

OHIO  
**DOMINICAN**  
UNIVERSITY™



**2010 - 2011**  
**Course Catalog**

# OHIO DOMINICAN UNIVERSITY CORE CURRICULUM LEARNING OUTCOMES

As adopted by the Faculty

## 1. Socratic self-examination

The Ohio Dominican University graduate

- thinks critically about values, beliefs and actions
- applies reflection to argument and discourse
- recognizes the limits of personal perspective and accepts the contributions of multiple perspectives

## 2. Critical communication

The Ohio Dominican University graduate

- communicates clearly and effectively in various oral, written, and visual modes

## 3. Social responsibility and leadership

The Ohio Dominican University graduate

- accepts complexity in identity and culture
- models justice and compassion through active participation in society as a global citizen

## 4. Narrative and aesthetic imagination

The Ohio Dominican University graduate

- engages the creative expressions of the human condition over time both critically and contextually

## 5. Quantitative and scientific reasoning

The Ohio Dominican University graduate

- understands and employs both quantitative and qualitative analyses to describe and solve problems
- applies the process of scientific inquiry

## 6. Moral and ethical frameworks

The Ohio Dominican University graduate

- analyzes issues using moral and ethical reasoning
- discerns consequences of decisions and actions

## 7. The Catholic and Dominican Tradition

The Ohio Dominican University graduate

- seeks truth in all endeavors
- seeks opportunities for service to communities
- articulates the relationship of faith to reason in the Dominican tradition

**2010 - 2011**  
**CATALOG**

# Ohio Dominican University

Ohio Dominican University is a Catholic liberal arts University with a Dominican tradition, guided in its educational mission by the Dominican motto: to contemplate truth and to share with others the fruits of this contemplation.

Ohio Dominican University offers students a high quality, career-oriented liberal arts education in an intimate, attractive setting that is conducive to intellectual exchange, personal growth, and the development of enduring values. It is a place where diversity is embraced and individualism is celebrated. Here, you will find an environment that is inspiring on many levels.

Our intimate atmosphere provides a level of comfort and belonging not commonly found at other universities. Faculty members know their students by name, and every student knows they are a top priority. Ours is a complete learning experience that leaves graduates well prepared to accomplish more than they thought possible. Throughout the experience, we provide the tools necessary for success.

At the base of all we do lie the Dominican principles of caring, learning and truth. This is an environment where students can benefit from moral guidance, spirituality and contemporary thinking. Each individual leaves Ohio Dominican confident and instilled with a passion for life that cannot be dampened.

Ohio Dominican University--A Strong Belief. A Clear Vision.

---

This catalog is effective July 1, 2010 through June 30, 2011. The Ohio Dominican University Catalog is published annually by Ohio Dominican University, Columbus, Ohio 43219. The provisions of this bulletin are not to be regarded as an irrevocable contract between the student and the University. The University reserves the right to make and designate the effective date of changes in curriculum, course offerings, fees, requirements for graduation, and other regulations at any time such changes are considered desirable or necessary.

Students should consult with their academic advisors on matters that are related to academic programs. The University rules and policies are published in the *Student Handbook*. Admission and financial aid information is contained in the *Viewbook*.

Failure to read this bulletin does not excuse students from the requirements and regulations described herein. The 2010-2011 catalog supersedes all previous editions.

---

Ohio Dominican University believes in equal opportunity and does not discriminate against any student or prospective student, employee or prospective employee on the basis of race, sex, ancestry, national origin, age, or religion, or against any otherwise qualified person with disabilities in the administration of its admissions policies, educational policies and programs, financial aid programs, employment practices, and athletic and other school administrated programs and activities. Such policy is in compliance with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and other applicable federal, state, and local statutes. Inquiries regarding the application of these laws to Ohio Dominican University should be addressed to the Equal Opportunity Officer at the University.

# Table of Contents

<b>Learning Outcomes .....</b>	<b>ii</b>
<b>Academic Calendars 2010-2012 .....</b>	<b>1</b>
<b>Ohio Dominican University Mission .....</b>	<b>5</b>
<b>A History of Ohio Dominican University .....</b>	<b>6</b>
<b>Accreditation.....</b>	<b>7</b>
<b>Academic Advising Center .....</b>	<b>7</b>
<b>Academic Affairs .....</b>	<b>8</b>
<b>Academic Resource Center.....</b>	<b>8</b>
<b>Alumni Association.....</b>	<b>9</b>
<b>Athletics .....</b>	<b>10</b>
<b>Career Development Center .....</b>	<b>11</b>
<b>Center for Instructional Technology and e-Learning .....</b>	<b>12</b>
<b>Family Educational Rights and Privacy Act (FERPA) .....</b>	<b>12</b>
<b>Institutional Review Board .....</b>	<b>13</b>
<b>International Office .....</b>	<b>13</b>
<b>Library Resources .....</b>	<b>13</b>
<b>Office of Multicultural Affairs .....</b>	<b>14</b>
<b>Safety and Security.....</b>	<b>14</b>
<b>Servicemember’s Opportunity College.....</b>	<b>15</b>
<b>Disability Services.....</b>	<b>15</b>
<b>Academic Forgiveness .....</b>	<b>18</b>
<b>Academic Grievance Procedure and Grade Disputes .....</b>	<b>18</b>
<b>Academic Integrity .....</b>	<b>19</b>
<b>LEAD.....</b>	<b>20</b>
<b>Prior Learning Assessment.....</b>	<b>20</b>
<b>Professional Development Opportunities .....</b>	<b>21</b>

<b>Graduate Studies Programs .....</b>	<b>21</b>
<b>The Charles School.....</b>	<b>23</b>
<b>Seniors to Sophomores Program.....</b>	<b>24</b>
<b>Project JumpStart .....</b>	<b>24</b>
<b>Undergraduate Studies Programs.....</b>	<b>24</b>
<b>Academic Standing.....</b>	<b>25</b>
<b>Academic Stop-Out Program .....</b>	<b>26</b>
<b>Admission to the University.....</b>	<b>27</b>
<b>Advanced Placement .....</b>	<b>35</b>
<b>Attendance .....</b>	<b>35</b>
<b>Auditing a Course.....</b>	<b>35</b>
<b>Change in Student Instructional Format .....</b>	<b>36</b>
<b>Classification of Undergraduate Students.....</b>	<b>36</b>
<b>Classroom Civility .....</b>	<b>36</b>
<b>CORE Seminars .....</b>	<b>37</b>
<b>Credit by Examination.....</b>	<b>38</b>
<b>Cross-Registration.....</b>	<b>38</b>
<b>Dean’s List.....</b>	<b>39</b>
<b>Directed Study .....</b>	<b>39</b>
<b>Grade Point Average.....</b>	<b>40</b>
<b>Grading Policies.....</b>	<b>40</b>
<b>Grading Systems.....</b>	<b>42</b>
<b>Graduation.....</b>	<b>43</b>
<b>Graduation with Distinction.....</b>	<b>43</b>
<b>Honors Program .....</b>	<b>44</b>
<b>Independent Study .....</b>	<b>44</b>
<b>Internships .....</b>	<b>44</b>
<b>Major and Minor .....</b>	<b>45</b>
<b>Registration.....</b>	<b>45</b>
<b>Residency Requirement .....</b>	<b>47</b>

<b>Service-Learning .....</b>	<b>47</b>
<b>Student Load.....</b>	<b>47</b>
<b>Teacher Licensure .....</b>	<b>48</b>
<b>Transcripts .....</b>	<b>50</b>
<b>Transfer Credit.....</b>	<b>50</b>
<b>Transient Credit .....</b>	<b>51</b>
<b>Withdrawal from the University .....</b>	<b>52</b>
<b>Writing Guidelines .....</b>	<b>52</b>
<b>Financial Aid.....</b>	<b>54</b>
<b>Financial Regulations.....</b>	<b>56</b>
<b>Refund Policy .....</b>	<b>56</b>
<b>Tuition and Fees .....</b>	<b>57</b>
<b>Veterans Benefits.....</b>	<b>58</b>
<b>Academic Programs .....</b>	<b>61</b>
Undergraduate General Degree Requirements .....	63
All Degrees .....	63
Bachelor Degrees .....	63
Associate Degrees .....	67
Graduate Degree Programs .....	67
Academic Divisions of the University .....	67
Bachelor of Arts Degree Programs .....	68
Bachelor of Science Degree Programs .....	68
Bachelor of Science in Education Degree Program .....	68
Minor Programs .....	69
Associate of Arts Degree Programs .....	69
Associate of Science Degree Programs .....	69
Special Programs.....	69
Certificate Programs.....	69
<b>Accounting .....</b>	<b>73</b>
Requirements for a B.S. in Accounting.....	73
Requirements for a Minor in Accounting.....	74
Requirements for a Certificate in Accounting.....	74
<b>Art.....</b>	<b>74</b>
Requirements for a B.A. in Art .....	75
Requirements for a Minor in Art.....	75
Requirements for a Minor in Art History .....	76
<b>Arts Education – Multi-Age.....</b>	<b>76</b>
Requirements for a B.A. in Arts Education.....	76
<b>Biology .....</b>	<b>77</b>

Requirements for a B.S. in Biology .....	78
Requirements for a Minor in Biology .....	78
<b>Business Administration .....</b>	<b>78</b>
Requirements for a B.S. in Business Administration .....	79
Requirements for a Minor in Business Administration .....	80
Requirements for an A.S. in Business (LEAD) .....	81
<b>Campus and Youth Ministry .....</b>	<b>81</b>
Requirements for a B.A. in Campus and Youth Ministry .....	81
<b>Chemistry .....</b>	<b>82</b>
Requirements for a B.S. in Chemistry .....	82
Requirements for a B.S. in Chemistry Education – Grades 7-12 .....	83
Requirements for a Minor in Chemistry .....	84
Requirements for an A.S. in Chemistry .....	84
<b>Communication Studies .....</b>	<b>84</b>
Requirements for a B.A. in Communication Studies .....	85
Requirements for a Minor in Communication Studies .....	85
Requirements for a Certificate in Communication Studies .....	85
<b>Computer Information Systems .....</b>	<b>85</b>
Requirements for a B.S. in Computer Information Systems .....	86
Requirements for a Minor in Computer Information Systems .....	87
<b>Criminology and Criminal Justice .....</b>	<b>87</b>
Requirements for a B.A. in Criminology and Criminal Justice .....	87
Requirements for a Minor in Criminology and Criminal Justice .....	88
<b>Cross-Disciplinary Studies .....</b>	<b>88</b>
Requirements for a B.A. in Cross-Disciplinary Studies .....	89
Requirements for a B.S. in Cross-Disciplinary Studies .....	89
Requirements for an A.A. in Cross-Disciplinary Studies .....	89
<b>Earth Science/Chemistry Education – Grades 7-12 .....</b>	<b>90</b>
Requirements for a B.S. in Earth Science/Chemistry Education – Grades 7-12 .....	90
<b>Economics .....</b>	<b>91</b>
Requirements for a B.A. in Economics .....	91
Requirements for a Minor in Economics .....	92
<b>Education .....</b>	<b>92</b>
Requirements for a B.S.E. in Early Childhood Education .....	92
Requirements for Early Childhood Licensure – Continuing Education Students Only .....	93
Requirements for Early Childhood Generalist Endorsement .....	94
Requirements for a B.S.E. in Middle Childhood Education .....	95
Requirements for Middle Childhood Licensure – Continuing Education Students Only .....	96
Middle Childhood Generalist Endorsement .....	97
Requirements for a B.S.E. in Intervention Specialist – Mild/Moderate Needs (K-12) .....	98
Requirements for a B.S.E. in Intervention Specialist – Moderate/Intensive Needs (K-12) ....	99
Requirements for Intervention Specialist Licensure – Continuing Education Students Only .	100
Requirements for Secondary Education (AYA) Licensure – Continuing Education	



Students Only .....	100
Requirements for Reading Endorsement .....	101
<b>English Language and Literature .....</b>	<b>102</b>
Requirements for a B.A. in English .....	102
Requirements for a Minor in English .....	102
Requirements for a Minor in Professional Writing .....	102
<b>Environmental Science.....</b>	<b>103</b>
Requirements for a B.S. in Environmental Science .....	103
<b>Environmental Studies .....</b>	<b>104</b>
Requirements for a B.A. in Environmental Studies .....	104
<b>Exercise Science .....</b>	<b>105</b>
Requirements for a B.S. in Exercise Science .....	106
Requirements for a Minor in Exercise Science .....	107
<b>Finance .....</b>	<b>107</b>
Requirements for a B.S. in Finance – Corporate Finance Emphasis .....	107
Requirements for a B.S. in Finance – Financial Services Emphasis .....	108
Requirements for a Minor in Finance.....	109
<b>Gerontology.....</b>	<b>109</b>
Requirements for an A.A. in Gerontology .....	109
Requirements for a Minor or Certificate in Gerontology .....	110
<b>Graphic Design . .....</b>	<b>110</b>
Requirements for a B.A. in Graphic Design.....	110
Requirements for a Minor in Graphic Design .....	111
<b>History .....</b>	<b>111</b>
Requirements for a B.A. in History.....	111
Requirements for a Minor in History .....	112
<b>Honors Program .....</b>	<b>112</b>
<b>Integrated Language Arts Education – Grades 7-12.....</b>	<b>113</b>
Requirements for a B.A. in Integrated Language Arts Education .....	114
<b>Integrated Mathematics Education – Grades 7-12.....</b>	<b>115</b>
Requirements for a B.S. in Integrated Mathematics Education.....	115
<b>Integrated Science Education – Grades 7-12 .....</b>	<b>115</b>
Requirements for a B.S. in Integrated Science Education.....	116
<b>Integrated Social Studies Education – Grades 7-12 .....</b>	<b>116</b>
Requirements for a B.A. in Integrated Social Studies Education .....	117
<b>International Business.....</b>	<b>118</b>
Requirements for a B.S. in International Business .....	118

<b>Journalism.....</b>	<b>119</b>
Requirements for a Minor in Journalism.....	119
<b>Liberal Studies..</b>	<b>120</b>
Requirements for a B.A. in Liberal Studies .....	120
<b>Life Science Education – Grades 7-12 .....</b>	<b>121</b>
Requirements for a B.S. in Life Science Education .....	121
<b>Life Science/Chemistry Education – Grades 7-12 .....</b>	<b>122</b>
Requirements for a B.S. in Life Science/Chemistry Education – Option 1.....	122
Requirements for a B.S. in Life Science/Chemistry Education – Option 2.....	123
<b>Life Science/Earth Science Education – Grades 7-12.....</b>	<b>124</b>
Requirements for a B.S. in Life Science/Earth Science Education .....	124
<b>Life Science/Physics Education – Grades 7-12.....</b>	<b>125</b>
Requirements for a B.S. in Life Science/Physics Education .....	125
<b>Marketing.....</b>	<b>126</b>
Requirements for a Minor in Marketing.....	126
<b>Mathematics.....</b>	<b>126</b>
Requirements for a B.S. in Mathematics.....	126
Requirements for a Minor in Mathematics.....	127
<b>Music .....</b>	<b>127</b>
Requirements for a Minor in Music .....	127
Requirements for a Minor in Music Performance .....	128
<b>Nonprofit Management.....</b>	<b>128</b>
Requirements for a Minor in Nonprofit Management.....	128
<b>Peace and Justice .....</b>	<b>129</b>
Requirements for a B.A. in Peace and Justice.....	129
Requirements for a Minor in Peace and Justice .....	130
<b>Philosophy .....</b>	<b>130</b>
Requirements for a B.A. in Philosophy.....	130
Requirements for a Minor in Philosophy .....	131
Requirements for a Minor in Applied Ethics .....	131
<b>Physical Education .....</b>	<b>131</b>
Requirements for an Ohio Dominican University Coaching Certificate.....	131
<b>Physical Science Education – Grades 7-12 .....</b>	<b>132</b>
Requirements for a B.S. in Physical Science Education .....	132
<b>Political Science .....</b>	<b>133</b>

Requirements for a B.A. in Political Science .....	133
Requirements for a Minor in Political Science.....	134
Requirements for a B.A. in Political Science with a Concentration in Environmental Policies and Issues .....	134
<b>Pre-Health Professional Programs.....</b>	<b>134</b>
<b>Pre-Law Program.....</b>	<b>135</b>
Requirements for a B.A. in Political Science (Pre-Law Model Program).....	136
<b>Pre-Nursing Program.....</b>	<b>137</b>
Requirements for Pre-Nursing .....	138
<b>Pre-Physical/Occupational Therapy .....</b>	<b>139</b>
Requirements for a B.S. in Pre-Physical/Occupational Therapy.....	139
<b>Psychology .....</b>	<b>140</b>
Requirements for a B.A. in Psychology .....	140
Requirements for a Minor in Psychology.....	141
<b>Public Relations .....</b>	<b>141</b>
Requirements for a B.A. in Public Relations .....	142
Requirements for a Minor in Public Relations .....	142
<b>Social Work.....</b>	<b>143</b>
Requirements for a B.A. in Social Work.....	143
<b>Sociology.....</b>	<b>144</b>
Requirements for a B.A. in Sociology .....	144
Requirements for a Minor in Sociology .....	144
<b>Spanish .....</b>	<b>144</b>
Requirements for a Minor in Spanish.....	144
<b>Sport Management .....</b>	<b>145</b>
Requirements for a B.S. in Sport Management.....	145
Requirements for a Minor in Sport Management.....	146
<b>Theatre .....</b>	<b>146</b>
Requirements for a Minor in Theatre .....	146
<b>Theology .....</b>	<b>147</b>
Requirements for a B.A. in Theology .....	147
Requirements for an A.A. in Theology .....	147
Requirements for a Minor in Theology .....	147
Requirements for Columbus Diocesan Certification.....	148
<b>Women’s Studies .....</b>	<b>148</b>
Requirements for a Minor in Women’s Studies .....	148
<b>Undergraduate Course Descriptions by Discipline.....</b>	<b>151</b>

Accounting .....	153
American Sign Language .....	155
Art .....	155
Biology .....	159
Business Administration .....	161
Chemistry .....	167
Communication Studies .....	168
Computer Information Systems.....	170
CORE Seminars .....	172
Criminology and Criminal Justice.....	187
Economics .....	189
Education .....	191
English as a Second Language .....	199
English Language and Literature .....	200
Environmental Studies and Science .....	205
Exercise Science.....	206
Finance .....	207
French.....	209
Geography .....	209
German .....	209
History.. .....	209
Honors Program .....	213
Humanities .....	214
International Business Administration .....	214
Italian ... .....	214
Journalism .....	215
Language.....	215
Latin .....	216
Mathematics .....	216
Music.....	220
Ohio Dominican University Courses .....	222
Peace and Justice.....	222
Philosophy.....	223
Physical Education and Health.....	226
Physics .....	227
Political Science .....	228
Psychology .....	231
Public Relations .....	234
Science .....	236
Social Work.....	236
Sociology .....	239
Spanish .....	242
Sport Management .....	243
Theatre .....	245
Theology .....	246
Women’s and Gender Studies .....	249
<b>Master of Arts in Theology .....</b>	<b>253</b>
Admission .....	253
Graduation Requirements.....	253
Curriculum .....	253
Course Descriptions .....	254
<b>Master of Business Administration.....</b>	<b>259</b>
Admission .....	260
The LEAD Format .....	260
LEAD MBA – Concentration in Management.....	261
Course Descriptions – LEAD MBA.....	261

Traditional Calendar MBA.....	263
The 4+1 Format.....	265
Course Descriptions – Traditional Calendar MBA .....	267
<b>Master of Arts in Liberal Studies.....</b>	<b>271</b>
Admission .....	271
Graduation Requirements.....	271
Curriculum .....	271
Course Descriptions .....	273
<b>Master of Education.....</b>	<b>276</b>
Admission .....	276
Graduation Requirements.....	277
Curriculum .....	278
Course Descriptions .....	279
<b>Master of Arts in TESOL .....</b>	<b>282</b>
Admission .....	282
Graduation Requirements.....	282
Curriculum .....	282
Course Descriptions .....	283
Requirements for a TESOL Endorsement (Pre-K-12) .....	284
Requirements for a TESOL Multi-Age Licensure Only .....	285
<b>Master of Science in Management .....</b>	<b>286</b>
Admission .....	286
Graduation Requirements.....	286
Curriculum .....	287
Course Descriptions .....	287
<b>Board of Trustees .....</b>	<b>291</b>
<b>Administration.. .....</b>	<b>291</b>
<b>Full-time Faculty .....</b>	<b>292</b>
<b>Emeritus Faculty .....</b>	<b>296</b>
<b>Adjunct Faculty .....</b>	<b>297</b>
<b>Administrative Staff.....</b>	<b>297</b>
<b>Index .....</b>	<b>305</b>



## Academic Calendars – 2010-2011 and 2011-2012

### Fall Semesters

	2010	2011
Weekend A classes begin	August 20, 21	August 19, 20
Weekday and evening classes begin	August 23	August 22
Last day to add first half semester course	August 25	August 24
Last day to add weekday and evening classes	August 30	August 29
Labor Day – University Closed	September 6	September 5
Last day to drop 1st half semester class	September 24	September 23
Weekend A final examinations	October 8, 9	October 7, 8
Weekend B classes begin	October 15, 16	October 14, 15
Midterm break begins	October 17 (Sunday)	October 16 (Sunday)
Midterm grades due/Final grades for first half courses & Weekend A	October 20	October 19
Classes resume	October 20	October 19
Second half semester classes begin	October 20	October 19
Last day to add second half semester course	October 22	October 21
Priority Registration for Spring/Summer begins	October 25	October 24
Last day to drop full semester classes	November 1	October 31
Last day to drop 2nd half semester class	November 23	November 22
Thanksgiving break begins	November 24	November 23
Classes resume	November 29	November 28
May Graduation Application Degree Audit Deadline	December 10	December 9
Weekday and evening classes end	December 10	December 9
Weekend B final examinations	December 10, 11	December 9, 10
Weekday and evening final examinations	December 13-16	December 12-15
Graduating students' final grades due	December 15 - 2:00 pm	December 14 – 2:00 pm
Baccalaureate	December 18 – 9:00 am	December 17 – 9:00 am
Winter Commencement	December 18 – 11:00 am	December 17 – 11:00 am

### Spring Semesters

	2011	2012
Weekend A classes begin	January 7, 8	January 13, 14
Weekday and evening classes begin	January 10	January 17
Last day to add first half semester course	January 12	January 19
Martin Luther King's Birthday – University Closed	January 17	January 16
Last day to add weekday and evening classes	January 18	January 24
Last day to drop first half semester class	February 11	February 20
Weekend A final examinations	February 25, 26	March 2, 3
Weekend B classes begin	March 4, 5	March 9, 10
Spring break begins	March 6 (Sunday)	March 11 (Sunday)
Midterm grades due/Final grades for first half courses & Weekend A	March 8 – 4:00 pm	March 13 – 4:00 pm
Classes resume with 5:30 p.m. courses	March 11	March 16
Second half semester courses begin	March 14	March 19
Last day to add second half semester course	March 16	March 21
Priority Registration (Summer, Fall) begins	March 21	March 26
Last day to drop full semester classes	March 23	March 29
Easter weekend – University Closed	April 21	April 5
Evening classes resume	April 25	April 9
Weekday classes resume	April 26	April 10
Last day to drop second half semester class	April 15	April 20
ODU Day; no afternoon classes – 1:00 pm – 5:30 pm	April 29	May 4
August/December Graduation Application Degree Audit Deadline	April 29	May 4
Weekend B final examinations	April 29, 30	May 4, 5
Weekday and evening classes end	April 29	May 4
Weekday and evening final examinations	May 2-5	May 7-10
Graduating students final grades due	May 3 – 4:00 pm	May 8 – 4:00 pm
Baccalaureate	May 7 – 9:00 am	May 12 – 9:00 am
Spring Commencement	May 7 – 11:00 am	May 12 – 11:00 am

## Summer Terms

	<b>2011</b>	<b>2012</b>
May Term Last day to register and add course Last day to drop course	May 16 – 27 May 16 May 23	May 14 – 25 May 14 May 21
Memorial Day – University Closed	May 30	May 28
8-week Term Last day to register and add courses Last day to drop courses	June 6 – July 29 (no classes on July 3-4) June 8 July 8	June 4 – July 27 (no classes on July 4) June 6 July 6
1st 4-week Term Last day to register and add courses Last day to drop courses	June 6 – July 1 June 6 June 21	June 4 – 29 June 4 June 19
Independence Day – University Closed	July 3 – 4	July 4
2nd 4-week Term Last day to register and add courses Last day to drop courses	July 5 – 29 July 6 July 20	July 2 – 27 July 2 July 18
Weekend Classes       Last day to register and add course Last day to drop course	June 3-4 10-11 17-18 24-25 July 8-9 15-16 22-23 29-30 June 3 July 2	June 8-9 15-16 22-23 29-30 July 6-7 13-14 20-21 27-28 June 8 June 30



# **General Information**



# Ohio Dominican University Mission

As a Catholic liberal arts University with a Dominican tradition, Ohio Dominican University is guided in its educational mission by the Dominican motto: to contemplate truth and to share with others the fruits of this contemplation. Truth is the basis of human freedom and the source of human effectiveness. Truth is dynamic, an infinite realm in which the person grows throughout life to the fullness of his or her humanity through progressive realization of the significance of old truths and progressive attainment of new truths. Truth can be found in all cultures and traditions, in the whole range of the arts and sciences, and, in a special way, in religious faith and theological reflection on faith.

Ohio Dominican welcomes to its student body sincere seekers of truth whatever their age, gender, race, religious background, or ethnic and cultural heritage. All whose aspirations, maturity, and preparation draw them to pursuing a liberating education mutually enrich one another in the quest for truth in this small community of students, faculty, and staff, through curriculum, supporting services, and informal learning opportunities carried out in a climate of respect and freedom.

Ohio Dominican's primary mission is to provide degree and continuing education programs for the intellectual development, the growth in truth, of each student. In keeping with the Dominican tradition, educational experiences should be grounded in the liberal arts, foster the development of spiritual, aesthetic, and ethical values, promote physical and mental health, and provide for the development and responsible use of human skills and talents in professional and social service.

Since the quest for truth is a lifelong activity, Ohio Dominican is committed to lifelong learning. Faculty, staff, and students practice this through research, creative activities, community involvement, and professional service. The University also offers non-credit programs and activities on and off campus to further the lifelong education of the Columbus civic and religious communities.

Immersed in the technical progress, new human insights, and searching questions of the twenty-first century, Ohio Dominican University looks forward to helping individuals and society continue the search for truth in the expanding horizons of an unknown future.

Approved June 28, 2002  
Ohio Dominican University  
Board of Trustees

## Mission and Identity

The *Office of the Vice President for Mission and Identity* is charged with coordinating and facilitating the university-wide process of sustaining, enhancing, and promoting the distinctive mission of Ohio Dominican University as a Catholic and Dominican university. It oversees the work of The Center for Dominican Studies and serves as a resource for existing divisions, departments and programs, and helps to develop new initiatives expressive of the mission of the University.

At Ohio Dominican University our search for truth is grounded in the dialogue of faith and reason within the context of the human community. Through this human and personal dynamic, we encourage and empower one another in our search for and witness to the truth. Our sense of community is thus defined by a strong commitment to study, dialogue, collegiality, and cooperativeness in achieving shared goals. This approach is highlighted by a commitment to the common good of and respect for all our members.

In light of Ohio Dominican's mission and its belief that the search for truth calls us to be transformed so that we may transform society through outreach and service, the university serves as a place of intellectual exploration and dialogue where students, faculty, staff, administration, and alumni can gather for study, discussion, reflection, and service. The Office of the Vice President for Mission and Identity strives to enable the Ohio Dominican community to share the richness and diversity of its Catholic and Dominican identity and to engage in a common mission inspired by that heritage.

## **The Center for Dominican Studies**

The mission of the Center for Dominican Studies is to promote the Dominican charism of preaching; to provide opportunities for members of the University and the community to understand and experience the meaning and value of Dominican education; and, to serve as a public voice at the University and in the community regarding issues of importance to church, culture and society.

The Center for Dominican Studies at Ohio Dominican University focuses on the Dominican motto: “to contemplate truth and to share with others the fruits of this contemplation” and the four pillars of Dominican life: study, prayer, community and ministry.

### **Guiding Principles**

- Commitment to the Catholic and Dominican identity of the university through word, study and example of life.
- Commitment to scholarship and reflection.
- Commitment to the arts and aesthetic dimension of human life.
- Commitment to peace and justice for all humankind.
- Commitment to collaboration among the members of the Dominican Family and various cultures within the global community.

### **Programs and Services Sponsored by the Center for Dominican Studies**

To fulfill its mission, the Center for Dominican Studies sponsors and hosts a variety of programs and services for the student, faculty, staff and alumni/ae of Ohio Dominican University and for the members of the community at large. The Center also serves as a resource for all those interested in learning more about Dominican education, the Dominican charism, the history of Ohio Dominican University and its mission and values. The Center also fosters and promotes collaboration with and between various areas of the University; the Congregation of the Sisters of St. Mary of the Springs; the Diocese of Columbus, Ohio; other Dominican colleges, universities, centers and agencies throughout the country and the world; members of the Dominican family; and, all groups and individuals who are dedicated to the promotion of the Dominican charism.

#### **Programs and Services include:**

- Courses, classes, symposia, lectures, workshops, study programs.
- Retreats, pilgrimages, reflective experiences, spiritual guidance, prayer services, liturgical celebrations.
- Public statements, position papers, research, monographs, publications.
- Exchange programs, community gatherings, special events.

## **A History of Ohio Dominican University**

In 1911, the Dominican Sisters of St. Mary of the Springs received a charter from the state of Ohio to establish a women's college. A successful teaching congregation for almost 100 years, these Dominicans wanted to build on the excellence of their Academy and provide college classes in an area where there was no Catholic higher education available to their graduates and to the candidates for the Order. After a decade of experimenting, the Sisters opened St. Mary of the Springs College in September 1924 as a Catholic four-year liberal arts college for women. Their motivation was the conviction that truth is one, that truths in the various academic disciplines cannot be contradictory, and that truth leads to the God who said, "I am the Truth."

The new college continued the Sisters' tradition of welcoming students of various faiths, ethnic descent, and socio-economic backgrounds. Enhancing the liberal arts tradition, its teacher certification program was approved by the state of Ohio so that by 1929 the College could grant the Bachelor of Science in Education

degree as well as the Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Master of Music degrees. That year St. Mary of the Springs College opened both a new academic building and a new residence hall to join its new dining hall. The next year a local paper reported that this new venture in education had only one "hard and fast and definitely tangible regulations... don't do anything that's going to require that a rule be made against it." In 1934, by its tenth birthday, North Central accreditation attested to the College's success.

Over the years, in order better to meet the needs of students, St. Mary of the Springs College dropped some programs and added others, all the while maintaining its Catholic liberal arts tradition as it included career-oriented preparation. In 1964, the College became coeducational and in 1968 changed its name to Ohio Dominican College. Enrollment greatly increased; new majors and degrees were added. All the while, the College remained true to its Dominican tradition, a tradition developed with the founding of the Dominican Order at the time of the great medieval universities. In July, 2002 the College became Ohio Dominican University and added graduate degrees to its program offerings. Faithful to its primary mission to provide undergraduate and continuing education for the intellectual development, the growth in truth, of each student, Ohio Dominican continues to retain the requirements of philosophy and theology as well as a mission specific core curriculum. These requirements give a solid grounding to all the various academic majors and the other rich educational experiences the University offers in fulfillment of the motto of the Dominican Order:

"To contemplate truth and to share with others the fruits of this contemplation."

## **Accreditation**

Ohio Dominican University was chartered in 1911 as the College of Saint Mary of the Springs. The name was changed to Ohio Dominican College in 1968. The College became Ohio Dominican University in 2002. Accredited by The Higher Learning Commission and a member of the North Central Association (30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504; 1-800-621-7440; [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)) and it is approved by the Ohio Board of Regents. The education programs are approved for the preparation of teachers, by the State of Ohio Department of Education and have been granted initial candidacy status in the National Council for Accreditation of Teacher Education. Ohio Dominican University's baccalaureate Social Work Program is accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation. The business programs are accredited by the International Assembly for Collegiate Business Education and have candidacy status in the Association of Collegiate Business Schools and Programs. Ohio Dominican's Dual Enrollment Program, Project Jump/Start, is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

## **Academic Advising Center**

The Academic Advising Center (AAC) is a resource designed to ease a new student's transition into and through the University. ACC professional serves as the primary academic advisors for all first-time freshmen and new transfer students until the end of their first year with Ohio Dominican University. At that time, students will be transitioned to a faculty advisor within the student's declared major. AAC advisors will continue to provide the primary advising services for Undeclared and Cross Disciplinary Studies majors until such time as they declare a major or graduate. The Center is open to all students seeking assistance in the following areas:

- Outlining appropriate educational plans
- Clarifying academic and long-term goals
- Improving decision-making skills
- Evaluating degree progression
- Discovering additional resources designed to improve academic performance.

Academic advising is an essential component of the educational process. As such, students are responsible for utilizing such resources and making informed decisions based on their experience, goals, and the advice of University professionals.

## **Academic Affairs Office**

The Office of Academic Affairs is the center of the academic activity of the University. Under the leadership of the Vice President for Academic Affairs, the office oversees and facilitates all academic programs of the University.

Matters pertaining to the curriculum, faculty, and student progress are managed in the Academic Affairs Office. This office also has responsibility for the Registrar's Office, the Library, the Academic Resource Center, the Academic Advising Center, Transfer Program Articulation, and the Center for Instructional Technology and eLearning. Academic Affairs also supports outreach programs such as Village to Child.

While managing the academic programs of the University, the Office of Academic Affairs works closely with the Office of Student Development to provide a holistic education for the students. It is important that students develop not only intellectually, but also emotionally and spiritually. Working together, these offices provide a well-rounded set of courses and activities designed to educate the whole person.

## **Academic Resource Center**

The Academic Resource Center (ARC), located in Spangler Learning Center, is a support unit designed to help all students meet their academic commitments and improve their learning skills. Services include the following:

- **Academic Tutoring**  
One-on-one tutorial assistance for ODU courses is available by appointment. Students are helped to develop strategies for successful independent learning.
- **Academic Programming**  
Workshops on a variety of topics such as critical reading, writing, time management, and test preparation provide students with strategies for success.
- **Adaptive Equipment**  
The ARC provides specialized equipment and an appropriate environment for students requiring accommodations to match particular learning styles.
- **The Math Space**  
In addition to providing individual tutoring by appointment, The Math Space offers review sessions and drop-in hours for assistance in any math course ODU offers.
- **Review with A Peer (R.A.P.)**  
For selected courses identified as historically difficult, the ARC provides leaders for regularly scheduled, proactive review sessions.
- **Test Preparation**  
The ARC provides materials and instruction to help students prepare for standardized tests such as the PPST, PLT, GRE, GMAT, MCAT, and LSAT.
- **The Write Place**  
Writing specialists are available by appointment and on a walk-in basis to assist students in all aspects of the writing process, including thesis formation, paragraph development, organization, citation, and punctuation questions.

The Academic Resource Center provides assistance to incoming graduate students by facilitating the transition to graduate studies. For students preparing to enter graduate school, the ARC provides test preparation materials for the NTE, GRE, GMAT, MCAT, and LSAT. The ARC provides additional resource materials for honors students, graduate students, and faculty and conducts workshops to familiarize students with the requirements of graduate level writing and research.

# **Alumni Association**

Graduates of Ohio Dominican University are automatically members of the ODU Alumni Association. The purpose of this organization is to keep alumni connected with their alma mater and their classmates. Whether through personal contact, e-mail, or on our website, the Alumni Office keeps others up-to-date on the latest campus news and events. The Alumni Office is a resource for information, ideas, and feedback. Visit <http://www.ohiodominican.edu/alumni> for more information.

## ***Alumni Events***

Throughout the year, the Alumni Office hosts a wide variety of events for Ohio Dominican graduates. A few of our regular events include Homecoming, an Alumni Happy Hour, Career Networking, Reunion Weekend, and activities for children of alumni. Special alumni travel opportunities are planned during the Centennial.

## ***Alumni Insurance Program***

Ohio Dominican contracts with USI Affinity Collegiate Insurance Resources to provide a variety of products including medical, disability, travel, auto and home insurance. Visit the alumni website for more information.

## ***Ohio Dominican University Magazine***

Ohio Dominican has printed a semi-annual magazine for alumni and friends since the 1960s. Many changes have been made to the magazine throughout the years, but a popular section continues to be the "Class Notes" section that provides the ODU community with news occurring in the lives of alumni.

## ***ODU News Newsletter***

The *ODU News* is a semi-annual newsletter offered by the Alumni Office. Included in *ODU News* is the latest campus news and activities, as well as photos from recent campus events and announcements of upcoming activities.

## ***ODU Link: Keeping You Connected***

The *ODU Link* is a monthly e-newsletter published by the Alumni Office, highlighting alumni events and news about fellow alums. This e-publication provides timely news of alumni lives in the "Class Notes" section as well as recent additions to the calendar of current and coming events.

## ***Library Access***

Alumni may have their ODU Alumni Association membership expanded to include library privileges to use the resources available at the Spangler Learning Center free of charge. (Use of the Multimedia Center services may require additional costs.)

## ***Computer Use***

Alumni may also access a campus computer by requesting a guest account at the Computer Helpdesk in the Spangler Learning Center. This privilege is available for alumni to search for employment and conduct research, as well as for other academic needs.

## ***Undergraduate Course Audit***

Alumni may audit a University undergraduate course on a space-available basis after all matriculating students are registered. There is a \$50 audit fee for auditing a course. This fee includes a parking permit. Books and supplies are the responsibility of the auditing alum. No academic credit is earned, but the opportunity for lifelong learning can be invaluable.

## ***Graduate Course Audit***

Alumni may audit a University graduate course on a space-available basis after all graduate students are registered. There is a flat fee of \$100 for auditing a course. This fee includes a parking permit. Books and supplies are the responsibility of the auditing alum. Alumni must have the necessary academic

background to participate in the course, and the program director and instructor must approve the audit. No academic credit is earned.

#### ***Career Development Center***

The Career Development Center has joined a recruiting system called *eCampus Recruiter* that allows students and alumni to search for available full- and part-time employment and internship opportunities. Positions are posted directly on the website by approved employers and are organized by category. Resumes may also be posted online. For more information, contact the Director of Career Development at 614-251-4734.

#### ***Lifetime E-mail Forwarding***

After graduation, the ODU e-mail address may be retained for life. Once you sign up for this service, available to *new graduates only*, all e-mail that is sent to a current ODU e-mail address may be forwarded to an off-campus, personal e-mail address provided by the graduate.

#### ***ODU Online Alumni Community***

The alumni website provides a password protected online directory, event information and registration, online mentoring opportunities, and easy online giving to the ODU Annual Fund or Class Gift.

For more information about the services described above, please call the Alumni Office at 614-251-4608 or send e-mail to [alumni@ohiodominican.edu](mailto:alumni@ohiodominican.edu).

## **Athletics**

Ohio Dominican University is a member of the National Collegiate Athletic Association (NCAA II). The University sponsors 14 varsity sports: Men's and women's cross country, football, men's and women's golf, men's and women's soccer, women's volleyball, men and women's basketball, men's and women's tennis, softball and baseball. Additionally, the student population has a variety of club sports and intramural activities offered by Student Activities.

Eligibility standards are determined by the NCAA and are verified by the institution. First time entering freshmen must meet two of three entry-level requirements:

- A 2.0 high school composite GPA,
- Graduate in the upper half of the student's graduating class,
- Attain a score of 18 on the ACT or 860 on the SAT.

Additionally, the NCAA maintains standards for eligibility for all students after enrollment. These standards insure that all athletes are making normal progress toward their degree and are maintaining an acceptable GPA. Detailed information regarding these rules and regulations, along with departmental academic policies and procedures can be found in the *Athletic Department Academic Handbook*.

Athletic Grants are awarded on a year-to-year basis by individual coaches and must be approved by the Director of Athletics and the Director of Financial Aid. Athletes must meet academic requirements, coaches' requirements, departmental requirements, and University requirements for renewal. Information regarding player participation and expectations, practice and game policies, and athletic grant in aid contracts can be found in the *Athletic Department Student Handbook*.

The University Athletic Advisory Committee, chaired by the Faculty Athletic Representative, provides support and representation of the Athletic Department. The committee promotes the institutional mission and the goals of the NCAA. The committee makes recommendations and assists in problem solving within the University community on athletic department issues.



## **Career Development Center**

The Career Development Center provides assistance with choosing majors and career paths through counseling and assessments, and advises students in regard to career planning and professional development issues, including internships, resumes, cover letters, job search methods, interviewing skills and other related subjects. Office and internet resources include internship, part-time/full-time job postings, occupational information resources, and guides on professional development. Students are encouraged to contact the Center with questions or make appointments for advising. The Career Development Center can provide services such as those described below.

### **• Career Decision Making**

#### *Interest Inventory Testing:*

This method of career assessment takes inventory of a broad range of interest areas in order to apply them to specific career fields. Interest testing is based on the realization that people excel in work that involves things they have personal interest in.

#### *Personality Assessment:*

The purpose of this instrument is to better develop the student's self understanding. The instrument defines 16 personality types based on the individual's preferred way of doing things. This is an excellent means for determining the types of roles for which an individual is suited.

#### *Career Major/Counseling:*

This one-on-one process attempts to assimilate information gathered from an exploration of the student's background, activities and aspirations in conjunction with the assessments taken. The counseling process is a non-directive approach that allows the student to draw conclusions under the counselor's guidance. The goal is for the student to identify fields and careers that should be explored and researched, based on what he or she has learned. It is a collaborative effort between student and counselor.

#### *Graduate Programs*

The Career Development Center can help students determine the appropriateness of graduate programs in attaining long-term career goals. In addition, students can obtain information about graduate and professional programs and receive guidance or resources to assist with application, essay writing, and standardized tests.

### **• Professional Development**

#### *Resume Development*

Writing and maintaining an effective resume is the first step in the job search. Students can receive guidance on resume content, format, layout and strategies through written materials, seminars and critiquing by Career Development staff.

#### *Internships*

The Career Center places significant emphasis on internship experience for valuable, real-world application of classroom learning in addition to providing important practical experience for career entry. Career Center staff can help guide students through the process of securing suitable opportunities. Internships may be coordinated and accredited through certain academic programs or utilized absent any coursework or accreditation. Students should check with their academic advisors to determine if their internship experience can receive academic credit or be integrated with their coursework.

#### *Interview Preparation*

Successful interviews lead to job offers. Students are encouraged to learn about the process of job interviewing through materials and seminars. Emphasis is placed on appropriate dress and etiquette, fielding interview questions, employer decision process, job offers and benefits.

### *Mock Interview*

Students are given the opportunity to dress-rehearse for an employment interview in order to prepare, practice and refine their performance. Students are then critiqued on their presentation in order to increase their ability to interview successfully. Mock interviews must be scheduled in advance.

### *Job Fairs*

Information about local job fairs and guidance on utilizing them effectively is available through the Career Development Center.

### *Education Interview Day*

Schools from all over Central Ohio and other locations participate in on-campus interviews with graduating education majors during spring break. Education majors will be contacted about participating in this event during their senior year.

### *Job and Internship Postings*

Current postings are provided by employers and made available for students interested in full-time, part-time, internship, seasonal and volunteer opportunities. See the Career Center's website listed below for more information about this resource.

### *Job Search Methods*

Students can meet with a Career Center advisor to aid their search and receive advice about their strategies. The Career Center provides instruction about various methods for locating openings, and may advise students about current opportunities.

**For more information about these resources and services, students may visit the Career Development Center in Room 228 of the Griffin Student Center or contact the staff by email at [careercenter@ohiodominican.edu](mailto:careercenter@ohiodominican.edu) or by phone at 614-251-4733. The above subjects may also be accessed on the Career Center's website, at [www.ohiodominican.edu/Career](http://www.ohiodominican.edu/Career).**

## **Center for Instructional Technology and e-Learning**

Ohio Dominican University is committed to providing faculty, staff, and students with access to new and evolving technologies to enhance communication and learning opportunities for students. The Center for Instructional Technology and e-Learning (CITe) supports faculty and students in the many uses of technology, has responsibility for the telecommunications system on campus and oversees the ANGEL Learning Management System.

Students should first contact the ODU HelpDesk if they encounter a problem with ANGEL. For problems with campus telephones or for available technologies and their educational uses, students should contact CITe.

## **Family Educational Rights and Privacy Act (FERPA)**

Public Law No. 93-380, Family Educational Rights and Privacy Act of 1974, has set down requirements designed to safeguard student privacy both of access to student educational records and to the release of such records. Official educational records are maintained in the Office of the Registrar. Copies of records are provided to the Office of Academic Affairs, academic advisors and other administrative offices on as a need to know basis. Official educational records are released upon the student's written request only or, in the case of students who are defined as dependent according to the Internal Revenue Service, their parents. Ohio Dominican University defines directory information as a student's name, address, telephone number, e-mail address, class, degrees earned, date of degrees, dates of attendance and honors. Every time students register, they have the opportunity to notify the Office of the Registrar of their requests that this

information not be released outside the institution except to individuals, institutions, agencies and organizations authorized in the Act.

## **Institutional Review Board**

As a Catholic, liberal arts University guided by its mission, “to contemplate truth and to share the fruits of this contemplation,” Ohio Dominican is clearly committed to research, experimentation, and scholarship. Further, given the University’s historical dedication to issues regarding social justice and human dignity, research conducted under the auspices of the University must adhere to government and ethical guidelines and must not oppose those principles for which a Catholic institution stands. Briefly, no research can violate basic human dignity, place human subjects at unreasonable risk, or expose human subjects to unreasonable harm.

**All research involving human participants** must be submitted to the Chair of the Institutional Review Board (IRB) prior to use. Forms and further explanations are available on the institution internal F:\ drive.. **Research may not begin without IRB approval. Once approval has been granted, all materials must contain the following phrase: “Ohio Dominican University IRB approved.”**

## **International Office**

Ohio Dominican University recognizes that we live in a diverse society, globally and domestically. In addition to recruiting a diverse student body, we are committed to reflecting that diversity in our services and programs.

The International Office serves as a primary resource for achieving global education for both current Ohio Dominican students as well as incoming international students. For international students, the office provides immigration regulation and general advising services to international students with U.S. student visas, and hosts programs for new and current international students. The Office presents specialized programming aimed at increasing the awareness and visibility of international education at ODU. The office manages the University’s study abroad programs, including ODU Roma and the May Term programs, and works with faculty to create new study abroad opportunities. The office also provides advising for students seeking international educational experiences and international internships, conducts pre-departure orientations for outgoing study abroad students, maintains contact with students and host country coordinators throughout the terms abroad, serves as a resource for the students during the duration of the program, and works as a liaison between host institutions, students, and the academic departments at ODU.

Students who spend one full academic year studying abroad are exempt from the core seminar at that level, with the exception of the senior seminar that is required for the major.

Additional information the International Office is available on the ODU website at <http://www.ohiodominican.edu/internationaloffice>.

## **Library Resources**

The Ohio Dominican University Library is a valuable resource offering an online catalog with a collection of over 115,000 books, videos, and DVDs; access to over 165 online and full-text research databases; and nearly 9,000 continuing subscriptions to print and electronic journal publications. Access to additional material, including digital media, is provided through the library’s membership and strong reciprocal participation in the statewide academic library consortium, OhioLINK. In addition, the Library maintains agreements with some national and international libraries to share materials across borders. The library’s collections, along with many public-access PCs, data ports, and a wireless network, are available throughout the three floors of Spangler Learning Center 93.5 hours a week year-round.

The ODU Library offers exceptional services as well. In-depth research and reference assistance, course-integrated instruction, instructional collaboration, online research tutorials and documents, workshops, orientations, and assistance with the selection of new information resources are all available for the ODU community. The staff strives to help patrons search effectively so that they can find the most relevant information, evaluate what they have found, and use that information effectively in socially responsible and ethical ways. The library's goal is to help its patrons learn to think critically and innovatively about research.

The ODU Library staff is an enthusiastic and committed group of professionals. Each member of the dedicated staff, with combined library experience of over 100 years, strives to meet the challenge of upholding the ODU mission by providing excellent service to the entire ODU community.

Additional information about the library can be found on the University website at <http://www.ohiodominican.edu/library/>.

## **Office of Multicultural Affairs**

The Office of Multicultural Affairs provides education-based services that support academic success and personal development as well as to promote a sense of community that enhances the well-being of all students. These objectives are achieved through advising sessions, referrals to appropriate offices, and sponsorship of campus programming.

Ohio Dominican believes that all students should be given the opportunity to learn and experience many cultures while attending the University. Thus, social and cultural programs are designed with the purpose of educating the campus and community. In collaboration with University offices and student organizations, OMA works to provide events and workshops for the following celebrations:

- Black History Month
- Hispanic Heritage Month
- Dr. Martin Luther King, Jr. Day
- Women's History Month
- Unity Week
- Student Leadership Recognition and Awards

For additional information, please contact the Office of Multicultural Affairs at 614-251-4694.

## **Safety and Security**

Federal Law PL 101-542, the Student Right-To-Know and Campus Security Act of 1990 and Higher Education Amendments of 1992, require Ohio Dominican to publish safety and security policies and services as well as certain crime statistics. This information is compiled by calendar year and published every September. Students and prospective students may request copies of this report through the Admissions Office at 614-251-4500. University employees and prospective employees may request copies from the Personnel Office at 614-251-4557. Questions about this report or about campus safety and security may be directed to Public Safety at 614-251-4303.

## **Servicemember's Opportunity College**

As a Servicemember's Opportunity College (SOC), Ohio Dominican is committed to providing special services for military personnel through flexible opportunities for completion of a degree.

## **Disability Services**

No student on the basis of disability will be excluded from participation in, or denied benefits of, or subjected to discrimination in any college class or program at Ohio Dominican University. The University is also aware that students with varying types and degrees of disabilities may have special requirements for assistance so that the educational process as well as educational materials shall be effectively communicated. The University is prepared to make reasonable accommodations and adjustments on a case-by-case basis to assure nondiscrimination.

It is the obligation of the student, not the parents or advocates, to self identify to the Coordinator of Disability Services of Ohio Dominican University (hereafter "Coordinator"). It is the student's responsibility to provide the Coordinator with appropriate documentation that substantiates the disability and establishes the need for accommodation(s). (The University provides Guidelines for Documentation that can be obtained from the Coordinator's office.) The Coordinator will then evaluate and determine what additional procedure or aid, if any, may be required. The student shall make the need known to the Coordinator at the earliest available time and shall cooperate with the Coordinator in scheduling appointments for the purpose of evaluation of such student's need for aid and the extent of disability. Ohio Dominican University requires sufficient lead-time to provide any appropriate accommodations and cannot guarantee the availability of appropriate accommodations without adequate notice.

In making the determination as to the nature of, or the need for, additional educational aids, the Coordinator will meet with the student for necessary interviews. The Coordinator will endeavor to determine the extent of the student's impairment and the student's prior use of auxiliary aids. In most cases, the Coordinator also will consult with the student's instructors to determine the context of the classroom situation. The Coordinator may also consult with other specialists within and outside the University, and the student seeking assistance shall cooperate in such consultation.

If after receiving the determination of the Coordinator, the student is of the opinion that he or she does not have an effective opportunity to benefit from educational coursework, the student may appeal the determination of the Coordinator to the Vice President for Academic Affairs of Ohio Dominican University. The Vice President shall review the needs of the student and make an independent determination of which auxiliary aids or accommodations, if any, are appropriate, using the criteria described for such determination by the Coordinator. The Vice President's decision is final.



**Undergraduate and Graduate  
Academic Information and Regulations**

## Academic Forgiveness

An undergraduate student who has acquired a high proportion of low or failing grades in a given semester may apply to the Vice President for Academic Affairs for academic forgiveness under the following conditions. The application can be filed only when the most recently completed semester includes a grade point average of 2.00 or above for at least 12 semester credits earned or when a 2.00 or above has been earned in each of three consecutive terms in which a total of at least 12 semester credits has been completed. Forgiveness means that all grades and all credits for a given semester are eliminated and the semester is not counted in the cumulative grade point average although a list of courses taken and an indication that academic forgiveness was granted will appear on the transcript. No more than one semester may be forgiven. To request academic forgiveness, the student must write a letter of petition to the Vice President for Academic Affairs.

This program does not apply to graduate students.

## Academic Grievance Procedures and Grade Disputes

It is the student's right to follow all the steps outlined in the *Student Handbook and Planner* in the section titled, "Student Problem Resolution." Under normal circumstances, issues of an academic nature will be handled as below. Students with academic complaints are required to pursue the following informal procedures in registering their concerns with the institution.

1. Complaints of an academic nature, including but not limited to grade disputes, should first be discussed and resolution sought with the course instructor.
2. If resolution is not reached at the instructor level, the undergraduate student should bring the matter before the Chair of the Academic Division in which the course is offered; the graduate student should appeal to the Director of the program in which the course is offered. The chair or program director will verify that all department or division policies have been followed and that the student has been treated fairly. The chair or program director will render a written judgment in the matter.
3. If resolution is not reached with the Chair of the Division of the program Director, the matter may be brought to the Dean of Academic Programs. At his/her discretion, the Dean may call a meeting of the student, the professor, and the Division Chair or program Director to discuss the case. The Dean will verify that the student has had a fair opportunity to express him/herself fully, will review the decision of the Chair or program Director, and will verify that all institutional policies have been followed. The Dean will render a final written decision in the matter.

When the student feels that even further consideration is warranted, the formal grievance procedures outlined in the "Student Problem Resolution" section of the *Student Handbook and Planner* must be followed.

In grievances involving grade disputes, students need to note that assessing a student's performance in a course is the responsibility and the right of the individual faculty member. A challenge to a grade received in a course will be considered only when the student alleges that the grade received reflects other than appropriate academic criteria, such as achievement and proficiency in the subject matter as described in the course syllabus. Initiation of this grievance procedure must begin within six months of the end of the term in which the course was taken.



# Academic Integrity

Academic integrity presumes that each member of the academic community exhibits respect for him/herself, respect for others, respect for property (including intellectual property), and respect for authority. Honesty and respectful behavior are fundamental to the learning and development of each member of the academic community. Ohio Dominican University expects that all members of the community will adhere to these values through the honest pursuit of learning and through the maintenance of an atmosphere of support and respect within the community.

## **Honesty and the Pursuit of Truth**

On the front steps of Erskine Hall is inscribed the Dominican motto, "To contemplate truth, and to share with others the fruits of this contemplation." This motto guides the thinking and the actions of faculty and students at Ohio Dominican University. The Mission Statement also proclaims that the University "welcomes all sincere seekers of truth" into its academic community. Sincere truth seekers, by definition, approach their work with a commitment to honest inquiry, principled discussion, and debate. ODU expects that all members of the community adhere to the Dominican academic tradition and adopt a strict standard of integrity as their own.

## **Types of Academic Dishonesty**

Academic dishonesty and cheating in any of its forms will not be tolerated. Offenses such as copying from another person or using unauthorized notes or materials during exams, unauthorized collaboration on tests or projects, falsifying research and using fictitious data and so forth, are strictly prohibited.

## **Plagiarism**

A special form of academic dishonesty is plagiarism. Plagiarism occurs when a student submits work purporting to be his/her own, but that borrows ideas, organization, wording or anything else from some other source without an appropriate acknowledgment of that fact.

Plagiarism may take many forms. The most flagrant form of plagiarism consists of directly reproducing someone else's work, whether it is published or unpublished, complete or in part. Examples of this work would include books, articles, another's writings, a friend's paper in another class or school, or a page from the internet. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, the student and the student alone must do it except in cases where the faculty member requires collaboration.

Similarly, when the student's assignment involves research, she/he must be careful to acknowledge exactly what, where and how she/he has employed the work of others. If the student uses the words of someone else, quotation marks must be used with some appropriate indication of its origin added. A citation is also required when the organization, content and phraseology of another's thought remains substantially intact.

These guidelines apply equally to students' academic work of all kinds, and not only to written work. In a case where a student feels unsure about a question of plagiarism involving his/her work, she/he is obligated to consult the instructor on the matter before submitting it. Students who violate University and instructor policy on plagiarism are subject to University discipline.

A thorough discussion of plagiarism occurs in the college writing courses, ENG 101 and ENG 102. Faculty members in other courses and other fields also establish expectations and provide guidance about academic honesty in their fields. Students are encouraged to carefully observe academic honesty guidelines presented in all their courses.

## **Procedure for Addressing Academic Dishonesty (including Plagiarism)**

When a student engages in academic dishonesty, the professor will decide the appropriate course sanction (perhaps failure for the assigned work or failure for the class), complete the Academic

Disciplinary Action Form with appropriate supplementary material, and file this material in the Office of Academic Affairs.

If a student's actions form a pattern of academic dishonesty, the Office of Academic Affairs will bring formal charges against the student, and a hearing will be held following the Academic Disciplinary Hearing Procedure (see Academic Grievance Procedures and Grade Disputes section of catalog).

## **Academic Programs**

### **ADULT STUDIES PROGRAMS**

#### **LEAD (Learning Enhanced Adult Degree)**

The Learning Enhanced Adult Degree Program is a cohort based, accelerated degree completion program. Currently, the LEAD program offers four programs of study: Associate of Science in Business, Bachelor of Science in Business Administration, Master of Business Administration, and Master of Science in Management.

The program is designed to meet the needs of the working adult in a format that allows the adult to take advantage of his or her professional background while concentrating on one subject at a time in a setting that demands teamwork. While striving to provide students with the tools necessary to complete their degree successfully, this program provides something more—it attempts to instill in each student the belief that “the quest for truth is a lifelong activity.” In addition, it provides them with the critical, analytical, and reflective skills necessary to continue that pursuit. The LEAD Program strives to provide students with an education that works in a service-oriented atmosphere.

The LEAD Program challenges the adult learner to develop knowledge and awareness of human problems and personal values through a well-planned, sequenced curriculum that integrates—within the curriculum—advanced cognitive skills, awareness of self and others, values and ethics clarification, and social and interpersonal skills.

Courses are taught in the evenings to accommodate the full-time working adult. Both on-campus and off-campus sites provide the student the opportunity to choose a location that suits his/her needs.

#### **Prior Learning Assessment (PLA) – Undergraduate Students**

Prior learning assessment is a process whereby learning individuals have acquired and have not had transcribed by a college or university is evaluated to determine whether or not it is comparable with what is taught in college. If this learning is found comparable, it may be recognized by the awarding of credit.

Three forms of prior learning assessment are available at Ohio Dominican University: CLEP (College-Level Examination Program), ACE (American Council on Education), and assessment by portfolio. CLEP consists of computer-based exams that enable students to earn college credit by examination. A more detailed description of CLEP appears elsewhere in this catalog. ACE has published guidelines for credit recommendations documenting certain forms of military or corporate training. Individualized assessment at Ohio Dominican University is most often accomplished through portfolios of prior learning, based on techniques developed by CAEL (Council for Adult and Experiential Learning).

Those individuals interested in the PLA by portfolio program must be adults with significant life/career experience. Degree candidates at Ohio Dominican University must not have reached college senior status.

Student advising for the PLA program begins initially by contacting the Dean of Academic Programs and in consultation with the PLA coordinator. The Dean or student's academic advisor will help the student determine which of the above-mentioned options, if any, best fit the individual's needs.

If it is determined the student is a candidate for assessment by portfolio, the student will be instructed as to how to identify, describe, document, and organize the learning materials in order to create a portfolio. Faculty evaluators provide guidance, clarify learning outcomes, and determine whether credit is awarded for a completed portfolio.

A maximum of 32 credits may be earned in the assessment by portfolio program. All credits may be applied toward an undergraduate degree or licensure. The credits earned through any of the Prior Learning Assessment options *do not* fulfill the residency requirement for a degree at Ohio Dominican University.

### **Professional Development Opportunities**

Learning and training opportunities are offered for professionals in a variety of fields. Teachers can choose from numerous courses that provide graduate credit or non-credit professional development units. Courses are offered at various sites around the state and online.

For others seeking professional development, tailored programs are designed to meet the particular needs of a variety of institutions, corporations, agencies, and associations.

For additional information regarding professional development at ODU, please contact the Office of Academic Affairs.

### **Certificate Programs**

Certificate programs are clusters of credit courses focusing on a particular area of achievement. Depending on the certificate program taken, credits earned may be applied toward a degree. The following certificate programs are available: Coaching, Communication Studies, and Gerontology.

### **Online Programs**

The Ohio Dominican University online programs and courses significantly expand the learning opportunities for students of all ages around the world. Degree seeking and non-degree seeking students have the opportunity to participate in undergraduate courses, graduate degree programs and courses, or non-credit professional and personal development programs.

## **GRADUATE STUDIES PROGRAMS**

Graduate Studies programs are fully accredited and are taught by dedicated scholars who value the art of teaching as well as the skills of research and scholarship; and they conform to both the best practices of their disciplines and the values of the University's Catholic, Dominican heritage.

### **Master of Arts in Theology**

The program prepares students for ministry by providing a curriculum rich in the theological tradition of the Church. The program's primary focus is on the needs of the Diocese of Columbus for lay pastoral associates, directors of parish schools of religion, youth ministers, high school religion teachers, and campus ministers. The course of studies also provides a theological foundation for all persons interested in deepening their Christian commitment and ministerial options. At the center of the program is a curriculum in biblical, historical, systematic, and pastoral theology.

## **Master of Business Administration**

The Ohio Dominican University MBA Program is designed to provide students a comprehensive business education while stressing ethical leadership and strategic agility. The program offers students a learning experience consistent with Ohio Dominican University's tradition of providing intellectual development and growth in truth and ethical perspective while advancing career readiness in the dynamic, competitive and increasingly globalizing world of business. The program successfully prepares graduates to serve in middle and senior level leadership roles in a wide variety of organizations.

### **Three Formats -- One Degree**

The Ohio Dominican University MBA Program is currently offered in three distinctive delivery formats, each tailored to meet the unique needs of students:

- ***The LEAD Format:*** The Learning Enhanced Adult Degree (LEAD) MBA Format is designed to meet the learning needs of the working adult. Students attend classes one night per week on a year-round basis at one of our campus locations (Easton, Tuttle, and Main Campus). Students may complete the program in as few as 14 months, and may begin the program at a wide variety of start dates throughout the year.
- ***The Traditional Calendar Format:*** The Traditional Calendar MBA Format is designed for recent graduates of undergraduate programs who are accustomed to the traditional rhythms of the academic year or working adults who prefer to attend classes on a traditional academic calendar (fall and spring terms). This calendar option maintains between-term and summer breaks and regular campus holidays. It offers students an opportunity to complete the MBA Program in as few as 14 months while attending evening classes at the main campus. A Public Administration concentration is available to students. Students may begin the program throughout the academic year at any of five start times.
- ***The 4+1Format:*** The 4+1 MBA Format is designed for full-time, undergraduate students who would like to complete an undergraduate degree as well as an MBA in as few as five full-time academic years. The 4+1 Format is offered at the main campus with classes scheduled on the traditional academic calendar.

## **Master of Arts in Liberal Studies**

The graduate program in liberal studies is designed to make connections between the study of the liberal arts and the lifelong journey toward becoming fully human. This is accomplished through the rigorous study of past and present attempts to understand the human spirit. Its courses are interdisciplinary in design and involve the rigorous study of primary sources and theory, both historical and contemporary. As such they include significant research that demonstrates independent critical thinking, critical reading, clear and concise writing, and the mastering of the historical overview of their subjects.

## **Master of Education in Curriculum and Instruction**

The Master of Education program is designed to prepare practicing teachers with advanced knowledge and skills by establishing a culture for learning and experiences that are intended to encompass the application of theory into practice. Diverse instructional models and strategies are employed to cultivate knowledge and skill in engaging active involvement in learning and to promote professional relationship with colleagues and community with a focus on educational issues. The program is offered on campus, online, and at several off site locations throughout the Columbus area.

## **Master of Arts in Teaching English to Speakers of Other Languages**

The Master of Arts in TESOL provides candidates with a firm foundation in TESOL history, principles, and practices as well as research methods and professional development. Candidates who complete the program will be well prepared to enter programs of advanced study in TESOL,

become active participants in regional and national TESOL organizations, and address issues that affect speakers of other languages in the classroom and the community. Furthermore, because every course requires writing and research, culminating in a thesis, the program enables students to make important contributions to TESOL, education, and community service. Building upon Ohio Dominican University's tradition of teaching excellence, as well as the National Council for the Accreditation of Teacher Education (NCATE) standards for ESL teacher education in grades P-12, the program assists interested students in acquiring the TESOL Multi-Age License in Ohio.

### **Five-Year (4+1) MBA and Five-Year (4+1) MBA with a Concentration in Accounting**

The Five-Year (4+1) MBA Programs are designed to enable traditional students to earn a bachelor's degree in a business field and a master's degree in Business Administration in just five, full-time, years of study. These programs are specifically designed for high-achieving undergraduate business majors (business administration, economics, accounting, finance, or international business) who are likely to succeed given the rigor of the graduate courses offered.

The programs integrate the advantages of a liberal arts and business education while developing graduates who can think analytically, lead ethically, and communicate effectively. Students enrolled in the traditional 4 + 1 MBA program will be exposed to contemporary thinking in management and leadership, while honing their knowledge of functional business areas such as finance, accounting, management and marketing. Additionally, students will expand their critical thinking and communication skills through the study of philosophy, ethics, economics, art, literature and history.

Students enrolled in the Five-Year (4+1) MBA Program with a Concentration in Accounting will work to achieve the same academic objectives as the traditional 4 + 1 MBA program, while also meeting the academic requirements necessary to sit for the Uniform Certified Public Accountant (CPA) Exam. At the end of five years, students will have earned a bachelor's degree in accounting, an MBA, and will have completed the total credit-hour and content-area requirements necessary to sit for the CPA Exam.

### **Master of Science in Management**

The Master of Science degree in Management is designed to serve those students interested in strengthening their capacity to effectively and ethically manage others in an organizational context. It provides students depth in management content areas including strategy, leadership, performance management, creativity and innovation, human resource management and change management. While still touching on critical business knowledge areas including economics, accounting, finance, information technology and business ethics, the Master of Science degree in Management offers greater depth in the knowledge and skills important to those who wish to effectively manage others in ways that further an organization's values and strategies.

## **SPECIAL STUDIES PROGRAMS**

### **The Charles School**

The Charles School at Ohio Dominican University is a tuition-free public high school, and is a part of the Graham Family of Schools. The School is open to students entering the ninth and tenth grades and is located adjacent to the ODU campus. The five-year Early College High School curriculum allows students to complete six years of coursework in a five-year period—receiving a high school diploma and up to 62 hours of college credit towards an associate's degree.

The Charles School is part of a network of Early College High Schools around the country and is the first to provide experiential learning opportunities in conjunction with a rigorous academic program. Parents, students, teachers, administrators, and community partners at The Charles School help young, motivated learners be successful. Students can choose to continue their

education at ODU or another institution and gain a competitive edge while saving time and money.

### **Seniors to Sophomores Program**

The Seniors to Sophomores Program allows students who meet admission standards to complete their final year of high school and their first year of college at the same time, with the State of Ohio covering the tuition. The plan is an expansion of the Post-Secondary Enrollment Options plan, which allows high-school students to take college courses.

To be eligible, students must pass the Ohio Graduation Test, obtain an ACT or SAT score acceptable to the university, earn a C average in Algebra II, and take three years of English. This program was instituted by the State of Ohio in an effort to increase the number of high school graduates who go on to college.

### **Project JumpStart**

The Project JumpStart, Dual Enrollment program, provides an opportunity for academically advanced secondary students to earn college credit for select courses while still in high school. Students, who meet the high school eligibility standards, program admission requirements, have parental consent, and written permission from the school principal or guidance counselor may participate in dual enrollment courses. These students will graduate from high school with both a high school diploma and college credit at Ohio Dominican University. Other institutions may also accept this credit. Ohio Dominican's Dual Enrollment Program, Project Jump/Start, is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

## **UNDERGRADUATE STUDIES PROGRAMS**

The Undergraduate Studies Programs at Ohio Dominican University are committed to the holistic education of its undergraduate student body. Student learning extends well beyond the classroom, and the university seeks to harness the potential of educating the whole person through close cooperation between academic affairs and student development. Faculty, other academic staff, and student development professionals work together to provide learning activities so that each student might experience the fullness of the educational process. At the heart of this process is the Student Engagement Model, which provides a theoretical framework around which programs are developed.

Undergraduate Studies is the largest program of the University. Ohio Dominican University offers five degrees:

Bachelor of Arts	-	23 major programs
Bachelor of Science	-	21 major programs
Bachelor of Science in Education	-	4 major programs
Associate of Arts	-	3 major programs
Associate of Science	-	2 major programs

This catalog describes each of the undergraduate programs of the University. Policies and procedures governing the academic aspects of this holistic experience are also listed in the catalog.

# Academic Standing

## Academic Standing of Undergraduate Students

The faculty at Ohio Dominican University wants each student to be successful and to advance at a satisfactory rate. The primary measure of satisfactory progress is the student's grade point average (GPA), and this tool is used to determine academic standing. The GPA is calculated by dividing the sum of the grade points earned at ODU by the number of credits attempted as described in the section on grading. The Registrar reviews students' academic performance with the Dean of Academic Programs, and the Dean of Adult Programs at the end of each semester to determine the students' academic standing. The academic standing of an undergraduate student will be categorized as follows.

### Good Standing

Good academic standing entitles a student to all the rights and privileges of enrollment at ODU. A relationship between the student's total credit hours attempted and the student's GPA, as shown in the chart on the next page, determine good standing.

### Probation

A student whose cumulative GPA falls below the standards of Good Standing, but not to the level of suspension or dismissal, is considered to be on probation. Probationary standing is assigned to an undergraduate student if the student's GPA in a single semester is 1.5 or less; if after completion of 63 credits, the student's GPA in the major falls below 2.0; and if the student's GPA is less than what would be considered good standing based on the table on the next page.

Students on probation:

- Receive a notice of academic jeopardy from the Dean of Academic Programs;
- Non-LEAD students must meet with their academic advisor to complete the Contract for Students on Probation;
- Non-LEAD students may not enroll in more than 16 credits in the following term; however, the student is encouraged to limit enrollment to 12 credits;
- Will be encouraged to seek out appropriate resources to help return to good academic standing.

Probationary standing in successive terms or courses may lead to academic suspension or dismissal.

### Academic Suspension

Students whose cumulative GPA falls below the good standing and probation standards on the chart on the next page are academically suspended from the University. Suspended students are removed from the rolls and may not attend classes. Students enrolled in the traditional format may appeal their suspension by petitioning the Academic Standing Committee of the University. Students enrolled in the LEAD Program should contact the Dean of Adult Programs. Students should follow the appeal procedure outlined below. The suspension will remain in force until the appeal is heard.

### Appeal of Academic Suspension

The non-LEAD program student who has been academically suspended from the University may appeal the suspension to the Academic Standing Committee. The appealing student must complete the "Appeal of Academic Suspension" form sent to the student with the notice of suspension. This form must be submitted by the stated deadline to the Dean of Academic Programs. The Committee will review the appeal form, the student's entire academic record, comments and recommendations from the student's faculty members, and when appropriate, input from Student Development and Residence Life. The Committee may decide to continue the suspension or may decide to reinstate the student with or without conditions. The Committee decision is final.

The LEAD program student must complete the "Appeal of Academic Suspension" form sent to the student with the notice of suspension. This form must be submitted by the stated deadline to the

Dean of Adult Programs. The Dean will review the appeal with the student's LEAD advisor. The Dean may decide to continue the suspension or may decide to reinstate the student with or without conditions. The Dean's decision is final.

A reinstated student must demonstrate significant improvement in academic performance during the following semester. A reinstated student whose GPA again falls into the suspension/dismissal category on the chart below will incur a final dismissal from which there is no appeal.

<b>Total Credit Hours Attempted*</b>	<b>CUM GPA For Good Standing</b>	<b>CUM GPA For Probation</b>	<b>CUM GPA For Suspension or Dismissal</b>
1-17	1.75 and above	1.74-1.0	Below 1.0
18-34	1.85 and above	1.84-1.5	Below 1.5
35-62	2.0 and above	1.99-1.8	Below 1.8
63-91	2.0 and above	1.99-1.95	Below 1.95
92+	2.0 and above	Does not apply	Below 2.0

**\* Total Credit Hours Attempted refers to the sum of hours attempted at ODU and all other credit hours that Ohio Dominican University has accepted toward graduation (transfer, transient, CLEP, PEP, prior learning experience, Advanced Placement, DANTES, HECC and similar types of credit)**

### **Final Dismissal**

Students are subject to Final Dismissal under the conditions listed above. A student who has received a Final Dismissal from Ohio Dominican has exhausted all remedies and appeals for returning to Good Standing and is no longer a student at Ohio Dominican.

## **Academic Standing of Graduate Students**

Graduate students are expected to make appropriate academic progress toward the successful completion of their degrees. The graduate faculty at Ohio Dominican University wants each student to be successful and to advance at a satisfactory rate. The primary measure of satisfactory progress is the student's grade point average (GPA), and this tool is used to determine academic standing. The GPA is calculated by dividing the sum of the grade points earned at ODU by the number of credits attempted as described in the section on grading. The Registrar reviews the academic performance of each student with the Program Directors of the graduate programs and the Dean of Academic Programs at the end of each semester. Students receive written notification if they are in other than good standing.

### **Academic Probation and Dismissal**

A graduate student is placed on academic probation whenever the cumulative grade point average is below 3.000. A student on probation will be restricted to one course per term until the cumulative GPA reaches a 3.000. If a cumulative of 3.000 has not been reached after the completion of nine additional semester hours, the student will be academically dismissed from the University.

## **Academic Stop-Out Program**

The Academic Stop-Out Program is for students in good academic, financial, and conduct standing who wish to take an academic leave of absence for up to a maximum of two semesters, excluding summer, during their entire career at Ohio Dominican University. Upon returning to the University, students will remain under the academic degree requirements of the catalog the student was following at the time of declaring "Stop-Out" status; and provided all deadlines and policies are observed, students will not be required to apply for readmission. Students may not take coursework at another college or university while on Academic Stop-Out.

Additional information and an Application for Academic Stop-Out are available from the Office of the Registrar or online at <sup>My</sup>ODU.



# Admission to the University

## General Policies and Procedures

In keeping with its principles and traditions, Ohio Dominican University accepts only those students who by previous background and academic performance demonstrate a reasonable probability of success at the University. To this end, Ohio Dominican University has established entrance criteria limiting admission in most cases to those individuals whose prior grades and courses, national achievement test scores, and personal accomplishments combine to predict academic success.

Admission to the University is granted without regard to race, religion, color, national or ethnic origin, gender, age, disability, or marital status. Ohio Dominican University also ascribes to the equal opportunity mandates of the federal government, and to the statements of ethical recruiting practices adopted by the National Association of College Admissions Counselors (NACAC).

## UNDERGRADUATE ADMISSION

Students applying for undergraduate admission must file all required materials with the Ohio Dominican University Office of Undergraduate Admissions (Please note: separate instructions and deadlines for international students and graduate students are outlined later in this section). Application forms may be obtained by contacting:

Ohio Dominican University  
Office of Undergraduate Admissions  
1216 Sunbury Road  
Columbus, Ohio 43219  
Local Phone: 618-251-4500  
Toll Free: 1-800-955-OHIO (6446)  
[www.ohiodominican.edu](http://www.ohiodominican.edu)  
[admissions@ohiodominican.edu](mailto:admissions@ohiodominican.edu)

In general, Ohio Dominican University operates on a rolling admission basis with applications being considered as soon as all essential materials have been received. Students are usually notified of their status within two weeks of completing their application file. Once a student has decided to attend Ohio Dominican University, a \$150 enrollment deposit must be submitted to reserve a place in the entering class. This is not an additional cost and will be deducted from the initial billing statement from the Business Office. The enrollment deposit must be received before a student may register for classes as a first time student. The enrollment deposit is refundable (if requested in writing) until May 1 for students who are enrolling for the Fall Semester; December 1 for students who are enrolling for the Spring Semester; and April 1 for students who are enrolling for the Summer Term.

**Campus Visits** - Ohio Dominican University welcomes prospective students and parents to the campus throughout the year. Guided tours of the ODU campus are provided by Ohio Dominican University Student Ambassadors. During the visit, a prospective student may attend classes, meet with admissions and financial aid representatives, faculty, current students, and eat in the dining hall. Tours are available from 9:00 a.m. to 4:00 p.m. on weekdays, and 9:00 a.m. to 12 noon on most Saturdays. To ensure that all requests are met during a campus visit, appointments are recommended and may be arranged by calling 800-955-6446 or 614-251-4500. The Office of Undergraduate Admissions is located in Sansbury Hall, on the east side of Sunbury Road.

## Freshman Admission

**Preparation** - Applicants for admission to Ohio Dominican University must demonstrate the capacity to perform successful college-level work. The University seeks students who have prepared themselves for a liberal arts curriculum by taking at least 16 units of college-preparatory courses. Although the University

does not prescribe how these units should be distributed, the recommended high school curriculum includes four units of English and mathematics, and three units each of science, foreign language, and social studies.

***Documents And Procedures*** - All students applying for undergraduate admission to Ohio Dominican University directly from high school must submit the following documents to the Director of Admissions:

1. A completed and signed Ohio Dominican University Application for Undergraduate Admission; including a \$25 application fee (fee is waived if application is submitted online).
2. An official transcript of the high school record showing all courses taken and cumulative grade point average at least through the end of the junior year. (All transcripts submitted become the property of Ohio Dominican University and are not returnable.)
3. The official scores from either the American College Test (ACT) or Scholastic Aptitude Test (SAT). Applicants who have been out of high school for at least two years need not take these tests. A student may request that either the ACT or SAT scores be sent to Ohio Dominican University in the form of a formal score report from the testing agency. Ohio Dominican University's ACT code number is 3256; the SAT code number is 1131.

***Final High School Transcript*** - A final high school transcript showing the graduation date must be sent to Ohio Dominican University. It is the sole responsibility of the student to assure that this document is requested from the high school after graduation and sent to the Ohio Dominican University Office of Undergraduate Admissions.

***Academic Standards*** - Prospective first year students can expect to be accepted for admission if they have achieved a cumulative grade point average of at least "C+" or better in high school (2.5 on a 4.0 scale); a composite score of 20 or higher on the American College Test (ACT) or a combined score of at least 1425 on the Scholastic Aptitude Test (SAT).

***Homeschooled Applicants*** - Every effort is made to accommodate the special circumstances of homeschooled students during the admissions process. We require that all applicants submit an ACT or SAT score with their application. These tests are administered independently of school systems and are open to anyone.

Students completing their high school education under the umbrella of a diploma-granting organization must submit evidence of the coursework completed and level of performance. Students not connected with any such institution, may submit the GED as evidence of completing a commonly accepted body of secondary coursework. A student with a minimum Ohio GED score of 2750 can expect to be accepted for admission to the University. In the absence of either transcript information or a GED, a student's work must be evaluated without statistical evidence comparing the student's performance and choice of secondary curriculum to those of his/her peers. To help us evaluate the student's level of preparation for college-level work, the student will need to present a portfolio of the work indicative of his/her academic achievements. This may contain records such as grades from a community college or other post-secondary level courses that may have been taken, scores from AP tests (these are also administered independently of schools), recommendations from qualified tutors or teachers, examples of independent research, evidence of completed units in science, mathematics or other concrete academic subjects, or descriptions of books and other curricular materials used and mastered in preparation for college-level courses.

Letters of recommendation are particularly important for homeschooled applicants, and students are encouraged to select references very carefully. The references should be able to describe specific activities in which the student participated and to evaluate the student's performance through the eyes of experience and objective judgment. The only way we can understand what the student brings to Ohio Dominican University, in the absence of conventional records, is to have it explained clearly and without prejudice.

In accordance with the U.S. Department of Education, homeschooled students who would like to be eligible for Federal Financial Aid, are required to have a General Education Development (GED) certificate, pass an approved “ability to benefit” test, or have completed a high school education in a home school setting that is treated as a home school or private school under state law.

**GED Applicants** - Students having completed the General Educational Development (GED) high school equivalency program must provide evidence of their achievement by submitting an official copy of the Certificate and the actual scores. A minimum score of 2750 is generally required for admission to the University.

### **Transfer Student Admission**

**Documents And Procedures** - Students seeking undergraduate admission to Ohio Dominican University after studying at another institution of college rank must submit the following documents to the Director of Admissions:

1. A completed and signed Ohio Dominican University Application for Undergraduate Admission showing all institutions previously attended, and a \$25 application fee (fee is waived if application is submitted online).
2. Official transcripts from all regionally accredited colleges, universities, and similar institutions previously attended. (All transcripts submitted become the property of Ohio Dominican University and are not returnable.)

**Academic Standards** - Transfer applicants are generally acceptable if they show evidence of good academic standing at the institution last attended and have achieved a cumulative grade point average of at least 2.25 (4.0 grading scale) in their previous college-level academic coursework. Students with fewer than 24 semester hours of transferable credit (36 quarter hours) must also submit an official copy of their high school transcript for evaluation and consideration.

Students who have completed six or fewer semester hours (or nine quarter hours) of transferable college/university credit are considered to be entering freshman and not transfer students.

### **International Student – Undergraduate Admission**

Ohio Dominican University is approved by the Citizenship and Immigration Services of the U.S. Department of Homeland Security to accept and enroll nonimmigrant foreign students.

