome various challenges to become the dominant religious tradition in the West? Meets Core credit for historical reasoning.

**REL 231** HISTORY OF MEDIEVAL AND REFORMATION CHRISTIANITY 3

**Prerequisite** REL 106

Focusses on the history of Christianity from the 6th to the middle of the 17th century. Emphasis will be primarily on the social context within which medieval and Reformation Christianity developed, and secondarily on Christian thought during the period. Meets Core credit for historical reasoning.
REL 232  HISTORY OF MODERN CHRISTIANITY  3  
**Prerequisite** REL*106  
Focuses on the history of Christianity in Europe from the mid-17th century to the present. Emphasis will be primarily on the social context within which modern European Christianity developed, and secondarily on Christian thought during the period. Meets Core credit for historical reasoning.

REL 233  HISTORY OF RELIGIONS IN AMERICA  3  
**Prerequisite** REL*106  
Focuses on the history of religions in America from the mid-16th century to the present. Emphasis will be primarily on the social context within which American religions developed and secondarily on American religious thought during the period. Meets Core credit for historical reasoning.

REL 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 250  UNDERSTANDING ISLAM IN TODAY'S WORLD  3  
**Prerequisite** None  
An investigation of the basic beliefs and practices in Islam as they are understood and observed in various parts of the world. The course approaches Islam by focusing upon the ways that oral and written traditions combine with cultural factors to create the fabric of contemporary Islamic life. Topics include the foundations of Islam, the sources of legislation in Islam (Qur'an and Hadith), central ritual observances and social aspects of Islam in the contemporary world. Meets Core credit for humanities and GPS-Border Crossings.

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 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. Meets GPS-Border Crossings credit.

REL 375  STUDY ABROAD: GEOGRAPHICAL AND HISTORICAL SETTINGS OF THE BIBLE  4  
**Prerequisite** REL*106, junior status, or permission  
An intensive 3-week course offered in conjunction with Jerusalem University College. It features an integration of the academic study of Biblical history and geography with on-site field experiences in Israel and Jordan. Also included is the study of contemporary social and political issues in the Middle East.
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>REL 400</td>
<td>CHRISTIAN LITERATURE</td>
<td>3</td>
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<tr>
<td><strong>Prerequisite</strong> REL*106</td>
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<td>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.</td>
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<tr>
<td>REL 401</td>
<td>SEMINAR IN CHRISTIAN ETHICS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite</strong> REL<em>106 or REL</em>109</td>
<td></td>
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<tr>
<td>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 treatment of particular issues.</td>
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<tr>
<td>REL 404</td>
<td>SEMINAR IN CHRISTIAN THEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite</strong> REL<em>106 and REL</em>208</td>
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<tr>
<td>The careful reading and interpretation of primary source materials in Christian theology. The goals are familiarization with contemporary Christian theology and the acquisition or sharpening of research and writing skills for use in future graduate work, pastoral ministry, or independent study.</td>
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<tr>
<td>REL 450</td>
<td>SEMINARY COURSE IN BIBLICAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite</strong> 3.0 GPA minimum, junior status; Religion Department Chair approval; instructor approval</td>
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<tr>
<td>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.</td>
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<tr>
<td>REL 451</td>
<td>SEMINARY COURSE IN CHRISTIAN HISTORY, THEOLOGY, AND PHILOSOPHY</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite</strong> 3.0 GPA minimum, junior status; Religion Department Chair approval; instructor approval</td>
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<tr>
<td>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.</td>
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<tr>
<td>REL 452</td>
<td>SEMINARY COURSE IN PRACTICAL THEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite</strong> 3.0 GPA minimum, junior status; Religion Department Chair approval; instructor approval</td>
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<tr>
<td>An ATS topics course in Christian ministry or practical theology. May be repeated once for a different topic. See department chair for information.</td>
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<tr>
<td>REL 497</td>
<td>RELIGION THESIS SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite</strong> REL*106, permission</td>
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<tr>
<td>Designed to give religion majors a guided opportunity to research and write a paper on a topic of interest in their area of concentration.</td>
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**Supply Chain Management (SCM)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCM 243</td>
<td>PROCUREMENT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite</strong> MKT*233</td>
<td></td>
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</tr>
<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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</table>

**SCM 316 SUPPLY CHAIN MANAGEMENT**

<table>
<thead>
<tr>
<th><strong>Prerequisite</strong> MATH<em>208; MKT</em>233 or MGT*240</th>
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</thead>
<tbody>
<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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**SCM 350 LOGISTICS**

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<thead>
<tr>
<th><strong>Prerequisite</strong> SCM*316</th>
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<tbody>
<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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**SCM 351 LEAN PRODUCTION AND QUALITY**

<table>
<thead>
<tr>
<th><strong>Prerequisite</strong> MGT*319</th>
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<tbody>
<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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**SCM 352 SUPPLY CHAIN PLANNING**

<table>
<thead>
<tr>
<th><strong>Prerequisite</strong> MGT<em>340, SCM</em>350</th>
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<tbody>
<tr>
<td>This course will introduce the student to the principles of supply chain planning. The course will focus on the principles of sales and operations as they related to supply chain requirements. The student will learn the principles of material resource planning, enterprise resource planning, and production activity control systems. The student will practice the use of these systems in the context of application to supply chain management.</td>
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</table>

**SCM 431 SUPPLY CHAIN STRATEGY**

<table>
<thead>
<tr>
<th><strong>Prerequisite</strong> SCM<em>351, SCM</em>352</th>
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<tbody>
<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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SMG 122</td>
<td>BADMINTON</td>
<td>1</td>
</tr>
<tr>
<td><strong>Prerequisite</strong> 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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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SMG 124</td>
<td>BILLIARDS</td>
<td>1</td>
</tr>
<tr>
<td><strong>Prerequisite</strong> None</td>
<td></td>
<td></td>
</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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</tbody>
</table>
SMG 125 BOWLING
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.

SMG 133 GOLF I
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.

SMG 147 TENNIS I
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.

SMG 151 VOLLEYBALL
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.

SMG 161 CONCEPTS OF SPORT, RECREATION, AND LEISURE
Prerequisite None
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.

SMG 168 FIELD EXPERIENCE IN SPORT I
Prerequisite None
Initial experience in various leisure delivery settings at approved sites under qualified personnel. 30-60 clock hours minimum.

SMG 170 FOUNDATIONS OF COACHING
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.

SMG 238 FIELD EXPERIENCE IN SPORT II
Prerequisite SM*168
Field experience in approved leisure, sport, or therapeutic recreation service delivery systems with qualified supervisor during sophomore or junior year following completion of prerequisite major courses. 60 clock hours minimum, with exposure to various sites and clientele.

SMG 255 LEADERSHIP OF SPORT
Prerequisite None
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.

SMG 262 FACILITIES DESIGN/EVENT MANAGEMENT IN SPORT
Prerequisite SM*161
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.

SMG 270 INTRODUCTION TO TOURISM
Prerequisite None
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.

SMG 310 CURRENT TRENDS IN SPORT
Prerequisite sophomore status
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.

SMG 313 OUTDOOR PROGRAMMING
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
Prerequisite SM*161, ATR*165 or permission
Course covers the different types of laws that affect the fields of recreation, therapeutic recreation, athletics and sport in the areas of facility supervision, tort law, professional regulations, risk management, liability, negligence, contract law, constitutional law, trademark laws, Title IX, and others.

SMG 360 RESEARCH IN SPORT
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
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. Meets Core credit for GPS-Border Crossings.
SMG 404 PSYCHOLOGY OF SPORT AND COACHING 3
Prerequisite ATR*165 or SM*161 or permission; PSYC*101 recommended
Acquaints the student with the wide realm of sports in modern society. A discussion of general psychological factors which characterize sports, such as personality of the athlete, personality of the coach, motivation, emotion, aggression, and social factors which are unique in sports and coaching.

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 SM*161 or permission
An exploration of the changing concepts of the sport sciences over time. The student is given the opportunity to apply philosophical, historical and sociological foundations to practical issues in sport and physical activity. The focus on current issues and their development is a central component of this course.

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 SM*161 or permission
An examination of sport organizations focused on both professional and amateur governance structures and processes. The study of policy in educational, non-profit and professional sport venues will also be addressed.

SMG 430 FINANCIAL PRINCIPLES IN SPORT 3
Prerequisite SM*161 or permission; ACCT*201; ECON*232
This course examines the monetary aspects of the sport industry. Applications are made both industry-wide and to specific sport organizations.

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. Meets core credit for GPS-Border Crossings.

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.

Sociology (SOC)

SOC 111 PRINCIPLES OF SOCIOLOGY 3
Prerequisite None
The student is introduced to the concepts and principles of sociology; social organization, culture, socialization, primary groups, social stratification, associations, collective behavior, population and ecology. The following topics also are discussed: the family, the city, minorities, industrial sociology, political sociology, criminal and delinquent behavior.

SOC 202 ALCOHOLISM AND SUBSTANCE ABUSE 3
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.

SOC 275 GANGS AND CULTS 3
Prerequisite None
Examines the historical and contemporary issue of gangs and cults in the United States and focuses on gang and cult recruitment, subculture, beliefs, activities, signs, and symbols. CJ/SOC credit.
**Course Descriptions**

**SOC 301  RACE, ETHNIC AND MINORITY ISSUES** 3

*Prerequisite: None*

An exploration of the question, Is there an American culture? The course will examine the interaction between the dominant and minority cultures in the United States. The concept of culture will be discussed in terms of both the majority culture that provides the societal framework that encourages assimilation and fusion, and the minority sub-culture that strives and struggles to maintain a sense of identity, reflecting pluralistic tendencies. The consequences of living in a multi-ethnic, multi-faith, multi-cultural society will be examined. Meets Core credit for social sciences.

**SOC 305  SOCIAL PSYCHOLOGY** 3

*Prerequisite: See PSYC 305 for course information.*

**SOC 307  VICTIMOLOGY** 3

*Prerequisite: See CJ 307 for course information.*

**SOC 330  TOPICS IN SOCIOLOGY** 3

*Prerequisite: None*

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.

**SOC 340  MARRIAGE AND FAMILY RELATIONSHIPS** 3

*Prerequisite: None*

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.

**SOC 352  SOCIAL DEVIANCE** 3

*Prerequisite: SOC*111*

The systematic and objective study of human behavior and phenomena that conventional society has labeled different, rule-breaking and norm-violating.

**SOC 355  HUMAN SEXUALITY** 3

*Prerequisite: None*

An examination of such topics as sexual potential and development, reproduction, psychosexual factors, values, morality, sexual varieties, social influences, sexual problems, sexual diseases, love, sexual expression, and the role of the schools, mass media, the arts, professional preparation programs, education, and the family in sex education. FCS/SOC credit.

**SOC 415  ADVANCED CRIMINOLOGY AND PROFILING** 3

*Prerequisite: See CJ 415 for course description.*

**SOC 460  RESEARCH METHODS IN SOCIAL SCIENCE** 3

*Prerequisite: MATH*208, SOC*111; senior status*

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.

**Social Work (SOCWK)**

**SOCWK 221  INTRODUCTION TO SOCIAL WORK** 3

*Prerequisite: SOC*111 and PSYC*101*

This course is designed to introduces 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.

**SOCWK 230  GLOBAL HUMAN RIGHTS AND SOCIAL JUSTICE** 3

*Prerequisite: None*

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. Meets Core credit for social sciences and GPS-Border Crossings.

**SOCWK 235  HOBOS AND HOMELESSNESS** 3

*Prerequisite: None*

This course considers whether a population on the margin of society - in this case, persons without regular and dependable housing - can be studied objectively through the field research methodologies of the social sciences. The course covers both voluntary and involuntary homelessness throughout the 20th century, including the changing social and economic context in which homelessness has existed. Meets Core credit for social sciences.

**SOCWK 250  FOUNDATIONS OF SOCIAL WELFARE** 3

*Prerequisite: None*

This course examines and analyzes the history of social welfare in the United States to understand the context of social welfare movements and policies. Emphasis will be placed on the volunteer beginnings of social work which led to the development of the social work profession, and to issues of poverty and social, political, and economic justice that affect oppressed groups in American Society.