**Documents And Procedures** - Applicants from foreign countries must file the following credentials with the Office of Admissions.

1. Electronic application form located at:  
[https://www.ohiodominican.edu/oduapps/international/international\\_students/internationalapp.aspx](https://www.ohiodominican.edu/oduapps/international/international_students/internationalapp.aspx). Please make sure this is filled out carefully and completely. For applicants wanting to submit a paper application, please contact the International Office.
2. Proof of English proficiency for those whose first language is not English. Ohio Dominican accepts the following:
  - Official TOEFL (Test of English as a Foreign Language) score of at least 550 (79 – internet based). ODU Institutional TOEFL code is 1131. For more information, please go to: [www.ets.org/toefl/](http://www.ets.org/toefl/).
  - Official STEP EIKEN score of 1<sup>st</sup> and Pre-1<sup>st</sup> for Japanese students. For more information, please go to: <http://www.eiken-ryugaku.com/university/index.html>.
  - Successful completion of ELS Level 112 intensive program. For more information, please go to: <http://www.els.edu>.
  - Official IELTS band score of at least 6.5. For more information, please go to: <http://www.ielts.org>.

3. Official SAT or ACT score (recommended). For more information, please go to: <http://collegeboard.com>. Applicants must request an official score report to be sent to Ohio Dominican University, College Board code: 1131.
4. Personal Statement. Write a personal statement describing personal and educational goals and how ODU will help in reaching them. This statement should be at least 250 words in length.
5. Academic Records. Applicants must submit to World Education Services (WES) all official academic transcripts/records from the last academic institution(s) attended (high school or university). Applicants must also submit the results of any standardized examination taken (e.g., O-level and A-level, SSCE, CXC, IB). Transcripts and records should be sent directly from the educational institutions to WES. Applicants may use the International Student Transcript Request Form to request transcripts to be sent. Applicants are also encouraged but not required to send in other materials that attest to academic ability, such as letters of academic reference or examples of academic work (e.g., a major research paper). For more information on WES, please go to: <http://www.wes.org/index.asp>.
6. Declaration and Certification of Finances Form. The financial sponsor and guarantor of the applicant must complete this form. Please read the form carefully. An I-20, the immigration document required to apply for a visa to enter the United States and to study at ODU, cannot be issued to an accepted student, if this is not properly and accurately completed.
7. Evidence of Financial Support. Along with the Declaration and Certification of Finances form, evidence that the applicant's financial guarantor has funds available for at least the first year must also be submitted. Sufficient evidence would include a current bank statement in the name of the sponsor on bank letterhead or an official award letter for a scholarship or fellowship. The documents must be less than one year old. An I-20 cannot be issued without the completed form as well as evidence of financial support.
8. International Student Advisor Report Form. This form is only for those applicants who are currently in F1 status at another institution in the United States, either studying or on optional practical training (OPT). This form is used to verify that the applicant's current school will be transferring the immigration (SEVIS) record to ODU so that ODU can issue an I-20. Contact the International Office for further information.

### **Returning Student Readmission**

An Ohio Dominican University undergraduate student whose attendance has been interrupted for a period of one semester or more must apply for readmission through the Office of Undergraduate Admissions in order to resume academic work. Students are subject to graduation requirements in effect at the time of readmission. An official transcript from any institution attended since leaving the University must be submitted to the Office of Undergraduate Admissions.

Students on official Academic Stop-Out do not need to apply for readmission.

### **Special Admissions Programs**

***Second Baccalaureate Degree*** - Candidates who already hold a baccalaureate degree and who seek admission to pursue a second undergraduate degree must file an application for admission and submit official transcripts from each college or university attended.

***Part-Time Degree Seeking Students*** - All part-time students interested in earning an undergraduate degree must complete the Ohio Dominican University Application for Undergraduate Admission and submit official transcripts from all colleges previously attended to the Office of Undergraduate Admissions. Students who have never attended college or transfer fewer than 24 semester hours/36 quarter hours must submit official high school transcripts.

***Non-Degree Seeking Students*** - Students who do not wish to pursue an Ohio Dominican University degree must file an application for admission and submit official transcripts from each college or university attended or proof of high school diploma or GED.

**Transient Students** - Students who wish to enroll in Ohio Dominican University courses to transfer to the college or university from which they expect to receive their degree must file an application for admission and submit an unofficial transcript or letter of good standing from their home institution.

## **GRADUATE ADMISSION**

Students applying for graduate admission should file all required materials with the Ohio Dominican University Office of Graduate Admissions. Application deadlines are approximately 30 days before the start of a semester. Please contact the Graduate Admissions Office for specific program dates and deadlines. Application forms may be obtained by contacting:

Ohio Dominican University  
Office of Graduate Admissions  
1216 Sunbury Road  
Columbus, Ohio, 43219  
Phone: 614-251-4615  
[www.ohiodominican.edu/graduate](http://www.ohiodominican.edu/graduate)  
[graduateadmissions@ohiodominican.edu](mailto:graduateadmissions@ohiodominican.edu)

In general, Ohio Dominican University operates on a rolling admission basis with applications being considered as soon as all essential materials have been received. Students are usually notified of their status within two weeks of completing their application file. Once a student has decided to attend Ohio Dominican University, a \$100 tuition deposit must be submitted to reserve a place in the entering class. This is not an additional cost and will be deducted from the initial billing statement from the Business Office. The tuition deposit must be received before a student may register for classes as a first time graduate student and is refundable (if requested in writing) until August 1<sup>st</sup> for students who are enrolling for the Fall Semester, December 6<sup>th</sup> for students who are enrolling for the Spring Semester, and May 9<sup>th</sup> for students who are enrolling for the Summer Session.

**Campus Visits** - The Office of Graduate Admissions personally invites you to meet with the program director of your interest and a graduate admissions representative. The purpose of the appointment is to better your understanding of the admissions process, review your financial aid options, and increase your knowledge about the program itself. To assist us in making your visit as successful and enjoyable as possible, please call (614) 251-4615 at least one week in advance of your intended visit. To learn of upcoming Graduate Information Sessions, please contact the Graduate Admissions Office at 614-251-4615.

**Documents and Procedures** - All students applying for graduate admission to Ohio Dominican University must submit the following documents to the Office of Graduate Admissions:

### **Part A - General Graduate Admission Requirements**

1. Complete and sign the Application for Graduate Admission and forward it to the Ohio Dominican University Office of Graduate Admissions with your non-refundable \$25 application fee. Payment can be made in the form of a check or money order made payable to Ohio Dominican University. The fee is waived for ODU alumni.
2. Forward your official college transcripts directly to the Ohio Dominican University Office of Graduate Admissions. If you have attended more than one college or university, an official transcript is required from each. (All transcripts submitted become the property of Ohio Dominican University and are not returnable.)
3. Forward three (3) completed recommendation forms to individuals who can address your academic potential. It is recommended at least one reference be from an academic source. Applicants to the Master of Education program are not required to submit recommendation forms.

## Part B - Program Specific Graduate Admission Requirements

In addition to the general graduate admission requirements stated above, applicants must also complete specific admission requirements for the program in which admission is sought. Please complete the following application requirements for your particular program of study. **Please refer to the appropriate graduate program section for complete information on individual program admission requirements.**

- **Master of Arts in Liberal Studies**  
Applicants must submit a 3-5 page autobiographical essay that addresses the characteristics of a liberally educated person with emphasis on how to integrate these characteristics into own life. Essays will be evaluated in terms of clarity of thought and expression, organization, appropriate use of language and vocabulary and other dimensions that might predict the applicant's potential as a graduate student.
- **Master of Arts in Theology:**  
Applicants must submit a 3-5 page autobiographical essay in which his or her academic and/or ministerial goals are identified.

All applicants must have completed 20 semester hours of undergraduate theology or its equivalent. Conditional admission may be granted to applicants without this requirement. Conditional admission status will be reviewed after the completion of six (6) graduate credits—including THL 510: Introduction to Theology.

- **LEAD MBA Program:**  
Applicants must submit an essay and resume, have three (3) years of significant work experience, and have an interview with the LEAD staff.
- **MBA Program - Traditional Calendar Format:**  
Applicants must submit a two to three page (500 to 750 words) essay that addresses their personal, academic and vocational history, career goals, and reasons for applying to the program.

It is expected that students entering the MBA program will have a basic understanding of quantitative thinking and of the fundamental business processes of economics, accounting, finance, and statistics. Conditional admission may be granted to applicants without this requirement.

- **Master of Education:**  
Applicants must submit a 750 word essay describing the attitudes and beliefs a teacher should possess to be an effective educator in the 21<sup>st</sup> century. Applicants must respond to the information below:
  - Research has long suggested that teachers need to be adept in both content knowledge and pedagogical skills in order to be effective educators. Increasingly, however, a growing body of scholars and researchers suggests that the attitudes and beliefs that teachers hold are equally important. In 750 words, write a response to the prompt below. You may wish to consider what attitudes teachers should have toward their students; what beliefs teachers should hold toward the learning process; and what values should be placed on collaboration and communication.
  - Essay Prompt: Describe the attitudes and beliefs a teacher should possess to be an effective educator in the 21<sup>st</sup> century.

Applicants must possess a teaching certificate/license for admission into this program. Only provisional, professional and permanent certificates or licensures are accepted. It is

recommended that applicants have one year of teaching experience or be currently teaching.

Applicants must sign the Master of Education Acknowledgement Statement indicating understanding that the M. Ed. Program is designed for the practicing, licensed classroom teacher and does not lead to initial licensure.

Applicants must have: a) an undergraduate GPA of 3.000 or higher, or b) completed at least nine semester hours at the graduate level from a regionally accredited institution of higher education with an overall GPA of 3.000 or higher, or c) received a score within the 50<sup>th</sup> percentile or above on each section (verbal, quantitative, and analytical) of the Graduate Record Exam (GRE).

- **Master of Arts in TESOL and TESOL Licensure:**  
Applicants must submit a two to three page (500-750 words) essay that addresses their personal, academic, and vocational history; career goals; and reasons for applying to the program.
- **TESOL Endorsement:**  
Applicants must possess a current teaching certificate/license and submit a copy for admission into the program. Only provisional, professional and permanent certificates or licensures are accepted. Applicants must also submit a two to three page (500-750 words) essay that discusses their personal, academic, and vocational history; career goals; and reasons for applying to the program.

**Academic Standards** - Applicants must have or will have completed a baccalaureate degree from a regionally accredited institution of higher learning by the time they enter the program of study. An undergraduate cumulative GPA of a 3.0/4.0 or higher will be recommended for admission. Applicants having a GPA lower than 3.0 may be considered for conditional admission. An application file is not complete until a final university transcript confirming the granting of an undergraduate degree and graduation date has been received by the Ohio Dominican University's Office of Graduate Admission. It is the sole responsibility of the applicant to assure that this document is requested from the undergraduate university and sent to Ohio Dominican University.

### **Special Graduate Admissions Programs**

**Conditional Admission** - Applicants having a GPA lower than 3.0 may be considered for conditional admission. Although they do not meet the GPA requirement, they may have professional experience or additional coursework in an area that indicates the probability of success. Acceptance is conditional upon meeting predetermined requirements (e.g., must maintain a 3.000 average within the first nine (9) semester hours taken).

**Provisional and Non-degree Admission Requirements** - Applicants may be admitted to an Ohio Dominican University graduate program for a limited number of courses under provisional or non-degree status. Applicants seeking such statuses must adhere to the admission requirements of the graduate programs.

**Provisional Status Admission Requirements** - Graduate applicants desiring to enroll in a graduate program, as part-time or full-time students, while they await the completion of their application file must: submit an unofficial undergraduate transcript verifying their bachelor's degree, complete an application form, submit the application fee, submit any program required essay, and acquire the approval of the program director. Students can be enrolled under this status for one semester.

**Non-degree Status Admission Requirements** - The Graduate Programs at Ohio Dominican University permits students to hold non-degree seeking status for nine semester credit hours. After such time, students must formally apply for admission to a program. The non-degree applicant

must submit an official undergraduate transcript verifying their bachelor's degree, complete an application form, and submit the application fee.

### **International Students - Graduate Admission**

Ohio Dominican University is approved by the Citizenship and Immigration Services of the U.S. Department of Homeland Security to accept and enroll nonimmigrant foreign students.

**Documents And Procedures** - Applicants from foreign countries must file the following credentials with the Office of Graduate Admissions.

1. Electronic application form located at:  
[https://www.ohiodominican.edu/oduapps/international/international\\_students/internationalapp.aspx](https://www.ohiodominican.edu/oduapps/international/international_students/internationalapp.aspx). Please make sure this is filled out carefully and completely. For applicants wanting to submit a paper application, please contact the International Office.
2. Proof of English proficiency for those whose first language is not English. Ohio Dominican accepts the following:
  - Official TOEFL (Test of English as a Foreign Language) score of at least 550 (79 – internet based). ODU Institutional TOEFL code is 1131. For more information, please go to: [www.ets.org/toefl/](http://www.ets.org/toefl/).
  - Official STEP EIKEN score of 1<sup>st</sup> and Pre-1<sup>st</sup> for Japanese students. For more information, please go to: <http://www.eiken-ryugaku.com/university/index.html>.
  - Successful completion of ELS Level 112 intensive program. For more information, please go to: <http://www.els.edu>.
  - Official IELTS band score of at least 6.5. For more information, please go to: <http://www.ielts.org>.
3. Academic Records. Applicants must submit to World Education Services (WES) all official academic transcripts/records from the last academic institution(s) attended (high school or university). Applicants must also submit the results of any standardized examination taken (e.g., O-level and A-level, SSCE, CXC, IB). Transcripts and records should be sent directly from the educational institutions to WES. Applicants may use the International Student Transcript Request Form to request transcripts to be sent. Applicants are also encouraged but not required to send in other materials that attest to academic ability, such as letters of academic reference or examples of academic work (e.g., a major research paper). For more information on WES, please go to: <http://www.wes.org/index.asp>.
4. Declaration and Certification of Finances Form. The financial sponsor and guarantor of the applicant must complete this form. Please read the form carefully. An I-20, the immigration document required to apply for a visa to enter the United States and to study at ODU, cannot be issued to an accepted student, if this is not properly and accurately completed.
5. Evidence of Financial Support. Along with the Declaration and Certification of Finances form, evidence that the applicant's financial guarantor has funds available for at least the first year must also be submitted. Sufficient evidence would include a current bank statement in the name of the sponsor on bank letterhead or an official award letter for a scholarship or fellowship. The documents must be less than one year old. An I-20 cannot be issued without the completed form as well as evidence of financial support.
6. International Student Advisor Report Form. This form is only for those applicants who are currently in F1 status at another institution in the United States, either studying or on optional practical training (OPT). This form is used to verify that the applicant's current school will be transferring the immigration (SEVIS) record to ODU so that ODU can issue an I-20. Contact the International Office for further information.

### **Returning Graduate Student Readmission**

An Ohio Dominican University graduate student, whose attendance has been interrupted for a period of one semester or more, must apply for readmission through the Office of Graduate Admissions in order to resume academic work. Students are subject to graduation requirements in effect at the time of



readmission. An official transcript from any institution attended since leaving the University must be submitted to the Office of Graduate Admission.

Students on official Academic Stop-Out do not need to apply for readmission.

## **Advanced Placement**

Ohio Dominican University grants advanced placement and University credit to entering freshmen who have earned a score of three or above on the College Board Advanced Placement Examination. Students will be notified by the Registrar's Office of the credit or placement awarded.

## **Attendance**

Students are expected to attend all classes. It is the responsibility of each instructor to make the class attendance policy known to students in the syllabus. Students choosing to ignore guidelines set by the instructor are responsible for the consequences that result, which range from grade reduction in the course to course failure. It is the instructor's responsibility to report violations of the attendance policy to the Dean of Student Resources. Students who never attend a course during the drop/add period are to be reported to the Office of the Registrar immediately. (See also Academic Grievance Procedures and Grade Disputes.)

### ***Excused Absences for Participation in Intercollegiate Sports***

The University officially sponsors the following intercollegiate sports: cross country, golf, tennis, baseball, basketball, soccer, softball, volleyball, and football. Before deciding to participate in a sport that necessitates absence from class, the student should carefully weigh the consequences of absences—even though officially excused—on his or her academic performance. Absences from class for participation in events in these sports will be considered excused absences, provided proper procedures are followed. Although an excused absence will not be counted by the professor as a class cut, it does not relieve the student from the responsibility of learning course materials. An excused absence simply means that the professor will not count the absence as a class cut.

Furthermore, any absence prevents a student from participating fully in the “process” of a course. If a student determines that participation in athletics seriously interferes with his or her academic performance, he or she would be well advised not to participate. The student should rely heavily on the judgment of his or her professor and faculty advisor in cases when athletic participation appears to be jeopardizing his or her academic progress.

As soon as a student is placed on the official roster, s/he will inform his or her professor that s/he will be participating in an intercollegiate sport, and will provide a schedule of games which may conflict with class schedules. The student will make provision for make-up exams and other requirements in advance of the examination date so that s/he is not penalized for the excused absence. For each absence the student will present an official excuse signed by the coach for the particular game which necessitates the absence. This policy includes travel time associated with scheduled games but excludes practice. Special provisions may be made in the event a team competes during the postseason.

## **Auditing a Course**

Ohio Dominican University students may register as an auditor in many courses on a space available basis. Lab courses, art studio courses, student teaching and courses of this nature are excluded from this policy. Auditing students should consult with the professor of the course to determine expectations of the experience. Upon successful completion of those expectations, a grade of Y will be recorded. If, in the professor's judgment, the expectations have not been met, the instructor will recommend in writing to the Registrar that the student be administratively withdrawn, and a grade of W will be recorded. The auditing student earns no academic credit, and the grade is not calculated in the student's GPA. A fee is charged for auditing a course.

Graduate alumni may audit a University graduate course on a space-available basis after all graduate students are registered. There is a flat fee of \$100 for auditing a course. This fee includes a parking permit. Books and supplies are the responsibility of the auditing alum. Alumni must have the necessary academic background to participate in the course, and the program director and instructor must approve the audit. No academic credit is earned.

## **Change in Student Instructional Format (Traditional to LEAD or LEAD to Traditional)**

A student in current attendance at the time the student wants to change from one instructional format to another (LEAD to traditional or traditional to LEAD), should obtain a “Change of Student Type Form” and follow the instructions on the back of the form. The form can be obtained from the Office of the Registrar or from the Registrar’s page on <sup>my</sup>ODU.

A student not in attendance at the time the student wants to change from one instruction format to another, should apply for re-admission to the appropriate admission office based upon the format desired.

## **Classification of Undergraduate Students**

Classification of students by year is determined by the number of credits earned:

Freshman	0-23 semester credit hours
Sophomore	24-55 semester credit hours
Junior	56-87 semester credit hours
Senior	88+ semester credit hours

## **Classroom Civility**

Academic integrity demands that each member of the community treat all others with respect. The pursuit of truth in the Dominican tradition often occurs through disputation, discussion and debate. The exchange of ideas, and even the clash of opposing ideas, should lead both parties to a better understanding of the issue and provide each party with deeper insight. Thus, it is appropriate for a whole range of ideas to be aired in Dominican classrooms. Dominican scholars are expected to speak their minds openly, fully and responsibly, but they are also expected to listen to each other carefully, critically, and respectfully. All of us are partners in the search for truth.

During classroom discussions students may argue points with passion, and debates may sometimes become heated. Students and faculty are cautioned to treat each other with respect and courtesy. The Dominican tradition demands that, even in heated circumstances, group members should treat each other with dignity. Verbal and non-verbal expressions of disrespect have no place in the classroom.

It is the responsibility of the faculty member to facilitate the learning of all students, but learning cannot occur in an atmosphere of disorder or fear. Faculty members may establish and enforce behavioral standards for their classroom. Students who are not responsive to the faculty member, and who continue to be disruptive in class, may be immediately removed from the classroom and are subject to the charges of Disorderly/Disruptive Behavior or possibly, Intimidation/Harassment as described in the *Student Handbook and Planner*.

If formal charges are brought forward, the Academic Disciplinary Hearing Procedure will be followed.

## Core Seminars

A common experience of a Dominican, liberal arts education at Ohio Dominican University includes a series of four speaking- and writing-attentive seminars. Undergraduates take one of the seminars each year of a four-year academic career.

First-year Seminar	CORE: <i>What is Human Nature?</i>
Second-year Seminar	CORE: <i>What is the Common Good?</i>
Third-year Seminar	CORE: <i>What is Justice?</i>
Fourth-year Seminar	CORE: <i>What Truths have we Learned?</i>

Students in all the sections of each seminar study one or more common texts. The first three seminars are interdisciplinary in that they approach the questions from different content areas and are taught by faculty with expertise in different disciplines. The fourth seminar is a capstone course taught by faculty in the student's own area. Either or both of the second and third seminars may satisfy the area studies or major requirements. The sophomore- and junior-level seminars are to be selected from different academic disciplines. They may, however, fulfill other degree requirements and/or major requirements. Transfer students will enter the series of seminars at the appropriate tier based on the number of credits transferred (see pages 53-55).

Students may register for additional seminars at the 200- and 300-level beyond the number required provided space is available. CORE 179 is reserved for first-time freshmen only and transfer students with 17 or fewer transfer credits.

The seminars collectively provide students with a distinctively *Dominican* education. The seminars exemplify the university's rich history and mission and were inspired by the four pillars of Dominican life: prayer, community, ministry, and study (see page 6 for a history of ODU and its relationship with the Dominican Sisters of Peace).

The seminars also serve as the foundation for a *liberal arts* education. The word *liber* means "free" in Latin, and the liberal arts were studied by people *free* from labor. These people had the luxury of studying subjects that are not necessary for a particular trade. These liberal arts historically have been prized for the sake of knowledge and self-cultivation. The communication and critical thinking skills developed by a liberal arts education will serve students well in their careers, but a liberal arts education at ODU provides more than professional training. ODU envisions the formation of the whole person as a thinking and self-aware individual, with a dignity and value not based on economic utility but on the individual's capacity to wonder, to reason, and to analyze. As the late Pope John Paul II has written, students at a Catholic university "are challenged to pursue an education that combines excellence in humanistic and cultural development with specialized professional training."

The topics of the seminars are framed as questions because the first movement of the human mind is to wonder and to ponder. Students should not expect to answer questions with slogans or clichés. Rather, the seminars prepare students for a lifelong exploration of perennial questions about the human condition. As the central curricular expressions of ODU's mission (see page 5), the seminars include study of how important thinkers in the Catholic and Dominican tradition have responded to the questions. Students also study responses from outside this tradition.

The seminars promote the seven learning outcomes of an ODU education (see page ii). Given the importance of the seminars to ODU's mission, the University is committed to ensuring that they have low student-teacher ratios and are taught primarily by full-time faculty.

## **Credit by Examination**

Ohio Dominican University participates in the College-Level Examination Program (CLEP), which provides a means by which students can receive credit for work completed outside the formal academic process. The College-Level Examination Program consists of computer-based exams that enable students of all ages to earn college credit by examination. Each exam is 90 to 120 minutes long and no more than two exams may be taken on a single day. For the exact provisions of these exams and areas of credit accepted by Ohio Dominican University, interested students should contact the Registrar's Office. No limit is placed on the number of semester hours that can be gained through CLEP exams; however, these credits do not count toward the Ohio Dominican University's residency requirements. A fee is charged to record CLEP credit on the student's transcript.

## **Cross-Registration – Graduate and Undergraduate**

Undergraduate students may take a 500-level graduate course in the Master of Arts in Liberal Studies Program, the Master of Education Program, and the MBA Programs if they meet the following requirements:

1. Senior status
2. 3.000 cumulative grade point average (GPA) for the Master of Arts in Liberal Studies Program; 3.000 grade point average (GPA) in business courses for the MBA Programs; 3.000 cumulative grade point average (GPA) for the Master of Education Program
3. Permission of the Undergraduate Advisor
4. Permission of the Graduate Program Director
5. Completion of the Cross-Registration Permission form and submission of the form to the Office of the Registrar.

No undergraduate student may take more than two 500-level graduate courses. The courses will be listed as graduate courses; however, students will receive undergraduate credit and will be charged tuition at the undergraduate rate.

## **Cross-Registration (Graduate/Graduate)**

Graduate students in a master's program at Ohio Dominican University may find that a course offered in one of the other graduate programs would be an appropriate elective toward their degree requirements. Acceptance into a graduate course in a program in which one is not matriculating requires the consent of the advisor, both program directors, and the Dean of Academic Programs. In addition, the director of the student's program matriculation must give approval for the course credits to be applied toward program requirements. Students must complete a Graduate Student Request for Credit in ODU Course Taken Outside of Program form. This form may be obtained from the Registrar's Office or online from the Registrar's Page on <sup>my</sup>ODU.

## **Cross-Registration (The Higher Education Council of Columbus)**

Ohio Dominican University, in association with The Higher Education Council of Columbus (HECC), an organization of 11 colleges and universities in Franklin County, participates in a system of cross-registration for regularly enrolled, full-time undergraduate students. The other member colleges and universities are Capital University, Central Ohio Technical College, The Columbus College of Art and Design, Columbus State Community College, DeVry Institute of Technology, Franklin University, Mt. Carmel College of Nursing, The Ohio State University, Otterbein College and Pontifical College Josephinum.

Cross-registration enables an eligible student seeking to enrich his or her educational experience to register at one of the other HECC member institutions on a space-available basis for certain credit courses not available at the home institution.

Cross-registration is limited to one course per term, with a maximum of three cross-registered courses. The student pays tuition to Ohio Dominican University. The student may be charged other enrollment-related fees, e.g., laboratory fees or parking fees, by the host institution. A grade for the course taken at the host institution will be posted on the student's home institution transcript. Cross-registration is not available for summer sessions.

A student interested in cross registering for a course must obtain approval from his or her academic advisor and from both the home and host institutions' registrars. It is the student's responsibility to make certain that the host institution's calendar, course schedule, course content and credits are compatible with his or her goals and the home institution's requirements. Credit earned through this program does not count toward ODU's residency requirement. Contact the Office of the Registrar for more detailed information.

## Dean's List

Ohio Dominican University is proud to recognize the superior academic achievement of its full-time undergraduate students. Each semester student achievement is recognized by publication of the Dean's List. To be included on the Dean's List, a student must be full-time and achieve a term GPA of 3.500 or better based on successful completion of a minimum of 12 graded semester credits. A student with any term grade of incomplete (I) is not eligible for the Dean's List.

The Dean's List is not in existence for part-time undergraduate students and graduate students.

## Directed Study

A Directed Study provides an undergraduate student with the opportunity to complete a course from the course catalog by working individually with a professor. It is distinct from an Independent Study, which may be arranged when a qualified student wants to pursue a course of study not offered in the course catalog.

A request for a Directed Study will be considered for approval only if the student is in the last four semesters of his/her university career and needs the requested course to graduate. Such student must be in good academic standing and making reasonable progress toward degree completion. Directed Study requests should be submitted only when the student cannot take the regularly scheduled course or when the course is not available *and* when the transient credit option cannot be arranged or is not a reasonable option. That is, a Directed Study is the option of last resort.

The procedure for arranging a Directed Study is as follows:

1. Student consults with the faculty advisor, who signs the Directed Study Request Form if he/she approves of this option.
2. Student submits the signed Directed Study Request Form for approval to the division chair for the needed course.
3. If the request is approved, the chair contacts an appropriate faculty member about offering the Directed Study. If the faculty member agrees, the chair lists the students and faculty involved and sends the Directed Study Request Form to the Registrar who will check the form for completion and forward it to the Vice President for Academic Affairs (VPAA) for approval. If the faculty member is unable or unwilling to offer the Directed Study, the chair will make every effort to find another qualified instructor, either a full-time faculty member or an adjunct instructor.
4. If the VPAA approves the Directed Study request, he/she directs the Registrar to create the Directed Study and register the student.

5. Registrar informs VPAA when this is completed; VPAA reports back to the chair.
6. The Directed Study Request Form must be completed, approved, and filed in the Registrar's Office before the "Last Day to Add a Course" for the given semester.
7. Instructor and student/s make arrangements for the delivery of the Directed Study.

A Directed Study request will not be approved for the following reasons:

1. to help a student finish a second major or minor
2. to repeat a failed course
3. to avoid taking a course at an inconvenient time
4. to ease a heavy course load
5. to relieve scheduling difficulties that result when the student was properly advised by the faculty advisor but:
  - failed to take required courses in proper sequence
  - failed to take a course when it was previously offered

Upon successful completion of the Directed Study, the course will be recorded on the student's transcript with the standard course prefix and number (i.e., PSY-350).

## GPA – Grade Point Average

The grade point average (GPA) is an important indicator of academic performance. A student's GPA is determined by multiplying the grade points by the number of credits in the course; adding the total number of grade points earned; dividing this total by the number of credits attempted (excluding grades of K, L, P, W, WF, WP, X, Y and Z). The following table illustrates a typical calculation.

Courses	Grades	Credits Attempted	Grade Points	GPA
ENG 101 Thinking/Writing Across Cur	B+	4	13.32	
ECN 205 Principles of Economics	A	4	16.00	
SPN110 Elem. Spanish I	B	4	12.00	
MTH 121 Math for the Liberal Arts	C	4	8.00	
<b>Totals</b>		16	49.32	

Decisions regarding placement on the Dean's List, Probation and other Academic Standing are based on a student's GPA earned at Ohio Dominican. Courses transferred from other institutions are not calculated into the ODU GPA.

## Grading Policies

### Incomplete Grades

An "I" should only be given to a student who is otherwise passing the course, but who encounters significant challenges late in the semester that require him or her to miss assignments or tests. Medical, family or legal issues are some examples of challenges a student might encounter. The incomplete is only for special and legitimate circumstances for a student who would otherwise be expected to pass the course.

The grade of "I" indicates that certain work remains to be completed before a student can receive a grade for a particular course. Permission to receive a grade of "I" is granted by the Division Chairperson for undergraduate students and by the Program Director for graduate students upon the recommendation of the course instructor. Failure to complete the coursework by the deadline results in a grade of "F" for the course. This deadline is the mid-term date of the subsequent semester of the regular academic year and at the end of four weeks for the LEAD program. Students and faculty should consult the University Academic Calendar for the exact date. Incomplete Grade request forms are available in the Office of the Registrar.

In accelerated programs, no more than three hours of incomplete grades may be accumulated at one time. Students whose incomplete courses exceed this level will be restricted from further registration until incomplete coursework is completed.

Depending on the program of study, students may not be able to take the next course in the sequence if the incomplete grade is in a course that is a prerequisite to the next course.

### **FX Grade**

The “FX” grade is given to students who fail a course due to non-attendance. This grade is given when students do not officially drop a course but cease to attend the course prior to the completion of 75% of the enrollment period. For a 16 week course, this point occurs prior to the completion of the 12<sup>th</sup> week. For an eight week course, this point occurs prior to the completion of the sixth week. The faculty member enters the last date of attendance and the “FX” grade on the final grade roster in *ODU Online*. The “FX” grade, like the “F” grade, is used in calculating the grade point average.

### **Pass/Fail Option**

Undergraduate students in good standing may register for courses on a pass/fail basis. An undergraduate student may take up to 4 credits of coursework per semester using this grading option. The course may only be an elective course. Courses that are prerequisites for required courses are not considered electives. A grade of P will carry credit toward fulfilling graduation requirements but will not be used in computing the GPA. A grade of F, however, is computed in the GPA. The option must be selected within the first four weeks of the course during a regular semester or before the third meeting of the class in a course shorter than a semester in length. Request forms are available in the Office of the Registrar.

### **Repeating a Course**

Once a student has completed a course, he or she may repeat that course one time. An undergraduate student who wishes to repeat a course for a second time must petition the Academic Standing Committee through the Dean of Academic Programs. For repeated courses, the final grade earned will be computed in the grade point average, though all grades will appear on the official transcript. If a graduate student repeats a required course and fails it, he/she will be dismissed from the program.

Repeat policies may vary from graduate program to graduate program. Please consult your graduate program section of this catalog for any additional information.

### **Report of Grades**

The Registrar makes available through *ODU Online* a report of student grades. The grades are reported at the end of each semester for traditional term-based courses; and at the end of each course for LEAD courses.

Undergraduate students may have their mid-term and final grades mailed to their parents by completing an *Authorization to Release Mid-Term and Final Grades to Parents* form available in the Registrar’s Office or online through <sup>my</sup>ODU. Students must annually submit this form to the Registrar’s Office to continue to have their grades sent to their parents.

Final grades may be appealed up to six months from the time a course ends. The appeal must be in writing, approved by the faculty member and appropriate Dean, and on file in the Registrar’s Office within this six month time frame.

## Grading System (Undergraduate)

At the end of each term, the student receives a final grade for each course. The academic standing of the student is determined by a point system in which points are assigned for each course according to the grade earned. The grading and point system at Ohio Dominican University is as follows:

<u>Grade</u>		<u>Grade Points</u>
A	Superior	4.00
A-		3.67
B+		3.33
B	Above average	3.00
B-		2.67
C+		2.33
C	Average	2.00
C-		1.67
D+		1.33
D	Poor	1.00
D-		0.67
F	Failure	0.00
FX	Failure due to non-attendance	0.00
I	Incomplete	0.00
K	Credit from another institution	0.00
L	Experiential/Prior learning	0.00
P	Pass	0.00
W	Withdrawal	0.00
WP	Withdrew with passing grade	0.00
WF	Withdrew with failing grade	0.00
X	Non-credit course	0.00
Y	Audit	0.00
Z	Credit by examination	0.00

## Grading System (Graduate)

<u>Grade</u>		<u>Grade Points</u>
A	Superior	4.00
A-		3.67
B+		3.33
B	Above average	3.00
B-		2.67
C+		2.33
C	Minimal Performance in a graduate course	2.00
F	Failure	0.00
I	Incomplete	0.00
K	Credit from another institution	0.00
P	Pass	0.00
W	Withdrawal	0.00
WP	Withdrew with passing grade	0.00
WF	Withdrew with failing grade	0.00
Y	Audit	0.00



## Graduation

Ohio Dominican University has three graduation dates—August, December and May and two graduation ceremonies—December and May. All degree requirements must be completed in advance of the graduation date if a degree is to be awarded.

### Applications for Graduation

Applications for Graduation are requested at least one semester prior to the semester that the student plans to graduate. The student must submit an Application for Graduation through *ODU Online* and it must be filed in accordance with the deadline date stated in the University Academic Calendar. Students who want to receive their degrees must complete an Application for Graduation even if they do not plan to attend the graduation ceremony.

An application fee is required and will automatically be charged to your account. The application fee is refundable if the student does not graduate or it can be transferred to the next term in which the student plans to complete degree requirements. All Commencement regalia are available for purchase at the University Bookstore.

Applications are valid only for the term for which they are submitted. The following steps and minimum requirements must be satisfied in order for a student to be considered an applicant for graduation:

1. Complete the Application for Graduation through *ODU Online*.
2. The student should print a copy of his/her Program Evaluation (Degree Audit) from *ODU Online* and discuss any requirements not indicated as Completed or In Progress with his/her Academic Advisor. The student should apply for graduation at least one semester before the semester he/she plans to graduate to ensure all requirements have been met.
3. It is expected that every prospective graduating student will attend the “Countdown to Commencement” days announced for the term that the student is planning to graduate, usually October for December Commencement and March for May Commencement. August graduates are invited to attend the December Commencement Ceremony.
4. The student must submit an RSVP for Baccalaureate and Commencement attendance by the date specified on the graduation website.
5. All degree requirements must be completed prior to the date of graduation.
6. All financial and academic holds must be removed for the student to receive a diploma or transcripts.

Except in the cases of inclement weather, the May Commencement Ceremony is held on the Oval. The December ceremony is held in Alumni Hall.

## Graduation with Distinction

Students who complete their undergraduate academic program at Ohio Dominican University, and who have demonstrated consistent excellence in their studies, are recognized at graduation according to the following guidelines:

1. Bachelor's degree: a minimum of 60 semester credits in courses that have earned quality points (i.e. courses graded A through F) completed at Ohio Dominican University with a GPA of the following:
  - 3.90--*Summa cum laude*
  - 3.70--*Magna cum laude*
  - 3.50--*Cum laude*
2. Associate's degree: a minimum of 24 semester credits completed at Ohio Dominican University with a GPA of 3.50--with Honors
3. Students who complete the Honors Program receive special recognition during the commencement exercises.

## Honors Program

The Honors Program at Ohio Dominican University is designed for high-ability, motivated undergraduate students. Honors-designated courses will be offered to specifically challenge and engage students in the program. Through the curriculum, the program will provide learning experiences that:

- Explore the integration of concepts within and among disciplines.
- Empower students to become intentional learners.
- Engage students actively in the learning process.
- Encourage students to interact with faculty and with one another, both inside and outside the classroom.
- Emphasize depth and thoroughness of understanding.
- More information may be found at <http://www.ohiodominican.edu/academics/honors>

## Independent Study

Independent study is designed to give the student an opportunity to do intensive individual work on a topic beyond those included in the course offerings of the University (all independent studies must be at the 286, 386 or 486 level). The student must be in good academic standing and have successfully completed two courses in the field of the independent course. Approval is required from the supervising faculty member, the academic advisor, the division chairperson from the division in which the course would be housed and the Vice President for Academic Affairs. If the independent study is for Honors, approval of the Honors Director is also required. Approvals must be obtained prior to registration. Request forms are available in the Office of the Registrar.

## Internships

Internships at Ohio Dominican University are customized programs that enrich a student's education by integrating professionally related work experience with a major area of academic study. Internships can be either individual or team intern programs. Individual programs carefully match a student's experience needs and individual talents with a specific work assignment or project at the employing organization. Team internships provide team members with a specific project or problem-solving assignment using a consultancy approach, which provides the employing organization with a finished "package" as a solution upon completion of the assignment. While most internships are off-campus experiences, some experiences may be available on campus.

Internships give students exposure to a professional work setting and information about job options and opportunities. They promote a sense of professional maturity and independence, while dramatically increasing opportunities for career placement upon graduation. Many interns are offered permanent employment upon or even prior to graduation. Classroom ideas can be tested and tempered in a job setting that encourages learning and individual growth.

Although exact requirements may vary from major to major, internships for course credit generally require that the student:

- Be in good academic standing
- Be willing to accept a work assignment in any geographic location
- Be a full-time student
- Be at least a sophomore based upon completed credit hours

Internships are considered an integral part of the student's learning and growth during their tenure at ODU. ODU actively builds relationships with businesses and other organizations in order to provide a wide variety of choices and opportunities for student interns. Request forms are available in the Office of the Registrar.

## **Major and Minor – Undergraduate Students**

A major concentration in a specific field of study is required for graduation. The requirements for each major are set by the division in which the major is housed and may consist of courses both within and outside the division. The number of credits and the number of specific courses required vary from major to major. Students should consult the Undergraduate Programs and Degree Requirements listings in the center section of the catalog for exact requirements.

Students wanting to declare or change a major should obtain a Declaration/Change of Major form from the Office of the Registrar or online from the Registrar's Department page on *myODU*. The chairperson of the division in which the major resides must sign this form. The division chairperson will assign each student to an academic advisor who will assist the student in selecting appropriate courses for the anticipated degree program. Students must complete 12 credit hours in the major at Ohio Dominican. All majors require the attainment of at least a 2.00 GPA in the major field for graduation.

Academic minors are available to students who are working toward the baccalaureate degree. Most academic disciplines offer a minor, which consists of a minimum of 20 semester credits.

Students who wish to pursue an academic minor must also make a formal declaration of their intent to minor in a specific discipline after consultation with their major academic advisors. A grade point average of 2.00 must be maintained in the minor field while a minimum of 12 semester credits in the minor must be completed at Ohio Dominican University. The specific requirements for a minor are listed under the Undergraduate Programs and Degree Requirements listings.

## **Registration**

### **Undergraduate Registration**

The University notifies new freshmen and transfer students of registration dates and registers them for their first semester courses. Advanced registration is held for continuing students midway through each semester; the University Academic Calendar in this catalog provides these dates. Programs of study must be planned and approved by the student's academic advisor. After their first semester of enrollment, students are expected to complete their subsequent registrations through *ODU Online*. Final responsibility for registration decisions rests with the student. A late registration fee is charged for late registration.

Students should be registered for online/distance courses one week prior to the start date of the course.

LEAD students are registered by their LEAD academic advisor. Drop and Add Requests are also processed by the LEAD academic advisors.

### **Change of Registration – Drop/Add**

Using *ODU Online*, non-LEAD students may make necessary changes in registration. The University strongly recommends that students discuss any changes with their academic advisor. The change of registration must be entered through *ODU Online* or processed by the Office of the Registrar to be considered official. Failure to follow published University policies and procedures could result in a grade of F and full tuition charges for a course not properly dropped.

A grade cannot be recorded for a course that is not properly added to a student's schedule. Students are advised to check their course schedule on *ODU Online* to make sure they are registered in the courses chosen.

Students may drop courses without academic penalty during the time periods indicated in the University Academic Calendar. Students dropping within the prescribed period and following the official procedure will receive a grade of W on their transcripts. Dates after which courses may not be added or dropped are also indicated in the University calendar. Students who cease to attend classes after the drop period or who fail to complete the drop process will receive an F for the course.

Dates for withdrawal from half-semester courses are published in the University Academic Calendar. Dates for withdrawal from summer session courses vary with the length of the course and are published in the University Academic Calendar.

Ceasing to attend a course or informing a faculty member or an advisor of the intention to drop a course does not constitute an official drop.

### **Waitlist Procedures and Regulations**

The Office of the Registrar maintains a Waitlist for closed course sections. The Waitlist policy is outlined below—

- During the registration process, students may place their names on the Waitlist for a closed course section for which they desire to enroll. Only students taking the course for credit may be placed on the waitlist.
- Waitlisted students are **not considered registered** for the course section for which they have been waitlisted.
- As openings become available in a closed class, students will be added to the class from the Waitlist in chronological order and notified by ODU e-mail of this change in their registration.
- The student schedules printed through *ODU Online* lists the courses for which students are Waitlisted.
- Once the semester begins, no movement from the Waitlist to a closed course section will occur. At this point, students who are still on the Waitlist are advised to choose an alternative course in case they are not accepted into the closed course section. Only the course instructor may accept students into a closed course section and cannot do so until the course meets for the first time. Students on a Waitlist who wish to enroll in a closed course section must attend the first class meeting of the course. Students will be accepted on a space available basis in accordance with their position on the Waitlist. If a student is accepted by the instructor into a closed course section, the instructor and the student must complete and sign a Change of Registration form to indicate the student's acceptance into the course. **It is the student's responsibility** to take the Change of Registration form to the Office of the Registrar to be processed. Failure to do this will result in the student not being registered for the course.

### **Graduate Student Registration**

Officially admitted non-LEAD graduate students may register as soon as their programs of study have been planned and approved by their Graduate Program Director. Students are contacted by the Registrar's Office regarding registration once they have submitted their tuition deposit to the Office of Graduate Admissions. Students will register online through *ODU Online* for all subsequent semesters. All changes in registration (drop, add and withdrawal) are made by students through *ODU Online*. Students are expected to complete their registration before the start of classes for the term and hold the final responsibility for registration and drop/add decisions.

LEAD graduate students are registered for all required courses by their LEAD academic advisors during an official, mandatory student orientation and registration session. Before any registration activity, LEAD graduate students must meet with an academic advisor for advisement.

## **Registration Holds**

Registration is not permitted for students with academic or financial holds on their records.

## **Change of Registration**

Necessary changes in registration may be made after consulting with an advisor. The Change of Registration must be processed through *ODU Online* in order to be official. Failure to follow the Change of Registration procedure will result in a grade of F and full tuition charges for a course not properly dropped.

A grade cannot be recorded for a course that is not properly added through *ODU Online*. Students are advised to check their course schedule on *ODU Online* to make sure they are registered for the correct courses.

Students may drop courses without academic penalty during the time periods indicated in the University Academic Calendar. Students dropping courses within the prescribed period and following the official procedure will receive a grade of W on their transcripts. Dates after which courses may not be added or dropped are also indicated in the University Academic Calendar. Students who cease to attend classes after the drop period or who fail to complete the drop process will receive an F for the course.

LEAD graduate students should contact the LEAD Office if a change in registration or cohort calendar becomes necessary.

## **Residency Requirement**

For the bachelor's degree, students must complete 32 of the last 60 credits at Ohio Dominican University. Students must also complete 12 credits in the major at Ohio Dominican University. For the associate's degree, students must complete 24 credits at Ohio Dominican University; students must also complete 12 credits in the major at Ohio Dominican University. Students choosing to complete a minor must complete 12 credits of the minor at Ohio Dominican University. Transient, CLEP and other tests resulting in credit, and portfolio coursework are not counted toward the residency requirement. The Pre-Nursing Program has a separate residency requirement; please refer to the Pre-Nursing section of this bulletin for additional information.

## **Service-Learning**

Service-Learning is a way of learning that integrates service to the community into the academic curriculum. Faculty teaching courses with a service-learning component work with the Director of Service-Learning to identify community-based organizations who serve as “partners” for the course, providing students with the opportunity to meet a community need that relates to the learning objectives of the course. Faculty provide opportunities for students to think, talk and write about the service experience as it correlates with course content. Connecting learning with meeting community needs enhances students’ personal development, awareness about societal and civic issues, and lifelong commitment to active citizenship.

Courses with a service-learning component are infused throughout the curriculum, in a wide variety of disciplines such as art, education, sociology, social work, English, economics, accounting, political science, humanities, philosophy, and psychology.

The Center for Leadership and Community Service serves as the campus clearinghouse for community service. The Center also maintains an active council of faculty, staff, students, alumni and neighborhood residents who support campus efforts in the areas of service-learning, outreach to the community, respect for diversity and education for leadership in service.

## Student Load

The ordinary full-time undergraduate student load is 12–17 semester credits. The student’s academic advisor must approve overloads, and there is a per semester credit hour charge in excess of 17 credits in a single semester. Overloads are not recommended for students with grade point averages less than 3.00. The ordinary full-time academic load for the summer term is 8-12 semester credits. Summer courses are charged on a per credit basis.

The full-time student load for graduate students enrolled in a term format graduate program is six to nine semester hours. The half-time student load for graduate students enrolled in a term format graduate program is three semester hours.

## Teacher Licensure

### Licensure Authorization:

Ohio Dominican University is authorized by the State of Ohio Department of Education to prepare teachers in the following fields:

#### **Early Childhood (Pre-Kindergarten to Grade 3)**

#### **Middle Childhood (Grades 4-9)**

#### **Intervention Specialist: (K-12)**

Mild/Moderate Educational Needs

Moderate/Intensive Educational Needs

#### **Adolescent to Young Adult Programs (Grades 7-12)**

Integrated Language Arts

Integrated Mathematics

Integrated Science

Integrated Social Studies

Science: Single Field – Chemistry

-- Life Science

Science: Dual Field -- Earth Science/Chemistry

-- Life Science/Chemistry

-- Life Science/Earth Science

-- Life Science/Physics

-- Physical Science (Physics/Chemistry)

#### **Multi-Age: (PreK-12)**

Arts Education

TESOL (Graduate level only)

#### **Endorsement:**

Early Childhood Generalist (Grades 4-5) (Undergraduate level and Graduate level)

Middle Childhood Education Generalist (Grades 4-6)

Reading

TESOL (Graduate level only)

### Requirements for All Teacher Licensure Programs:

All students seeking teacher licensure must fulfill the following requirements:

1. Before *participating* in any field experience, students must submit documentation of the following to the Division of Education Office, Spangler Learning Center 112:
  - a) Evidence of a negative TB test (information on obtaining the TB test can be obtained from the Ohio Dominican University’s Office of Student Health Services); and

- b) Background report from both the Bureau of Criminal Identification and Investigation (BCI); and, a background report from the Federal Bureau of Investigation (FBI). A list of “WebCheck” Vendors in Ohio, arranged by county, is available online at <http://www.ag.state.oh.us/business/fingerprint/data/index.asp>. The cost of the background checks is the student’s responsibility.
2. Before enrolling in education (EDU) courses at the 200-level or above, students must meet the following requirements:
- a) Satisfactorily complete an early field experience:
- EDU 103 (early childhood); or
  - EDU 105 (middle childhood); or
  - EDU 110 (intervention specialist); or
  - EDU 115 (adolescent-to-young adult and multi-age).
- EDU 103, 105 or 110 may be taken during a student’s first year and have no prerequisites (except for the BCI/FBI checks and TB test). In addition to the background checks and TB test, EDU 115 requires sophomore status and a minimum cumulative grade point average (GPA) of 2.500;
- b) Pay the Business Office \$100 for a subscription to TK20, a comprehensive, outcome-based assessment system;
- c) Submit an application and essay using the TK20 system;
- d) Pass all sections of the Praxis I; [Passing scores are—Reading 173, Writing 172, and Mathematics 172. Students with ACT scores of 24 or higher, SAT scores of 1650 or higher, or GRE scores of 1040 and 4.0 or higher are exempt from taking the Praxis I];
- e) Obtain three satisfactory evaluations from University instructors or cooperating teachers;
- f) Earn a 2.500 cumulative GPA and a 2.5000 GPA in the major and concentration/s.
3. To continue taking education (EDU) courses, students must maintain a 2.500 (or higher) cumulative GPA, a 2.500 GPA in major/concentrations, and a 2.500 in education (EDU) courses.
4. Before student teaching, students must meet the following requirements:
- a) Submit a student teaching application using the TK20 system;
- b) Earn a grade of C or better in a college-level math course, in a college-level English composition course, and in each professional education course;
- c) Obtain satisfactory evaluations from cooperating teachers and University instructors in all required field experiences;
- d) Submit documentation of a tuberculosis (TB) test;
- e) Submit background reports from both the Bureau of Criminal Identification and Investigation (BCI) and from the Federal Bureau of Investigation (FBI). The cost of the background checks is the student’s responsibility. Students who apply for a teaching license within one year of having the background checks done may use these reports for student teaching and for licensure. To be used for licensure the reports must be sent to the Ohio Department of Education electronically. This will happen automatically if the student indicates that the reason for fingerprinting is teacher certification/licensure.
5. Before applying for a teaching license, a student must meet the following requirements:
- a) Pass all required Praxis II exams. Praxis II scores must be sent to Ohio Dominican University;
- b) Submit background reports from both the Bureau of Criminal Identification and Investigation (BCI) and from the Federal Bureau of Investigation (FBI). See 4e above;
- c) Earn a bachelor's degree and complete all licensure program requirements
6. To apply for a teaching license, a student must:

- a) Meet requirements listed above;
- b) Download an application form for an initial teaching license in Ohio from the Ohio Department of Education website: <http://www.ode.state.oh.us>.
- c) Bring the completed application with a check for the application fee to Ohio Dominican University's Office of the Registrar;
- d) The Registrar will send the submitted application to the Ohio Department of Education.

For licensure requirements in another state, please contact the Department of Education in that state. Out-of-State licensure applications are also submitted to Ohio Dominican University's Office of the Registrar.

Students for whom English is a second language must achieve a TOEFL score of 500/173 or higher to enroll in 100-level education courses and a 550/213 TOEFL score to enroll in any 200-level education courses.

Transfer/continuing education students may be required to submit references and/or appropriate documentation of previous educational experiences.

Students accepted into the Education Division will be subject to annual review by the Division in consultation with appropriate persons. Only those who have maintained the above standards will be permitted to continue in the Education Program and register for student teaching.

Each teacher education student is responsible for his/her transportation to and from field experience sites and fees for all required Praxis Tests, fingerprinting, and licensure application fees.

Acceptance into the teacher licensure program is granted without regard to race, gender, political affiliation, religion, age, or socioeconomic status. A disability can disqualify a student from the teacher licensure program only if it prevents the student from completing an essential program requirement.

Ohio Dominican University has consistently been rated as effective by the Ohio Department of Education in the *Annual Report on the Quality of Teacher Education in Ohio*. Details of that report (including pass rates of Praxis II exams) may be viewed on the Ohio Department of Education website: <http://www.ode.state.oh.us>.

### **Holders of teacher certificates or licensures seeking additional licensure:**

A student holding a bachelor's degree and a current teacher certification or license who wishes to earn an additional license at ODU must:

1. Fulfill all requirements listed above except those pertaining to Praxis I.
2. Complete a minimum of twelve credits at ODU including eight credits in the Secondary major or Secondary methods, Multi-Age major or Multi-Age methods, and methods in Intervention Specialists, Early Childhood or Middle Childhood.
3. Additionally, the student must complete a minimum of four credits in student teaching in each area of licensure.

## **Transcripts**

Student official transcripts may be obtained from the Office of the Registrar. The request for transcripts must be in writing; transcripts cannot be issued without a written request from the student. Transcripts are not issued for students who have not met their financial or other obligations to Ohio Dominican University. For additional information and a transcript request form, please go to <http://www.ohiodominican.edu/Registrar>.



## **Transfer Credit – Undergraduate Students**

The Registrar awards transfer credit on a course-by-course basis. The maximum number of semester credits accepted for a bachelor's degree by Ohio Dominican University from two-year institutions is 68. This number includes transfer credit and transient credit. Regardless of the number of credits acceptable for transfer, residency requirements mandate a minimum of 32 semester credits earned at Ohio Dominican for the bachelor's degree and a minimum of 24 for an associate's degree. The Pre-Nursing Program has a separate residency requirement; please refer to the Pre-Nursing section for more details. Credit is awarded only on the basis of official transcripts from regionally accredited colleges and universities and for grades of C- or above. Such transfer credit does not become part of the cumulative grade point average.

## **Transient Credit – Undergraduate Students**

Enrolled degree candidates are expected to do all coursework at Ohio Dominican University. In special cases, permission will be given to continuing students in good academic standing to take specific courses at other institutions. Transient coursework must be approved prior to enrollment by the student's academic advisor and the Registrar.

The following rules apply for transient credit:

1. Students with less than a 2.000 cumulative grade point average (GPA) are not eligible to take work as a transient student.
2. Students may not use transient work to replace any ODU coursework failed or successfully completed.
3. Students must process the petition and receive approval before enrolling in coursework at another institution. No petitions will be processed retroactively.
4. Students in their first semester at Ohio Dominican University may not petition and are ineligible for transient work.
5. A maximum of 68 semester credits (including transfer credits and transient credits) from a two-year institution will be accepted toward the 124 semester hours required for the bachelor's degree.
6. Students may not be transient in their final term. Students with extreme circumstances must provide final official transcripts to the Office of the Registrar by mid-term of their final term. Failure will result in the student forfeiting graduation until the next successive semester. Students forfeiting their scheduled graduation must file a new graduation application.
7. Thirty-two of the last 60 credits must be taken in residence at ODU. Transient credit cannot be used to satisfy this requirement.
8. Students will be notified by e-mail as to the approval or denial of their petition. The advisor's signature does not constitute approval of the petition.
9. Permission will not be given if equivalent courses are available at Ohio Dominican University.
10. A fee per semester credit is charged for each transient credit that is added to a student's transcript.
11. Official transcripts of transient coursework must be provided to the Registrar. The actual letter grade is recorded, and the grade is calculated into the cumulative grade point average.
12. A maximum of 12 semester credits earned by transient credit can be applied to graduation requirements.

## **Transfer/Transient Credit – Graduate Students**

The maximum number of transfer or transient credits a graduate student may receive is nine semester hours. Only courses with grades of B or better from regionally accredited graduate institutions will be

considered. Transfer credit is awarded by petitioning the Program Director of the student's graduate program at the time of acceptance into the graduate program. Credit is awarded only on the basis of official transcripts from regionally accredited graduate programs.

Students who have begun an ODU master's program who wish to apply for transient credit must petition their Program Director prior to registering for a graduate course through a regionally accredited graduate program. Permission to take a transient course will not be granted if equivalent courses are available at ODU. A fee per semester credit is charged for each transient credit that is added to a student's transcript. Official transcripts of such work must be provided to the University Registrar. The actual letter grade is recorded, and the grade is calculated into the cumulative grade point average.

A maximum of nine semester hours earned through transfer or transient credit can be applied to graduation requirements. Forms for applying for transient credit are available through the Office of the Registrar or from the Registrar's Page on <sup>my</sup>ODU.

## **Withdrawal from the University**

During the course of a semester, it may be necessary for a student to withdraw from the University. To officially withdraw from the University, please contact the Office of the Registrar (614-251-4651 or registrar@ohiodominican.edu) to receive information on withdrawal procedures.

If this occurs during the ordinary withdrawal-from-course period, the student's transcript will indicate grades of W. If a student withdraws from the University after the official drop period has ended, the transcript will indicate WP for students who were passing at the time of withdrawal and WF for those who were failing. Failure to withdraw officially will result in grades of F on the transcript. Withdrawals for a term must occur before the last day of classes for that term. Withdrawals for a term will be not be accepted during final exam week. All students must complete an exit interview, conducted by the Office of the Registrar, to be officially withdrawn. (See also Refund Policy)

Ceasing to attend courses or informing the faculty members or advisors of the intent to withdraw from ODU does not constitute an official withdrawal.

The official date of withdrawal is the date the student ceases to attend classes.

## **Writing Guidelines - Graduate Level**

Graduate students at Ohio Dominican are expected to be familiar with the writing and research conventions specific to their chosen discipline. The faculty in each graduate program at Ohio Dominican University is responsible for establishing the writing guidelines for the graduate students in their respective disciplines.

# **Financial Aid and Tuition Information**

# Financial Aid

## Financial Aid for Undergraduate Students

Ohio Dominican University offers a variety of financial aid programs to help students with their educational costs. Scholarships, grants (federal, state, private and university), loans and student employment opportunities are available for those who qualify. Students interested in learning more about qualifications and application procedures should contact the Financial Aid Office. Additional information on financial aid is available on our website at [www.ohiodominican.edu/finaid/](http://www.ohiodominican.edu/finaid/).

### TEACH Grant

The TEACH Grant program provides up to \$4,000 a year in grant assistance to an undergraduate student who agrees to serve for at least four (4) years as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves students from low-income families. A TEACH Grant recipient who does not complete their required teaching within a specified time frame or fails to meet certain other requirements of the TEACH Grant program will be required to repay the TEACH Grant as a direct unsubsidized loan under the William D. Ford Federal Direct Loan Program. For additional information, contact the ODU Financial Aid Office.

### Financial Aid Satisfactory Academic Progress (SAP)

Federal regulations require Ohio Dominican University to establish satisfactory academic progress (SAP) standards for student financial aid recipients. Ohio Dominican University's SAP policy measures a student's performance in the following three areas: completion rate, cumulative grade point average (GPA), and maximum time frame. The Financial Aid Office is responsible for ensuring that all students who receive federal, state, and institutional financial aid are meeting these standards. The Standards of Satisfactory Academic Progress apply for all financial assistance programs including but not limited to: Federal Pell Grant, Federal Academic Competitiveness Grant (ACG), Federal SMART Grant, Federal Perkins Loan, Federal Work-Study (FWS), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Family Education Loans (Stafford and Parent PLUS Loan), as well as financial aid from the state of Ohio and Ohio Dominican University.

### Completion Rate

Each semester, students' academic progress will be measured by comparing the number of attempted credit hours with the total number of credit hours completed. This includes any courses for which the student remained enrolled past the Add/Drop period.

Total Credit Hours Attempted	Required Completion Rate
1-17	50%
18-34	60%
35-62	70%
63-186	70%

The following statements are considered when evaluating students' satisfactory academic progress:

- Withdrawals, withdrawal with passing grade, withdrawal with failing grade are considered attempted but not earned hours and not included in GPA
- Passing credits received for pass/fail courses are considered attempted and earned credits but not included in GPA
- Failures are considered attempted credit hours but not earned hours and included in GPA
- Repeated courses are included in the calculation of both attempted and earned hours. A student is allowed to repeat a course only once
- Audited courses are not considered credits attempted or credits earned
- Transfer credits, including those received during consortium study and College-Level Examination Program (CLEP) courses do not count in the calculation of the GPA, but are included in the calculation of both attempted and earned hours.

- Developmental courses are included in the calculation of both attempted and earned credit hours.

### **Cumulative Grade Point Average (GPA)**

To retain financial aid eligibility, the student must maintain a cumulative GPA of:

- 1.75 for 1-17 hours completed
- 1.85 for 18-34 hours completed
- 2.00 for 35+ hours completed

### **Maximum Time Frame**

To retain financial aid eligibility, a student must complete their degree within 150% of the published length of the program as measured by credit hours attempted. At Ohio Dominican University, this means in programs requiring 124 hours for graduation, a student is eligible for financial aid during the first 186 attempted hours. All attempted hours are counted whether or not financial aid was received or the coursework was successfully completed. Once a student reaches 186 attempted credits (150% time frame), eligibility for financial aid will be terminated indefinitely.

### **SAP Review**

Academic progress is reviewed at the end of the fall and spring semesters. Students not meeting the completion rate or GPA requirements at the end of each semester will be placed on a probation period for one academic year and will receive a letter from the Financial Aid Office.

#### **Probation**

A student may continue to receive financial aid during the one academic year probation period. If after the following semester, the student succeeds and meets both the completion rate and GPA requirements, they will be removed from probation and are considered meeting satisfactory academic progress.

#### **Suspension**

If after one academic year, the student fails to meet minimum SAP standards; their financial aid will be suspended and will receive a letter of aid suspension from the Financial Aid Office. Students may continue to take classes using their own funds or private loans (with no SAP restrictions) until they have successfully met the minimum SAP standards, at which time, aid eligibility may be restored.

### **Appeal Procedure**

Suspended students may appeal to the Financial Aid Office if they have mitigating circumstances (e.g. emergency, health, family circumstances, etc.). A student must appeal in writing to the Financial Aid Office within two weeks of their suspension letter. Additional documentation or letters of support may be requested. The Financial Aid Committee will review the appeal and notify the student of a decision within two weeks.

### **Financial Aid for Graduate Students**

Graduate students enrolled in the Ohio Dominican University Master's programs are eligible to participate in the Federal Stafford Loan(s) programs. To be eligible to borrow funds under the Federal Stafford Loan program(s) you must:

- File the Free Application for Federal Student Aid (FAFSA) every year.  
(The FAFSA is used to calculate your and your spouse's, (if applicable) contribution and determine your financial need. You should complete the FAFSA as soon as possible after January 1st.)
- Not be in default on prior educational loans
- Maintain a minimum of 3 hours per semester
- Maintain satisfactory academic progress

### **Applying for Financial Aid**

1. Apply for a PIN (Personal Identification Number) online at [www.pin.ed.gov](http://www.pin.ed.gov) . You must have your PIN prior to completing the FAFSA. The PIN serves as your electronic signature on the FAFSA and will also serve as your signature on the Master Promissory Note (MPN) when borrowing under the Stafford Loan programs.
2. Complete the FAFSA on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) . All graduate students are considered independent for financial aid purposes. Ohio Dominican University's school code is 00303500.

### **Determining Aid Eligibility**

Both direct and indirect educational expenses are used when determining a student's eligibility for financial aid. Individual student budgets are based on the student's actual enrollment status, degree program and tuition and fees as determined by the University.

### **Federal Stafford Subsidized and Unsubsidized Loan Program**

- *Eligibility:* Available to students enrolled at least part-time (3 graduate credit hours).
- *Amount:* Maximum annual loan for subsidized and unsubsidized is \$20,500.\* Interest rate varies; accrues while student is enrolled for unsubsidized portions.

\* Aggregate loan limit for graduate students is \$138,500 which includes loans for undergraduate studies.

### **Financial Aid Satisfactory Academic Progress (SAP)**

Federal regulations require Ohio Dominican University to establish satisfactory academic progress (SAP) standards for student financial aid recipients. Ohio Dominican University's SAP policy measures a student's performance in the following three areas: completion rate, cumulative grade point average (GPA), and maximum time frame. The Financial Aid Office is responsible for ensuring that all students who receive federal, state, and institutional financial aid are meeting these standards. Academic progress is reviewed at the end of the fall and spring semesters.

Additional information about the graduate SAP policy is available on the Financial Aid website at <http://www.ohiodominican.edu/finaid>.

## **Financial Regulations**

It is the policy of the University that students are not entitled to register for future semesters or to receive diplomas and/or transcripts until all financial obligations to the University are paid in full.

Any unpaid bills may be referred to a collection agency; the student will be liable for any collection and legal costs.

Registration and enrollment shall indicate acceptance of all conditions, rules, and regulations.

## **Refund Policy**

Students dropping a course or withdrawing from the University must follow University policies for registration and withdrawal. The official date of withdrawal is the receipt date of written notification presented to the Office of the Registrar or the date the withdrawal was entered in *ODU Online*. Tuition charges are equal to the percentage of the term completed by the drop date or withdrawal date. The prorated charge will be equal to the percentage of the term completed up to 60%. For withdrawals after 60% of the term completed, the charges will be 100%. Financial Aid will be recalculated in accordance with federal guidelines; there will be no adjustment for Opportunity Plus registrations. An updated statement of account will be mailed once all recalculations are complete. Resident students who withdraw during a semester

may receive an adjustment to the cost of their meal plan. Refer to the Student Handbook for the refund schedule dates each semester. There will be no refund on room charges.

## Tuition and Fees

Tuition and fees are due upon receipt of a statement of account. Students in need of making special arrangements for payment must consult with a staff member of the Business Office. Checks and money orders for tuition, room, meal plans and fees should be made payable to Ohio Dominican University.

### 2010-2011 Tuition and Fees – Traditional Students:

Traditional full-time (12-17 semester credits)	\$12,390.00	per semester
Traditional part-time (1-11 semester credits)	501.00	per credit hour
Course Overload (each credit over 17)	501.00	per credit hour
Dual Enrollment – Diocesan	65.00	per credit hour
Dual Enrollment – Non-Diocesan	75.00	per credit hour
Postsecondary – Part-time	501.00	per credit hour
Homeland Security – Military	250.00	per credit hour
Homeland Security – Non-Military	425.00	per credit hour
Orientation Fee	125.00	(one-time fee)
Transfer Orientation Fee	75.00	(one-time fee)
Technology Fee – Traditional part-time	135.00	per semester
Activity Fee – Traditional full-time	250.00	per semester
Graduation Fee	100.00	(one-time fee per degree)
Audit Fee	501.00	per course
Audit Fee – Alumni rate	50.00	per course
Summer Technology Fee	60.00	
CLEP credit recording fee	15.00	per credit hour
Experiential/Prior Learning credit recording fee	15.00	per credit hour
Portfolio assessment fee	125.00	
Transient Credit recording fee	15.00	per credit hour
Transworld Collection fee	15.00	
Returned Check fee	15.00	
Transcripts	3.00	per copy
ID Card replacement fee	15.00	per card
International Program fee	50.00	per semester
TK20 fee (education students)	100.00	one-time fee

Other applicable fees that may be charged include, but are not limited to:

- Applied music
- Late Registration Fee (non-refundable)
- Science laboratories
- Special art courses
- Special physical education activities

### 2010-2011 Tuition and Fees – Traditional Graduate Programs:

Master of Business Administration degree	\$ 485.00	per credit hour
Master of Arts degree in TESOL	485.00	per credit hour
Master of Arts degree in Theology	485.00	per credit hour
Master of Arts degree in Liberal Studies	485.00	per credit hour
Master of Education degree	472.00	per credit hour
Transient Credit recording fee	15.00	per credit hour

Activity fee	35.00	per semester
Graduation fee	100.00	per degree
Technology fee	135.00	per semester

**2010-2011 Tuition and Fees – LEAD Students:**

Associate degree cohorts	\$ 330.00	per credit hour
Bachelor degree cohorts	385.00	per credit hour
Master of Business Administration degree cohorts	485.00	per credit hour
Master of Science degree in Management cohorts	485.00	per credit hour
Technology fee	35.00	per course

The LEAD Program undergraduate students must submit their payments to the LEAD Program Accounting Office and should refer to the LEAD Program *Undergraduate Student Resource Manual* for additional information regarding tuition, fees and payment options. Graduation application fees and CLEP fees will be billed from and are payable to the Business Office on the main campus.

Additional information including a fee schedule may be found on the Student Accounts webpage at [https://myodu.ohiodominican.edu/ForStudents/business\\_office/studentAccounts.asp](https://myodu.ohiodominican.edu/ForStudents/business_office/studentAccounts.asp).

**Veterans Benefits**

Students with VA eligibility may be certified to receive VA benefits. It is the responsibility of the veteran to provide the Registrar with the information or forms designated below.

- All veterans are required to submit a copy of their DD214 and Certificate of Eligibility.
- All veterans must complete all required VA Forms necessary to receive benefits.
- Veterans must promptly report to the Registrar all changes in programs or credit hours and must alert the Registrar when adding a course, dropping a course, or withdrawing from the University.
- Veterans must notify the Registrar of any repeated courses.
- Veterans must notify the Registrar of all transfer work.

The Registrar is required to notify the VA when a veteran fails to meet minimum standards of progress as stipulated by the Veterans Administration and Ohio Dominican University.

Ohio Dominican University participates in the Post 9-11 GI Bill and the Yellow-Ribbon Program.

**The PATRIOTS Program**

Ohio Dominican University first launched its PATRIOTS Program nearly 20 years ago to better serve the educational needs of veterans who had served and defended the United States of America. Our ambitious advocacy for the education goals of military veterans makes our PATRIOTS Program unique among institutions of higher education.

And now, the Post-9/11 Veterans Educational Assistance Act of 2008 (sometimes referred to as the new GI Bill) puts earning a college degree well within the reach of veterans who qualify for this generous educational benefit. We invite veterans to see if they prequalify for the funds available through the new GI Bill.

Eligibility is based on the total number of active duty months served post September 11, 2001.

Time Served on Active Duty	Percentage of Benefit Available
90 Days to 5 Months	40%
6 to 11 Months	50%



12 to 17 Months	60%
18 to 23 Months	70%
24 to 29 Months	80%
30 to 35 Months	90%
36 or more Months	100%

There are generous allowances for monthly living expenses, books, and other student activity fees. Interested veterans submit the required documentation and application to the Veterans Administration for review and approval. Once approved, ODU will work with each qualifying veteran to keep their academic goals on track.

The Post-9/11 Veterans Educational Assistance Act of 2008 provides the following benefits to veterans:

- Tuition and Fees
- Books
- Living Expenses
- Relocation Allowance

Additionally, Ohio Dominican University participates in the Yellow Ribbon Program, which provides additional funding to help close the gap between the educational assistance provided by the new GI Bill and the actual cost of tuition at private universities such as ODU.

For additional questions regarding the Post-9/11 GI education benefits, the Yellow Ribbon Program, or ODU course offerings, please contact the Admission Office at Ohio Dominican University at 800-955-OHIO.

**Undergraduate  
Academic Programs  
And Degree Requirements**



# General Degree Requirements

*[Students are to complete the degree requirements in the catalog in effect at the time they enroll at Ohio Dominican University unless they change their academic major. When students change their major, they must complete the degree requirements in the catalog in effect at the time of the major change].*

## A. All Degrees

1. Satisfactory completion of all required coursework and other requirement activities.
2. Attainment of an overall GPA of 2.000 or 2.500 depending on academic program.
3. Attainment of a GPA of 2.000 or 2.500 in major program requirements. GPA required depends on major program,
4. Application for the degree according to schedule published in the Academic Calendar.  
(Application forms are available through *ODU Online*.)
5. Payment of all tuition, library, residence hall and other financial obligations.

## B. Bachelor Degrees

1. Completion of a minimum of 124 semester credits of which at least 32 of the last 60 must be taken at Ohio Dominican University.
2. Completion of at least 12 credits in the major at Ohio Dominican University.
3. Completion of the:
  - a. Core Curriculum Fundamentals
  - b. Core Seminars
  - c. Disciplinary Studies Requirements
  - d. Specific requirements of the major program as listed in this section of the catalog.
4. No more than eight semester credits of English as a Second Language may be counted toward graduation requirements under any of the bachelor degree programs.
5. No more than four physical education activity credits (PEH 100) may be counted toward graduation requirements under any of the bachelor degree programs.

### Requirements for the Bachelor of Arts Degree (B.A.):

CORE CURRICULUM FUNDAMENTALS	Course and Disciplines	Credits
	ENG 101 – Thinking and Writing Across the Curriculum	4
	ENG 102 – Scholarly Adventures: Researched Writing	4
	MTH 121 – Math for the Liberal Arts or Higher level Math course	4
	The Math course and/or level may be determined by a student’s major program.	

<b>CORE SEMINARS</b>	<p><b>Freshman Seminar – CORE: <i>What is Human Nature?</i></b>  <b>Sophomore Seminar – CORE: <i>What is the Common Good?</i></b>  <b>Junior Seminar – CORE: <i>What is Justice?</i></b>  <b>Senior Capstone Seminar – CORE: <i>What Truths have we Learned?</i></b></p> <p><i>Either or both of the Sophomore and the Junior Seminars may satisfy area studies and/or major requirements. The Sophomore and Junior Seminars must be selected from different academic disciplines. The Senior Seminar is the capstone course for the major.</i></p> <p><i>Transfer students, readmitted students, and students changing major programs will enter the series of seminars at the appropriate tier based on the number of credits transferred and/or completed:</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">NUMBER OF TRANSFER CREDITS</th> <th style="text-align: center;">SEMINAR ENTRY POINT</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">17 or less</td> <td style="text-align: center;">Freshman</td> </tr> <tr> <td style="text-align: center;">18-49</td> <td style="text-align: center;">Sophomore</td> </tr> <tr> <td style="text-align: center;">50 or more</td> <td style="text-align: center;">Junior</td> </tr> </tbody> </table> <p><i>Please refer to page 37 for additional information.</i></p>	NUMBER OF TRANSFER CREDITS	SEMINAR ENTRY POINT	17 or less	Freshman	18-49	Sophomore	50 or more	Junior	<p>4 (4) (4) (4)</p>
	NUMBER OF TRANSFER CREDITS	SEMINAR ENTRY POINT								
17 or less	Freshman									
18-49	Sophomore									
50 or more	Junior									
<b>DISCIPLINARY STUDIES REQUIREMENTS</b>	<p><b>Philosophy and Theology –</b>  <i>Six semester credits in philosophy and six semester credits in theology with at least one course in each area at the 200-level or higher. PHL 101 does not fulfill any part of the philosophy requirement in the core curriculum.</i></p>	12								
	<p><b>Arts --</b>  <i>Language Studies – Foreign Language - 111 level or above (4)</i></p> <p><i>Arts and Ideas (10 semester credits) – One course chosen from each area listed below. The course must be at least a 2 semester credit course.</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>Art/Music/Theatre</i></td> <td style="text-align: center;"><i>(2-4)</i></td> </tr> <tr> <td style="text-align: center;"><i>History</i></td> <td style="text-align: center;"><i>(2-4)</i></td> </tr> <tr> <td style="text-align: center;"><i>Literature</i></td> <td style="text-align: center;"><i>(2-4)</i></td> </tr> </table>	<i>Art/Music/Theatre</i>	<i>(2-4)</i>	<i>History</i>	<i>(2-4)</i>	<i>Literature</i>	<i>(2-4)</i>	14		
	<i>Art/Music/Theatre</i>	<i>(2-4)</i>								
	<i>History</i>	<i>(2-4)</i>								
	<i>Literature</i>	<i>(2-4)</i>								
	<p><b>Natural Sciences</b></p>	4								
<p><b>Social and Behavioral Science –</b>  <i>For students majoring in disciplines outside the social and behavioral sciences, courses must be selected from two different disciplines. Courses that fulfill this requirement are those courses offered in criminal justice, economics, geography, political science, psychology, social work and sociology. For students majoring in the social and behavioral sciences, as well as economics, courses must be selected from two different disciplines, which are not the discipline of the major.</i></p>	8									
<p><i>Within the core curriculum, four semester hour must address diversity, global, or multicultural issues. See the course listings for the courses meeting this requirement.</i></p>	(4)									
<p>Minimum Major specific requirements –  <i>See your program of interest for specific requirements</i></p>	28									

## Requirements for the Bachelor of Science Degree (B.S.):

CORE CURRICULUM FUNDAMENTALS	Course and Disciplines	Credits							
CORE CURRICULUM FUNDAMENTALS	<b>ENG 101</b> – Thinking and Writing Across the Curriculum	4							
	<b>ENG 102</b> – Scholarly Adventures: Researched Writing	4							
	<b>MTH 121</b> – Math for the Liberal Arts or higher level Math course LEAD Program students must complete <b>MTH 115</b> or higher level Math course. The Math course and/or level may be determined by a student’s major program.	4							
	<p><b>Freshman Seminar – CORE: <i>What is Human Nature?</i></b> 4</p> <p><b>Sophomore Seminar – CORE: <i>What is the Common Good?</i></b> (4)</p> <p><b>Junior Seminar – CORE: <i>What is Justice?</i></b> (4)</p> <p><b>Senior Capstone Seminar – CORE: <i>What Truths have we Learned?</i></b> (4)</p> <p><i>Either or both of the Sophomore and the Junior Seminars may satisfy area studies and/or major requirements. The Sophomore and Junior Seminars must be selected from different academic disciplines. The Senior Seminar is the capstone course for the major.</i></p> <p><i>Transfer students, readmitted students, and students changing major programs will enter the series of seminars at the appropriate tier based on the number of credits transferred or completed:</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">NUMBER OF TRANSFER CREDITS</th> <th style="text-align: center;">SEMINAR ENTRY POINT</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">17 or less</td> <td style="text-align: center;">Freshman</td> </tr> <tr> <td style="text-align: center;">18-49</td> <td style="text-align: center;">Sophomore</td> </tr> <tr> <td style="text-align: center;">50 or more</td> <td style="text-align: center;">Junior</td> </tr> </tbody> </table> <p><i>Please refer to page 37 for additional information.</i></p>	NUMBER OF TRANSFER CREDITS	SEMINAR ENTRY POINT	17 or less	Freshman	18-49	Sophomore	50 or more	Junior
NUMBER OF TRANSFER CREDITS	SEMINAR ENTRY POINT								
17 or less	Freshman								
18-49	Sophomore								
50 or more	Junior								
CORE SEMINARS	<p><b>Philosophy and Theology –</b> 12</p> <p><i>Six semester credits in philosophy and six semester credits in theology with at least one course in each area at the 200-level or higher. PHL-101 does not fulfill any part of the philosophy requirement in the core curriculum.</i></p>	12							
	<p><b>Arts --</b> 14</p> <p><b>Language Studies</b> – One course selected from: (4) <i>Foreign Language at the 111-level or above</i> <i>LNG 242 Cross Cultural Communication</i> <i>LNG 201 Introduction to Linguistics</i></p> <p><b>Arts and Ideas</b> (10 semester credits) – One course chosen from each area listed below. The course must be at least a 2 semester credit course. <i>Art/Music/Theatre (2-4)</i> <i>History (2-4)</i> <i>Literature (2-4)</i></p>	14							
	<p><b>Natural Sciences</b> 4</p>	4							
	<p><b>Social and Behavioral Science –</b> 8</p> <p><i>For students majoring in disciplines outside the social and behavioral sciences, courses must be selected from two different disciplines. Courses that fulfill this requirement are those courses offered in criminal justice, economics, geography, political science, psychology, social work and sociology. For students majoring in the social and behavioral sciences, as well as economics, courses must be selected from two different disciplines, which are not the discipline of the major.</i></p>	8							
	<p><i>Within the core curriculum, four semester hours must address diversity, global, or multicultural issues. See the course listings for the courses meeting this requirement.</i></p>	(4)							
	<p><b>Minimum Major specific requirements –</b> 28</p> <p><i>See your program of interest for specific requirements</i></p>	28							
DISCIPLINARY STUDIES REQUIREMENTS									

## Requirements for the Bachelor of Science in Education Degree (B.S.E.):

CORE CURRICULUM FUNDAMENTALS	Course and Disciplines	Credits								
CORE CURRICULUM FUNDAMENTALS	<b>ENG 101</b> – Thinking and Writing Across the Curriculum	4								
	<b>ENG 102</b> – Scholarly Adventures: Researched Writing	4								
	<b>MTH 150</b> – Principles of Mathematics and Technology for Early Childhood Teachers and Intervention Specialists, or	4								
	<b>MTH 152</b> – Principles of Mathematics and Technology for Middle Childhood Teachers									
CORE SEMINARS	<p><b>Freshman Seminar – CORE: <i>What is Human Nature?</i></b>  <b>Sophomore Seminar – CORE: <i>What is the Common Good?</i></b>  <b>Junior Seminar – CORE: <i>What is Justice?</i></b>  <b>Senior Capstone Seminar – CORE: <i>What Truths have we Learned?</i></b></p> <p><i>Either or both of the Sophomore and the Junior Seminars may satisfy area studies and/or major requirements. The Sophomore and Junior Seminars must be selected from different academic disciplines. The Senior Seminar is the capstone course for the major.</i></p> <p><i>Transfer students, readmitted students, and students changing major programs will enter the series of seminars at the appropriate tier based on the number of credits transferred or completed:</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">NUMBER OF TRANSFER CREDITS</th> <th style="text-align: center;">SEMINAR ENTRY POINT</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">17 or less</td> <td style="text-align: center;">Freshman</td> </tr> <tr> <td style="text-align: center;">18-49</td> <td style="text-align: center;">Sophomore</td> </tr> <tr> <td style="text-align: center;">50 or more</td> <td style="text-align: center;">Junior</td> </tr> </tbody> </table> <p><i>Please refer to page 37 for additional information.</i></p>	NUMBER OF TRANSFER CREDITS	SEMINAR ENTRY POINT	17 or less	Freshman	18-49	Sophomore	50 or more	Junior	<p>4 (4) (4) (4)</p>
	NUMBER OF TRANSFER CREDITS	SEMINAR ENTRY POINT								
17 or less	Freshman									
18-49	Sophomore									
50 or more	Junior									
DISCIPLINARY STUDIES REQUIREMENTS	<p><b>Philosophy and Theology –</b>  <i>Six semester credits in philosophy and six semester credits in theology with at least one course in each area at the 200-level or higher. PHL 101 does not fulfill any part of the philosophy requirement in the core curriculum.</i></p>	12								
	<p><b>Arts --</b>  <b>Language Studies –</b> EDU 211 Teaching Phonics/ Structure of Language (4)  <b>Arts and Ideas (12 semester credits) –</b>                      Early Childhood and Intervention Specialist Programs:</p> <ul style="list-style-type: none"> <li>• ART 237-Art for Teachers (2)</li> <li>• MUS 241- Music for Teachers (2)</li> <li>• HST 201 or 202-American History I or II (4)</li> <li>• EDU 120-Tchg Rdg Lit for Chld Yng Adults (4)</li> </ul> <p>Middle Childhood Program:</p> <ul style="list-style-type: none"> <li>• THR 181-Introduction to the Theatre* (4)</li> <li>• HST 201-American History I (4)</li> <li>• EDU 120-Tchg Rdg Lit for Chld Yng Adults (4)</li> </ul> <p><i>*THR 181 required for Language Arts Concentration – other concentrations may take a two credit hour Art/Music/Theatre Elective.</i></p>	16								
	<p><b>Natural Sciences --</b></p> <ul style="list-style-type: none"> <li>• BIO 107 – Principles of Biology, or</li> <li>• Any two of (ENV 111-Astronomy, ENV 112-Meteorology, ENV-113-Geology, ENV 114-Oceanography), or</li> <li>• PHY 102-Basic Physical Science and CHM 102-Basic Chemical Principles</li> </ul> <p><i>Course(s) required depends on teaching field – See academic advisor and program listings</i></p>	4								
	<p><b>Social and Behavioral Science –</b>                      GEO 125-World Geography ( for Middle Childhood and Early Childhood)                      PSY 100- Introduction to Psychology ( for Intervention Specialists)                      and                      EDU 215-Diversity and the Learner (for Early Childhood)                      EDU 230-Introduction to Special Education and Diverse Learners (for Middle Childhood and Intervention Specialists)</p>	4								
	<p><i>Within the core curriculum, four semester hours must address diversity, global, or multicultural issues. See the course listings for the courses meeting this requirement.</i></p>	(4)								
	<p><b>Minimum Major specific requirements –</b>  <i>See your program of interest for specific requirements</i></p>	56-70								

## C. Associate Degrees

1. Completion of a minimum of 62 semester credits of which at least 24 must be taken at Ohio Dominican University.
2. Completion of at least 12 credits in the major at Ohio Dominican University.
3. Completion of:

ENG 101 Thinking/Writing Across the Curriculum	4 credits
<b>Freshman Seminar – CORE: <i>What is Human Nature?</i></b>	4 credits
<b>Sophomore Seminar – CORE: <i>What is the Common Good?</i></b>	4 credits
and all other requirements specified in the major program.	

Note: Credits earned toward an associate's degree may be applied to a bachelor's degree. Two semesters of enrollment must occur between the awarding of an associate's and a bachelor's degree.

4. No more than eight semester credits of English as a Second Language may be counted toward graduation requirements under any of the associate degree programs.
5. No more than four physical education activity credits (PEH 100) may be counted toward graduation requirements under any of the associate degree programs.

## D. Graduate Degree Programs (See Graduate Section of Catalog for specific degree requirements) *The number in brackets after the program indicates the academic division that administers the program.*

Master of Arts in Theology [1]  
Master of Business Administration [4]  
Master of Arts in Liberal Studies [1]  
Master of Education [5]  
Master of Arts in Teaching English to Speakers of Other Languages [5]  
Master of Science in Management [4]

## E. Academic Divisions of the University

1. Arts and Letters
2. Social and Behavioral Sciences
3. Mathematics, Computer, and Natural Sciences
4. Business
5. Education



# Academic Programs

*(The number in brackets after the program indicates the academic division that administers the program. The divisions are listed above. Those programs without a division number are administered by the Core Curriculum Committee.)*

## Major Programs of Study within the Bachelor of Arts Degree<sup>1♦</sup>

Art [1]	History [1]
Campus and Youth Ministry [1]	Liberal Studies [1]
Communication Studies [2]	Peace and Justice [2]
Criminology and Criminal Justice [2]	Philosophy [1]
Cross-Disciplinary Studies	Political Science [2]
Economics [4]	Political Science with
Education Majors	Environmental Issues Concentration [2]
Arts Education – Multi-age [1]	Psychology [2]
Integrated Language Arts Educ – 7-12 [1]	Public Relations [4]
Integrated Social Studies Educ – 7-12 [2]	Social Work [2]
English [1]	Sociology [2]
Environmental Studies [3]	Theology [1]
Graphic Design [1]	

## Major Programs of Study within the Bachelor of Science Degree♦

Accounting [4]	Life Science/Chemistry Education [3]
Biology [3]	Life Science/Earth Science Education [3]
Business Administration [4]	Life Science/Physics Education [3]
Chemistry [3]	Physical Science Education [3]
Computer Information Systems [3]	Environmental Science [3]
Cross-Disciplinary Studies	Exercise Science [3]
Education Majors – 7-12:	Finance [4]
Chemistry Education [3]	International Business Administration [4]
Earth Science/Chemistry Education [3]	Mathematics [3]
Integrated Mathematics Education [3]	Pre-Physical/Occupational Therapy [3]
Integrated Science Education [3]	Sport Management [4]
Life Science Education [3]	

## Major Programs of Study within the Bachelor of Science in Education Degree♦

Early Childhood Education [5]
Middle Childhood Education [5]
Intervention Specialist – Mild /Moderate Educational Needs – K-12 [5]
Intervention Specialist – Moderate/Intensive Educational Needs – K-12 [5]

---

<sup>1♦</sup> The degree for students completing more than one academic program is based upon the degree associated with the primary academic program.

## **Minor Programs of Study within the Bachelors' Degrees**

Accounting [4]	Marketing [4]
Applied Ethics [1]	Mathematics [3]
Art [1]	Music [1]
Art History [1]	Music Performance [1]
Biology [3]	Nonprofit Management [4]
Business Administration [4]	Peace and Justice [2]
Chemistry [3]	Philosophy [1]
Communication Studies [2]	Political Science [2]
Computer Information Systems [3]	Professional Writing [1]
Criminal Justice [2]	Psychology [2]
Economics [4]	Public Relations [4]
English [1]	Sociology [2]
Exercise Science [3]	Spanish [1]
Finance [4]	Sport Management [4]
Gerontology [2]	Theatre [1]
Graphic Design [1]	Theology [1]
History [1]	Women's and Gender Studies [2]
Journalism [1]	

## **Major Programs of Study within the Associate of Arts Degree**

Cross-Disciplinary Studies	Theology [1]
Gerontology [2]	

## **Major Programs of Study within the Associate of Science Degree**

Business – LEAD Program only [4]  
Chemistry [3]

## **Special Programs**

Early Childhood Generalist Endorsement (Undergraduate and Graduate) [5]  
Honors Program  
Middle Childhood Generalist Endorsement [5]  
Pre-Health Professional Programs [3]  
Pre-Law [2]  
Pre-Nursing [3]  
Reading Endorsement [5]  
Teacher Leader Endorsement (Graduate level only) [5]  
TESOL Endorsement (Graduate level only) [5]

## **Certificates**

Accounting [4]  
Coaching [3]  
Communication Studies [2]  
Gerontology [2]



# **Undergraduate Programs Descriptions and Regulations**



# Accounting

Degree offered: Bachelor of Science

Mission Statement Division of Business:

*Believing in the power of truth, the division is committed to developing students who are grounded in the liberal arts and Dominican traditions. Upon graduation, the students will have the ability to think critically, logically, and ethically while applying the specialized business knowledge and skills mastered here to respond effectively to the rapidly evolving demands of our communities and organizations in the global economy.*

The program is designed to provide students with the opportunity to develop an appropriate mindset and a value based reasoning system as deemed necessary for entry-level accounting positions or for entry into graduate studies. The major will fulfill the minimum requirements for the CMA/CFM exams. A student wishing to apply for the Uniform CPA exam will need to meet the 150-hour professional program requirement of the examination board. Students must consult with their academic advisor if they are interested in completing the 150-hour professional program. All of the accounting courses are designed to enhance the students' knowledge, skills and abilities related to the University core competencies of reasoning, communication, collaboration, reflectivity and information technology.

## Requirements for a B. S. in Accounting

Courses	Credits
<b>For Prerequisites and Co-requisites please see course descriptions.</b>	
ACT 210 Accounting for Financial Decision Making	4*
ACT 220 Accounting for Managerial Decision Making	4*
ACT 310 Intermediate Accounting I	4*
ACT 320 Intermediate Accounting II	4*
ACT 340 Cost Accounting	4*
ACT 410 Accounting Information Systems	2*
ACT 421 Individual Taxation	2*
ACT 422 Business Taxation and Research	2*
ACT 430 Auditing and Assurance Services	4*
ACT 440 Advanced Accounting	4*
BUS 479 CORE: Strategic Management	4*
<b>Required Correlatives:</b>	
BUS 220 Principles of Marketing	4
BUS 240 Management and Organization Behavior	4
BUS 318 Business and Society	2
BUS 343 Human Resource Management	2
BUS 345 Business and Employment Law	2
ECN 205 Principles of Economics	4
FIN 325 Managerial Finance	4
MTH 140 Introduction to Statistics	4
PHL 346 Principles of Business Ethics	2
<b>Select four credits from the following:</b>	4
CIS 105 Introduction to Computer Systems and (2)	
CIS 203 Electronic Spreadsheets (2)	
or (if qualified)	
CIS 234 Database Management Systems (4)	
<b>Select one of the following:</b>	4
ECN 322 Intermediate Macroeconomics (4)	
ECN 325 Intermediate Microeconomics (4)	

ECN 330 Money, Credit, and Banking	(4)	
ECN 340 International Economics	(4)	
<b>Total Credits Required</b>		<b>74</b>
* Used to calculate the Major GPA		

### Requirements for a Minor in Accounting

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ACT 210 Accounting for Financial Decision Making	4
ACT 220 Accounting for Managerial Decision Making	4
ACT 310 Intermediate Accounting I	4
ACT 320 Intermediate Accounting II	4
ACT 410 Accounting Information Systems	2
ACT elective credits	2
<b>Total Credits Required</b>	<b>20</b>

### Requirements for a Certificate in Accounting

Courses	Credits
<b>For Prerequisites and Co-requisites please see course descriptions.</b>	
ACT 210 Accounting for Financial Decision Making	4*
ACT 220 Accounting for Managerial Decision Making	4*
ACT 310 Intermediate Accounting I	4*
ACT 320 Intermediate Accounting II	4*
<i>Select fourteen credits from the following:</i>	14*
ACT 260 Governmental and Nonprofit Accounting (2)	
ACT 330 Legal Concepts for Accountants (2)	
ACT 340 Cost Accounting (4)	
ACT 410 Accounting Information Systems (2)	
ACT 421 Individual Taxation (2)	
ACT 422 Business Taxation and Research (2)	
ACT 430 Auditing and Assurance Services (4)	
ACT 440 Advanced Accounting (4)	
ACT 485 Special Topics (4)	
FIN 325 Managerial Finance (4)	
<b>Total Credits Required</b>	<b>30</b>
* Used to calculate the Certificate GPA	

## Art

Degree offered: Bachelor of Arts

See also: Graphic Design and Arts Education – Multi-Age Licensure

The major in Art seeks to provide students with a solid foundation in historic studio methods and materials. The 28 semester hour foundation sequence exposes students to a wide variety of studio experiences and art historical concepts regarding the role of art in society from the Paleolithic Age to today. Upper division courses allow for experimentation in a variety of media and the development of a personal artistic style which reflects both aesthetic and intellectual development.

## Requirements for a B. A. in Art

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ART 101 Academic Drawing	4*
ART 110 Two Dimensional Design	2*
ART 111 Three Dimensional Design	2*
ART 150 History of Western Art I	4*
ART 151 History of Western Art II	4*
ART 201 Figure Drawing	2*
ART 202 Perspective Drawing	2*
ART 260 Color Theory	2*
ART 261 Painting Techniques and Materials	2*
ART 279A CORE: Art and Community	4*
ART 479 CORE: The Role of the Artist/Designer in Contemporary Society	4*
ART 498 Senior Studio and Thesis Exhibition	4*
<i>Select twenty credits from the following:</i>	20*
ART 116 Fundamentals. of Photographic Art (4)	
ART 156 Ceramics I (4)	
ART 210 Botanical Illustration (2)	
ART 215 Introduction to Textiles (2)	
ART 220 Introduction to Book Arts (2)	
ART 270 History of Women in Art (2)	
ART 330 Media Design (4)	
ART 348G Art & Politics (4)	
ART 353 Historic Painting Techniques (4)	
ART 365 Printmaking (4)	
<i>Suggested Correlatives:</i> (4)	
PHL 320 Aesthetics	
<b>Total Credits Required</b>	<b>56</b>
* Used to calculate the Major GPA	

## Requirements for a Minor in Art

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ART 101 Academic Drawing	4
<i>Select sixteen credits from the following:</i>	16
ART 150 History of Western Art I (4)	
ART 151 History of Western Art II (4)	
ART 210 Botanical Illustration (2)	
ART 215 Introduction to Textiles (2)	
ART 220 Introduction to Book Arts (2)	
ART 260 Color Theory (2)	
ART 261 Painting Techniques and Materials (2)	
ART 279A CORE: Art and Community (4)	
ART 330 Media Design and the Creative Process (4)	
<b>Total Credits Required</b>	<b>20</b>



## Requirements for a Minor in Art History

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ART 150 History of Western Art I	4
ART 151 History of Western Art II	4
PHL 320 Aesthetics	4
<b>Select eight credits from the following:</b>	<b>8</b>
ART 215 Introduction to Textiles (2)	
ART 220 Introduction to Book Arts (2)	
ART 270 History of Women in Art (2)	
ART 279A CORE: Art and Community (4)	
ART 279C CORE: Am Polit Thght: Nature and the Common Good (4)	
ART 348G Art, Politics & Pursuit Truth (4)	
ART 348H Modernism in its Time (4)	
<b>Total Credits Required</b>	<b>20</b>

## Arts Education - Multi-Age

Degree offered: Bachelor of Arts

Licensure offered: Arts Multi-Age

See also: Art; Graphic Design

Students will focus on art materials, techniques and developmental theory for use in classrooms, pre-kindergarten to grade 12. Age appropriate evaluation techniques, cross disciplinary planning, whole curriculum development, multicultural theory, critical analysis, and student portfolio development will be emphasized as will classroom management techniques. The Arts Multi-age licensure provides students with both the technical and theoretical knowledge to use confidently and thoughtfully while preparing students for the National Proficiency Exams in Art.

## Requirements for a B. A. in Arts Education

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<b>Select two of the following:</b>	<b>4*</b>
ART 210 Botanical Illustration (2)	
ART 215 Introduction to Textiles (2)	
ART 220 Introduction to Book Arts (2)	
ART 270 History of Women in Art (2)	
ART 101 Academic Drawing	4*
ART 110 Two Dimensional Design	2*
ART 111 Three Dimensional Design	2*
ART 116 Fundamentals of Photographic Art	4*
ART 150 History of Western Art I	4*
ART 151 History of Western Art II	4*
ART 156 Ceramics I	4*
ART 237 Art for Teachers	2*
ART 260 Color Theory	2*

ART 261 Painting Techniques and Materials	2*
ART 337 Visual Art Methods: Grades 4-12	4*
ART 353 Historic Painting Techniques	4*
ART 365 Printmaking	4*
ART 498 Senior Studio and Thesis Exhibition	4*
<b><i>Suggested Correlative:</i></b>	
ART 279A CORE: Art and Community (4)	
<b><i>Required Professional Education Courses:</i></b>	
EDU 115 Early Experience: Secondary/Pre K-12	1
EDU 220 Educational Psychology	4
EDU 314 Content Area Reading	4
EDU 346 AYA Methods	4
EDU 346A AYA Methods Field/Clinical Experience	2
EDU 379A CORE: Principles of Education	4
EDU 487 Student Teaching: AYA/Pre K-12	12
EDU 488 Teaching Seminar: AYA/Pre K-12	1
<b>Total Credits Required</b>	<b>85</b>
* Used to calculate the Major GPA	

## Biology

Degrees offered: Bachelor of Science

See also: Life Science Education – Grades 7-12

Life Science/Chemistry Education – Grades 7-12

Life Science/Earth Science Education – Grades 7-12

Life Science/Physics Education – Grades 7-12

Students major in Biology for four reasons: they want to get a masters or doctoral degree in a biological field; they want to be licensed to teach biology (see licensure programs); they wish to pursue a professional career (see Pre-Health Professional Programs); or they wish to seek employment at the bachelor's level. If any of these careers interest you, rigorous education with a bachelor's degree in biology is important. Ohio Dominican University offers a diverse and flexible major in biology. Two main tracts exist within the biology major; one leading to graduate or professional school and one leading to bachelor's level employment. Both of these tracts fulfill the requirements for the Bachelor of Science degree in Biology outlined below. Students wishing to enter professional or graduate school after graduation from Ohio Dominican University; however, are advised to take additional courses in chemistry and physics to fulfill the admission requirements of these schools. Both of these tracts can be shaped to give students the best possible training to enter the field of their choice after graduation from Ohio Dominican University. The ultimate course decision, within the requirements for the biology major is the responsibility of the student.

Eight teaching licensures in the natural sciences are available at Ohio Dominican University. These include those listed above as well as:

- Chemistry Education – Grades 7-12
- Chemistry/Earth Science Education - Grades 7-12
- Physical Science Education - Grades 7-12
- Integrated Science Education - Grades 7-12

These all include a common core of science courses and an emphasis on pedagogical techniques. The eight licensures are designed so a student may move from one teaching major to another with ease. This allows the student to nuance his/her program as maturity within the field develops.

## Requirements for a B. S. in Biology

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BIO 201 General Biology: Cells, Genetics, and Evolution	4*
BIO 202 General Biology: Botany, Zoology, and Ecology	4*
BIO 203 General Biology: Anatomy and Physiology	4*
BIO 366 Genetics	4*
SCI 479 CORE: Research in the Sciences	4*
<b>Select four credits from the following:</b>	4*
CHM 451 Biochemistry (4)	
BIO 469 Cell Biology (4)	
<b>Select sixteen credits from any BIO or ENV courses above 203 <u>except</u> BIO 279A</b>	16*
<b>Required correlatives:</b>	
CHM 109 General Chemistry I	4
CHM 110 General Chemistry II	4
CHM 229 Organic Chemistry I	4
MTH 140 Introduction to Statistics	4
MTH 240 Calculus I	4
<b>Select four credits from the following:</b>	4
CHM 230 Organic Chemistry II (4)	
CHM 359 Analytical Chemistry (4)	
<b>Total Credits Required</b>	<b>64</b>
* Used to calculate the Major GPA	

## Requirements for a Minor in Biology

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BIO 201 General Biology: Cells, Genetics, and Evolution	4
BIO 202 General Biology: Botany, Zoology, and Ecology	4
BIO 203 General Biology: Anatomy and Physiology	4
<b>Select eight credits from any BIO or ENV courses above 203 <u>except</u> BIO 279A</b>	8
<b>Select four credits from the following:</b>	4
PHY 102 Basic Physical Science (2)	
CHM 102 Basic Chemical Principles (2)	
CHM 109 General Chemistry I (4)	
<b>Total Credits Required</b>	<b>24</b>

## Business Administration

Degrees offered: Bachelor of Science; Associate of Science (LEAD Program only)

See also: Finance

Five Year (4 + 1) Programs (Graduate Studies section of catalog)

Mission Statement Division of Business:

*Believing in the power of truth, the division is committed to developing students who are grounded in the liberal arts and Dominican traditions. Upon graduation, the students will have the ability to think*

*critically, logically, and ethically while applying the specialized business knowledge and skills mastered here to respond effectively to the rapidly evolving demands of our communities and organizations in the global economy.*

The major in Business Administration is designed to provide students a breadth of business knowledge in a wide variety of functional business areas. In fact, the curriculum provides a core set of courses covering virtually all functional areas of business. Additionally, the curriculum helps students develop critical workplace and life skills in the areas of critical thinking, presentation, writing, team, technology, and interpersonal communication. Finally, when integrated with the Ohio Dominican University liberal arts core curriculum, students develop a greater sensitivity to the possibilities and limitations of the human condition and refine their capacity to make informed and ethical decisions.

In addition to a broad general business and liberal arts education, students will further select one of the following options:

1. An Emphasis in Management: A variety of recommended course sequence options within the 12 credit hour *Management Emphasis* allows students to further tailor their curriculum to meet their individual career interests and needs. Course sequences in Human Resource Management, Entrepreneurship and Family Business, and Non-Profit Management are available under the *Management Emphasis*. Course sequence information is available through all business faculty and academic advisors.
2. An Emphasis in Marketing: The *Marketing Emphasis* allows students to select 12 credit hours from a variety of marketing courses depending on their individual interests and personal career aspirations.
3. Five-Year BS/MBA: Students with strong academic performance may, instead of an emphasis, apply for admission to the 4+1 MBA Program. Students accepted into the program will work toward completing both their undergraduate degree in Business Administration as well as an MBA in a total of five academic years.
4. An approved University Minor (not to include Business Administration)

### Requirements for a B. S. in Business Administration

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<b><i>Business Core:</i></b>	
ACT 210 Accounting for Financial Decision Making	4*
ACT 220 Accounting for Managerial Decision Making	4*
BUS 220 Principles of Marketing	4*
BUS 240 Management and Organizational Behavior	4*
BUS 318 Business and Society	2*
BUS 343 Human Resource Management	2*
BUS 345 Business and Employment Law	2*
BUS 479 CORE: Strategic Management	4*
ECN 205 Principles of Economics	4*
FIN 325 Managerial Finance	4*
<b><i>Select one of the following:</i></b>	
ECN 322 Intermediate Macro Economics (4)	4*
ECN 325 Intermediate Micro Economics (4)	
ECN 330 Money, Credit, and Banking (4)	
ECN 340 International Economics (4)	
<b><i>Required Correlatives:</i></b>	
MTH 140 Introduction to Statistics	4
PHL 346 Principles of Business Ethics	2

<i>Select one of the following:</i>	4
CIS 105 Introduction to Computer Systems <b>and</b> (2)	
CIS 203 Electronic Spreadsheets (2)	
<b>or (if qualified)</b>	
CIS 234 Database Management Systems (4)	
<b>or (LEAD Program)</b>	
CIS 108 Computer Applications for Business (2)	
BUS 102 Use of Technology in Business (2)	
<b>Total Business Core</b>	<b>48</b>
<i>Select one emphasis and complete 12 credit hours in that emphasis:<sup>1</sup></i>	<b>12*</b>
<b>Marketing Emphasis:</b>	
BUS 221 International Marketing (4)	
BUS 251 Retailing (4)	
BUS 270 Integrated Marketing and Communication (4)	
BUS 370 Professional Selling (2)	
BUS 371 Sales Force Management and Leadership (2)	
BUS 378 Marketing for Service Industries (4)	
PRS 340 Internet Strategies: Social Media, e-Commerce and More (2)	
<b>Management Emphasis:</b>	
BUS 301 Conflict Resolution and Negotiations for Managers (4)	
BUS 305 Non-Profit Management (4)	
BUS 312 Employee Training & Development (2)	
BUS 315 Gender and the Workplace (2)	
BUS 361 Starting a New Business Venture (2)	
BUS 362 Building, Operating, and Passing on the Family Business (4)	
BUS 371 Sales Force Management and Leadership (2)	
BUS 373 Managing the Diverse Workforce (2)	
BUS 460 Contemporary Issues in Management (2)	
BUS 496 Advanced Readings and Topics in Management (4)	
ENV 279A CORE: Applied Sustainability (4)	
<i>No more than one (1) of the following two courses may be selected:</i>	
BUS 279A CORE: Leadership and the Common Good (4)	
BUS 310 Fundamentals of Leadership (4)	
<b>Total Credits Required</b>	<b>60</b>
* Used to calculate the Major GPA	

<sup>1</sup>Emphasis not required for students admitted to the Five Year Program

## Requirements for a Minor in Business Administration

The minor in Business Administration is designed for non-business majors interested in acquiring foundational knowledge and skills in five business discipline areas including accounting, finance, marketing, management, and economics. Students majoring in technical, scientific, or artistic fields who envision business applications for their primary major interest will benefit from a business minor. This would include, for example, art majors who envision opening or operating a gallery, healthcare workers who envision operating a clinic, or the information technology worker who aspires to manage the IT function in an organization. The minor in business administration is not available to students working toward a Bachelor of Science degree with a major in Accounting, Business Administration, Finance, or International Business.

Students who complete the minor in business administration are eligible to apply for the 4+1 MBA Program. Depending on the primary major and available elective credits, a student may be able to complete his or her undergraduate degree and a MBA in as few as five years. Some majors will take a little longer.

<b>Courses</b>	<b>Credits</b>
For Prerequisites and Co-requisites please see course descriptions.	
ACT 210 Accounting for Financial Decision Making	4
ACT 220 Accounting for Managerial Decision Making	4
BUS 220 Principles of Marketing	4
BUS 240 Management and Organizational Behavior	4
ECN 205 Principles of Economics	4
FIN 325 Managerial Finance	4
<b>Total Credits Required</b>	<b>24</b>

### Requirements for an A. S. in Business - LEAD Program

<b>Courses</b>	<b>Credits</b>
For Prerequisites and Co-requisites please see course descriptions.	
ENG 101 Thinking and Writing Across the Curriculum	4
ENG 102 Scholarly Adventures: Researched Writing	4
CORE 179 Reflections on Self	4
CORE 279 Reflections on the Common Good	4
ACT 100 or 205 Survey of Accounting or Accounting for Decision Making	4*
BUS 220 Principles of Marketing	4*
BUS 240 Management and Organizational Behavior	4*
ECN 205 Principles of Economics	4*
<i>Select four credits from the Division of Business:</i> Courses in ACT, BUS, ECN, FIN	4*
<i>Select sixteen credits distributed from the following divisions:</i> Theology, Arts and Ideas Literature and Language Social and Behavioral Science Mathematics, Computer and Natural Sciences	16
<i>Select ten credits from general electives</i>	10
<b>Total Credits Required</b>	<b>62</b>
* Used to calculate the Major GPA	

## Campus and Youth Ministry

Degrees offered: Bachelor of Arts

A campus or youth minister is a person who responds to the gifts and needs of young people—both adolescents and young adults. He or she “organizes, animates, and coordinates the people, programming, and resources within parish, school, and/or community-based settings to provide a comprehensive ministry effort” (*National Certification Standards for Lay Ecclesial Ministers* 17). The B.A. in Campus and Youth Ministry is designed to help such persons prepare for this responsibility.

### Requirements for a B. A. in Campus and Youth Ministry:

<b>Courses</b>	<b>Credits</b>
For Prerequisites and Co-requisites please see course descriptions.	
THL 225 Introduction to Christian Theology	4*
THL 203 The Gospels	4*
THL 230 The Sacraments of the Catholic Church	2*

THL 234 Jesus: Revelation of God	4*
THL 235 Christian Morality	4*
THL 245 The Church	2*
THL 312 Principles of Campus and Youth Ministry	4*
THL 479 CORE: Grace and Freedom	4*
THL 497 Internship in Campus and Youth Ministry	4*
<b>Required Correlatives:</b>	
BUS 279A CORE: Leadership and the Common Good	4
PSY 220 Human Development: Childhood and Adolescent	4
PSY 255 Human Sexuality	4
PSY 451 Counseling Theory and Process	4
SPN 111 Elementary Spanish II	4
<b>Total Credits Required</b>	<b>52</b>
* Used to calculate the Major GPA	

## Chemistry

Degrees offered: Bachelor of Science, Associate of Science

See also: Chemistry Education – Grades 7-12

Life Science/Chemistry Education - Grades 7-12

Earth Science/Chemistry Education - Grades 7-12

Chemistry is present in everything we wear, the food we eat and the things we buy. Our life is made better, in part, by the work done by chemists. Our vigorous programs will allow you to enter the industrial world and be an active participant in it. If a masters or doctoral degree in chemistry is in your future, feel confident that Ohio Dominican University can give you tools necessary to succeed in graduate school. Many students go on to professional school (e.g. physician, veterinarian, optometrist, podiatrist, etc.) Although students seeking a chemistry-centered career are advised to follow the Bachelor of Science curriculum, Ohio Dominican University also offers the Associate of Science degree in Chemistry.

Eight licensures in the natural sciences are available at Ohio Dominican University. These include those listed above as well as:

- Life Science Education - Grades 7-12
- Life Science/Earth Science Education - Grades 7-12
- Life Science/Physics Education - Grades 7-12
- Physical Science Education - Grades 7-12
- Integrated Science Education - Grades 7-12

These all include a common core of science courses and an emphasis on pedagogical techniques. The eight licensures are designed so a student may move from one teaching major to another with ease. This allows the student to nuance his/her program as maturity within the field develops.

### Requirements for a B. S. in Chemistry

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
CHM 109 General Chemistry I	4*
CHM 110 General Chemistry II	4*
CHM 229 Organic Chemistry I	4*
CHM 230 Organic Chemistry II	4*
CHM 359 Analytical Chemistry	4*
CHM 360 Instrumental Methods of Analysis	4*

CHM 439 Thermodynamics and Kinetics	4*
CHM 440 Quantum Mechanics and Spectroscopy	4*
CHM 451 Biochemistry	4*
SCI 479 CORE: Research in the Sciences	4*
<b>Required Correlatives:</b>	
BIO 201 General Biology: Cells/Genetics/Evolution	4
MTH 240 Calculus I	4
MTH 241 Calculus II	4
PHY 219 General Physics I	4
PHY 220 General Physics II	4
<b>Total Credits Required</b>	<b>56</b>
* Used to calculate the Major GPA	

### Requirements for a B. S. in Chemistry Education – Grades 7-12

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
CHM 109 General Chemistry I	4*
CHM 110 General Chemistry II	4*
CHM 229 Organic Chemistry I	4*
CHM 230 Organic Chemistry II	4*
CHM 359 Analytical Chemistry	4*
CHM 451 Biochemistry	4*
BIO 201 General Biology: Cells/Genetics/Evolution	4
BIO 202 General Biology: Botany/Zoology/Ecology	4
BIO 203 General Biology: Anatomy and Physiology	4
MTH 240 Calculus I	4
MTH 241 Calculus II	4
PHY 219 General Physics I	4
PHY 220 General Physics II	4
SCI 479 CORE: Research in the Sciences	4*
<b>Select one of the following:</b>	4*
CHM 360 Instrumental Methods of Analysis (4)	
CHM 439 Thermodynamics & Kinetics (4)	
CHM 440 Quantum Mechanics & Spectroscopy (4)	
<b>Required Professional Education Courses:</b>	
EDU 115 Early Experience: Secondary (AYA)	1
EDU 220 Educational Psychology	4
EDU 314 Content Area Reading	4
EDU 346 AYA Methods	4
EDU 346A AYA Methods Field/Clinical Experience	2
EDU 379A CORE: Principles of Education	4
EDU 353 AYA Science Teaching Meth/Fld. Exp.	4
EDU 487 Student Teaching: AYA	12
EDU 488 Teaching Seminar: AYA	1
<b>Total Credits Required</b>	<b>92</b>
* Used to calculate the Major GPA	



## Requirements for a Minor in Chemistry

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
CHM 110 General Chemistry II	4
CHM 229 Organic Chemistry I	4
CHM 230 Organic Chemistry II	4
<i>Select two courses from the following:</i>	8
CHM 359 Analytical Chemistry (4)	
CHM 360 Instrumental Methods of Analysis (4)	
CHM 439 Thermodynamics and Kinetics (4)	
CHM 440 Quantum Mechanics and Spectroscopy (4)	
CHM 451 Biochemistry (4)	
<b>Total Credits Required</b>	<b>20</b>

## Requirements for an A. S. in Chemistry

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ENG 101 Thinking and Writing Across the Curriculum	4
CORE 179 CORE: <i>What is Human Nature?</i>	4
CORE 279 CORE: <i>What is the Common Good?</i>	4
CHM 109 General Chemistry I	4*
CHM 110 General Chemistry II	4*
CHM 229 Organic Chemistry I	4*
CHM 359 Analytical Chemistry	4*
CHM 360 Instrumental Methods of Analysis	4*
MTH Elective at or above 160 level	4
<i>Select eighteen credits from liberal arts courses, social science, philosophy and theology:</i>	18
General electives	8
<b>Total Credits Required</b>	<b>62</b>
* Used to calculate the Major GPA	

## Communication Studies

Degree offered: Bachelor of Arts

Certificate offered: Communication Studies

See also: Journalism Minor, Theatre Minor, Graphic Design

The Communication Studies major focuses on communication processes in interpersonal, group, organizational and mass communication contexts. Such processes include historical perspectives of rhetoric and contemporary applications regarding face-to-face interaction, public speaking, mass media venues and the new communication technologies. Knowledge gained from this study prepares the student for a variety of occupations that build upon an awareness of communication dynamics. In a more general sense, the Communication Studies graduate will enter the world of work poised with a keen awareness of the role of communication in the evolving information age within which we live.

## Requirements for a B. A. in Communication Studies

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
COM 105 Public Speaking	4*
COM 132 Interpersonal Communication	4*
COM 250 The Communicated Self	2*
COM 252 Rhetorical Visions	2*
COM 260 Mass Media	4*
COM 348 Rhetorical Communication Theory	4*
COM 498 Communication Seminar	4*
COM Electives (8 credits)	8*
<b>Total Credits Required</b>	<b>32</b>
* Used to calculate the Major GPA	

## Requirements for a Minor in Communication Studies

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
COM 105 Public Speaking	4
COM 132 Interpersonal Communication	4
COM 348 Rhetorical Communication Theory	4
COM Electives	8
<b>Total Credits Required</b>	<b>20</b>

## Requirements for a Certificate in Communication Studies

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
COM 105 Public Speaking	4
COM 132 Interpersonal Communication	4
COM 303 Organizational Communication	4
PRS 201 Principles of Public Relations	4
PRS 205 News Writing	4
Divisional Elective	4
<b>Total Credits Required</b>	<b>24</b>

## Computer Information Systems

Degree offered: Bachelor of Science

The Computer Information Systems major is designed to give students a solid foundation in computer programming concepts, networks, database systems and analysis of information technology. Knowledge gained from this study prepares students for a variety of career paths including software engineering, systems development, web development, technology management, teaching, robotics and graduate studies. Students will complete their major by specializing in an area of their choice, selected from the concentrations shown below. By choosing a concentration and associated electives, students create a major that reflects their intellectual and vocational interests.

The programming concentration provides a comprehensive computer science curriculum from a software-based approach.

The management concentration supplies some fundamental theory of business administration and finance along with associated technology and systems analysis skills in order to provide a synergistic management information systems curriculum of business practices and computational tools.

The quantitative concentration provides additional mathematical rigor essential for the development of algorithmic approaches in computer technology (such as digital signal processing, data modeling, feedback control systems, etc.).

The web development concentration supplies both the theoretical understanding and the practical application experience for the design, implementation and maintenance of network content (such as multimedia applications, database-driven websites, network scripting and programming, etc.).

The cognitive concentration is an interdisciplinary curriculum in cognitive science with an emphasis on the interaction between human and computer problem-solving endeavors. Topics include machine learning and artificial intelligence, distributed computation, interface design, robotics, heuristic decision-making, etc.

### Requirements for a B. S. in Computer Information Systems

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
CIS 150 Programming in C/C++	4*
CIS 180 Survey of Computer Information Systems	4*
CIS 234 Database Management Systems	4*
CIS 316 Networks and Data Communications	4*
MTH 121 Mathematics for the Liberal Arts	4*
MTH 145 Discrete Mathematics	4*
<i>Select one of the following concentrations:</i>	
<b>Programming Concentration:</b>	
CIS 152 Programming in Java	4*
CIS 200 Data Structures	4*
CIS 210 Assembly Language	4*
CIS 230 Operating Systems	4*
CIS 350 Advanced Data Structures	4*
CIS Electives (not CIS 105 or 106)	12*
MTH 240 Calculus I	4*
<b>Management Concentration:</b>	
CIS 324 Systems Analysis	4*
CIS 334 Advanced Database Management	4*
CIS Electives (not CIS 105 or 106)	8*
ACT 210 Accounting for Financial Decision Making	4*
ACT 220 Accounting for Managerial Decision Making	4*
BUS 240 Management	4*
FIN 325 Managerial Finance	4*
ECN 205 Principles of Economics	4*
MTH 140 Introduction to Statistics	4*
PHL 242 Applied Ethics	4*
<b>Quantitative Concentration:</b>	
CIS 200 Data Structures	4*
CIS 210 Assembly Language	4*
CIS Electives (not CIS 105 or 106)	8*
MTH 240 Calculus I	4*
MTH 241 Calculus II	4*
MTH 242 Multivariable Calculus	4*

MTH 243 Differential Equations	4*
MTH 270 Mathematical Statistics	4*
MTH 350 Linear Algebra	4*
<b>Web Development Concentration:</b>	
CIS 120 Electronic Design and Layout	4*
CIS 152 Programming in Java	4*
CIS 200 Data Structures	4*
CIS 334 Advanced Database Management	4*
CIS 352 Programming for Internet Applications	4*
CIS Electives (not CIS 105 or 106)	12*
<b>Cognitive Concentration:</b>	
CIS 230 Operating Systems	4*
CIS Electives (not CIS 105 or 106)	8*
MTH 140 Introduction to Statistics	4*
PSY 100 Introduction to Psychology	4*
PSY 230 Research Methods and Statistics	4*
PSY 236 Biopsychology	4*
PSY 348C Applied Cognitive Psychology	4*
PSY 434 Cognitive Processes	4*
<b>Total Credits Required</b>	<b>56-68</b>
* Used to calculate the Major GPA	

### Requirements for a Minor in Computer Information Systems

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
CIS 150 Programming in C/C++	4
CIS 180 Survey of Computer Information Systems	4
CIS 234 Database Management Systems	4
CIS 316 Networks and Data Communications	4
CIS Elective (not CIS 105 or 106)	4
MTH 145 Discrete Mathematics	4
<b>Total Credits Required</b>	<b>24</b>

## Criminology and Criminal Justice

Degree offered: Bachelor of Arts

The Criminal Justice major provides comprehensive coverage of the criminal justice system including the law, law enforcement, the courts and corrections. All of this is framed within the larger context of society today and the history of Western civilization. Themes addressed in this broad context include the concept of community, the nature of human nature, punishment vs. rehabilitation, victimology and civil rights. Criminal Justice majors pursue careers in all sectors of the criminal justice system, sometimes after additional graduate study in criminology or public administration.

### Requirements for a B. A. in Criminology and Criminal Justice

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
CRJ 105 The Criminal Justice System	4*
CRJ 230 The Law, Society and Polity	4*
CRJ 352 Research Methods	4*
CRJ 365 Criminology	4*

CRJ 479 CORE: Criminal Justice Seminar	4*
CRJ Electives	16*
<b>Required correlatives:</b>	
POL 101 The Great Issues of Politics	4
<b>Select one course from the following:</b>	
SOC 101 Introduction to Sociology (4)	4
SOC 215 Deviance and Institutional Problems (4)	(4)
Social Science Electives	12
SCE 000 Senior Comprehensive Examination	--
<b>Total Credits Required</b>	<b>56</b>
* Used to calculate the Major GPA	

*Transfer credit will be evaluated on a course by course basis. Credit will be granted toward requirements in the Criminology and Criminal Justice Major/Minor only for courses determined to be equivalent to criminal justice courses in the Ohio Dominican University catalog. Technical courses in criminal justice, law enforcement, corrections, and related areas will not be awarded credit toward requirements for the Criminology and Criminal Justice Major/Minor. These courses may transfer to ODU as elective credits.*

### Requirements for a Minor in Criminology and Criminal Justice

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
CRJ 105 The Criminal Justice System	4
<b>Select one of the following:</b>	
CRJ 230 The Law, Society and Polity (4)	4
CRJ 231 History of Constitution of the United States (4)	(4)
CRJ Electives (12 credits)	12
<b>Total Credits Required</b>	<b>20</b>

## Cross-Disciplinary Studies

Degree offered: Bachelor of Arts, Bachelor of Science, and Associate of Arts

The Cross-Disciplinary Studies major is designed to demonstrate Ohio Dominican University's commitment to personal and professional development within the wider commitment to the liberal arts and lifelong learning. The Cross-Disciplinary Studies major enables the student to design a program of study that will meet individual needs better than a traditional academic major. The student works with discipline faculty and an advisor to select a cluster of courses building on previous academic background and/or professional experience to achieve appropriate educational goals. Cross-Disciplinary majors are not eligible for teacher licensure. Students interested in developing a program of study should consult the Academic Advising Center.

### Requirements for a B. A. in Cross-Disciplinary Studies

1. Completion of the Liberal Arts Core General Degree Requirements for the B.A. degree (i.e., Core Curriculum Fundamentals, Core Seminars, and Disciplinary Studies Requirement)
2. Completion of an approved program of study consisting of a minimum of 48 credit hours, of which 32 credits must be at the 200-level or above including at least 12 credits at the 300-level or above.
3. The program of study must consist of at least two concentrations with a minimum of 20 credit hours in each concentration.
4. Thirty-two credit hours (32) must be earned after the declaration of the major.
5. Students with appropriate prerequisites may either complete the senior capstone (479) in one of the areas of concentration or complete CORE/CDS 479.

### **Requirements for a B. S. in Cross-Disciplinary Studies**

1. Completion of the Liberal Arts Core General Degree Requirements for the B.S. degree (i.e., Core Curriculum Fundamentals, Core Seminars, and Disciplinary Studies Requirement)
2. Completion of an approved program of study consisting of a minimum of 48 credit hours, of which 32 credits must be at the 200-level or above including at least 12 credits at the 300-level or above.
3. The program of study must consist of at least two concentrations with a minimum of 20 credit hours in each concentration.
4. At least 20 credit hours of the major coursework must be in mathematics, natural, or social science disciplines.
5. Thirty-two (32) credit hours must be earned after the declaration of the major.
6. Students with the appropriate prerequisites may either complete the senior capstone (479) in one of the areas of concentration or complete CORE/CDS 479.

### **Requirements for an A. A. in Cross-Disciplinary Studies**

Sixty-two credits of which 16 must be earned after the student enters the Cross-Disciplinary Studies major.

- Completion of Associate Degree core requirements
- 4 semester credits in philosophy or theology
- 4 semester credits in math or science
- 4 semester credits in literature, language, or art
- 4 semester credits in social science

No more than 4 credits may be in student teaching, methods, internship, or fieldwork.

### **Implementation**

- Cross-Disciplinary Studies program of study packets may either be downloaded from the ODU website or obtained from the Academic Advising Office.
- Students will provide a written proposed curriculum and a rationale for the specific coursework included on the program of study. Students will discuss course selection with faculty in each concentration and get written approval for the specific coursework. It is expected that students will include enough upper-level coursework that they are provided with breadth and some depth within a discipline. (Given the student interest, a minor in the discipline might be appropriate.)
- Once a student has a program of study approved by the Director of the Core Curriculum, he or she should meet with the academic advisors in the Academic Advising Office to formally declare the Cross-Disciplinary Studies major. These academic advisors will continue to function as the overall student academic advisor, but students should consult with relevant faculty members for course selection, internship opportunities, and possible career paths.
- The official copy of the approved program of study should be sent to the Registrar's Office.

- Any substitutions or changes to the proposed curriculum need to be discussed with and approved by the relevant faculty member. These revisions should be filed with the advisors in the Academic Advising Office and the Registrar's Office.

## Earth Science/Chemistry Education - Grades 7-12

Degree offered: Bachelor of Science

Licensure offered: Earth Science/Chemistry

See also: Biology  
Chemistry

The Earth Science/Chemistry Licensure Program is a professional teaching major centered on earth science and chemistry. Students in this program complete a rigorous curriculum in the fields of chemistry and earth science that emphasizes not only content knowledge but also critical thinking and laboratory skills. Upon completion, teachers holding this dual-field degree will be competent, effective teachers in earth science and chemistry for grades 7-12.

### Requirements for a B. S. in Earth Science/Chemistry Education – Grades 7-12

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
CHM 109 General Chemistry I	4*
CHM 110 General Chemistry II	4*
CHM 229 Organic Chemistry I	4*
CHM 230 Organic Chemistry II	4*
CHM 359 Analytical Chemistry	4*
ENV 110 Environmental Science	2*
ENV 111 Astronomy	2*
ENV 112 Meteorology	2*
ENV 113 Geology	2*
<b>Select two from the following:</b>	8*
CHM 360 Instrumental Methods of Analysis (4)	
CHM 451 Biochemistry (4)	
CHM 439 Thermodynamics and Kinetics (4)	
CHM 440 Quantum Mechanics and Spectroscopy (4)	
<b>Required correlatives:</b>	
BIO 201 General Biology: Cells, Genetics, and Evolution	4
BIO 202 General Biology: Botany, Zoology, and Ecology	4
BIO 203 General Biology: Anatomy and Physiology	4
MTH 240 Calculus I	4
MTH 241 Calculus II	4
PHY 219 General Physics I	4
PHY 220 General Physics II	4
<b>Required Professional Education Courses:</b>	
EDU 115 Early Experience: Secondary (AYA)	1
EDU 220 Educational Psychology	4
EDU 314 Content Area Reading	4
EDU 346 AYA Methods	4
EDU 346A AYA Methods Field/Clinical. Experience	2
EDU 379A CORE: Principles of Education	4

EDU 353 AYA Science Teaching Meth/Fld. Exp.	4
EDU 487 Student Teaching: AYA	12
EDU 488 Teaching Seminar: AYA	1
<b>Total Credits Required</b>	<b>110</b>
* Used to calculate the Major GPA	

## Economics

Degree offered: Bachelor of Arts

Mission Statement Division of Business:

*Believing in the power of truth, the division is committed to developing students who are grounded in the liberal arts and Dominican traditions. Upon graduation, the students will have the ability to think critically, logically, and ethically while applying the specialized business knowledge and skills mastered here to respond effectively to the rapidly evolving demands of our communities and organizations in the global economy.*

A major in economics prepares the student for a career in business, government, research, consulting, or teaching. It is theoretically and application-oriented and studies how the market system functions and how a well-informed citizen actively and effectively participates in it. It is good preparation for students seeking advanced studies in economics, business, law, and public policy. Realistic assignments are taken from everyday events.

### Requirements for a B. A. in Economics

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ECN 205 Principles of Economics	4*
ECN 322 Intermediate Macroeconomics	4*
ECN 325 Intermediate Microeconomics	4*
ECN 340 International Economics	4*
ECN 420 Development of Economic Theories	4*
ECN 479 CORE: Economic Analysis	4*
ECN Electives	8*
ACT 210 Accounting for Financial Decision Making	4*
<b>Required correlatives:</b>	
Select one of the following:	4
CIS 105 Intro to Computer Systems <b>and</b> (2)	
CIS 203 Electronic Spreadsheets (2)	
or (if qualified)	
CIS 234 Database Management Systems. (4)	
MTH 140 Introduction to Statistics	4
<b>Select one of the following:</b>	
MTH 211 Quantitative Methods (4)	
MTH 240 Calculus I (4)	
<b>Total Credits Required</b>	<b>48</b>
* Used to calculate the Major GPA	



## Requirements for a Minor in Economics

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ECN 205 Principles of Economics	4
ECN 322 Intermediate Macroeconomics	4
ECN 325 Intermediate Microeconomics	4
ECN Electives (8 credits)	8
<b>Total Credits Required</b>	<b>20</b>

## Education

Degrees offered: Bachelor of Science in Education  
 Bachelor of Arts  
 Bachelor of Science

Licensures offered:

- Early Childhood** (Pre K-3)
- Middle Childhood** (Grades 4-9)
- Intervention Specialist** (K-12):
  - Mild to Moderate Educational Needs
  - Moderate to Intensive Educational Needs
- Adolescent to Young Adult (Secondary)** (Grades 7-12):
  - Integrated Language Arts
  - Integrated Mathematics
  - Integrated Science
  - Integrated Social Studies
  - Science: Single Field – Chemistry
    - Life Science
  - Science: Dual Field
    - Earth Science/Chemistry
    - Life Science/Chemistry
    - Life Science/Earth Science
    - Life Science/Physics
    - Physical Science (Physics/Chemistry)
- Multi-Age (PreK-12):**
  - TESOL (Graduate level only)
  - Arts Education
- Endorsements:**
  - Early Childhood Generalist (Grades 4-5) (Undergraduate level and Graduate level)
  - Middle Childhood Generalist (Grades 4-6)
  - Reading
  - Teacher Leader (Graduate level only)
  - TESOL (Graduate level only)

## Early Childhood Education

The Early Childhood Teacher Education Program prepares the teacher education candidate for an Ohio teaching license in early childhood teaching for pre-kindergarten through grade three. Studies include the general education core requirements and a wide range of professional education courses. In addition, students are provided opportunities to participate in extensive field-based experiences in diverse early childhood settings prior to student teaching. It is the nature of this program to integrate theory, practice and educational technology as the candidate is gradually inducted into the early childhood profession. The program models guidelines of the Ohio Department of Education, the National Association for the

Education of Young Children and the National Council for Accreditation of Teacher Education. Candidates may take additional coursework to pursue an early childhood generalist endorsement to add grades 4 and 5 to their licenses. Coursework is also available for a P-12 reading endorsement.

### Requirements for a B.S.E. in Early Childhood Education

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<i>Candidates must complete the requirements for the Bachelor of Science in Education degree listed on page 66 and the requirements listed in the chart below.</i>	
<b>Select four natural science credits not taken to fulfill B.S.E. requirements:</b>	4
BIO 107 Principles of Biology (4)	
ENV 110 Environmental Science (2)	
ENV 111 Astronomy (2)	
ENV 112 Meteorology (2)	
ENV 113 Geology (2)	
ENV 114 Oceanography (2)	
PHY 102 Basic Physical Science (2)	
CHM 102 Basic Chemical Principles (2)	
PEH 125 Introduction to Exercise, Health, and Nutrition	2
COM 105 Public Speaking	4
EDU 103 Early Experience: Early Childhood	2*
EDU 120 Tchg Rdg Through Lit Chldn & Yng Adults	4*
EDU 210 Understanding Development & Learning of the Young Child	4*
EDU 212 Dev. Issues and Practice in Reading	4*
EDU 215 Diversity and the Learner	4*
EDU 218 Early Childhood as a Profession	4*
EDU 315 Diagnostic, Prescriptive & Remediation Techniques in Reading	4*
EDU 332 Strategies for Teaching in an Early Childhood Inclusive Classroom	4*
EDU 339 Early Childhood Language Arts Preschool through Grade Five Methods and Assessment	4*
EDU 333A Early Childhood Methods in Science	2*
EDU 333B Early Childhood Methods in Mathematics	2*
EDU 333C Early Childhood Methods in Social Studies	2*
EDU 379A CORE: Principles of Education	4*
EDU 482 Supervised Teaching: Early Childhood	12*
EDU 479B CORE: Early Childhood	4*
<b>Total Credits Required for major</b>	<b>71</b>
* Used to calculate the Major GPA	

### Requirements for Early Childhood Licensure—Continuing Education Students Only

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ENG 101 Thinking & Writing Across the Curriculum	4
ART 237 Art for Teachers	2
MUS 241 Music for Teachers	2
EDU120 Tchg Rdg Through Lit for Chld & Yng Adlts	4
MTH 150 Prin. of Math. & Tech. for EC Tchrs. & IS	4

<b>Select four credits from the following:</b>		4
BIO 107 Principles of Biology	(4)	
ENV 110 Environmental Science	(2)	
ENV 111 Astronomy	(2)	
ENV 112 Meteorology	(2)	
ENV 113 Geology	(2)	
PHY 102 Basic Physical Science		2
CHM 102 Basic Chemical Principles		2
PEH 125 Introduction to Exercise, Health, and Nutrition		2
GEO 125 World Geography		4
COM 105 Public Speaking		4
<b>Select one course from the following:</b>		4
HST 201 American History I	(4)	
HST 202 American History II	(4)	
EDU 103 Early Experience: Early Childhood		2
EDU 210 Understanding Development & Learning of the Young Child		4
EDU 211 Teaching Phonics and the Structure of Language		4
EDU 212 Developmental Issues and Practice in Reading		4
EDU 215 Diversity and the Learner		4
EDU 218 Early Childhood as a Profession		4
EDU 315 Diagnostic, Prescriptive & Remediation Techniques in Reading		4
EDU 332 Strategies for Teaching in an Early Childhood Inclusive Classroom		4
EDU 339 Early Childhood Language Arts Preschool through Grade 5 Methods and Assessment		4
EDU 333A Early Childhood Methods in Science		2
EDU 333B Early Childhood Methods in Mathematics		2
EDU 333C Early Childhood Methods in Social Studies		2
EDU 379A CORE: Principles of Education		4
EDU 482 Supervised Teaching: Early Childhood		12
EDU 479B CORE: Early Childhood		4
<b>Total Credits Required</b>		<b>98</b>

## Early Childhood Generalist Endorsement

The Ohio Department of Education has created an Early Childhood Generalist Endorsement to enable Early Childhood (Pre-kindergarten through Grade 3) license holders to meet additional requirements that would broaden the scope of their license so they also could teach fourth and fifth grades. The endorsement may only be added to an Early Childhood License.

Program requirements for the Early Childhood Generalist Endorsement include:

- EDU 334A Teaching Science in the Intermediate Grades – 2 semester credits – to be taken concurrently with EDU 333A.
- EDU 334B Teaching Mathematics in the Intermediate Grades – 2 semester credits – to be taken concurrently with EDU 333B.
- EDU 336 Teaching and Learning in the Intermediate Grades – 4 semester credits.
- EDU 345 Study of Ohio – 2 semester credits

Candidates may seek permission to take two graduate education courses during their senior year. The recommended courses are: EDU-566 Teaching Mathematics and Science in the Intermediate Grades – 3 semester credits; and EDU-567 Teaching Language Arts and Social Studies in the Intermediate Grades – 3

semester credits in lieu of EDU-334A, 334B, and 334C. Students should contact their advisor for additional information.

## Middle Childhood Education

The Middle Childhood Teacher Education Program prepares the teacher education candidate for an Ohio teaching license in middle childhood teaching for grades four through nine. Studies include the general education core, a concentration in two areas of content including Language Arts/Reading, Mathematics, Science or Social Studies and a wide range of professional education courses. In addition, students are provided opportunities to participate in extensive field-based experiences in diversified middle childhood settings prior to student teaching. It is the nature of this program to integrate theory, practice and educational technology as the candidate is gradually inducted into the middle childhood teaching profession. It is the purpose of this program to develop reflective, problem-solving, caring teachers who have the knowledge base, the professional competencies and the dispositions to be effective middle childhood professionals. The program models teacher preparation guidelines of the National Middle School Association, the Ohio Department of Education, and the National Council for Accreditation of Teacher Education.

### Requirements for a B.S.E. in Middle Childhood Education

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<b><i>Candidates must complete the requirements for the Bachelor of Science in Education degree listed on page 66 and the requirements listed in the chart below.</i></b>	
PEH 125 Introduction to Exercise, Health, and Nutrition	2
<b><i>Select two concentrations from the following:</i></b>	32
<b>Language Arts Concentration—(16)</b>	
<i>Select one from the following:</i>	
ENG 216 Major American Writers	(4)
ENG 344 19 <sup>th</sup> Century American Fiction	(4)
ENG 346 20 <sup>th</sup> Century American Fiction	(4)
<i>Select one from the following:</i>	
ENG 342 African Literature	(4)
ENG 343 Literature of American Diversity	(4)
Select 4 additional credits of ENG at the 200 level or above	(4)
THR 181 Introduction to Theatre	(4)
<b>Science Concentration—(16)</b>	
(In addition to courses taken elsewhere)	
BIO 107 or 201	(4)
BIO 202	(4)
BIO 203	(4)
ENV 110	(2)
ENV 111	(2)
ENV 112	(2)
ENV 113	(2)
<b>Social Studies Concentration--(16)</b>	
HST 348E	(4)
POL 101	(4)
SOC 101	(4)

ECN 205	(4)	
<b>Mathematics Concentration--(16)</b>		
MTH 140	(4)	
MTH 150	(4)	
MTH 160 <sup>®</sup>	(4)	
MTH 240	(4)	
EDU 105 Early Experience: Middle Childhood		2*
EDU 120 Teaching Reading Through Lit Chldn & Young Adults		4*
EDU 211 Teaching Phonics and the Structure of Language		4*
EDU 220 Educational Psychology		4*
EDU 230 Intro to Special Education & Diverse Learners		4*
EDU 314 Content Area Reading		4*
EDU 335 Introduction to Middle Childhood, Diversity, & Classroom Management		4*
EDU 379A CORE: Principles of Education		4*
<b>Select two from the following:</b>		8*
EDU 347 M Child Lang Arts Mthds & Assessment	(4)	
EDU 349A M.Child. Sci Mthds & Assess	(4)	
EDU 349B M.Child. Soc. St. Mthds & Assessment	(4)	
EDU 349C M.Child. Math Mthds & Assessment	(4)	
EDU 484 Supervised Teaching: Middle Childhood		12*
EDU 479C CORE: Middle Childhood		4*
<b>Total Credits Required for major</b>		<b>92</b>
* Used to calculate the Major GPA		

*® If eligible for Calculus without Precalculus, students may take other math or technology courses. Please see advisor before selection choice.*

### Requirements for Middle Childhood Licensure—Continuing Education Students Only

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ENG 101 Thinking & Writing Across the Curriculum	4
EDU120 Tchg Rdg Through Lit for Chld & Yng Adlts	4
MTH 152 Prin. of Math. & Tech. for MC Tchrs.	4
PHY 102 Basic Physical Science	2
CHM 102 Basic Chemical Principles	2
PEH 125 Introduction to Exercise, Health, and Nutrition	2
HST 201 American History I	4
GEO 125 World Geography	4
<b>Select two concentrations from the following:</b>	32
<b>Language Arts Concentration—(16)</b>	
<i>Select one course from the following:</i>	
ENG 216 Major Amer. Writers	(4)
ENG 344 19 <sup>th</sup> Cent. Amer. Fiction	(4)
ENG 346 20 <sup>th</sup> Cent. Amer. Lit	(4)
<i>Select one course from the following:</i>	
ENG 342 African Literature	(4)
ENG 343 Lit of Amer. Diversity	(4)
Select four additional credits of ENG at the 200 level or above	(4)
THR 181 Introduction to Theatre	(4)

<b>Science Concentration—(16)</b>		
(In addition to courses taken elsewhere)		
BIO 107 or 201	(4)	
BIO 202	(4)	
BIO 203	(4)	
ENV 110	(2)	
ENV 111	(2)	
ENV 112	(2)	
ENV 113	(2)	
<b>Social Studies Concentration--(16)</b>		
HST 348E	(4)	
POL 101	(4)	
SOC 101	(4)	
ECN 205	(4)	
<b>Mathematics Concentration--(16)</b>		
MTH 140	(4)	
MTH 160 <sup>®</sup>	(4)	
MTH 240	(4)	
MTH 150	(4)	
EDU 105 Early Experience: Middle Childhood		2
EDU 211 Teaching Phonics and the Structure of Language		4
EDU 220 Educational Psychology		4
EDU 230 Intro to Special Education & Diverse Learners		4
EDU 314 Content Area Reading		4
EDU 335 Intro to Middle Childhood Diversity & Classroom Management		4
EDU 379A CORE: Principles of Education		4
<b>Select two courses from the following:</b>		8
EDU 347 M.ChildLang Arts Mthds & Assessment	(4)	
EDU 349A M.Child. Sci Mthds & Assess	(4)	
EDU 349B M.Child. Soc. St. Mthds & Assessment	(4)	
EDU 349C M.Child. Math Mthds & Assessment	(4)	
EDU 484 Supervised Teaching: Middle Childhood		12
EDU 479C CORE: Middle Childhood		4
<b>Total Credits Required</b>		<b>108</b>

*®If eligible for Calculus without Precalculus, students may take other math or technology courses. Please see advisor before selection choice.*

## Middle Childhood Generalist Endorsement

The Ohio Department of Education has approved the Middle Childhood Generalist Endorsement program at Ohio Dominican University. The following endorsements are available:

- Middle Childhood Generalist: English/Language Arts (Grades 4-6)
- Middle Childhood Generalist: Mathematics (Grades 4-6)
- Middle Childhood Generalist: Science (Grades 4-6)
- Middle Childhood Generalist: Social Studies (Grades 4-6)

This endorsement may only be added to the Middle Childhood Licensure. Students enrolled in the Middle Childhood Licensure Program must do the following to obtain the Middle Childhood Generalist Endorsement(s) desired:

1. Successfully complete an initial Middle Childhood program in two content areas;
2. Successfully complete the required Praxis II assessment(s). The student must take either (a) the Elementary Education assessment or (b) the subject/content area test(s) for the area or areas being

- added to the initial license: MC-Reading/Language Arts; MC-Mathematics; MC-Social Studies; and/or MC-Science; and
3. Successfully complete the endorsement coursework outlined below.

<b>Middle Childhood Generalist: English/Language Arts (Grades 4-6)</b>	<b>Credits</b>
ENG 216 Major American Writers or 343 The Literature of American Diversity or 344 Nineteenth-Century American Fiction or 346 Twentieth-Century American Literature	4
EDU 314 Content Area Reading	4
<b>Middle Childhood Generalist: Mathematics (Grades 4-6)</b>	<b>Credits</b>
MTH 150 Principles of Mathematics and Technology for Early Childhood and Intervention Specialists	4
MTH 152 Principles of Mathematics and Technology for Middle Childhood Teachers	4
<b>Middle Childhood Generalist: Science (Grades 4-6)</b>	<b>Credits</b>
PHY 102 Basic Physical Science	2
CHM 102 Basic Chemical Principles	2
BIO 107 Principles of Biology or two courses from ENV 110 Environmental Science, ENV 111 Astronomy, 112 Meteorology, 113 Geology	4
<b>Middle Childhood Generalist: Social Studies (Grades 4-6)</b>	<b>Credits</b>
HST 201 American History I or HST 202 American History II	4
GEO 125 World Geography	4
EDU 345 Study of Ohio	2

## Intervention Specialist Licensure

The Special Education Programs prepare the teacher education candidate for an Ohio Intervention Specialist license in Mild/Moderate Educational Needs (MM) and/or Moderate/Intensive Educational Needs (MI). Both licenses cover the range K-12. Studies include the general education core requirements and a wide range of professional education courses. In addition, students are provided opportunities to participate in extensive field-based experiences in diversified school settings for children with Mild/Moderate and/or Moderate/Intensive Educational Needs prior to student teaching. These programs integrate theory, practice and educational technology, as the candidate is gradually inducted into the special education profession. The purpose of the program is to develop reflective, problem-solving, caring teachers who have the knowledge base, the professional competencies, and the dispositions to be effective special education teachers. The program models guidelines of the Ohio Department of Education, the Council for Exceptional Children and the National Council for Accreditation of Teacher Education.

Students may elect to earn one or both Intervention Specialist Licenses.

### Requirements for a B.S.E. in Intervention Specialist – Mild/Moderate Educational Needs (K-12)

<b>Courses</b>	<b>Credits</b>
For Prerequisites and Co-requisites please see course descriptions.	
<i>Candidates must complete the requirements for the Bachelor of Science in Education degree listed on page 66 and the requirements listed in the chart below.</i>	
CIS 105 Introduction to Computer Systems	2
PEH 125 Introduction to Exercise, Health, and Nutrition	2
PEH 258 Ph.Ed.Early Childhood and Intervention Specialist	2

PSY 220 Human Development: Childhood and Adolescence	4
EDU 110 Early Experience: Intervention Specialist	2*
EDU 120 Teaching Reading Through Lit Chld & Young Adults	4*
EDU 211 Teaching Phonics&Structure of Language	4*
EDU 212 Developmental Issues & Practice in Reading	4*
EDU 230 Intro to Special Education & Diverse Learners	4*
EDU 250 Issues and Techniques in Assessment, Classroom Environment and Management	4*
EDU 260 Adults with Disabilities	4*
EDU 330 Intervention Methods for Teaching Children Pre-5 with Mild to Moderate Educational Needs	4*
EDU 379A CORE: Principles of Education	4*
EDU 350 Methods of Teaching Middle and Secondary Students with Mild to Moderate Educational Needs	4*
EDU 370 Collaboration with Parents and Professionals	4*
EDU 480 Supervised Teaching: Special Education Intervention Specialist	12*
EDU 479A CORE: Intervention Specialist	4*
<b>Total Credits Required for major</b>	<b>72</b>
* Used to calculate the Major GPA	
<i>Please refer to page 66 for the Bachelor of Science in Education Degree Requirements and page 63 for the Core Requirements.</i>	

**Requirements for a B.S.E. in Intervention Specialist – Moderate/Intensive Educational Needs (K-12)**

<b>Courses</b>	<b>Credits</b>
For Prerequisites and Co-requisites please see course descriptions.	
<i>Candidates must complete the requirements for the Bachelor of Science in Education degree listed on page 66 and the requirements listed in the chart below.</i>	
CIS 105 Introduction to Computer Systems	2
PEH 125 Introduction to Exercise, Health, and Nutrition	2
PEH 258 Ph.Ed.Early Childhood and Intervention Specialist	2
PSY 220 Human Development: Childhood and Adolescence	4
EDU 110 Early Experience: Intervention Specialist	2*
EDU 120 Teaching Reading Through Lit Chldn & Young Adults	4*
EDU 211 Teaching Phonics&structure of Language	4*
EDU 212 Developmental Issues & Practice in Reading	4*
EDU 230 Intro to Special Education & Diverse Learners	4*
EDU 250 Issues and Techniques in Assessment, Classroom Environment and Management	4*
EDU 260 Adults with Disabilities	4*
EDU 331 Intervention Methods for Teaching Children Pre-5 with Moderate to Intensive Educational Needs	4*
EDU 379A CORE: Principles of Education	4*
EDU 351 Methods of Teaching Middle and Secondary Students with Moderate to Intensive Educational Needs	4*
EDU 370 Collaboration with Parents and Professionals	4*
EDU 480 Supervised Teaching: Special Education Intervention Specialist	12*
EDU 479A CORE: Intervention Specialist	4*
<b>Total Credits Required for major</b>	<b>72</b>
* Used to calculate the Major GPA	
<i>Please refer to page 66 for the Bachelor of Science in Education Degree Requirements and page 63 for the Core Requirements.</i>	



## Requirements for Intervention Specialist Licensure – Continuing Education Students Only

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ART 237 Art for Teachers or another Art course	2
MUS 241 Music for Teachers or another Music course	2
CIS 105 Introduction to Computer Systems	2
PEH 125 Introduction to Exercise, Health, and Nutrition	2
PEH 258 Ph.Ed.Early Childhood and Intervention Specialist	2
PSY 100 Introduction to Psychology	4
PSY 220 Human Development: Childhood and Adolescence	4
EDU 110 Early Experience: Intervention Specialist	2
EDU120 Teaching Reading Through Lit for Chld & Young Adults	4
EDU 211 Teaching Phonics and the Structure of Language	4
EDU 212 Developmental Issues & Practice in Reading	4
EDU 230 Intro to Special Education & Diverse Learners	4
EDU 250 Issues and Techniques in Assessment, Classroom Environment and Management	4
EDU 260 Adults with Disabilities	4
EDU 330 Intervention Methods for Teaching Children Pre-5 with Mild to Moderate Educational Needs	4
EDU 331 Intervention Methods for Teaching Children Pre-5 with Moderate to Intensive Educational Needs	4
EDU 379A CORE: Principles of Education	4
EDU 350 Methods of Teaching Middle and Secondary Students with Mild to Moderate Educational Needs	4
EDU 351 Methods of Teaching Middle and Secondary Students with Moderate to Intensive Educational Needs	4
EDU 370 Collaboration with Parents and Professionals	4
EDU 480 Supervised Teaching: Special Education Intervention Specialist	12
EDU 479A CORE: Intervention Specialist	4
<b>Total Credits Required</b>	<b>84</b>

## Adolescent to Young Adult (AYA) (Secondary) (7-12) and Multi-Age (PreK-12) Licensure Teacher Education

The AYA (Secondary) Teacher Education Program prepares the teacher education candidate for a state teaching license in adolescent-young adult teaching for grades 7-12 and multi-age teaching for pre K-12. Studies include the liberal arts, a teaching major or license area and professional education. In addition, students are provided opportunities to gain 300 or more hours of field experiences in diverse classroom settings prior to student teaching. It is the nature of this program to integrate theory and practice, to integrate educational technology throughout, and to gradually induct the teacher education candidate into the teaching profession. It is the purpose of this program to develop reflective, problem-solving, caring teachers who have the knowledge base, the professional competencies, and the dispositions to be effective teachers capable of meeting the needs of diverse student populations. The program models teacher preparation guidelines of Professional Learned Societies, the Ohio Department of Education and the National Council for Accreditation of Teacher Education.

Requirements for the following secondary and multi-age licensure programs are listed independently. Please consult the areas of your interest.

**Adolescent to Young Adult (Secondary) (Grades 7-12):**

- Integrated Language Arts
- Integrated Mathematics
- Integrated Science
- Integrated Social Studies
- Science: Single Field – Chemistry
  - Life Science
- Science: Dual Field – Earth Science/Chemistry
  - Life Science/Chemistry
  - Life Science/Earth Science
  - Life Science/Physics
  - Physical Science (Physics/Chemistry)

**Multi-Age (PreK-12):**

- Arts Education

**Requirements for AYA (Secondary) (7-12) Education and Multi-Age (PreK-12) Licensure in chosen field—Continuing Education Students Only**

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<b>Adolescent-Young Adult Teaching Licensures</b>	36-67
<b>Multi-Age Licensures Pre K-12--Arts Education</b>	45+
<i>Required Professional Education Courses:</i>	
EDU 115 Early Experience: Secondary/Pre K-12	1
EDU 220 Educational Psychology	4
EDU 314 Content Area Reading	4
EDU 346 AYA Methods	4
EDU 346A AYA Methods Field/Clinical Experience	2
EDU 379A CORE: Principles of Education	4
EDU 352-356 Content Methods Courses and Field Experience	4
EDU 487 Student Teaching: AYA/Pre K-12	12
EDU 488 Teaching Seminar: AYA/Pre K-12	1
<b>Total Credits Required</b>	<b>66-106</b>

**Reading Endorsement (PreK – 12)****Requirements for the Reading Endorsement with Early Childhood, Middle Childhood, Intervention Specialist, or Adolescent/Young Adult area Licensure**

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
EDU120 Teaching Reading thru Lit for Children & Young Adults	4
EDU 211 Teaching Phonics & Structure of Language	4
EDU 212 Developmental Issues & Practices in Reading	4
EDU 314 Content Area Reading	4
EDU 315 Diagnostic, Prescriptive & Remediation Techniques in Reading	4
<b>Total Credits Required</b>	<b>20</b>

Teacher candidates who meet the requirements to take graduate courses may substitute EDU-518 for EDU-314.

# English Language and Literature

Degree offered: Bachelor of Arts

The English major offers students the opportunity to read and write about great works of literature from diverse historical periods and cultures. Through a wide variety of writing assignments, oral presentations, group projects, creative reflections and technological innovations, students develop skills that will prepare them for lifelong learning and a number of professions. Ohio Dominican's English majors have established successful careers in many areas such as business, publishing, teaching, law and the arts.

## Requirements for a B.A. in English

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ENG 215A Survey of British Literature I	4*
ENG 215B Survey of British Literature II	4*
ENG 216 Survey of American Literature	4*
ENG 330 Major Authors	4*
<i>Select one course from the following:</i>	4*
ENG 357 World Literature (4)	
ENG 342 African Literature (4)	
<i>Select one course from the following:</i>	4*
ENG 460 The Age of Chaucer (4)	
ENG 463 The Age of Shakespeare (4)	
ENG 479 CORE: Literature Theory/Practice	4*
ENG Electives (three courses at the 300 and 400 level excluding ENG 357, 460, 463, 498.)	12*
<b>Total Credits Required</b>	<b>40</b>
* Used to calculate the Major GPA	

## Requirements for a Minor in English

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ENG Electives (20 semester credits of which at least 12 credits must be at the 300 and 400 level)	20
<b>Total Credits Required</b>	<b>20</b>

## Requirements for a Minor in Professional Writing

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ENG 220 Professional Writing	4
ENG 322 Creative Writing	4
ENG 326 Advanced Critical Writing	4
ENG Elective at 300-400 level beyond general degree requirements	4
<i>Select one course from the following:</i>	4
PRS 205 News Writing (4)	
PRS 329 Public Relations Writing (4)	
<b>Total Credits Required</b>	<b>20</b>

# Environmental Science

Degree offered: Bachelor of Science

See also: Environmental Studies

Ohio Dominican University offers two interdisciplinary majors (Environmental Science and Environmental Studies) for motivated students that desire to know our environment, to understand the current urgent environmental dilemma, and to seek a sustainable future. Environmental problems and their solutions are a complex mix of science, ethics, economics and politics. To understand the dilemma, an environmental science major must gain a strong base of scientific knowledge as well as a foundation in other disciplines. An interdisciplinary approach will be utilized to describe, analyze, and seek scientific solutions for the problems that arise at the interface of human actions and ecological processes. Quantitative reasoning and creativity will be applied to understanding the complexity and variety of environmental problems found all around us. Study will include agriculture, water, energy production, waste management, and the incorporation of ecological cycles into human activity as a means to decrease environmental impacts. Graduates will be prepared for jobs with city, state, regional, and federal agencies; non-profit groups, environmental consulting, conservation, restoration, sustainable agriculture, sustainable development, green business, and environmental education. They will also be prepared for graduate school in environmental science/studies, law, anthropology, economics, fisheries, wildlife management, and other related fields.

## Requirements for a B. S. in Environmental Science

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BIO 201 General Biology: Cells/Genetics/Evolution	4*
BIO 202 General Biology: Botany/Zoology/Ecology	4*
BIO 330 Ecology	4*
CHM 109 General Chemistry I	4*
CHM 110 General Chemistry II	4*
CHM 229 Organic Chemistry I	4*
CHM 230 Organic Chemistry II	4*
ENV 110 Environmental Science	2*
ENV 113 Geology	2*
ENV 497 Internship and Capstone	4*
MTH 240 Calculus I	4*
POL 290 Politics & Government: Process & Issues	4*
SCI 479 CORE: Research in the Sciences	4*
<b>Select eight credits from the following courses: (Four credits must be in ENV courses)</b>	<b>8*</b>
BIO 203 General Biology: Anatomy and Physiology (4)	
BIO 224 Botany (4)	
BIO 227 Microbiology (4)	
BIO 274 Biological Evolution (4)	
BIO 366 Genetics (4)	
CHM 359 Analytical Chemistry (4)	
ENV 240 Understanding NEPA (4)	
ENV 279A CORE: Applied Sustainability (4)	
ENV 320 Water Resource Management (4)	
ENV 386/486 Independent Research (1-4)	
MTH 140 Introduction to Statistics (4)	
<b>Select six credits from the following courses:</b>	<b>6</b>
ART 210 Botanical Illustration (2)	

ART 212 Green Art	(4)	
PHL 242 Applied Ethics	(4)	
PHL 243 Bioethics	(4)	
<b>Select four credits from the following courses:</b>		4
ECN 205 Principles of Economics	(4)	
ECN 325 Intermediate Micro Economics	(4)	
GEO 125 World Geography	(4)	
PHL 379A CORE: Principles of Justice	(4)	
<b>Select eight credits from the following courses not taken elsewhere:</b>		8
PHL 379A CORE: Principles of Justice	(4)	
PJU 230 Interpersonal Negotiation and Meditation	(4)	
PJU 379B CORE: Peace and Justice	(4)	
POL 279A CORE: Environmental Values and Policymaking	(4)	
POL 279C CORE: American Political Thought, Nature, and the Common Good	(4)	
<b>Total Credits Required</b>		<b>72</b>
* Used to calculate the Major GPA		

## Environmental Studies

Degree offered: Bachelor of Arts

See also: Environmental Science

Ohio Dominican University offers two interdisciplinary majors (Environmental Science and Environmental Studies) for motivated students that desire to know our environment, to understand the current urgent environmental dilemma, and to seek a sustainable future. Environmental problems and their solutions are a complex mix of science, ethics, economics and politics. Environmental Studies majors will incorporate a holistic approach to knowing the world around us and decisions that affect environmental management and restoration, social change, the legal process, and green business. Majors will build on the strengths of a liberal arts education, utilizing the social sciences, business, economics, and ethics in decision-making and problem solving, as well as understanding the biological and chemical sciences. Graduates will be well prepared for jobs in city, state, regional, and federal agencies, non-profit groups, environmental consulting, sustainable development, green business, and environmental education. Graduates will also be prepared for graduate school in environmental studies, law, anthropology, sociology, economics, business, and other related fields.

### Requirements for a B. A. in Environmental Studies

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BIO 202 General Biology: Botany/Zoology/Ecology	4*
BIO 330 Ecology	4*
CHM 109 General Chemistry I	4*
ENV 110 Environmental Science	2*
ENV 113 Geology	2*
ENV 497 Internship and Capstone	4*
MTH 140 Introduction to Statistics	4*
POL 279A CORE: Environmental Values and Policymaking	4*
POL 290 Politics & Government: Process and Issues	4*
POL 279C CORE: American Political Thought, Nature, and the Common Good	4*
POL 352 Research Methods	4*
SCI 479 CORE: Research in the Sciences	4*

<b>Select eight credits from the following courses: (Four credits must be in ENV courses)</b>		8*
BIO 224 Botany	(4)	
BIO 227 Microbiology	(4)	
BIO 274 Biological Evolution	(4)	
BIO 366 Genetics	(4)	
ENV 240 Understanding NEPA	(4)	
ENV 279A CORE: Applied Sustainability	(4)	
ENV 320 Water Resource Management	(4)	
ENV 386/486 Independent Research	(1-4)	
<b>Select four credits from the following courses:</b>		4
ECN 205 Principles of Economics	(4)	
ECN 325 Intermediate Micro Economics	(4)	
GEO 125 World Geography	(4)	
PHL 379A CORE: Principles of Justice	(4)	
<b>Select six credits from the following courses:</b>		6
ART 210 Botanical Illustration	(2)	
ART 212 Green Art	(4)	
PHL 242 Applied Ethics	(4)	
PHL 243 Bioethics	(4)	
<b>Select eight credits from the following courses:</b>		8
PJU 230 Interpersonal Negotiation and Meditation	(4)	
PJU 379B CORE: Peace and Justice	(4)	
SOC 322 Organizing for Social Change	(2)	
<b>Total Credits Required</b>		<b>70</b>
* Used to calculate the Major GPA		

## Exercise Science

Degree offered: Bachelor of Science

Ohio Dominican University offers a Bachelor of Science degree in Exercise Science to students who are interested in the natural phenomena of the human body and how the body functions during non-resting states. Exercise Science is intended to provide students with an in-depth study of the physiological bases of human physical performance. In addition to seminar-based courses and advanced courses in Exercise Science, those who complete this degree will take additional courses in biology and chemistry. Students will also have the opportunity to work closely with a faculty mentor to design and complete an independent research project during their senior year. In addition, students who wish to prepare for a professional career have the opportunity to gain real-world experience by completing an internship in an area of their choosing. Upon graduation, those who have chosen this field of study may pursue multiple areas including graduate training in exercise physiology, an allied health field such as physical therapy, or medical school. Others wishing to begin a career immediately upon graduation are employed in fitness and wellness centers, corporate fitness, or may work as personal trainers. They will build on the strengths of a liberal arts education, utilizing the social sciences, arts and humanities, and business in decision-making and problem solving, as well as understanding the biological and chemical sciences.

The overall program objectives and goals for the Exercise Science program are based upon the American College of Sports Medicine (ACSM) Curricular Guidelines and from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in order to maintain program standards with nationally recognized governances. These objectives and goals will ensure that Exercise Science students will meet

national standards implemented by professional organizations that will enable them to attain knowledge, skills, and assessments to be successful upon completion of the program.