**SOCWK 265  PARENT-CHILD RELATIONSHIPS** 3

*Prerequisite: None*

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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOCWK 304</td>
<td>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Prerequisite</strong> BIO<em>100, SOCWK</em>221 or Sophomore status**</td>
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<td></td>
<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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<tr>
<td>SOCWK 305</td>
<td>FAMILY VIOLENCE</td>
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<tr>
<td></td>
<td><strong>Prerequisite</strong> None</td>
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<td></td>
<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. Meets Core credit for social sciences.</td>
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<tr>
<td>SOCWK 306</td>
<td>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II</td>
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<td></td>
<td><strong>Prerequisite</strong> SOCWK<em>304, SOC</em>301 or corequisite</td>
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<td></td>
<td>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.</td>
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<tr>
<td>SOCWK 310</td>
<td>SOCIAL WORK PRACTICE I</td>
<td>3</td>
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<td></td>
<td><strong>Prerequisite</strong> SOCWK*221</td>
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<td></td>
<td>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.</td>
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<tr>
<td>SOCWK 312</td>
<td>SOCIAL WORK PRACTICE II</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Prerequisite</strong> SOCWK<em>304, SOCWK</em>310; a grade of C or better in SOCWK*310</td>
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<td></td>
<td>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.</td>
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<tr>
<td>SOCWK 320</td>
<td>TOPICS IN SOCIAL WORK</td>
<td>3</td>
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<td></td>
<td><strong>Prerequisite</strong> None</td>
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<td></td>
<td>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.</td>
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<tr>
<td>SOCWK 323</td>
<td>LATER ADULTHOOD IN THE FAMILY CONTEXT</td>
<td>3</td>
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<td></td>
<td><strong>Prerequisite</strong> None</td>
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<td></td>
<td>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.</td>
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<tr>
<td>SOCWK 324</td>
<td>WORKING WITH OLDER ADULTS</td>
<td>3</td>
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<td></td>
<td><strong>Prerequisite</strong> None</td>
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<td></td>
<td>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.</td>
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<tr>
<td>SOCWK 330</td>
<td>INTERNATIONAL PERSPECTIVES ON WOMEN</td>
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<tr>
<td></td>
<td><strong>Prerequisite</strong> None</td>
<td></td>
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<td></td>
<td>This course focuses on women's issues from an international perspective and addresses the diversity and similarity of women's experiences worldwide. It considers the scope of gender injustice and the variety of factors (e.g., social, economic, political, religious) that contribute to it. The course examines current cross-cultural attitudes toward the family, women's work, and women's status and explores international gender equality movements and women's rights as human rights. Meets Core credit for social sciences and GPS-Border Crossings.</td>
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<tr>
<td>SOCWK 350</td>
<td>DEATH AND DYING</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Prerequisite</strong> None</td>
<td></td>
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<tr>
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<td>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.</td>
<td></td>
</tr>
<tr>
<td>SOCWK 408</td>
<td>SOCIAL POLICY DEVELOPMENT AND ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite</strong> SOCWK<em>221, SOCWK</em>205, and senior status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>SOCWK 412</td>
<td>SOCIAL WORK COMMUNITY PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite</strong> SOCWK<em>306, SOCWK</em>312, SOC<em>225 (or co-requisite); a grade of C or better in SOCWK</em>312</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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, and that opportunities are available to all.</td>
<td></td>
</tr>
</tbody>
</table>
SOCWK 417 PRE-PRACTICUM SEMINARY 1
Prerequisite SOCWK*312, SOCWK*306; co-requisites SOCWK*408, SOCWK*412 or permission
This course is designed to prepare students for beginning level professional social work 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. Students prepare to respond to contexts that shape practice by preparing to work in an agency setting and by preparing to apply critical thinking skills to their observations and activities in the practicum experiences. The course covers ethical practice, ability to address diversity issues in practice, documentation, use of supervision, and development of a learning contract. Arranging the field practicum (SOCWK 418) for the spring semester takes place as part of this course.

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 data, and use of technology are covered. SOC/SOCWK credit.

Spanish (SPAN)

SPAN 171 ELEMENTARY SPANISH I 3
Prerequisite None. Appropriate course for beginners. Note: not open to students who have placed into SPAN*172, 271, 272.
Introduction to Spanish language and culture with practice in the basic skills of the language. Lab work required. Taught in Spanish. Offered annually.

SPAN 172 ELEMENTARY SPANISH II 3
Prerequisite SPAN*171 or one to two years of high school language study or equivalent. Note: not open to students who have placed into SPAN*271 or 272.
A continuation of SPAN 171. Taught in Spanish. Offered annually.

SPAN 200 INTERMEDIATE LEVEL INTENSIVE 3-6
SPANISH STUDY ABROAD
Prerequisite SPAN*172 or equivalent, permission of the department, study abroad eligibility criteria
A program designed to provide students with an intermediate-level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host cultures. Orientation and debriefing sessions on campus are required. 6 hours, or 3 hours plus SPAN 271 meets the GPS requirement.

SPAN 271 INTERMEDIATE SPANISH I 3
Prerequisite SPAN*172 or two or more years of high school language study or equivalent. Appropriate entry point for most students with more than two years of high school language. Note: Not open to students who have placed into SPAN*272.
A course designed to increase the student's understanding of the language by building on the skills learned in the elementary course. Lab work required. Taught in Spanish. Offered annually.

SPAN 272 INTERMEDIATE SPANISH II 3
Prerequisite SPAN*271 or two or more years of high school language study or equivalent. Note: Not open to students who place into 300 level courses.
A continuation of SPAN 271. Lab work required. Taught in Spanish. Offered annually. Completion fulfills GPS requirement.

SPAN 300 ADVANCED LEVEL INTENSIVE 3
SPANISH STUDY ABROAD
Prerequisite SPAN*272 or equivalent, permission of the department, study abroad eligibility criteria
A program designed to provide students with an advanced-level immersion experience. Students will attend six hours of language instruction per day, participate in cultural experiences, and live with families of the host cultures. Orientation and debriefing sessions on campus are required.

SPAN 307 SPANISH PHONETICS 3
Prerequisite SPAN*272 or equivalent
A course designed to provide a review of Spanish pronunciation and an introduction to phonetics and phonology, including the study of features of principal dialects and a contrastive analysis of Spanish and English sound systems. Language lab required. Taught in Spanish. Offered alternate years.

SPAN 310 SPANISH GRAMMAR AND COMPOSITION 3
Prerequisite SPAN*272 or equivalent
The course offers an intensive review and expansion of grammar and vocabulary. Students will apply the material studied and develop their written expression in Spanish through a writing and revising process that leads to portfolio assessment. Taught in Spanish. Offered annually.