### Requirements for a B. S. in Exercise Science

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BIO 201 General Biology-Cells, Genetics, and Evolution	4*
BIO 203 General Biology-Anatomy and Physiology	4*
BIO 341 Human Anatomy	4*
BIO 342 Human Physiology	4*
BIO 354 Exercise Physiology	4*
EXSC 480 Exercise Testing and Prescription	4*
SCI 479 CORE: Research in the Sciences	4*
<b>Required Correlatives:</b>	
CHM 109 General Chemistry I	4
CHM 110 General Chemistry II	4
MTH 140 Introduction to Statistics	4
PEH 125 Introduction to Exercise, Health, and Nutrition	2*
<b>Select ten credits from the following:</b>	
BIO 252 Human Nutrition (4)	10*
EXSC 210 Electrocardiography Analysis (2)	
EXSC 214 Introduction to Pharmacology (2)	
EXSC 218 Motor Learning (4)	
EXSC 240 Introduction to Kinesiology (2)	
EXSC 262 Introduction to Pathophysiology (2)	
EXSC 355 Personal Training (4)	
EXSC 370 Biomechanics (4)	
EXSC 497 Internship in Exercise Science (4)	
<b>Select four credits from the following:</b>	
SPM 110 Sport Management (4)	4
SPM 140 Sport Psychology (4)	
SPM 240 Sport Recreation Management (4)	
SPM 310 Sport Event and Facility Management (4)	
<b>Select ten credits from the following:</b>	
PEH 100 Activities courses (4 credits maximum) (1)	10
PEH 122 First Aid (2)	
PEH 241 The Prevention and Care of Athletic Injuries (4)	
PSY 100 Introduction to Psychology (4)	
PSY 224 Human Development: Lifespan (4)	
PHY 119 College Physics I (4)	
PHY 120 College Physics II (4)	
PHY 219 General Physics I (4)	
PHY 220 General Physics II (4)	
<b>Total Credits Required</b>	<b>66</b>
* Used to calculate the Major GPA	

## Requirements for a Minor in Exercise Science

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BIO 203 General Biology: Anatomy and Physiology	4
BIO 354 Exercise Physiology	4
EXSC 480 Exercise Testing and Prescription	4
<b>Select eight credits from the following:</b>	8
BIO 252 Human Nutrition (4)	
EXSC 210 Electrocardiography (EKG) Analysis (2)	
EXSC 214 Introduction to Pharmacology (2)	
EXSC 218 Motor Learning (4)	
EXSC 240 Introduction to Kinesiology (2)	
EXSC 262 Introduction to Pathophysiology (2)	
<b>Total Credits Required</b>	<b>20</b>

## Finance

Degree offered: Bachelor of Science

Mission Statement Division of Business:

*Believing in the power of truth, the division is committed to developing students who are grounded in the liberal arts and Dominican traditions. Upon graduation, the students will have the ability to think critically, logically, and ethically while applying the specialized business knowledge and skills mastered here to respond effectively to the rapidly evolving demands of our communities and organizations in the global economy.*

The finance major offers students the unique opportunity to study for a Bachelor of Science with either a Corporate Finance emphasis or a Financial Services emphasis, which in conjunction with our Internship program will provide students a distinct advantage in the marketplace. A liberal arts education with a major in finance places Ohio Dominican University graduates in an enviable and timely position with those companies seeking graduates who are morally and ethically suited for today's business challenges.

### Requirements for a B. S. in Finance - Corporate Finance Emphasis

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ECN 360 Financial Institutions and Markets	4*
FIN 325 Managerial Finance	4*
FIN 405 Financial Statement Analysis & Security Val	4*
FIN 410 Intermediate Finance	4*
BUS 479 CORE: Strategic Management	4*
<b>Finance Electives:</b>	6-8*
<i>Select two courses from the following:</i>	
ACT 310 Intermediate Accounting I (4)	
ACT 340 Cost Accounting <sup>2</sup> (4)	
ECN 355 Public Finance (4)	
FIN 310 Investments (4)	
FIN 330B Case Studies Fin Mgmt (2)	
FIN 425 Bank Management (4)	
FIN 430 Real Estate Finance (4)	
<b>Required Correlatives:</b>	

<sup>2</sup> Accounting majors cannot take this course for finance credit



ACT 210 Accounting for Financial Decision Making		4
ACT 220 Accounting for Managerial Decision Making		4
BUS 220 Principles of Marketing		4
BUS 240 Management and Organizational Behavior		4
BUS 318 Business and Society		2
BUS 343 Human Resource Management		2
BUS 345 Business and Employment Law		2
ECN 205 Principles of Economics		4
<b>Select four credits from the following:</b>		4
CIS 105 Intro to Computer Systems and	(2)	
CIS 203 Electronic Spreadsheets	(2)	
or (if qualified)		
CIS 234 Database Management Systems	(4)	
<b>Select one course from the following:</b>		4
ECN 322 Intermediate Macroeconomics	(4)	
ECN 325 Intermediate Microeconomics	(4)	
ECN 340 International Economics	(4)	
MTH 140 Introduction to Statistics		4
PHL 346 Principles of Business Ethics		2
<b>Total Credits Required</b>		<b>70-72</b>
* Used to calculate the Major GPA		

### Requirements for a B. S. in Finance – Financial Services Emphasis

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ECN 360 Financial Institutions and Markets	4*
FIN 310 Investments	4*
FIN 325 Managerial Finance	4*
FIN 405 Financial Statement Analysis & Security Valuation	4*
BUS 479 CORE: Strategic Management	4*
<b>Finance Electives:</b>	4-8*
<i>Select two courses from the following:</i>	
ACT 420 Taxation	(4)
BUS 360 Innovation & Entrepreneurship	(2)
SPM 210 Sport Finance and Economics	(4)
FIN 328 Entrepreneurial Finance	(4)
FIN 330A Case Studies Financial Management	(2)
FIN 380 Review for Series 6 <sup>3</sup>	(2)
FIN 480 Review for Series 7 <sup>4</sup>	(4)
<b>Required Correlatives:</b>	
ACT 210 Accounting for Financial Decision Making	4
ACT 220 Accounting for Managerial Decision Making	4
BUS 220 Principles of Marketing	4
BUS 240 Management and Organizational Behavior	4
BUS 318 Business and Society	2
BUS 343 Human Resource Management	2
BUS 345 Business and Employment Law	2

<sup>3</sup> Choose either FIN 380 or FIN 480. Both cannot be taken.

<sup>4</sup> Choose either FIN 380 or FIN 480. Both cannot be taken.

CIS 105 Intro to Computer Systems	2
CIS 106 Intermediate Computer Systems	4
CIS 234 Database Management Systems	4
ECN 205 Principles of Economics	4
<b>Select one course from the following:</b>	
ECN 322 Intermediate Macroeconomics (4)	
ECN 325 Intermediate Microeconomics (4)	
ECN 340 International Economics (4)	
	4
MTH 140 Introduction to Statistics	2
PHL 346 Principles of Business Ethics	<b>68-72</b>
<b>Total Credits Required</b>	
* Used to calculate the Major GPA	

### Requirements for a Minor in Finance

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ECN 360 Financial Institutions and Markets	4
FIN 310 Investments	4
FIN 325 Managerial Finance	4
Finance Elective at 300 or 400 level	8
<b>Total Credits Required</b>	<b>20</b>

## Gerontology

Degree offered: Associate of Arts

Certificate offered: Gerontology

The Gerontology major examines the aging process by integrating content regarding the physical, mental, emotional and spiritual aspects of human functioning. Building on a liberal arts base, the course of study emphasizes assisting students to relate to the diverse needs of older persons and to respond effectively.

### Requirements for an A. A. in Gerontology

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ENG 102 Scholarly Adventures: Researched Writing	4
PHL 243 Bioethics	4*
PSY 100 Introduction to Psychology	4*
PSY 222 Human Development: Adulthood and Aging or in LEAD Program	4*
SWK- 222 Human Behavior in the Social Environment II	
SWK 100 Social Problems and Social Policies	4*
SWK 275 Politics and Economics of Aging	4*
SWK 277 Social Context of Aging	4*
SWK 278 Aging and Socio-Cultural Change	4*
SWK 297 Gerontological Field Work	4*
Additional credits in at least two of the following areas: philosophy, psychology, social work, or sociology	12
<b>Total Credits Required for major</b>	<b>48</b>
* Used to calculate the Major GPA	

## Requirements for a Minor or Certificate in Gerontology

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
PSY 100 Introduction to Psychology	4
PSY 222 Human Development: Adulthood and Aging	4
SWK 275 Politics and Economics of Aging	4
SWK 277 Social Context of Aging	4
SWK 278 Aging and Socio-Cultural Change	4
SWK 297 Gerontological Field Work (2 credits)	2
Additional credits related to a gerontological career	4
<b>Total Credits Required</b>	<b>26</b>

## Graphic Design

Degree offered: Bachelor of Arts

See also: Art, Arts Education Multi-Age Licensure

Beginning with the foundation sequence of studio and art history courses, Graphic Design students will progress to upper level courses that focus on technical areas including computer generated graphics and photography. This major prepares students for careers in design fields as well as provides an approach to the creation of art and visual information through contemporary media.

## Requirements for a B. A. in Graphic Design

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ART 101 Academic Drawing	4*
ART 110 Two Dimensional Design	2*
ART 111 Three Dimensional Design	2*
ART 116 Fundamentals of Photographic Art	4*
ART 150 History of Western Art I	4*
ART 151 History of Western Art II	4*
ART 201 Figure Drawing	2*
ART 202 Perspective Drawing	2*
ART 204 Typography	4*
ART 205 Graphic Design I	4*
ART 260 Color Theory	2*
ART 261 Painting Techniques and Materials	2*
ART 330 Media Design and the Creative Process	4*
ART 479 CORE: The Role of the Artist/Designer in Contemporary Society	4*
ART 498 Senior Studio and Thesis Exhibition	4*
<i>Select one course from the following:</i>	4*
ART 332 Advanced Media Design and Production (4)	
ART 483 Graphic Design II (4)	
<i>Suggested Correlatives:</i>	
ART 348H Modernism in its Time	
PHL 320 Aesthetics	
<b>Total Credits Required</b>	<b>52</b>
* Used to calculate the Major GPA	

## Requirements for a Minor in Graphic Design

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ART 101 Academic Drawing	4
ART 110 Two Dimensional Design	2
<b>Select one course from the following:</b>	4
ART 150 History of Western Art I (4)	
ART 151 History of Western Art II (4)	
ART 204 Typography	4
ART 205 Graphic Design I	4
ART 260 Color Theory	2
ART 330 Media Design and the Creative Process	4
<b>Select one course from the following:</b>	4
ART 332 Advanced Media Design and Production (4)	
ART 483 Graphic Design II (4)	
<b>Total Credits Required</b>	<b>28</b>

## History

Degree offered: Bachelor of Arts

See also: Integrated Social Studies Education – Secondary

The study of History at Ohio Dominican University offers students the opportunity to explore the past from the perspective of both general knowledge and particular areas of interest – courses in American, Western and non-Western areas comprise the core of our curriculum. Knowledge of the past is essential to functioning intelligently in the present, and charting the wisest course for the future. The great historian E.H. Carr once said that “The study of history frees one from narrowness, from presentness and from arrogance...it conveys an awareness of alternatives”. So, history is more than its own reward; it liberates the mind and prepares the student for the responsibilities of citizenship in the nation and the world. By taking the long view of causes, contexts and chronologies of past events, the well-trained student of history is able to analyze the breadth of human experience from multiple perspectives. The emphasis on critical thinking skills in research, reading and writing are applicable to many different career paths, including education, business, journalism, law and government service.

## Requirements for a B. A. in History

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
HST 106 World History I	4*
HST 107 World History II	4*
HST 110 Western Civilization I	4*
HST 111 Western Civilization II	4*
HST 498 Seminar in History	4*
<b>History Concentration – Select one concentration:</b>	16*
<b>United States History:</b>	
HST 201 American History I (4)	
HST 202 American History II (4)	
<b>Select eight credits from the following:</b>	
HST 320 20 <sup>th</sup> Century America (4)	

HST 330 World Powers in 20 <sup>th</sup> Century	(4)	
HST 342 History of Christianity in U.S.	(4)	
HST 344 Abraham Lincoln and the Civil War	(2)	
HST 345 A History of Slavery in the United States	(2)	
HST 348E History U.S. Foreign Relations	(4)	
HST 365 United States Presidency	(4)	
HST 379A CORE: Justice, Rights, Liberty	(4)	
HST 379B CORE: Slavery and Freedom	(4)	
<b>European History:</b>		
<i>Select sixteen credits from the following:</i>		
HST 305 The Ancient World	(4)	
HST 317 Europe in Age of Revolution	(4)	
HST 330 World Powers 20 <sup>th</sup> Century	(4)	
HST 350 Medieval Europe	(4)	
HST 352 Modern Europe	(4)	
<b>World History:</b>		
<i>Select sixteen credits from the following:</i>		
HST 131 Far East: Beginning to Present	(4)	
HST 230 History of Latin America	(4)	
HST 245 Middle East and Islam	(4)	
HST 330 World Powers 20 <sup>th</sup> Century	(4)	
HST 370 Africa and America: Uneasy Partnership	(4)	
<b>Required Correlative Courses:</b>		
POL 290 Politics & Government: Process & Issues		4
POL 360 International Politics		4
<b>Total Credits Required</b>		<b>44</b>
*Used to calculate the Major GPA		

### Requirements for a Minor in History

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
History (HST) courses reflecting a distribution among the areas of United States, European and non-Western history.	
<b>Total Credits Required</b>	<b>20</b>

## Honors Program

### Requirements of the Honors Program:

Students admitted to the program remain in good standing by completing a 16-credit hour program of honors courses, maintaining a 3.000 GPA, and completing a student-designed honors project under the direction of a faculty mentor and in consultation with the Honors Director.

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<b>Introduction to Honors – Select four credits from the following:</b>	4
HON 179R CORE: Stroke of Genius	
HON 210 Introduction to Critical Thinking	
<b>Development in Honors – Select four credits from the following:</b>	4
HON 279B CORE: Critical Writing and Research	
HON 211 Critical Writing and Research	

<p><b>Exploration in Honors – Select eight credits from the following:</b>  HON 311 Honors Seminar: <i>Issues in the Disciplines</i>  HON 410 Senior Honors Project</p> <p><i>Either HON 311 (under a different topic) or HON 410 may be repeated. An approved study abroad experience worth at least four credits can count for an HON 311. HON 410 is not required; however, students must complete and present a Senior Honors thesis.</i></p> <p><i>Transfer students and students accepted into the Honors Program after they have started their ODU coursework will take coursework according to the chart below. Students must have at least four semesters remaining at ODU to apply</i></p>		8
Number of Completed Semesters at ODU or Transfer Credits	Credits Required in the Honors Program	
0 ODU semesters or 17 or less transfer credits	Introduction to Honors (4 credits) Development in Honors (4 credits) Exploration in Honors (8 credits) (16 credits total)	
1-2 ODU semesters or 18-49 transfer credits	Development in Honors (4 credits) Exploration in Honors (8 credits) (12 credits total)	
3-4 ODU semesters or 50 or more transfer credits	Development in Honors (4 credits) Exploration in Honors (8 credits) (12 credits total)	
<b>Total Credits Required</b>		<b>16</b>

Honors Students who are active in the program are granted priority registration.

## Integrated Language Arts Education - Grades 7-12

Degree offered: Bachelor of Arts

Licensure offered: Integrated Language Arts

The Integrated Language Arts Licensure (ILA) Program is a professional teaching major in the language arts. Unlike previous certification programs that focused on single content areas, students in this program complete a comprehensive array of courses in the field of English language, literature, world literature, and theory and composition. In addition, courses on pedagogy and effective teaching are important components to this program. Technological, research, and lifelong learning skills permeate the program; thereby, creating a highly competitive and comprehensive degree that benefits students in the short and long term.

### Requirements for a B. A. in Integrated Language Arts Education

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<b><i>Foundations in Genre, the English Language, Historical Periods, Diversity, and Theory:</i></b>	
ENG 215A Survey of British Literature I	4*
ENG 215B Survey of British Literature II	4*
ENG 216 Survey of American Literature	4*
ENG 357 World Literature	4*
ENG 450 Studies in the Novel	4*
ENG 455 Studies in Poetry	4*
ENG 456 Studies in Drama	4*
ENG 479 CORE: Literature Theory/Practice	4*

<i>Select one course from the following:</i>		4*
ENG 460 The Age of Chaucer	(4)	
ENG 463 The Age of Shakespeare	(4)	
<b><i>Oral, Visual, and Written Literacy:</i></b>		
ENG 348G Film and Literature		4*
<i>Select one course from the following:</i>		4*
COM 105 Public Speaking	(4)	
COM 132 Interpersonal Communication	(4)	
<b><i>Adolescent Literature:</i></b>		
EDU 120 Teaching Reading thru Lit for Chldn and Young Adults		4*
<b><i>Writing, Technology, and Writing Theory:</i></b>		
<i>Select one course from the following:</i>		4*
ENG 220 Professional Writing	(4)	
ENG 322 Creative Writing	(4)	
ENG 326 Advanced Critical Writing	(4)	
<b><i>Culture and Diversity:</i></b>		
<i>Select one course from the following:</i>		4*
ENG 342 African Literature	(4)	
ENG 343 Literature of American Diversity	(4)	
ENG 451 Studies in Women's Literature	(4)	
<b><i>Required Professional Education Courses:</i></b>		
EDU 115 Early Experience: Secondary (AYA)		1
EDU 220 Educational Psychology		4
EDU 314 Content Area Reading		4
EDU 346 AYA Methods		4
EDU 346A AYA Methods Field/Clinical Experience		2
EDU 379A CORE: Principles of Education		4
EDU 355 AYA Language Arts Teach Meth/Fld. Exp.		4
EDU 487 Student Teaching: AYA		12
EDU 488 Teaching Seminar: AYA		1
<b>Total Credits Required</b>		<b>90</b>
* Used to calculate the Major GPA		

## Integrated Mathematics Education - Grades 7-12

Degree offered: Bachelor of Science

Licensure offered: Integrated Mathematics

See also: Mathematics

The programs in mathematics are designed to aid students in discovering mathematical patterns and applying the knowledge gained in these investigations to a variety of mathematical problems. Each of the programs introduces students to the major branches of mathematics, both pure and applied, and calls students to a deeper understanding of the nature of mathematics. Students may pursue one of the following two options: (i) a traditional mathematics major designed to prepare students for careers in industry, government and for additional study in graduate school, or (ii) an integrated mathematics teaching major designed to prepare students for a teaching career at the secondary school level.

## Requirements for a B. S. in Integrated Mathematics Education

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
CIS 150 Programming in C/C++	4*
MTH 240 Calculus I	4*
MTH 241 Calculus II	4*
MTH 242 Multivariable Calculus	4*
MTH 270 Mathematical Statistics	4*
MTH 300 Foundations in Mathematics	4*
MTH 350 Linear Algebra	4*
MTH 352 Mathematics Teaching Methods	4*
MTH 450 Abstract Algebra	4*
MTH 460 Geometry	4*
<b>Required correlative:</b>	
PHY 219 General Physics I	4*
<b>Required Professional Education Courses:</b>	
EDU 115 Early Experience: Secondary (AYA)	1
EDU 220 Educational Psychology	4
EDU 314 Content Area Reading	4
EDU 346 AYA Methods	4
EDU 346A AYA Methods Field/Clinical Experience	2
EDU 379A CORE: Principles of Education	4
EDU 352 AYA Math Teaching Meth/Fld. Exp.	2
EDU 487 Student Teaching: AYA	12
EDU 488 Teaching Seminar: AYA	1
<b>Total Credits Required</b>	<b>76</b>
* Used to calculate the Major GPA	

## Integrated Science Education – Grades 7-12

Degree offered: Bachelor of Science

Licensure offered: Integrated Science

See also: Biology  
Chemistry

The Integrated Science Licensure Program is a professional teaching major in the sciences. Students in this program complete a rigorous curriculum in the sciences of biology, chemistry, earth science/environmental science, and physics that emphasizes not only content knowledge but also critical thinking and laboratory skills. Upon completion, those holding this broad-field degree will be competent, effective teachers in all areas of biology, chemistry, earth science/environmental science, and physics for grades 7-12.

## Requirements for a B.S. in Integrated Science Education

Courses	Credits
BIO 201 General Biology: Cells, Genetics, and Evolution	4*
BIO 202 General Biology: Botany, Zoology, and Ecology	4*
BIO 203 General Biology: Anatomy and Physiology	4*
BIO 330 Ecology	4*
BIO 342 Human Physiology	4*
BIO 366 Genetics	4*
BIO 469 Cell Biology	4*
CHM 109 General Chemistry I	4*
CHM 110 General Chemistry II	4*
CHM 229 Organic Chemistry I	4*



CHM 230 Organic Chemistry II	4*
CHM 359 Analytical Chemistry	4*
CHM 439 Thermodynamics and Kinetics	4*
CHM 440 Quantum Mechanics and Spectroscopy	4*
ENV 110 Environmental Science	2*
ENV 111 Astronomy	2*
ENV 112 Meteorology	2*
ENV 113 Geology	2*
PHY 219 General Physics I	4*
PHY 220 General Physics II	4*
<b>Required correlatives:</b>	
MTH 240 Calculus I	4
MTH 241 Calculus II	4
<b>Required Professional Education Courses:</b>	
EDU 115 Early Experience: Secondary (AYA)	1
EDU 220 Educational Psychology	4
EDU 314 Content Area Reading	4
EDU 346 AYA Methods	4
EDU 346A AYA Methods Field/Clinical Experience	2
EDU 379A CORE: Principles of Education	4
EDU 353 AYA Science Teaching Meth/Fld. Exp.	4
EDU 487 Student Teaching: AYA	12
EDU 488 Teaching Seminar: AYA	1
<b>Total Credits Required</b>	<b>118</b>
* Used to calculate the Major GPA	

## Integrated Social Studies Education – Grades 7-12

Degree offered: Bachelor of Arts

Licensure offered: Integrated Social Studies

See also: History  
Political Science

The Integrated Social Studies licensure prepares teachers of American history, world history, political science, geography and other social studies for grades 7-12.

### Requirements for a B. A. in Integrated Social Studies Education

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
HST 201 American History I	4*
HST 202 American History II	4*
HST 498 Seminar	4*
POL 101 Great Issues of Politics	4*
POL 290 Politics & Government: Process & Issues	4*
POL 348C Interpreting Civilizations	4*
POL 365 The United States Presidency	4*
POL 498 Seminar: Political Theory and Ideology	4*
<b>Economic Environment--</b>	
POL 279A CORE: Environmental Values and Policymaking	4*
<b>Geographical Environment--</b>	

GEO 125 World Geography	4
<b>Technological Environment—</b>	
<i>Select one course from the following:</i>	4
POL 279C CORE: American Political Thought, Nature, and the Common Good (4)	
HST 348F History & Technology (4)	
<b>Basic History**--</b>	
<i>Select two courses from the following:</i>	8*
HST 106 World History I (4)	
HST 107 World History II (4)	
HST 110 Western Civilization I (4)	
HST 111 Western Civilization II (4)	
<b>American Culture—</b>	
<i>Select one course from the following:</i>	4*
HST 320 20 <sup>th</sup> Century America (4)	
HST 342 History of Christianity in U.S. (4)	
POL 348E A History of U.S. Foreign Relations (4)	
POL 379D CORE: Justice, Rights, Liberty (4)	
<b>Global and International Issues—</b>	
<i>Select one course from the following:</i>	4*
HST 107 World History II (4)	
HST 330 World Powers 20 <sup>th</sup> Century (4)	
HST 370 Africa and America: The Uneasy Partnership (4)	
POL 360 Seminar:International Politics (4)	
POL 379A CORE: War and Peace: International Law and Organization (4)	
<b>Law and Institutions—</b>	
<i>Select one course from the following:</i>	4*
POL 230 Law, Society and Polity (4)	
POL 379D CORE: Justice, Rights, Liberty (4)	
<b>Individual Development &amp; Identity—</b>	
<i>Select one course from the following:</i>	4*
SOC 101 Introduction to Sociology (4)	
SOC 110 Anthropology: What Makes us Human (4)	
PSY 100 Introduction to Psychology (4)	
PSY 212 Social Psychology (4)	
PSY 220 Human Development: Child & Adolescent (4)	
<b>Required Professional Education Courses:</b>	
EDU 115 Early Experience: Secondary (AYA)	1
EDU 220 Educational Psychology	4
EDU 314 Content Area Reading	4
EDU 346 AYA Methods	4
EDU 346A AYA Methods Field/Clinical Experience	2
EDU 379A CORE: Principles of Education	4
EDU 354 AYA Social Studies Methods/Field Experience	4
EDU 487 Student Teaching: AYA	12
EDU 488 Teaching Seminar: AYA	4
<b>Total Credits Required</b>	<b>102</b>
* Used to calculate the Major GPA	

# International Business Administration

Degree offered: Bachelor of Science

Mission Statement Division of Business:

*Believing in the power of truth, the division is committed to developing students who are grounded in the liberal arts and Dominican traditions. Upon graduation, the students will have the ability to think critically, logically, and ethically while applying the specialized business knowledge and skills mastered here to respond effectively to the rapidly evolving demands of our communities and organizations in the global economy.*

A major in International Business Administration prepares a student for careers in international business operations. The major builds from a theoretical background in principles of economics and international economies. It is application-oriented in management, finance, accounting, and marketing. Students are prepared to understand, evaluate and suggest alternative solutions to global business problems/issues. Graduates may seek professional opportunities with multinational firms, international banks, government agencies, and non-governmental organizations.

## Requirements for a B. S. in International Business Administration

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ACT 210 Accounting for Financial Decision Making	4*
ACT 220 Accounting for Managerial Decision Making	4*
BUS 220 Principles of Marketing	4*
BUS 221 International Marketing	4*
BUS 240 Management and Organizational Behavior	4*
BUS 343 Human Resource Management	2*
BUS 345 Business and Employment Law	2*
BUS 479 CORE: Strategic Management	4*
ECN 205 Principles of Economics	4*
ECN 340 International Economics	4*
ECN 351 Comparative Econ Systems	4*
FIN 325 Managerial Finance	4*
GEO 125 World Geography	4*
IBA 301 World Economics Resources and Business Sourcing	2*
IBA 305 International Business Environments	2*
IBA 311 International Accounting and Finance	2*
MTH 140 Introduction to Statistics	4
PHL 346 Principles of Business Ethics	2*
<b>Select one course from the following:</b> Foreign Language course at 111-level, or LNG 200 or above, or LNG 242, or Study Abroad Exchange Credit, or SOC 379B or POL 360 or HST 370.	4
<b>Required correlatives:</b> Select four credits from the following:	4
CIS 105 Intro to Computer Systems <b>and</b> (2)	
CIS 203 Electronic Spreadsheets (2)	
or (if qualified)	
CIS 234 Database Management Systems (4)	
<b>Total Credits Required</b>	<b>68</b>
* Used to calculate the Major GPA	

# Journalism

See also: Communication Studies  
Public Relations

The Journalism minor at Ohio Dominican University seeks to equip students with the knowledge, skills and values needed for effective reporting of truth. Journalists are charged with reporting and writing the truth in an ethical, unbiased manner. To this end, journalists’ jobs tend to be consistent with Ohio Dominican University’s mission statement that encourages both students and faculty “to contemplate truth and to share with others the fruits of this contemplation.”

The minor is both professionally oriented and grounded in the liberal arts tradition of Ohio Dominican University. Students are charged with developing and honing their critical thinking and communication skills; specifically responsible reporting and writing. The minor integrates lectures, practical experiences and new technological advances so students can transition smoothly into the professional world and the arena of responsible reporting.

## Requirements for a Minor in Journalism

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
PRS 205 News Writing	4
JRN 227 Feature Writing	2
JRN 228 Editorial Writing	2
JRN 240 Copy Editing	2
JRN 300 Advanced Reporting	2
PRS 330 Media Design	4
JRN 430 Journalism Practicum	4
COM 260 Mass Media	4
<b>Total Credits Required</b>	<b>24</b>

# Liberal Studies

Degree offered: Bachelor of Arts

Ultimately liberal education is about the freedom we have to be responsible for ourselves, our world and our purpose in life. Liberal education is also about living effectively in the world; it is about having a vocation through which we fully develop our personality; and it is about living in friendship with others. With a liberal education we are able to broaden the angle of vision by which we see and experience the world, and we are able to probe more deeply the contributions the life of the mind have made to human civilization. Because of this, we say a liberal education is a sure way to a more fully human life.

Ohio Dominican’s commitment to contemplate the Truth and to share it with others is realized in all the University’s programs, but especially in the foundation programs of the liberal arts. Moreover, Ohio Dominican’s mission is to help persons become more effective as citizens, as professionals, as life-long learners, and as human beings. It fulfills this mission through its liberal arts curriculum, and it is for these reasons that the University offers the bachelor’s and master’s degrees in liberal studies.

## Requirements for a B. A. in Liberal Studies

Courses	Credits
<i>Select three of the following five Liberal Arts Cores:</i>	48*
<b>Philosophy**</b> (16)	
PHL 261 History of Ancient Philosophy	
PHL 262 History of Medieval Philosophy	

PHL 263 History of Renaissance Philosophy and the Foundations of Modern Philosophy PHL 264 History of Modern Philosophy PHL 265 History of Contemporary Philosophy <b>English</b> (16) ENG 215a Survey of British Literature I ENG 215b Survey of British Literature II ENG 216 Survey of American Literature ENG 357 World Literature <b>Art</b> (16) ART 150 History of Western Art I ART 151 History of Western Art II ART 348gTh.St.: Art, Politics & Pursuit of Truth ART 348h Th.St.: Modernism in its Time <b>History</b> (16) HST 106 World History I HST 107 World History II HST 110 Western Civilization I HST 111 Western Civilization II <b>Music</b> (16) MUS 181 Music of the World MUS 184 Popular Music in America MUS 243 Great Works Western Music I MUS 244 Great Works Western Music II <b>Total Credits Required</b> *Used to calculate the Major GPA	<b>48</b>
--	-----------

## Life Science Education - Grades 7-12

Degree offered: Bachelor of Science

Licensure offered: Life Science

See also: Biology

The Life Science Licensure Program is a professional teaching major centered on the science of biology. Students in this program complete a rigorous curriculum in the science of biology that emphasizes not only content knowledge but also critical thinking and laboratory skills. Upon completion, teachers holding this single-field degree will be competent effective teachers in biology for grades 7-12.

### Requirements for a B. S. in Life Science Education

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BIO 201 General Biology: Cells, Genetics, and Evolution	4*
BIO 202 General Biology: Botany, Zoology, and Ecology	4*
BIO 203 General Biology: Anatomy and Physiology	4*
<b>Select one course from the following:</b>	4*
BIO 341 Human Anatomy (4)	
BIO 342 Human Physiology (4)	
BIO 274 Biological Evolution	4*
BIO 330 Ecology	4*
BIO 366 Genetics	4*
BIO 469 Cell Biology	4*

<b>Required correlatives:</b>		
CHM 109 General Chemistry I		4
CHM 110 General Chemistry II		4
CHM 229 Organic Chemistry I		4
ENV 113 Geology		2
PHY 102 Basic Physical Science		2
<b>Select one course from the following:</b>		4
CHM 230 Organic Chemistry II	(4)	
CHM 359 Analytical Chemistry	(4)	
<b>Select one course from the following:</b>		4
MTH 140 Intro to Statistics	(4)	
MTH 240 Calculus I	(4)	
<b>Required Professional Education Courses:</b>		
EDU 115 Early Experience: Secondary (AYA)		1
EDU 220 Educational Psychology		4
EDU 314 Content Area Reading		4
EDU 346 AYA Methods		4
EDU 346A AYA Methods Field/Clinical Experience		2
EDU 379A CORE: Principles of Education		4
EDU 353 AYA Science Teaching Meth/Fld. Exp.		4
EDU 487 Student Teaching: AYA		12
EDU 488 Teaching Seminar: AYA		1
<b>Total Credits Required</b>		<b>114</b>
* Used to calculate the Major GPA		

## Life Science/Chemistry Education - Grades 7-12

Degree offered: Bachelor of Science

Licensure offered: Life Science/Chemistry

See also: Biology  
Chemistry

The Life Science/Chemistry Licensure Program is a professional teaching major centered on biology and chemistry. Students in this program complete a rigorous curriculum in the sciences of chemistry and biology that emphasizes not only content knowledge but also critical thinking and laboratory skills. The program has two options. One option emphasizes biology more than chemistry, the other chemistry more than biology. Upon completion, teachers holding this dual-field degree will be competent, effective teachers in biology and chemistry for grades 7-12.

### Requirements for a B. S. in Life Science/Chemistry Education – Option #1

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BIO 201 General Biology: Cells, Genetics, and Evolution	4*
BIO 202 General Biology: Botany, Zoology, and Ecology	4*
BIO 203 General Biology: Anatomy and Physiology	4*
<b>Select one course from the following:</b>	4*
BIO 341 Human Anatomy	(4)
BIO 342 Human Physiology	(4)
BIO 274 Biological Evolution	4*

BIO 366 Genetics		4*
CHM 109 General Chemistry I		4*
CHM 110 General Chemistry II		4*
CHM 229 Organic Chemistry I		4*
CHM 359 Analytical Chemistry		4*
CHM 451 Biochemistry		4*
<b>Select one course from the following:</b>		4*
CHM 230 Organic Chemistry II	(4)	
CHM 360 Instrumental Methods	(4)	
<b>Required correlatives:</b>		
MTH 140 Intro to Statistics		4
MTH 240 Calculus I		4
PHY 119 College Physics I		4
PHY 120 College Physics II		4
<b>Required Professional Education Courses:</b>		
EDU 115 Early Experience: Secondary (AYA)		1
EDU 220 Educational Psychology		4
EDU 314 Content Area Reading		4
EDU 346 AYA Methods		4
EDU 346A AYA Methods Field/Clinical Experience		2
EDU 379A CORE: Principles of Education		4
EDU 353 AYA Science Teaching Meth/Fld. Exp.		4
EDU 487 Student Teaching: AYA		12
EDU 488 Teaching Seminar: AYA		1
<b>Total Credits Required</b>		<b>106</b>
* Used to calculate the Major GPA		

## Option #2

Courses		Credits
For Prerequisites and Co-requisites please see course descriptions.		
BIO 201 General Biology: Cells, Genetics, and Evolution		4*
BIO 202 General Biology: Botany, Zoology, and Ecology		4*
BIO 203 General Biology: Anatomy and Physiology		4*
BIO 274 Biological Evolution		4*
BIO 366 Genetics		4*
CHM 109 General Chemistry I		4*
CHM 110 General Chemistry II		4*
CHM 229 Organic Chemistry I		4*
CHM 230 Organic Chemistry II		4*
CHM 359 Analytical Chemistry		4*
CHM 451 Biochemistry		4*
<b>Select one course from the following:</b>		4*
BIO 341 Human Anatomy	(4)	
BIO 342 Human Physiology	(4)	
<b>Select one course from the following:</b>		4*
CHM 360 Instrumental Methods of Analysis	(4)	
CHM 440 Quantum Mechanics & Spectroscopy	(4)	
<b>Required correlatives:</b>		
MTH 240 Calculus I		4
MTH 241 Calculus II		4

PHY 219 General Physics I	4
PHY 220 General Physics II	4
<b>Required Professional Education Courses:</b>	
EDU 115 Early Experience: Secondary (AYA)	1
EDU 220 Educational Psychology	4
EDU 314 Content Area Reading	4
EDU 346 AYA Methods	4
EDU 346A AYA Methods Field/Clinical Experience	2
EDU 379A CORE: Principles of Education	4
EDU 353 AYA Science Teaching Meth/Fld. Exp.	4
EDU 487 Student Teaching: AYA	12
EDU 488 Teaching Seminar: AYA	1
<b>Total Credits Required</b>	<b>110</b>
* Used to calculate the Major GPA	

## Life Science/Earth Science Education – Grades 7-12

Degree offered: Bachelor of Science

Licensure offered: Life Science/Earth Science

See also: Biology

The Life Science/Earth Science Licensure Program is a professional teaching major centered on biology and earth science. Students in this program complete a rigorous curriculum in the fields of biology and earth science that emphasizes not only content knowledge but also critical thinking and laboratory skills. Upon completion, teachers holding this dual-field degree will be competent, effective teachers in biology and earth science for grades 7-12.

### Requirements for a B. S. in Life Science/Earth Science Education

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BIO 201 General Biology: Cells, Genetics, and Evolution	4*
BIO 202 General Biology: Botany, Zoology, and Ecology	4*
BIO 203 General Biology: Anatomy and Physiology	4*
BIO 274 Biological Evolution	4*
BIO 366 Genetics	4*
BIO 469 Cell Biology	4*
ENV 110 Environmental Science	2*
ENV 111 Astronomy	2*
ENV 112 Meteorology	2*
ENV 113 Geology	2*
<b>Select one course from the following:</b>	4*
BIO 341 Human Anatomy (4)	
BIO 342 Human Physiology (4)	
<b>Required correlatives:</b>	
CHM 109 General Chemistry I	4
CHM 110 General Chemistry II	4
CHM 229 Organic Chemistry I	4
MTH 240 Calculus I	4
PHY 119 College Physics I	4
PHY 120 College Physics II	4



<b>Select one course from the following:</b>		4
CHM 230 Organic Chemistry II	(4)	
CHM 359 Analytical Chemistry	(4)	
<b>Required Professional Education Courses:</b>		
EDU 115 Early Experience: Secondary (AYA)		1
EDU 220 Educational Psychology		4
EDU 314 Content Area Reading		4
EDU 346 AYA Methods		4
EDU 346A AYA Methods Field/Clinical Experience		2
EDU 379A CORE: Principles of Education		4
EDU 353 AYA Science Teaching Meth/Fld. Exp.		4
EDU 487 Student Teaching: AYA		12
EDU 488 Teaching Seminar: AYA		1
<b>Total Credits Required</b>		<b>106</b>
* Used to calculate the Major GPA		

## Life Science/Physics Education - Grades 7-12

Degree offered: Bachelor of Science

Licensure offered: Life Science/Physics

See also: Biology

The Life Science/Physics Licensure Program is a professional teaching major centered on biology and physics. Students in this program complete a rigorous curriculum in the sciences of biology and physics that emphasizes not only content knowledge but also critical thinking and laboratory skills. Upon completion, teachers holding this dual-field degree will be competent effective teachers in biology and physics for grades 7-12.

### Requirements for a B. S. in Life Science/Physics Education

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BIO 201 General Biology: Cells, Genetics, and Evolution	4*
BIO 202 General Biology: Botany, Zoology, and Ecology	4*
BIO 203 General Biology: Anatomy and Physiology	4*
BIO 274 Biological Evolution	4*
BIO 342 Human Physiology	4*
BIO 469 Cell Biology	4*
PHY 219 General Physics I	4*
PHY 220 General Physics II	4*
CHM 439 Thermodynamics and Kinetics	4*
CHM 440 Quantum Mechanics and Spectroscopy	4*
<b>Required correlatives:</b>	
CHM 109 General Chemistry I	4
CHM 110 General Chemistry II	4
CHM 229 Organic Chemistry I	4
MTH 240 Calculus I	4
MTH 241 Calculus II	4
<b>Required Professional Education Courses:</b>	
EDU 115 Early Experience: Secondary (AYA)	1

EDU 220 Educational Psychology	4
EDU 314 Content Area Reading	4
EDU 346 AYA Methods	4
EDU 346A AYA Methods Field/Clinical Experience	2
EDU 379A CORE: Principles of Education	4
EDU 353 AYA Science Teaching Meth/Fld. Exp.	4
EDU 487 Student Teaching: AYA	12
EDU 488 Teaching Seminar: AYA	1
<b>Total Credits Required</b>	<b>102</b>
* Used to calculate the Major GPA	

## Marketing

A minor in Marketing is available to students majoring in any field at Ohio Dominican University other than Business Administration.

### Requirements for a Minor in Marketing

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ECN 205 Principles of Economics	4
BUS 220 Principles of Marketing	4
<i>Select 12 credits from the following:</i>	12
BUS 221 International Marketing (4)	
BUS 251 Retailing (4)	
BUS 270 Integrated Marketing Communication (4)	
BUS 370 Professional Selling (2)	
BUS 371 Sales Force Management and Leadership (2)	
BUS 378 Marketing in Service Industries (4)	
PRS 201 Principles of Public Relations (4)	
PRS 340 Internet Strategies: Social Media, e-Commerce (2)	
PSY 212 Social Psychology (4)	
SPM 220 Sport Marketing (4)	
<b>Total Credits Required</b>	<b>20</b>

## Mathematics

Degree offered: Bachelor of Science

See also: Integrated Mathematics Education – Grades 7-12

The programs in mathematics are designed to aid students in discovering mathematical patterns and applying the knowledge gained in these investigations to a variety of mathematical problems. Each of the programs introduces students to the major branches of mathematics, both pure and applied, and calls students to a deeper understanding of the nature of mathematics. Students may pursue one of the following two options: (i) a traditional mathematics major designed to prepare students for careers in industry, government and for additional study in graduate school, or (ii) an integrated mathematics teaching major designed to prepare students for a teaching career at the secondary school level.

## Requirements for a B. S. in Mathematics

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
CIS 150 Programming in C/C++	4*
MTH 240 Calculus I	4*
MTH 241 Calculus II	4*
MTH 242 Multivariable Calculus	4*
MTH 300 Foundations in Mathematics	4*
MTH 350 Linear Algebra	4*
MTH 450 Abstract Algebra	4*
<b>Required correlative:</b>	
PHY 219 General Physics I	4*
<b>Select three courses from the following:</b>	12*
MTH 270 Mathematical Statistics (4)	
MTH 243 Differential Equations (4)	
MTH 440 Real and Complex Analysis (4)	
MTH 460 Geometry (4)	
MTH 385/485 Special Topics (4)	
PHY 220 General Physics II (4)	
<b>Total Credits Required</b>	<b>44</b>
* Used to calculate the Major GPA	

## Requirements for a Minor in Mathematics

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
MTH 240 Calculus I	4
MTH 241 Calculus II	4
<b>Select three courses from the following including one 300-level course:</b>	12
MTH 140 Introduction to Statistics (4)	
MTH 242 Multivariable Calculus (4)	
MTH 243 Differential Equations (4)	
MTH 270 Mathematical Statistics (4)	
MTH 300 Foundations in Mathematics (4)	
MTH 350 Linear Algebra (4)	
MTH 440 Real and Complex Analysis (4)	
MTH 450 Abstract Algebra (4)	
MTH 460 Geometry (4)	
<b>Total Credits Required</b>	<b>20</b>

## Music

Students with an interest in music who are majoring in any field at Ohio Dominican University may elect to earn a music minor. This program combines basic music theory, history, and performance into a package that encourages the growth and development of the student's interest and abilities in such a way as to positively reflect upon both the student and the University. Each year the University sponsors 3-4 performances of the University Chorus and individual student recitals.

## Requirements for a Minor in Music

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
MUS 243 Great Works of Western Music:History and Style I	4
MUS 244 Great Works of Western Music:History and Style II	4
<b>Select eight credits from the following:</b>	<b>8</b>
MUS 181 Music of the World (4)	
MUS 184 Popular Music in America (4)	
MUS 230 Music and Dance (2)	
MUS 250 Women in Music (2)	
<b>Select four credits from the following:</b>	<b>4</b>
MUS 122 University Band (1)	
MUS 123 University Chorus (1)	
MUS 124 Individual Lessons (1)	
MUS 126 Guitar Class (1)	
MUS 128 Voice Class (2)	
MUS 205 Cantoring: Singing and Accompanying (1)	
<b>Total Credits Required</b>	<b>20</b>

## Requirements for a Minor in Music Performance

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
MUS 243 Great Works of Western Music:History and Style I	4
MUS 244 Great Works of Western Music:History and Style II	4
<b>Select four credits from the following:</b>	<b>4</b>
MUS 181 Music of the World (4)	
MUS 184 Popular Music in America (4)	
MUS 230 Music and Dance (2)	
MUS 250 Women in Music (2)	
<b>Select eight credits from the following:</b>	<b>8</b>
MUS 122 University Band (1)	
MUS 123 University Chorus (1)	
MUS 124 Individual Lessons (1)	
MUS 126 Guitar Class (1)	
MUS 128 Voice Class (2)	
MUS 205 Cantoring: Singing and Accompanying (1)	
<b>Total Credits Required</b>	<b>20</b>

## Non-Profit Management

### Requirements for a Minor in Non-Profit Management

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ACT 260 Governmental and Nonprofit Accounting	2
BUS 305 Non-Profit Management	4
BUS 365 Philanthropy and Fundraising	4
BUS 390 Service Learning Practicum	2

PRS 201 Principles of Public Relations		4
<b>Select six credits from the following:</b>		6
ART 279A CORE: Art and Community	(4)	
BUS 279A CORE: Leadership and the Common Good	(4)	
BUS 312 Employee Training and Development	(2)	
BUS 315 Gender and the Workplace	(2)	
BUS 343 Human Resource Management	(2)	
BUS 345 Business and Employment Law	(2)	
BUS 373 Managing the Diverse Workforce	(2)	
BUS 460 Contemporary Issues in Management	(2)	
ENV 279A CORE: Applied Sustainability	(4)	
PJU 379E CORE: Interpersonal Negotiation and Mediation	(4)	
POL 279A CORE: Environmental Values and Policymaking	(4)	
SOC 241 DGM: Poverty and Development Seminar	(2-4)	
SOC 279B CORE: Nonviolent Social Change	(4)	
SOC 379B CORE: Global Ethnic Relations	(4)	
SPM 110 Sport Management	(4)	
<b>Total Credits Required</b>		<b>22</b>

## Peace and Justice

Degree offered: Bachelor of Arts

See also: Social Work  
Sociology  
Political Science

The purpose of the Peace and Justice Major is to prepare students for entry level positions in peace and social justice related governmental and non-governmental organizations. In addition, the major provides a foundation for students desiring graduate education in international relations, conflict resolution, and peace and justice studies. The interdisciplinary course of study, grounded in the social sciences, emphasizes nonviolent solutions to conflict and injustice, strategies for building communities at peace with justice, and reconciliation post conflict. The curriculum addresses peace and justice from the individual, group, and international levels and prepares graduates with conflict resolution and social organizing skills to be constructive agents of social change.

### Requirements for a B. A. in Peace and Justice

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
PJU 379B CORE: Peace and Justice	4*
<b>Select one course from the following<sup>Ⓢ</sup>:</b>	4*
PHL 379A CORE: Principles of Justice	(4)
PHL 242 Applied Ethics	(4)
THL 203 The Gospels	(4)
THL 235 Christian Morality	(4)
or	
PHL 150 Theories of Ethics, and	(2)
PHL 242 Applied Ethics	(2)
<b>Required Core Courses:</b>	
PJU 379C CORE: Interpersonal Negotiation & Mediation	4*

POL 360 Seminar: International Politics	4*
POL 379C CORE: War&Peace:Interntl Law&Organization	4*
SOC 279BCORE: Nonviolent Social Change	4*
SOC 379B CORE: Global Ethnic Relations	4*
SOC 379C CORE: Causes of Collective Violence	4*
SOC 352 Research Methods	4*
PJU 479 CORE: Interntl Conflict Management:Diplomacy, Democratization, Development	4*
PJU 497 Internship in Peace and Justice	4*
<b>Select one course from the following:</b>	4*
POL 279A CORE: Environmental Values and Policymaking (4)	
SOC 379A CORE: Poverty and Development Seminar (4)	
<b>Required Correlatives<sup>⊗</sup>:</b>	
MTH 140 Introduction to Statistics	4*
POL 101 Great Issues of Politics	4*
SOC 101 Introduction to Sociology	4*
<b>Total Credits Required</b>	<b>60</b>
* Used to calculate the Major GPA	

<sup>⊗</sup>These five courses constitute 20 semester hours of general requirements of the University and are not additional hours in the Peace and Justice Major.

### Requirements for a Minor in Peace and Justice

Courses	Credits
PJU 379C CORE: Interpersonal Negotiation & Mediation	4
PJU 379B CORE: Peace and Justice	4
SOC 279B CORE: Nonviolent Social Change	4
SOC 379A CORE: Causes of Collective Violence	4
<b>Select one course from the following:</b>	4
POL 360 Seminar:International Politics (4)	
SOC 379B CORE: Global Ethnic Relations (4)	
<b>Total Credits Required</b>	<b>20</b>

## Philosophy

Degree offered: Bachelor of Arts

Philosophy courses at Ohio Dominican University prepare students to think critically in a way that is informed by the insights of the Western philosophical tradition. One-hundred-level courses introduce students to some principles of philosophy. Upper-level courses build on this foundation by applying and examining these principles. Studying philosophy develops the ability to think critically and to write clearly, as evidenced by philosophy students' outstanding performance on standardized tests for graduate schools, including the LSAT. The B. A. in Philosophy with a Pre-Law Concentration is designed to prepare students for law school. See the Pre-Law section of this catalog for more information.

### Requirements for a B. A. in Philosophy

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<b>Select three courses from the following:</b>	12*
PHL 261 History of Ancient Philosophy (4)	
PHL 262 History of Medieval Philosophy (4)	
PHL 263 History of Renaissance Philosophy and the	

Foundations of Modern Philosophy	(4)	
PHL 264 History of Modern Philosophy	(4)	
PHL 265 History of Contemp. Philosophy	(4)	
<i>Select one course from the following:</i>		4*
PHL 340 Epistemology	(4)	
PHL 345 Metaphysics	(4)	
<b>PHL Electives</b> - No more than eight credits may be at the 100 level.		16*
<b>Total Credits Required</b>		<b>32</b>
* Used to calculate the Major GPA		

### Requirements for a Minor in Philosophy

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
20 credits in Philosophy (PHL) - no more than eight credits may be at the 100 level.	
<b>Total Credits Required</b>	<b>20</b>

### Requirements for a Minor in Applied Ethics

Courses	Credits
<i>Select one course from the following:</i>	4
PHL 109 Issues in Philosophy	(4)
PHL 110 Wisdom and the Web	(4)
PHL 206 Philosophy of the Person	4
PHL 242 Applied Ethics	4
PHL 243 Bioethics	4
THL 235 Christian Morality	4
<i>Select four credits from the following:</i>	4
ACT 430 Auditing & Assurances Service	(2)
BUS 345 Business & Employment Law	(2)
POL 279A CORE: Environmental Values and Policymaking	(4)
POL 379B CORE: Peace and Justice	(4)
<b>Total Credits Required</b>	<b>24</b>

## Physical Education

Certificate offered: Coaching

The Physical Education activity classes emphasize basic skills, techniques and recreational value for a variety of sports. Students majoring in teacher licensure programs and interested in pursuing a coaching career can enroll in the Coaching Certification Program. This unique program includes an in-depth study of the principles, methods, styles, concepts and applications of coaching a sport at the high school level.

### Requirements for an Ohio Dominican University Coaching Certificate

Courses	Credits
BIO 105 Principles of Human Anatomy & Phys.	4
PEH 122 First Aid	2

PEH 231 Sociology of Sport	2
PEH 241 Prevention and Care of Athletic Injuries	4
PEH 249 Theory and Practice in Coaching Athletics	4
SPM 332 Sport Organizations and Communication	4
<b>Total Credits Required</b>	<b>20</b>

## Physical Science Education – Grades 7-12

Degree offered: Bachelor of Science

Licensure offered: Physical Science

See also: Chemistry

The Physical Science Licensure Program is a professional teaching major centered on chemistry and physics. Students in this program complete a rigorous curriculum in the sciences of chemistry and physics that emphasizes not only content knowledge but also critical thinking and laboratory skills. Upon completion, teachers holding this dual-field degree will be competent, effective teachers in chemistry and physics for grades 7-12.

### Requirements for a B. S. in Physical Science Education

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
CHM 109 General Chemistry I	4*
CHM 110 General Chemistry II	4*
CHM 229 Organic Chemistry I	4*
CHM 230 Organic Chemistry II	4*
CHM 359 Analytical Chemistry	4*
CHM 451 Biochemistry	4*
PHY 219 General Physics I	4*
PHY 220 General Physics II	4*
CHM 439 Thermodynamics and Kinetics	4*
CHM 440 Quantum Mechanics and Spectroscopy	4*
<b>Required correlatives:</b>	
BIO 201 General Biology: Cells, Genetics, and Evolution	4
BIO 202 General Biology: Botany, Zoology, and Ecology	4
BIO 203 General Biology: Anatomy and Physiology	4
ENV 110 Environmental Science	2
ENV 111 Astronomy	2
ENV 112 Meteorology	2
ENV 113 Geology	2
MTH 240 Calculus I	4
MTH 241 Calculus II	4
<b>Required Professional Education Courses:</b>	
EDU 115 Early Experience: Secondary (AYA)	1
EDU 220 Educational Psychology	4
EDU 314 Content Area Reading	4
EDU 346 AYA Methods	4
EDU 346A AYA Methods Field/Clinical Experience	2
EDU 379A CORE: Principles of Education	4
EDU 353 AYA Science Teaching Meth/Fld. Exp.	4



EDU 487 Student Teaching: AYA	12
EDU 488 Teaching Seminar: AYA	1
<b>Total Credits Required</b>	<b>106</b>
* Used to calculate the Major GPA	

## Political Science

Degree offered: Bachelor of Arts

Concentration offered in Environmental Policies and Issues

Ohio Dominican University offers three political science major tracks; one provides a general foundation in all of the areas of the major; the second track concentrates on environmental policies and issues. A third track is the pre-law concentration. (See page 135) In its broadest sense, these majors are designed to study government, law, political processes and behavior, the policies produced by governments and their effects upon the individual, the community and the world. The issues of war and peace, power and violence, law and order, justice and fairness, democracy and freedom, rights and citizenship, diversity and change are at the heart of the study of politics. Students who study political science are prepared for law school and graduate study; careers in federal, state and local government; public policy and private interests groups; businesses and corporations; regional, trans-national and international organizations; campaign management; journalism; and high school and college teaching. The liberal arts education political science provides has enabled Ohio Dominican students to find rewarding vocations as college professors, teachers, lawyers, civil servants, public administrators, city planners, policy analysts, diplomats, business leaders and informed citizens. Double majors in Political Science and Political Science Concentration in Environmental Policies and Issues are prohibited.

### Requirements for a B. A. in Political Science

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
POL 100 Ideas, Ideals, Ideologies	4*
POL 101 The Great Issues of Politics	4*
POL 230 Law, Society and Polity	4*
POL 231 History of Constitution of the United States	4*
POL 290 Politics & Government: Issues & Process	4*
POL 360 Seminar: International Politics	4*
POL 365 The United States Presidency	4*
POL 279B CORE: Political Philosophy and Western Tradition	4*
POL 279C CORE: American Political Thought, Nature & the Common Good	4*
POL 498 Seminar: Political Theory and Ideology	4*
POL 479 CORE: Courage and Prudence in Modern Politics	4*
SCE 000 Senior Comprehensive Examination	--
<b>Select one course from the following:</b>	4*
POL 366 U.S. Congress and Policymaking (4)	
POL 368 Parties and Elections (4)	
<b>Select one course from the following:</b>	4*
POL 348C Interpreting Civilization (4)	
POL 379A CORE: War & Peace: International Law & Org. (4)	
<b>Select one course from the following:</b>	4*
POL 279A CORE: Environmental Values and Policymaking (4)	
POL 348E History US Foreign Policy (4)	

<b>Required Correlatives</b> <sup>Ⓢ</sup> :	
Any course in the discipline of Sociology	4
Twenty (20) semester credits in the discipline of History	20
<b>Total Credits Required</b>	<b>76</b>
* Used to calculate the Major GPA	

<sup>Ⓢ</sup>Note: These correlatives usually come from these disciplines; they also fulfill University requirements in their disciplines; in the case of double majors or minors up to 24 semester hours of the second major or minor may be used in place of required correlatives.

### Requirements for a B. A. in Political Science with a Concentration in Environmental Policies and Issues

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BIO 107 Principles of Biology	4*
ECN 205 Principles of Economics	4*
GEO 125 World Geography	4*
MTH 140 Introduction to Statistics	4*
Philosophy Elective (general or applied ethics)	4*
POL 101 The Great Issues of Politics	4*
POL 279C CORE: American Political Thought, Nature & the Common Good	4*
POL 279A CORE: Environmental Values and Policymaking	4*
POL 290 Politics & Government: Issues & Process	4*
POL 397 Internship	4*
POL 479 CORE: Courage and Prudence in Modern Politics	4*
Social Science Elective	4*
SCE 000 Senior Comprehensive Examination	--
<b>Total Credits Required</b>	<b>48</b>
* Used to calculate the Major GPA	

### Requirements for a Minor in Political Science

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
POL Electives	16
<i>Select one course from the following:</i>	4
POL 379B CORE: Peace and Justice (4)	
POL 498 Seminar: Political Theory and Ideology (4)	
<b>Total Credits Required</b>	<b>20</b>

## Pre-Health Professional Programs

Ohio Dominican University has a long history of preparing students to enter the medical professions. The path that students take at ODU is shaped by their future goals. Each gives students both the intellectual tools and practical skills to pursue life-long learning required by their chosen profession. The use of contemporary technological tools in the pursuit of truth is a part of this process.

The following is a list of pre-professional emphases:

**Pre-Medicine:** Students wishing to enter medical school with the goal of becoming a physician, osteopath, dentist, optometrist, podiatrist, or veterinarian are advised to major in either biology or chemistry and minor in the other. While there is not a requirement that a student entering any of these medical school

programs have a science undergraduate degree, majors in these sciences are best prepared for the professional examinations required for admission to these programs.

**Pre-Pharmacy:** Students planning on a career in pharmacy are best served by majoring in chemistry with a biology minor. This course of study best fulfills the requirements for admission to a pharmacy school and prepares students for the pharmacy school admissions exam.

**Pre-Physical Therapy:** Students looking for a career as a physical therapist need a pre-physical/occupational therapy major. This combination of courses best meets admissions requirements and provides students with the background to succeed.

## Pre-Law Program

Law schools do not require any particular major, but the Law School Admission Council advises: “Law schools want students who can think critically and write well, and who have some understanding of the forces that have shaped human experience.” The Pre-Law Concentration is designed to develop well-motivated students into applicants who fit this description.

The courses in the Pre-Law Concentration (possible with either a political science or philosophy major) will develop the intellectual skills and interests that are relevant for law school and will provide a liberal arts education of benefit to students throughout their lives. Elsewhere the catalog contains a brief description of a liberal arts education.

Completing the courses in the Pre-Law Concentration does not guarantee admission to law school or a high score on the LSAT. Interested students should meet with a Pre-Law Advisor early in their educational careers to discuss strategies to prepare for law school. Students in Pre-Law will have the opportunity to participate in extracurricular activities that will contribute to their preparation for law school and introduce them to some of the careers that lawyers pursue.

Students who complete the required courses earn a B. A. in Political Science or Philosophy with a Pre-Law Concentration. The students’ transcripts will show both the major and the concentration.

The course requirements and choices in the Political Science and Philosophy areas are listed below.

### Requirements for a B. A. in Philosophy with a Pre-Law Concentration:

Required Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<b>English:</b>	
ENG 101 Thinking and Writing Across the Curriculum	4
ENG 102 Scholarly Adventures: Researched Writing	4
<b>Mathematics:</b>	
<i>Select four credits from the following:</i>	4
MTH 140 Introduction to Statistics (4)	
MTH 270 Mathematical Statistics (4)	
<b>First Year Core Seminar:</b>	
CORE 179 CORE: <i>What is Human Nature?</i>	4
<b>Philosophy:</b>	
PHL 101 Introduction to Logic (does not fulfill core requirements)	4*
<i>Select twelve credits from the following, with no more than four credits at the 100-level:</i>	12*
PHL 109 Issues in Philosophy (4)	
PHL 110 Wisdom and the Web (4)	
PHL 150 Theories of Ethics (2)	
PHL 170 Philosophy of Good and Evil (2)	

PHL 206 Philosophy of the Person	(4)	
PHL 242 Applied Ethics	(2 or 4)	
PHL 243 Bioethics	(4)	
PHL 279A CORE: Ethical Issues of Sex and Marriage	(4)	
PHL 379a CORE: Principles of Justice	(4)	
NOTE: Students who do not complete PHL 379a must complete one Economics course other than ECN 205.		12*
<b>Select twelve credits from the following:</b>		
PHL 261 History of Ancient Philosophy	(4)	
PHL 262 History of Medieval Philosophy	(4)	
PHL 263 History of Renaissance Philosophy and Foundations of Modern Philosophy	(4)	
PHL 264 History of Modern Philosophy	(4)	
PHL 265 History of Contemporary Philosophy	(4)	
<b>Theology:</b>		4
<b>Select four credits from the following:</b>		
THL 106 The Old Testament	(4)	
THL 107 The New Testament	(4)	
THL 225 Introduction to Christian Theology	(4)	4
<b>Select four credits from the following:</b>		
THL 203 The Gospels	(4)	
THL 204 Epistles of Paul	(4)	
THL 235 Christian Morality	(4)	
THL 238 Theology of Justice and Mercy	(4)	
<b>Language:</b>		4
<b>Select four credits at the 111-level or above. (Latin is recommended.)</b>		
		2
<b>Art/Music/Theatre: Select two credits.</b>		8
<b>History: Select eight credits from the following:</b>		
HST 110 Western Civilization I	(4)	
HST 111 Western Civilization II	(4)	
HST 201 American History I	(4)	
HST 202 American History II	(4)	
<b>Literature:</b>		4
<b>Select four credits from the following:</b>		
ENG 460 The Age of Chaucer	(4)	
ENG 463 The Age of Shakespeare	(4)	4
<b>Select four additional credits in Literature.</b>		
		4
<b>Natural Science: Select four credits.</b>		
		16
<b>Social and Behavioral Sciences:</b>		
ECN 205 Principles of Economics		
POL 101 The Great Issues of Politics		
POL 290 Politics & Government: Process & Issues		
Select one additional Political Science Course		<b>94</b>
<b>Total Credits Required</b>		
* Used to calculate the Major GPA		

*Note: In the case of double majors or minors, other courses may be taken in place of those above with the approval of the Pre-Law Advisory Committee.*

### Requirements for a B. A. in Political Science with a Pre-Law Concentration:

Suggested Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
As students meet the overall requirements of a Political Science major (See Page 133), those in the Pre-Law Concentration must take the following courses:	

<b>Mathematics:</b>	
<i>Select four credits from the following:</i>	4
MTH 140 Introduction to Statistics (4)	
MTH 270 Mathematical Statistics (4)	
<b>Natural Science:</b>	
<i>Select four credits from biology, chemistry, physics, science, environmental science.</i>	4
<b>Theology:</b>	
<i>Select four credits from the following:</i>	4
THL 106 The Old Testament (4)	
THL 107 The New Testament (4)	
THL 225 Introduction to Christian Theology (4)	
<i>Select four credits from the following:</i>	4
THL 203 The Gospels (4)	
THL 204 Epistles of Paul (4)	
THL 235 Christian Morality (4)	
THL 238 Theology of Justice and Mercy	4
<b>History:</b>	
<i>Select eight credits from the following:</i>	8
HST 110 History of Western Civilization I (4)	
HST 111 History of Western Civilization II (4)	
HST 201 American History I (4)	
HST 202 American History II (4)	
<b>Language:</b>	
<i>Select four credits at the 111-level or above. (Latin is recommended.)</i>	4
<b>Literature:</b>	
<i>Select four credits from the following:</i>	4
ENG 460 The Age of Chaucer (4)	
ENG 463 The Age of Shakespeare (4)	
<i>Select four additional credits in Literature</i>	4
<b>Philosophy:</b>	
PHL 101 Introduction to Logic	4
<i>Select eight credits from the following, with no more than four credits at the 100-level:</i>	8
PHL 109 Issues in Philosophy (4)	
PHL 110 Wisdom and the Web (4)	
PHL 150 Theories of Ethics (2)	
PHL 170 Philosophy of Good and Evil (2)	
PHL 242 Applied Ethics (2 or 4)	
PHL 243 Bioethics (4)	
PHL 279A CORE: Ethical Issues of Sex and Marriage (4)	
PHL 379A CORE: Principles of Justice (4)	
NOTE: Students who do not complete PHL 379A must complete one Economics course in addition to ECN 205.	
<b>Social and Behavioral Sciences:</b>	
ECN 205 Principles of Economics	4
<b>Total Credits Required</b>	<b>56</b>
* Used to calculate the Major GPA	

## Pre-Nursing Program

Ohio Dominican University, in partnership with Mount Carmel College of Nursing (MCCN), offers three options for the student interested in nursing:

The first option prepares the student to enter the Advanced Placement Program [APP] at MCCN that is offered during the summer session before junior year. The student will spend the first two years (four semesters) at ODU in the Pre-Nursing Program. The remaining two years of work are completed at MCCN, who will award the degree, Bachelor of Science in Nursing. This option is good for a student who wishes to become a registered nurse (RN) and knows this is his/her career choice.

The second option prepares the student to enter the Second Degree Accelerated Program (SDAP) at MCCN that is offered the spring semester after the student's senior fall semester at ODU. The student will spend 3.5 years at ODU in the Biology major following the Pre-Nursing Program requirements. Upon successful completion of all required courses, the student will be awarded the Bachelor of Science degree in Biology from ODU. The remaining three semesters (spring, summer, fall) of work are completed at MCCN, who will award the degree, Bachelor of Science in Nursing. This option is good for the student who wishes to play sports at ODU and for the student who wishes to become an RN but is unsure if he/she want to pursue another health-care field. This allows the student to have an option if nursing does not fulfill his/her career goals.

The third option prepares the student to enter the Second Degree Accelerated to Master's Program (SDAP-M) at MCCN that is offered the fall semester after the student's senior year at ODU. The student will spend four years at ODU in the Biology major following the Pre-Nursing Program requirements. Upon successful completion of all required courses, the student will be awarded the Bachelor of Science degree in Biology from ODU. The student will then enter MCCN in the fall semester and complete coursework for four semesters, upon which, MCCN will award the degree, Bachelor of Science in Nursing. During those four semesters, the student will also begin graduate courses that will count toward the Master of Science in Nursing degree. After the student has been awarded the Bachelor of Science in Nursing degree and upon successful completion of the boards, the student will spend the remaining three or four semesters as a full graduate student at MCCN. Upon successful completion of all graduate courses, MCCN will award the degree, Master of Science in Nursing. MCCN currently offers three graduate tracks: Nursing Administration, Adult Health Clinical Nurse Specialist, and Nursing Education. The number of semesters (three or four) depends on the graduate track the student chooses. This option is good for the student who wishes to play sports at ODU and for the student who wishes to become a nurse practitioner (NP). This option is also good for the student who may be interested in another health-care field. The student then has an option if nursing does not fulfill his/her career goals.

Transfer to the Mount Carmel APP or SDAP programs is guaranteed for up to 15 students per academic year per program (i.e., 15 for APP and 15 for SDAP), provided those students complete the coursework described below with a cumulative grade point average (GPA) of 3.000 or greater and a minimum grade of "C" in all required coursework. Regardless of the number of credits accepted in transfer, residency requirements mandate a minimum of 30 semester credits to be earned at Ohio Dominican University for the two-year Pre-Nursing program.

### Requirements for Pre-Nursing – Option 1

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<b>Core Courses:</b>	
BIO 201 General Biology: Cells, Genetics, and Evolution	4*
BIO 203 General Biology: Anatomy and Physiology	4*
BIO 227 Microbiology	4*
BIO 252 Nutrition	4*
BIO 341 Human Anatomy	4*
BIO 342 Human Physiology	4*
CHM 109 General Chemistry I	4*
CHM 110 General Chemistry II	4*
<b>Required Correlatives:</b>	
CORE 179B or 179K CORE: <i>What is Human Nature?</i>	4*

ENG 101 Thinking Writing Across the Curriculum	4*
PEH 125 Introduction to Exercise, Health, and Nutrition	2*
PHL 242 Applied Ethics or PHL 243 Bioethics	4*
PSY 100 Introduction to Psychology	4*
PSY 224 Human Development: Lifespan	4*
SOC 101 Introduction to Sociology	4*
THL 115 Introduction to Spirituality	4*
<b>Total Credits Required</b>	<b>62</b>
*Used to calculate the program GPA	

### Requirements for Pre-Nursing – Options 2 and 3

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<b>Core Courses:</b>	
BIO 201 General Biology: Cells, Genetics, and Evolution	4*
BIO 202 General Biology: Botany, Zoology, and Ecology	4*
BIO 203 General Biology: Anatomy and Physiology	4*
BIO 227 Microbiology	4*
BIO 252 Nutrition	4*
BIO 341 Human Anatomy	4*
BIO 342 Human Physiology	4*
BIO 366 Genetics	4*
CHM 109 General Chemistry I	4
CHM 110 General Chemistry II	4
CHM 229 Organic Chemistry I	4
SCI 473 Research Methods	2*
SCI 498 Seminar	2*
<i>Select four credits from the following courses:</i>	4*
CHM 451 Biochemistry (4)	
BIO 469 Cell Biology (4)	
<b>Required Correlatives:</b>	
CORE 179B or 179K CORE: <i>What is Human Nature?</i>	4**
MTH 140 Introduction to Statistics	4
MTH 240 Calculus I	4
PEH 125 Introduction to Exercise, Health, and Nutrition	2*
PHL 242 Applied Ethics or PHL 243 Bioethics	4**
PSY 100 Introduction to Psychology	4**
PSY 224 Human Development: Lifespan	4**
SOC 101 Introduction to Sociology	4**
THL 115 Introduction to Spirituality	4*
<b>Total Credits Required</b>	<b>86</b>
*Used to calculate the program GPA	
**Indicates general requirements for the University and MCCN	

### Pre-Physical/Occupational Therapy

Degree offered: Bachelor of Science

Students looking for a career in Physical Therapy or Occupational Therapy need to major in Pre-Physical/Occupational Therapy. The major in Pre-Physical/Occupational Therapy is designed for these students. The amount of education and/or training required for each of these fields is different.

## Requirements for a B.S. in Pre-Physical/Occupational Therapy

Courses	Credits
For Prerequisites and Corequisites please see course descriptions.	
<b>Natural Science Core Courses:</b>	
BIO 201 General Biology: Cells, Genetics, and Evolution	4*
BIO 202 General Biology: Botany, Zoology, and Ecology	4*
BIO 203 General Biology: Anatomy and Physiology	4*
CHM 109 General Chemistry I	4*
CHM 110 General Chemistry II <b>or</b>	(4) 4*
CHM 113 Organic and Biological Chemistry	(4)
PHY 119 College Physics I	4*
PHY 120 College Physics II	4*
<b>Natural Science Electives:</b>	
<i>Select 22 credit hours from the following 8 credits of which must be at the 300-level.</i>	22*
BIO 227 Microbiology	(4)
BIO 249 Medical Terminology	(2)
BIO 252 Nutrition	(4)
BIO 341 Human Anatomy	(4)
BIO 342 Human Physiology	(4)
BIO 354 Exercise Physiology	(4)
CHM 229 Organic Chemistry I	(4)
CHM 230 Organic Chemistry II	(4)
CHM 359 Analytical Chemistry	(4)
CIS 203 Electronic Spreadsheets	(2)
<b>Required Correlatives:</b>	
MTH 140 Introduction to Statistics	4
PEH 125 Introduction to Exercise, Health, and Nutrition	2
PHL 242 Applied Ethics	4
PSY 100 Introduction to Psychology	4
PSY 224 Human Development: Lifespan	4
<b>Total Credits Required</b>	<b>64</b>
*Used to calculate the GPA in the major	

## Psychology

Degree offered: Bachelor of Arts

The Psychology major focuses on the scientific study of behavior and mental processes. Students explore psychological, biological and environmental influences on behavior as these relate to human development, motivation, thinking and memory, learning, personality, social relationships, psychological disorders and counseling. Lab experiences allow students to acquire a deeper understanding of psychological principles and research methods. In addition, students have the opportunity to gain experience in applied and research settings. Psychology graduates work in a variety of areas related to mental health and social services. Businesses employ psychology graduates in human resources, marketing, public relations and sales positions. Psychology majors may also choose to continue their studies in graduate school.



## Requirements for a B. A. in Psychology

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
<b>PSYCHOLOGY CORE:</b>	
PSY 100 Introduction to Psychology	4*
<b>Human Development:</b>	
<i>Select one course from the following:</i>	4*
PSY 220 Human Development: Childhood and Adolescence (4)	
PSY 222 Human Development: Adulthood and Aging (4)	
PSY 230 Research Methods & Statistics	4*
PSY 350 Psychology of Personality	4*
<b>Learning/Cognition:</b>	
<i>Select one course from the following:</i>	4*
PSY 433 Learning & Motivation (4)	
PSY 434 Cognitive Processes (4)	
PSY 479 CORE: Current Issues in Psychology	4*
<b>AREA STUDIES:</b>	
<b>Social and Developmental Psychology</b>	
<i>Select one course from the following not selected above:</i>	4*
PSY 212 Social Psychology (4)	
PSY 220 Human Development: Childhood and Adolescence (4)	
PSY 222 Human Development: Adulthood and Aging (4)	
PSY 255 Human Sexuality (4)	
PSY 379A CORE: Psychology of Women (4)	
<b>Clinical/Counseling and Applied Psychology</b>	
<i>Select one course from the following:</i>	4*
PSY 348C Applied Cognitive Psychology (4)	
PSY 352 Psychological Tests & Measures (4)	
PSY 354 Psychopathology (4)	
PSY 451 Counseling Theory & Process (4)	
<b>Natural Science Psychology</b>	
<i>Select one course from the following not selected above:</i>	4*
PSY 234 Animal Behavior (4)	
PSY 236 Biopsychology (4)	
PSY 335 Health Psychology (4)	
PSY 348B History & Systems in Psychology (4)	
PSY 433 Learning & Motivation (4)	
PSY 434 Cognitive Processes (4)	
<b>Required Correlatives:</b>	
<i>Select one course from the following:</i>	4
BIO 105 Principles of Human Anatomy and Physiology (4)	
BIO 107 Principles of Biology (4)	
MTH 140 Introduction to Statistics	4
Any course from the Sociology offerings	4
<b>Total Credits Required</b>	<b>48</b>
* Used to calculate the Major GPA	

## Requirements for a Minor in Psychology

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
PSY 100 Introduction to Psychology	4
PSY Electives (16 credits)	16
<b>Total Credits Required</b>	<b>20</b>

## Public Relations

Degree offered: Bachelor of Arts

The Public Relations major at Ohio Dominican University prepares students for careers in public relations, public affairs, corporate communications, marketing communications and related fields. The curriculum is a writing-intensive and business-oriented program with a foundation in the liberal arts. The senior capstone course, PRS 496, will assist students in career planning and portfolio development. Students are required to earn at least a grade of B in ENG 101-102 or ENG 110-111 before majoring in Public Relations.

### Requirements for a B. A. in Public Relations

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
PRS 201 Principles of Public Relations	4*
PRS 205 News Writing	4*
PRS 329 Public Relations Writing	4*
PRS 330 Media Design and the Creative Process	4*
PRS 352 Research, Planning, and Evaluation	4*
PRS 415 Advanced PR Techniques	2*
PRS 421A Case Studies	2*
PRS 421B Campaign Strategies	2*
PRS 496 Professional Experience and Seminar	4*
<b>Required Correlatives:</b>	
BUS 220 Principles of Marketing	4*
BUS 240 Management and Organizational Behavior	4*
BUS 318 Business and Society	2*
COM 105 Public Speaking	4*
COM 260 Mass Media	4*
ECN 205 Principles of Economics	4*
PHL 346 Principles of Business Ethics	2*
<b>Select six credits from the following:</b>	6*
ACT 205 Accounting for Decision-Makers⊗ (4)	
PRS 270 Integrated Marketing Communication (4)	
PRS 310 Practicum with <i>The Tower</i> (2)	
PRS 340 Internet Strategies: Social Media, e-Commerce and More (2)	
PRS 332 Adv Media Design & Production (4)	
PRS 365 Philanthropy and Fundraising (4)	
PRS 2/3/485 Special Topics (2-4)	
<b>Total Credits Required</b>	<b>60</b>
* Used to calculate the Major GPA	

⊗Students interested in the MBA program need to take ACT 210 and 220.

## Requirements for a Minor in Public Relations

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
BUS 220 Principles of Marketing	4
PRS 201 Principles of Public Relations	4
PRS 270 Integrated Marketing Communication	4
PRS 329 Public Relations Writing	4
PRS 330 Media Design & the Creative Process	4
<i>Select two to four credits from the following:</i>	2-4
PRS 205 News Writing (4)	
PRS 310 Practicum with <i>The Tower</i> (2)	
PRS 340 Internet Strategies: Social Media, e-Commerce (2)	
PRS 352 Research, Planning & Evaluation (4)	
<b>Total Credits Required</b>	<b>22-24</b>

## Social Work

Degree offered: Bachelor of Arts

See also: Peace and Justice  
Sociology

Social Work is a profession that helps people cope with environmental demands, strengthen their social relationships and enrich their ways of living. Building on and integrated with a liberal arts base, the curriculum of the Social Work major is presented from a generalist, ecological perspective that prepares students for entry level professional practice working with individuals, families, groups, agencies and communities. This curriculum encompasses both art and science in the creative integration of professional values, foundation knowledge and skills for application in unique situations. The course of study emphasizes assisting students to achieve an understanding of the knowledge and attitudes needed in order that the social worker can interact effectively across social and cultural diversity. The major includes content in the following five areas: human behavior and the social environment; social welfare policies and services; practice methods; research; and field work.

*The Ohio Dominican University baccalaureate degree in social work is accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation.*

## Requirements for a B. A. in Social Work

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
SWK 100 Social Problems and Social Policies	4*
SWK 120 Theory and Practice I: Introduction to the Profession	4*
SWK 220 Human Behavior in Social Environment I	4*
SWK 222 Human Behavior in Social Environment II	4*
SWK 320 Theory and Practice II: Direct Practice in Social Work	4*
SWK 321 Theory and Practice III: Macro Practice in Social Work	4*
SWK 341 Integrated Human Behavioral Theories/SWK Practice	2*
SWK 342 Policy Advocacy Practice	2*
SWK 352 Research Methods	4*
SWK 379B CORE: Global Ethnic Relations	4*
SWK 479A CORE: Social Work Seminar I	2*
SWK 479B CORE: Social Work Seminar II	2*
SWK 480 Field Work I	4*

SWK 481 Field Work II	4*
<b>Required Correlatives:</b> <i>Select one course from the following:</i>	
BIO 105 Principles of Human Anatomy (4)	4
BIO 107 Principles of Biology (4)	4
MTH 140 Introduction to Statistics	4
PSY 100 Introduction to Psychology	4
SOC 101 Introduction to Sociology	4
<b>Total Credits Required</b>	<b>64</b>
* Used to calculate the Major GPA	

## Sociology

Degree offered: Bachelor of Arts

See also: Social Work  
Peace and Justice

The Sociology major focuses on a comprehensive, macroscopic understanding of society and social issues. Areas of study include the social construction of reality, socialization, stratification and myriad inequalities as these are embedded in the social institutions of family, politics, economics, education and religion. Sociology graduates work in social agencies, business, schools and churches, while others continue their study at graduate school.

### Requirements for a B. A. in Sociology

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
SOC 101 Introduction to Sociology	4*
SOC 215 Deviance and Institutional Problems	4*
SOC 255 Sociology of the Family	4*
SOC 352 Research Methods	4*
SOC 497 Internship and Seminar	2-8*
SOC 479 CORE: Sociological Theory	4*
SOC Electives (12 credits)	12*
SCE 000 Senior Comprehensive Examination	--
<b>Required Correlatives:</b>	
SWK 100 Social Problems and Social Policies	4
MTH 140 Introduction to Statistics	4
PSY 100 Introduction to Psychology	4
PSY 212 Social Psychology	4
<b>Total Credits Required</b>	<b>50-56</b>
* Used to calculate the Major GPA	

### Requirements for a Minor in Sociology

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
SOC 101 Introduction to Sociology	4
SOC 215 Deviance and Institutional Problems	4
SOC Electives (12 credits)	12
<b>Total Credits Required</b>	<b>20</b>

## Spanish

The Spanish program offers a minor in Spanish. In a balanced approach to the study of Spanish, the program emphasizes the development of language proficiency along with an understanding of the values, beliefs, social norms, history and cultural traditions that define and direct the lives of those from various Spanish-speaking cultures.

### Requirements for a Minor in Spanish

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
SPN 111 Elementary Spanish II	4
SPN 212 Intermediate Spanish	4
SPN 214 Intermediate Spanish Conversation	2
SPN 216 Intermediate Spanish Composition	2
SPN 232 Advanced Spanish Conversation	4
<i>Select four credits from the following:</i>	4
SPN 240 Civilization and History of Spain (2)	
SPN 242 Civilization and History of Spanish America (2)	
SPN 234 Advanced Spanish: The Short Story (2)	
SPN 355 Masterpieces of Spanish and Hispanic American Literature (4)	
<b>Total Credits Required</b>	<b>20</b>

## Sport Management

Sport Management is a comprehensive field of study that includes the management, marketing, promotion, communication, legal preparation, and financing of sport and recreation facilities, events, and organizations. The mission of the Sport Management Program is to provide students with coursework and field experiences that develop contemporary sport management knowledge, skills, and dispositions while encouraging contemplation of truth, community involvement, multicultural support, creative inquiry, and ethical values in sport and recreation settings. The vision of the Sport Management Program is to provide a culture of excellence in academic efforts for developing comprehensive sport management skills and talents needed in the professional field or graduate school.

The sport management major adopts an interdisciplinary approach in developing skills and knowledge for effective decision making in sports organizations. It builds upon solid foundation in the liberal arts and a core program in business and economics. The major prepares students for career opportunities with professional and amateur sports teams and clubs and in sports media and sports-related services. Through a strong internship program, each student will demonstrate practical skills in a specific arena of sports industry.