SPAN 311 CIVILIZATION OF SPAIN 3
Prerequisite SPAN*310 or permission
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 social sciences.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 312</td>
<td>CIVILIZATION OF LATIN AMERICA</td>
<td>3</td>
<td>SPAN*310 or permission</td>
<td>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 social sciences.</td>
</tr>
<tr>
<td>SPAN 371</td>
<td>INTRODUCTION TO SPANISH LITERARY STUDIES</td>
<td>3</td>
<td>SPAN<em>310, SPAN</em>311 or SPAN*312</td>
<td>Introduction to the analysis of Spanish literary texts, including poetry, drama, fiction and essay. Reading selections will include authors from both Spain and Latin America. Taught in Spanish.</td>
</tr>
<tr>
<td>SPAN 372</td>
<td>SURVEY OF SPANISH LITERATURE</td>
<td>3</td>
<td>SPAN*310</td>
<td>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.</td>
</tr>
<tr>
<td>SPAN 377</td>
<td>CONVERSATIONAL SPANISH I</td>
<td>3</td>
<td>SPAN*272 or equivalent</td>
<td>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.</td>
</tr>
<tr>
<td>SPAN 378</td>
<td>CONVERSATIONAL SPANISH II</td>
<td>3</td>
<td>SPAN*272 or equivalent</td>
<td>A continuation of FL 377. Taught in Spanish. Offered infrequently.</td>
</tr>
<tr>
<td>SPAN 381</td>
<td>PK-8 EDUCATION ABROAD</td>
<td>2</td>
<td>SPAN<em>300, SPAN</em>310; permission of the department, study abroad eligibility criteria</td>
<td>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.</td>
</tr>
<tr>
<td>SPAN 476</td>
<td>SEMINAR IN HISPANIC STUDIES</td>
<td>3</td>
<td>SPAN<em>311 or SPAN</em>312; SPAN<em>372 or SPAN</em>373</td>
<td>A seminar on topics pertinent to the field of Hispanic studies in language, culture, civilization or literature. The content will vary depending upon the interest and needs of students. The course may be repeated for a total of 6 hours. Taught in Spanish. Topics will vary or alternate each year. Taught annually.</td>
</tr>
<tr>
<td>SPAN 477</td>
<td>ADVANCED CONVERSATION AND COMPOSITION</td>
<td>3</td>
<td>SPAN*310</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Theatre (TH)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 105</td>
<td>PERFORMANCE STUDIES</td>
<td>3</td>
<td>See COM 105 for course information.</td>
<td></td>
</tr>
<tr>
<td>TH 109</td>
<td>STAGE MOVEMENT AND DANCE I</td>
<td>1</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>TH 110</td>
<td>STAGE MOVEMENT AND DANCE II</td>
<td>1</td>
<td>TH*109</td>
<td>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.</td>
</tr>
<tr>
<td>TH 203</td>
<td>THEATRE AESTHETICS</td>
<td>3</td>
<td>None</td>
<td>Students will examine ways in which theatre art and theatre artists suggest meaning and invite interpretation of the human experience. Critical standards and theories specific to theatre will be discussed and then applied to the study of selected play scripts and performances. Meets Core credit for aesthetics.</td>
</tr>
<tr>
<td>TH 204</td>
<td>SCRIPT ANALYSIS</td>
<td>3</td>
<td>None</td>
<td>This course introduces students to methods of script analysis or how to read a play. Analysis will focus on dramatic structure, content and meaning from a theatrical point of view and will be based on principles established by Aristotle in the Poetics. Methods of script analysis will be discussed and applied to representative play scripts. Meets Core credit for humanities.</td>
</tr>
<tr>
<td>TH 205</td>
<td>VOICE AND ARTICULATION</td>
<td>3</td>
<td>None</td>
<td>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.</td>
</tr>
<tr>
<td>TH 206</td>
<td>INTRODUCTION TO TECHNICAL THEATRE</td>
<td>3</td>
<td>None</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 EXPRESSIONS 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 developing a character. Emphasis on traditional painting techniques, but with exploration of some prosthesis building and use of crepe hair, spirit gum, latex and wigs.

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 305 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 306 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 1
Prerequisite TH*209
Jazz concentration. Grading is based on knowledge of jazz vocabulary and advancement of jazz skills. May be repeated one.

TH 313 SCENE STUDY 3
Prerequisite TH*212 or permission
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 or permission
An advanced acting laboratory that combines approaches to scene work with continual study in acting theory. In addition to acting scenes, students will engage in research and study of important representative acting theorists and practitioners.

TH 316 ADVANCED SCENE DESIGN 3-9
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 and 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 credit.

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 404 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; 2 semesters of MUSIC*212, 240

A workshop course in which students examine the craft and technique of acting a song. Students will prepare musical theatre selections and create an audition portfolio. Healthy vocal performance habits and physicalization are discussed. Various methods of analysis are used for the interpretation of songs from the musical theatre.

TH 410 STAGE MOVEMENT & DANCE VI  1

Prerequisite TH*209

Capstone of the series and stresses the performance aspect. Students continue to take one ballet class per week and one dance class of their choice per week. The student must participate in a dance concert either as a dancer or as a choreographer. This requirement is arranged as the student reaches the proper level of training and the particular form of the assessment will be reached in consultation with the faculty. May be repeated once.

TH 411-412 DIRECTING I AND II  3-3

Prerequisite TH*211 or TH*212; TH*411 must precede 412.

A study of the functions of the director as an administrator, interpreter and artist. Attention will be given to the director's relationship with the playwright, the actor, the technical staff and audience. During the second semester, each student will select, cast and direct a one-act play for workshop performance.

TH 418/419/420 HISTORY OF THEATRE I-II-III  3

Prerequisite TH*204

A survey of the periods, practices and theories of the theatre. First semester covers ancient Greeks to the Elizabethan Period. Second semester covers the Elizabethan to end of the nineteenth century. Third semester covers Modern Drama to the present day.

TH 425 STAGE MANAGEMENT  3

Prerequisite Permission of the instructor

This course is an investigation of the role of the stage manager in the theatrical production. Students will explore all of the organizational and communication skills needed to excel in this position. Course will culminate in both a written and practical exercise of skills.

TH 499 SENIOR PROJECT  3

Prerequisite Senior standing, approval of advisor, and prior approval of a prospectus by faculty one semester in advance of registration

An activity that integrates the student's theatrical experiences and studies at A.U. The project should be of great interest to the student and should provide sufficient depth and rigor to help guide the student to the next professional or academic step. The student conceives, creates, and presents theoretical or executed theatrical productions as part of the requirements for graduation.
Faculty Awards

Trustees’ Distinguished Professor

Ashland University Board of Trustees honors very select professors with the title and position of Trustees’ Distinguished Professor. The election of an Ashland University faculty member to this position brings honor to the individual, the profession of teaching, the faculty in general, and the University. This honor is to be worn with academic dignity as a leader among faculty and students. This position should allow and encourage the faculty member to advance the profession of teaching, accomplish special research and writing, and exhibit leadership in the faculty and in higher education in general. This person should believe and exemplify that the education of the mind and heart of each student is the epitome of civilization. The Trustees’ Distinguished Professor must at all times uphold the mission and purpose of Ashland University.