### Requirements for a B. S. in Sport Management

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ACT 210 Accounting for Financial Decision Making	4*
ECN 205 Principles of Economics	4*
<i>Select two courses from the following:</i>	8*
BUS 220 Principles of Marketing (4)	

BUS 240 Management and Organizational Behavior	(4)	
FIN 325 Managerial Finance	(4)	
SPM 110 Sport Management		4*
SPM 140 Sport Psychology		4*
SPM 210 Sport Finance and Economics		4*
SPM 220 Sport Marketing		4*
SPM 296 Field Experience in Sport Management		2*
SPM 310 Sport Event and Facility Management		4*
SPM 332 Sport Organizations and Communication		4*
SPM 350 Sport Law		4*
SPM 496 Professional Experience in Sport Management		4*
SPM 479 CORE: Sport Leadership and Ethics		4*
<b>Required Correlatives:</b>		
MTH 140 Introduction to Statistics		4
CIS 105 Introduction to Computer Systems		2
CIS 203 Electronic Spreadsheets		2
Students majoring in sport management may choose a minor from the following areas: Business Administration, Coaching Certification, Communication Studies, Criminal Justice, Marketing, or Public Relations.		
Students interested in applying to the Five Year BS/MBA Program should complete a Business Minor and ACT 210 and ACT 220.		
<b>Total Credits Required</b>		<b>62</b>
*Used to calculate the Major GPA		

### Requirements for a Minor in Sport Management

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
SPM 110 Sport Management	4
SPM 140 Sport Psychology	4
SPM 210 Sport Finance and Economics	4
SPM 220 Sport Marketing	4
SPM 350 Sport Law	4
<b>Select one courses from the following:</b>	
SPM 310 Sport Event and Facility Management	(4)
SPM 332 Sport Organizations and Communication	(4)
<b>Total Credits Required</b>	<b>24</b>

## Theatre

See also: Communication Studies

Students majoring in any program in the University may choose a minor in Theatre. This 24-credit program focuses on performance, dramatic form and dramatic literature. The Theatre minor may be appropriate for students desiring the Integrated Language Arts Licensure or students wishing to develop public presentation skills such as poise, control, oral and physical expressiveness. Participation in the activities of the "Melodramatics" is encouraged.

## Requirements for a Minor in Theatre

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
THR 181 Introduction to Theatre	4
THR 244 Oral Interpretation	4
THR 252 The Tragic Vision	4
THR 255 The Comic Vision	4
THR 270 Acting	4
<i>Select one course from the following:</i>	4
ENG 456 Studies in Drama (4)	
ENG 463 Age of Shakespeare (4)	
<b>Total Credits Required</b>	<b>24</b>

## Theology

Degree offered: Bachelor of Arts; Associate of Arts

Theology is an attempt to come to an intellectually honest understanding of one's faith relationship with God. At Ohio Dominican University theology is done from within the context of the Roman Catholic tradition. The degree programs help to prepare students for pastoral or youth ministry, religious education in parishes and diocesan schools, and/or graduate studies in theology.

### Requirements for a B. A. in Theology

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
THL 203 The Gospels	4*
THL 225 Introduction to Christian Theology	4*
THL 234 Jesus: Revelation of God	4*
THL 235 Christian Morality	4*
THL 348B Early Christian Writings	4*
THL 479 CORE: Grace and Freedom	4*
<i>Select one course from the following:</i>	4*
PJU 379B CORE: Peace and Justice (4)	
THL 379A CORE: Justice and Mercy (4)	
Theology Electives (Four credits must be at the 200-level or above)	8*
<b>Total Credits Required</b>	<b>36</b>
* Used to calculate the Major GPA	

### Requirements for an A. A. in Theology

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
ENG 101 Thinking and Writing Across the Curriculum	4
CORE 179 CORE: <i>What is Human Nature?</i>	4
CORE 279 CORE: <i>What is the Common Good?</i>	4
THL 203 The Gospels	4*
THL 225 Introduction to Christian Theology	4*
Theology Electives (Twelve credits must be at the 200-level or above)	16*

General Electives	26
<b>Total Credits Required for major</b>	<b>62</b>
* Used to calculate the Major GPA	

### Requirements for a Minor in Theology

Courses	Credits
For Prerequisites and Co-requisites please see course descriptions.	
THL 225 Introduction to Christian Theology	4
Theology Electives (at least four credits in Biblical Theology)	16
<b>Total Credits Required</b>	<b>20</b>

### Requirements for Columbus Diocesan Certification

Neither Ohio Dominican University nor the state of Ohio grants certification for the teaching of religion; the Columbus diocese does certify religion teachers for Catholic schools. Students who wish to be certified to teach religion in the Diocese of Columbus are encouraged to arrange approval of courses with the diocesan director of religious education.

Theology majors who wish to teach religion in the Columbus Catholic high school system are encouraged to take EDU 220 and EDU 487 or their equivalents as approved by the diocesan director of religious education.

Secondary education majors planning to teach in the Columbus Catholic high school system are required to have a theology major or 30 semester credits in theology for full-time teaching of religion, 18 semester credits for part-time teaching of religion.

## Women's and Gender Studies

The aim of the minor in Women's and Gender Studies is to provide students with the option of focusing on women's and gender issues as a theme in the curriculum of the University. Gender is one of the main dimensions of what it means to be human in all known times and places. Awareness of the role of gender in the conduct of human affairs enhances comprehension and understanding of the human condition.

### Requirements for a Minor in Women's and Gender Studies

Courses	Credits
WGS 279A CORE: Introduction to Women's and Gender Studies	4
<b>Select 16 credits from the following:</b>	16
ENG 451 Studies in Women's Literature (4)	
PSY 379A CORE: Psychology of Women (4)	
SWK 250 Women, Politics & Economics (4)	
ENG 348D Women in Literature & Psychology (4)	
PHL 279A CORE: Ethical Issues of Sexuality and Marriage (4)	
PSY 255 Human Sexuality (4)	
ART 270 The History of Women and Art (2)	
BUS 315 Gender and the Workplace (2)	
WGS 397 Internship (1-4)	
WGS 2/3/486 Independent Study (1-4)	
<b>Total Credits Required</b>	<b>20</b>







**Undergraduate  
Course Descriptions by Discipline**



# Accounting

## **ACT 100 Survey of Accounting**

**4 credits**

The focus of this course is on understanding the meaning of the numbers presented in financial reports, their relationship to each other and how they are used in evaluation, planning and control. The course is designed for non-business majors.

## **ACT 205 Accounting for Decision Making**

**4 credits**

This course is an introduction to financial and managerial accounting. Students will explore the practical and theoretical aspects of decision making and problem solving associated with asset, liability, equity related accounts, along with planning operations, controlling activities and making decisions. The course will provide students with an understanding of the uses and limitations of accounting information (internal and external) in economic decision making. This course is designed for non-accounting majors.

## **ACT 210 Accounting for Financial Decision Making**

**4 credits**

A study of basic concepts and fundamentals underlying the measurement, valuation, analysis and communication of financial accounting information to external users for decision making and problem solving. Co-requisites: CIS 105-106.

## **ACT 220 Accounting for Managerial Decision Making**

**4 credits**

A study of basic concepts and fundamentals underlying the planning, controlling and communicating of managerial accounting information to internal users for decision making and problem solving. Prerequisite: ACT 210 with a minimum grade of C-; or permission of instructor and division chairperson.

## **ACT 260 Governmental and Nonprofit Accounting**

**2 credits**

A comprehensive analysis of accounting and financial reporting for government, voluntary health and welfare organizations, and nonprofit enterprises. Emphasis is placed on fund accounting. It includes budgeting, accounting, reporting, and auditing for federal government, colleges, and nonprofit. Prerequisite: ACT 210 with a minimum grade of C- or permission of instructor and academic advisor.

## **ACT 310 Intermediate Accounting I**

**4 credits**

A detailed study of the theoretical and practical aspects of the conceptual framework of financial systems, including an in-depth examination of generally accepted accounting principles (GAAP). Emphasis is placed on asset valuation and financial statement reporting. Prerequisites: ACT 220 with a minimum grade of C-, or permission of instructor and division chairperson.

## **ACT 320 Intermediate Accounting II**

**4 credits**

This course continues the study begun in ACT 310 by exploring additional theoretical and practical aspects of financial reporting systems. Emphasis is placed on liability and equity valuation and disclosure. Prerequisite: ACT 310 with a minimum grade of C-; or permission of instructor and division chairperson.

## **ACT 330 Legal Concepts for Accountants**

**2 credits**

A study of the primary laws affecting the practice of accounting. Emphasis is placed on contracts, property, uniform commercial code, bankruptcy, business organization structure, governmental regulations and accountants' legal responsibility. Prerequisite: ACT 320 with a minimum grade of C-; or permission of instructor and division chairperson.

## **ACT 340 Cost Accounting**

**4 credits**

A comprehensive investigation of procedures, models and costing systems for service and manufacturing organizations. Emphasis is placed on information relevancy for decision making

and problem solving. Prerequisite: ACT 220 with a minimum grade of C-; or permission of instructor and division chairperson.

**ACT 397 Accounting Internship**

**4 credits**

A supervised and structured work experience (60 clock hours for each semester hour) designed to integrate practice and theory. Students must register for this course prior to starting employment. Grading is on a Pass/Fail basis. Some sections may include a service-learning component. Prerequisite: ACT 320 with a minimum grade of B or better; or permission of instructor and division chairperson; successful completion of application requirements for internship.

**ACT 410 Accounting Information Systems**

**2 credits**

A study of the design, implementation and evaluation of accounting systems, including emphasis on the application of accounting regulations (GAAP) to transaction processing, internal accounting controls, and revenue and expenditure cycles. Prerequisites: ACT 220 with a minimum grade of C-; CIS 105, CIS 106.

**ACT 421 Individual Taxation**

**2 credits**

A comprehensive study of the theory and provisions of the federal income tax system and its application to individuals. Prerequisite: ACT 220.

**ACT 422 Business Taxation and Research**

**2 credits**

A study of the current theory and provisions of federal income tax law relating to business. Emphasis is on tax research and the problems faced by businesses. Prerequisite: ACT 421.

**ACT 430 Auditing and Assurance Services**

**4 credits**

An introduction to auditing and other assurance services to assist students in understanding audit decision making and evidence accumulation in today's complex auditing environment. Emphasis is placed on internal control policies, generally accepted accounting principles (GAAP), generally accepted auditing standards (GAAS), audit sampling, accumulation of audit evidence, and substantive tests of controls and transactions. Prerequisite: ACT 320 with a minimum grade of C-; or permission of instructor and division chairperson.

**ACT 440 Advanced Accounting**

**4 credits**

The study of advanced accounting topics that includes an examination of partnership formation and liquidation; home office and branch accounting; consolidations; and accounting for non-profit organizations. Prerequisite: ACT 320 with a minimum grade of C-; or permission of instructor and division chairperson.

**ACT 450 Advanced Tax Law**

**2 credits**

An investigation of the theory and provisions of federal tax law and its application to corporations, estates and trusts. Prerequisite: ACT 420 with minimum grade of C-; or permission of instructor and division chairperson.

**ACT 2/3/485 Special Topics**

**2-4 credits**

Course coverage varies depending on interests of students and faculty. Topics may include cases in financial statement reporting, accounting theory, fund accounting, corporate consolidations, accounting history, or international accounting. Prerequisite: ACT 220 with a minimum grade of C-; or permission of instructor and division chairperson.

**ACT 2/3/486 Independent Study**

**2-4 credits**

Individually supervised research projects designed to provide students with the opportunity to analyze accounting topics that are not covered in other accounting information systems courses. Prerequisite: ACT 220 with a minimum grade of C-; or permission of instructor and division chairperson.

# American Sign Language

## **ASL 110 Elementary American Sign Language I**

**4 credits**

An introduction to both the expressive and receptive nature of American Sign Language, a visual language that consists of hand sign, body language and facial expressions as well as a manual alphabet. Topics include the vocabulary and grammatical structure of ASL, deaf culture and the history of sign language.

## **ASL 111 Elementary American Sign Language II**

**4 credits**

Continuation of ASL 110. Further development of vocabulary and sentence structures of American Sign Language (ASL). Focus on the expressive and receptive skills that are needed to be able to sign with fluency. Continued study of deaf culture. Prerequisite: ASL 110. Fulfills Language requirement.

## **ASL 1/2/3/485 Special Topics**

**1-4 credits**

Concentrated study in a particular area of American Sign Language. Prerequisite: Consent of instructor.

## **ASL 2/3/486 Independent Study**

**1-4 credits**

Intensive individual work in American Sign Language. Prerequisites: Consent of instructor, academic advisor, division chairperson.

# Art

## **ART 100 Studio Humanities**

**4 credits**

An introduction to the creative process through visual art studio experience. Emphasis is on materials exploration and the variety of media considered "fine art," as well as the development of critical thinking skills involved in art production. This course partially fulfills Arts and Ideas requirement. Not open to students with credit for ART 115.

## **ART 101 Academic Drawing**

**4 credits**

A studio exploration of traditional drawing techniques and materials focusing on the realistic depiction of observed forms and objects. Using basic drawing materials, students will concentrate on the construction of still life objects, landscape forms, objects in nature and the human figure. Designed to provide a foundation for advanced study in art. This course partially fulfills Arts and Ideas requirement.

## **ART 110 Two Dimensional Design**

**2 credits**

A studio introduction to the basic elements of composition and visual organization. Based on work with point, line, plane and shape, this course will explore the fundamentals of design, perception and visual thinking while initiating the student in the use of design tools, materials and processes. Co-requisite: ART 111.

## **ART 111 Three Dimensional Design**

**2 credits**

A studio introduction to the design and organization of forms in space. Using a diversity of simple materials, students will learn to construct, carve, model and cast basic abstract and realistic forms. This course will explore the fundamentals of visual organization in relief as well as in the round. Materials may include clay, plaster, wire, cardboard, natural and found objects. Co-requisite: ART 110.

## **ART 116 Fundamentals of Photographic Art**

**4 credits**

An exploration of the fine arts through the processes and aesthetics of black and white photography with an emphasis on the technical skills required to express oneself through the medium. Concepts and theory are read, discussed, demonstrated and applied through a series of

visual problems. Student must have a 35mm single reflex camera (SLR) with a manual override. Fee. This course partially fulfills Arts and Ideas requirement.

**ART 120 Basic Design for Electronic Media**

**4 credits**

An introduction to the basic principles of visual design as applied to the electronic media. Topics will include line, mass, volume, proportion, balance, color, etc. Also covered will be graphic file formats, clip art manipulation, basic layout programs and elementary web design. This course partially fulfills Arts and Ideas requirement.

**ART 150 History of Western Art I**

**4 credits**

A survey of Western art from prehistory through 16<sup>th</sup> century Mannerism. Emphasis is on the formal development of art and its connection to society through the examination of the visual arts as cultural artifacts. This course partially fulfills Arts and Ideas requirement.

**ART 151 History of Western Art II**

**4 credits**

A survey of Western art from the 17<sup>th</sup> century Baroque to the present day. Emphasis is on the formal and technological development of art, both traditional and postmodern forms, in relation to society. This course partially fulfills Arts and Ideas requirement.

**ART 156 Ceramics I**

**4 credits**

A general introduction to studio ceramics. Emphasis is placed on acquisition of hand building techniques, ceramic design concepts, development of individual design criteria, glaze experimentation, fundamental types of ceramic ware and kiln procedures. Fee. This course partially fulfills Arts and Ideas requirement.

**ART 201 Figure Drawing**

**2 credits**

A structured approach to drawing the human form. This studio will present a study of anatomy as it relates to the rendering of the head and figure. Students will use a variety of materials applicable to classical drawing techniques as they learn measurement, proportion and volume. Special emphasis will be placed upon the study of drawings of the masters since the Renaissance. Prerequisites: ART 101, 110, 111.

**ART 202 Perspective Drawing**

**2 credits**

A studio investigation of the principles and applications of perspective systems in both the fine and technical arts. Projects will include one-point, two-point and measured systems as they relate to freehand and formal design. Stress will be placed upon precision and systematic use of methods and mechanical tools. Students will study the development and history of perspective use by artists, designers and architects. Prerequisites: ART 101, 110, 111.

**ART 204 Typography**

**4 credits**

Students will develop skills in the visualization and creation of letterforms using calligraphy, geometric construction, and free-hand manipulation and explore the expressive potential of different fonts. Lecture and demonstration will explore the related history of typography and graphic design emphasizing major artists, movements and schools. Prerequisites: ART 101, 110, 111.

**ART 205 Graphic Design I**

**4 credits**

A studio investigation of design principles and perceptual theories as they apply to the production of visual information and ideas. Emphasis is on the use of the computer in conjunction with the traditional studio materials to analyze and solve visual problems. Projects dealing with optical cues, image manipulation and typographic design will stress a systematic and precise approach to the use of design tools, organization of visual ideas and specific application of design solutions. Prerequisites: ART 101, 110, 111, 204.



**ART 210 Botanical Illustration****2 credits**

This course is an introduction to the history and technique of botanical illustration. Emphasis is on the development of observational skills and how they can be refined and used in conjunction with basic drawing principles to create aesthetically pleasing and scientifically accurate depictions of botanical specimens. This course partially fulfills Arts and Ideas requirement.

**ART 212 Green Art****4 credits**

An introduction to the concept of green art, or art that utilizes the philosophy of sustainability/environmental responsibility as a matrix for production. Students will gain exposure to international green artists and create projects using recycled materials or media that are environmentally friendly and/or made FROM the environment.

**ART 215 Introduction to Textiles****2 credits**

This course explores the diverse and fascinating world of textiles through an in-depth study of surface design techniques. Attention is given to the history, materials, and techniques of different color applications. This course explores traditional and nontraditional means of altering and enriching the surface of pliable materials using techniques such as wax resist, paste resist, silk painting, and the tied and shaped resist processes of Shibori. This course partially fulfills the Arts and Ideas requirement.

**ART 220 Introduction to Book Arts****2 credits**

This course is an introduction to the creation of books from non-Western forms such as the scroll and side-stitch to the traditional hard-cover codex. Students will learn about the traditional book binder's canon of materials and then explore how contemporary book artists have expanded this canon. This course partially fulfills the Arts and Ideas requirement.

**ART 237 Art for Teachers****2 credits**

A survey of art materials and techniques appropriate for young children. Emphasis is on the integration of principles and historic developments of art with methods for promoting and evaluating the visual development of young children. Emphasis will be placed on curricular adaptations for children with special needs, evaluation techniques, student portfolios, cross-disciplinary planning and whole curriculum development.

**ART 260 Color Theory****2 credits**

Using basic painting materials this studio will explore the science, history, and applications of color mixing, color harmony and color perception. Projects will focus on both traditional approaches and contemporary effects of color use in fine and applied arts. Prerequisites: ART 101, 110, 111.

**ART 261 Painting Techniques and Materials****2 credits**

Using basic painting materials this studio will explore the processes of painting as applied to traditional and contemporary approaches. Students will experiment with methods used in watercolor, oil, acrylic and mixed media. This course will stress the preparation of paper, board and canvas, constructing stretchers, matting and framing. Prerequisites: ART 101, 110, 111.

**ART 270 The History of Women in Art****2 credits**

This course looks at the vital role women have played as artists in Western society from the beginning of recorded history to the present day. Emphasis will be placed on the analysis of the artist as a distinct product of her specific historical time and an exploration of the wide-ranging media she used, from clay and plant matter to embroidery, ceramics, oil paint, and digital media. This course partially fulfills the Arts and Ideas requirement.

**ART 279A CORE: Global Community in Art****4 credits**

This course introduces students to the concept of art as an agent for social change through case studies of community/communal art "movements" through history from around the globe as well as the United States and our local community. Prerequisite: CORE 179 or appropriate transfer

status. Pre- or Co-requisite: ENG 102. This course fulfills the Arts requirement (Art/Music/Theatre).

**ART/HST/POL 279C CORE: American Political Thought: Nature and the Common Good**

**4 credits**

A study of the concept of nature as used in Anglo-American thought and how these usages influence an understanding of the natural, social, and political environments of the United States. Special emphasis given to American political theory, its illustration through the 19<sup>th</sup> century American landscape movement, and the inability of U.S. thinkers to appreciate the common good. Not open to students with credit in POL/HST/ART-335 or POL-348F.

**ART/PRS 330 Media Design and the Creative Process**

**4 credits**

This class will help students to start *thinking* like an artist and designer. Adobe PhotoShop will be the main software program. The basics of image design including an emphasis on the creative process will be taught. Students will be encouraged to experiment and to create in-depth digital images. Prerequisite: PRS 201 for Public Relations majors only. This course partially fulfills the Arts and Ideas requirement.

**ART/PRS 332 Advanced Media Design and Production**

**4 credits**

This course will focus on *creating* like a designer. Main software programs include Adobe Illustration, InDesign, and Acrobat. This course furthers the concepts taught in ART/PRS 330 and will have a focus on text design and production. Prerequisite: ART/PRS 330.

**ART 337 Visual Art Methods Grades 4-12**

**4 credits**

An exploration of art materials, techniques and developmental theory for use in classrooms, grades 4 - 12. Evaluation techniques, cross-disciplinary planning, whole curriculum development, multicultural theory, classroom critical writing skills, and student portfolio development will also be emphasized.

**ART/POL 348G Art, Politics and the Pursuit of Truth**

**4 credits**

An interdisciplinary study of the influences politics has on art and the question of how art and politics inform the human search for truth through an investigation of artistic masterworks from the Middle Ages through the twentieth century. Selected images of masterworks will be discussed and annotated. Prerequisites: ENG 101-102 or 110-111; or consent of instructor. This course partially fulfills the Arts and Ideas requirement.

**ART/POL 348H Modernism in its Time**

**4 credits**

An interdisciplinary study of the social, political and intellectual culture of Modernism through the lens of the visual arts. Selected examples of visual art of the Western World will be studied in the context of their specific artistic movements as well as in conjunction with contemporaneous events in Western society such as the Great War, the American Depression, WWII, the Holocaust and the dropping of the Atomic Bomb. This course partially fulfills the Arts and Ideas requirement. Prerequisites: ENG 101-102 or 110-111.

**ART 353 Historic Painting Techniques**

**4 credits**

This course introduces the student to historically-accurate painting techniques such as fresco, encaustic, egg tempera, and gold leafing through primary text material and visits to the special collections of the Columbus Museum of Art, the Cleveland Museum of Art, and The Ohio State University Rare Manuscript Collection. Prerequisites: ART 101, 110, 111, 260, 261.

**ART 365 Printmaking**

**4 credits**

This course is a studio survey of the traditional canon of printmaking methods. Students will be taught relief printing, monotype, drypoint, etching and silk-screen and the history of the print as an art form. The student will spend half of the term working on Ohio Dominican University's historic intaglio press. Fee. Prerequisites: ART 101, 110, 111, 156, 260, 261.

**ART 483 Graphic Design II****4 credits**

A further investigation of design materials and computer graphics related to the solving of visual problems in advertising, page design and typography. Projects will cover a wide range of areas applicable to print and electronic media. Course will emphasize the development of an individual response to major concepts, movements and applications of graphic design. Prerequisites: ART 101, 110, 111, 204, 205, 260, 261.

**ART 479 CORE: The Role of the Artist/Designer in Contemporary****Society****4 credits**

This course is the culminating experience for the Fine Arts and Graphic Design major as well as the core curriculum. This course will consist of readings, reflection, and discussion of texts which will address the role of the artist/designer in history as a purveyor of information about society and as a creative social catalyst in contemporary society. Students will also be creating the conceptual framework for their Senior Thesis Exhibition including both the material form and the written text. They will be applying the knowledge base gained through their prior courses to their own individual major body of work as well as peer mentoring others in the class and engaging in a group project in the community.

**ART 1/2/3/485 Special Topics****1-4 credits**

A study of topics in art or visual communication of special interest to a specific group of students. Prerequisite: Consent of instructor.

**ART 2/3/486 Independent Study****1-4 credits**

Intensive individual work in an area of art or visual communication. Prerequisite: Consent of instructor, academic advisor, division chairperson.

**ART 497 Internship****1-4 credits**

Supervised internship of 40 clock hours for each semester credit in a setting meeting the needs and interests of the student. Prerequisite: Junior standing; B average; consent of instructor, academic advisor and division chairperson; successful completion of application requirements for internship.

**ART 498 Senior Studio and Thesis Exhibition****4 credits**

As a culmination of their study, seniors will select, research, produce and exhibit an individual project related to the goals of their specific major and their individual interests. With subject matter approved by a committee of the division faculty, this project, part written research thesis and part exhibition, will be defended before a committee of the division faculty. Prerequisites: Completion of the major course sequence.

## Biology

**BIO 105 Principles of Human Anatomy and Physiology****4 credits**

A survey of the morphology and function of the human body. The intent of this course is to provide each student with the intellectual competence to manage his/her own health concerns; laboratory included.

**BIO 107 Principles of Biology****4 credits**

Biology for the informed citizen. This course is a survey of the basic concepts of biology underlying the complex issues we face every day ranging from life at the cellular level to the health of our planet as a whole. Whether making personal healthcare decisions or voting for sound environmental policies, everyone needs a solid foundation in the science of biology. Topics covered include the scientific method; cell structure and function; genetics; biotechnology; evolution; biodiversity of plants, animals and microbes; population ecology; ecosystems, and current issues in biology; laboratory included.

**BIO 201, 202, and 203 may be taken in any order.**

**BIO 201 General Biology: Cells, Genetics, and Evolution** **4 credits**  
An in-depth study of the basic concepts of biology including cellular organization and function, Mendelian and molecular genetics, and Darwinian evolution. This course is designed to provide a foundation for advanced study in the biological sciences; laboratory included.

**BIO 202 General Biology: Botany, Zoology, and Ecology** **4 credits**  
A survey of botany, zoology, and ecology; this lab based course will introduce students to current scientific research in these fields. Moving from basic understandings, students will begin to practice botany and ecology in an applied manner and learn to clearly communicate the results of that work.

**BIO 203 General Biology: Anatomy and Physiology** **4 credits**  
This course provides a basis of the structure and function of all major organ systems and their integration. This course is designed to provide a foundation for advanced study in the biological sciences; laboratory included.

**BIO 224 Botany** **4 credits**  
A survey of the plant kingdom including morphology, physiology, and ecology of plants and plant communities; laboratory included. Prerequisite: BIO 202 with a grade of C or better.

**BIO 227 Microbiology** **4 credits**  
A comprehensive study of the morphology, physiology, and genetics of algae, bacteria, fungi, protozoa, and viruses (primary emphasis on bacteria). Laboratory emphasizes sterile culture techniques and identification of unknown cultures. Prerequisites: BIO 201 with a grade of C or better; and CHM 110.

**BIO 249 Medical Terminology** **2 credits**  
A class in terminology pertaining to modern medicine, disease treatment, anatomy and physiology. Prerequisites: BIO 201 and 203 with a grade of C or better.

**BIO 252 Human Nutrition** **4 credits**  
A study of the biological foundations of nutrition, its biological and physiological phenomena and its association with health issues. Prerequisites: BIO 201 with a grade of C or better; and CHM 109.

**BIO 274 Biological Evolution** **4 credits**  
Evolution is the thread that connects all of biology. In this class we will explore the historical basis of evolution as well as its modern interpretations. We will also study the diversity of life on earth from an evolutionary perspective. Laboratory included. Prerequisites: BIO 201 and 202 with a grade of C or better; and CHM 110. Not open to students with credit for BIO 348A.

**BIO 279A CORE: Disease: Myth and Reality** **4 credits**  
What is the obligation of a person with an infectious disease to their community? This class will explore the different agents that cause infectious disease, modes of transmission, control of infections and public health measures. We will also look at the role infectious disease has played in the history of the western world from the bubonic plague in Europe, the smallpox epidemic among the Native Americans and the current AIDS epidemic. The current threat of the bird influenza will also be examined. This course will fulfill the Science requirement for non-science majors. Prerequisite: CORE 179 or appropriate transfer credit. Pre- or Co-requisite: ENG 102. Not open to students with credit in BIO 348B.

**BIO 330 Ecology** **4 credits**  
An introductory course in basic ecology, the study of the flows of matter and energy in nature, and the relationship between living things and the environment. This includes relationships between

individuals, populations, and ecosystems, and changes over time. Labs will be field and microcosm explorations. Prerequisites: BIO 202 with a grade of C or better; and CHM 102 or CHM 109.

**BIO 341 Human Anatomy**

**4 credits**

A system-based study of the human anatomy. Includes a cadaver-based laboratory exploration of human gross anatomy. Prerequisites: BIO 201 and 203 with a grade of C or better; Junior standing or Pre-Nursing program.

**BIO 342 Human Physiology**

**4 credits**

An examination of the major physiological systems, their function, and their integration, which includes the nervous, muscular, endocrine, circulatory, respiratory, renal, digestive, and reproductive systems. Laboratory included. Prerequisites: BIO 201 and 203 with a grade of C or better. Co-requisites: CHM 110 and Junior standing. Not open to students with credit for BIO 242.

**BIO 354 Exercise Physiology**

**4 credits**

An examination of the human physiological systems response to exercise and their integration. This class studies the effects of both acute and chronic exercise on the human body. Laboratory included. Prerequisite: BIO 203 with a grade of C or better.

**BIO 366 Genetics**

**4 credits**

A survey of major principles of Mendelian, molecular, and population genetics and the societal issues raised by recent advances in this field; laboratory included. Prerequisites: BIO 201, 202, and 203 with a grade of C or better; Co-requisite: CHM 229.

**BIO 444 Immunology**

**4 credits**

A study of the theoretical foundations and clinical applications of immunology; laboratory included. Prerequisites: BIO 201, 202, and 203 with a grade of C or better; CHM 229 and Junior standing. Not open to students with credit for BIO 344.

**BIO 469 Cell Biology**

**4 credits**

A study of processes common to life at the cellular level including: biochemical and structural organizations, membrane function, motility, signal transduction, growth, division and genetic regulation of the cell. Prerequisites: BIO 201, 202, and 203 with a grade of C or better; CHM 229 and Junior standing.

**BIO 1/2/3/485 Special Topics**

**4 credits**

Study in an area of interest related to biology. May be taken more than once. Prerequisite: Consent of instructor.

**BIO 2/3/486 Independent Research**

**1-8 credits**

Laboratory and/or field research in which a student pursues an investigation of a selected area. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, division chairperson.

## **Business Administration**

**BUS 100 Introduction to Adult Studies**

**2 credits**

This is an introductory course for adult students seeking to complete an undergraduate degree in the Ohio Dominican LEAD program. It provides the student with an overview of important concepts of self-management and of an awareness of effective skills for implementation of University level study.

**BUS 101 Foundations of Business****4 credits**

A survey course covering the rudiments of business. Topics include historical perspectives, organization structure, management, production, finance, marketing and regulatory agencies. Not open to students who have credit in BUS 220, 240, or 325.

**BUS 102 Use of Technology in Business****2 credits**

This course is designed to introduce students to a set of simple productivity tools that help managers become more efficient and effective. The course major topics include how to develop the characteristics of an effective manager, with a specific focus on teamwork, communicating, planning, problem solving, and leading change.

**BUS 120 Business Communication****4 credits**

This course provides the student with the tools necessary to write effective business letters, memos, and reports. This is an intensive writing course that requires the composition of business documents including a formal report and a group presentation. Not open to students with credit for ENG 220.

**BUS 200 Resources for Business Studies****2 credits**

A survey of the basic sources and research methods in the field of Business with an emphasis on print, CD-ROM, database and online resources.

**BUS 201 Management Development Portfolio****2 credits**

A focus on personal development and learning. The student will complete several self-assessment instruments and an instrument focusing on assessing management competencies. Students will explore models related to principle-based time management and executive development. Students will subsequently craft an individual detailed development plan intended to connect their career goals, academic program, and co-curricular involvements. Prerequisite: BUS 100.

**BUS 220 Principles of Marketing****4 credits**

An introduction to the process of creating and fulfilling consumer and organizational needs through strategies involving the conception, pricing, promotion and distribution of ideas, goods, and services in a market economy.

**BUS 221 International Marketing****4 credits**

This course focuses on theory and practice of marketing across international borders with an emphasis on the development of appropriate marketing strategies applicable to foreign socioeconomic and cultural environments. Case studies are utilized. Prerequisite: BUS 220.

**BUS 240 Management and Organizational Behavior****4 credits**

This course focuses on the role of the manager in contemporary business and explores behavioral science concepts and research directed toward understanding human behavior and management within organizations.

**BUS 245 Labor Relations****4 credits**

Human interrelationships within industry including formal and informal relationships among participants, labor-management-government relations, conflict and conflict resolutions. A study of the structure, development, and operation of present day unions and pertinent legislation; development and procedures of collective bargaining.

**BUS 251 Retailing****4 credits**

A study of the role of retail organizations in creating customer satisfaction. Course topics include the evolution and dynamics of the retail industry, contemporary business practices, organizational structures, operational functions, physical distribution, and retail mathematics. Prerequisite: BUS 220; MTH 100 or equivalent.

**BUS/PRS 270 Integrated Marketing Communication****4 credits**

An overview of promotion as one key component of a marketing strategy. Students review the possible elements that may comprise an organization's promotional mix: e.g., public relations, personal selling, advertising, and sales promotion. Prerequisites: BUS 220.

**BUS 275 Advertising****4 credits**

Hands-on exposure to advertising and its role within an organization's promotional strategy. Students work on a team project based on a case study of an organization and prepare a marketing communication presentation. This course also addresses the criteria for scheduling of advertising and identification of appropriate media to reach target markets. Prerequisites: BUS 220 and ECN 205.

**BUS 279A CORE: Leadership and the Common Good****4 credits**

This course integrates readings in the humanities, experiential exercises, video analysis, and case studies in the service of helping students develop their own unique leadership philosophy. Engagement in the course will strengthen students' capacity to lead others. The transition from self-leadership to a consideration of community and the common good will be explored. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102

**BUS 301 Conflict Resolution and Negotiation for Managers****4 credits**

This course will explore theories and models related to conflict resolution in management and interpersonal settings. Through role-playing activities students will practice and develop relevant skills and capabilities. The course will also explore theories related to developing the capacity and perspectives necessary to effectively negotiate under a variety of conditions.

**BUS 305 Non-Profit Management****4 credits**

A study of non-profit management in our contemporary United States society with an emphasis on (1) functional areas such as fund raising/grant writing, education/programming, communications/public relations; and, (2) management issues such as board relations, planning, budgeting, and mission-driven decision making.

**BUS 310 Fundamentals of Leadership****4 credits**

This course is a general introduction to the history and current theories undergirding contemporary thought on leadership. The course will expose students to key leadership theories and concepts and their practical application. Additionally, the course will utilize contemporary and historical cases to deepen awareness and illustrate key concepts. Finally, the course will provide students an opportunity to identify leadership in the context of their personal experience and reflect upon related implications.

**BUS 312 Employee Training and Development****2 credits**

This course introduces the student to the broadening role of training and development in organizations and allows for practical applications of best practices employed in the field today. Topics include program design, learning theory, assessment, transfer of training, program evaluation, training methods, and employee development. Prerequisites: BUS 240, or BUS 305 for non-business majors, and junior or senior status.

**BUS 315 Gender and the Workplace****2 credits**

This course addresses the impact of gender on employment decisions, work teams, leadership, sexual harassment, workplace romance, career development, the glass ceiling, diversity, and work-family balance issues. Men and women are equally touched by gender bias; this course allows the student the opportunity to understand more fully how organizations, managers, and individuals can work to ensure that all people have fulfilling and productive careers, regardless of their gender. Prerequisites: BUS 240, or BUS 305 for non-business majors, and junior or senior status. This course partially fulfills the diversity, global, and multicultural requirement.

**BUS 318 Business and Society****2 credits**

This course is designed to equip business students with materials and tools to aid them in resolving ethical dilemmas they may face in their professional lives. The purpose here is to counterbalance the negative behaviors seen in media coverage with the realization and firm conviction that business can operate in an ethical and honorable manner. Classic case studies, topical case materials, simulations, and course readings will challenge the student to take a journey through the world of business ethics at the ground level of the contemporary business organization. Prerequisites: BUS 240 and ECN 205.

**BUS 343 Human Resource Management****2 credits**

This course provides a broad understanding of the complex role of the human resource management function. Special emphasis is placed on demographic, professional and workforce trends that shape human resource management in contemporary business. Co-requisite: BUS 345. Prerequisite: BUS 240, or BUS 305 for non-business majors, and junior or senior status. Not open to students with credit in BUS 243.

**BUS 345 Business and Employment Law****2 credits**

Introduction to the American legal system, dispute reconciliation, and functions of the law emphasizing employment law issues to include employee rights, equal opportunity employment, compensation matters, and emerging legal issues in personnel administration. Co-requisite: BUS 343. Not open to students with credit in BUS 250.

**BUS 348G Business Ethics****4 credits**

A study of ethical theory and principles applied to contemporary problems in business. Special emphasis on the intersection of business, ethics, law, and public policy. Use of case method. Prerequisites: ENG 101-102 or 110-111. Not open to students with credit for PHL 242 and PHL 243. This course fulfills the diversity, global, and multicultural requirement.

**BUS 355 Organizational Behavior and Group Dynamics****4 credits**

Managerial effectiveness is significantly related to the capacity to understand and act on factors related to individual, structural, and group dynamics in an organization. This course focuses on the impact that individuals, groups, and structures have on behavior within an organization. Furthermore, it explores the relationship between these factors and individual and organizational performance. While generally focusing on foundations of individual and group behavior, specific topics include motivation, job satisfaction, perception, decision making, power and policies, communication, culture, and organizational structure.

**BUS 360 Innovation and Entrepreneurship****2 credits**

This course examines creativity and innovation in existing businesses as well as in entrepreneurial ventures. The course will explore the structural and management variables that support creating and sustaining work environments that foster innovation. Finally, the course will explore the factors unique to the entrepreneurial start-up venture. Prerequisites: BUS 240 and junior or senior standing.

**BUS 361 Starting a New Business Venture****2 credits**

This course focuses on the start-up phase of the entrepreneurial venture as well as all the related financial, operational, marketing, and relational challenges. It also examines attributes of successful new businesses as well as issues related to the innovation of new products and services. Prerequisites: BUS 240 and junior or senior standing.

**BUS 362 Building, Operating, and Passing on a Family Business****4 credits**

This course focuses on issues related to the developmental lifecycle of the family business. Given that the vast majority of active (large and small) businesses are family businesses, this course examines critical success factors related to growth, success and succession. Prerequisites: BUS 240 and junior or senior status.



**BUS/PRS 365 Philanthropy and Fundraising****4 credits**

This course is designed to teach the fundamentals of philanthropy and fundraising as practiced in the United States. The course employs both theory and practice. Philanthropy is taught first to emphasize the importance of giving before receiving and students will use evaluation methods to measure the worthiness/appropriateness of a request. The course will also outline the solicitation techniques used for all types of fundraising, the elements of a compelling case for support, the ethical considerations for use of funds, and proper ways in which to recognize donors. The course may have a service-learning component with a particular grantmaker and/or non-profit organization. Prerequisite: Junior or senior status.

**BUS 370 Professional Selling****2 credits**

This course is organized around the process of making informative and persuasive verbal strategies, presentation materials and formats, handling objections, reaching decisions, and servicing customers as these topics apply to any member of an organization who makes a presentation. Case study, role playing, professional speakers, and group interactions project the student into the real world of the business person and salesperson. Prerequisite: BUS 220.

**BUS 371 Sales Force Management and Leadership****2 credits**

This course focuses on an examination of the common problems confronting the sales manager. Topics include recruiting, selecting, training and education, motivating, leadership and supervision, and compensation and evaluation. Emphasis is placed on the personal side of management throughout the course. Prerequisite: BUS 220.

**BUS 373 Managing the Diverse Workforce****2 credits**

Organizational leaders are now confronted with the challenge of how to effectively manage a workforce that is increasingly diverse. Implicit in this challenge is the recognition that qualified employees hail from a variety of cultural backgrounds or group identities. The expectation is that managers will have the interpersonal skills and abilities to successfully and positively interact with people who are different from themselves. The purpose of this course is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity. This course partially fulfills the diversity, global, and multicultural requirement. Prerequisite: BUS 240, or BUS 305 for non-business majors, and junior or senior status.

**BUS 378 Marketing for Service Industries****4 credits**

This course is an exploration and study of the nature of service organizations and the principles that guide the marketing of their products. Emphasis will be placed upon a marketing mix that is fundamentally different than that found in traditional goods marketing. Prerequisite: BUS 220.

**BUS 381 Merchandising****4 credits**

A study of merchandising with primary emphasis on fashion-related goods and the textile and apparel industry. Students consider presentation, cost, time, schedules, distribution, planning, and allocation of goods and services. Prerequisites: ACT 210, BUS 220, and MTH 140 or consent of the chairperson.

**BUS 390 Service Learning Practicum****2 credits**

This course is designed to serve as a bridge between students' academic and professional lives by allowing students to put theory into practice in an approved nonprofit setting. Service learning projects will be coordinated between Campus Ministry and the nonprofit studies academic advisor to include meaningful, hands-on experiences that will broaden student perceptions of working in the nonprofit sector and deepen their faith exploration. A minimum of 80 clock hours and in-class seminar meetings are required. Prerequisite: Junior or senior status.

**BUS 460 Contemporary Issues in Management****2 credits**

This course is designed as a seminar in order to introduce students to current trends and thinking in management. Shared readings will be selected to reflect advances in management thought along a number of fronts including such areas as measuring and improving performance, quality, change management, global management, and others. Additionally, students will have an opportunity to conduct a significant research and/or applied project in their area of professional interest. For example—projects may focus on professional fields such as human resource management, entrepreneurial studies, family business, and others. Prerequisites: BUS 240; junior or senior status; and one of the following courses: BUS 305, 315, or 362.

**BUS 479 CORE: Strategic Management****4 credits**

This course is the capstone learning experience for business administration, international business, finance, and accounting majors. It encourages a reflective search for truth in enterprise while focusing on how firms formulate, implement, and evaluate strategies. The course is designed to integrate student's functional business knowledge including ethical considerations through an engagement with a significant research project. The major learning challenge for students in this course will be to make and justify, through oral and written communication, subjective strategic decisions informed by extensive analysis and supported by the application of a variety of strategic tools. Finally, this course partners with the Career Development Center to provide students learning modules on resume preparation, etiquette, dress, and informational interviewing. Prerequisites: Completion of junior core seminar; BUS 220, 240, 343, 345; FIN 325. Not open to students who have completed BUS 498.

**BUS 1/2/3/485 Special Topics****4 credits**

Study of a timely topic in business.

**BUS 2/3/486 Independent Study****1-4 credits**

Intensive individual work, which may include project research. Prerequisites: Consent of instructor, academic advisor, division chairperson.

**BUS 496 Advanced Readings and Topics in Management****4 credits**

A seminar course intended as a capstone learning experience. Students will read and discuss a personalized list (related to their core management interests and linked to their development plan) of "seminal" written works in management—some contemporary and others from the past. Students will complete a personalized learning project as a part of the course that is aligned with their career goals and that integrates learning from their program. Finally, students will revisit the personal development plan created during BUS 201, reflect upon its contents, assess current progress, and draft modifications based on progress and emerging perspectives.

**BUS 497 Internship****2-4 credits**

A supervised internship of 40 clock hours for each semester credit hour. Intensive work experience. The internship placement and activities are arranged with the advisor, the student, and the representative from the sponsoring organization. Open only to Business Administration majors with a minimum of a 3.0 grade point average who have completed BA/BUS 220, 240, and 325. Prerequisites: Consent of instructor, academic advisor, and division chairperson; successful completion of application requirements for internship.

**BUS 498 Seminar in Organizational Strategy****4 credits**

This course is the capstone learning experience for business administration, international business, finance, and accounting majors. It focuses on how firms formulate, implement, and evaluate strategies. The course is designed to integrate student's functional business knowledge in the service of completing a strategic business analysis of an existing organization or through building a strategic business plan for an entrepreneurial new business venture. Prerequisites: BUS 220, 240, 343, 345; FIN 325. Not open to students who have completed BUS 479.

# Chemistry

## **CHM 102 Basic Chemical Principles**

**2 credits**

Basic principles of chemistry, emphasizing understanding of atomic structure, chemical bonding, and classical reactions. Designed for non-science majors; includes laboratory. Prerequisite: MTH 100 or equivalent placement. Not open to students with credit for CHM 101.

## **CHM 109 General Chemistry I**

**4 credits**

Foundations of chemistry for Science majors. Topics include atomic structure, chemical bonding, stoichiometry, phases of matter, chemical energetics, molecular geometry; includes laboratory. Prerequisite: High school chemistry with at least a B grade. Co-requisite: MTH 101 or equivalent placement.

## **CHM 110 General Chemistry II**

**4 credits**

Continuation of basic principles of chemistry: solutions, equilibria; acids and bases; electrochemistry; nuclear chemistry; descriptive inorganic and organic chemistry. Laboratory experiments in conjunction with the theory. Prerequisite: CHM 109 with a grade of C or better.

## **CHM 113 Organic and Biological Chemistry**

**4 credits**

A study of the basic concepts and principles of organic and biochemistry as they apply to the health sciences: recognition of functional groups, naming and drawing of structures, prediction of products, protein structure and function, enzymes, nucleic acid and protein syntheses, carbohydrate metabolism, aerobic respiration and energy production, and fatty acid metabolism with accompanying laboratory experiences. Includes some coverage of buffers and nuclear medicine. This course will not replace CHM 110 for Biology or Chemistry majors and minors. Prerequisite: CHM 109 with a grade of C or better.

## **CHM 229 Organic Chemistry I**

**4 credits**

A study of the fundamental theory and laboratory techniques of organic chemistry. Topics include reactions of functional groups, reaction theory, and stereochemistry. Prerequisite: CHM 110 with a grade of C or better. Co-requisite: BIO 111.

## **CHM 230 Organic Chemistry II**

**4 credits**

A continuation of Organic Chemistry I. Topics include reactions of functional groups, spectroscopy, and polymer chemistry; includes laboratory. Prerequisite: CHM 229.

## **CHM 359 Analytical Chemistry**

**4 credits**

Theory and methods of analytical chemistry including classical quantitative analysis and introduction to instrumental analysis. Emphasizes chemical equilibrium principles, statistical analysis of data, computer usage, and development of problem solving and technical skills in the laboratory. Prerequisite: CHM 230; MTH 160; junior standing.

## **CHM 360 Instrumental Methods of Analysis**

**4 credits**

Theoretical principles and laboratory applications of instrumentation, including spectroscopic methods, electrochemical methods, methods of separation, and radiochemical methods. Prerequisites: CHM 359.

## **CHM 439 Thermodynamics and Kinetics**

**4 credits**

Topics include the kinetic theory of gases and the three basic laws of thermodynamics and their application to pure substances, simple mixtures, and chemical equilibria. Latter topics include kinetics of reactions. Includes laboratory. Prerequisites: CHM 230; MTH 241; PHY 219, 220.

## **CHM 440 Quantum Mechanics and Spectroscopy**

**4 credits**

Quantum mechanics - topics include quantum theory, atomic and molecular structure, theoretical

principles of spectroscopic and resonance methods, and surface science; includes laboratory.  
Prerequisites: CHM 439.

**CHM 451 Biochemistry** 4 credits  
Advanced study of the molecular basis of biological systems emphasizing the relationship between structure and properties, energetics, kinetics, and metabolic pathways. Prerequisite: BIO 111 with a grade of C or better; CHM 230.

**CHM 2/3/482 Directed Topics** 2 or 4 credits  
This course gives the student experience in helping teach a college science laboratory. Students enrolled in this course will aid in lab preparations, teaching of labs and/or design of experiments. Course may be taken more than once for a total of no more than eight credit hours and applies toward the major. Graded on a pass/fail basis. Prerequisites: Junior standing, consent of the instructor and academic advisor.

**CHM 1/2/3/485 Special Topics** 1-4 credits  
Concentrated study of a particular area such as electrochemistry, inorganic reaction mechanisms, quantum theory, or advanced organic chemistry. Prerequisite: Consent of instructor.

**CHM 2/3/486 Independent Study** 1-4 credits  
Conference, library, and laboratory work. Research investigations for qualified students who are taking a concentration in chemistry. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, division chairperson.

**CHM 490 Field Placement** 1-4 credits  
Supervised placements in local laboratories having analytical and research facilities. Restricted to Chemistry majors. Prerequisites: CHM 360 and consent of instructor.

## Communication Studies

**COM 105 Public Speaking** 4 credits  
A study of the principles and processes of oral communication with emphasis on speech design and delivery. Vocal and linguistic skills will be practiced. Critical thought will be developed through analysis of current and historical speeches.

**COM 132 Interpersonal Communication** 4 credits  
Focus on communication theories as applied to interpersonal relationships. Topics such as perception, diversity, nonverbal communication, language, and self-disclosure are examined using readings, in-class exercises, and analysis of actual situations. This course fulfills the diversity, global, and multicultural requirement.

**COM/LNG 242 Cross-Cultural Communication** 4 credits  
An exploration of the ways in which cultural factors, including rituals, attitudes, values, beliefs, behavior, and cultural assumptions, affect communication. Topics will include models of cultural effect, relationship of dominant and non-dominant cultures, religious traditions, para-language, non-verbal communication, chronemics, and proxemics. Especially appropriate for majors in the areas of business, communication, criminal justice, sociology, social work, and education. This course fulfills the diversity, global, and multicultural requirement.

**COM 245 Group Communication** 2 credits  
Communication theory as applied in the small group. Forms and formats of the group experience will be examined. Topics for study include group dynamics, leadership, and problem solving.

- COM 250 The Communicated Self** **2 credits**  
 Study of processes through which the individual can develop and implement rhetorical vision as an aspect of life planning. Such processes will include emphasis on creation, adoption and maintenance of rhetorical vision as a means of realizing self potential.
- COM 252 Rhetorical Visions** **2 credits**  
 Study of rhetorical visions as manifested in the communicative practices of, and variables related to, various types of groups, individuals and phenomena that have expressed rhetorical visions or can be interpreted via fantasy theme.
- COM 255 Persuasion** **2 credits**  
 Persuasion as a rational process with primary emphasis upon the art, science, and craft of argument. Topics include the importance of the audience, formal and informal fallacies, the Toulmin model, and standards of evidence.
- COM 260 Mass Media** **4 credits**  
 A consideration of the cultural, psychological, social, ethical, legal and aesthetic aspects of television, radio, film, print journalism, new communication technologies and other mass media channels in contemporary society. A study of the processes and effects of mass communication systems with student involvement in media appreciation.
- COM 265 Television Production** **4 credits**  
 An introduction to the skills and equipment used in television and video productions, particularly ENG or film-style video production using the single camera. Areas addressed include audio, composition, scripting, lighting, and simple electronic editing.
- COM 303 Organizational Communication** **4 credits**  
 Communication theory in organizational contexts is studied with emphasis on classical structural theory, transitional theories, and contemporary theories. Organizational communication perspectives on topics such as organizational climate, information flow, decision making, and power are stressed.
- COM 348 Rhetorical Communication Theory** **4 credits**  
 The rhetoric of Western thought will be examined in three stages: classical rhetorical theory, British rhetorical theory, and contemporary rhetorical theory. This analysis will focus on the communication process in terms of its philosophical bases, its major variables, and its forms and effects. Prerequisites: ENG 101-102 or 110-111. Not open to students with credit for COM 348C.
- COM 1/2/3/485 Special Topics** **1-4 credits**  
 A study of topics in communication of special interest to a specific group of students.  
 Prerequisite: Consent of instructor.
- COM 2/3/486 Independent Study** **1-4 credits**  
 Intensive individual work in an area of communication studies. Prerequisites: Junior standing; 3.0 GPA in all coursework, must have completed at least two courses in communication studies, consent of instructor, academic advisor and division chairperson.
- COM 497 Internship** **1-4 credits**  
 Supervised internship of 40 clock hours for each semester credit in a setting meeting the needs and interests of the student. Four credits maximum. Prerequisites: Junior standing, 3.0 GPA in all coursework, must have completed at least two courses in communication studies, consent of instructor, academic advisor, and division chairperson; successful completion of application requirements for internship.

**COM 498 Communication Seminar****4 credits**

Intensive study of selected issues in communication studies. An integrating experience for communication studies majors including the development of a major research or creative project in an area of individual interest. Prerequisites: Senior standing or consent of instructor and completion of at least two courses in communication studies.

## Computer Information Systems

**CIS 105 Introduction to Computer Systems****2 credits**

An introduction to basic computer technology and terminology: functions of operating systems, file structures and storage, ports and interfaces, the internet, and computer ethics. Students will learn to be informed consumers of technology and will gain laboratory experience with wordprocessing, spreadsheet, and presentation software packages. Not open to students with credit for both CIS 103 and CIS 104. Course will not apply to a major in CIS.

**CIS 106 Intermediate Computer Systems****2 credits**

This course centers on the principles, use, and evaluation of computer hardware and software as applied to various fields, particularly business and education. Issues of information systems, electronic commerce, and artificial intelligence will be among the topics discussed. Includes laboratory experience with spreadsheet and database software packages. Prerequisite: CIS 105. Not open to students with credit for both CIS 103 and CIS 104. Course will not apply to a major in CIS.

**CIS 108 Computer Applications for Business****2 credits**

An introduction to basic computer technology and terminology needed for the understanding and use of computer applications in business environments. Topics include: input, output, file structures, and storage devices. Students will gain laboratory experience with word processing, spreadsheet, database and presentation software.

**CIS 120 Electronic Design and Layout****4 credits**

Exploration of practical concepts and use of computer applications for graphic design, media creation and editing, optimal file-format usage, and efficient layout.

**CIS 150 Programming in C/C++****4 credits**

Introduction to structured programming techniques, design, and style. Concepts of modularity and elementary data structures are introduced. The laboratory component of the course emphasizes the logical approach to problem solving through the analysis of concrete examples and programming problems. Prerequisite: MTH 100 or equivalent.

**CIS 152 Programming in Java****4 credits**

Introduction to structured programming techniques, design, and style from a specifically object-oriented perspective. The laboratory component emphasizes the logical approach to problem solving through the analysis of concrete examples and programming problems. Prerequisite: CIS 150.

**CIS 180 Survey of Computer Information Systems****4 credits**

An exploration of information technology as it is used in both corporate and consumer environments. Serves as an introduction to the fundamentals of computer systems, with a practical goal of understanding and evaluating the relative benefits of a variety of hardware and software products. Provides a basic overview of business productivity software. Some sections may include a service-learning component.

- CIS 200 Data Structures** **4 credits**  
 Continuation of CIS 150. Development of algorithms, programs, and data structures with emphasis on the implementation of arrays, records, stacks, queues, trees, and linked lists. Prerequisite: CIS 150; Prerequisite or Co-requisite: MTH 145. Not open to students with credit for CIS 202 or CIS 250.
- CIS 203 Electronic Spreadsheets** **2 credits**  
 Work with electronic spreadsheet concepts and features using a current microcomputer spreadsheet package. Prerequisite: CIS 105 or equivalent.
- CIS 210 Assembly Language** **4 credits**  
 Study of the interface between computer hardware and software. Topics covered include data definitions, control structures, interrupt handling, macros, and the assembly process. Prerequisite: CIS 150.
- CIS 230 Operating Systems** **4 credits**  
 Study of operating system concepts, including simple processing, concurrent processing, deadlock, memory management, processor scheduling, disk scheduling, protection mechanism, and file systems. Prerequisite or Co-requisite: CIS 200.
- CIS 234 Database Management Systems** **4 credits**  
 A study of relational database management concepts and features, including the creation, maintenance, and manipulation of database files using a current relational database management system. Prerequisite: CIS 106 or CIS 180 or equivalent. Not open to students with credit for CIS 204 and CIS 340.
- CIS 240 COBOL Programming and File Design** **4 credits**  
 Introduction to COBOL programming language and file processing techniques, with emphasis on the principles of sequential, indexed, and random access file organization and management. Prerequisite: CIS 150 or previous programming experience.
- CIS 316 Networks and Data Communications** **4 credits**  
 A study of current trends, concepts, and goals in computer networks and data communications, including protocols, configurations, implementations, and applications with emphasis on local area networks and internetworking. Prerequisite: CIS 106 or CIS 180. Not open to students with credit for CIS 206 and CIS 310.
- CIS 324 Systems Analysis** **4 credits**  
 Examination of the tools and techniques for the analysis, design and implementation of information systems with an emphasis on current trends and studies. Prerequisite or Co-requisite: CIS 234. Not open to students with credit for IS 224 or CS 345.
- CIS 330 Operating Systems Laboratory** **4 credits**  
 Students program a significant portion of a conventional, process-based operating system. Components include memory management, process management, process coordination and synchronization, interprocess communication, and device drivers. Prerequisites: CIS 210 and CIS 230.
- CIS 334 Advanced Database Management** **2 credits**  
 Continued application of database management with emphasis on particular database management systems and languages – (a) Advanced SQL, (b) Oracle, (c) DB2, (d) FileMaker. Repeat credit possible for different topics. Prerequisite: CIS 234.
- CIS 350 Advanced Data Structures** **4 credits**  
 Extensive exploration of lists and trees, their various implementations and applications to stacks and queues, sparse matrix and graph representation. Students write programs using dynamic and

object-oriented techniques. Prerequisites: CIS 200 and MTH 145. Not open to students with credit for CS 250.

**CIS 352 Programming for Internet Applications**

**4 credits**

Examination of programming languages and techniques for Internet-based applications

Prerequisites: CIS 120, CIS 152, CIS 200 and CIS 316. Not open to students with credit from CIS 352A, 352B, or 352D.

**CIS 460 Planning and Management of Information Systems**

**4 credits**

An in-depth study of the theoretical and practical uses of information systems for management decision making and strategic planning. Problems and illustrations used in the course will be abstracted from actual business situations, including microcomputer and mainframe examples.

Prerequisites: CIS 324. This course should be taken toward the end of the degree program.

**CIS 1/2/3/485 Special Topics**

**1-4 credits**

A study of topics in computer information systems not covered by the standard curriculum but of special interest to faculty and students. Prerequisite: Consent of the instructor.

**CIS 2/3/486 Independent Study**

**1-4 credits**

Intensive individual work in an area of computer information systems. Includes Honors Program research or the development of a major computer project in an area of interest to the student that is not covered in other courses in the department. Prerequisites: eight hours of previous CIS coursework, consent of the instructor, academic advisor, and division chairperson.

**CIS 497 Professional Experience**

**1-4 credits**

Supervised employment experience in a computer science related field with 40 hours of work for each semester hour of credit. Graded Pass/Fail. Prerequisites: CIS 350 or 460 and consent of the division chairperson; successful completion of application requirements for internship. This course should be taken in the final semester.

## Core Seminars

### *Freshman Core Seminars (CORE or HON)*

#### **Common Core Seminar Description:**

**CORE/HON 179 CORE: *What is Human Nature?***

**4 credits**

This is the first of three interdisciplinary courses that, together with the fourth-year capstone course in the major, comprise ODU's core seminars (see page ). All sections of this seminar will address the question, 'What is Human Nature?' through the study of humans as embodied, social, spiritual, emotional, rational beings. While each section listed below will approach that question from a unique perspective, all sections share common learning outcomes and a common text or texts. CORE 179 stresses the importance of a liberal arts education and seeking knowledge while helping students develop and refine the skills needed to succeed in college. Students are encouraged to take this course the fall semester of their first year. This course is reserved for first-time freshmen only and transfer students with 17 or fewer transfer semester credits. Pre- or co-requisite: ENG 101.

#### **Section-Specific Descriptions:**

**HON 179R CORE: *Stroke of Genius***

**4 credits**

Genius is a profoundly human phenomenon, offering insights into our greatest achievements from the past as well as our potential for the future. In this section, honors students will explore what constitutes the idea of genius and its implications for a variety of disciplines, including art,



literature, music, and philosophy. An emphasis on interdisciplinary critical thinking will guide us as we search for the pinnacles of human aspiration. Prerequisite: Admission to Honors Program.

**CORE 179A CORE: Baptism by Fire**

**4 credits**

This course will focus on decisions made by humans when faced by extraordinary stresses, such as religious or political coercion, war, or how the individual chooses to simply survive or struggles to live a life that is more than ordinary. Students will share and discuss reactions to the material presented, thus developing a deeper understanding of the choices made by these people and how we consequently see them as lesser or greater humans.

**CORE 179B CORE: Borders and Transitions**

**4 credits**

Aware of ever evolving socio-political, scientific, global, and personal environments and as inhabitants of "border areas," this course will look at how we interpret, live and cross such 'borders' as going from High School to College or one's culture to another. The course will explore how individuals manage borders between themselves and another, God, or between an individual's inner faith and its outward manifestation. The course includes insights from sociology, psychology, theology, education; among others.

**CORE 179C CORE: Gods, Beasts, or In-Between?**

**4 credits**

Some thinkers have argued that human beings are midway between gods and beasts. This course examines the contributions of several disciplines by examining literary, philosophical, and theological approaches to the issue of what it means to be human. The course will emphasize a close reading of many established texts from these disciplines that consider the range of options from gods to beasts.

**CORE 179D CORE: Honor and Shame**

**4 credits**

What do we mean by "Honor," and why has it disappeared in our culture? Why are people in some cultures motivated by a desire for "Honor" and by avoiding "Shame?" The seminar will approach these questions by a review of documents from a variety of literary genres that have inspired our Western culture and other cultures. The seminar will consider the reasons why this motivation has largely died out in the West and the influence of Christianity upon its demise and/or transformation.

**CORE 179E CORE: Human, the Wise?**

**4 credits**

It is commonly believed that what distinguishes humans from other animals is their intellectual capacity. But people often do incredibly stupid things at the same time animals have demonstrated amazing intelligence. Drawing on insights from psychology, philosophy, neuroscience, and computer science, we address both the amazing capacity of the human mind and the potential for less intelligent thought and action as we contemplate what it means to be human.

**CORE 179F CORE: Know Thyself**

**4 credits**

Knowing the self requires a personal life-long journey. In this course we will look at how a number of great thinkers, from ancient to modern times, writing in a number of different genres, all with different world views, have come to know themselves. In turn, students will consider how one goes about following the aphorism, "Know thyself," inscribed at the Temple of Apollo at Delphi.

**CORE 179G CORE: Gender Matters**

**4 credits**

This course provides an introduction to contemporary gender issues and will focus upon how gender impacts our perspectives, experiences, and personal/professional relationships across the lifespan. Students will begin to explore how gender organizes everything from our sense of personal identity to our daily face-to-face interactions, how it is embedded in institutions such as the family, the labor market, religious institutions, and the state. In this class students will learn how pervasive gender is in the way we organize life and how this impacts (or does not) our notion of what it means to be human.

**CORE 179H CORE: Are you Connected?**

**4 credits**

This course provides students with an experiential journey of self-discovery with the overarching goal of recognition that the mind, body, and spirit are interconnected. Referencing a variety of disciplines including medicine, psychology, art, religion, science, philosophy. Students will move from a broad contemplation of what it means to be human to the development of their own personal identity.

**CORE 179I CORE: Methods of Inquiry**

**4 credits**

Inquiry is a human trait. This section of CORE 179 will explore analytic, scientific, and spiritual methods of human inquiry. By examining how humans ask and answer questions through different means students will gain insight into human nature as well as insights about themselves as individuals.

**CORE 179J CORE: The Great Debate**

**4 credits**

By studying and discussing some outstanding works of Philosophy, Literature, Theology, and the natural sciences, we will enter the ongoing conversation about what defines our common nature as humans. Questions that we will discuss include: Can we survive after our bodies die? Can we be truly happy without belonging to society? Do we have non-physical souls? What is the relationship between emotions and reason?

**CORE 179K CORE: Virtues and Vices**

**4 credits**

Human beings are social beings who live within cultures. All cultures include values, standards for what is seen as good and what is seen as evil. Are there any values common to all cultures in all times and all places? Do values vary according to time and place? What is the significance of value differences among subcultures and contracultures? What are the major values taught by the major religious traditions including Christianity, Judaism, and Islam?

**CORE 179L CORE: Heroes, Sages, and Madmen**

**4 credits**

This seminar examines the dimensions of the self by exploring the human desire to be remembered. The course will approach the question of the seminar through a consideration of humanity's literary, artistic and material achievements: from early epic to modern biography, from the building of temples and pyramids to the construction of modern architectural wonders. Attention will also be paid to the writing of history as a reflection of identity.

**CORE 179N CORE: Machine vs. Human!**

**4 credits**

Are we machines—cyborgs, perhaps? Are we analog beings stuck in a digital world? Do the advancements in technology make us more human? This seminar will explore the concept of being a physical, social, spiritual, emotional, and rational being in light of advancements in the technologies of computing, intelligence, and medicine.

**CORE 179P CORE: Windows and Mirrors**

**4 credits**

It has been said that “the last frontier of man is to understand himself.” If this is true, then it is easier for man to travel outward to the moon than inward to the self. In this course, students will study autobiography as a model of exploration into “inner space.” Examining autobiographies across cultures, disciplines, and times will serve as a window into the humanity of others and a mirror for reflection of the self.

**CORE 179Q CORE: Spirit Need**

**4 credits**

Are we skimming the surface of life? Are we mindful that nourishing the spirit enables us to live life more deliberately? This on-going personal spiritual well-being fosters awareness that choices define a person far more than abilities. What defines you? Students will read and view various sources, reflecting upon how life in the spirit is connected to more humane and ethical relationships. Is this not what becoming fully human is all about?

**CORE 179T CORE: Our Human Nature in Sport****4 credits**

This seminar considers how our human nature has influenced sport experiences across history and cultures. The psychological, social, spiritual, cultural, and physical aspects of humanity as portrayed in sport will provide the context for analysis of the question “What does it mean to be human?” Students will be guided through the process of seeking knowledge and acquiring skills needed to succeed while exploring how sport experiences represent our commonality of human mind, body, and spirit.

**CORE 179U CORE: Applied Storytelling****4 credits**

The stories we tell—and what we take from them—reflect what is important to us. Story becomes the framework for how we experience and define our world. When a group listens to a story, a common, shared experience transforms listeners into community members building identity and cooperation. Humans are the only species that tells stories. In addressing the question, “What is human nature?” one place we can turn to answer the question is narrative. We tell stories to question, reflect, compare, and contrast our identity and relationship with others and the world. This seminar examines written and oral stories, old and new, as they serve to help us contemplate our place in the world. Drawing from examples such as parables to nationally-known StoryCorps narratives, we examine how stories are used and how we might apply them to our lives. Students will also create their own stories for performance.

**CORE 179V CORE: Exploring Human Action****4 credits**

Often when we are asked to explain what makes humans unique we list qualities that are not unique, but qualities at which humans simply excel. Non-humans have been shown to form families, demonstrate intelligence, problem solve, and even create forms of language. In this course we will look to various forms of human action to explore what, if anything is uniquely human. Over the period of the semester we will draw on readings from sociobiologists, sociologists, philosophers, political scientists, theologians, and journalists to examine and assess human action and behavior. Over the period of the semester we will attempt to explore a diverse array of questions related to human action and behavior. These include, but are not limited to: why humans have war; whether or not there is a true self; what is intelligence; why do we consider some things beautiful; what is human language; what is criminal; why do we appreciate certain forms of music over others and; what does it mean to interact symbolically?

**CORE 179W CORE: From Greece to Gotham****4 credits**

This course provides an historical overview of how different cultures have viewed the question what it means to be human and how that concept has evolved. Beginning with the foundations of the Western cultural tradition in Greece, the course will then take students on a journey through time that concludes in the present day. Stops of this journey will include the Roman Empire, the founding of the Christian faith, Medieval Spain, the Caribbean, Colonial America, and even the city of Gotham.

**CORE 179X CORE: Human Nature and Sexual Ethics****4 credits**

We will study how theories of human nature are related to some questions about sexual ethics. Issues discussed may include pre-marital sex, sex reassignment surgeries, and techniques for producing human beings apart from sexual intercourse (e.g., in vitro fertilization and cloning).

***Sophomore Core Seminars (CORE or Discipline)*****Common Core Seminar Description:****CORE or Discipline Specific 279 CORE: *What is the Common Good?*****4 credits**

This is the second of three interdisciplinary courses that, together with the fourth-year capstone course in the major, comprise ODU’s core seminars (see page ?). All sections of this seminar listed below will extend the discussion of human nature in CORE 179 to address the question, ‘What is the Common Good?’ Students will examine the role of individuals belonging to multiple

and increasingly diverse communities. Students will have the opportunity to translate knowledge into action through a community service component. While each section will approach the question of the seminar from a unique perspective, all sections share common learning outcomes and a common text or texts. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102.

### **Section-Specific Descriptions:**

#### **ART 279A CORE: Global Community in Art**

**4 credits**

This course introduces students to the concept of art as an agent for social change through case studies of community/communal art “movements” through history from around the globe as well as the United States and our local community. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the Arts requirement (Art/Music/Theatre).

#### **ART/HST/POL 279C CORE: American Political Thought: Nature and the Common Good**

**4 credits**

A study of the concept of nature as used in Anglo-American thought and how these usages influence an understanding of the natural, social, and political environments of the United States. Special emphasis given to American political theory, its illustration through the 19<sup>th</sup> century American landscape movement, and the inability of U.S. thinkers to appreciate the common good. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. Not open to students with credit in POL/HST/ART-335 or POL-348F.

#### **BIO 279A CORE: Disease: Myth and Reality**

**4 credits**

What is the obligation of a person with an infectious disease to their community? This class will explore the different agents that cause infectious disease, modes of transmission, control of infections and public health measures. We will also look at the role infectious disease has played in the history of the western world from the bubonic plague in Europe, the smallpox epidemic among the Native Americans and the current AIDS epidemic. The current threat of the bird influenza will also be examined. This course will fulfill the Science requirement for non-science majors. Prerequisite: CORE 179 or appropriate transfer credit. Pre- or Co-requisite: ENG 102. Not open to students with credit in BIO 348B.

#### **BUS 279A CORE: Leadership and the Common Good**

**4 credits**

This course integrates readings in the humanities, experiential exercises, video analysis, and case studies in the service of helping students develop their own unique leadership philosophy. Engagement in the course will strengthen students’ capacity to lead others. The transition from self-leadership to a consideration of community and the common good will be explored. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102.

#### **CRJ/POL 279A CORE: Environmental Values and Policymaking**

**4 credits**

This course explores how the “common good” might be considered a way of judging government’s actions with respect to the natural environment. Some environmentalists wonder if conventional thinking—even democracy itself—is up to the challenge. Course will illustrate real-world technical complexities and uncertainties, and the existence of competing worthy (and costly) common objectives besides environmental protection, stand in the way of any easy solutions to environmental problems. This course is necessarily interdisciplinary since neither nature nor policymaking is organized by academic departments. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG-102. Not open to students with credit in CRJ/POL-258.

#### **ENG 279A CORE: Conflict and Community**

**4 credits**

How are communities—particularly the idea of the common good—affected by large-scale conflict? What happens to individuals and society when divergent or opposing definitions of the common good clash? This course seeks to explore answers to these questions through the lens of

a particular major United States conflict (the Vietnam War, for example). Using memoirs, novels, poems, and film—and by interviewing participants, veterans, and survivors of conflict—we will attempt to gain not only an understanding of the various communities affected by that conflict but also lasting insight into the effects of war and other social upheavals on the idea of the common good. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the Arts requirement (Literature).

**ENG 279B CORE: Home and Away: Epics and Utopias** **4 credits**

An exploration of community and the common good based on some of the central epics in the western tradition—*The Odyssey*, *Beowulf*, and *Paradise Lost*—and renaissance and more recent utopias. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the Arts requirement (Literature).

**ENV 279A CORE: Applied Sustainability** **4 credits**

What is sustainability? How is it addressed across a range of disciplines? How can we understand how to live sustainably, in community from the local to global perspective? An integrated approach will apply understanding and advances in architecture, business, chemistry, biology, education, psychology, and ecology to living sustainability in community with others and the environment. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the science requirement for non-science majors. Not open to students with credit in ENV 230.

**HST 279A CORE: History of Western Monasticism** **4 credits**

This seminar explores the history of monastic communities from their earliest development to the end of the Middle Ages. Particular attention will be paid to communal life in Judaism and early Christianity, the development of coenobitism in Egypt and Greece, the institutionalization of Western monasticism, ninth and twelfth-century reforms, and the rise of the mendicant orders in the twelfth and thirteenth century. Comparison will also be made to traditions of communal life in other World religions. Over the course of the seminar students will consider the paradox of the anti-social community, the pursuits of active and contemplative life, the practicalities of stability, recruitment and governance, and issues of liminality and marginalization. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the Arts requirement (History).

**HST/ART/POL 279C CORE: American Political Thought: Nature and the Common Good** **4 credits**

A study of the concept of nature as used in Anglo-American thought and how these usages influence an understanding of the natural, social, and political environments of the United States. Special emphasis given to American political theory, its illustration through the 19<sup>th</sup> century American landscape movement, and the inability of U.S. thinkers to appreciate the common good. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. Not open to students with credit in POL/HST/ART-335 or POL-348F.

**HON 279B CORE: Critical Writing and Research** **4 credits**

Research allows us to better understand the world around us (theoretical research) and to solve problems (applied research). In order to have these effects, research must be shared with the rest of the community – both within and beyond the discipline. Students will actively engage in critical thinking exercises intended to improve their abilities to develop testable hypotheses, meaningful critiques, and defensible arguments. This will be coupled with a focus on research skills that will result in the successful completion of an in-depth original project in a discipline of the student's choice. Students will learn how to share their findings with the community through written, oral, and visual presentations. Students will also be asked to combine their interests in unique ways in order to appreciate the power of interdisciplinary approaches to research and how different research communities must learn to work together. Prerequisites: Admission to the Honors Program and ENG 102.

**CORE 279A CORE: Our Bridges and Borders****4 credits**

We will explore how we build bridges with people with whom we do not normally interact. We will explore ways to eliminate or expand borders in order to strengthen communities.

Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the diversity, global, and multicultural requirement.

**MUS 279A CORE: Musical Theatre****4 credits**

This course will explore the history of Musical Theatre in America, not as an isolated phenomenon, but as it reflects the values and culture of the communities that produce it. As such, the students will be expected to not only study these aspects of the Musical, but to also participate (and document such participation) in the collaborative effort that makes the production of a musical possible—such participation might include participation in the University musical production as costume designers, actors, technicians, set builders, or in other musicals being produced with the community at large. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the Arts requirement (Art/Music/Theatre).

**PHL 279A CORE: Ethical Issues of Sex and Marriage****4 credits**

An examination of ethical principles and their application to ethical issues of sex and marriage. Includes consideration of whether communities formed by sexual relationships and marriages promote the common good of larger communities. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102.

**PHL 279B CORE: Community of Living Things****4 credits**

An examination of the nature of living things and their interdependence. The course will include a discussion of the place of intelligent beings in the cosmos and the different orders of common good involved. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102.

**POL/CRJ 279A CORE: Environmental Values Policymaking****4 credits**

This course explores how the “common good” might be considered a way of judging government’s actions with respect to the natural environment. Some environmentalists wonder if conventional thinking—even democracy itself—is up to the challenge. Course will illustrate real-world technical complexities and uncertainties, and the existence of competing worthy (and costly) common objectives besides environmental protection, stand in the way of any easy solutions to environmental problems. This course is necessarily interdisciplinary since neither nature nor policymaking is organized by academic departments. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG-102. Not open to students with credit in POL-258.

**POL 279B CORE: Political Philosophy and the Western Tradition****4 credits**

Consideration of past and present attempts to develop a comprehensive understanding of politics: Plato-Aquinas, Machiavelli-Hegel, Marx-present. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG-102. Not open to students with credit in POL/PHL-348D.

**POL/ART/HST 279C CORE: American Political Thought and the  
Common Good****4 credits**

A study of the concept of nature as used in Anglo-American thought and how these usages influence an understanding of the natural, social, and political environments of the United States. Special emphasis given to American political theory, its illustration through the 19<sup>th</sup> century American landscape movement, and the inability of U.S. thinkers to appreciate the common good. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG-102. Not open to students with credit in POL/HST/ART-335 or POL-348F.

**SOC 279B CORE: Nonviolent Social Change****4 credits**

The course addresses the philosophical and religious foundations, theory, history, and practice of nonviolence as a method of social change. The course will include study of some of the great

nonviolent leaders such as Mahatma Gandhi, Dorothy Day, Cesar Chavez, and Martin Luther King, Jr. Building on a nonviolent foundation, the course explores strategies for social organizing, designing campaigns for social change, fundraising, coalition building, recruiting, marketing ideas, media relations, and empowering grassroots leadership. The class will explore common elements of successful social change movements throughout history including: labor, women's, human rights, poor people's, peace and environmental. In relation to social change, the course will address the question, "What does it mean to belong to a community?" Students will work with diverse communities and have the opportunity to translate knowledge into action through a community service component focused on the common good. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. Not open to students with credit in SOC 320 or SOC 322. This course partially fulfills the Social Behavioral Science requirement.

**SWK 279A CORE: Women's Issues and the Common Good**

**4 credits**

Perspectives on selected policy issues affecting women nationally and internationally. Attention is given to the impact of history, the power of stereotypes, the family as an economic institution, institutionalized violence against women, and changing institutions. Prerequisites: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. Not open to students with credit in SWK 250. This course partially fulfills the Social and Behavioral Science requirement and fulfills the diversity, global, and multicultural requirement.

**SWK 279B CORE: Politics of Aging**

**4 credits**

Political, economic, and ethical perspectives on selected policy issues affecting the aging population in the U.S. Policy issues include: economic resources and needs of the aging population, impact of the "baby boom generation" on the current support structure, and elder abuse. Intergenerational equity is also analyzed. Emphasis is given to the broad implications of economic life for elderly persons, besides society's differential treatment of older adults as a group. Seminar participants will actively participate in a short-term community-building project to promote the common good. Prerequisites: CORE 179 or appropriate transfer status and ENG 102. This course partially fulfills the Social and Behavioral Science requirement. Not open to students with credit in SWK 275.

**THL 279A CORE: Catholic Church in the World**

**4 credits**

This course discusses and analyzes three trends that characterize the Catholic Church since the Second Vatican Council: Evangelization, Ecumenism, and Inter-religious Dialogue. The course includes meetings with representatives of organs of the Catholic Church and Catholics of different cultures and language groups living in the Columbus area; members of Christian churches and communities in dialogue with the Catholic Church who live in Columbus; and representatives of non-Christian religions living in Columbus. Prerequisites: CORE 179 or appropriate transfer status and ENG 102.

**WGS 279A CORE: Introduction to Women's and Gender Studies**

**4 credits**

This course explores the common good through gender, its history, representation, and relationship to culture, society, and art. What is the relationship between gender and society? How has gender been influenced by society and vice versa? We will examine the ways diverse communities have responded to these kinds of questions in the past. We will also examine the ways in which gender is represented, viewed, treated, and discussed today. Issues such as the women's suffrage; gender policies in religion, business, and education; and gender bias will be discussed. Readings will be multicultural and multidisciplinary. Films, the visual arts, and popular media will also be included. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the diversity, global, and multicultural requirement.

## ***Junior Core Seminars (CORE or Discipline)***

### **Common Core Seminar Description:**

#### **CORE or Discipline Specific 379 CORE: *What is Justice?***

**4 credits**

This is the third of three interdisciplinary course that, together with the fourth-year capstone course in the major, comprise ODU's core seminars (see page ?). All sections of this seminar listed below will extend the discussion of human nature and the common good to address the question, "What is Justice?" Students will examine the nature of justice in terms of our obligations to ourselves, to others, and to the divine. While each section will approach the question of the seminar from a unique perspective, all sections share common learning outcomes and a common text or texts. Students are encouraged to take this seminar during their third year. Prerequisite: CORE or Disciplinary Specific 279 or appropriate transfer status.

### **Section-Specific Descriptions:**

#### **CRJ 379B/PJU 379C CORE: *Interpersonal Negotiation and Mediation***

**4 credits**

This course introduces basic and intermediate level skills useful for resolving interpersonal conflicts and reconciling relationships post trauma. Building on an understanding of conflict theory and communication, the course uses skills of active listening, problem-solving and bargaining in family, work and community conflicts. Emphasis will be placed on training through simulations and role-play. Particular attention will be focused on the areas of interest-based negotiation, principled mediation and victim-offender reconciliation. These topics will serve as the vehicle for addressing the question of the seminar: How shall we live in the world in the light of divine and social justice? Prerequisite: CORE or Disciplinary Specific 279 or appropriate transfer status. Not open to students with credit in PJU 230 or CRJ 237. This course partially fulfills the Social and Behavioral Science requirement.

#### **CRJ/POL/SOC 379C CORE: *Causes of Collective Violence: Terrorism, Genocide, War***

**4 credits**

This is an introduction to theories of conflict and war from the inter-group to the international level. Included are causes of terrorism, ethnic conflict and genocide, revolution, and interstate war. This includes an analysis of causes of conflict at four levels: individual, small group, the nation/state, and the international system. This course is interdisciplinary, drawing on theories from biology, psychology, sociology, economics, and political science. Case studies of contemporary conflicts are utilized to explain and test various theoretical perspectives and to examine the consequences of war. Prerequisite: CORE or Disciplinary Specific 279 or appropriate transfer status.

#### **CRJ/POL 379D/HST 379A CORE: *Justice, Rights, Liberty***

**4 credits**

The search for justice in terms of the development of civil rights in the United States. Readings, discussions, and debate on the concept of justice; examination of history, substance, and value of civil rights—with special attention paid to the Bill of Rights; focus on the Civil Rights Movement (race and gender) as a case study. Prerequisites: CORE 279 or appropriate transfer status. This course fulfills the Arts requirement (HST) or partially fulfills the Social and Behavioral Science requirement (POL/CRJ). Not open to students with credit in POL/CRJ 232. This course fulfills the diversity, global, and multicultural requirement.

#### **ECN 379A CORE: *Social and Economic Justice***

**4 credits**

This course is an empirical, critical, reflective study of social and economic justice pertaining to the problems of income inequality, inequitable distribution of income, denial of property rights, resource allocation, and the determination of "just price/just wage." It is a reflection on poverty, its dynamics and remedies, and the just demands of the poor. Prerequisite: CORE or Disciplinary Specific 279 or appropriate transfer status. This course fulfills the diversity, global, and multicultural requirement.



**EDU 379A CORE: Principles of Education****4 credits**

Justice is part of our schools. Or, is it? This course in educational foundations will develop from diverse perspectives an understanding of the historical, sociological, and philosophical roots of education as they are impacted by justice and the question “how shall we live”. Current educational issues and developments will structure the course as we look at how education became an institution and why it must continue to grow and change. Prerequisite: CORE or Disciplinary Specific 279 or appropriate transfer status. Not open to students with credit in EDU 348A. This course fulfills the diversity, global, and multicultural requirement.

**ENG 379A CORE: Feast and Famine: Class and Culture in Literature and Film****4 credits**

This course examines the question of justice by examining the haves and have-nots in literature and film. Issues revolving around race, class, and gender will be raised through the analysis of a variety of literary genres and films. This course fulfills the diversity, global, and multicultural requirement and the Arts requirement (Literature). Prerequisite: CORE 279 or Discipline Specific or appropriate transfer credit.

**HST 379A/CRJ/POL 379D CORE: Justice, Rights, Liberty****4 credits**

The search for justice in terms of the development of civil rights in the United States. Readings, discussions, and debate on the concept of justice; examination of history, substance, and value of civil rights—with special attention paid to the Bill of Rights; focus on the Civil Rights Movement (race and gender) as a case study. Prerequisites: CORE 279 or appropriate transfer status. This course fulfills the Arts requirement (HST) or partially fulfills the Social and Behavioral Science requirement (POL/CRJ). Not open to students with credit in POL/CRJ 232. This course fulfills the diversity, global, and multicultural requirement.

**HST 379B CORE: Slavery and Freedom: The Paradox of American History****4 credits**

This course will examine the central paradox of American History—Slavery and Freedom—around the central event of the Civil War. Although the focus will be on history, literary works will be assigned as well (i.e., Shelby Foote, Ambrose Bierce, Toni Morrison, along with great primary documents such as the Declaration of Independence, Paine’s *Common Sense*, Frederick Douglas, and the speeches of Abraham Lincoln (exemplary in terms of literary style as well as substance)). Prerequisite: CORE 279 or appropriate transfer credit. This course fulfills the Arts requirement (History). Not open to students with credit in HST 348C.

**PHL 379A CORE: Principles of Justice****4 credits**

An examination of some fundamental questions about how people should live and how societies should allocate their resources. To answer these questions, students will study the basic tenets of different theories of justice and economic systems. The course will focus on justice in the allocation of a society’s resources, but it also will address how different forms of justice are related. Prerequisite: CORE 279 or Discipline Specific or appropriate transfer status. Not open to students with credit in PHL 230. This course partially fulfills the Philosophy requirement.

**PHL 379B CORE: Lives of the Philosophers****4 credits**

This course will examine ancient, medieval, and renaissance biographies and autobiographies of famous philosophers. These texts will be considered as documents that exhibit one of the traditional definitions of philosophy “as way of life.” The biographical and autobiographical writings will be supplemented with challenging primary texts from the philosophers that highlight issues of justice and morality. Students will be evaluated through regular quizzes, essay exams, and papers. Prerequisite: CORE 279 or Discipline Specific or appropriate transfer credit. This course partially fulfills the Philosophy requirement.

**PJU/POL 379B CORE: Peace and Justice****4 credits**

The study of justice and peace through the application of the social teaching of the Catholic Church and the findings of social and political science. Prerequisite: CORE 279 or Discipline

Specific or appropriate transfer status. Not open to students with credit in POL/THL/SJU/PJU 278. This course partially fulfills the Social and Behavioral Science requirement.

**PJU 379C/CRJ 379B CORE: Interpersonal Negotiation and Mediation 4 credits**

This course introduces basic and intermediate level skills useful for resolving interpersonal conflicts and reconciling relationships post trauma. Building on an understanding of conflict theory and communication, the course uses skills of active listening, problem-solving and bargaining in family, work and community conflicts. Emphasis will be placed on training through simulations and role-play. Particular attention will be focused on the areas of interest-based negotiation, principled mediation and victim-offender reconciliation. These topics will serve as the vehicle for addressing the question of the seminar: How shall we live in the world in the light of divine and social justice? Prerequisite: CORE 279 or Discipline Specific or appropriate transfer status. Not open to students with credit in PJU 230 or CRJ 237. This course partially fulfills the Social and Behavioral Science requirement.

**POL 379A CORE: War and Peace: International Law and Organization 4 credits**

A study of the quest for a just international order through the development of international law and organization and their importance to an understanding of issues of war and peace. Prerequisite: CORE 279 or Discipline Specific or appropriate transfer status. Not open to students with credit in POL-361. This course partially fulfills the Social and Behavioral Science requirement and fulfills the diversity, global, and multicultural requirement.

**POL/PJU 379B CORE: Peace and Justice 4 credits**

The study of justice and peace through the application of the social teaching of the Catholic Church and the findings of social and political science. Prerequisite: CORE 279 or Discipline Specific or appropriate transfer status. Not open to students with credit in POL/THL/SJU/PJU 278. This course partially fulfills the Social and Behavioral Science requirement.

**POL/CRJ/SOC 379C CORE: Causes of Collective Violence: Terrorism, Genocide, War 4 credits**

This is an introduction to theories of conflict and war from the inter-group to the international level. Included are causes of terrorism, ethnic conflict and genocide, revolution, and interstate war. This includes an analysis of causes of conflict at four levels: individual, small group, the nation/state, and the international system. This course is interdisciplinary, drawing on theories from biology, psychology, sociology, economics, and political science. Case studies of contemporary conflicts are utilized to explain and test various theoretical perspectives and to examine the consequences of war. Prerequisite: CORE 279 or Discipline Specific or appropriate transfer status. Not open to students with credit in POL/CRJ/SOC 347.

**POL/CRJ 379D/HST 379A CORE: Justice, Rights, Liberty 4 credits**

The search for justice in terms of the development of civil rights in the United States. Readings, discussions, and debate on the concept of justice; examination of history, substance, and value of civil rights—with special attention paid to the Bill of Rights; focus on the Civil Rights Movement (race and gender) as a case study. Prerequisites: CORE 279 or appropriate transfer status. This course fulfills the Arts requirement (HST) or partially fulfills the Social and Behavioral Science requirement (POL/CRJ). Not open to students with credit in POL/CRJ 232. This course fulfills the diversity, global, and multicultural requirement.

**PSY 379A CORE: Psychology of Women 4 credits**

A study of justice and the psychological and social dynamics that shape women's lives. Students will critically examine past and present psychological research and theories of female personality and behavior, the research on gender comparisons and gender roles, and female socialization and developmental processes. Prerequisite: CORE 279 or Discipline Specific or appropriate transfer status. Not open to students with credit in PSY 348A. This course partially fulfills the Social and Behavioral Science requirement and fulfills the diversity, global, and multicultural requirement.

**SWK/SOC 379B CORE: Global Ethnic Relations**

**4 credits**

This course seeks to empower students to become knowledgeable, caring, and active citizens in a diverse and often ethnically polarized world. The course examines multiple dimensions of global diversity (race, ethnicity, religion); common responses to differences including prejudice, discrimination, segregation, colonization, genocide and positive alternatives such as assimilation and egalitarian pluralism. We will examine ethnic relations in the U.S. and around the world through the lens of history. The course concludes with the ethical basis for seeking social justice via anti-discrimination work and strategies for dismantling discrimination and repairing strained ethnic divides at the individual, institutional, and societal levels. Students will have the opportunity to translate knowledge into action for social justice through a bridging cultures project. Prerequisite: CORE 279 or Discipline Specific or appropriate transfer status. This course fulfills the diversity, global, and multicultural requirement. This course partially fulfills the Social and Behavioral Science requirement. Not open to students with credit in SOC/SWK 346 or 279.

**SOC 379A CORE: Poverty and Development**

**4 credits**

This course will examine the causes, consequences, and solutions to Central American poverty while studying in Guatemala. The course will explore poverty in the context of colonial history, economic globalization, political and economic policies of unrestrained capitalism and trade, population growth, tropical climate, and cultural patterns. Students will travel in both urban and rural Guatemala meeting with non-profit organizations, government officials, and living with poor families. Grassroots efforts to address poverty including micro loan programs, sustainable agriculture, empowerment of women, literacy campaigns, prejudice reduction, and education for democracy will be emphasized. Spanish is useful but not necessary. Prerequisite: CORE 279 or Discipline Specific or appropriate transfer status. Not open to students with credit in SOC 241. This course fulfills the diversity, global, and multicultural requirement. This course partially fulfills the Social and Behavioral Science requirement.

**SOC/CRJ/POL 379C CORE: Causes of Collective Violence: Terrorism,  
Genocide, War**

**4 credits**

This is an introduction to theories of conflict and war from the inter-group to the international level. Included are causes of terrorism, ethnic conflict and genocide, revolution, and interstate war. This includes an analysis of causes of conflict at four levels: individual, small group, the nation/state, and the international system. This course is interdisciplinary, drawing on theories from biology, psychology, sociology, economics, and political science. Case studies of contemporary conflicts are utilized to explain and test various theoretical perspectives and to examine the consequences of war. Prerequisite: CORE 279 or Discipline Specific or appropriate transfer status. Not open to students with credit in POL/CRJ/SOC 347.

**THL 379A CORE: Theology of Justice and Mercy**

**4 credits**

This course is an investigation of the meaning and relationship of justice and mercy in the Christian tradition, with an emphasis on the social justice teachings of the Catholic Church. Prerequisite: CORE 279 or Discipline Specific or appropriate transfer status. Not open to students with credit in THL 238. The course partially fulfills the Theology requirement.

***Senior Core Seminars (CORE or Discipline)***

**Common Core Seminar Description:**

**CORE or Discipline Specific 479 CORE: *What Truths have we Learned?* 4 credits**

This is a capstone course for the major which also represents the culmination of ODU's core seminars (see page ?). All sections of the seminar listed below will extend the discussion of human nature, common good, and justice to address the question, "What Truths have we Learned?" in the context of a major area of study. While each section will approach the question of the seminar from a unique perspective, all sections share common learning outcomes and a

common text. See specific senior capstone course descriptions in disciplines. Prerequisites: Completion of CORE or Discipline Specific 379 and discipline specific prerequisites.

## **Section-Specific Descriptions:**

### **ART 479 CORE: The Role of the Artist/Designer in Contemporary Society**

**4 credits**

This course is the culminating experience for the Fine Arts and Graphic Design major as well as the core curriculum. This course will consist of readings, reflection, and discussion of texts which will address the role of the artist/designer in history as a purveyor of information about society and as a creative social catalyst in contemporary society. Students will also be creating the conceptual framework for their Senior Thesis Exhibition including both the material form and the written text. They will be applying the knowledge base gained through their prior courses to their own individual major body of work as well as peer mentoring others in the class and engaging in a group project in the community.

### **BUS 479 CORE: Strategic Management**

**4 credits**

This course is the capstone learning experience for business administration, international business, finance, and accounting majors. It encourages a reflective search for truth in enterprise while focusing on how firms formulate, implement, and evaluate strategies. The course is designed to integrate student's functional business knowledge including ethical considerations through an engagement with a significant research project. The major learning challenge for students in this course will be to make and justify, through oral and written communication, subjective strategic decisions informed by extensive analysis and supported by the application of a variety of strategic tools. Finally, this course partners with the Career Development Center to provide students learning modules on resume preparation, etiquette, dress, and informational interviewing. Prerequisites: Completion of junior core seminar; BUS 220, 240, 343, 345; FIN 325.

### **CRJ 479 CORE: Criminal Justice Seminar**

**4 credits**

This senior capstone seminar integrates theory and research to analyze selected contemporary criminal justice issues. Students will synthesize knowledge from previous coursework in the major and core curriculum to examine the origin, impact and implications of criminal justice policies. Pre-requisite: Completion of junior core seminar, senior standing, and completion of at least two courses in criminal justice or consent of instructor.

### **ECN 479 CORE: Economic Analysis**

**4 credits**

This senior seminar examines truth by applying economic analysis to current issues and problems. It explores and develops perspectives on prevailing economic questions by collecting, analyzing, and interpreting economic data and information. The capstone continues the discussion in the previous course seminars through critical evaluation of economic relations within a global community. Prerequisites: Completion of junior core seminar and ECN 322 or 325.

### **EDU 479A CORE: Intervention Specialist**

**4 credits**

This course will critically examine truth from an educator's perspective. Truths become evident when we critically examine questions of depth in education from multiple perspectives. In addition to the core seminar questions, other possible topics include classroom diversity and culture, collaboration among multiple stakeholders, and schooling as seen through the eyes of our learners. Co-requisite: EDU 480.

### **EDU 479B CORE: Early Childhood**

**4 credits**

This course will critically examine truth from an educator's perspective. Truths become evident when we critically examine questions of depth in education from multiple perspectives. In addition to the core seminar questions, other possible topics include classroom diversity and culture, collaboration among multiple stakeholders, and schooling as seen through the eyes of our learners. Co-requisite: EDU 482.

**EDU 479C CORE: Middle Childhood****4 credits**

This course will critically examine truth from an educator's perspective. Truths become evident when we critically examine questions of depth in education from multiple perspectives. In addition to the core seminar questions, other possible topics include classroom diversity and culture, collaboration among multiple stakeholders, and schooling as seen through the eyes of our learners. Co-requisite: EDU 484.

**ENG 479 CORE: Literature Theory/Practice****4 credits**

This course offers students the opportunity to develop their professional, career, writing, and analytic skills through a variety of assignments. Students will not only read great works of literature, they will also learn about career development and the world of literary theory in order to better prepare them for the more advanced research activities of graduate and professional schools. The course is organized around issues regarding literature and the acquisition of knowledge. How do we know what we know? What is art? Who determines the canon and/or a great work of art? What is literary theory and interpretation? And, importantly, how have these questions been answered differently throughout the ages. The literature readings have been chosen to illustrate the close relationship, rather than the divisions, between literature and theory. In the end, the course asks students to 1) determine the truths they have learned about literature, and 2) examine how they know or came to know these truths. Prerequisites: Completion of junior core seminar, junior status, or permission of instructor.

**PJU 479 CORE: International Conflict Management: Diplomacy, Democratization, Development****4 credits**

This course focuses on the non-violent management of conflict at the intra state, regional and international levels based on concepts of justice and the common good. Particular attention is given to current areas of international conflict and what students have learned at ODU about the most ethical options for resolving these conflicts. The role of individuals, political leaders, economic and political systems, civil society organizations, regional organizations, and international institutions such as the United Nations are explored in relation to the prevention of war and peacebuilding post conflict. The course explores conflict management strategies such as preventative diplomacy, arms control and disarmament, economic sanctions, international law, UN peacekeeping, sustainable economic development, democratization, conflict resolution and reconciliation post conflict. Prerequisites: Completion of junior core seminar; POL 360 and 379C.

**PHL 479 CORE: Metaphysics****4 credits**

An examination of the ultimate causes of things and of how the search for truth in philosophy complements the search for truth in other disciplines and in the core seminars. Open to majors and non-majors who have an interest in metaphysical issues, such as whether we can prove that God exists, what types of things are real, and how metaphysics is related to the natural sciences. Prerequisites: Completion of junior core seminar; one prior philosophy course other than PHL 101.

**POL 479 CORE: Courage and Prudence in Modern Politics****4 credits**

This capstone course will consider in depth 18<sup>th</sup> and 20<sup>th</sup> century examples of political courage and prudence or their absence. Along with justice and moderation, a consideration of these virtues was traditionally considered part of any adequate political analysis. Contemporary political science substitutes terms like character and leadership while tending to focus more on interests and incentives. The classic questions are thereby evaded, but new ones emerge. Through the analysis of specific cases, the seminar will invite students to compare and contrast traditional and modern points of view and the distinct questions they bring to the fore. In that way the seminar aims to deepen students' understanding of political science as the "architectonic science" among allied disciplines. Prerequisite: Completion of junior core seminar.

**PSY 479 CORE: Current Issues in Psychology****4 credits**

An exploration of current topics in psychology in the context of enduring issues related to human nature, common good, justice, and truth finding. Empirical capstone projects emphasize the

syntheses of knowledge from psychology's past and present, skill in research methodology, and the appropriate application of psychological science for wellbeing. Prerequisites: Completion of junior core seminar; PSY 100, 230, an additional 12 credits in psychology beyond the 100-level, and senior standing or consent of the instructor.

**PRS 479 CORE: Analysis and Experience**

**4 credits**

This course serves as the senior capstone seminar and learning experience for public relations majors. It moves students through a reflective search for truth in the practice of public relations while focusing on how firms create, implement, and evaluate public relations strategies. The course is designed to integrate students' functional public relations knowledge including ethical considerations through an engagement with a supervised field placement involving a minimum of 80 hours in an approved Public Relations setting. The major learning challenge for students in this course will be to examine the organization they are working for or another organization and make and justify, through oral and written communication, subjective strategic decisions centered on the intersection of human nature, community, justice, and truth within the practice of public relations. Students are expected to make a professional contribution to the placement agency and to develop their own portfolio. This course will provide students learning modules on resume preparation, etiquette, dress and informational interviewing. Prerequisites: Completing of junior core seminar; senior standing; 24 semester hours in Public Relations coursework; 2.5 GPA in major courses.

**SCI 479 CORE: Research in the Sciences**

**4 credits**

This seminar will offer a capstone experience in the student's own discipline within mathematics, computer and natural sciences as well as a capstone experience in the core curriculum. As a culminating experience in the discipline, this course will require each student to engage in a discipline-specific project under the supervision of a faculty adviser within the student's own discipline. In addition, students will be asked to ponder and discuss topics relevant to all scientific endeavors. Such topics include, but are not limited to, the scientific method, nature of proof, and research ethics. As a capstone for the core curriculum, this seminar will provide a setting for students to read and discuss texts which raise questions related to human nature, common good, justice, ethics, scientific expertise, and search for knowledge, in the contexts of scientific research and technological development. Interdisciplinary communication will be emphasized throughout the course. Prerequisite: Completion of junior core seminar. This course does not fulfill the Natural Science requirement.

**SWK 479A CORE: Social Work Seminar I**

**2 credits**

The capstone Fieldwork Seminar provides a systematic opportunity to connect the undergraduate senior field work practice experience with the academic program. The purpose of the Seminar is to provide students with an opportunity to share their field work experiences and to explore in some depth competencies in practice ("What truths have we learned?"). The Seminar will extend the discussion of self in the context of identifying as a professional social worker and conducting oneself accordingly. The discussion of the common good will be extended in the context of engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations and communities. The seminar will extend the discussion of justice in the context of advancing human rights and social and economic justice. Co-requisite: Enrollment in SWK 480.

**SWK 479B CORE: Social Work Seminar II**

**2 credits**

Building upon entry-level competencies acquired during the first semester of this two semester Seminar, capstone fieldwork Seminar II provides a systematic opportunity to connect the undergraduate senior field work practice experience with the academic program. The purpose of the Seminar is to provide students with an opportunity to share their field work experiences and to explore in some depth competencies in practice ("What have we learned?"). The Seminar will extend the discussion of self in the context of identifying as a professional social worker and conducting oneself accordingly. The discussion of the common good will be extended in the context of engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations and communities. The seminar will extend the discussion of justice in the context of advancing human rights and social and economic justice. Co-requisite: Enrollment in SWK 481.

**SOC 479 CORE: Sociological Theory****4 credits**

An analysis and integration of major theorists and theoretical schools in historical and contemporary social thought. Underlying themes include human nature, the structure and functioning of social groupings, and the articulation of individual and society. This course is a macroscopic, systemic analysis of human behavior which both focuses on and makes connections between/among concepts of self, community, justice and truth. Prerequisite: Completion of junior core seminar.

**THL 479 CORE: Grace and Freedom****4 credits**

A study of the human encounter with God in terms of human freedom and the gift of grace. The course addresses the difference that the Christian faith makes in the understanding of the human condition; it serves as a summative experience in the study of theology and invites the student to contemplate the graciousness of Truth. Prerequisites: Completion of junior core seminar; THL 113 or 225, 203, and 234. Not open to students with credit in THL-348A or THL 477.

## **Criminology and Criminal Justice**

**CRJ 105 The Criminal Justice System****4 credits**

An introduction to the U.S. justice system. An analysis of the formal components of the system--law enforcement, prosecution, the courts, and corrections--and the processes by which these functions interrelate. The course is designed to give the student a comprehensive perspective of the system of justice in the U.S.

**CRJ/POL 230 The Law, Society, and Polity****4 credits**

An introduction to the notion of law, its function in society, its place in a political system. Examination of the relationship of law to economic, social and political reality; the role of the judicial process in policymaking. Consideration is given to Common Law and Civil Code legal systems; substantive and procedural aspects of civil and criminal law with emphasis on understanding the nature of the law.

**CRJ/POL 231 The History of the Constitution of the United States of America****4 credits**

An examination of the nature, scope, and history of U. S. government as embodied in the U. S. Constitution. Special emphasis on the constitutional limits to and extent of federal power as developed since 1787 through the history of leading constitutional Supreme Court decisions: judicial review, federalism, commerce and taxation, the contract clause, due process, equal protection, and civil liberties. Prerequisites: POL 101 or POL/CRJ 230. Not open to students with credit in POL/CRJ 261.

**CRJ/POL 236 The Judicial Process****4 credits**

Treatment of the workings and problems of the U.S. judicial system with emphasis on the structure and function of the federal and state court systems; criminal procedure and pertinent legal aspects of corrections.

**CRJ/SOC 263 Juvenile Delinquency****4 credits**

The history of the treatment of juvenile offenders, patterns of delinquency, treatment modalities, causative factors, the juvenile justice system, social and cultural influences upon juveniles in modern society, and current theories of juvenile delinquency.

**CRJ 268 Victimology****2 credits**

An examination of theory and research of victims of crime, with particular emphasis on victims of child abuse and neglect, domestic violence including spousal abuse, elder abuse and exploitation, rape and other forms of sexual violence. The psychological and physiological reactions of crime

victims to trauma and implications for appropriate treatment practices within the criminal justice system will be examined with attention to diversity of ethnic and cultural backgrounds.

**CRJ/POL 279A CORE: Environmental Values and Policymaking** **4 credits**

This course explores how the “common good” might be considered a way of judging government’s actions with respect to the natural environment. Some environmentalists wonder if conventional thinking—even democracy itself—is up to the challenge. Course will illustrate real-world technical complexities and uncertainties, and the existence of competing worthy (and costly) common objectives besides environmental protection, stand in the way of any easy solutions to environmental problems. This course is necessarily interdisciplinary since neither nature nor policymaking is organized by academic departments. Pre- or Co-requisite: ENG-102. Not open to students with credit in CRJ/POL-258.

**CRJ 280 Police and Modern Society** **4 credits**

A review of the historical, philosophical, and legal issues related to the role of the police, both public and private, in a modern democratic society. This course fulfills the diversity, global, and multicultural requirement.

**CRJ 305 Ethics in Doing Justice** **4 credits**

An analysis of public and private institutions and structures affecting the socio-cultural bonds of society and ways of understanding human rights; an examination of the underlying historical, philosophical and legal issues of freedom, security, and citizenship in contemporary social settings. A special emphasis will be placed on varying ways of understanding the meaning of justice in different contemporary settings.

**CRJ 310 Corrections** **4 credits**

Examination of correctional institutions and correctional policy with emphasis on the social and political contexts and consequences of contemporary correctional policies and practices. Issues examined include: history of corrections, correctional policy, mass incarceration, prisoner re-entry, community based corrections, and the impact of correctional policy on communities. Not open to students with credit in CRJ-269 and in the CRJ 315 two credit course.

**CRJ 320 Women, Crime, and Criminal Justice** **2 credits**

The study of women crime victims, offenders, and criminal justice professionals. Issues examined include: victimization of women including sexual assault and domestic violence, patterns of criminality of female offenders, theories of female criminality, and incarcerated female offenders.

**CRJ/SOC 348B Prisons and Mental Hospitals** **4 credits**

An historical review of the notions of criminality and mental illness with a focus on the emergence and development of prisons and mental hospitals. Prerequisites: ENG 101-102 or 110-111.

**CRJ/SOC/SWK/POL 352 Research Methods** **4 credits**

This course examines research design and measurement techniques useful for understanding social science research. The course is skill based involving students in designing and carrying out an original research project, tabulating and analyzing the data, and writing a research report. Of particular interest are issues of problem definition, conceptualization and operationalization of research questions, sampling, and application of various methodologies from experimental designs to evaluation research. Prerequisites: MTH 140; junior standing or consent of the instructor.

**CRJ/SOC 365 Criminology** **4 credits**

Study of the nature, distribution and types of crime in society. Theories of crime causation in both historical and contemporary perspectives are examined. Prerequisite: CRJ 105, junior or senior standing or consent of instructor.



**CRJ 379B/PJU 379C CORE: Interpersonal Negotiation and Mediation 4 credits**

This course introduces basic and intermediate level skills useful for resolving interpersonal conflicts and reconciling relationships post trauma. Building on an understanding of conflict theory and communication, the course uses skills of active listening, problem-solving and bargaining in family, work and community conflicts. Emphasis will be placed on training through simulations and role-play. Particular attention will be focused on the areas of interest-based negotiation, principled mediation and victim-offender reconciliation. These topics will serve as the vehicle for addressing the question of the seminar: How shall we live in the world in the light of divine and social justice? Prerequisite: CORE 279 or appropriate transfer status. Not open to students with credit in PJU 230 or CRJ 237. This course partially fulfills the Social and Behavioral Science requirement.

**CRJ/POL/SOC 379C CORE: Causes of Collective Violence: Terrorism, Genocide, War 4 credits**

This is an introduction to theories of conflict and war from the inter-group to the international level. Included are causes of terrorism, ethnic conflict and genocide, revolution, and interstate war. This includes an analysis of causes of conflict at four levels: individual, small group, the nation/state, and the international system. This course is interdisciplinary, drawing on theories from biology, psychology, sociology, economics, and political science. Case studies of contemporary conflicts are utilized to explain and test various theoretical perspectives and to examine the consequences of war.

**CRJ/POL 379D/HST 379A CORE: Justice, Rights, Liberty 4 credits**

The search for justice in terms of the development of civil rights in the United States. Readings, discussions, and debate on the concept of justice; examination of history, substance, and value of civil rights—with special attention paid to the Bill of Rights; focus on the Civil Rights Movement (race and gender) as a case study. Prerequisites: CORE 279 or appropriate transfer status. This course fulfills the Arts requirement (HST) or partially fulfills the Social and Behavioral Science requirement (POL/CRJ). Not open to students with credit in POL/CRJ 232. This course fulfills the diversity, global, and multicultural requirement.

**CRJ 479 CORE: Criminal Justice Seminar 4 credits**

This senior capstone seminar integrates theory and research to analyze selected contemporary criminal justice issues. Students will synthesize knowledge from previous coursework in the major and core curriculum to examine the origin, impact and implications of criminal justice policies. Pre-requisite: Completion of junior core seminar, senior standing, and completion of at least two courses in criminal justice or consent of instructor.

**CRJ 1/2/3/485 Special Topics 2-4 credits**

Intensive reading and class discussion of selected topics in criminal justice not covered in regular courses.

**CRJ 2/3/486 Independent Study 2-4 credits**

Intensive reading or special research projects for students with advanced standing. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, division chairperson.

**CRJ 497 Internship 4 or 8 credits**

Supervised internship of 50 hours of activity for each hour of credit in an approved agency setting. Placements are arranged in cooperation with the student and agency representative. Readings from professional publications, which are related to the student's internship, will be assigned and reviewed during regularly scheduled meetings with the instructor. Prerequisites: Junior standing, 2.5 GPA or permission of the instructor, and four courses in areas of concentration; successful completion of application requirements for internship. No more than 8 hours of internship credit allowed. Course will be graded Pass/Fail.

# Economics

## **ECN 201 Economics for Managers**

**4 credits**

A study of microeconomics and its relevance to managerial decisions in for-profit and not-for-profit enterprises. Topics covered include--demand and supply analysis, production and cost analysis, market structure and firm behavior, profit analysis, pricing practices, economic analysis of capital projects, and legal and regulatory environment of business.

## **ECN 205 Principles of Economics**

**4 credits**

A basic study of both branches of economics: microeconomics which studies the decision making behavior of individuals, firms, and other economic units; and macroeconomics which studies inflation, unemployment, economic growth, money supply, national income, and government economic policies. Not open to students with credit in ECN 101.

## **ECN 332 Intermediate Macro Economics**

**4 credits**

A study of the concepts of economic aggregates and modern employment theory; the determinants and statistical measurement of national income, consumption, investment, saving and economic growth; the impact of fiscal policy and governmental actions. Prerequisite: ECN 205. Not open to students with credit for ECN 220.

## **ECN 325 Intermediate Micro Economics**

**4 credits**

A study of the roles of the price system as a mechanism for resource allocation and as a guide for price and output determination. It provides the tools for cost-benefit analysis vital to decision making in organizations. Prerequisite: ECN 205. Not open to students with credit for ECN 225.

## **ECN 330 Money, Credit, and Banking**

**4 credits**

A study of the role of money and credit in economic activities, the functions of the Federal Reserve System and its monetary policy instruments used to influence employment, output and prices. This course will enable the students to become critical observers of the financial and monetary environments of the United States economy and its interaction with the world economy. Prerequisite: ECN 205. Not open to students with credit for ECN 220.

## **ECN 340 International Economics**

**4 credits**

Analysis of the principles and practices of foreign trade, mechanisms of international finance and balance of payments, survey of commercial treaties, world trade institutions and the forces of globalization. Prerequisite: ECN 205. Not open to students with credit for ECN 240.

## **ECN 351 Comparative Economic Systems**

**4 credits**

Examines the differences and similarities between various economic systems. Covers the economies of different countries in Europe, Asia, Africa, and the Americas. It also studies the problems of transition of socialist systems to market-based economies. Prerequisite: ECN 205. Not open to students with credit for ECN 251.

## **ECN 355 Public Finance**

**4 credits**

Economic analysis of public debt, expenditures and revenues. Examines the role of government, with particular attention to public goods theory, project evaluation using cost-benefit analysis, and taxation. Covers the economic basis of government programs such as social security and food stamps. Some sections may include a service-learning component. Prerequisite: ECN 205. Not open to students with credit for ECN 255.

## **ECN 360 Financial Institutions and Markets**

**4 credits**

A study of the structure, regulation and management of financial markets and institutions. It adopts a historical and evolutionary perspective to emphasize how innovation, globalization, regulation and technology affect the financial environment. It covers monetary policy and the role

of financial institutions and markets in the global economy. Prerequisite: ECN 205. Not open to students with credit for ECN 260.

**ECN 379A CORE: Social and Economic Justice**

**4 credits**

This course is an empirical, critical, reflective study of social and economic justice pertaining to the problems of income inequality, inequitable distribution of income, denial of property rights, resource allocation, and the determination of “just price/just wage.” It is a reflection on poverty, its dynamics and remedies, and the just demands of the poor. Prerequisite CORE 279 or appropriate transfer status. This course fulfills the diversity, global, and multicultural requirement.

**ECN 420 Development of Economic Theories**

**4 credits**

A systematic study of the development of economic theories from the beginning of the classical tradition through Marxian socialism of the twentieth century with principal attention on modern developments including Supply Side economics. Economic majors will be required to write a thesis paper. Prerequisite: ECN 322 or 325. Not open to students with credit for ECN 320.

**ECN 479 CORE: Economic Analysis**

**4 credits**

This senior seminar examines truth by applying economic analysis to current issues and problems. It explores and develops perspectives on prevailing economic questions by collecting, analyzing, and interpreting economic data and information. The capstone continues the discussion in the previous course seminars through critical evaluation of economic relations within a global community. Prerequisites: Completion of junior core seminar and ECN 322 or 325.

**ECN 1/2/3/485 Special Topics**

**1-4 credits**

Study of a timely topic in economics.

**ECN 2/3/486 Independent Study**

**1-4 credits**

Intensive individual work. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, division chairperson.

## Education

**EDU 103: Early Experience: Early Childhood**

**2 credits**

Supervised early experience of 60 hours in an early childhood classroom. This exploratory contact with various school activities is designed to help the student clarify the decision to become a member of the teaching profession. Grading is on a Pass/Fail basis.

**EDU 105: Early Experience: Middle Childhood**

**2 credits**

Supervised early experience of 60 hours in a middle childhood classroom. This exploratory contact with various school activities is designed to help the student clarify the decision to become a member of the teaching profession. Grading is on a Pass/Fail basis.

**EDU 110 Early Experience: Intervention Specialist**

**2 credits**

Supervised early experience of 60 hours in a special education classroom. This exploratory contact with various school activities is designed to help the student clarify the decision to become a member of the teaching profession.

**EDU 115 Early Experience: Adolescent to Young Adult (Secondary) and Multi-Age (PreK-12)**

**1 credit**

Supervised early field experience of 60 hours in the 7-12 (AYA) or PreK-12 classrooms (Arts Education). This exploratory contact with various school activities is designed to help the student clarify their decision to become a member of the teaching profession. Prerequisite: Sophomore standing. Grading is on a Pass/Fail basis.

**EDU 120 Teaching Reading Through Literature for Children  
and Young Adults**

**4 credits**

The techniques and methods of teaching reading through the use of literature for pre-school age through young adulthood will be explored. Emphasis is on genres; author and illustrator studies; the inter-relationship of reading, writing, listening, and speaking; multicultural and international publications; and historical and contemporary publishing trends. Students should develop an appreciation for children's literature as they select, interpret, discuss, and formulate strategies for using quality books with children. Includes 15 hours of service-learning.

**EDU 140 Instructional Media**

**4 credits**

The design, production, utilization, and evaluation of materials for use in instruction and presentations including those associated with current and emerging technologies. Not open to students with previous credit for LIS 140.

**EDU 210 Understanding Development & Learning of the Young Child**

**4 credits**

This course offers the early childhood education candidate the knowledge and skills needed to understand how children develop and learn, from conception to middle childhood years. Various educational situations, as well as family and community contexts that support physical, social, emotional, language, cognitive, and aesthetic development of the early learner are explored. In addition, a 10 hour field experience in early childhood settings provides the candidate with practical application of theories of development and learning that are presented in the course. Prerequisite: EDU 103.

**EDU 211 Teaching Phonics and the Structure of Language**

**4 credits**

A study of the phonology, morphology, syntax, semantic and pragmatic underpinnings of English and of the instructional strategies that support language acquisition and literacy. Includes 20 hours of field experience. Prerequisite: EDU 103, 105, 110 or equivalent.

**EDU 212 Developmental Issues and Practice in Reading**

**4 credits**

A study of the cognitive and linguistic foundations of literacy development in the learner including the cultural, social and psycholinguistic principles and practices underlying reading, and learning to read and write. Traditional literacy practices and current research-based instructional trends for diverse learners at all levels are contrasted and evaluated. Particular emphasis is placed on word recognition, fluency, vocabulary, reading comprehension, the reading and writing process, reading and writing instruction, and assessment as they interrelate. Prerequisite: Prior completion of EDU 211 is recommended.

**EDU 215 Diversity and the Learner**

**4 credits**

A study of individual differences designed to develop an understanding of human growth and development with emphasis on multicultural, psychological, and sociological factors that impact upon the early and adolescent learner, the family, and educational programs. Includes a review of current practices of family involvement in the education and care of the learner. Includes a 15 hour service-learning component in addition to class time. Prerequisite: EDU 103, 105, 110, 115 or equivalent. This course fulfills the diversity, global, and multicultural requirement.

**EDU 218 Early Childhood as a Profession**

**4 credits**

This course provides an overview of the philosophical, historical, theoretical, and social foundations of early childhood education and examines how these practices have influenced current thought. Candidates acquire the knowledge and skills needed to evaluate the quality of early childhood programs, understand the rationale for developmentally appropriate methods, plan and evaluate anti-biased and culturally diverse curriculum and learning environments; design physically and psychologically safe and healthy educational settings; select developmentally and functionally appropriate materials and equipment; and recognize how the physical context, schedule, routine and transitions influence learning. Prerequisites: EDU 103, EDU 210, or consent of instructor.

**EDU 220 Educational Psychology****4 credits**

A research based study of human growth and development as related to teaching and learning. A study of language acquisition, multiple intelligence, learning styles, student diversity and exceptionality, motivation and discipline, learning environments and various forms of assessment/evaluation. Includes field experience of a minimum of 10 hours. Prerequisites: EDU 105 or 115 or equivalent.

**EDU 230 Introduction to Special Education and Diverse Learners****4 credits**

A survey of areas of exceptionality and related topics: learning disabilities, hearing, visual, and orthopedic impairments, behavior, emotional, and communication disorders, developmental disabilities, multiple disabilities, early intervention, transition, giftedness, cultural diversity, parenting, inclusion, legal and ethical issues, implications for educational planning based on individual abilities and needs. Includes field experience of 20 hours. Prerequisite/Co-requisite: EDU 105, 110 or equivalent.

**EDU 250 Issues and Techniques in Assessment, Classroom Environment and Management****4 credits**

An examination of assessment types, methods, and applications necessary for teaching all students. The course includes an examination of current theory and research of methodology for establishing and maintaining classroom environments, which are conducive for optimal student learning, for all types of students within a variety of classrooms. Prerequisite: EDU 230; Co-requisite: EDU 330 or 331 or 350 or 351.

**EDU 260 Adults with Disabilities****4 credits**

An examination of programs and resources for adults with disabilities along with an analysis of school-age curriculum and instruction that facilitate the transition to adulthood. Includes 15 hours of community based field experience. Prerequisite: EDU 110.

**EDU 261 Technology Applications in Schools****4 credits**

An introduction to the integration of microcomputers into the instructional program with emphasis on collaborative planning among media specialists, classroom teachers, curriculum coordinators, and administrators. Includes applications to streamline repetitive tasks and enhance communication; introduces software evaluation, telecommunications skills, and multimedia systems.

**EDU 314 Content Area Reading****4 credits**

An examination of programs and methods in reading with a focus on theory and current research in comprehension, the writing process, critical thinking and content area reading. Emphasis is placed on reading to learn with meaning-based strategies that help students construct meaning and expand thinking. Informal assessment of educational materials for appropriate content reading levels and adaptation of content reading materials is highlighted.

**EDU 315 Diagnostic, Prescriptive & Remediation Techniques in Reading****4 credits**

A study of the fundamentals of evaluating the literacy competencies of diverse students derived from current theories and research findings. The course will investigate how to diagnose difficulties in reading and related areas; prescriptive techniques; implementation of remedial instruction; and how to monitor and document student's progress, strengths, and needs. Includes a minimum of 40 hours of field experience. Prerequisites: EDU 211 and 212.

**EDU 330 Intervention Methods for Teaching Children Pre-5  
with Mild to Moderate Educational Needs****4 credits**

This course explores a variety of educational and theoretical teaching strategies to meet the needs of diverse learners with different abilities. Implementing multi-factored assessments and writing Educational Team Reports in addition to identifying individual needs, writing and implementing Individualized Education Plans are covered. Differentiating curriculum, Universal Design

Learning and Teaching strategies, and specific interventions for children with mild to moderate learning needs for both inclusive and self-contained or resource classrooms are explored in depth. Includes a required field experience of 30 hours. Prerequisite: EDU 230; Co-requisite: EDU 250.

**EDU 331 Intervention Methods for Teaching Children Pre-5  
with Moderate to Intensive Educational Needs**

**4 credits**

This course explores a variety of educational and theoretical teaching strategies to meet the needs of diverse learners with different abilities. Implementing multi-factored assessments and writing Educational Team Reports in addition to identifying individual needs, writing and implementing Individualized Education Plans are covered. Differentiating curriculum, Universal Design Learning and Teaching strategies, and interventions including assistive technology, for children with moderate to intensive learning needs for both inclusive and self-contained or resource classrooms are explored in depth. Includes a required field experience of 30 hours. Prerequisite: EDU 230; Co-requisite: EDU 250.

**EDU 332 Inclusive Education**

**4 credits**

In this course, teacher candidates will synthesize theory and practice to teach all children, including students with: cultural and linguistic diversity, early learning needs, special abilities, typically developing, developmental delays, and physical disabilities. This course focuses on establishing and maintaining collaborative relationships with families and educational professionals. Topics covered include intervention terminology, laws, differentiating for a wide variety of disabilities and learning styles, integrating curriculum, supporting social acceptance and peer learning, co-teaching, and building an inclusive learning community. The students will learn how to combine CEC standards with NAEYC standards. This course should be taken with a “major” methods course in the program to enable the students to infuse inclusive methods and theory into every aspect of their teaching as most classrooms are inclusive. Course offered in a blended format. Prerequisite: EDU 210 or PSY 220.

**EDU 333A Early Childhood Science Methods**

**2 credits**

This science methods course provides early childhood education candidates with the current knowledge and ability to develop and implement meaningful learning experiences for children, ages three through eight years. The emphasis is on learning experiences that are developmentally appropriate, meaningful, and aligned with the science content standards for the state of Ohio. Candidates will be expected to evaluate topics of study in terms of conceptual soundness and intellectual integrity; select and create developmentally appropriate materials, and establish procedures for communicating with families. A field component of this course is included. Prerequisite: EDU 339. Formerly a component of EDU 343b/343f.

**EDU 333B Early Childhood Math Methods**

**2 credits**

This math methods course provides early childhood education candidates with the current knowledge and ability to develop and implement meaningful learning experiences for children, ages three through eight years. The emphasis is on learning experiences that are developmentally appropriate, meaningful, and aligned with the mathematics content standards for the state of Ohio. Candidates will be expected to evaluate topics of study in terms of conceptual soundness and intellectual integrity; select and create developmentally appropriate materials, and establish procedures for communicating with families. A field component of this course is included. Prerequisite: EDU 339. Formerly a component of EDU 343b/343f.

**EDU 333C Early Childhood Social Studies Methods**

**2 credits**

This social studies methods course provides early childhood education candidates with the current knowledge and ability to develop and implement meaningful learning experiences for children, ages three through eight years. The emphasis is on learning experiences that are developmentally appropriate, meaningful, and aligned with the social studies content standards for the state of Ohio. Candidates will be expected to evaluate topics of study in terms of conceptual soundness and intellectual integrity; select and create developmentally appropriate materials, and establish

procedures for communicating with families. A field component of this course is included. Prerequisite: EDU 339. Formerly a component of EDU 343b/343f.

**EDU 334A Teaching Science in the Intermediate Grades** **2 credits**

The purpose of this course is to familiarize teacher education candidates with science curriculum for children in grades four and five and with instructional techniques appropriate for the delivery of the curriculum. Course content is closely aligned with recommendations of authorities and national organizations, with a solid foundation in the Ohio Academic Content Standards for Science. The course is designed to extend the teacher candidate's understandings of science content and methodology so that science instruction is seen in terms of active children, making appropriate use of technology in learning science as a relevant and coherent body of knowledge that relates to diverse cultures. Prerequisite: Eight credits of college level science.

**EDU 334B Teaching Mathematics in the Intermediate Grades** **2 credits**

The purpose of this course is to familiarize teacher education candidates with mathematics curriculum for children in grades four and five and with instructional techniques appropriate for the delivery of the curriculum. Course content is closely aligned with recommendations of authorities and national organizations, with a solid foundation in the Ohio Academic Content Standards for Mathematics. The course is designed to extend the teacher candidate's understandings of mathematical content and the methodology so that mathematics instruction is seen in terms of active children, making appropriate use of technology in learning mathematics as a relevant and coherent body of knowledge that relates to diverse cultures. Prerequisite: MTH 150 or equivalent.

**EDU 335 Introduction to Middle Childhood, Diversity and Classroom Management** **4 credits**

A study of current practices in applied learning and curriculum development for early adolescents with emphasis on the middle school environment. Focus is placed on understanding the diversity of the student as well as organizational structures that support a student-centered curriculum in middle school settings (grades 4-9). Includes current practices of advisories and family involvement in the education and care of the learner. This course has a service-learning component of 15 hours outside of class time. This course fulfills the diversity, global, and multicultural requirement.

**EDU 336 Teaching and Learning in the Intermediate Grades** **4 credits**

The purpose of this course is to familiarize teacher candidates with the developmental needs of the intermediate age group, the organizational structures of the elementary/middle grades, and standards set by the National Middle School Association. Focus is placed on understanding the diversity of the students and ways of supporting the students through current research and best practices. Prerequisite: Admission to the Education Division.

**EDU 339 Early Childhood Language Arts Preschool through Grade Five Methods and Assessment** **4 credits**

This integrated language, literacy and assessment methods course provides early childhood candidates with the current knowledge and ability to develop and implement meaningful learning experiences for children preschool through grade 5. Candidates will be expected to evaluate topics of study in terms of conceptual soundness, and create developmentally appropriate materials based on curriculum standards. Early childhood candidates will select, evaluate, interpret, and use culturally unbiased informal and formal assessments to plan individualized learning experiences, to develop teaching practices, assess developmental progress of students, and establish procedures for communicating with families. Includes a 30-hour field experience in which teacher candidates apply methods for teaching integrated language, literacy, and assessment in an early childhood setting. Prerequisites: EDU 103, 210, 211, 212, 218.

**EDU 345 Study of Ohio****2 credits**

This course provides candidates with current knowledge, skills, and dispositions about the State of Ohio. The emphasis is on K, S, Ds as outlined by the Ohio Academic Content Standards and is needed by all candidates who teach social studies in grades 4-5. The course will focus on the pivotal historical, cultural, geographic, economic, and political/citizenship events in 'Ohio' from prehistory to the present day.

**EDU 346 Adolescent to Young Adult (Secondary) and Multi-Age (PreK-12)****Methods****4 credits**

A study and practice of the art and the science of teaching as informed by state standards for teacher licensure including: secondary curricula, unit/lesson planning, instructional strategies, learning environments, motivation, classroom management, collaboration, student diversity and exceptionality, assessment/evaluation, the integration of technology in teaching and learning, and professionalism. Prerequisite: Admission to the Education Division, EDU 220 or consent of the instructor/advisor. Co-requisite: EDU 346a.

**EDU 346a Adolescent to Young Adult (Secondary) and Multi-Age (PreK-12)****Methods Field Experience****2 credits**

This 60-90 hour secondary field experience will take place in a secondary classroom in an urban setting. This field experience enables the candidates to apply theory to practice while observing, tutoring, and teaching in their specific area of licensure. Co-requisite: EDU 346 and content methods: EDU 353, EDU 354, EDU 355, MTH 352, or ART 237.

**EDU 347 Language Arts Methods for Middle Childhood & Assessment****4 credits**

A study of the planning and delivery of the Language Arts curriculum for middle childhood. Ohio's Academic Content Standards will frame the exploration of curriculum, lesson planning, instructional strategies and student assessment. An emphasis is placed on interdisciplinary instruction. Includes a minimum of 30 hours of field experience. Prerequisites: EDU 105, 211, 220 and 335.

**EDU 349a Middle Childhood Science Methods & Assessment****4 credits**

A study of the planning and delivery of the science curriculum for middle childhood. Emphasis will be on the philosophy, characteristics, learning theories, lesson planning, assessment and effective classroom practices as applied to the teaching of science in the middle childhood setting. Ohio's Academic Content Standards will frame the exploration of instruction and student assessment. Includes a minimum of 30 hours of field experience. Prerequisites: EDU 105, 220 or consent of the instructor.

**EDU 349b Middle Childhood Social Studies Methods & Assessment****4 credits**

A study of the planning and delivery of the social studies curriculum for middle childhood. Emphasis will be on the philosophy, characteristics, learning theories, curriculum, lesson planning, assessment and effective classroom practices as applied to the teaching of social studies in the middle childhood setting. Ohio's Academic Content Standards will frame the exploration of instruction and student assessment. Includes a minimum of 30 hours of field experience. Prerequisites: EDU 105, 220 or consent of instructor.

**EDU 349c Middle Childhood Mathematics Methods & Assessment****4 credits**

A study of the planning and delivery of the mathematics curriculum for middle childhood. Emphasis will be on the philosophy, characteristics, learning theories, curriculum, lesson planning, assessment, and effective classroom practices as applied to the teaching of mathematics in the middle childhood setting. Ohio's Academic Content Standards will frame the exploration of instruction and student assessment. Includes a minimum of 30 hours of field experience. Prerequisites: EDU 105, 220 or consent of instructor.



**EDU 350 Methods of Teaching Middle and Secondary Students with Mild to Moderate Educational Needs** **4 credits**

Developing, selecting, and using instructional media/technology and materials, assessments, curriculum adaptations, and methods with middle and secondary students who have Mild to Moderate educational needs. Specific focus on graduation tests, differentiating assessments and instruction, and collaborating, co-planning, and co-teaching with AYA professionals. Includes field experience of 30 hours. Prerequisite: EDU 230 and 330. Co-requisite: EDU 250.

**EDU 351 Methods of Teaching Middle and Secondary Students with Moderate to Intensive Educational Needs** **4 credits**

Developing, selecting, and using instructional media/technology and materials, assessments, curriculum content adaptations, and methods with middle and secondary students who have Moderate to Intensive educational needs. Specific focus on graduating tests, differentiating assessments and instruction, and collaborating, co-planning, and co-teaching with AYA professionals. Both academic and functional curriculum will be covered in addition to alternate assessments and assistive technology. Includes field experience of 30 hours. Prerequisite: EDU 230 and 331. Co-requisite: EDU 250.

**EDU 352 Adolescent to Young Adult (Secondary) Mathematics Field Experience** **2 credits**

Students are provided with field opportunities to observe and participate in various aspects of school and classroom settings, in a variety of mathematics areas and administrative elements; to tutor in the content area and to teach reading in the content area; and to relate the NCTM standards to the school curriculum and to align standards to their own unit/lesson planning and performance assessment system. Consists of 120-150 hours of field experience in 7-12 mathematics classrooms. Prerequisites: EDU 346, 346a, and MTH 352. Co-requisites: EDU 487, 488 or consent of instructor.

**EDU 353 Adolescent to Young Adult (Secondary) Science Teaching Methods** **4 credits**

This course prepares the science teacher education candidate to teach science to adolescent and young adults in grades 7-12, based on the National Science Teacher Standards (NSTA) and the National Science Education Standards (NSES). Through a study and application of the structure of scientific knowledge and the pedagogy of science, the teacher education candidate will be prepared in the art and science of teaching biology, chemistry, physics, and earth/space/environmental science with emphasis on the science processes of investigation, experimentation, problem-solving, critical thinking, value analysis, and concept teaching. Co-requisites: EDU 346 and EDU 346A.

**EDU 354 Adolescent to Young Adult (Secondary) Social Studies Teaching Methods** **4 credits**

This course prepares the social studies teacher education candidate to teach social studies to adolescent and young adults in grades 7-12, based on the National Council for the Social Studies Standards (NCSS). Through a study and application of the structure of social studies knowledge and the pedagogy of social studies, the teacher education candidate will be prepared in the art and science of teaching American History, World History, and U.S. Government with emphasis on current research, curricular designs, best practices and strategies, and assessment and evaluation techniques appropriate to social studies. Students will understand the interconnectedness of the social studies and the relationship of social studies to other disciplines. Co-requisites: EDU 346 and 346a.

**EDU 355 Adolescent to Young Adult (Secondary) Language Arts Teaching Methods** **4 credits**

This course prepares the language arts teacher education candidate to teach language arts to adolescent and young adults in grades 7-12, based on the National Council of Teachers of English (NCTE) Standards. Through a study and application of the structure of language arts knowledge

and the pedagogy of language arts, the teacher education candidate will be prepared in the art and science of teaching English and Communications with emphasis on current research, curricular designs, best practices and strategies, and assessment and evaluation techniques appropriate to the language arts. Students will understand the interconnectedness of the language arts and the relationship of the language arts to related disciplines. Co-requisites: EDU 346 and 346a.

**EDU 357 Library/Media Methods**

**4 credits**

A study of the role of the library/media specialist and program within the instructional process in schools pre K-12. Includes preparation of the media specialist for participation as an educational leader, an equal partner, and a change agent in the curriculum development process at both the building and district levels; for collaboration with other faculty to identify appropriate instructional strategies and creative use of resources; for collaboration with other faculty in the development of learning activities that will encourage students of all ages to assume responsibility for independent learning. Students will explore the distinctive features of several research process models and will practice teaching the construction of effective search strategies. Prerequisites: EDU 220, 348a; EDU 140, 261, or consent of the advisor.

**EDU 370 Collaboration with Parents and Professionals**

**4 credits**

Strategies to work with and learn from parents and education professionals in the best interest, and to meet the unique needs of all students. Establishing and maintaining good communication, writing and implementing educational plans with others as well as strategies for co-planning and co-teaching. Designing and leading parent and professional meetings, conferences and workshops will be explored in depth. A focus on working with diverse families in the educational and home setting is covered. Prerequisite: EDU 230. Co-requisite: EDU 330 or 331 or 350 or 351.

**EDU 379A CORE: Principles of Education**

**4 credits**

Justice is part of our schools. Or, is it? This course in educational foundations will develop from diverse perspectives an understanding of the historical, sociological, and philosophical roots of education as they are impacted by justice and the question “how shall we live.” Current educational issues and developments will structure the course as we look at how education became an institution and why it must continue to grow and change. Prerequisite: CORE 279 or appropriate transfer credit. Not open to students with credit in EDU 348A. This course fulfills the diversity, global, and multicultural requirement.

**EDU 479A CORE: Intervention Specialist**

**4 credits**

This course will critically examine truth from an educator’s perspective. Truths become evident when we critically examine questions of depth in education from multiple perspectives. In addition to the core seminar questions, other possible topics include classroom diversity and culture, collaboration among multiple stakeholders, and schooling as seen through the eyes of our learners. Co-requisite: EDU 480.

**EDU 479B CORE: Early Childhood**

**4 credits**

This course will critically examine truth from an educator’s perspective. Truths become evident when we critically examine questions of depth in education from multiple perspectives. In addition to the core seminar questions, other possible topics include classroom diversity and culture, collaboration among multiple stakeholders, and schooling as seen through the eyes of our learners. Co-requisite: EDU 482.

**EDU 479C CORE: Middle Childhood**

**4 credits**

This course will critically examine truth from an educator’s perspective. Truths become evident when we critically examine questions of depth in education from multiple perspectives. In addition to the core seminar questions, other possible topics include classroom diversity and culture, collaboration among multiple stakeholders, and schooling as seen through the eyes of our learners. Co-requisite: EDU 484.

**EDU 480 Supervised Teaching: Special Education Intervention Specialist 12 credits**  
Full-time supervised teaching of students with mild, moderate, or intensive educational needs in elementary, middle, or high schools. Pre-requisites: EDU 330 and 350; and/or 331, 351; Co-requisite: EDU 479A or equivalent.

**EDU 482 Supervised Teaching: Early Childhood 12 credits**  
Full-time supervised teaching in an early childhood classroom. Prerequisites: EDU 315, 332, 339, 333a, 333b, 333c (or equivalent), and 348a. Co-requisite: EDU 479B or equivalent.

**EDU 484 Supervised Teaching: Middle Childhood 12 credits**  
Full-time supervised teaching in a middle childhood classroom. Prerequisites: EDU 314 and two of the following: 335, 347, 349a, 349b, 349c. Co-requisite: EDU 479C or equivalent.

**EDU 1/2/3/485 Special Topics 1-4 credits**  
Investigation of a particular issue in education. Pre-requisite: Consent of instructor

**EDU 2/3/486 Independent Study 1-4 credits**  
Intensive individual work. Includes Honors Program Research. Pre-requisites: Consent of instructor, academic advisor, division chairperson.

**EDU 487 Adolescent to Young Adult (Secondary) and Multi-Age (PreK-12) Student Teaching: Secondary 12 credits**  
Full-time supervised student teaching in the student's area of licensure. The student teacher assumes responsibility for the full teaching load of the cooperating teacher including planning, teaching, evaluating and managing/disciplining, and teacher duties. Prerequisites: EDU 346 and 346a and Content Methods Course;; EDU 353, EDU 354, EDU 355, MTH 352, or ART 337. Co-requisite: EDU 488 or equivalent.

**EDU 488 Teaching Seminar: Adolescent to Young Adult (Secondary) and Multi-Age (PreK-12) 1 credit**  
A discussion of various professional education topics and a sharing of teaching experiences that assist the student in the transition from student to professional teacher. The Program Completion Portfolio is prepared and presented during EDU 488. Co-requisite: EDU 487.

**EDU 492 Library/Media Center Field Work and Seminar Pre K-12 4-12 credits**  
Ten weeks of full-time supervised experience in school library/media centers with visitation/seminar. At pre K-12 levels the student will cooperatively plan and teach information problem-solving skills, participate in school-wide leadership efforts toward integrating technology into the curriculum and assist school personnel in assessing the effectiveness of the school library/media program. The implementation of current research findings will be explored in the seminar. Candidates must have had at least two semesters of library/media courses at ODU. Prerequisites: EDU 346, 346a, 357 or equivalent.

## English as a Second Language

**ESL 130 Grammar III: Complex Structures 1-4 credits**  
Advanced level. Further development of American English and refinement of necessary structures for academic expression. .

**ESL 131 Composition III: Research and Academic Writing 1-4 credits**  
Advanced level. Various rhetorical modes of writing; introduction to writing research papers; use of library resources. When scheduling permits, students will have the opportunity to register in companion courses outside ESL using the content of the companion courses to develop these skills. Prerequisite: Placement exam. Fulfills Language Requirement.

**ESL 132 Reading III: Advanced and Literary Texts** **4 credits**  
Advanced level. Reading and study skills and strategies developed through reading and discussion of texts used in various academic areas. Focus on comprehension, meaning, and inference. Building speed and vocabulary through extensive and intensive reading. Attention to critical reading and affective dimensions of reading. Prerequisite: Placement exam. Fulfills Language requirement.

**ESL 134 Listening/Speaking III: Academic Discourse** **1-4 credits**  
Practical experience in academic note taking, oral presentations, methods of textual analysis, academic discussions, and debate. Prerequisite: Placement exam.

**ESL 185 Special Topics** **1-4 credits**  
Concentrated study in a particular area of English language. Prerequisite: Consent of instructor.

**ESL 286 Independent Study** **1-4 credits**  
Intensive individual work in an area of English language development. Prerequisites: Consent of instructor, academic advisor, division chairperson.

## English Language and Literature

**ENG 100a Basic Composition for International Students** **4 credits**  
A course in basic composition designed for international students who have completed ESL 131. Students will improve their understanding of theme, development, critical reading, and English grammar. Students who have earned a B or better in ESL 131 may request exemption from ENG 100a from the chairperson of the Language Division. This course does not fulfill composition or literature requirements. When taken, this course must be completed prior to ENG 101.

**ENG 100b Critical Reading** **2 credits**  
An intensive reading course and instruction of specific reading strategies to prepare the student to comprehend and retain college-level reading and thinking assignments. Focus will be on a practicum approach to reading efficiency and effectiveness. This course does not fulfill composition or literature requirements. When taken, this course must be completed prior to ENG 101.

**ENG 100c Review of Composition** **2 credits**  
A course in composition designed to equip students with the writing skills necessary for satisfactory completion of typical college writing assignments. Includes sentence structure, writing patterns in paragraphs and essays, and the revision process. This course does not fulfill composition requirements. Does not fulfill literature requirement. When taken, this course must be completed prior to ENG 101.

**ENG 101 Thinking and Writing Across the Curriculum** **4 credits**  
This course emphasizes the strategies students need for writing and thinking across the curriculum. By practicing writing strategies such as argumentation, researched writing (or writing with sources), summary, analysis, comparison and contrast, definition, students will build the skills needed to succeed as college writers. Each section will focus on a specific theme. Themes from previous classes have included the following: American identity, family, love, the politics of food, Native American culture, and biography. This course does not fulfill the literature requirement. Not open to students with credit for ENG 110.

**ENG 102 Scholarly Adventures: Researched Writing** **4 credits**  
Building upon the research skills from ENG 101, this course focuses primarily on academic research writing. Intensive reading and writing will be used to develop knowledge of analytical techniques in the liberal arts. There will be specific emphasis on reading strategies, library

research, integrating sources, argumentation, and the MLA method of documentation. Each section will focus on a specific theme. Themes from previous classes have included the following: American identity, family, love, the politics of food, Native American culture, and biography. This course does not fulfill the literature requirement. Prerequisite: ENG 101 or 110. Not open to students with credit for ENG 111.

**ENG 213 Literary Discourse**

**4 credits**

This course focuses on the various modes and methods of reading essential to the discipline of English. Students will gain an understanding of the terminology appropriate to a wide range of critical approaches: formalist, historicist, reader-response, and feminist, among others. Special attention will be given to the close reading of a variety of genres, a valuable skill with broad and interdisciplinary applications. Recommended for English majors. Prerequisites: ENG 101-102 or 110-111.

**ENG 215A Survey of British Literature I**

**4 credits**

Surveys predominantly the traditional, canonical writers of England of the Anglo-Saxon period, the Middle Ages, the Renaissance, and the Enlightenment. The course emphasizes historical and cultural influences on writers such as the Beowulf poet, Chaucer, Shakespeare, Donne, Spenser, Milton, Pope, Swift, and Samuel Johnson. The history of English—its dialects and levels of usage—is also covered. Prerequisites: ENG 101-102 or 110-111.

**ENG 215B Survey of British Literature II**

**4 credits**

Surveys the major writers of England from the Romantic and Victorian periods and through the twentieth century. The course emphasizes historical and cultural influences on writers such as Blake, Coleridge, Wordsworth, George Eliot, Arnold, Browning, Joyce, Eliot, and Woolf. The history of English—its dialects and levels of usage—is also covered. Prerequisites: ENG 101-102 or 110-111.

**ENG 216 Survey of American Literature**

**4 credits**

Surveys the major writers of the United States from colonial times through the twentieth century. The course emphasizes historical and cultural influences on writers such as Emerson, Whitman, Melville, Twain, and Faulkner. Prerequisites: ENG 101-102 or 110-111.

**ENG 220 Professional Writing**

**4 credits**

A study of the various forms of business and technical writing: resumes, correspondence, proposals, case studies, and reports. Especially useful for liberal arts majors who want to make themselves more marketable in their careers and for those interested in professional writing. Grammar and language acquisition emphasized. Non-print media also included. Prerequisites: ENG 101-102 or 110-111. Not open to students with credit in BA/BUS 120. This course does not fulfill the literature requirement.

**ENG 279A CORE: Conflict and Community**

**4 credits**

How are communities—particularly the idea of the common good—affected by large-scale conflict? What happens to individuals and society when divergent or opposing definitions of the common good clash? This course seeks to explore answers to these questions through the lens of a particular major United States conflict (the Vietnam War, for example). Using memoirs, novels, poems, and film—and by interviewing participants, veterans, and survivors of conflict—we will attempt to gain not only an understanding of the various communities affected by that conflict but also lasting insight into the effects of war and other social upheavals on the idea of the common good. Prerequisites: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the Arts requirement (Literature).

**ENG 279B CORE: Home and Away: Epics and Utopias**

**4 credits**

An exploration of community and the common good based on some of the central epics in the western tradition—*The Odyssey*, *Beowulf*, and *Paradise Lost*—and renaissance and more recent

utopias. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the Arts requirement (Literature).

**ENG 322 Creative Writing**

**4 credits**

This course focuses on the means of presentation, production, and publication methods and options for writers. Grammar and language acquisition emphasized. Non-print media also included. Does not fulfill the literature requirement. Prerequisites: ENG 110-111 or 101-102 or consent of instructor.

**ENG 326 Advanced Critical Writing**

**4 credits**

This course provides extensive opportunities for experienced writers to develop advanced stylistic techniques essential to good writing. The focus ranges from microscopic (nuances in grammar) to macroscopic (writing theory), as well as the means by which we read and write for different purposes. Non-print media also included. Recommended for those interested in professional writing, teaching, and especially for the English major planning graduate study. Prerequisites: ENG 101-102 or 110-111. Does not fulfill the literature requirement.

**ENG 330 Major Authors**

**2-4 credits**

This course offers an in-depth examination of a single author, or auteur, whose life and works comprise an important contribution to the field of literature. The focus of a particular course will be reflected in the title. Prerequisites: ENG 101-102 or 110-111. May be repeated for up to eight credits on different authors.

**ENG 342 African Literature**

**4 credits**

A general survey of African literature including the oral traditions that formed its background. Students will examine various forms of African artistic expression including oral literature, short story, and novels. Students will read literary texts originally written in English or in English translation. Reading of primary texts will be supplemented with critical essays and documentary films. Prerequisites: ENG 101-102 or 110-111. This course fulfills the diversity, global, and multicultural requirement.

**ENG 343 The Literature of American Diversity**

**4 credits**

A study of literary works and authors not usually included in the traditional canon because of race, ethnic background, gender, age, or other factors. The class includes works by the minority cultures of African-American, Native American, Asian-American, and Hispanic-American as well as other groups left outside the mainstream of the American experience. Prerequisites: ENG 101-102 or 110-111. This course fulfills the diversity, global, and multicultural requirement.

**ENG 344 Nineteenth-Century American Fiction**

**4 credits**

By reading authors such as Thoreau, Hawthorne, Melville, and Whitman, students will study what is often called "the American Renaissance." In addition, understanding of romanticism, realism, and other major literary trends of the time, will be developed, discussed, and analyzed. Prerequisites: ENG 101-102 or 110-111; ENG 346.

**ENG 346 Twentieth-Century American Literature**

**4 credits**

A representative study of the poetry, drama, and fiction of the United States since 1900. Prerequisites: ENG 101-102 or 110-111.

**ENG 348A The Epic Tradition**

**4 credits**

A study of the tradition, form, and content of the epic from Homer to Milton. Emphasizes the role of the hero and deals with issues such as war, nature, human progress or regress, and theodicy. Prerequisites: ENG 101-102 or 110-111.

- ENG 348C Studies in the Biographic Arts** **4 credits**  
 An examination of the various biographies and autobiographies, paying close attention to the characteristics of the biography as a genre, the various permutations throughout history, and its often complex relationship to fiction. Prerequisites: ENG 101-102 or 110-111.
- ENG 348D Women in Literature and Psychology** **4 credits**  
 A study of the psychological treatment and images of women in literature and of psychological theories relevant to women. Prerequisites: ENG 101-102 or ENG 110-111. This course fulfills the diversity, global, and multicultural requirement.
- ENG 348f Thematic Studies: The Great Chain of Ideas** **4 credits**  
 Using concepts Arthur Lovejoy describes in *The Great Chain of Being*, this course will explore essential connections in the human search for truth. Course materials will be of particular interest to students who enjoy the humanities. Readings may include *The Odyssey*, selected plays of Sophocles, segments of the Arthurian legends, a sampling of Chaucer, *The Hunchback of Notre Dame*, and *Brave New World*. Prerequisites: ENG 101-102 or 110-111.
- ENG 348G Film and Literature** **4 credits**  
 By reading and analyzing literature in relationship to film, filmic techniques, and film's history, this course will explore the often complex and frequently competitive relationship between film and literature. Students analyze print and non-print materials, while also creating print and non-print projects. Prerequisites: ENG 101-102 or 110-111.
- ENG 351 Studies in Romanticism** **4 credits**  
 Students will study how the Romantic writers in England and the United States contributed to new ways of thinking about nature, the individual, God, art and other issues. Includes such writers as Wordsworth, Keats, Coleridge, Shelley, Byron, Emerson, Thoreau, Irving, Hawthorne, and Poe. Prerequisites: ENG 101-102 or 110-111.
- ENG 352 Studies in Victorian Literature** **4 credits**  
 This class explores how Victorian writers reacted to a time of industrialization, profound changes in science (evolution, for instance), social upheaval, religious doubt, and views of art, and how these issues relate to the twentieth and twenty-first centuries. Authors typically covered include Dickens, the Bronte sisters, Thackeray, Gaskell, Tennyson, Arnold, Browning, Newman, Trollope, and Wilde. Prerequisites: ENG 101-102 or 110-111.
- ENG 353 Twentieth-Century British Literature** **4 credits**  
 A study of the literature of Modernism and its aftermath, focusing on the poetry, drama, and fiction of Great Britain since 1900. Authors will include such figures as Joyce, Woolf, Eliot, Conrad, and Beckett. Prerequisites: ENG 101-102 or 110-111.
- ENG 357 World Literature** **4 credits**  
 A study of selected masterpieces, in English translation, by international authors whose native language is not English. There will be an exploration of interplay between English-language and other language literatures, discussion of the place of translation, analysis of universal motifs, and exposure to authors not widely read in the United States. Prerequisites: ENG 101-102 or 110-111. This course fulfills the diversity, global, and multicultural requirement.
- ENG 379A CORE: Feast and Famine: Class and Culture In Literature and Film** **4 credits**  
 This course examines the question of justice by examining the haves and have-nots in literature and film. Issues revolving around race, class, and gender will be raised through the analysis of a variety of literary genres and films. This course fulfills the diversity, global, and multicultural requirement and the Arts requirement (Literature). Prerequisite: CORE 279 or appropriate transfer credit.

**ENG 450 Studies in the Novel****2-4 credits**

A study in the forms, techniques, and historical evolution of the novel through the discussion of a particular theme, author, group of authors, or literary movement. A particular course's focus will be reflected in its title when it is offered. Prerequisites: ENG 101-102 or 110-111. May be repeated up to eight credits on different topics.

**ENG 451 Studies in Women's Literature****4 credits**

Explores the roles women have played in the history of literature and explores the contributions of female artists. The course also addresses issues of empowerment, marginalization, and voice. Some sections may include a service-learning component. Prerequisites: ENG-101-102 or 110-111.

**ENG 452 Studies in the Short Story****4 credits**

A study in the forms, techniques, and historical evolution of the short story as a literary genre through the discussion of authors, themes, and literary movements. Prerequisites: ENG 101-102 or 110-111.

**ENG 455 Studies in Poetry****2-4 credits**

A study in the forms, techniques, and historical evolution of poetry through the discussion of a particular theme, author, group of authors, or literary movement. The course's focus will be reflected in the course titles in the course offering bulletins. Prerequisites: ENG 110-111 or 101-102. May be repeated up to eight credits on different topics.

**ENG 456 Studies in Drama****2-4 credits**

A study in the forms techniques and historical evolution of drama through the discussion of a particular theme, author, group of authors, or literary movement. The course's focus will be reflected in the course titles in the course offering bulletins. Prerequisites: ENG 101-102 or 110-111. May be repeated up to eight credits on different topics.

**ENG 460 The Age of Chaucer****4 credits**

A study of Chaucer and other major writers of the fourteenth and fifteenth centuries. Prerequisites: ENG 101-102 or 110-111.

**ENG 463 The Age of Shakespeare****4 credits**

A study of the major works of Shakespeare and other dramatists from the sixteenth and seventeenth centuries. This course will focus on various genres. Prerequisites: ENG 101-102 or 110-111.

**ENG 479 CORE: Literature Theory/Practice****4 credits**

This course offers students the opportunity to develop their professional, career, writing, and analytic skills through a variety of assignments. Students will not only read great works of literature, they will also learn about career development and the world of literary theory in order to better prepare them for the more advanced research activities of graduate and professional schools. The course is organized around issues regarding literature and the acquisition of knowledge. How do we know what we know? What is art? Who determines the canon and/or a great work of art? What is literary theory and interpretation? And, importantly, how have these questions been answered differently throughout the ages. The literature readings have been chosen to illustrate the close relationship, rather than the divisions, between literature and theory. In the end, the course asks students to 1) determine the truths they have learned about literature, and 2) examine how they know or came to know these truths. Prerequisites: Completion of junior core seminar, junior status, or permission of instructor.

**ENG 1/2/3/485 Special Topics****1-4 credits**

Advanced courses on writers or subjects of special significance or interest to groups of students or faculty.



**ENG 2/3/486 Independent Study****4 credits**

This class gives students the chance to develop individual creative, critical, and research projects. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, division chairperson.

**ENG 497 Internship****4 credits**

Supervised fieldwork of 160 hours in creative writing, professional writing, or other activities in English language and literature. Students will be expected to meet regularly with the division chairperson. Prerequisites: junior standing, 3.0 average in major, consent of instructor, academic advisor, and division chairperson; successful completion of application requirements for internship.

## Environmental Studies and Science

**ENV 110 Environmental Science****2 credits**

A study of the connection of people and the environment. Emphasis on both a local focus on the urban/rural interface of central Ohio and the large scale study of atmosphere and ocean interactions from an environmental perspective, including circulation patterns, physical properties of the atmosphere and oceans, and the chemistry of air-water interactions.

**ENV 111 Astronomy****2 credits**

Study of the heavens. Topics include the life cycle of stars, phases of the moon, a descriptive study of the planets and constellations, and the evolution of our concept of the universe from Ptolemaic beliefs to modern cosmology. Includes laboratory.

**ENV 112 Meteorology****2 credits**

A study of the dynamic nature of our atmosphere, the physical processes that shape weather and climate and the factors that control prediction of the weather. Includes laboratory.

**ENV 113 Geology****2 credits**

An introduction to physical geology with an emphasis on those processes acting to create rocks and minerals, landforms, and structures in and on the earth. Includes laboratory.

**ENV 114 Oceanography****2 credits**

An introduction to the study of the world's oceans from an environmental perspective that covers fundamental topics such as marine life, the physical properties of the oceans, and the chemistry of water.

**ENV 116 Food, Water, and Energy****4 credits**

This course is a survey of three critical elements of the human environment, food, water and energy. It includes human's search for these necessary quantities and how their exploitation by the human race impacts the environment in general. This class integrates food, water and energy with environmental exploration and describes the natural world and how humans affect it.

**ENV 240 Understanding NEPA****4 credits**

An introduction to the working language of environmental policy and management as mandated by the National Environmental Protection Act (NEPA) and the Clean Water Act. Emphasis will be placed on learning to understand, comment on, and write Environmental Assessments (EA), Environmental Impact Statements (EIS), and permits required by the Clean Water Act. Prerequisites: BIO 107 or BIO 203; ENV 110.

**ENV 279A CORE: Applied Sustainability****4 credits**

What is sustainability? How is it addressed across a range of disciplines? How can we understand how to live sustainably, in community from the local to global perspective? An integrated approach will apply understanding and advances in architecture, business, chemistry,

biology, education, psychology, and ecology to living sustainability in community with others and the environment. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the science requirement for non-science majors. Not open to students with credit in ENV 230.

**ENV 320 Water Resource Management**

**4 credits**

An exploration of watersheds, stream ecology, and water as a human resource. We will examine aquatic ecosystems, human impacts on water resources, and the growing freshwater crisis. Prerequisite: BIO 107 or BIO 202.

**ENV 386/486 Independent Study**

**1-4 credits**

**ENV 497 Internship and Capstone**

**4 credits**

An intensive class investigation into an environmental problem in central Ohio. Students will be involved in the direction of the course. Students will also be active in an internship of their choice, working at least 200 hours on real world environmental problems. Class time will also involve reflections on this experience. Prerequisites: Senior Standing and successful completion of at least 16 semester credits in the major.

## Exercise Science

**EXSC 210 Electrocardiography (EKG) Analysis**

**2 credits**

This course provides a basic understanding of the electrical activity of both normal and abnormal heart rhythms. Students will learn to read and interpret an electrocardiogram (EKG). Prerequisite: BIO 203.

**EXSC 214 Introduction to Pharmacology**

**2 credits**

This course provides a basic understanding of commonly used drugs, supplements, and medications currently involved in exercise and health. This course will also examine the effects of these drugs, supplements, and medications on exercise tolerance and performance. Prerequisite: BIO 203. Not open to students who have taken BIO 109.

**EXSC 218 Motor Learning**

**4 credits**

This course provides a basic clinical understanding of motor learning and how this occurs; particularly how motor skills are learned and re-learned. Includes laboratory. Prerequisite: PEH 125. Not open to students who have taken PEH 350.

**EXSC 240 Introduction to Kinesiology**

**2 credits**

This is an introductory course that describes the movement of the body during various activities. Focus is placed on the physical movement and how this pertains to different activities and populations. Prerequisite: PEH 125. Not open to students who have taken PEH 240.

**EXSC 262 Introduction to Pathophysiology**

**2 credits**

This course provides a basic understanding of disease and the physiology behind the disease. This course will provide a basis in recognizing and understanding specific diseases in unhealthy populations. Prerequisite: BIO 203.

**EXSC 355 Personal Training**

**4 credits**

This course provides a knowledge base of personal/corporate fitness training. Students will learn techniques, exercises, handling of clients, and administrative work involved with personal training. Prerequisite: BIO 342.

**EXSC 370 Biomechanics****4 credits**

This course provides an in-depth understanding of how the components of the musculoskeletal system produce human movement. Students will also learn how the body deals with every day external forces placed on joints and the effects of aging. Prerequisite: BIO 342.

**EXSC 480 Exercise Testing and Prescription****4 credits**

This course integrates previous knowledge learned as an Exercise Science major into assessing and prescribing exercise for different populations. Special populations and diseased populations will also be discussed; includes laboratory. Prerequisite: BIO 354.

**EXSC 497 Internship in Exercise Science****1-4 credits**

This is a supervised internship of 40 work hours per credit hour for students wishing to seek employment in a professional work place (e.g. personal trainer, corporate fitness, and so forth). The student will arrange the internship and preceptor of choice and set up this arrangement with the advisor. Grading is on a pass/fail basis. Prerequisites: Exercise Science major; EXSC 480; and 3.000 cumulative grade-point average.

## Finance

**FIN 110 Personal Finance****4 credits**

This course gives students a practical, down-to-earth introduction to sound money management. It explores the real-life problems that students will face, and trains them to solve those problems. Students will develop the skills needed to deal with housing, insurance, investments, budgeting, the workplace, retirement, smart shopping, borrowing and more.

**FIN 310 Investments****4 credits**

Providing a solid foundation for success in the field of investments, this course focuses on the useful and practical implications of financial theory. The usefulness of financial theory lies in the framework it provides for characterizing and predicting stock and bond returns. The major focus of the course is on stocks, bonds and financial derivatives, such as options, futures and futures options. This course serves as the springboard to more advanced courses within the Finance major. Prerequisite: ACT 210.

**FIN 325 Managerial Finance****4 credits**

A study of the forms of business organization, the financial organization of business activities, and financial decision theory. Prerequisite: ACT 210 or ACT 205; ECN 205; MTH 140.

**FIN 328 Entrepreneurial Finance****4 credits**

This course introduces the theories, knowledge, and financial tools an entrepreneur needs to start, build, and harvest a successful venture. Sound financial management practices are essential to a venture's operation. The successful entrepreneur must know how and where to obtain the financing necessary to launch and develop the venture. Eventually, that same successful entrepreneur must know how and when to interact with financial institutions and regulatory agencies to take the venture to its potential and provide a return and liquidity for the venture's investors. Prerequisite: FIN 325.

**FIN 330A Case Studies in Financial Services Management****2 credits**

A study of financial decision making in financial services through the analysis of qualitative and quantitative factors presented in case situations. Analysis of case situations may include utilization of computer applications. Prerequisite: FIN 325.

**FIN 330B Case Studies in Corporate Financial Management****2 credits**

A study of financial decision making in corporate finance through the analysis of qualitative and quantitative factors presented in case situations. Analysis of case situations may include utilization of computer applications. Prerequisite: FIN 325.

**FIN 380 A Review for NASD Series 6 Exam****2 credits**

This course is designed to prepare students to sit for the NASD Series 6 examination. The NASD Series 6 is used to qualify candidates for an investment company/variable contracts products limited representative. Registered Representatives in this limited category of registration are permitted to transact a member's business in redeemable securities of companies registered pursuant to the Investment Company Act of 1940, securities of closed-end companies registered pursuant to the Investment Company Act of 1940 during the period of original distribution only, and variable contracts and insurance premium funding programs and other contracts issued by an insurance company except contracts that are exempt securities. This category of registration does not allow a RR to transact a member's business in corporate securities, direct participation programs, municipal securities, or option products. It is anticipated that students who successfully complete this course will find internships with financial institutions that sponsor them for the actual exam. Prerequisite: FIN 310.

**FIN 405 Financial Statement Analysis and Security Valuation****4 credits**

The premise of this course is that students learn financial statement analysis most effectively by performing the analysis on actual companies. Students learn to integrate concepts from economics, business strategy, accounting, and other business disciplines. This course is designed to synthesize the knowledge learned in accounting, finance, and economics and apply that knowledge to the study of actual companies. Prerequisite: ACT 210 and FIN 325. Not open to students with credit for AIS/BUS/FIN 350.

**FIN 410 Intermediate Finance****4 credits**

This course is designed for finance majors and serves as an extension of FIN 325 Managerial Finance. Much of the material in FIN 325 will be revisited in greater depth. The objective of the course is to explore the theories and concepts of corporate finance, including the fundamentals of working capital, acquisition of capital, capital budgeting, and dividend policy in greater depth. The focus of this course is on financial management techniques under uncertainty and managing the balance between assets and liabilities. This course is designed to prepare the student for graduate level finance work. Prerequisite: FIN 325.

**FIN 425 Bank Management****4 credits**

The management and regulatory environment of commercial banks has seen rapid change in recent years. This course is designed to introduce commercial bank management and the recent changes. The course focuses on bank management problems now and in the 21<sup>st</sup> Century in a way that helps students apply financial concepts to a variety of credit, investment, and funding decisions. Prerequisite: FIN 325.