The selection for this position shall be by a Trustees’ Distinguished Professor Committee composed of the Chair of the Board of Trustees, a representative from the Academic Affairs Committee of the Board of Trustees, the President of the University, the President of the Faculty Senate, and the Provost.

Academic Mentor Recognition

The award is given annually to selected faculty/staff members who have stimulated the personal growth and academic development of Ashland University students by their contributions beyond the classroom experience. Senior undergraduates and graduate students who have completed 75% of their program are invited to nominate an individual faculty member, staff person, or academic administrator for the Mentor Award. Judges for this award are the Academic Affairs Committee of the Board of Trustees, the President of the University, the President of the Faculty Senate, and the Provost.

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. Frederick J. Finks, President

#### Officers of the Board
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>Lisa O. Miller</td>
<td></td>
</tr>
<tr>
<td>Vice Chair</td>
<td>Stephen J. Williams</td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>Gary L. Courtright</td>
<td></td>
</tr>
<tr>
<td>Assistant Secretary</td>
<td>Thomas H. Pickering</td>
<td></td>
</tr>
</tbody>
</table>

#### Term Expiring 2013
- Fred B. Broad, At Large, Pittsburgh, PA
- Daniel R. Coffee, Member at Large (Church), Burbank, OH
- D. Rex Elsas, At Large, Dublin, OH
- Arden E. Gilmer, At Large (Church), Ashland, 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, St. Albans, MO
- Lisa O. Miller, At Large, Barberton, OH
- John D. Moore, At Large (Church), Nappanee, IN
- Alfred E. Pilong, Jr., At Large (Church), Winchester, VA
- Mitchell P. Zunich, Alumni Association, Amherst, OH

#### Term Expiring 2014
- Ronald B. Alförd, 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, At Large (Church), McGaheysville, VA
- Robert C. Ingmand, At Large, Ashland, OH
- Jack K. Miller, At Large, Wooster, OH
- Vaughn L. Nickell, At Large (Church), Elkhart, IN
- Thomas H. Pickering, At Large, Westfield Center, OH
- Timothy L. Solomon, At Large (Church), Sarasota, FL
- Dale R. Thomae, At Large (Church), Ashland, OH
- Thomas Whatman, Ashbrook, Bellville, OH
- Charles A. Wiltrout, At Large (Church), Dayton, OH

#### Term Expiring 2015
- Thomas A. Aurandt, At Large (Church), Johnstown, PA
- Christopher D. Boyd, At Large (Church), Ashland, OH
- Brenda K. Dean, At Large, Upper Arlington, OH
- Charles H. Gamble, At Large (Church), DeGraff, OH
- L. Jonathon Groza, At Large, Avon Lake, OH
- Deborah Liebert Karl, At Large, Powell, OH
- David B. Krill, At Large, Cincinnati, OH
- Joyce A. Lamb, At Large (Church), Hartville, OH
- Jeff Payton, At Large, Mansfield, OH
- Leland P. Reineke, At Large (Church), Ashland, OH
- Alan D. Roth, At Large, Cincinnati, OH
- Emanuel W. Sandberg, At Large (Church), Ashland, OH
- Robert E. Troop, At Large, Westlake, OH
- Stephen J. Williams, At Large (Church), Roanoke, IN

#### 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, 1896 - 1898
- **Rev. J. C. Mackey, 1896 - 1897**
- Dr. J. A. Miller, 1897 - 1898
- 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 -

*Principals **Nominals
**Academic Chairs at Ashland University**

A. L. Garber, Chair in Economics
Robert S. Jepson, Jr., Chair in Business Administration
Fred & Alice Lennon Director's Chair, The Ashbrook Center
Christine J. Mishler, Chair in American History & Govt., Ashbrook
Elizabeth M. Mitchell, Dean's Chair, College of Arts and Sciences
Elizabeth M. Mitchell, Dean's Chair, Dauch College of Business/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
Edward and Louise Peterson, Chair in American History & Govt.
William C. Zekan/Schulman, Chair in Business Administration

**President**

FINKS, FREDERICK J. 1982

*President*
B.A., Ashland University; M.Div., Ashland Theological Seminary; D.Min., Fuller Theological Seminary

**Provost**

PETTIGREW, FRANK 1997

*Provost; Professor of Health Sciences*
B.S., Ashland University; M.A., Kent State University; Ph.D., University of Idaho

**Cabinet**

EWING, PATRICK "RICK" 2004

*Vice President, Facilities Management and Planning*
B.S., Massachusetts Institute of Technology

FINKS, FREDERICK J. 1982

*President*
B.A., Ashland University; M.Div., Ashland Theological Seminary; D.Min., Fuller Theological Seminary

HEIMANN, B. SUE 1980

*Vice President Student Affairs; Dean of Students*
B.A., Bluffton College; M.A., Bowling Green State University

**Personnel**

PETTIGREW, FRANK 1997

*Provost; Professor of Health Sciences*
B.S., Ashland University; M.A., Kent State University; Ph.D., University of Idaho

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

VAN LOO, SCOTT 2011

*Vice President, Enrollment Management and Marketing*
B.A., Cedarville University; M.A., Wright State University; Ph.D., The University of Dayton

WHITE, CURTIS 2003

*Vice President, Information Technology*
B.S., M.S., University of Maryland University College

**Deans**

GRUND, FAYE 2010

*Dean, Schar College of Nursing and Health Sciences*
B.S., M.S., Virginia Commonwealth University; APN, University of Akron

HUPFER, MICHAEL L. 1979

*Associate Dean, College of Arts and Sciences*
B.A., Earlham College; M.A., Indiana University; Certificate in Applied Linguistics (TESOL), Indiana University

JACOBS, RAYMOND A. 1990

*Associate Dean, Dauch College of Business and Economics; Chair, MBA Program; Professor of Management*
B.A., College of William and Mary; M.S., Ph.D., University of North Carolina

MCELFRESH, DWIGHT L. 2005

*Dean, Founders School of Continuing Education*
B.S., Ashland University; M.S.Ed., University of Akron; Ed.D., Ashland 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
RUSSELL, JEFFREY E. 2000
Dean, Dauch College of Business and Economics
B.S., University of California at Davis; M.M., Northwestern University; Ph.D., University of Oregon

VAN KEUREN, JAMES P. 1999
Dean, Schr College of Education; Professor of Education
B.A., Olivet College; M.Ed., Bowling Green State University; Ed.D., University of Akron; Ed.S., Kent State University