**FIN 430 Real Estate Finance and Investments****4 credits**

The management and regulatory environment of commercial and residential real estate has seen rapid change in recent years. This course is designed to provide a modern introduction to the investment opportunities and the recent changes. The course focuses on financing and investment problems now and in the 21<sup>st</sup> Century in a way that helps students apply financial concepts to a variety of credit, investment, and funding decisions. Prerequisite: FIN 325.

**FIN 435 Risk Management and Insurance****4 credits**

An introduction to the legal principles underlying insurance, the basics of risk management, the application of risk management techniques to personal risk management problems, personal property and liability insurance contracts including the personal auto policy and the homeowner's package, insurance regulation, and the insurance marketplace. This course provides a comprehensive study of the property-liability insurance industry as well as various economic and

financial implications related to issues such as automobile, life, health and property insurance costs and prices, tort reform effects on insurance markets, insurance distribution systems, corporate governance and organizational structure of insurance companies. Prerequisite: FIN 325.

**FIN 480 A Review for the NASD Series 7 Exam**

**4 credits**

This course is designed to prepare students to sit for the NASD Series 7 examination. Successful completion of this examination would qualify a candidate to conduct a member's business in stocks, bonds, mutual funds, and limited partnerships. The Series 7 exam determines whether a candidate has attained the level of competency required to function as a Registered Representative. This category of registration does allow a RR to transact a member's business in corporate securities, direct participation programs, municipal securities, or option products. It is anticipated that students who successfully complete this course will find internships with financial institutions that sponsor them for the actual exam. Prerequisites: ACT 220; FIN 310, 325.

## French

**FRN 110 Elementary French I**

**4 credits**

Introduction to the fundamentals of the French language with intensive practice in listening, speaking, reading, and writing skills. Use of authentic materials, tapes, and videos.

**FRN 111 Elementary French II**

**4 credits**

Continuation of French I. Prerequisite: FRN 110 or Language Division placement measure. Fulfills Language Requirement.

**FRN 1/2/3/485 Special Topics**

**1-4 credits**

Concentrated study in a particular area of French. Prerequisite: Consent of instructor.

**FRN 2/3/486 Independent Study**

**1-4 credits**

Intensive individual work in French. Prerequisites: Consent of instructor, academic advisor, division chairperson.

## Geography

**GEO 125 World Geography**

**4 credits**

An introduction to the academic discipline of geography; a comprehensive study of representative world regions. Interdisciplinary in content (culture, history, politics, economics, etc.), geographic in focus. This course fulfills the diversity, global, and multicultural requirement.

## German

**GRM 110 Elementary German I**

**4 credits**

Introduction to the fundamentals of the German language with intensive practice in listening, speaking, reading, and writing skills. Use of authentic materials, tapes, and videos.

**GRM 111 Elementary German II**

**4 credits**

Continuation of German I. Prerequisite: GRM 110 or Language Division placement measure. Fulfills Language Requirement.

**GRM 1/2/3/485 Special Topics****1-4 credits**

Concentrated study in a particular area of German, for example, conversational German, business language, short stories. Repeatable. Prerequisite: Consent of instructor.

**GRM 2/3/486 Independent Study****1-4 credits**

Intensive individual work in German. Prerequisites: Consent of instructor, academic advisor, division chairperson.

## History

**HST 106 World History I****4 credits**

A study of the World history from the dawn of civilization to the early modern period. Areas of focus include the Near East, China, India, Japan, sub-Saharan Africa, Europe, and the Americas.

**HST 107 World History II****4 credits**

A continuation of World history from 1500 to the present in terms of the political, cultural, social, scientific, and religious events that have produced the Modern World. Special emphasis will be given to the development of nation-states and their policies of imperialism, the scientific and technological revolution, political and social revolutions, World War, capitalism, and the emergence of the global economy.

**HST 110 Western Civilization I****4 credits**

This course is an introduction to the history of Western Civilization, beginning with a study of the contributions made by Greece and Rome, and continuing with the development of Western society in Medieval Europe, the Renaissance, and the period of exploration and conquest. Not open to students with credit in HST 231.

**HST 111 Western Civilization II****4 credits**

A study of modern European civilization from the 17<sup>th</sup> Century through World War I through selected areas of study: e.g., imperialism, the rise of the nation-state, political economy, revolution, the breakdown of religion as a unifying idea. Not open to students with credit in HST 232.

**HST 131 Far East: Beginning to Present****4 credits**

A study of China, Japan, Korea, and Southeast Asia with emphasis on the political, economic, and cultural history, and the impact of Western contacts on these nations.

**HST 201 American History I****4 credits**

An analysis of the colonial heritage of the United States, the causes and consequences of the American Revolution, the political, social, and economic development of the new nation through the Civil War and its aftermath. Not open to students who have taken HST/HI 120.

**HST 202 American History II****4 credits**

An analysis of the rise of big business, the labor movement, the emergence of the United States as a world power; the Progressive Reform movement; World War I, the Great Depression, World War II and the Cold War era. Not open to students who have taken HST/HI 121.

**HST 215 Issues in History****2 credits**

This course will examine selected issues in the study of history. Topics may vary with each offering and partially satisfy one of the three concentrations in history. This course may be repeated when the topic has changed.

**HST/SOC 226 The Ethnic Experience in America****4 credits**

A study of Native American and non-English speaking immigrant ethnic groups within the development of the U.S. with specific attention to the issues of dominant and minority relations, assimilation or ethnic pluralism and culture, color, gender, and social class as negative or positive factors in ethnic relations.

**HST 230 History of Latin America****4 credits**

A study of patterns in the conquest and colonization of Latin America and the continuity and change in these patterns from independence and national consolidation through contemporary struggles with socio-economic and political development.

**HST 245 The Middle East and Islam****4 credits**

An exploration of the historical, religious, social, and political factors that have produced the contemporary Islamic Middle Eastern world. Special consideration will be given to Islam as one of the three great Western religions. Not open to students with credit for HST 348d.

**HST 279A CORE: History of Western Monasticism****4 credits**

This seminar explores the history of monastic communities from their earliest development to the end of the Middle Ages. Particular attention will be paid to communal life in Judaism and early Christianity, the development of coenobitism in Egypt and Greece, the institutionalization of Western monasticism, ninth and twelfth-century reforms, and the rise of the mendicant orders in the twelfth and thirteenth century. Comparison will also be made to traditions of communal life in other World religions. Over the course of the seminar students will consider the paradox of the anti-social community, the pursuits of active and contemplative life, the practicalities of stability, recruitment and governance, and issues of luminosity and marginalization. Prerequisite: CORE 179 or appropriate transfer status. This course fulfills the Arts requirement (History).

**HST/ART/POL 279C CORE: American Political Thought: Nature and the Common Good****4 credits**

A study of the concept of nature as used in Anglo-American thought and how these usages influence an understanding of the natural, social, and political environments of the United States. Special emphasis given to American political theory, its illustration through the 19<sup>th</sup> century American landscape movement, and the inability of U.S. thinkers to appreciate the common good. Not open to students with credit in POL/HST/ART-335 or POL-348F.

**HST 305 The Ancient World****4 credits**

A study of the foundations of Western civilization, with special emphasis on the ancient Near East, Greece, and Rome.

**HST 317 Europe in the Age of Revolutions****4 credits**

A study of the major revolutionary movements in early modern Europe (1500-1890). Selected topics include the period of religious wars, movements of scientific inquiry, the enlightenment, ideological and political revolutions, industrialism, and imperialism. Not open to students with credit in HST-211.

**HST 320 Twentieth-Century America****4 credits**

A study of the political, economic, and social changes in the United States in the twentieth century and the role of the United States in international affairs. The thematic focus will be on the extent and speed of the changes in the World War II era, which laid the foundations for many of the present day challenges presented by issues of race, gender and class. Prerequisite: Consent of instructor.

**HST 330 World Powers in the Twentieth Century****4 credits**

A study of the interactions of the major world powers in the twentieth century with emphasis on the developments following World War I through the current challenges posed by the concept of a "global" community and economy. Prerequisite: Consent of instructor.

- HST/THL 342 History of Christianity in the United States** **4 credits**  
 A historical overview of the religious life, institutions, and thoughts of Americans from colonial times to the present with a special emphasis on the Catholic Church in the United States. Note: In the previous Core Curriculum, HST/THL 342 does not fulfill the core requirement in theology unless one additional course in theology is also taken. This course fulfills the diversity, global, and multicultural requirement.
- HST 344 Abraham Lincoln and the Civil War** **2 credits**  
 A study of Abraham Lincoln's life and leadership during our great national crisis, the Civil War. In the moral context of the war, the focus will be on Lincoln's skills as an orator and writer as well as President and politician. Not open to students with credit in HST 348C.
- HST 345 A History of Slavery in the United States** **2 credits**  
 A study of the "peculiar institution" of slavery in U. S. History, from its colonial origins through the antebellum era, culminating in emancipation in the context of the Civil War. Not open to students with credit in HST 348C.
- HST/POL 348E A History of U.S. Foreign Relations** **4 credits**  
 A study of the relationship between major expressions of U.S. foreign policy and the American ethos in the context of historic foreign policy challenges. Prerequisites: ENG 101-102 or 110-111.
- HST 348F History and Technology** **4 credits**  
 A consideration of the technological forces in human history through the study of selected social issues and the reading of primary texts.
- HST 350 Medieval Europe** **4 credits**  
 A study of Europe from 500-1500 tracing the development of medieval civilization through its apex and decline. Special consideration will be given to the artistic, intellectual, religious, social, and political events, which created the great European age of transition from the Ancient to the Modern worlds.
- HST 352 Modern Europe** **4 credits**  
 A study of Europe from 1890 to the present, tracing the transformation of Europe from the center to the periphery of world power. Topics to be discussed include Imperialism, World War, ideological conflicts, economic revival and unification, reemergence of nationalism and regionalism, and the dissolution of communism.
- HST/POL 365 The United States Presidency** **4 credits**  
 A study of the American Presidency – often described as “the most powerful political office in the world”- and the men who have occupied it. An analysis of the continuity and change in the institution since it was created by the Founding Fathers at the Constitutional Convention. The historical focus will be on the emergence of the Modern Presidency during the twentieth century. Prerequisite: POL 290.
- HST 370 Africa and America: The Uneasy Partnership** **4 credits**  
 Survey of the relationship between Africa, Europe and the Americas; examination of the cultures and histories of sub-Saharan Africa, the development of the slave trade, the middle passage, chattel slavery in the U.S., the Civil War and Reconstruction, racial thought in the U.S. from 1877, the Civil Rights Movement, the development of pluralism and contemporary issues of diversity in U.S. culture.
- HST 379A/CRJ/POL 379D CORE: Justice, Rights, Liberty** **4 credits**  
 The search for justice in terms of the development of civil rights in the United States. Readings, discussions, and debate on the concept of justice; examination of history, substance, and value of



civil rights—with special attention paid to the Bill of Rights; focus on the Civil Rights Movement (race and gender) as a case study. Prerequisites: CORE 279 or appropriate transfer status. This course fulfills the Arts requirement (HST) or partially fulfills the Social and Behavioral Science requirement (POL/CRJ). Not open to students with credit in POL/CRJ 232. This course fulfills the diversity, global, and multicultural requirement.

**HST 379B CORE: Slavery and Freedom: The Paradox of American History 4 credits**

This course will examine the central paradox of American History—Slavery and Freedom—around the central event of the Civil War. Although the focus will be on history, literary works will be assigned as well (i.e., Shelby Foote, Ambrose Bierce, Toni Morrison, along with great primary documents such as the Declaration of Independence, Paine’s *Common Sense*, Frederick Douglas, and the speeches of Abraham Lincoln (exemplary in terms of literary style as well as substance)). Prerequisite: CORE 279 or appropriate transfer credit. This course fulfills the Arts requirement (History). Not open to students with credit in HST 348C.

**HST 379C CORE: Columbus Urban History**

**4 credits**

This course addresses justice in the context of Columbus’s urban history.

**HST 1/2/3/485 Special Topics**

**2-4 credits**

Intensive reading and class discussion of selected topics in history not covered in regular courses.

**HST 2/3/486 Independent Study**

**1-4 credits**

Intensive individual work in an area of history. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, division chairperson.

**HST 498 Seminar**

**4 credits**

As a capstone course this is a study of the meaning and practice of history through directed research and historiography with emphasis on the integration of social studies theories, themes, concepts and facts (American and world) in diverse historical and social settings.

## Honors Program

**HON 179R CORE: Stroke of Genius**

**4 credits**

Genius is a profoundly human phenomenon, offering insights into our greatest achievements from the past as well as our potential for the future. In this section, honors students will explore what constitutes the idea of genius and its implications for a variety of disciplines, including art, literature, music, and philosophy. An emphasis on interdisciplinary critical thinking will guide us as we search for the pinnacles of human aspiration. Prerequisite: Admission to Honors Program.

**HON 210 Introduction to Critical Thinking**

**4 credits**

This course is an interdisciplinary introduction to intentional critical thinking through a text-based study. It will introduce students to the practice of reflective thinking, exploring, and learning and will encourage this development through readings, discussions, and assignments. Prerequisite: Admission to Honors Program.

**HON 279B CORE: Critical Writing and Research**

**4 credits**

Research allows us to better understand the world around us (theoretical research) and to solve problems (applied research). In order to have these effects, research must be shared with the rest of the community – both within and beyond the discipline. Students will actively engage in critical thinking exercises intended to improve their abilities to develop testable hypotheses, meaningful critiques, and defensible arguments. This will be coupled with a focus on research skills that will result in the successful completion of an in-depth original project in a discipline of the student’s choice. Students will learn how to share their findings with the community through written, oral, and visual presentations. Students will also be asked to combine their interests in

unique ways in order to appreciate the power of interdisciplinary approaches to research and how different research communities must learn to work together. Prerequisites: Admission to the Honors Program and ENG 102.

**HON 311 Honors Seminar: Issues in the Disciplines**

**4 credits**

A topics and readings course using critical thinking to focus on an issue of current significance within one of the discipline areas. Topic and reading will vary depending on the expertise of the instructor. Faculty will be invited to submit innovative and creative course proposals for review by the Honors Committee. Seminar may be repeated under a different topic. Students may satisfy the requirements for HON 311 with an approved study abroad experience (minimum four credits). Prerequisites: Admission to the Honors Program and HON 211 or HON 279B.

**HON 410 Senior Honors Project**

**4 credits**

A student-designed independent study for senior honors students. Under the direction of a faculty mentor and in consultation with the Honors Director(s), the project may be in a student's major, minor, or in another area of interest. A creative presentation of findings to the University community is expected at the conclusion of the project. Prerequisites: Admission to the Honors Program and senior status. May be repeated under a different topic.

## Humanities

**HUM 348 Urban Connections: Columbus Behind the Scenes**

**4 credits**

An interdisciplinary course that examines a wide variety of established and emerging institutions that gives Columbus, Ohio, its unique character and presence. Through weekly-guided field trips, in-depth background readings and related assignments, students will gain extensive information about our community and learn about the impact of each institution on the Columbus landscape. This course is a Humanities Thematic, which fulfills a thematic requirement, and does not duplicate or conflict with any other thematic studies course offered by other divisions. Prerequisites: ENG 101-102 or 110-111.

## International Business Administration

**IBA 301 World Economic Resources and Business Sourcing**

**2 credits**

This course is a study of the geographic locations of major economic resources in the world and the strategies developed by international firms for accessing them, and the establishment and maintenance of supply network management. It explains the off-shore location decisions by the resource-oriented industries, market-oriented industries, and manufacturing firms. It emphasizes the strategic and tactical objectives of out-sourcing. Lectures are complemented with case studies. Prerequisite: ECN-205 or any course in business administration.

**IBA 305 International Business Environments**

**2 credits**

This course examines the influences of economic, political, legal, and cultural environments on international business operations and management. Such factors as religion, beliefs, language, legal, and political factors that influence management decision-making and strategies for dealing with them are discussed. Other topics include ethical concerns and corporate social responsibility. Case studies will complement class discussions. Prerequisite: ECN-205 or any course in business administration.

**IBA 311 International Accounting and Finance**

**2 credits**

This course provides the students with an understanding of international accounting and accounting standards, the operation and functions of the foreign exchange markets and the strategies for financial risk aversion. It also discusses the importance of global capital markets as

a major source of financing for multinational enterprises. Other topics include capital mobility, the roles of hard currencies in cross-border trades and investments. Prerequisite: ACT-220.

## Italian

### **ITA 110 Elementary Italian I**

**4 credits**

Introduction to the fundamentals of the Italian language. A proficiency-based course with development of elemental listening and speaking skills, and attention to basic reading and writing abilities. Intended for beginning level students.

### **ITA 111 Elementary Italian II**

**4 credits**

Continuation of ITA 110 presenting more complex grammatical structures and broader communicative competencies. Prerequisite: ITA 110 or placement by Literature and Language Division placement measure. This course fulfills the language requirement.

## Journalism

### **JRN 227 Feature Writing**

**2 credits**

An overview of how to create feature stories for newspapers and magazines. Students will study the ways to choose a topic, set up interviews, develop questions, and prepare a coherent account of the statements of a variety of speakers. Students will read feature stories from a number of newspapers and practice their writing techniques by writing a weekly feature article. Prerequisite: PRS 205.

### **JRN 228 Editorial Writing**

**2 credits**

An in-depth study of the necessary techniques for writing an editorial or a column for a newspaper. Students will learn how to select and analyze a topic, conduct research, and write a persuasive opinion piece. Students will read editorials from a variety of newspapers and essays from a number of columnists and will practice their writing skills by writing a weekly editorial or a column. Prerequisite: PRS 205.

### **JRN 240 Copy Editing**

**2 credits**

An overall view of the editorial concept and duties of a copy editor. An emphasis will be placed on editing copy manually and through computer editing technology. Students will learn how to edit basic news stories and other print media content. Prerequisite: PRS 205.

### **JRN 300 Advanced Reporting**

**2 credits**

Advanced studies and training in news writing and interviewing techniques for publications. Students will learn the importance of researching a news story for accuracy, interpretation, and comprehensiveness. Students will review stories from newspapers and publications and continue to practice their writing skills through a series of articles. Prerequisite: PRS 205.

### **JRN 430 Journalism Practicum**

**4 credits**

A project course for advanced students. Students will be involved in all aspects of designing, reporting, writing, laying out, editing and distributing the school's student publication. Prerequisite: JRN/PRS 205.

## Language

### **LNG 177 Orientation for International Students**

**1 credit**

Introduction to academic life in the United States generally and at ODU specifically. Normally taken by new international students within one year of matriculation. Must be taken pass-fail.

**LNG 187 International Experience** **1 credit**  
Cultural experience of international dimension on campus, in the community or abroad. Applies as an activity course.

**LNG 188 Study Abroad** **1-17 credits**  
A registration designation for students who choose to study abroad for a semester or a full year. Courses taken abroad must have prior approval of the student's academic advisor and the Director of the International Office. When a student provides an official transcript of the work done abroad, LNG 188 is replaced by the courses taken at the foreign institution.

**LNG 201 Introduction to Linguistics** **4 credits**  
A study of the sounds, meanings, and structures of language; the nature, origin, and history of language and linguistics; language families, animal language, and language learning processes; dialects and their social implications.

**LNG/COM 242 Cross-Cultural Communication** **4 credits**  
An exploration of the ways in which cultural factors, including rituals, attitudes, values, beliefs, behavior, and cultural assumptions, affect communication. Topics include models of cultural effect, relationship of dominant and non-dominant cultures, religions, traditions, para-language, non-verbal communication, chronemics, and proxemics. Especially appropriate for majors in the areas of business, communication, criminal justice, sociology, social work, and education. This course fulfills the diversity, global, and multicultural requirement.

**LNG 1/2/3/485 Special Topics** **1-4 credits**  
Concentrated study in a particular area of language and linguistics or cross-cultural communications. Prerequisite: Consent of instructor.

**LNG 2/3/486 Independent Study** **1-4 credits**  
Individual work in language and linguistics or cross-cultural communications. Prerequisites: Consent of instructor, academic advisor, division chairperson.

## Latin

**LAT 110 Elementary Latin I** **4 credits**  
Fundamentals of Latin grammar; vocabulary development with emphasis on Latin roots in English; introductory readings from classical and/or ecclesiastical writers.

**LAT 111 Elementary Latin II** **4 credits**  
Continuation of Latin I. Prerequisite: LAT 110 or Latin placement test. Fulfills Language Requirement.

**LAT 1/2/3/485 Special Topics** **1-4 credits**  
Concentrated study in a particular area of Latin, for example, Vergil, Cicero, lyric poetry, comedy, the historians. Repeatable. Prerequisite: Consent of instructor.

**LAT 2/3/486 Independent Study** **1-4 credits**  
Intensive individual work in Latin. Prerequisites: Consent of instructor, academic advisor, division chairperson.

# Mathematics

## **MTH 099 Review of Basic Mathematics**

**2 credits**

Review and strengthening of basic arithmetic and algebraic skills including basic operations on whole numbers, fractions, decimals, integers, ratios, proportions, equations, inequalities, and applications. Does not fulfill the mathematics requirement of the Core Curriculum or count toward graduation; does count towards full-time status. Must be taken pass-fail.

## **MTH 100 Beginning Algebra**

**2 credits**

A basic course in algebra covering integers and real numbers, whole number exponents, linear equations, Cartesian coordinates and graphing of linear equations and verbal problems, systems of linear equations, polynomials, and factoring. Does not fulfill the mathematics requirement of the Core Curriculum. Prerequisite: MTH 099 or placement. Not open to students with credit for MTH 100 or higher numbered MTH courses.

## **MTH 101 Intermediate Algebra**

**2 credits**

A course in algebra whose topics include describing data, linear equations and linear inequalities, functions and their properties, quadratic functions, rational functions, and modeling with proportions and variations. Does not fulfill the mathematics requirement of the Core Curriculum. Prerequisite: MTH 100 or placement. Not open to students with credit for MTH 125 or higher numbered MTH courses.

## **MTH 115 Survey of Mathematical Foundations**

**4 credits**

An introduction to the fundamental algebraic and logical foundations for a variety of practical applications, including linear algebra, formal logic, and statistics. An emphasis is placed on the importance of understanding the basic mathematical tools and quantitative reasoning skills required for analytic problem solving. Topics include systems and representations of numbers, linear and quadratic equations and inequalities, graphing, systems of equations, interest compounding and amortization, combinatorics and probability, formal logic, and descriptive statistics and normal distributions

## **MTH 121 Mathematics for the Liberal Arts**

**4 credits**

An introduction to modern mathematics and its applications designed to foster an awareness of the nature of mathematics, to promote an understanding of the role of mathematics in today's society, and to encourage the development of critical and quantitative reasoning skills. Topics include the mathematics of voting and social choice, graphs and management science, mathematical growth from numeric and geometric perspectives, and the collection and analysis of data. Prerequisite: MTH 100 or placement. Not open to students with credit for MTH 110.

## **MTH 128 Functions and their Applications**

**4 credits**

The course combines a traditional in-depth study of algebra with an extensive use of a graphing utility to allow students to solve calculus-level problems without calculus-level techniques. Topics include linear, polynomial, rational, exponential, logarithmic, and piecewise-defined functions, function transformations, function inverses, function composition, domain, symmetry, equations and inequalities involving polynomials, rational, logarithmic and exponential expressions, conic sections. A graphing utility will be used to construct regression models, solve optimization problems and explore function properties. Prerequisite: MTH 100 or MTH 101 or placement.

## **MTH 140 Introduction to Statistics**

**4 credits**

An introduction to the basic concepts and computations used in statistical analysis as well as their application to problems in other disciplines, especially biology, business, education, and social sciences. Topics include the description of data graphically and numerically, the collection of data via samples and experiments, and the process of drawing inferences or conclusions from data. The laboratory component of the course emphasizes conceptual understanding, interpretation of

statistical quantities, and written/oral communication and will require the use of mathematical software. Prerequisite: MTH 100 or placement.

**MTH 145 Discrete Mathematics**

**4 credits**

Consideration of discrete mathematical topics including logic, set theory, algorithms, Boolean algebra, number systems, and graph theory. Prerequisite: MTH 100 or placement.

**MTH 150 Principles of Mathematics and Technology for Early Childhood Teachers and Intervention Specialists**

**4 credits**

Development of the basic ideas of numbers, number relationships, algebra, geometry, measurement, statistics, and probability in a problem solving, activity-oriented approach to the study of mathematics appropriate for early childhood teachers and intervention specialists. The structure of the course will stress: learning mathematical ideas in a hands-on, cooperative learning setting; the interrelationships within mathematics and the connections that exist between mathematics and other disciplines; the communication of mathematics accurately, both orally and in writing; the elements of mathematical modeling; discussion of the evaluation, acquisition, and implementation of current technology and resources; the use of estimation and the reasonableness of answers; the integration of appropriate technologies; the use of patterns and relationships to analyze mathematical situations; the use of current literature on the learning and teaching of mathematics; and allowing the students the opportunity to reflect on their own mathematical behavior. The course will require the use of manipulatives, calculators, computer software, and the Internet to reinforce the development of mathematical concepts, skills and pedagogy. Prerequisite: Education major and MTH 099.

**MTH 152 Principles of Mathematics and Technology for Middle Childhood Teachers**

**4 credits**

Development of the basic ideas of numbers, number relationships, algebra, geometry, measurement, statistics, and probability in problem solving, activity-oriented approach to the study of mathematics appropriate for middle childhood teachers. The structure of the course will stress: learning mathematical ideas in a hands-on, cooperative learning setting; the interrelationships within mathematics and the connections that exist between mathematics and other disciplines; the communication of mathematics accurately, both orally and in writing; the elements of mathematical modeling; discussion of the evaluation, acquisition, and implementation of current technology and resources; the use of estimation and the reasonableness of answers; the integration of appropriate technologies; the use of patterns and relationships to analyze mathematical situations; the use of current literature of the learning and teaching of mathematics; and allowing the students the opportunity to reflect on their own mathematical behavior. The course will require the use of manipulatives, calculators, computer software, and the Internet to reinforce the development of mathematical concepts, skills and pedagogy. Prerequisite: Education major and MTH 099.

**MTH 160 Precalculus**

**4 credits**

Topics include number theory and systems, solutions of equations and inequalities, factoring, functions and their graphs, inverse functions, exponential and logarithmic functions, trigonometric functions and their inverses, trigonometric identities, solutions of trigonometric equations, and applications. The laboratory component of the course emphasizes mathematical modeling, problem solving, and written/oral communication and will require the use of graphing calculators and mathematical software. Prerequisite: MTH 101 or MTH 128 or placement. Not open to students with credit for MTH 240.

**MTH 211 Quantitative Methods**

**4 credits**

Topics include statistical modeling, linear programming, flow diagrams, introductory concepts of calculus, matrices, and other mathematical concepts relevant to finance and business. This course will emphasize trend analysis, forecasting, and other business decision-making concepts and processes. Prerequisite: MTH 140. Not open to students with credit for MA 210/MTH 210.

**MTH 240 Calculus I****4 credits**

Topics include relations and functions, limits, continuity, derivatives, Mean Value Theorem, extrema, curve sketching, related rates, differentiation of exponential, logarithmic, and trigonometric functions, introduction to Integral Calculus, the fundamental theorems of Calculus, elementary methods of integration, and applications. The laboratory component of the course emphasizes mathematical modeling, problem solving, and written/oral communication and will require the use of graphing calculators and mathematical software. Prerequisite: MTH 160 or placement.

**MTH 241 Calculus II****4 credits**

Topics include a continuation of Integral Calculus, integration techniques, integration of exponential, logarithmic, trigonometric, inverse trigonometric, and hyperbolic functions, applications of integration, indeterminate forms, improper integrals, parametric curves, polar coordinates, series and sequences, and applications. The laboratory component of the course emphasizes mathematical modeling, problem solving, and written/oral communication and will require the use of graphing calculators and mathematical software. Prerequisite: MTH 240.

**MTH 242 Multivariable Calculus****4 credits**

Topics include vectors in the plane; vectors, curves, and surfaces in space; partial differentiation, Lagrange multipliers, and multiple integrals. Prerequisite: MTH 241. Not open to students with credit for MA 310.

**MTH 243 Differential Equations****4 credits**

Topics include linear differential equations, linear systems of differential equations, qualitative theory of systems of ordinary differential equations, the Laplace transform, and introduction to partial differential equations. Prerequisite or Co-requisite: MTH 242. Not open to students with credit for MA 315.

**MTH 270 Mathematical Statistics****4 credits**

An introduction to the mathematical foundations of the study of statistics using calculus. Topics include probability theory, probability distribution and densities, functions of random variables, sampling distributions, hypothesis testing, estimation, regression, and correlation analysis. Prerequisite: MTH 241.

**MTH 300 Foundations in Mathematics****4 credits**

An introduction to abstract mathematics with an emphasis on writing mathematical proofs. Topics include sets, functions, relations, Cartesian product, cardinality, axiom systems, natural numbers, real numbers, algebraic systems, groups, number theory, and history of mathematics. Prerequisite: MTH 241.

**MTH 350 Linear Algebra****4 credits**

Topics include computational and theoretical aspects of systems of linear equations, matrix calculations (including inverses and determinants), vector spaces, linear transformations, concepts of discrete mathematics (including graph theory and linear programming), and applications. Prerequisite: MTH 241. Not open to students with credit for MA 315.

**MTH 352 Mathematics Teaching Methods****4 credits**

Study of mathematical concepts, objectives, and classroom procedures appropriate for secondary schools. Topics include selection, preparation, and use of teaching materials including lesson plans, textbooks, mathematical tasks, manipulatives, graphing calculators, and mathematical software; teaching of specific topics in arithmetic, algebra, trigonometry, geometry, statistics, and calculus including appropriate conceptual models, problem solving strategies, and interdisciplinary applications and tasks; assessment of mathematical learning including mathematical writing, oral discussion, portfolios, and performance tasks; and the creation of an appropriate learning environment including an awareness of cultural diversity, special needs, different learning styles, and issues surrounding collaborative work. The course will emphasize

pertinent literature and classroom implementation of current developments in mathematics curriculum and methodology, including topics in the history of mathematics and its integration in teaching. Prerequisite: Senior working toward secondary certification in mathematics or consent of instructor.

**MTH 440 Real and Complex Analysis** **4 credits**

A study of the foundations of calculus. Topics include sequences, limits, continuity, differentiation, integration, infinite series, and complex functions. Prerequisites: MTH 300.

**MTH 450 Abstract Algebra** **4 credits**

An introduction to the fundamental notions of modern algebra and their applications. Topics include groups, rings, fields, and morphisms. Prerequisite: MTH 440 or 460. Not open to students with credit for MA 340.

**MTH 460 Geometry** **4 credits**

Topics include Euclidean and non-Euclidean geometries. Emphasis is placed on the parallels of Euclidean and hyperbolic geometries. Prerequisite: MTH 300.

**MTH 1/2/3/485 Special Topics** **1-4 credits**

A study of topics in mathematics of special interest to a specific group of students. Prerequisite: Consent of instructor.

**MTH 2/3/486 Independent Study** **1-4 credits**

Intensive individual work in an area of mathematics. Includes Honors Program research. Prerequisite: Consent of instructor, academic advisor, and division chairperson.

## Music

**MUS 122 University Band** **1 credit**

Participation in the University Band provides performance experience in a variety of styles and in many different situations, including concerts, ODU ceremonies, commencements, and sporting events. Music making will take place all year.

**MUS 123 University Chorus** **1 credit**

Ensemble experience dependent on enrollment and interest. Variety of musical styles performed and basic vocal techniques addressed. Performance at the end of each semester.

**MUS 124 Individual Lessons** **1 credit**

Private instruction in (a) piano, (b) voice, or (c) instrument. One lesson per week. Student minimum/maximum enrollment pending instructor availability. Possible credit given for off-campus approved instruction. Fee.

**MUS 126 Guitar Class** **1 credit**

This course will serve as an introduction to playing the guitar, allowing the student to develop technical skills in playing the guitar as well as in reading music and chord charts. Students will be able to accompany themselves while singing and learn how to create music for both the guitar and the voice.

**MUS 128 Voice Class** **2 credits**

This course is an introduction to singing, focusing on developing sound vocal techniques. The student will learn anatomy as related to singing, posture, breathing and breath support, resonance, and diction. A variety of songs will be learned including folk songs, rounds, songs from other countries, musical theatre, and classical art songs, including songs in Italian. The student will learn the International Phonetic Alphabet as it relates to diction in singing. The student will also



learn to read music, and sing in tune with correct rhythm. It is open to all levels of singers and does not require prior music knowledge or singing ability.

**MUS 181 Music of the World**

**4 credits**

This course is an introduction to the musics of the people of the World by examining the place of music in distilling culture and its importance in the way of life of the people of that culture. This course fosters a lifelong curiosity and a desire to experience and appreciate music in all its forms. The student will study the culture, instruments, musical elements, dominant attitude toward music creation and performance of each culture, while identifying the musical differences as well as the similarities between cultures. This course includes the study of music from Africa, Japan, India, Indonesia, and Native America. This course partially fulfills the Arts and Ideas requirement. This course fulfills the diversity, global, and multicultural requirement.

**MUS 183 Music Appreciation**

**4 credits**

An introduction to the aural analysis and appreciation of music literature. A survey of the musical elements through medium, genre, style, composer, and music of world cultures. This course partially fulfills the Arts and Ideas requirement.

**MUS 184 Popular Music in America**

**4 credits**

This course is an introduction to the roots and history of popular music in America from the 1830's to the present, and will include an examination of such popular styles as Jazz, Swing, Minstrelsy, Tin Pan Alley, Rock, Country, Latin, Rap, and Hip Hop. The student will gain an increased awareness of the heritage of popular music, an appreciation of its diversity, perceive the underlying kinship of its many diverse styles and influences, and become aware of its evolutionary momentum to becoming the dominant world-wide musical style of the twenty-first century. This course partially fulfills the Arts and Ideas requirement.

**MUS 205 Cantoring: Singing and Accompanying**

**1 credit**

This course is an introduction to singing and learning the parts of the Catholic Mass, in preparation to lead such parts as a cantor and/or keyboardist. Part of the course will include practical experience in cantoring several Catholic Masses at Ohio Dominican University, and the nursing home at Saint Mary of the Springs. Arrangements for such will be made through Campus Ministry. This course can be used for part of the elective portion of the music minor. Prerequisite: Singing and/or accompanying skills.

**MUS 230 Music and Dance**

**2 credits**

This course will examine the close connection between music and dance, not only in the ways in which music for dance has shaped the development of music in many cultures, but how both dance and style are a reflection of the very culture that they represent. Western and non-Western dance styles will be examined, including modern informal dancing, ball-room dancing, and ceremonial dancing.

**MUS 241 Music for Teachers**

**2 credits**

A survey of the methods, models, and materials of early childhood classroom music including music reading, singing, playing instruments, creating music, drama, dance and listening concepts. Curricular adaptations for children with special needs will be addressed.

**MUS 243 Great Works of Western Music: History and Style I**

**4 credits**

This course offers the student the unique opportunity to study great works of the Western musical tradition as an artistic whole. The student will develop historically integrated skills in theory, musicianship, and aural perception through carefully directed study of music from the Middle Ages to the Baroque (including works by Bach, Purcell, and Aquinas), while understanding the cultural vitality that produced such towering examples of human creativity. This course partially fulfills the Arts and Ideas requirement.

**MUS 244 Great Works of Western Music: History and Style II** **4 credits**  
This course offers the student the unique opportunity to study great works of the Western musical tradition as an artistic whole. The student will develop historically integrated skills in theory, musicianship, and aural perception through carefully directed study of music from the classical era to the present day (including works by Mozart, Beethoven, and Berlioz), while understanding the cultural vitality that produced such towering examples of human creativity. Prerequisite: MUS 243. This course partially fulfills the Arts and Ideas requirement.

**MUS 250 Women in Music** **2 credits**  
This course will serve as an introductory survey investigating some of the multiple ways in which women have participated in the art form that is referred to as music. This course will focus specifically on the issues of women as composers and women as performers. A great variety of styles will be covered from contemporary popular, rock, folk, classical, and non-Western. This course can fulfill the music requirement of the new curriculum, and will also be an elective for the Music minor. This course partially fulfills the Arts and Ideas requirement.

**MUS 279A CORE: Musical Theatre** **4 credits**  
This course will explore the history of Musical Theatre in America, not as an isolated phenomenon, but as it reflects the values and culture of the communities that produce it. As such, the students will be expected to not only study these aspects of the Musical, but to also participate (and document such participation) in the collaborative effort that makes the production of a musical possible—such participation might include participation in the University musical production as costume designers, actors, technicians, set builders, or in other musicals being produced with the community at large. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the Arts requirement (Art/Music/Theatre).

**MUS 348 Music History** **4 credits**  
A study of the major periods in music history from Ancient to Modern. In addition to the traditional music of Western culture, all aspects of music are included such as musical theatre, dance, instrumental music, vocal forms, folk songs, religious music, popular music, music in media. Prerequisites: ENG 101-102 or 110-111. This course partially fulfills the Arts and Ideas requirement.

**MUS 1/2/3/485 Special Topics** **1-4 credits**  
A study of topics in music of special interest to a specific group of students. Prerequisite: Consent of instructor.

**MUS 2/3/486 Independent Study** **1-4 credits**  
Intensive individual work in an area of music. Prerequisites: Consent of instructor, academic advisor, division chairperson.

## **Ohio Dominican University Courses**

**ODU 101 Career Decision Making** **1 credit**  
An introduction to career decision making processes and the underlying theories used to assist students in choosing a major, investigating careers and planning to enter their field of choice. The course utilizes career assessments and inventories, occupational information resources, personal reflection and field research, in an effort to improve self understanding and obtain information about careers of interest. The course also includes an introduction to professional development fundamentals to provide students with the knowledge needed to enter a career field. The material covered is applicable to all stages of college and prepares students for future career transitions as working professionals.

**ODU 110 Learning and Success Strategies****2 credits**

This course is designed to help students achieve success. Through self-reflection, intensive writing, and application, students will learn strategies to improve their efficacy, both in and outside the classroom. Topics include becoming an active reader, mastering time management, improving note taking skills, accepting personal responsibility, adopting lifelong learning, gaining self-awareness, and developing emotional intelligence.

## Peace and Justice

**PJU/POL 379B CORE: Peace and Justice****4 credits**

The study of justice and peace through the application of the social teaching of the Catholic Church and the findings of social and political science. Prerequisite: CORE 279 or appropriate transfer status. Not open to students with credit in POL/THL/SJU/PJU 278. This course partially fulfills the Social and Behavioral Science requirement.

**PJU 379C/CRJ 379B CORE: Interpersonal Negotiation and Mediation****4 credits**

This course introduces basic and intermediate level skills useful for resolving interpersonal conflicts and reconciling relationships post trauma. Building on an understanding of conflict theory and communication, the course uses skills of active listening, problem-solving and bargaining in family, work and community conflicts. Emphasis will be placed on training through simulations and role-play. Particular attention will be focused on the areas of interest-based negotiation, principled mediation and victim-offender reconciliation. These topics will serve as the vehicle for addressing the question of the seminar: How shall we live in the world in the light of divine and social justice? Prerequisite: CORE 279 or appropriate transfer status. Not open to students with credit in PJU 230 or CRJ 237. This course partially fulfills the Social and Behavioral Science requirement.

**PJU 479 CORE: International Conflict Management: Diplomacy, Democratization, Development****4 credits**

The course focuses on the non-violent management of conflict at the intra state, regional and international levels based on concepts of justice and the common good. Particular attention is given to current areas of international conflict and what students have learned at ODU about the most ethical options for resolving these conflicts. The role of individuals, political leaders, economic and political systems, civil society organizations, regional organizations, and international institutions such as the United Nations are explored in relation to the prevention of war and peacebuilding post conflict. The course explores conflict management strategies such as preventative diplomacy, arms control and disarmament, economic sanctions, international law, UN peacekeeping, sustainable economic development, democratization, conflict resolution and reconciliation post conflict. Prerequisites: Completion of junior core seminar; POL 360 and 379C.

**PJU 497 Internship in Peace and Justice****2-8 credits**

Field placement under supervision in a local human service agency. The student will spend 50 hours in the field for each hour of credit.. Students in this course are required to meet with faculty weekly in seminar to discuss and to reflect upon the practical application of their academic work. Prerequisites: senior standing; 2.5 GPA; successful completion of application requirements for fieldwork.

## Philosophy

**PHL 101 Introduction to Logic****4 credits**

An introduction to critical thinking, with an emphasis on the logical analysis of arguments and on the reasoning skills needed for standardized tests such as the GMAT, GRE, LSAT, and MCAT. Note: This course does not fulfill any part of the philosophy requirement in the core curriculum.

**PHL 109 Issues in Philosophy****4 credits**

An introductory course that examines the works of representative philosophers through the ages and their responses to some perennial issues. Includes topics such as faith and reason, theories of knowledge, and ethical behavior. Not open to students enrolled in or with credit in PHL 110.

**PHL 110 Wisdom and the Web****4 credits**

An introductory course that examines periods in the history of philosophy, various philosophical movements, important philosophers, and key philosophical ideas in Western philosophy. All content for the course will be drawn from the Internet. Not open to students enrolled in or with credit in PHL 109.

**PHL 150 Theories of Ethics****2 credits**

A general introduction to ethical theories focusing on major figures in the Western tradition, including Plato, Aristotle, Aquinas, and Kant. Not open to student enrolled in or with credit in PHL 109 or PHL 110.

**PHL 170 Philosophy of Good and Evil****4 credits**

An introductory course that examines how representative thinkers through the ages have defined the nature of good and evil, including both evil caused by humans and by natural forces.

**PHL 206 Philosophy of the Person****4 credits**

An examination of traditional approaches to the study of human nature. Includes an analysis of major figures from the history of philosophy as well as an analysis of contemporary approaches present in Christian personalism.

**PHL 224 Philosophy of Religion****4 credits**

A critical examination of the fundamental questions of religion from the perspective of reason. May include topics such as arguments for the existence of God; the phenomena of religious experience and mysticism; the problem of evil; faith and revelation; death and immortality.

**PHL 242 Applied Ethics****2 or 4 credits**

An examination of ethical principles and their application to ethical issues. Specific areas of application announced when the course is offered. Prerequisites: For two-credit sections, one prior PHL course other than PHL 101.

**PHL 243 Bioethics****4 credits**

An examination of ethical principles and their applications to ethical issues in medicine, health care, and biological sciences. Not open to students with credit in PHL 348B.

**PHL 245 The Philosophy of Love and Friendship****4 credits**

A seminar for the review of philosophical literature dealing with the enduring themes of friendship and love.

**PHL 261 History of Ancient Philosophy****4 credits**

A period course that examines developments in philosophy in antiquity, with special consideration given to the writings of Plato and Aristotle. Prerequisites: ENG 101, 102 and CORE 179 or transfer equivalent. Not open to students with credit in PHL 250.

**PHL 262 History of Medieval Philosophy****4 credits**

A period course that examines developments in philosophy from the fifth century through the fourteenth century; with special consideration of the writings of Augustine, Anselm, and Aquinas; and some Islamic and Jewish philosophers. Prerequisites: ENG 101, 102 and CORE 179 or transfer equivalent. Not open to students with credit in PHL 251.

**PHL 263 History of Renaissance Philosophy and the Foundations of Modern Philosophy**

**4 credits**

A period course that examines philosophers beginning in the fifteenth century until the time of Descartes. Thinkers covered may include Nicholas of Cusa, Pico della Mirandola, Machiavelli, More, Montaigne, Bacon, Hobbes, and Descartes. Prerequisites: ENG 101, 102, and CORE 179 or transfer equivalent. Not open to students with credit in PHL 252.

**PHL 264 History of Modern Philosophy**

**4 credits**

A period course that examines the developments in philosophy from the seventeenth through the nineteenth century. Thinkers covered may include Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant, Hegel, Kierkegaard and Nietzsche. Prerequisites: ENG 101, 102 and CORE 179 or transfer equivalent. Not open to students with credit for PHL-252.

**PHL 265 History of Contemporary Philosophy**

**4 credits**

A period course that examines developments in philosophy from the twentieth and twenty-first centuries, with special consideration of the movements of existentialism, phenomenology, pragmatism, analytic philosophy, and Christian personalism. Prerequisites: ENG 101, 102 and CORE 179 or transfer equivalent. Not open to students with credit in PHL 253.

**PHL 270 After Thomas Aquinas: Varieties of Thomism**

**2 credits**

An examination of the system of philosophy developed by Thomas Aquinas and with emphasis on its continued vitality in later figures of the Thomistic tradition.

**PHL 278 Opera Omnia**

**4 credits**

An audition into the wonderful world of opera. Stories of the operas will be presented with an emphasis on literary, artistic and philosophical themes. Literary sources such as Shakespeare, artistic trends such as Romanticism, and philosophical issues such as the nature of the passions and theories of tragedy, will be explored. Students will be introduced to some of the greatest music of Bellini, Donizetti, Puccini, Rossini, Verdi, Wagner, and many others. Prerequisites: ENG 102 and CORE 179 or transfer equivalent. Not open to students with credit in PHL 348H.

**PHL 279A CORE: Ethical Issues of Sex and Marriage**

**4 credits**

An examination of ethical principles and their application to ethical issues of sex and marriage. Includes consideration of whether communities formed by sexual relationships and marriages promote the common good of larger communities. Prerequisite: CORE 179 or equivalent.

**PHL 279B CORE: Community of Living Things**

**4 credits**

An examination of the nature of living things and their interdependence. The course will include a discussion of the place of intelligent beings in the cosmos and the different orders of common good involved. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102.

**PHL 320 Aesthetics**

**4 credits**

An examination of the nature of art and beauty. Includes a study of major works from Plato to the present. Prerequisites: ENG 102 and CORE 179 or transfer equivalent. Not open to students with credit in PHL 348C.

**PHL 340 Epistemology**

**4 credits**

An examination of the nature and foundations of human knowledge. Topics covered may include rationalist and empiricist theories; truth and falsity; evidence, justification, and belief. Prerequisites: ENG 102 and CORE 179 or transfer equivalent, and one prior PHL course other than PHL 101.

**PHL 346 Principles of Business Ethics****2 credits**

An introduction to traditional ethical theories in preparation for more advanced study of problems in social philosophy and business. Not open to students enrolled in or with credit in PHL 150.

**PHL 379A CORE: Principles of Justice****4 credits**

An examination of some fundamental questions about how people should live and how societies should allocate their resources. To answer these questions, students will study the basic tenets of different theories of justice and economic systems. The course will focus on justice in the allocation of a society's resources, but it also will address how different forms of justice are related. Prerequisite: CORE 279 or appropriate transfer status. Not open to students with credit in PHL 230. This course partially fulfills the Philosophy requirement.

**PHL 379B CORE: Lives of the Philosophers****4 credits**

This course will examine ancient, medieval, and renaissance biographies and autobiographies of famous philosophers. These texts will be considered as documents that exhibit one of the traditional definitions of philosophy "as way of life." The biographical and autobiographical writings will be supplemented with challenging primary texts from the philosophers that highlight issues of justice and morality. Students will be evaluated through regular quizzes, essay exams, and papers. Prerequisite: CORE 279 or appropriate transfer credit. This course partially fulfills the Philosophy requirement.

**PHL 479 CORE: Metaphysics****4 credits**

An examination of the ultimate causes of things and of how the search for truth in philosophy complements the search for truth in other disciplines and in the core seminars. Open to majors and non-majors who have an interest in metaphysical issues, such as whether we can prove that God exists, what types of things are real, and how metaphysics is related to the natural sciences. Prerequisites: Completion of junior core seminar; one prior philosophy course other than PHL 101.

**PHL 1/2/3/485 Special Topics****2-4 credits**

Study of topics of special interest in philosophy including semantics, hermeneutics, philosophy of law, philosophy of science, and philosophy of history. Prerequisite for 385 and 485: one prior philosophy course.

**PHL 2/3/486 Independent Study****2-4 credits**

Research in philosophy directed by a professor in the division. Prerequisites: prior coursework in philosophy; consent of instructor, academic advisor, division chairperson.

## Physical Education and Health

**PEH 100 Physical Education Activity Classes****1 credit each**

Emphasize basic skills, techniques, and the recreational value for a variety of sports.. A maximum of 4 credits of the Physical Education 100 series may apply toward graduation requirements. All sections are coeducational. Activity courses that are offered include the following: aerobics, badminton, basketball, bowling, golf, horseback riding, softball, soccer, tennis, volleyball, and weight training and conditioning.

**PEH 121 Health Education****2 credits**

A basic course in personal, community, and school health including such topics as drugs, mental health, consumer health, and a healthful school environment.

**PEH 122 First Aid****2 credits**

A course that includes the basic principles of first aid, cardiopulmonary resuscitation, and emergency care.

**PEH 125 Introduction to Exercise, Health, and Nutrition**

**2 credits**

This course will examine the components that contribute to the concept of health and wellness. Theories and principles of health promotion and disease prevention on local, national, and international levels will be explored. Topics to be covered include health beliefs and behaviors, community health, Healthy People 2010, fitness, mental health, stress management, nutrition, disease prevention, drug usage, cultural differences, and health promotion. Content will be applied in nursing and education situations.

**PEH/SPM 130 History of Sports**

**4 credits**

A study of the historical and philosophical development of modern sport (late 19<sup>th</sup> Century to the present). Attention is also focused on ethics in the area of sport experiences.

**PEH/SPM 231 Sociology of Sport**

**2 credits**

A study of sport in all societies; the impact of different social institutions upon amateur and professional sport. Prerequisite: Sophomore standing.

**PEH 241 The Prevention and Care of Athletic Injuries**

**4 credits**

A study of the prevention, care, and rehabilitation of athletic injuries related to physical education and sport. Includes practical experience both in the classroom and training room. Prerequisites: BIO 105 or equivalent; PEH 122.

**PEH 249 Theory and Practice in Coaching Athletics**

**4 credits**

A course designed to prepare a coach in the development of pre-season planning and conditioning, budgeting, purchasing, game plans, strategies, season units, motivation of the athlete, and team selection. Sports to be offered include: baseball, basketball, soccer, softball, tennis, and volleyball. Prerequisite: Sophomore standing. Not open to students with credit in PEH 251, 252, 253, 254, 255, 256, and 257.

**PEH 258 Physical Education for Early Childhood and Intervention**

**Specialists Teachers**

**2 credits**

An explanation of the theory, principles, and methods of teaching games, rhythms, and creative movement to children at the early and middle school level. A focus on curricular adaptations for children with special needs will be included. Prerequisite: sophomore standing. Not open to students with credit in PE 158.

**PEH 1/2/3/485 Special Topics**

**1-4 credits**

Courses offered to meet the special needs or interests of a group of students. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

**PEH 2/3/486 Independent Study**

**1-4 credits**

Course offered to meet the special needs of an individual student. Prerequisites: Consent of instructor, academic advisor, division chairperson.

## Physics

**PHY 102 Basic Physical Science**

**2 credits**

This introductory study of physics includes motion, forces, energy, waves, heat, electricity, and magnetism. Designed for the non-science majors; includes laboratory. Prerequisite: MTH 100 or equivalent placement. Not open to students with credit for PS101.

**PHY 119 College Physics I** **4 credits**  
An algebra-based study of mechanics: translational and rotational motion, the laws of conservation of energy and momentum, hydrostatics and hydrodynamics, and basic thermodynamics; includes laboratory. Prerequisite: MTH 160 or equivalent. Not open to Chemistry majors.

**PHY 120 College Physics II** **4 credits**  
An algebra-based study of electricity and magnetism, optics, introductory modern physics, and simple harmonic motion and waves; includes laboratory. Prerequisite: MTH 160 or equivalent. Not open to Chemistry majors.

**PHY 219 General Physics I** **4 credits**  
A calculus-aided study of mechanics: translational and rotational motion, the laws of conservation of energy and momentum, hydrostatics and hydrodynamics, and basic thermodynamics; includes laboratory. Prerequisite: MTH 240 or equivalent.

**PHY 220 General Physics II** **4 credits**  
A calculus-aided study of electricity and magnetism, optics, introductory modern physics, and simple harmonic waves; includes laboratory. Co-requisite: MTH 241.

**PHY 1/2/3/485 Special Topics** **1-4 credits**  
Concentrated study in a particular area. Prerequisite: Consent of instructor.

## Political Science

**POL 100 Ideas, Ideals, and Ideologies** **4 credits**  
Reading and research in the humanities and political science designed to give students the general ideas and specific concepts essential to success in the major of political science.

**POL 101 The Great Issues of Politics** **4 credits**  
Introduction to the study of politics and government; survey of the discipline, the structure of the United States system of government and the major issues of political science including: the theory and function of government and the political process, public law, international politics, comparative government and foreign relations, and political development. Emphasis is on issues, approaches, methodologies, democracy and citizenship.

**POL/CRJ 230 The Law, Society, and Polity** **4 credits**  
An introduction to the notion of law, its function in society, its place in a political system. Examination of the relationship of law to economic, social and political reality; the role of the judicial process in policymaking. Consideration is given to Common Law and Civil Code legal systems; substantive and procedural aspects of civil and criminal law with emphasis on understanding the nature of the law.

**POL/CRJ 231 The History of the Constitution of the United States of America** **4 credits**  
An examination of the nature, scope, and history of U. S. government as embodied in the U. S. Constitution. Special emphasis on the constitutional limits to and extent of federal power as developed since 1787 through the history of leading constitutional Supreme Court decisions: judicial review, federalism, commerce and taxation, the contract clause, due process, equal protection, and civil liberties. Prerequisites: POL 101 or POL/CRJ 230. Not open to students with credit in POL/CRJ 261.



**POL/CRJ 236 The Judicial Process****4 credits**

Treatment of the workings and problems of the U.S. judicial system with emphasis on the structure and function of the federal and state court systems; criminal procedure and pertinent legal aspects of corrections.

**POL/CRJ 279A CORE: Environmental Values and Policymaking****4 credits**

This course explores how the “common good” might be considered a way of judging government’s actions with respect to the natural environment. Some environmentalists wonder if conventional thinking—even democracy itself—is up to the challenge. Course will illustrate real-world technical complexities and uncertainties, and the existence of competing worthy (and costly) common objectives besides environmental protection, stand in the way of any easy solutions to environmental problems. This course is necessarily interdisciplinary since neither nature nor policymaking is organized by academic departments. Pre- or Co-requisite: ENG-102. Not open to students with credit in POL-258.

**POL 279B CORE: Political Philosophy and Western Tradition****4 credits**

Consideration of past and present attempts to develop a comprehensive understanding of politics: Plato-Aquinas, Machiavelli-Hegel, Marx-present. Pre- or Co-requisite: ENG-102. Not open to students with credit in POL/PHL-348D.

**POL/ART/HST 279C CORE: American****4 credits****Political Thought and the Common Good**

A study of the concept of nature as used in Anglo-American thought and how these usages influence an understanding of the natural, social, and political environments of the United States. Special emphasis given to American political theory, its illustration through the 19<sup>th</sup> century American landscape movement, and the inability of U.S. thinkers to appreciate the common good. Not open to students with credit in POL/HST/ART-335 or POL-348F.

**POL 290 Politics and Government: Process and Issues****4 credits**

An overview of Congress, the Presidency, and the Supreme Court; consideration of the political process and the ideas that inform, modify, and alter the United States political system. Emphasis on citizenship, political culture, socialization, public opinion, voting patterns, political parties and competing ideologies. Not open to students who have taken POL 268.

**POL 348C Interpreting Civilization****4 credits**

Comparative considerations of the religious, artistic, literary, historical-political-economic-governmental components of world civilizations through selected areas of study. Prerequisites: ENG 101-102 or 110-111.

**POL/HST 348E A History of U.S. Foreign Relations****4 credits**

An exploration of the relationship between major expressions of U.S. foreign policy and the American ethos in the context of historic foreign policy challenges. Prerequisites: ENG 101-102 or 110-111.

**POL/ART 348G Art, Politics, and the Pursuit of Truth****4 credits**

An interdisciplinary study of the influences politics has on art and the question of how art and politics inform the human search for truth through an investigation of artistic masterworks from the Middle Ages through the twentieth century. Selected images of masterworks will be discussed and annotated. Prerequisites: ENG 101-102 or 110-111; or consent of instructor. This course partially fulfills Arts and Ideas requirement.

**POL/ART 348H Modernism in its Time****4 credits**

An interdisciplinary study of the social, political, and intellectual culture of Modernism through the lens of the visual arts. Selected examples of visual art of the Western World will be studied in the context of their specific artistic movements as well as in conjunction with contemporaneous events in Western society such as the Great War, the American Depression, WWII, the Holocaust,

and the dropping of the Atomic Bomb. This course partially fulfills Arts and Ideas requirement.  
Prerequisites: ENG 101-102 or 110-111.

**POL/SOC/SWK/CRJ 352 Research Methods**

**4 credits**

This course examines research design and measurement techniques useful for understanding social science research. The course is skill based involving students in designing and carrying out an original research project, tabulating and analyzing the data, and writing a research report. Of particular interest are issues of problem definition, conceptualization and operationalization of research questions, sampling, and application of various methodologies from experimental designs to evaluation research. Prerequisites: MTH 140; junior standing or consent of the instructor.

**POL 358 Public Policy for Peace and Justice**

**2-4 credits**

Analysis of the public policy formation process at the national and international levels. Special emphasis is given to current policy in the areas of conflict, development, environment, human rights, immigration, and global trade. The course when taught in the May two-week term includes a one-week trip to Washington, D. C. to visit organizations and government offices involved in policy formation and advocacy. An examination of international organizations such as the United Nations, the World Bank, and the Organization of American States is included.

**POL 360 Seminar: International Politics**

**4 credits**

Investigation of the major issues and concepts that inform world politics with special emphasis on developments since 1945; consideration of United States foreign policy and domestic political culture in light of World War II, the Shoah, the war in Vietnam; the development of international organization and international law. This course fulfills the diversity, global, and multicultural requirement.

**POL/HST 365 The United States Presidency**

**4 credits**

A study of the American Presidency – often described as “the most powerful political office in the world”- and the men who have occupied it. An analysis of the continuity and change in the institution since it was created by the Founding Fathers at the Constitutional Convention. The historical focus will be on the emergence of the Modern Presidency during the twentieth century.  
Prerequisite: POL 290.

**POL 366 The United States Congress and Policymaking**

**4 credits**

This course explores the operations of the U.S. Senate and the House of Representatives: the partisan organization of both houses, the voting patterns to be found there, committee structures, legislative and oversight functions, representational styles in Washington and at home, and the means available to Congress to shape economic policy, especially through tax legislation and the federal budget process. Prerequisite: POL 290.

**POL 368 Parties and Elections**

**4 credits**

This new course is an introduction to the study of American political parties and elections. The emphasis is on national politics, with less attention to state and local parties. Interest will be in the origins and development of American party politics and in the role that parties play in American policymaking. The course will follow presidential and congressional campaigns closely.  
Prerequisite: POL 290.

**POL 379A CORE: War and Peace: International Law and Organization** 4 credits

A study of the quest for a just international order through the development of international law and organization and their importance to an understanding of issues of war and peace. Prerequisite: CORE 279 or appropriate transfer status. Not open to students who completed POL-361. This course partially fulfills the Social and Behavioral Science requirement and fulfills the diversity, global, and multicultural requirement.

**POL/PJU 379B CORE: Peace and Justice**

**4 credits**

The study of justice and peace through the application of the social teaching of the Catholic

Church and the findings of social and political science. Prerequisite: CORE 279 or appropriate transfer status. Not open to students who have completed POL/THL/SJU/PJU 278. This course partially fulfills the Social and Behavioral Science requirement.

**POL/CRJ/SOC 379C CORE: Causes of Collective Violence: Terrorism, Genocide, War** **4 credits**

This is an introduction to theories of conflict and war from the inter-group to the international level. Included are causes of terrorism, ethnic conflict and genocide, revolution, and interstate war. This includes an analysis of causes of conflict at four levels: individual, small group, the nation/state, and the international system. This course is interdisciplinary, drawing on theories from biology, psychology, sociology, economics, and political science. Case studies of contemporary conflicts are utilized to explain and test various theoretical perspectives and to examine the consequences of war. Not open to students with credit in POL/CRJ/SOC 347.

**POL/CRJ 379D/HST 379A CORE: Justice, Rights, Liberty** **4 credits**

The search for justice in terms of the development of civil rights in the United States. Readings, discussions, and debate on the concept of justice; examination of history, substance, and value of civil rights—with special attention paid to the Bill of Rights; focus on the Civil Rights Movement (race and gender) as a case study. Prerequisites: CORE 279 or appropriate transfer status. This course fulfills the Arts requirement (HST) or partially fulfills the Social and Behavioral Science requirement (POL/CRJ). Not open to students with credit in POL/CRJ 232. This course fulfills the diversity, global, and multicultural requirement.

**POL 479 CORE: Courage and Prudence in Modern Politics** **4 credits**

This capstone course will consider in depth 18<sup>th</sup> and 20<sup>th</sup> century examples of political courage and prudence or their absence. Along with justice and moderation, a consideration of these virtues was traditionally considered part of any adequate political analysis. Contemporary political science substitutes terms like character and leadership while tending to focus more on interests and incentives. The classic questions are thereby evaded, but new ones emerge. Through the analysis of specific cases, the seminar will invite students to compare and contrast traditional and modern points of view and the distinct questions they bring to the fore. In that way the seminar aims to deepen students' understanding of political science as the "architectonic science" among allied disciplines. Prerequisite: Completion of junior core seminar.

**POL 1/2/3/485 Special Topics** **4 credits**

Intensive reading and class discussion of selected topics in political science not covered in regular courses.

**POL 2/3/486 Independent Study** **4 credits**

Intensive reading or special research projects for students with advanced standing. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, division chairperson.

**POL 497 Internship** **4 or 8 credits**

Supervised internship of 50 hours of activity for each hour of credit in an approved agency setting. Placements are arranged in cooperation with the student and agency representative. Regularly scheduled seminar meetings with academic advisor are required. **Opportunities to study in Washington D.C.** should be discussed with an advisor. Prerequisites: junior standing and four courses in area of concentration; successful completion of application requirements for internship. No more than 8 hours of internship credit allowed.

**POL 498 Seminar: Political Theory and Ideology** **4 credits**

An analysis of issues of sexism, gender, racism, ethnocentrism and diversity in their historical and contemporary contexts: consideration of influential contemporary theories and problems. Prerequisite: Open only to seniors. This course fulfills the diversity, global, and multicultural requirement.

# Psychology

## **PSY 100 Introduction to Psychology**

**4 credits**

A survey course on the basic principles of psychology and their applications to human behavior and social problems. Multiple perspectives emerging from different philosophical and socio-historical contexts are used to examine domains of human thought and behavior. Topics include research methods, human development, gender differences, learning and cognition, psychobiology, motivation, personality, abnormal behavior, methods of treatment, and the impact of social situations and culture on behavior.

## **PSY 212 Social Psychology**

**4 credits**

A study of theory and research on how individual behavior is influenced by its social context. Topics include social beliefs and judgments, attitude formation, persuasion, altruism, aggression and violence, prejudice, and group processes. Prerequisite: PSY 100.

## **PSY 220 Human Development: Childhood and Adolescence**

**4 credits**

A survey of theory and research concerning continuities and changes from conception through adolescence as a function of psychological, environmental, and biological factors. Representative topics include cognitive, social, and moral development; parent-child relationship; identity and independence. Observation of children is required. Some sections may include a service-learning component. Prerequisite: PSY 100.

## **PSY 222 Human Development: Adulthood and Aging**

**4 credits**

A survey of theory and research concerning continuities and changes that occur during the adult life cycle as a function of psychological, environmental, and biological factors. Representative topics include cognitive processes, social and personality development, relationships, work/retirement, and death/dying. Prerequisite: PSY 100.

## **PSY 224 Human Development: Lifespan**

**4 credits**

A broad overview of theory, research, and applications in human psychological development from conception to death. Using the lifespan developmental perspective, patterns of growth, change, and stability in various domains of development (e.g., physical, cognitive, social, and personality) are examined. Furthermore, the interaction of domains within the context in which development occurs is emphasized (e.g., the interaction of biological, psychological, and sociological factors within a sociohistorical context). Prerequisite: PSY 100.

## **PSY 230 Research Methods and Statistics**

**4 credits**

An introduction to the methods used in psychological research including descriptive, predictive, and experimental procedures with emphasis on the appropriate use of statistics. Laboratory work develops skills in literature review, hypothesis formulation, data collection, data analysis and interpretation, and scientific report writing. Prerequisites: MTH 140, PSY 100.

## **PSY 234 Animal Behavior**

**4 credits**

A look at non-human behavior starting with classic topics in ethology, comparative psychology, and learning. The class will also study applied animal behavior, including captive breeding, release programs and pet behavior. Students will also make scientific observations of animal behavior while providing services at local rescue shelters and humane societies. Prerequisite: PSY 100 or 100-level BIO.

## **PSY 236 Biopsychology**

**4 credits**

Introduction to the role of the nervous system in behavior. Representative topics include basic neuroanatomy, neurophysiology, sensory processes, and the physiology of aggression, emotion, and behavior disorders. Prerequisite: PSY 100 or 100-level BIO or consent of instructor. Not open to students with credit for PSY 334.

**PSY 255 Human Sexuality****4 credits**

A study of theory and research on the physiological, psychological, and socio-cultural aspects of sexuality. Emphasis placed on examination of personal views of sexuality and on increased understanding of views of others. Prerequisite: Sophomore standing.

**PSY 335 Health Psychology****4 credits**

An introduction to the biopsychosocial approach to the prevention and treatment of health-related problems. Representative topics include stress, chronic illness, death and dying, risky behavior, drug use and addiction, nutrition and exercise, placebo effects, non-traditional medicines, doctor-patient communication, animal assisted therapies, and the human-animal bond. Prerequisite: PSY 100 or 100-level BIO or consent of instructor. Not open to students with credit for PSY 235.

**PSY 348B History and Systems in Psychology****4 credits**

A consideration of the philosophical and empirical foundations of science and psychology, starting with the Ancient Greeks and ending with the modern theories, and their contributions to the discipline. The major schools of psychology and their important figures are examined. Controversial topics and debates in psychology (e.g., nature vs. nurture, free will vs. determinism, and the mind-body problem) and their impact on psychology will also be considered. Not open to students with credit for PSY 225. Prerequisites: PSY 100 or consent of the instructor; ENG 101-102 or 110-111.

**PSY 348C Applied Cognitive Psychology****4 credits**

A study of the application of cognitive psychology to critical thinking, problem solving, creativity, and design. Topics include the exploration of faith, reason, intuition, empiricism and superstition as ways of knowing and how these influence both adaptive and maladaptive human decision making and behavior. Not open to students with credit for PSY 237. Prerequisites: PSY 100 or consent of the instructor; ENG 101-102 or 110-111.

**PSY 350 Psychology of Personality****4 credits**

An examination of major personality theories and current research on related psychological processes. Prerequisites: PSY 100; junior standing.

**PSY 352 Psychological Tests and Measures****4 credits**

An introduction to psychological tests and their psychometric properties in the measurement of individual and group differences. Topics include intelligence, aptitude, achievement, interests, and personality. Emphasis on the use of testing in various settings such as education, business, and mental health. Prerequisites: MTH 140, PSY 100, or consent of instructor.

**PSY 354 Psychopathology****4 credits**

A study of the major forms of psychopathology including anxiety and stress disorders, depression and suicide, schizophrenia, personality disorders, and substance abuse. In addition, the course examines a variety of social issues concerning our society's responses to those labeled mentally ill. Prerequisite: PSY 100.

**PSY 379A CORE: Psychology of Women****4 credits**

A study of justice and the psychological and social dynamics that shape women's lives. Students will critically examine past and present psychological research and theories of female personality and behavior, the research on gender comparisons and gender roles, and female socialization and developmental processes. Prerequisite: CORE 279 or appropriate transfer status. Not open to students with credit in PSY 348A. This course partially fulfills the Social and Behavioral Science requirement and fulfills the diversity, global, and multicultural requirement.

**PSY 433 Learning and Motivation****4 credits**

Theories and basic processes of learning, such as classical conditioning, operant conditioning, and observational learning will be studied. Within this framework, classic studies in animal behavior

along with current research in applied behavior analysis and human motivation are reviewed. Laboratory work emphasizes research in these areas through computer simulations as well as experimentation. Prerequisites: MTH 140; PSY 100, 230; or consent of the instructor.

**PSY 434 Cognitive Processes**

**4 credits**

A study of the basic mechanisms that govern human thought. Readings, lectures and labs address attention, perception, pattern recognition, memory, mental representation, psycholinguistics, problem solving, and artificial intelligence. Lab research explores the methodological techniques for understanding cognition. Prerequisites: MTH 140; PSY 100, 230; or consent of the instructor.

**PSY 451 Counseling Theory and Process**

**4 credits**

An examination of major theories and techniques of psychological counseling. Laboratory work involves practice in basic communication and interviewing skills. Prerequisites: PSY 100, and at least one other psychology course; junior standing; Recommended PSY 350.

**PSY 1/2/3/485 Special Topics**

**4 credits**

Group examination through intensive reading and class discussion of a selected topic in psychology not covered in regular courses.

**PSY 479 CORE: Current Issues in Psychology**

**4 credits**

An exploration of current topics in psychology in the context of enduring issues related to human nature, common good, justice, and truth finding. Empirical capstone projects emphasize the syntheses of knowledge from psychology's past and present, skill in research methodology, and the appropriate application of psychological science for wellbeing. Prerequisites: Completion of junior core seminar; PSY 100, 230, an additional 12 credits in psychology beyond the 100-level, and senior standing or consent of the instructor.

**PSY 3/486 Independent Study**

**2 or 4 credits**

Individual examination of a selected topic through intensive reading or through experimental research. Prerequisites: PSY 100, 230, at least two additional psychology courses, recommendation of psychology instructor, consent of academic advisor and division chairperson.

**PSY 497 Field Work**

**2 or 4 credits**

For each 2 hours of credit, 80 hours of supervised field experience in a selected area of applied psychology. Open to Psychology majors only. Pass-fail option available. Prerequisites: junior standing, consent of instructor, five psychology courses including PSY 100, 451 (for social service placements) or PSY 230 (for research and evaluation placements); successful completion of application requirements for fieldwork.

## **Public Relations**

**PRS 201 Principles of Public Relations**

**4 credits**

A theoretical approach to the principles of the field of public relations in corporate, non-profit, and agency applications. The role of public relations in the overall organizational communication structure.

**PRS 205 News Writing**

**4 credits**

Theory and practice of news gathering, writing, and editing with emphasis on the print and electronic media. Projects include straight news reporting as well as feature stories. Topics include determining news value, research, interviewing skills, writing for the ear as well as for the eye, and media critique.

**PRS/BUS 270 Integrated Marketing Communication** **4 credits**  
An overview of promotion as one key component of a marketing strategy. Students review the possible elements that may comprise an organization's promotional mix: e.g., public relations, personal selling, advertising, and sales promotion. Prerequisites: BUS 220.

**PRS 310 Practicum with *The Tower*** **2 credits**  
This practicum experience is designed to give students a hands-on learning opportunity for researching, reporting, editing, photographing, and designing the student newspaper, *The Tower*. Students will understand production processes and the importance of deadlines. Prerequisites: PRS 205 or permission of the instructor.

**PRS 329 Public Relations Writing** **4 credits**  
Intensive writing course that exposes students to all types of public relations writing including news releases, brochures, speeches, newsletters, annual reports, case studies, advertising copy, memos and crisis communication. Students will hone their skills while producing writing samples for their professional portfolios. Prerequisite: PRS 201.

**PRS/ART 330 Media Design and the Creative Process** **4 credits**  
This class will help students to start *thinking* like an artist and designer. Adobe PhotoShop will be the main software program. The basics of image design including an emphasis on the creative process will be taught. Students will be encouraged to experiment and to create in-depth digital images. Prerequisite: PRS 201 for Public Relations majors only.

**PRS/ART 332 Advanced Media Design and Production** **4 credits**  
This course will focus on *creating* like a designer. Main software programs include Illustrator, InDesign, and Adobe Acrobat. This course furthers the concepts taught in PRS 330 and will have a focus on text design and production. Prerequisite: PRS/ART 330.

**PRS 340 Internet Strategies: Social Media, e-Commerce and More** **2 credits**  
This course is designed to provide an in-depth look at the principles, practices, and strategies utilized when incorporating the Internet into a public relations plan. This course will utilize lecture and case analysis to build a body of knowledge for students that they can apply to a professional setting. Prerequisite: PRS 201.

**PRS 352 Research, Planning, and Evaluation** **4 credits**  
This course is designed to provide an in-depth look at the principles, practices, and strategies utilized when incorporating the Internet into a public relations or marketing plan. This course will utilize lecture and case analysis to build a body of knowledge for students that they can apply to a professional setting. Prerequisite: PRS 201 or BUS 220.

**PRS/BUS 365 Philanthropy and Fundraising** **4 credits**  
This course is designed to teach the fundamentals of philanthropy and fundraising as practiced in the United States. The course employs both theory and practice. Philanthropy is taught first to emphasize the importance of giving before receiving and students will use evaluation methods to measure the worthiness/appropriateness of a request. The course will also outline the solicitation techniques used for all types of fundraising, the elements of a compelling case for support, the ethical considerations for use of funds, and proper ways in which to recognize donors. The course may have a service-learning component with a particular grantmaker and/or non-profit organization. Prerequisite: Junior or senior status.

**PRS 415 Advanced PR Techniques** **2 credits**  
This course is designed to advance student writing, editing, and speaking abilities especially in the context of media relations and overall relationship building. Public Relations practitioners must be effective communicators and this course will offer intensive workshops to build skills learned in lower-level PRS courses. Prerequisites: COM 105; PRS 201, 205, and 329.

**PRS 421A Case Studies****2 credits**

Students will analyze classic cases and evaluate the actions and outcomes of each situation. Historic problems in public relations will be addressed. Students will also participate in writing a case study. Prerequisite: At least 16 semester credits of Public Relations coursework.

**PRS 421B Campaign Strategies****2 credits**

Students will work in teams on the planning and evaluation of a public relations campaign. Course may include a service-learning component. Prerequisite: At least 16 semester hours of Public Relations coursework.

**PRS 479 CORE: Analysis and Experience****4 credits**

This course serves as the senior capstone seminar and learning experience for public relations majors. It moves students through a reflective search for truth in the practice of public relations while focusing on how firms create, implement, and evaluate public relations strategies. The course is designed to integrate students' functional public relations knowledge including ethical considerations through an engagement with a supervised field placement involving a minimum of 80 hours in an approved Public Relations setting. The major learning challenge for students in this course will be to examine the organization they are working for or another organization and make and justify, through oral and written communication, subjective strategic decisions centered on the intersection of human nature, community, justice, and truth within the practice of public relations. Students are expected to make a professional contribution to the placement agency and to develop their own portfolio. This course will provide students learning modules on resume preparation, etiquette, dress and informational interviewing. Prerequisites: Completing of junior core seminar; senior standing; 24 semester hours in Public Relations coursework; 2.5 GPA in major courses.

**PRS 1/2/3/485 Special Topics****2-4 credits**

A study of topics in public relations of special interest to a specific group of students. Prerequisite: Consent of instructor.

**PRS 2/3/486 Independent Study****1-4 credits**

Intensive individual work in the area of public relations. Prerequisites: Consent of instructor, academic advisor, division chairperson.

## Science

**SCI 479 CORE: Research in the Sciences****4 credits**

This seminar will offer a capstone experience in the student's own discipline within mathematics, computer and natural sciences as well as a capstone experience in the core curriculum. As a culminating experience in the discipline, this course will require each student to engage in a discipline-specific project under the supervision of a faculty adviser within the student's own discipline. In addition, students will be asked to ponder and discuss topics relevant to all scientific endeavors. Such topics include, but are not limited to, the scientific method, nature of proof, and research ethics. As a capstone for the core curriculum, this seminar will provide a setting for students to read and discuss texts which raise questions related to human nature, common good, justice, ethics, scientific expertise, and search for knowledge, in the contexts of scientific research and technological development. Interdisciplinary communication will be emphasized throughout the course. Prerequisite: Completion of junior core seminar. This course does not fulfill the Natural Science requirement.



# Social Work

## **SWK 100 Social Problems and Social Policies**

**4 credits**

An introduction to social policy of the American welfare state drawing upon historical background and analytical approaches in making the connections between social problems and social policies. Highlights concerns of the social work profession within the social policy process particularly as these relate to issues of social justice regarding vulnerable population groups and the global interconnections of oppression.

## **SWK 120 Theory and Practice I: Introduction to the Profession**

**4 credits**

Origin and development of the profession of social work; opportunities for practice including methods and fields with attention to special issues and populations; relationships with other disciplines and contemporary society; intraprofessional and interprofessional issues. Prerequisite: Social Work major or consent of instructor. This course fulfills the diversity, global, and multicultural requirement.

## **SWK 220 Human Behavior in the Social Environment I**

**4 credits**

A survey of theory and research concerning continuities and changes from conception through adolescence as a function of biological, psychological, socio-cultural, and spiritual dimensions of human behavior. Contemporary perspectives central to the practice of social work are incorporated. Content includes ways in which social systems promote or deter people in maintaining or achieving health and well-being. Prerequisite: PSY 100.

## **SWK 222 Human Behavior in the Social Environment II**

**4 credits**

A survey of theory and research concerning continuities and changes that occur during the adult life cycle as a function of biological, psychological, socio-cultural, and spiritual dimensions of human behavior. Contemporary perspectives central to the practice of social work are incorporated. Content includes ways in which social systems promote or deter people in maintaining or achieving health and well-being. Prerequisite: PSY 100.

## **SWK 270 Wellness and the Human Spirit**

**4 credits**

Wellness is a way of being that integrates body, mind and spirit. Designed to explore and to nurture the spirit within each person, this course gives special attention to the role of spirituality and its relationship to the general well-being of self. Personal spiritual well-being allows for a more humane and ethical response toward individuals and toward larger systems of focus across diverse settings.

## **SWK/SOC 271 Wellness in the Midst of Loss**

**4 credits**

The “hello-goodbye” rhythm of life is experienced in numerous ways and forms throughout one’s lifetime. Designed from a spiritual perspective, this course reflects upon loss in its various forms: self, transitions, relationships, health, work, aging and death, situating the mystery of dying within the dynamic of living.

## **SWK 277 Social Context of Aging**

**4 credits**

An examination of the contemporary social and cultural context of aging designed to provide a survey of concepts and issues relevant to working with and on behalf of adults in the community and in institutional settings.

## **SWK 278 Aging and Socio-Cultural Change**

**4 credits**

A cross-cultural study of the aging process in the context of social and cultural changes; includes consideration of issues raised by the interplay of cultural values and technological developments.

## **SWK 279A CORE: Women’s Issues and the Common Good**

**4 credits**

Perspectives on selected policy issues affecting women nationally and internationally. Attention is given to the impact of history, the power of stereotypes, the family as an economic institution,

institutionalized violence against women, and changing institutions. Prerequisites: CORE 179 or appropriate transfer status. Pre- or Corequisite: ENG 102. Not open to students with credit in SWK 250. This course partially fulfills the Social and Behavioral Science requirement and fulfills the diversity, global, and multicultural requirement.

**SWK 279B CORE: Politics of Aging**

**4 credits**

Political, economic, and ethical perspectives on selected policy issues affecting the aging population in the U.S. Policy issues include: economic resources and needs of the aging population, impact of the “baby boom generation” on the current support structure, and elder abuse. Intergenerational equity is also analyzed. Emphasis is given to the broad implications of economic life for elderly persons, besides society’s differential treatment of older adults as a group. Seminar participants will actively participate in a short-term community-building project to promote the common good. Prerequisites: CORE 179 or appropriate transfer status and ENG 102. This course partially fulfills the Social and Behavioral Science requirement. Not open to students with credit in SWK 275.

**SWK 297 Gerontological Fieldwork**

**2-4 credits**

Field placement under supervision within a local human service agency in a selected area of gerontological practice. The student will spend, at minimum, 50 clock hours in the field per semester credit hour. Pass-fail option available. Faculty instructor will serve as liaison between the University and the field site. Prerequisite: successful completion of a minimum of three of the following courses: PSY 222 or SWK 222, 275, 277, and 278; or consent of instructor.

**SWK 320 Theory and Practice II: Direct Practice in Social Work**

**4 credits**

Social science foundations and practice paradigms for direct services: the integration of knowledge, professional values, and skills within a generalist, ecological perspective for direct service at various levels of human systems. Prerequisites: SWK 120 and Social Work major or consent of instructor. This course fulfills the diversity, global, and multicultural requirement.

**SWK 321 Theory and Practice III: Macro Practice in Social Work**

**4 credits**

Social science foundations and practice paradigms for macro practice: the integration of knowledge, professional values, and skills within a generalist, ecological perspective for work with organizations and communities. Some sections may include a service-learning component. Prerequisites: SWK 120 and Social Work major or consent of instructor.

**SWK 341 Integrating Human Behavior Theories and Social Work Practice**

**2 credits**

This course examines the utility of a select number of human behavior theories for generalist social work practice in various helping situations. Prerequisites: SWK 220 and 222; Junior standing or consent of instructor.

**SWK 342 Policy Advocacy Practice**

**2 credits**

To promote human rights and social and economic justice, social workers are required to engage in policy advocacy practice. This course is skills based, involving students in collaborating for effective policy action by analyzing, formulating, and demonstrating leadership in advocating for policies that advance social well-being. Prerequisites: Social Work major or consent of instructor; SWK 100 and Junior standing.