WEBER, DAWN 2008
Dean, College of Arts and Sciences
B.S., M.A., Central Michigan University; Ph.D., Bowling Green State University

Faculty
ABREU-ELLIS, CARLA 2007
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

AGUIRRE, LINA 2012
Assistant Professor of Foreign Languages
B.A., Universidad del Rosario; M.A., Pontificia Universidad Javeriana; Ph.D., The Ohio State University

AJWA, IYAD A. 1997
Professor Computer Science
B.S., University of Jordan; M.S., Lehigh University; Ph.D., Kent State University

ALSTON, JUDY 2007
Chair, Department of Leadership Studies; 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

ARTHUR, MATTHEW L. 1985
Professor of Chemistry
B.S., University of New Mexico; M.S., Ph.D., New Mexico State University

AUNE, DAVID B. 1996
Chair, Department of Religion; Associate Professor of Religion
B.A., University of Vermont; M.Div., Gordon-Conwell Theological Seminary; Th.M., Regent College; Ph.D., Brown University

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

BALL, MARY I. 1979
Director, Language Lab; Professional Instructor of Foreign Languages
B.A., Heidelberg College; M.A.T., School for International Training; M.A., Kent State University; Ph.D., The Ohio State University

BARRETT, MICHAEL L. 1991
Assistant Professor of Criminal Justice
B.A., M.A., Baldwin-Wallace College

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
Professional Instructor 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

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
Assistant Professor of Psychology
B.S., Ashland University; M.A., Ph.D., The Ohio State University
BRADY, AMY 2008
Assistant Professor of Education
B.A., Bowling Green University; M.A., Ashland University; Ph.D., Cleveland 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

BRODA, HERBERT W. 1998
Professor of Education
B.A., M.A., The Ohio State University; 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
Assistant Professor of Sport Management
B.S., Canisius College; M.Ed., Ed.D., Ashland University

BRUSH, NIGEL 1999
Associate Professor of Geology
B.A., Cincinnati Bible College; B.A., M.A., The Ohio State University; M.A., University of Southampton, England; Ph.D., University of California at Los Angeles

BRYANT, CHARLES (CHUCK) 2008
Instructor of Finance
B.S., Franklin University; M.B.A., Ashland University

BURKETT, CHRISTOPHER 2005
Associate Professor of Political Science
B.A., Ashland University; M.A., Ph.D., University of Dallas

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

CALDEMEYER, CHARLES D. 1990
Professor of Art
B.A., University of South Florida; M.F.A., Washington University

CAMPBELL, PATRICK 2010
Assistant Professor of Political Science
B.S., Bridgewater State College; Ph.D., University of Massachusetts

CAO, PAUL 2008
Associate Professor of Computer Science
B.S., Naging University of Science & Technology; M.S., Ph.D., Duke University

CHAPPELL, CATHRYN 2004
Associate Professor of Education
B.A., M.Ed., Ed.D., University of Cincinnati

CHAPPLE, JAMES 2003
Assistant Professor 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
Professional Instructor, Schar College of Nursing
B.S., Med Central College of Nursing; M.S., Walden University

COALE, JASON 2013
Assistant Professor of Theater
B.S., Bradley University, M.F.A, University of Missouri-Kansas City

COLBURN MICHAEL 2009
Assistant Professor of Management
B.S., M.S., Ph.D., The Ohio State University

CORBIN, PERRY S. 2001
Associate Professor of Chemistry
B.S., Kentucky Wesleyan College; Ph.D., University of Illinois at Urbana-Champaign

CORBIN, REBECCA W. 2001
Chair, Department of Chemistry/Geology/Physics; Associate 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

CRAIG, RUSSELL L.  1985
   Professor of Criminal Justice and Sociology
   B.S., Black Hills State College; M.A., D.Ed., University of South Dakota

CRAZE, JADA  2010
   Clinical Staff, Schar College of Nursing
   B.A., Bowling Green State University; B.S., MedCentral College of Nursing

CUMMINS, WILLIAM  1994
   Associate Professor of Foreign Languages
   B.A., Washington State University; Ph.D., State University of New York at Albany

DAWSON, DOUGLAS A.  1993
   Professor of Biology
   B.A., Transylvania University; M.S., Ph.D., Oklahoma State University

DENCE, THOMAS P.  1984
   Professor of Mathematics
   B.S., Bowling Green State University; M.A., University of Colorado; Ph.D., Colorado 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

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
   Associate Professor of Art
   B.A., Indiana University; M.F.A., University of South Dakota; B.F.A., Herron School of Art

DURBIN-AMES, TERESA  2000
   Chair, Department of Theatre; Associate Professor of Theatre
   B.S., John Carroll University; M.A., Ph.D., Bowling Green State University

DWORZNIK, GRETCHEN  2006
   Chair, Department of Journalism and Digital Media; Associate Professor of Digital Media
   B.A., Ashland University; M.A., University of Akron; Ph.D., Kent State University

EDLEFSON, CARLA  1995
   Professor of Education
   B.A., Augustana College; M.A., Ph.D., Stanford University

EIBEL, THOMAS  1996
   Instructor of Education
   B.A., Ohio Wesleyan University; M.E., Kent 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

ENGLE, CAROL  2002
   Associate Professor of Education
   B.A., M.A., University of Akron; Ph.D., Kent State University

ERICSON, CONNIE  2007
   Professional Instructor of Education
   B.S., Kent State University; M.Ed., Ashland University

ESTRIDGE, KAREN  2010
   Professional Instructor, Schar College of Nursing
   B.S., Capital University; M.S., Otterbein College School of Nursing

FAGAN, KARA  2013
   Professiona 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

FIELD-SPRINGER, KIMBERLY  2013
   Assistant Professor of Communication Studies
   B.A., Kent State University, M.A., University of Akron, Ph.D., Ohio University

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<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Year</th>
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<tbody>
<tr>
<td>Finch, Glen E. II</td>
<td>Associate Professor of Health Sciences</td>
<td>1990</td>
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<td></td>
<td>B.S., M.S., University of Akron; Ph.D., University of Akron/Northeastern Ohio Universities College of Medicine</td>
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<tr>
<td>Fitzsimmons, David S.</td>
<td>Associate Professor of English</td>
<td>2004</td>
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<td>B.A., Xavier University; M.A., Ph.D., The Ohio State University</td>
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<tr>
<td>Fleming, Deborah D.</td>
<td>Professor of English; Editor Ashland Poetry Press</td>
<td>1993</td>
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<td></td>
<td>B.A., M.A., Ph.D., The Ohio State University</td>
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<td>Fleming-Dufala, Louise E.</td>
<td>Chair, Department of Education Foundations; Professor of Education</td>
<td>1990</td>
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<td></td>
<td>B.S., Bowling Green State University; M.S., Ph.D., The University of Akron</td>
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<td>Ford, Karen</td>
<td>Professional Instructor Education</td>
<td>1996</td>
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<td></td>
<td>B.A., Stephens College; M.B.A., Miami University; Ph.D., Union Institute &amp; University</td>
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<tr>
<td>Foster, David</td>
<td>Chair, Department of History/Political Science; Associate Professor of Political Science</td>
<td>1998</td>
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<td></td>
<td>B.A., McMaster University; M.A., Ph.D., University of Toronto</td>
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<tr>
<td>Foster, Edith</td>
<td>Associate Professor of History</td>
<td>2008</td>
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<tr>
<td></td>
<td>B.A., M.A., University of Toronto; Ph.D., University of Chicago</td>
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<tr>
<td>Fox, Daniel</td>
<td>Chair, Department of Marketing/Hospitality Management; Fashion Merchandising; Associate Professor of Marketing</td>
<td>2004</td>
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<td></td>
<td>B.A., J.D., Ohio Northern University</td>
<td></td>
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<tr>
<td>Franklin, Wanda</td>
<td>Chair, Department of Community &amp; Global Health; Assistant Professor, Schar College of Nursing</td>
<td>2011</td>
</tr>
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<td></td>
<td>B.S., M.S., Wright State University; Ph.D., University of Akron</td>
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<tr>
<td>Fries-Gomez, Jacqueline</td>
<td>Professional Instructor of ACCESS</td>
<td>2013</td>
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<td></td>
<td>B.A., Heidelberg University, M.A., University of Findlay</td>
<td></td>
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<tr>
<td>Fuhrmann, Christina</td>
<td>Professor of Music</td>
<td>2001</td>
</tr>
<tr>
<td></td>
<td>B.A., Marlboro College; Ph.D., Washington University</td>
<td></td>
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<tr>
<td>Garlock, Scott</td>
<td>Professor of Music</td>
<td>2003</td>
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<td></td>
<td>B.S.Ed., Kent State University; M.M., University of Akron; D.M.A., University of Iowa</td>
<td></td>
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<tr>
<td>Gary, Richard III</td>
<td>Assistant Professor of Foreign Language</td>
<td>2013</td>
</tr>
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<td></td>
<td>B.A., Eastern Michigan University, M.A. Purdue University, Ph.D. University of Texas Austin</td>
<td></td>
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<tr>
<td>Gearhart, Randy</td>
<td>Chair, Department of Health Sciences; Professor of Health Sciences</td>
<td>2003</td>
</tr>
<tr>
<td></td>
<td>B.S., Indiana University of Pennsylvania; M.S., Ph.D., University of Pittsburgh</td>
<td></td>
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<tr>
<td>Gerrick, William Gregory</td>
<td>Professor of Education</td>
<td>1988</td>
</tr>
<tr>
<td></td>
<td>B.A., Ph.D, The University of Toledo; M.A., The Athenaeum of Ohio</td>
<td></td>
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<tr>
<td>Gilmore, Laura</td>
<td>Professional Instructor, Schar College of Nursing</td>
<td>2010</td>
</tr>
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<td></td>
<td>B.S., University Toledo; M.S., Walden University</td>
<td></td>
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<tr>
<td>Grady, Maura</td>
<td>Assistant Professor of English</td>
<td>2011</td>
</tr>
<tr>
<td></td>
<td>B.A., University of Vermont; M.A., Ph.D., University of California Davis</td>
<td></td>
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<tr>
<td>Gray, Richard</td>
<td>Assistant Professor of Foreign Languages</td>
<td>2013</td>
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<td></td>
<td>B.A., Eastern Michigan University; M.A., Purdue University; Ph.D., University of Texas at Austin</td>
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<tr>
<td>Greene, Andrew V.</td>
<td>Associate Professor of Biology</td>
<td>2006</td>
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<td></td>
<td>B.S., The Ohio State University; Ph.D., Texas A&amp;M University</td>
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<tr>
<td>Gruber, Dennis Michael</td>
<td>Professional Instructor of Sport Sciences, Clinical Assistant</td>
<td>2003</td>
</tr>
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<td></td>
<td>B.S., Youngstown State University; M.S., Ohio University; Ed.D., Georgia Southern University</td>
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<tr>
<td>Grund, Carrie</td>
<td>Clinical Staff</td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>B.S.N., MedCentral College of Nursing</td>
<td></td>
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<tr>
<td>Guegold, Jennifer</td>
<td>Professional Instructor of ACCESS</td>
<td>2012</td>
</tr>
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<td>B.S., M.S., Bob Jones University</td>
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<tr>
<td>Name</td>
<td>Year</td>
<td>Title and Experience</td>
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<tr>
<td>Guiher-Huff, Susan</td>
<td>1988</td>
<td>Director of the Writing Studio; Professional Instructor of English</td>
</tr>
<tr>
<td></td>
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<td>B.A., Bowling Green State University; M.Ed., Ashland University</td>
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<tr>
<td>Hall, Sarah A.</td>
<td>2010</td>
<td>Assistant Professor of Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., M.Ed., Ph.D., University of Nebraska at Lincoln</td>
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<tr>
<td>Hamilton, Mark J.</td>
<td>1985</td>
<td>Associate Professor of Philosophy</td>
</tr>
<tr>
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<td>B.A., Wittenberg University; M.A., Cleveland State University; M.A., M.A., D.Min., Ashland Theological Seminary</td>
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<tr>
<td>Harpool, Jack</td>
<td>2009</td>
<td>Professional Instructor of Management</td>
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<td>B.S., M.B.A., Ph.D., University of Akron</td>
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<tr>
<td>Hashemi, Ali</td>
<td>2012</td>
<td>Assistant Professor of Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., Isfahan University of Technology, M.A. Allame Tabatabaei University, M.A., Virginia Tech, Ph.D., Virginia Tech</td>
</tr>
<tr>
<td>Haven, Stephen</td>
<td>1992</td>
<td>Director, Ashland Poetry Press; Director, M.F.A. in Creative Writing Program; Professor of English</td>
</tr>
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<td></td>
<td></td>
<td>B.A., Amherst College; M.F.A., M.A., University of Iowa; Ph.D., New York University</td>
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<tr>
<td>Herold, Emily</td>
<td>2012</td>
<td>Professional Instructor of Nursing</td>
</tr>
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<td>B.S.N., MedCentral College of Nursing; M.S.N., Otterbein University</td>
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<tr>
<td>Hess, Emily</td>
<td>2011</td>
<td>Visiting Instructor of History/Political Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., Malone University; M.A., Case Western Reserve University</td>
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<tr>
<td>Hignett, Joan</td>
<td>1969</td>
<td>Acquisitions Librarian</td>
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<td></td>
<td></td>
<td>B.S. Ashland College, M.L.S. Kent State, Ohio</td>
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<tr>
<td>Hovey, Craig</td>
<td>2009</td>
<td>Associate Professor of Religion</td>
</tr>
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<td>B.S., University of California, San Diego; M.A., Th.M., Fuller Theological Seminary; Ph.D., University of Cambridge</td>
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<tr>
<td>Hovsepian, Kristen</td>
<td>1981</td>
<td>Assistant Professor of Marketing</td>
</tr>
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<td></td>
<td></td>
<td>B.A., University of Bowling Green; M.I.M., American Graduate School of International Management</td>
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<tr>
<td>Hudson, Michael R.</td>
<td>1982</td>
<td>Associate Professor of Geology</td>
</tr>
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<td></td>
<td></td>
<td>B.S., St. Lawrence University; M.A., Indiana University; Ph.D., Miami University</td>
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<tr>
<td>Hudson, Scott</td>
<td>2013</td>
<td>Assistant Professor of Theater</td>
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<td>B.A., Florida State University, M.F.A., Rutgers University</td>
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<tr>
<td>Hyman, Paul</td>
<td>2010</td>
<td>Assistant Professor of Biology</td>
</tr>
<tr>
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<td>B.A., Northwestern University; Ph.D., University of Akron</td>
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<tr>
<td>Ickes, Curt S.</td>
<td>1987</td>
<td>Associate Professor of Psychology</td>
</tr>
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<td>B.A., Ashland University; M.A., The University of Akron; Ph.D., Kent State University</td>
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<tr>
<td>Ifedi, Rosaire</td>
<td>2008</td>
<td>Assistant Professor of Education</td>
</tr>
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<td></td>
<td>B.A., M.A., University of Nigeria Nsukka; Ed.D., Ashland University</td>
</tr>
<tr>
<td>Jamieson, Duncan R.</td>
<td>1978</td>
<td>Professor of History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., The Defiance College; M.A., The University of Toledo; Ph.D., Michigan State University</td>
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<tr>
<td>Jandu, Narveen</td>
<td>2013</td>
<td>Assistant Professor of Biology/Toxicology</td>
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<td>B.S., Wilfrid Laurier University, M.S., McMaster University, Ph.D., University of Toronto</td>
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<td>Kaiser, Crystal</td>
<td>2009</td>
<td>Associate Professor of Education</td>
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<td>B.S., Florida State University; M.A., George Peabody College of Vanderbilt University; Ph.D., University of Washington</td>
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<td>Kalamas, Joan</td>
<td>2009</td>
<td>Professional Instructor of Management</td>
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<td>B.S., Ashland University; M.A., The Ohio State University</td>
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<td>Kalttenbaugh, Lance</td>
<td>2000</td>
<td>Associate Professor of Sport Management</td>
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<td>B.Ed., University of Toledo; Ed.D., Akron University</td>
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KASKEY, VICTORIA L. 2008
Assistant Professor of Accounting
B.S., Baldwin-Wallace College; M.B.A., Cleveland State University; Ph.D., Capella University

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SAUNDERS, PATRICIA A.  2002
Director, Department of Environmental Science;  Associate Professor of Biology
B.A., Oberlin College;  M.A., Indiana University;  Ph.D., University of Georgia
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<tr>
<th>Name</th>
<th>Year</th>
<th>Title</th>
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<tr>
<td>SAVAGE, CONSTANCE M.</td>
<td>2001</td>
<td>Associate Professor of Management; Burton D. Morgan Chair</td>
</tr>
<tr>
<td>SCHALLER, WENDY</td>
<td>2002</td>
<td>Associate Professor of Art</td>
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<td>SCHLOEMER, PAUL G.</td>
<td>2001</td>
<td>Professor of Accounting</td>
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<td>SCHMELLER, REBECCA</td>
<td>2013</td>
<td>Professional Instructor of Management</td>
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<td>SCHMIDT-RINEHART, BARBARA</td>
<td>1987</td>
<td>Professor of Foreign Languages</td>
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<td>SCHRAMM, PETER W.</td>
<td>1988</td>
<td>Professor of Political Science</td>
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<td>SCHRECKER, DIANE L.</td>
<td>2000</td>
<td>Faculty Librarian; Curriculum Librarian</td>
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<td>SCHWARZ, MICHAEL</td>
<td>2009</td>
<td>Assistant Professor of History/Political Science</td>
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<td>SEE, SHARON</td>
<td>2010</td>
<td>Professional Instructor, Schar College of Nursing</td>
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<td>SHARPE, TANZEAH</td>
<td>2005</td>
<td>Professional Instructor of Education</td>
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<td>SIKKENGA, JEFFREY</td>
<td>1997</td>
<td>Associate Professor of Political Science</td>
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<td>SIKORA, STEPHANIE</td>
<td>1993</td>
<td>Professor of Music</td>
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<td>SILCOX, MARJE</td>
<td>2010</td>
<td>Professional Instructor, Schar College of Nursing</td>
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<td>SIMOKAT, KRISTIN</td>
<td>2013</td>
<td>Visiting Assistant Professor of Biology/Toxicology</td>
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<td>SKILES, BEVERLY</td>
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<td>SLADE, PETER G.</td>
<td>2006</td>
<td>Associate Professor of Religion</td>
</tr>
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<td>SMITH, KAREN</td>
<td>2011</td>
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<td>SNYDER, MELISSA M.</td>
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<td>SPELMAN, JEFFREY B.</td>
<td>1999</td>
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</tr>
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<td>STEWART, SUSAN</td>
<td>2011</td>
<td>Assistant Professor of Education</td>
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**Personnel**

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<td>B.A., Ursuline College; M.A., University of Colorado; Ph.D., Case Western Reserve University</td>
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<td>B.A., University of Tennessee; M.A., Ph.D., The Ohio State University</td>
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<td>B.A., Ohio University; M.Ed., Ashland University; Ph.D., The Ohio State University</td>
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<td>B.A., St. Vincent College; M.A., Ohio University; Ph.D., University of Kentucky</td>
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<td>B.S., MedCentral College of Nursing; M.S., Otterbein College</td>
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<td>B.A., University of Virginia; M.A., Ph.D., University of Toronto</td>
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