**SWK/SOC/POL/CRJ 352 Research Methods**

**4 credits**

This course examines research design and measurement techniques useful for understanding social science research. The course is skill based involving students in designing and carrying out an original research project, tabulating and analyzing the data, and writing a research report. Of particular interest are issues of problem definition, conceptualization and operationalization of research questions, sampling, and application of various methodologies from experimental designs to evaluation research. Prerequisites: MTH 140; Junior standing or consent of the instructor.

**SWK/SOC 379B CORE: Global Ethnic Relations****4 credits**

This course seeks to empower students to become knowledgeable, caring, and active citizens in a diverse and often ethnically polarized world. The course examines multiple dimensions of global diversity (race, ethnicity, religion); common responses to differences including prejudice, discrimination, segregation, colonization, genocide and positive alternatives such as assimilation and egalitarian pluralism. We will examine ethnic relations in the U.S. and around the world through the lens of history. The course concludes with the ethical basis for seeking social justice via anti-discrimination work and strategies for dismantling discrimination and repairing strained ethnic divides at the individual, institutional, and societal levels. Students will have the opportunity to translate knowledge into action for social justice through a bridging cultures project. Prerequisite: CORE 279 or appropriate transfer status. This course fulfills the diversity, global, and multicultural requirement. This course partially fulfills the Social and Behavioral Science requirement. Not open to students with credit in SOC/SWK 346 or 279D.

**SWK 479A CORE: Social Work Seminar I****2 credits**

The capstone Fieldwork Seminar provides a systematic opportunity to connect the undergraduate senior field work practice experience with the academic program. The purpose of the Seminar is to provide students with an opportunity to share their field work experiences and to explore in some depth competencies in practice ("What have we learned?"). The Seminar will extend the discussion of self in the context of identifying as a professional social worker and conducting oneself accordingly. The discussion of the common good will be extended in the context of engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations and communities. The seminar will extend the discussion of justice in the context of advancing human rights and social and economic justice. Co-requisite: Enrollment in SWK 480.

**SWK 479B CORE: Social Work Seminar II****2 credits**

Building upon entry-level competencies acquired during the first semester of this two semester Seminar, capstone fieldwork Seminar II provides a systematic opportunity to connect the undergraduate senior field work practice experience with the academic program. The purpose of the Seminar is to provide students with an opportunity to share their field work experiences and to explore in some depth competencies in practice ("What have we learned?"). The Seminar will extend the discussion of self in the context of identifying as a professional social worker and conducting oneself accordingly. The discussion of the common good will be extended in the context of engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations and communities. The seminar will extend the discussion of justice in the context of advancing human rights and social and economic justice. Co-requisite: Enrollment in SWK 481

**SWK 480 Field Work I****4 credits**

First semester of yearlong field placement under supervision in a local human service agency. The student will spend, at minimum, 200 clock hours in the field. Grades for fieldwork will be on a Pass/Fail basis. Prerequisites: senior standing; 2.5 GPA; successful completion of application requirements for fieldwork. (Specific requirements are available in printed form from the division.) A grade of P must be earned to proceed to SWK 481. Co-requisite: Enrollment in SWK 479A.

**SWK 481 Field Work II****4 credits**

The second semester of field placement and weekly seminar. The student will spend, at minimum, 200 hours in the field. Grades for fieldwork will be on a Pass/Fail basis. Prerequisite: completion of SWK 480 with a grade of P. Co-requisite: Enrollment in SWK 479B.

**SWK 1/2/3/485 Special Topics****4 credits**

In-depth study by groups of students of selected social work topics not covered elsewhere in the curriculum.

**SWK 2/3/486 Independent Study**

**4 credits**

Individual study projects in selected areas of social work for students with advanced standing; report required. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, division chairperson.

## **Sociology**

**SOC 101 Introduction to Sociology**

**4 credits**

A survey of the basic concepts of the sociological analysis of human behavior. Topics include culture and socialization; deviance and social control; stratification and social class; inequalities of gender, race, ethnicity, and class; collective behavior and social change; and the role of social institutions in society including family, health care, education, religion, politics, and the economy. Some sections may include a service-learning component. This course fulfills the diversity, global, and multicultural requirement.

**SOC 110 Anthropology: What Makes Us Human**

**4 credits**

An introductory overview from an anthropological perspective with a specific focus upon culture—a central dynamic factor in the development of concepts of self-identity and ethnicity. Examination of evolution, the interrelationships between environment and the formation of social institutions and values.

**SOC 215 Deviance and Institutional Problems**

**4 credits**

A study of the definition and management of those defined as socially deviant including the criminal and the mentally ill and of contemporary institutional problems including inequality, racism, and sexism.

**SOC/HST 226 The Ethnic Experience in America**

**4 credits**

A study of Native American and non-English speaking immigrant ethnic groups within the development of the U.S. with specific attention to the issues of dominant and minority relations, assimilation or ethnic pluralism and culture, color, gender, and social class as negative or positive factors in ethnic relations.

**SOC 235 Comparative Institutions**

**4 credits**

A comparative systems approach to politics (including governments, education, family, economics, and religion) in selected diverse societies. Designed to identify commonalities and differences in lifestyles.

**SOC 255 Sociology of the Family**

**4 credits**

The course introduces a sociological analysis of the family across cultures. This includes an exploration of the social dynamics of human attraction, dating, mate selection, marriage, sexuality, family planning, pregnancy, parenting, and aging. We examine challenges families face with communication, two-job families, finances, conflict, crises, abuse, divorce, remarriage, blended families, and death. Students will develop skills for analyzing family health and for improving family relationships.

**SOC/CRJ 263 Juvenile Delinquency**

**4 credits**

The history of the treatment of juvenile offenders; patterns of delinquency; treatment modalities; causative factors; the juvenile justice system; social and cultural influences upon juveniles in modern society; current theories of juvenile delinquency.

**SOC/SWK 271 Wellness in the Midst of Loss**

**4 credits**

The “hello-goodbye” rhythm of life is experienced in numerous ways and forms throughout one’s lifetime. Designed from a spiritual perspective, this course reflects upon loss in its various forms: self, transitions, relationships, health, work, aging and death, situating the mystery of dying within the dynamic of living.

**SOC 279B CORE: Nonviolent Social Change****4 credits**

The course addresses the philosophical and religious foundations, theory, history, and practice of nonviolence as a method of social change. The course will include study of some of the great nonviolent leaders such as Mahatma Gandhi, Dorothy Day, Cesar Chavez, and Martin Luther King, Jr. Building on a nonviolent foundation, the course explores strategies for social organizing, designing campaigns for social change, fundraising, coalition building, recruiting, marketing ideas, media relations, and empowering grassroots leadership. The class will explore common elements of successful social change movements throughout history including: labor, women's, human rights, poor people's, peace and environmental. In relation to social change, the course will address the question, "What does it mean to belong to a community?" Students will work with diverse communities and have the opportunity to translate knowledge into action through a community service component focused on the common good. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. Not open to students with credit in SOC 320 or SOC 322. This course partially fulfills the Social Behavioral Science requirement.

**SOC/CRJ 348B Prisons and Mental Hospitals****4 credits**

An historical review of the notions of criminality and mental illness with a focus on the emergence and development of prisons and mental hospitals. Prerequisites: ENG 110-111 or 101-102.

**SOC/SWK/POL/CRJ 352 Research Methods****4 credits**

This course examines research design and measurement techniques useful for understanding social science research. The course is skill based involving students in designing and carrying out an original research project, tabulating and analyzing the data, and writing a research report. Of particular interest are issues of problem definition, conceptualization and operationalization of research questions, sampling, and application of various methodologies from experimental designs to evaluation research. Prerequisites: MTH 140; junior standing or consent of the instructor.

**SOC/CRJ 365 Criminology****4 credits**

Study of the nature, distribution and types of crime in society. Theories of crime causation in both historical and contemporary perspectives are examined. Prerequisite: CRJ 105 or consent of instructor.

**SOC 379A CORE: Poverty and Development****4 credits**

This course will examine the causes, consequences, and solutions to Central American poverty while studying in Guatemala. The course will explore poverty in the context of colonial history, economic globalization, political and economic policies of unrestrained capitalism and trade, population growth, tropical climate, and cultural patterns. Students will travel in both urban and rural Guatemala meeting with non-profit organizations, government officials, and living with poor families. Grassroots efforts to address poverty including micro loan programs, sustainable agriculture, empowerment of women, literacy campaigns, prejudice reduction, and education for democracy will be emphasized. Spanish is useful but not necessary. Prerequisite: CORE 279 or appropriate transfer status. Not open to students with credit in SOC 241. This course fulfills the diversity, global, and multicultural requirement. This course partially fulfills the Social and Behavioral Science requirement.

**SOC/SWK 379B CORE: Global Ethnic Relations****4 credits**

This course seeks to empower students to become knowledgeable, caring, and active citizens in a diverse and often ethnically polarized world. The course examines multiple dimensions of global diversity (race, ethnicity, religion); common responses to differences including prejudice, discrimination, segregation, colonization, genocide and positive alternatives such as assimilation and egalitarian pluralism. We will examine ethnic relations in the U.S. and around the world through the lens of history. The course concludes with the ethical basis for seeking social justice via anti-discrimination work and strategies for dismantling discrimination and repairing strained ethnic divides at the individual, institutional, and societal levels. Students will have the opportunity to translate knowledge into action for social justice through a bridging cultures

project. Prerequisite: CORE 279 or appropriate transfer status. This course fulfills the diversity, global, and multicultural requirement. This course partially fulfills the Social and Behavioral Science requirement. Not open to students with credit in SOC/SWK 346 or 279D.

**SOC/CRJ/POL 379C CORE: Causes of Collective Violence: Terrorism, Genocide, War**

**4 credits**

This is an introduction to theories of conflict and war from the inter-group to the international level. Included are causes of terrorism, ethnic conflict and genocide, revolution, and interstate war. This includes an analysis of causes of conflict at four levels: individual, small group, the nation/state, and the international system. This course is interdisciplinary, drawing on theories from biology, psychology, sociology, economics, and political science. Case studies of contemporary conflicts are utilized to explain and test various theoretical perspectives and to examine the consequences of war. Not open to students with credit in POL/CRJ/SOC 347.

**SOC 479 CORE: Sociological Theory**

**4 credits**

An analysis and integration of major theorists and theoretical schools in historical and contemporary social thought. Underlying themes include human nature, the structure and functioning of social groupings, and the articulation of individual and society. This course is a macroscopic, systemic analysis of human behavior which both focuses on and makes connections between/among concepts of self, community, justice and truth. Prerequisite: Completion of junior core seminar.

**SOC 1/2/3/485 Special Topics**

**2-4 credits**

Intensive reading and class discussion of selected topics in sociology not covered in regular courses.

**SOC 2/3/486 Independent Study**

**2-4 credits**

Intensive reading or special research projects for students with advanced standing. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, division chairperson.

**SOC 497 Internship and Seminar**

**2-8 credits**

Fieldwork under supervision in a local organization or agency. The student will spend 50 hours in the field for each hour of credit and will meet with faculty weekly in seminar to discuss and to reflect upon the connections between coursework and fieldwork. Prerequisite: senior standing; 2.5 GPA; successful completion of application requirements for fieldwork.

## Spanish

**SPN 110 Elementary Spanish I**

**4 credits**

Development of communicative competency with an emphasis on comprehension and speaking skills. Cultural content and grammatical structures introduced by text, web-based, and multi-media instructional materials. Intended for beginning level students.

**SPN 111 Elementary Spanish II**

**4 credits**

Continuation of SPN 110 presenting more complex grammatical structures and broader communicative competencies. Prerequisite: SPN 110 or placement by Literature and Language Division placement measure. This course fulfills the Language requirement.

**SPN 212 Intermediate Spanish**

**4 credits**

Grammar review with emphasis on the culture of the Spanish speaking world. Students will be expected to practice grammar structures while using them in culturally contextualized speaking, writing, reading, and listening activities. Native speakers of Spanish may enroll with consent of

instructor. Prerequisite: SPN 111 or equivalent, or placement by Language Department placement measure. This course fulfills the Language requirement.

**SPN 214 Intermediate Spanish Conversation**

**2 credits**

An intermediate conversation course with an emphasis on development of authentic patterns and the use of appropriate styles in conversation in order to develop cross cultural connections. Native or heritage speakers of Spanish may enroll with consent of instructor. Prerequisite: SPN 212 or equivalent, or placement by Language Department placement measure. This course partially fulfills the Language requirement.

**SPN 216 Intermediate Spanish Composition**

**2 credits**

An intermediate composition, reading, and vocabulary development course with emphasis on the development of writing and reading skills. Emphasis will also be placed on communication and developing cross cultural connections. Native or heritage speakers of Spanish may enroll with consent of instructor. Prerequisite: SPN 212 or equivalent, or placement by Language Department placement measure. This course partially fulfills the Language requirement. Not open to students with credit in SPN 230B.

**SPN 220 Intermediate Spanish for Business**

**2 credits**

Emphasis on the business culture of Spanish speaking countries, contextualized to reflect the practical aspects of conducting business. Further development of language skills to enable the use of a case approach for business problems. Prerequisite: SPN 212 or equivalent. This course partially fulfills the Language requirement. Not open to students with credit in SPN 220C.

**SPN 232 Advanced Spanish Conversation**

**4 credits**

A conversation course with emphasis on further development of conversational skills to improve oral and listening proficiency in order to develop cross cultural connections. Prerequisites: SPN 214 and 216. The course fulfills the Language requirement.

**SPN 234 Advanced Spanish: The Short Story**

**2 credits**

Further development of reading and composition skills in Spanish through the medium of the contemporary short story. Selections from Spain, Latin America, the Caribbean, and the United States. Prerequisites: SPN 214 and 216 or equivalent, or placement by Language Department placement measure. This course partially fulfills the Language requirement.

**SPN 240 Civilization and History of Spain**

**2 credits**

Study of the geographical, historical, literary, and political aspects of Spain and Iberia. The course includes an overview of the historical development of early modern Spain. Taught in Spanish. Prerequisite: SPN 232 or permission of instructor. This course partially fulfills the Language requirement.

**SPN 242 Civilization and History of Spanish America**

**2 credits**

General introduction to geographical, historical, literary, and socio-cultural aspects of Spanish America. The course will cover pre-Colombian civilizations, the Colonial period, and the independence movements to the republics. Taught in Spanish. Pre-requisite: SPN 232. This course partially fulfills the Language requirement.

**SPN 355 Masterpieces of Spanish and Hispanic American Literature**

**4 credits**

A selection of the best readings from early literature to the modern period. Provides an introduction to the main trends and genres of Peninsular and Hispanic American literature. Pre-requisite: SPN 232.

**SPN 1/2/3/485 Special Topics**

**1-4 credits**

Concentrated study in a particular area of Spanish. Typical offerings may include Spanish for Human Services, Prize Laureates in Hispanic Literature, and other topics as needs and interests dictate. Pre-requisite: Consent of instructor.

**SPN 2/3/486 Independent Study****1-4 credits**

Intensive individual work in Spanish. Pre-requisites: Consent of instructor, academic advisor, division chairperson.

**SPN 498 Seminar in Spanish Language and Hispanic Culture****4 credits**

Intensive study of one or more Spanish literary works or histories. Includes advanced project in a cultural or historically-based topic, literature and criticism, or creative writing. Prerequisite: Consent of instructor.

## Sport Management

**SPM 110 Sport Management****4 credits**

This course is an introduction to sport management topics. These topics include planning, marketing, financing, leading, and organizing sport and recreation organizations, events, and facilities. Sport law and sport ethics are also overviewed.

**SPM/PEH 130 History of Sports****4 credits**

A study of the historical and philosophical development of modern sport (late 19<sup>th</sup> Century to the present). Attention is also focused on ethics in the area of sport experiences.

**SPM 140 Sport Psychology****4 credits**

This course is an introduction to the application of psychological principles to sport settings. Topics of the course include sport motivation, sport leadership, sport anxiety management, teamwork, injury recovery, visualization, personality in sport, and peak performance. This course will not satisfy the social science core requirement.

**SPM 210 Sport Finance and Economics****4 credits**

A study of the application of economic thinking to sport enterprises. It shows how economic and financial analyses pertaining to different aspects of sports including player compensation, labor relations, facility development, broadcast rights, and competitive structure, are employed in managerial decision making in amateur and professional sports. Prerequisites: ECN 205 and MTH 140.

**SPM 220 Sport Marketing****4 credits**

A study of basic marketing concepts with applications to sport organizations, both amateur and professional. Topics include promotions and public relations, sport consumer behavior, strategic market planning, marketing information management, marketing communications, sponsorship, and fund raising. Prerequisites: ECN 205 and MTH 140

**SPM/PEH 231 Sociology of Sport****2 credits**

A study of sport in all societies; the impact of different social institutions upon amateur and professional sport. Prerequisite: Sophomore standing.

**SPM 240 Sport Recreation Management****4 credits**

Organization and administration principles for directing programs and facilities in physical education, intramurals and recreation. Students learn to create safe learning environments for diverse population of students to encourage positive interaction, active engagement in learning and self motivation. Students learn to organize, allocate and manage time, space, and equipment in a variety of ways to provide active and equitable learning experience as it relates to sport recreation.



**SPM 296 Field Experience in Sport Management****2 credits**

This course offers direct participation in sport management tasks of a sport organization chosen by the student in alignment with the student's career aspirations. Students gain initial practical experience prior to the required professional experience in the senior year. The student will have supervised participation of 80 clock hours and in-class assignments. An approved application is required through the Sport Management Coordinator. The experience will be arranged with pre-meetings by the student, the Sport Management Program Coordinator, and the sport organization supervisor. Prerequisite: Sophomore standing, SPM 110, and successful completion of the Sport Management application.

**SPM 310 Sport Event and Facility Management****4 credits**

This course focuses on planning, maintaining, and managing sport events and multi-purpose sports facilities. Concentration is on the planning, implementation, and evaluation of sport events in addition to the design, maintenance, and full utilization of athletic facilities. Principles for effective management of sport events and facilities in both human and physical resources are stressed. Prerequisites: ECN 205 and MTH 140.

**SPM 332 Sport Organizations and Communication****4 credits**

A study of organizations, administration, and communication within sport. Topics to be addressed include sport governance, media relations, communication skills, public relations, and technology. Prerequisites: Sophomore standing, ECN 205, and MTH 140.

**SPM 350 Sport Law****4 credits**

A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues. Topics to be addressed include right to participate, liability for injuries, legal status of sports organizations, risk management, assertion of legal rights, and crisis management. Other areas of sport industry law to be covered are contracts, tort liability, negligence, gender equity, sport labor relations, and selected current issues. Prerequisites: ECN 205 and MTH 140.

**SPM 496 Professional Experience in Sport Management****4 credits**

This course offers direct and intensive professional participation in sport management tasks of a sport organization chosen by the student in alignment with the student's career aspirations. The student will have supervised participation of 160 clock hours and in-class assignments. An approval application is required through the Sport Management Coordinator. The experience will be arranged with pre-meetings by the student, the Sport Management Coordinator, and the sport organization supervisor. Prerequisites: SPM 296 and successful completion of the Sport Management application.

**SPM 479 CORE: Sport Leadership and Ethics****4 credits**

In this capstone seminar, multiple theoretical perspectives on sport leadership and ethics will be examined. As the culmination of coursework for Sport Management majors and the core curriculum, students will explore ethical leadership taking into account human nature and leading for the common good. Professional ethics, rights, justice, and responsibilities in sport leadership will also be discussed. Students will utilize scholarly research to recognize and critically analyze moral issues to develop a personal approach of social responsibility in sport leadership settings. Prerequisites: Completion of junior seminar and SPM 296.

## Theatre

**THR 181 Introduction to Theatre****4 credits**

A view of theatre as a composite art form; an introduction to the artistic processes of the actor, the director, the playwright, and the designer; adaptation of the thematic and dramatic values in several major plays to production techniques. This course partially fulfills Arts and Ideas requirement.. Not open to students with credit for COM 181.

**THR 244 Oral Interpretation****4 credits**

A study of the principles and practices of analysis and effective oral delivery of poetry, prose, and dramatic literature; the study of literature through oral performance. Not open to students with credit for COM 244.

**THR 252 The Tragic Vision****4 credits**

An exploration of the notion that the tragic form in drama reveals insights into the nature of humanity as it has been perceived through various historical periods. A study of representative plays and critical literature from the Ancients, the Elizabethans, the French Neo-classicists, and the Moderns. Prerequisites: ENG 101-102 or 110-111. This course partially fulfills Arts and Ideas requirement.. Not open to students with credit for COM 348a and THR 348A.

**THR 255 The Comic Vision****4 credits**

A view of the human condition through the eyes of the comic playwright. A study of representative comedies and critical literature from several historical periods. Prerequisites: ENG 101-102 or 110-111. This course partially fulfills Arts and Ideas requirement.. Not open to students with credit for COM 348b and THR 348B.

**THR 270 Acting****4 credits**

Serving as an introduction to the actor's training process, the first half of this course focuses on creativity, artistic discipline, and the development of vocal and physical variety as the basis for character development. The second half of the course focuses on the actor's approach to play script interpretation. Not open to students with credit for COM 270.

## Theology

**THL 101 Catholic Principles for Interpreting the Bible****2 credits**

A general overview of the principles of Biblical Interpretation in the Catholic Tradition. The course will cover the most important documents of the Catholic Church that deal with Revelation, Scripture, and Tradition and will include close readings of texts of the Bible to uncover the literal and more-than-literal senses of the text.

**THL 103 The Pentateuch****2 credits**

An overview of the first five books of the Bible, with attention to literary genres and theological content.

**THL 104 The Prophets of Ancient Israel****2 credits**

An overview of the prophets of Ancient Israel and their times, with attention to selected texts.

**THL 106 The Old Testament****4 credits**

A study of the historical, prophetic, and sapiential texts in the Old Testament according to their historical, literary, and theological contexts. Not open to students with credit for THL 105.

**THL 107 The New Testament****4 credits**

A study of the various texts of the New Testament according to their historical, literary, and theological contexts. Not open to students with credit for THL 105.

**THL 108 Bridging the Testaments****2 credits**

An overview of the historical setting, 200 B.C.- A.D. 110, and readings from selected texts that provide literary and theological background to the New Testament

- THL 113 Basic Christian Beliefs** **4 credits**  
 A study of the essential truths of Christianity from the perspective of the Roman Catholic tradition: revelation, Trinity, grace, salvation, sacraments, and eschatology. Not open to students with credit in THL 225.
- THL 115 Introduction to Spirituality** **4 credits**  
 A study of the characteristics and forms of spirituality with emphasis on the Christian experience.
- THL 150 The Psalms** **2 credits**  
 A study of the literary character and theological themes in the Book of Psalms.
- THL 203 The Gospels** **4 credits**  
 A study of the sources and formation of the Gospel tradition: form criticism, distinctive literary structures, and theologies of the four Gospels.
- THL 204 Epistles of Paul** **4 credits**  
 A study of the life of St. Paul and the theological content of his teaching.
- THL 210 The Letter to the Hebrews** **2 credits**  
 A study of the "Letter to the Hebrews" with special emphasis on its historical context in Jewish-Christianity of the first century A.D. and on its influence on the development of ministry in the Catholic tradition.
- THL 225 Introduction to Christian Theology** **4 credits**  
 This course introduces students to the academic discipline of Theology. In addition to providing an overview of Christian teachings from a Roman Catholic perspective, it engages students in the processes of theological reflection, discourse, and research. Not open to students with credit in THL 113.
- THL 230 The Sacraments of the Catholic Church** **2 credits**  
 A study of the sacraments of the Catholic Church, with special emphasis on their evolution over the life of the Church. Not open to students with credit for THL 236.
- THL 233 The Holy Spirit: Gift of God** **4 credits**  
 A study of the Holy Spirit as presented in Scripture and in theological writings of the past and present. Special attention is given to the theology of grace.
- THL 234 Jesus: Revelation of God** **4 credits**  
 A study of the person of Christ as presented in Scripture and in theological writings of the past and present. Special attention is given to the theology of salvation. Prerequisite: One prior theology course or consent of instructor.
- THL 235 Christian Morality** **4 credits**  
 A consideration of the sources of the Christian moral life: scripture, theological reflection, law, and conscience. Application of basic principles to selected contemporary moral problems.
- THL 237 Theology of Marriage** **4 credits**  
 A study of the Christian understanding of marriage from the perspective of the Roman Catholic tradition.
- THL 239 Theology of Death and Eternal Life** **4 credits**  
 A study of the mysteries of human suffering, death, purgatory, hell, and heaven from the perspective of the Roman Catholic tradition. The course reflects on insights of Scripture and theological writings of past and present.

- THL 240 History of Christianity To the Reformation** **4 credits**  
A study of important persons and events in the life of the Church from its beginnings to the Reformation.
- THL 241 History of Christianity Since the Reformation** **4 credits**  
A study of important persons and events in the life of the Church since the Reformation.
- THL 242 The Reformation** **2 credits**  
An historical overview of the many efforts at reforming Christianity in 16<sup>th</sup> century Europe.
- THL 245 The Church** **2 credits**  
A study of the mystery of the nature and life of the Church by means of careful readings of official teachings of the Catholic Church and reflections by Catholic Theologians.
- THL 250 The Book of Revelation** **2 credits**  
A study of the historical context of the Book of Revelation and a close reading of the text that will uncover its theological message.
- THL 279A CORE: Catholic Church in the World** **4 credits**  
This course discusses and analyzes three trends that characterize the Catholic Church since the Second Vatican Council: Evangelization, Ecumenism, and Inter-religious Dialogue. The course includes meetings with representatives of organs of the Catholic Church and Catholics of different cultures and language groups living in the Columbus area; members of Christian churches and communities in dialogue with the Catholic Church who live in Columbus; and representatives of non-Christian religions living in Columbus. Prerequisites: CORE 179 or appropriate transfer status and ENG 102.
- THL 310 Theology of the Diaconate** **2 credits**  
This course will examine the dogmatic foundations of the Permanent Diaconate by means of a comprehensive review of the relevant documents of the Roman Catholic Church. The purpose of this course is to assist individuals to discern their vocation to the Permanent Diaconate in the Roman Catholic Church.
- THL 312 Principles of Campus and Youth Ministry** **4 credits**  
Students will explore strategies for implementing a dynamic ministry with youth that incorporates developmentally appropriate programming, an understanding of family systems and family life, and collaborative networking of resources with the wider community. Prerequisites: PSY 220 and 12 credits in theology.
- THL/HST 342 History of Christianity in the United States** **4 credits**  
A historical overview of the religious life, institutions, and thoughts of Americans from colonial times to the present with a special emphasis on the Catholic Church in the United States. Note: THL/HST 342 does not fulfill the core requirement in theology unless one additional four (4) credit course in theology is also taken. This course fulfills the diversity, global, and multicultural requirement.
- THL 343 World Religions** **4 credits**  
An overview of the major religions of the world, their history, and their oral traditions and written scriptures. The course includes the perspective of the Catholic Church on inter-religious dialogue. Prerequisite: THL 113 or THL 225.
- THL 348B Early Christian Writings** **4 credits**  
A study of the significant personalities and writings of the early Church with reference to their historical context and contemporary implications

**THL 348C Thomas Aquinas** **4 credits**  
A study of Thomas Aquinas' theological synthesis and its contribution to the western Christian theological tradition.

**THL 349 Ancient Israel: Epic and Narrative** **2 credits**  
An examination of the epic and narrative portions of the Old Testament by means of narrative analysis and theological reflection. Pre-requisites: ENG 101 and 102.

**THL 350 Ancient Israel: History** **2 credits**  
An examination of the historical texts of the Old Testament by means of historical analysis and theological reflection. Prerequisites: ENG 101 and 102

**THL 379A CORE: Theology of Justice and Mercy** **4 credits**  
This course is an investigation of the meaning and relationship of justice and mercy in the Christian tradition, with an emphasis on the social justice teachings of the Catholic Church. Prerequisite: CORE 279 or appropriate transfer status. Not open to students with credit in THL 238. The course partially fulfills the Theology requirement.

**THL 479 CORE: Grace and Freedom** **4 credits**  
A study of the human encounter with God in terms of human freedom and the gift of grace. The course addresses the difference that the Christian faith makes in the understanding of the human condition; it serves as a summative experience in the study of theology and invites the student to contemplate the graciousness of Truth. Prerequisites: Completion of junior core seminar; THL 113 or 225, 203, and 234. Not open to students with credit in THL-348A or THL 477.

**THL 1/2/3/485 Special Topics** **2-4 credits**  
Topics of special interest in theology

**THL 2/3/486 Independent Study** **2-4 credits**  
A tutorial program in which the student does research in a specific area of theology. Prerequisites: Two prior theology courses; consent of instructor, academic advisor, division chairperson.

**THL 497 Internship in Campus and Youth Ministry** **4 credits**  
The internship experience enables students to pursue supervised field experience in an established parish youth ministry, high school or college campus ministry program. The students will explore various models of youth ministry and gain practice developing and leading comprehensive programs geared to the needs of adolescents and young adults. Students will spend 150 hours in field work and meet biweekly in seminar to discuss and to reflect upon the practical application of their previous and current academic work. Prerequisites: THL 312, BUS 279A, PSY 220, PSY 451.

## Women's and Gender Studies

**WGS 279A CORE: Introduction to Women's and Gender Studies** **4 credits**  
This course explores the common good through gender, its history, representation, and relationship to culture, society, and art. What is the relationship between gender and society? How has gender been influenced by society and vice versa? We will examine the ways diverse communities have responded to these kinds of questions in the past. We will also examine the ways in which gender is represented, viewed, treated, and discussed today. Issues such as the women's suffrage; gender policies in religion, business and education; and gender bias will be discussed. Readings will be multicultural and multidisciplinary. Films, the visual arts, and popular media will also be included. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 102. This course fulfills the diversity, global, and multicultural requirement.

**WGS 397 Internship**

**1-4 credits**

Supervised fieldwork of 40 hours per credit hour in a gender-women's studies related field. Students will meet regularly with the sponsoring instructor. Prerequisites: Junior standing, 3.000 cumulative grade point average, consent of the advisor and director.

**WGS 286-486 Independent Study**

**1-4 credits**

This class gives students the chance to develop individual creative, critical, and research projects. Forty (40) hours per credit hour. Includes Honors Program research. Prerequisites: Consent of the instructor, academic advisor, and division chairperson.







# **Graduate Programs**



# Master of Arts in Theology

The program prepares students for ministry by providing a curriculum rich in the theological tradition of the Church. The program's primary focus is on the needs of the Diocese of Columbus for lay pastoral associates, directors of parish schools of religion, youth ministers, high school religion teachers, and campus ministers. The course of studies also provides a theological foundation for all persons interested in deepening their Christian commitment and ministerial options. At the center of the program is a curriculum in biblical, historical, systematic, and pastoral theology.

## Admission

Admission policies and procedures for all graduate academic programs of Ohio Dominican University are the responsibility of the Graduate Curriculum and Academic Policies Committee (GCAP). Admission to the program is the decision of the Program Director and the Graduate Admissions Committee who review and evaluate all applications. In the case of applicants who do not satisfy the general requirements for admission to the program, the program faculty will decide on the merit of such cases.

All applicants must:

- complete the application form
- have completed a baccalaureate degree from a regionally accredited college or university
- have completed 20 semester hours of undergraduate theology or its equivalent (Note: Conditional admission may be granted to applicants without this requirement. Conditional admission status will be reviewed after the completion of six graduate credits—including THL 510 Introduction to Theology).
- submit official transcripts from every postsecondary institution attended
- submit three letters of recommendation
- submit an autobiographical essay (3 to 5 pages) in which his or her academic and/or ministerial goals are identified
- have an interview with the director and/or the admissions committee

## Graduation Requirements

- Each student works with his or her advisor to develop a plan of study. The plan of study is submitted to the Director of the program no later than 12 months before a student's projected graduation date.
- Each student must complete thirty-six (36) semester hours and have a 3.0 grade point average. No more than six (6) of the 36 credits may be from the one credit THL 685 Special Topics courses which address skills for ministry..
- Students must complete their program within seven (7) years of acceptance.

## Curriculum for the M. A. in Theology

The curriculum for the M.A. in Theology has been developed from the competency goals identified by three key associations for ministry; namely, the National Association for Lay Ministry, the National Federation for Catholic Youth Ministry, Inc., and the National Conference for Catechetical Leadership. Rev. Joseph T. Merkt, S.T.D. in *Common Formation Goals for Ministry*, has summarized the competency-based certification standards for these organizations. Three competency areas are delineated: personal, theological, and professional.

The *personal* competency goals are central to the preparation of candidates for ministry, but are not an immediately visible aspect of the program of studies. This aspect of the program is primarily addressed in

the opportunities provided for retreats, mentoring, spiritual direction, etc. These competencies will be assessed through the portfolio requirements (see THL 700). One section of the portfolio will be devoted to documentation of meetings with mentors (or similar activities) and reflective essays that address these issues.

The *theological* competency goals form the centerpiece of the ODU curriculum. ODU offers courses in biblical, historical, and systematic theology. Students who complete this program will be prepared for further academic study as well as for ministry.

The *professional* competency goals that contribute to success in ministry are addressed through various electives. There are Special Topics courses (THL 685), opportunities for Independent Study (THL 696), and an Internship in Ministry (THL 697).

All three sets of competencies identified by the pertinent national associations for ministry are the focus of the required Integrative Seminar (THL 700). Upon completion of the Master of Arts in Theology a student will have acquired not only a deeper understanding of the theological insights of Catholic Christianity, but will also have addressed his or her personal appropriation of this tradition as well as its ministerial implications.

### **Required Courses:**

- THL 510 Introduction to Theology
- THL 525 Prophetic Literature or THL 550 Synoptic Gospels and Acts
- THL 600 Trinitarian Theology or THL 610 Christology
- THL 630 Ecclesiology or THL 635 Liturgy and Sacraments
- THL 650 Moral Theology or THL 655 Catholic Social Teaching
- THL 700 Integrative Seminar

## **Course Descriptions: Master of Arts in Theology**

### **THL 510 Introduction to Theology**

**3 credits**

An introduction to the essential components of the study of systematic theology in the Roman Catholic tradition. Topics include the sources and methods of theological reflection; the meaning and significance of the incarnational principle; and the central teachings of Christianity.

### **THL 520 Pentateuch**

**3 credits**

A study of the literary, historical, and theological aspects of the Pentateuch. The course traces the development of the scholarly analysis of the Pentateuch from the ancient world to the present and applies current methods of interpretation to selected texts. Special attention is given to the themes of creation and covenant in the Pentateuch and the importance of these themes in liturgical and pastoral settings.

### **THL 525 Prophetic Literature**

**3 credits**

A study of the literary, historical, and theological phenomenon of prophecy in Ancient Israel and Judah. The course examines the literary genre of the prophetic oracle as well as the real socio-political challenges facing individual prophets. Special attention is given to the use of prophetic texts in the social teaching of the Catholic tradition and in liturgical and pastoral settings.

### **THL 530 Wisdom Literature**

**3 credits**

A study of the literary, historical, and theological phenomenon of wisdom in Ancient Israel. The course examines the social and cultural function of wisdom in the life of Ancient Israel and applies a variety of interpretive methods to selected biblical texts. Special attention is given to the use of wisdom literature in liturgical and pastoral settings.

**THL 550 Synoptic Gospels and Acts****3 credits**

A study of the literary, historical, and theological dimensions of Matthew, Mark, Luke and the Acts of the Apostles. The course presents a variety of contemporary methods of interpretation and applies them to selected texts. Special attention is given to the Catholic tradition of interpreting the Bible and to the use of texts for liturgical and pastoral settings.

**THL 555 Johannine Literature****3 credits**

A study of the literary, historical, and theological aspects of the Gospel of John, the letters of John, and the book of Revelation. The course presents a variety of contemporary methods of interpretation and applies them to selected texts. Special attention is given to the Catholic tradition of interpreting the Bible and to the use of texts in liturgical and pastoral settings.

**THL 560 Pauline Letters****3 credits**

A study of the literary, historical and theological aspects of the Pauline and Deutero-Pauline Letters. The course focuses on the real concerns that Paul confronts in each letter and on similar issues facing Christian communities today. Special attention is given to the Catholic tradition of interpreting the Bible and to the use of texts for liturgical and pastoral settings.

**THL 570 Church History I****3 credits**

A study of Christianity from the Apostolic Era to the Reformation. The course emphasizes the Catholic understanding of tradition and its impact on dogma.

**THL 575 Church History II****3 credits**

A study of Christianity from the Reformation to the present. The course emphasizes the importance of historical theology in ecumenism and interfaith dialogue.

**THL 580 Augustine of Hippo****3 credits**

An overview of the life and thought of Saint Augustine of Hippo and his influence upon the Western Christian theological tradition.

**THL 600 Trinitarian Theology****3 credits**

A study of the Trinity as the heart of Christian faith and life. The course examines past and present theological insights into the mystery of the unity and distinction of the divine persons as ineffable community of love and as the origin, fulfillment, and goal of our own meaning as human persons.

Prerequisite: THL 510.

**THL 610 Christology****3 credits**

A study of the person of Jesus and his saving significance for us. The course examines past and present theological insights into the mystery of Jesus in his divinity and humanity, and explores the salvific meaning and contemporary implications of his life, death, resurrection, and full manifestation at the end of time. Prerequisite: THL 510

**THL 620 Theological Anthropology****3 credits**

A study of the gift of grace and its relationship to human freedom. The course examines past and present theological insights into the saving and transforming power of grace. Prerequisite: THL 510.

**THL 625 Karl Rahner****3 credits**

A seminar on the theology of Karl Rahner. Special attention is given to his Trinitarian theology, Christology, and theology of grace. Prerequisite: THL 510.

**THL 630 Ecclesiology****3 credits**

A study of past and present theological insights into the mystery of the Church. Special attention is given to mission and ministry, and to ecclesial principles of service in today's parish congregations. Prerequisite: THL 510.

**THL 635 Liturgy and Sacraments****3 credits**

A study of the mystery of Christian worship in liturgy and sacrament. The course examines past and present theological insights into the nature of sacrament, and the experience of sacramental and liturgical celebration. Special attention is given to contemporary liturgical documents of the Roman Catholic Church. Prerequisite: THL 510.

**THL 640 Theology of Ministry****3 credits**

A study of ministry as the vocation of all baptized Christians--lay as well as ordained. The course examines past and present understandings of ministry with an emphasis on the growth of officially recognized ministries since Vatican II.

**THL 650 Moral Theology****3 credits**

A study of the general principles of Catholic moral theology. Special attention is given to natural law theory, the development of conscience, the role of moral norms, and the discernment of spirits. Prerequisite: THL 510.

**THL 655 Catholic Social Teaching****3 credits**

A study of the social teachings of the Catholic Church. Special attention is given to the relationship between the theology of creation and covenant and the establishment of a just social order. Prerequisite: THL 510.

**THL 660 Spirituality and Prayer****3 credits**

A study of Christian spirituality and non-liturgical prayer. Special attention is given to the major trends in the history of spirituality and contemporary forms of prayer.

**THL 670 Eschatology****3 credits**

A study of the culmination of human life at death and the fulfillment of human history at the end of time. The course examines past and present theological insights into the mysteries of death, resurrection, and eternal life; it also explores the human vocation to participate through grace and freedom in the divine work of bringing about the reign of God. Prerequisite: THL 510.

**THL 685 Special Topics****1, 2, or 3 credits**

A study of topics of special interest in theology or pastoral ministry.

**THL 686 Independent Study****1, 2, or 3 credits**

A tutorial program in which the student does research in a specific area of theology or pastoral ministry. This course is designed to enable students to do needed research in preparation for an internship experience or as a preparation for doctoral work in theology.

**THL 697 Internship****3 credits**

The internship experience enables students to pursue supervised field learning activities in a parish, diocesan, or educational ministry. The students will spend a minimum of 100 clock hours in fieldwork and meet biweekly in seminar to discuss and to reflect upon the practical application of their previous and current academic work.

**THL 700 Integrative Seminar****2 or 3 credits**

A review of the theological, professional, and personal competencies acquired or enhanced during the student's program of studies. The seminar will include the presentation of student portfolios.







# Master of Business Administration Program

The Ohio Dominican University MBA Program is designed to provide students a comprehensive business education while stressing ethical leadership and strategic agility. The Program offers students a learning experience consistent with Ohio Dominican University's tradition of providing intellectual development and growth in truth and ethical perspective while advancing career readiness in the dynamic, competitive and increasingly globalizing world of business. The Program successfully prepares graduates to serve in middle and senior level leadership roles in a wide variety of organizations.

## Three Formats -- One Degree

The Ohio Dominican University MBA Program is currently offered in three distinctive delivery formats, each tailored to meet the unique needs of students:

***The LEAD Format:*** The Learning Enhanced Adult Degree (LEAD) MBA Format is designed to meet the learning needs of the working adult. Students attend classes one night per week on a year-round basis at one of three campus locations (Easton, Tuttle, and Main Campus). Students may complete the program in as few as 14 months, and may begin the program at a wide variety of start dates throughout the year.

***The Traditional Calendar Format:*** The Traditional Calendar MBA Format is designed for recent graduates of undergraduate programs who are accustomed to the traditional rhythms of the academic year or working adults who prefer to attend classes on a traditional academic calendar (fall and spring terms). This calendar option maintains between-term and summer breaks and regular campus holidays. It offers students an opportunity to complete the MBA Program in as few as 14 months while attending evening classes at the main campus. Students may begin the program throughout the academic year at any of five start times.

***The 4+1Format:*** The 4+1 MBA Format is designed for full-time, undergraduate students who would like to complete an undergraduate degree as well as an MBA in as few as five full-time academic years. The 4+1 Format is offered at the main campus with classes scheduled on the traditional academic calendar.

## Learning Objectives

Graduates of the Ohio Dominican University MBA Program will exhibit:

- The ability to utilize critical thinking and reasoning skills to anticipate, identify, analyze, and solve problems.
- The capacity to create opportunities for both critical inquiry and practical application of learning.
- A strong sense of mutual responsibility, respect, understanding, trust, and fairness.
- Strong written and spoken communication skills.
- A solid understanding of the functional components of business combined with the human aspects of conducting business within physical and social environments.
- The ability to use judgment, deliberation, and analysis required to perform basic business research, including research evaluation and design, statistical analysis, bibliographic and information search techniques, and report writing.
- The capacity for strategic and ethical leadership in the face of environments characterized by change, uncertainty, and complexity.

## **Admission**

Admission policies and procedures for all graduate academic programs of Ohio Dominican University are the responsibility of the Graduate Curriculum and Academic Policies Committee (GCAP). Admission to the program is the decision of the Program Director and the Graduate Admissions Committee who review and evaluate all applications. In the case of applicants who do not satisfy the general requirements for admission to the program, the program director will decide on the merit of such cases.

Students may obtain only the MBA or the MSM degree from Ohio Dominican University and not both.

## **The LEAD Format**

The LEAD Format is an accelerated program designed to meet the learning needs of the working adult. Classes are held once weekly for four hours at one of three campus locations (Main Campus, Easton, and Tuttle). Students take one course at a time and the courses progress consecutively on a non-traditional calendar and meet 46-48 weeks per year. Depending on Prerequisite knowledge, students may complete the program as quickly as 20 months. Typically, a student moves through the program as a part of a “cohort” or class group. Significant out-of-class work is required of students working individually and, at times, as a part of a team.

The LEAD Format is designed to provide the knowledge and competencies necessary for graduates to excel in a workplace marked by globalization, hyper-competition, increasing technological capability, and rapid change. Graduates will possess solid foundational skills, functional business knowledge, and the capacity to apply all that they have learned to real-world challenges, problems, and projects.

The Ohio Dominican University LEAD MBA will prepare committed students for leadership roles in a broad range of organizations and assignments. Additionally, it has the depth and strength to act as a springboard for those interested in pursuing doctorate studies at some point in the future.

## **Admission Requirements**

Admission requirements for the LEAD MBA Program:

- Bachelor’s degree from a regionally accredited institution
- Completed application with essay and resume
- A 2.75 GPA in last 60 hours of bachelor’s degree
- Official transcripts from all post-secondary institutions attended
- Three years of significant work experience
- Interview with LEAD staff
- TOEFL score of 550 or equivalent electronic score, if applicable
- Three letters of recommendation

## **Transfer Credit**

The Registrar and graduate program director are responsible for the evaluation of transfer credit and processing the necessary approval forms prior to granting graduate transient credit. Once credit has been accepted or transient credit approved, the Registrar applies it to the graduate program. The maximum number of transfer or transient credits a graduate student may receive is nine semester hours. Only courses with grades of B or better from regionally accredited institutions will be considered.

## **Graduation Requirements**

- Students must complete all courses in the prescribed sequence of 40 semester hours (43 semester hours for the MBA with a Concentration in Management).

- Have a 3.000 or better grade point average and conform to other criteria as defined by the program.
- Students must complete the program within seven years.

## Course Progression for MBA Program

### *Foundation Courses*

Foundation knowledge in four content areas: accounting, finance, statistics, and economics is required. Foundational knowledge requirements are satisfied within the respective Functional Business Courses that have been expanded to four (4) semester credits in order to accommodate required prerequisite knowledge.

### *Functional Business Courses*

The Functional Business Courses provide students a solid base of functional business knowledge and skills.

- BUS 510 -- Graduate Learning Strategies (3 credit hours)
- BUS 563 -- Business Law (3 credit hours)
- BUS 564 -- Business Ethics (3 credit hours)
- BUS 570 -- Quantitative Business Analysis (4 credit hours)
- BUS 620 -- Strategic Marketing Management (3 credit hours)
- BUS 630 -- Accounting (4 credit hours)
- BUS 640 -- Managerial Economics (4 credit hours)
- BUS 650 -- Managerial Finance (4 credit hours)

### *Integrated Courses*

The Integrated Courses are designed to help students translate functional business knowledge into strategic and ethical leadership capability in real-world organizations.

- BUS 545 -- Strategic Management of Technology and Information (3 credit hours)
- BUS 660 -- Global Business Issues (3 credit hours)
- BUS 690 -- Business Policy and Strategy (3 credit hours)
- BUS 725 -- Leadership and Change Management (3 credit hours)

## Course Descriptions: Master of Business Administration LEAD Format

### *Foundation Courses*

#### **BUS 502 Survey of Business Statistics**

**1 credit**

Basic statistical skills for advanced work in the functional areas of business administration. The module will review topics such as descriptive statistics (mean, median, mode), probability, distributions, sampling, and estimation. Offered on a pass/fail basis.

#### **BUS 503 Survey of Economics**

**1 credit**

An introductory review of economic theory and current economic events. The module examines economic problems associated with effective managerial decision-making. Offered on a pass/fail basis.

#### **BUS 504 Survey of Accounting**

**1 credit**

The course surveys the acquisition, analysis, and reporting of accounting information from the perspective of effective management decision-making. It also touches on the planning and control responsibilities of practicing managers. Offered on a pass/fail basis.

**BUS 505 Survey of Finance****1 credit**

The module examines the fundamentals of financial administration emphasizing the development of the issues and techniques involved in the cost of capital, capital budgeting, working capital management, and long-term sources and uses of funds. Offered on a pass/fail basis.

***Graduate Courses*****BUS 510 Graduate Learning Strategies****3 credits**

This course is the cornerstone course in the Ohio Dominican University LEAD MBA Program. It is designed to provide students with the knowledge, skills, and capabilities to effectively engage the challenges of the program. In this regard, students will explore resources and actively practice skills related to teams, conflict resolution and citation. Additionally, students will complete an individual Strengths Assessment instrument and build a Personal Development Plan that will be revisited in the final course of the program.

**BUS 545 Strategic Management of Technology and Information****3 credits**

This course focuses on the use of technology as a tool in the service of the organizational mission and strategy. It explores the role of technology in empowering the capture and dissemination of strategically important information and a variety of other uses in support of strategic implementation and the acquisition of competitive advantage.

**BUS 563 Business Law****3 credits**

This course is designed to ground students in the fundamental principles of the law that impact the day to day affairs of business. Topics, including the nature and function of the law, contracts and commercial law, employment law, consumer law, and the regulation of government agencies, are discussed. Emphasis is placed on the legal process as it affects and shapes the business environment.

**BUS 564 Business Ethics****3 credits**

This course includes a systematic overview of normative ethics and a comprehensive discussion of contemporary moral issues in a business context. Ethical problems, presented by case studies, are analyzed and applied to business and public issues. The integration of personal vocation, institutional purpose, and managerial theory and practice, in light of the Christian social tradition, and in particular the Catholic social tradition, will be addressed.

**BUS 570 Quantitative Business Analysis****4 credits**

The purpose of the course is to develop basic statistical skills and an understanding of quantitative techniques useful in management decision-making. The focus is on the collection, interpretation, and reporting of data. Topics include descriptive statistics, probability distributions, sampling and estimation, decision analysis, regression, forecasting, linear programming, queuing, and project management.

**BUS 610 Management for the 21st Century****3 credits**

This course provides an exploration of the history of management thought and an overview of the four primary management activities: planning, organizing, leading and controlling. Particular emphasis is given to the notion of leadership and its relationship to traditional management practices.

**BUS 620 Strategic Marketing Management****3 credits**

This course provides an overview of the concepts and skills that are fundamental to understanding the consumer and to building customer-focused organizations. Special attention is given to customer behavior in service settings. Borrowing from the behavioral sciences, a variety of frameworks and tools will be presented to provide a foundation for conducting customer analyses. The course provides students with a sophisticated yet practical understanding of the consumer behavior issues that drive business success. In addition, the course examines tools and skills to measure customer satisfaction and loyalty. Students learn how to measure and interpret customer satisfaction and loyalty and how to approximate the return on investments in service and quality.

**BUS 630 Accounting****4 credits**

This course begins with an exploration of the process involved in making effective management decisions using accounting information. Students will then move into a more sophisticated examination of the topic and will be required to demonstrate the following: preparation and interpretation of financial statements, cost-volume-profit analysis, bond and stock valuation, cost of capital, capital budgeting methods, and working capital management. Ethical standards for accounting professionals are emphasized and supported through extensive use of case studies.

**BUS 640 Managerial Economics****4 credits**

This course is a study of economic theory and policy in relation to decision making in organizations. It introduces different methods of analyzing and presenting economic information relevant to policy formulation and the development of general strategies. Topics include demand and supply analysis, production and cost analysis, and competitive strategies in different product and factor market structures.

**BUS 650 Managerial Finance****4 credits**

This course is a study of traditional and contemporary theories of finance as applied to the solution of management problems identified in selected cases. The focus of the applications activity is on policy formulations and decision making under conditions of uncertainty. The course builds upon concepts from financial management and managerial accounting courses. The first three weeks of this course reviews the foundational concepts necessary for successful application and understanding of advanced finance concepts. Time value of money, ratio analysis, and basic supply and demand concepts are covered in the initial three weeks. The remainder of the course offers methods for determining the optimal volume and composition of firm assets, liabilities, and equity. The theories and practices of capital budgeting and financing of assets are emphasized.

**BUS 660 Global Business Issues****3 credits**

This course provides material describing the institutions and operation of international businesses. Its purpose is to study transactions taking place across national borders to satisfying the needs of foreign consumers, private organizations, and government agencies. Transactions consist of direct and indirect investments between friendly countries. The focus of international business is on the activities of large multinational corporations that account for the majority of global trade and are headquartered in various countries. A careful study of the selected cases will provide business students and persons working in international areas with some of the additional tools required for understanding, appreciating, and implementing business strategies.

**BUS 690 Business Policy and Strategy****3 credits**

This course is an integration of the knowledge and skills learned in the previous courses in the MBA program. The course is designed to illustrate development, implementation, and reformulation of business strategy. The course stresses the need for, awareness of, and accommodation to changes in a company's internal and external environments. Through the case study/analysis method, students will be able to practice various strategic planning and policy-making decisions for businesses in the service industries.

**BUS 725 Leadership and Change Management****3 credits**

This course focuses on an exploration of the models, perspectives, competencies and tools related to providing leadership in changing environments and influencing organizational change. This course is also the capstone course in the ODU LEAD MBA Program and will revisit and revise the Personal Development Plan crafted in the first course as well as complete the Professional Portfolio initiated at the beginning of the program.

## **The Traditional Calendar Format**

The Traditional Calendar Format is designed for recent graduates of undergraduate programs accustomed to the traditional rhythms of the academic year or working adults who prefer to attend classes on a traditional academic calendar (fall and spring terms). This calendar option maintains between-term breaks

and regular campus holidays. It offers students an opportunity to complete the MBA Program in as few as 14 months while attending evening classes at the main campus. Students may begin the program throughout the year at any of five start times.

## **Admission Requirements**

Admission requirements for the Traditional Calendar Format MBA Program:

- Bachelor's degree from a regionally accredited institution
- Completed application with essay
- A 3.000 GPA in last 60 hours of bachelor's degree or score in the 50<sup>th</sup> percentile or above on each section of the Graduate Management Admissions Test (GMAT)
- Official transcripts from all post-secondary institutions attended
- TOEFL score of 550 or equivalent electronic score, if applicable
- Three letters of recommendation
- A \$25 non-refundable application fee

It is expected that students entering the MBA program will have a basic understanding of quantitative thinking and of the fundamental business processes of economics, accounting, finance, and statistics.

## **Transfer or Transient Credit**

The Registrar and graduate program director are responsible for the evaluation of transfer credit and processing the necessary approval forms prior to granting graduate transient credit. Once credit has been accepted or transient credit approved, the Registrar applies it to the graduate program. The maximum number of transfer or transient credits a graduate student may receive is nine semester hours. Only courses with grades of B or better from regionally accredited institutions will be considered.

## **Graduation Requirements**

- Students must complete all required courses (37 semester hours).
- Students must have a 3.000 or higher grade point average.
- Students must complete the program within seven years.

## **Course Progression**

### ***Foundational Knowledge Requirements***

Foundation knowledge in four content areas: accounting, finance, statistics, and economics is required. Students without acceptable preparation must satisfy this requirement by completing an undergraduate course in each deficient area as determined by the Program Director. Foundational knowledge deficits must be completed prior to starting the program course sequence.

### ***Program Courses***

MBA 540 -- Management of Information Systems (4 credit hours)  
MBA 550 -- Global Business Enterprise and Trade Issues (4 credit hours)  
MBA 560 -- Corporate Ethics and Social Responsibility (4 credit hours)  
MBA 570 -- Quantitative Methods and Business Research (4 credit hours)  
MBA 610 -- Organizational Behavior and Leadership (3 credit hours)  
MBA 620 -- Marketing Management (3 credit hours)  
MBA 630 -- Accounting for Managers (3 credit hours)  
MBA 640 -- Managerial Economics (3 credit hours)  
MBA 650 -- Managerial Finance (3 credit hours)  
MBA 690 -- MBA Capstone Learning Experience (3 credit hours)

**Electives -- Complete one course from the following: (3 credit hours)**

MBA 600 -- MBA Practicum (3 credit hours)

MBA 652 -- Contemporary Issues in Finance (3 credit hours)

MGMT 612 – Strategic Human Resource Management and Employment Law (3 credit hours)

MGMT 660 – Fostering and Managing Creativity and Innovation (3 credit hours)

MBA 685 – Special Topics (3 credit hours)

## **The 4+1 Format**

The 4+1 Format is designed to enable students to earn a bachelor's degree in any academic discipline and a master's degree in Business Administration in approximately five, full-time, years of study. These programs are specifically designed for high-achieving undergraduate students.

This unique program offers students the advantages of a liberal arts and business education while developing graduates who can think analytically, lead ethically, and communicate effectively.

## **Admission Requirements**

Admission policies and procedures for all graduate academic programs of Ohio Dominican University are the responsibility of the Graduate Curriculum and Academic Policies Committee (GCAP). Admission to the program is the decision of the Program Director and the Graduate Admissions Committee who review and evaluate all applications. In the case of applicants who do not satisfy the general requirements for admission to the program, the program director will decide on the merit of such cases.

Provisional admission requirements:

- Earned GPA of 3.0 or higher in a student's required undergraduate business courses.
- Completed graduate application submitted during a student's sophomore or junior year at ODU. Early application and admission will help ensure a 5-year time to completion
- Official transcripts received directly from all post-secondary institutions attended  
Official transcripts from international institutions must be forwarded to World Education Series for evaluation.
- International students must submit a TOEFL score of 550 or equivalent electronic score if applicable (if English is a second language). They must also contact the Director, ODU International Office, for other necessary information.

Conversion from provisional to admitted status:

- Students admitted provisionally during their sophomore or junior year will achieve formal and full program admission following the completion of their junior year assuming that they have earned a GPA of 3.0 or higher in their required undergraduate business courses. Formal admission will permit undergraduate senior level students to take the 500 level graduate bridge courses during their senior year.

Entry into 600-level MBA Core courses:

- Students must have completed the six undergraduate courses included in the Minor in Business Administration and must have completed an undergraduate degree. These courses are already part of the curriculum for most business discipline majors. Non-Business majors must complete the Minor in Business Administration. These courses are:

ACT 210 -- Accounting for Financial Decision Making (4 credit hours)

ACT 220 -- Accounting for Managerial Decision Making (4 credit hours)

BUS 220 -- Principles of Marketing (4 credit hours)

BUS 240 – Management and Organizational Behavior (4 credit hours)

FIN 325 -- Managerial Finance (4 credit hours)

ECN 205 -- Principles of Economics (4 credit hours)

Students admitted to the MBA 4+1 Program may take four graduate-level courses (16 credit hours) during their senior year. These 500-level graduate courses will be counted as undergraduate credit and meet undergraduate elective requirements as well as graduate program requirements. To qualify for graduate credit, students must earn a grade of B or better in these courses. Students who successfully complete all undergraduate requirements will graduate with a bachelor's degree at the end of their fourth year.

### **Graduation Requirements**

- Students must complete all required courses (37 semester hours).
- Students must have a Grade Point Average of 3.000 or higher
- Students must complete their program within seven (7) years of acceptance

### **Course Progression**

#### **500-Level Graduate MBA Courses**

These are graduate courses to be taken during a student's senior year. These courses are intended to count as hours toward the MBA, but simultaneously may be used as undergraduate elective hours. Additionally, these courses may be taken on an elective basis (up to a total of eight (8) semester hours) by other (non-MBA) undergraduate business majors under certain conditions (space available, senior status, required GPA, course prerequisites met, and approval of the Program Director). If taken as an undergraduate, these courses are considered graduate courses; however, the credit will be considered undergraduate credit.

#### Senior Year Courses (Graduate level – Undergraduate Credit)

MBA 540	Management of Information Systems	(4 Semester Hours)
MBA 550	Global Business Enterprise and Trade Issues	(4 Semester Hours)
MBA 560	Corporate Ethics and Social Responsibility	(4 Semester Hours)
MBA 570	Quantitative Methods & Business Research	(4 Semester Hours)

#### **600-Level Graduate MBA Core Courses**

MBA 610	Organizational Behavior and Leadership	(3 Semester Hours)
MBA 620	Marketing Management	(3 Semester Hours)
MBA 630	Accounting for Managers	(3 Semester Hours)
MBA 640	Managerial Economics	(3 Semester Hours)
MBA 650	Managerial Finance	(3 Semester Hours)
MBA 690	MBA Capstone Learning Experience	(3 Semester Hours)

#### **Electives --Complete one course from the following: (3 credit hours)**

MBA 600	MBA Practicum (3 credit hours)
MBA 652	Contemporary Issues in Finance (3 credit hours)
MGMT 612	Strategic Human Resource Management and Employment Law (3 credit hours)
MGMT 660	Fostering and Managing Creativity and Innovation (3 credit hours)
MBA 685	Special Topics (3 credit hours)

### **Master of Business Administration Program with a Concentration in Public Administration (Traditional Calendar Format)**

The Public Administration Concentration in the MBA Program is designed to support the effective development of aspiring governmental managers and senior governmental leaders. The concentration focuses on strategic management and leadership as well as management issues related to improving organizational performance. The concentration retains the strong MBA core course sequence while



substituting four courses specifically designed for those wishing to expand their capacity to practicing public administrators as well as those seeking entry into public administration.

Managers possessing the wide range of skills in public administration are meeting the challenges in government management at the local, state, and federal levels. For practicing public administrators as well as those seeking entry into public administration, this specialization focuses on acquiring the administrative knowledge and skills in such diverse areas as budgeting, government relations, personnel policies, politics, and urban planning.

### ***Program Courses***

- MBA 540 -- Management of Information Systems (4 credit hours)
- MBA 550 -- Global Business Enterprise and Trade Issues (4 credit hours)
- MBA 554 -- Public Administration (3 credit hours)
- MBA 560 -- Corporate Ethics and Social Responsibility (4 credit hours)
- MBA 570 -- Quantitative Methods and Business Research (4 credit hours)
- MBA 610 -- Organizational Behavior and Leadership (3 credit hours)
- MBA 615 -- Public Policy (3 credit hours)
- MBA 635 -- Accounting for Government and Nonprofit Organizations (3 credit hours)
- MBA 640 -- Managerial Economics (3 credit hours)
- MBA 655 -- Public Budgeting and Finance (3 credit hours)
- MBA 690P -- MBA Capstone Learning Experience (3 credit hours)

## **Course Descriptions for the Traditional Calendar Format and 4+1 Format**

### **MBA 540 Management of Information Systems**

**4 credits**

This course examines the use of information systems and their impact on service business processes. This covers the management of the flow of information and services across the information systems user-producer interface. The course looks at the users of information systems and at the producers of information systems. The course approaches such topics as systems development, assessment of systems performance, and discussion of trends in the corporate application of developing technology from a managerial perspective.

### **MBA 550 Global Business Enterprise and Trade Issues**

**4 credits**

This course addresses important issues pertaining to cross-border operations and practices of multinational enterprises as well as trade issues between nation states. Cultural, political, environmental, fair labor practices, regional integration and trade restrictions issues all impinge upon management decisions. The course integrates basic trade theories underpinning multinational business with case studies that illustrate real world applicability of these theories and making them more transparent to the students. It also incorporates the ethical dilemma and the social responsibility concerns faced by multinational corporations in their international operations.

### **MBA 554 Public Administration**

**3 credits**

The study of public administration in contemporary United States society with emphasis on the functioning and control of governmental agencies, the nature of bureaucracy, planning, budgeting, and decision making.

### **MBA 560 Corporate Ethics and Social Responsibility**

**4 credits**

This course includes a systematic overview of normative ethics and a comprehensive discussion of contemporary moral and legal issues in a business context. Ethical problems, presented by case studies, are analyzed and applied to business and public issues. The course is designed to ground students in the fundamental principles of the law that impact the day to day affairs of business and provide a framework for future case analysis and ethical decision-making.

**MBA 570 Quantitative Methods and Business Research****4 credits**

This course deals with rational applications to decision making through the study of quantitative models and research methodology. It emphasizes analysis of data, interpretation of model results, and their implications for managerial decisions. Topics include decision analysis, probability relations and distributions, regression models and forecasting, project analysis, queuing, and linear programming.

**MBA 600 MBA Practicum****3 credits**

This course offers students a structured learning experience that will include a domestic or international practicum placement with an organization that is relevant to the student's current career aspirations and/or professional objectives as well as an opportunity for reflection during periodic meetings (face-to-face or virtual). Students will also read and discuss literature that will support their transfer of learning from the applied experience to the classroom. Finally, students will complete a series of written reflection papers designed to fully integrate the learning experience. This course is only available to students who have not yet held a full-time professional work position or to those who wish to explore a new career field or direction through a practicum placement.

**MBA 610 Organizational Behavior and Leadership****3 credits**

Over the past decade, managers have come to realize the importance that an understanding of human behavior and leadership plays in determining a manager's effectiveness. This course focuses on the impact that individuals, groups, and structures have on behavior within an organization. Furthermore, it explores the relationship between these factors and individual and organizational performance. Topical areas include individual differences, group dynamics, organizational processes, organizational change, conflict and negotiation, leadership, culture, and ethics.

**MBA 615 Public Policy****3 credits**

This course acquaints students with the underlying structure and dynamics of public policy formulation, implementation and evaluation at the state, local, and federal levels. Drawing on a number of analytic approaches, the course seeks to understand this complex political phenomenon in the context of the institutions that drive it.

**MBA 620 Marketing Management****3 credits**

This course focuses on managing the marketing function. The emphasis is on the nature and scope of the marketing manager's responsibilities and on marketing decision-making. Topics include market and environmental analysis, marketing planning, and the development and management of marketing programs.

**MBA 630 Accounting for Managers****3 credits**

The emphasis of this course is to provide a framework to learners so that they may demonstrate the ability to analyze the financial statements of an organization operating in our society and to understand how financial information can be used in the management, planning, control, and decision-making process. This course offers methods for determining the optimal volume and composition of firm assets, liabilities, and equity. This course will also cover theories and practices of capital budgeting and financing of assets.

**MBA 635 Accounting for Government and Nonprofit Organizations****3 credits**

This course provides a complete review of the accounting principles and practices used in Not-for-Profit organizations with a heavy focus on governmental accounting practices. The course also covers accounting principles and practices for hospitals, colleges and universities, health and welfare agencies, and other similar organizations. A logical framework for understanding and solving the accounting-related problems of nonprofit organizations is emphasized.

**MBA 640 Managerial Economics****3 credits**

This course is a study of the applications of economic theory and principles to decision making in organizations. The course utilizes concepts from economic theory to ascertain the different dimensions of problems faced by managers and to derive alternative solutions to those problems. It focuses on the interactions that lead to price determination in output and input markets, and how they could be employed by managers to form general strategies that will enhance the value of their respective entities.

**MBA 650 Managerial Finance****3 credits**

This course is a study of traditional and contemporary theories of finance as applied to the solution of management problems identified in selected cases. The focus of the applications activity is on policy formulations and decision making under conditions of uncertainty. The course builds upon concepts from financial management and managerial accounting courses. This course offers methods for determining the optimal volume and composition of firm assets, liabilities, and equity. The theories and practices of capital budgeting and financing of assets are emphasized.

**MBA 652 Contemporary Issues in Finance****3 credits**

Extensive analysis of selected contemporary issues in finance. Topics vary from semester to semester. This course draws upon both finance theory and practical applications to help managers understand key concepts that underlie analysis and execution of financial decisions. The course applies contemporary financial concepts and theories to managing a corporation. Topics will be chosen on a rotational basis. Topics include, but not limited to: capital budgeting, bond markets, corporate valuation and working capital management. It may be taught in a lecture format or case analysis format depending on the topic chosen

**MBA 655 Public Budgeting and Finance****3 credits**

This course is designed to acquaint the Learner with the administration and management of public funds for organizations in the public sector. Organizational units could be at local, state, or federal levels, as well as in the private sector in the form of nonprofit organizations.

**MBA 685 Special Topics****3 credits**

Timely topics in accounting, finance, management, marketing, and/or economics.

**MBA 690 MBA Capstone Learning Experience****3 credits**

This course is a capstone, integrative course for graduating MBA students at Ohio Dominican University. This course provides students an opportunity to develop, implement, reflect upon, and present an integrative learning experience aligned with their professional interests. The Capstone learning project will be a collaborative learning experience and will provide students an opportunity to apply cross-disciplinary learning to a significant project.

**MBA 690P MBA Capstone Learning Experience****3 credits**

This course is a capstone, integrative course for graduating MBA students at Ohio Dominican University. This course provides students an opportunity to develop, implement, reflect upon, and present an integrative learning experience aligned with their professional interests. The Capstone learning project will be a collaborative learning experience and will provide students an opportunity to apply cross-disciplinary learning to a significant project specifically related to the Public Administration concentration.



# Master of Arts in Liberal Studies

Ohio Dominican's commitment "to contemplate the Truth and to share the fruits of that contemplation is realized in all the University's programs, but especially in the foundation of these programs, the liberal arts, which historically have prized the study of knowledge for its own sake. The critical thinking and communication skills developed by a graduate liberal arts education will serve students well in their careers, but a liberal arts education at ODU provides more than professional training: the MALS program envisions the formation of the whole person as a thinking and self-aware individual, with a dignity and value not based on economic utility but on the individual's capacity to wonder, to reason, and to analyze. As the late Pope John Paul II has written, students at a Catholic university "are challenged to pursue an education that combines excellence in humanistic and cultural development with specialized professional training."

## Admission

Admission policies and procedures for all graduate academic programs of Ohio Dominican University are the responsibility of the Graduate Curriculum and Academic Policies Committee (GCAP). Admission to the program is the decision of the Program Director and the Graduate Admissions Committee who review and evaluate all applications. In the case of applicants who do not satisfy the general requirements for admission to the program, the program director will decide on the merit of such cases.

For admission to the M.A. in Liberal Studies Program, students must:

- Have an earned baccalaureate degree from a regionally accredited college or university.
- Have an undergraduate grade point average of 3.000 or higher.
- Complete an Application for Admission.
- Submit official transcripts from all postsecondary institutions attended.
- Submit three letters of recommendation.
- Submit an autobiographical essay (3 to 5 pages), which discusses the characteristics of a liberally educated person—specifically, how those characteristics are manifested in the applicant's own life and pursuits.

Students seeking admission to the Master of Art in Liberal Studies, who do not have an approved liberal arts major, may be admitted on the recommendation of the director of the program.

## Graduation Requirements

- Students must complete all courses with a grade point average of 3.0 or higher.
- Students must complete their program within seven (7) years of acceptance.
- Students must successfully complete at least thirty-two semester hours of graduate credit.

## Curriculum for the M. A. in Liberal Studies

The graduate program in liberal studies is designed to make connections between the study of the liberal arts and the lifelong journey toward becoming fully human. This is accomplished through the rigorous study of past and present attempts to understand the human spirit. Students are encouraged to craft and pursue their own intellectual goals within the program framework. Our small, interdisciplinary seminars involve the rigorous study of primary sources and theory, both historical and contemporary. As such they include significant research that demonstrates independent critical thinking, critical reading, clear and concise writing, and the mastering of the historical overview of their subjects.

## The Program Framework

The MALS degree at Ohio Dominican provides graduate students with a distinctly *Dominican* education. The program of study is grouped into interdisciplinary categories that suggest the university's Dominican legacy: the contemplative life, the commitment to community and social justice, and the pursuit of truth.

Students complete their degree requirements in two phases: first, through a sequence of core courses, and then, by choosing a thesis or non-thesis track. The following chart outlines the way in which MALS courses are grouped.<sup>1</sup>

MALS Degree		
Group	Description	Courses the Fulfill this pillar
Foundations	Required: 3 credits  This course should be taken as soon as possible once the student is admitted to the program.	LST 514: Graduate Writing and Research
The Self	Elective: 3 credits  <i>The unexamined life is not worth living.</i>  Socrates	LST 525: Art in Contemporary Culture LST 568: The Novel LST 580: Poetry LST 592: Music and Culture
Community	Elective: 3 credits  <i>We cannot live only for ourselves. A thousand fibers connect us with our fellow man.</i>  Herman Melville	LST 521: Art and Our World LST 530: Love and Society LST 531: History, Ideas, Values LST 542 Magnificent Manifestos LST 605: Studies in World Literature
Justice	Elective: 3 credits  <i>How wonderful it is that nobody need wait a single moment before waiting to improve the world.</i>  Anne Frank	LST 532 Human Rights LST 538: Socio-Cultural Theory LST 565: Cinema LST 570 Democracy
Truth	Elective: 3 credits  <i>Truth is the beginning of every good to the gods, and of every good to man.</i>  Plato	LST 501: Philosophical Foundations of Theology LST 512: Exploring the Liberal Arts LST 520: The Book of Art LST 541: The Search for Happiness LST 590: Drama
Thesis and Independent Study	These courses are meant to be taken after a student has completed 15 credits	LST 586: Independent Study LST 625: Graduate Thesis

<sup>1</sup> Courses in each grouping will rotate, and occasionally special topics courses will be offered. Some courses will share lecture time with upper-level undergraduate courses while retaining their own graduate learning outcomes. Every effort is made to publicize two-year course rotations. Consult the program director or your advisor.

## Declaring a Track

Once a student has completed the degree's core courses (15 credits distributed among the required and elective courses above), the student must declare an intention to complete the degree along one of two tracks:

- Thesis Track
  - The Thesis Track requires the completion of an additional 12-15 credits from elective courses in the core, plus 3-6 credits that constitute the student's thesis.
    - A student who wishes to spread the thesis work over the course of two semesters should plan to take an additional 12 elective credits, plus LST 586 (Independent Study) and 625 (Graduate Thesis). In LST 586, the student will work closely with a thesis adviser to lay the foundation, research, and planning for the thesis. LST 625 will constitute the actual writing of the thesis. (LST 586 and LST 625 cannot be taken in the same semester.)
    - A student who wishes to complete the thesis in one semester should plan to take an additional 15 elective credits, plus LST 625.
- Seminar Track
  - The Seminar Track requires the completion of an additional 18 credits or elective courses. Upon declaring this track, the student must also choose a faculty advisor. The student and faculty advisor work together to determine an appropriately cohesive sequence of electives.

## Course Descriptions: Master of Arts in Liberal Studies

### **LST 501 Philosophical Foundations of Theology**

**3 credits**

An inquiry into the fundamental concepts of substance, form, person, identity, truth and goodness. Emphasis will be on the Aristotelian and Platonic background for Aquinas and his followers.

### **LST 512B Exploring the Liberal Arts**

**3 credits**

An interdisciplinary investigation of two moments in Western civilization: the discovery of the rationality of the universe and the human mind by the Greeks of the classical period, and the understanding of the individual and world as sacramental in 13<sup>th</sup> century Europe.

### **LST 514 Graduate Writing and Research**

**3 credits**

A required seminar focusing on strategies of successful writing and research at the graduate level, as well as an introduction to a variety of critical methodologies. This seminar must be taken the first semester it is offered once a student has been admitted to the program.

### **LST 520 The Book of Art**

**3 credits**

An examination of the Western intellectual heritage from Classical times through modernity. Emphasis will be on the role of art as a record of historical change and the relationship between the ideas of an era, its art, and the social, political and cultural forces that shaped them.

### **LST 521 Art and Our World**

**3 credits**

The study of art's connection to society: an analysis of production and Western art using historical case studies that reveal art as a window onto the contexts and times of various cultures.

### **LST 525 Contemporary Art and Society**

**3 credits**

What are the questions of our time and how are artists addressing these concerns? This course will examine current and contemporary artists, new media art (including the recent trend towards digital video),

and artwork concepts that reflect current social issues. We will explore these topics through lecture, discussion, readings, writings, interpretations, and local gallery and exhibition visits.

**LST 530 Love and Society**

**3 credits**

An analysis of factors motivating human behavior with special focus on the role of acquisitiveness and the role of love. This analysis of human habits of acquisition will be examined in light of human habits of altruism, especially as the latter reveals various manifestations of love.

**LST 531 History, Ideas, Values**

**3 credits**

An examination of the Western intellectual heritage from Classical times through modernity. Emphasis will be on the role of ideas in historical change and the relationship between the ideas of an era and the social, political and cultural forces that shaped them.

**LST 532 Human Rights**

**3 credits**

A study tracing the Dominican contribution to the human rights tradition, with special emphasis on the School of Salamanca in the 15<sup>th</sup> and 16<sup>th</sup> centuries, Las Casas, Vitoria and Suarez.

**LST 538 Socio-Cultural Theory**

**3 credits**

A study of major social theorists in the western tradition, including but not limited to Karl Marx, Max Weber, Emile Durkheim, Sigmund Freud, George Herbert Mead, and Margaret Mead. Two major themes that are captured by these theorists are the nature of human nature and the intricacies of the relationship between the individual and the social group.

**LST 541 The Search for Happiness**

**3 credits**

A study of the notion of happiness from its classical conception to contemporary debates about its possibility.

**LST 542 Magnificent Manifestos**

**3 credits**

An examination of historically significant documents in terms of their content and their historical, social, and intellectual context. Political, theological and philosophical perspectives will be considered.

**LST 565 Cinema**

**3 credits**

A study in the forms, techniques, and historical evolution of cinema through the discussion of a particular theme, author, group of authors, literary movement, geography, or nationality. A particular course's focus will be reflected in its title when it is offered. May be repeated up to six credits on different topics.

**LST 568 The Novel**

**3 credits**

A study in the forms, techniques, and historical evolution of the novel through the discussion of a particular theme, author, group of authors, literary movement, geography, or nationality. A particular course's focus will be reflected in its title when it is offered. May be repeated up to six credits on different topics.

**LST 570 Democracy: The History of the Idea**

**3 credits**

Consideration of the development of the concept of democracy from its Greek origins, through its Roman embodiment, to its realization in the city states of Medieval and Renaissance Italy, the Dutch Republic, and its manifestation from 1776-1900. Emphasis upon the varied meanings of this term as developed in the classics of political philosophy.

**LST 580 Poetry**

**3 credits**

A study in the forms, techniques, and historical evolution of poetry through the discussion of a particular theme, author, group of authors, literary movement, geography, or nationality. A particular course's focus will be reflected in its title when it is offered. May be repeated up to six credits on different topics.

**LST 585 Special Topics in Liberal Studies**

**3 credits**

Study of topics not offered in MALS offerings. Proposals for a Special Topics course in Liberal Studies must be approved by the program director, the Dean of Academic Programs and the Registrar. Students are encouraged to propose special topics.



**LST 586 Independent Study****1-3 credits**

Guided, independent research on the topic of interest to the graduate student. Students normally must complete 15 credits before taking an independent study. This course may be repeated up to six credits.

**LST 590 Drama****3 credits**

A study in the forms, techniques, and historical evolution of drama through the discussion of a particular theme, author, group of authors, literary movement, geography, or nationality. A particular course's focus will be reflected in its title when it is offered. May be repeated up to six credits on different topics.

**LST 592 Music and Culture****3 credits**

Music both reflects and stimulates the culture that produces it. This course will explore the ambiguous, significant, yet often underplayed role that music has within society as a whole as well as within specific and diverse cultures. In order to do this, the student will explore significant musical works as expressions of art that have validity in the context of the society that produced them as well as having their own intrinsic value.

**LST 605 Studies in World Literature****3 credits**

This course examines classic texts of world literature in translation. Through the analysis of literature, the course will not only discuss the characteristics of superb literature, it will also examine the culture from which the literature has come. Each course will have a particular focus, perhaps on a theme, country or author. Please check the schedule of courses to discover the course's particular focus at the time of registration. This course may be repeated for up to six credits on different topics.

**LST 625 Graduate Thesis****3 credits**

Research and written thesis on topics determined by the research agenda of the student. The thesis takes the place of written and oral comprehensive examinations.

# Master of Education

The curriculum for this program has been designed to enable graduates:

- To focus on theories, research, and practice that support and sustain on-going teacher development and school improvement;
- To become prepared to pursue the study of curriculum and instruction at the doctoral level; or
- To value educational research and reflective practice as a component to effective teaching practice and life-long learning.

## Admission

Admission policies and procedures for all graduate academic programs of Ohio Dominican University are the responsibility of the Graduate Curriculum and Academic Policies Committee (GCAP). Admission to the program is the decision of the Program Director and the Graduate Admissions Committee who review and evaluate all applications. In the case of applicants who do not satisfy the general requirements for admission to the program, the program director will decide on the merit of such cases.

For admission to the Master of Education in Curriculum and Instruction Program, applicants must have:

- A bachelor's degree from an accredited institution.
- An undergraduate cumulative grade point average of 3.000 or higher, or completed at least nine semester hours at the graduate level from a regionally accredited institution of higher education with an overall grade point average of 3.000 or higher, or received a score within the 50<sup>th</sup> percentile or above on each section (verbal, quantitative, and analytical) of the Graduate Record Exam (GRE).
- A teaching certificate/license.
- Must be currently teaching or have access to an academic classroom.
- Official transcripts from every postsecondary institution attended.
- An application form
- A 750 word essay responding to the prompt below:

Research has long suggested that teachers need to be adept in both content knowledge and pedagogical skills in order to be effective educators. Increasingly, however, a growing body of scholars and researchers suggest that the attitudes and beliefs that teachers hold are equally important. This essay considers attitudes teachers should have toward their students, beliefs teachers should hold toward the learning process, and values that should be placed on collaboration and communication.

As indicated above, applicants must possess a teaching certificate/license for admission into this program. [Note: This program does not lead to initial licensure.] The expectation is that an applicant is a practicing teacher. Many of the courses in this program require experiences in a classroom. If the applicant is currently teaching his/her own classroom may be used for most experiences. An applicant who is not currently teaching must make arrangements for classroom access to complete assignments.

## Transfer/Transient Credit

The Registrar and graduate program directors are responsible for the evaluation of transfer credit and processing the necessary approval forms prior to granting graduate transient credit. Once credit has been accepted or transient credit approved, the Registrar applies it to the appropriate graduate program. A maximum of nine (9) semester hours may be transferred from or taken as transient credit at other regionally accredited masters programs. Credits must be less than five (5) years old and completed with a grade of "B" or better.

Transfer credit is considered for courses taken at another institution prior to enrolling in ODU's M.Ed. program. Transient credit is considered for courses taken at another institution after enrolling in ODU's M.Ed. program.

Transfer credit is awarded by petitioning the M.Ed. Program Director at the time of acceptance into the program. Credit cannot be transferred for the following courses: EDU 501, which serves as an introduction to ODU's M.Ed. program; EDU 584, EDU 625, EDU 562, and EDU 630. It is the student's responsibility to submit course descriptions to establish course equivalency for any M.Ed. course. Please note that students who transfer core courses may be asked to submit course artifacts as part of our unit assessment system and the courses must be an exact match of ODU's core courses. Transfer credit may be awarded for courses that are not equivalent to an ODU M.Ed. course. Such transfer credit may count as electives. Please note, that only six semester hours of workshop or special topic courses may be used to meet the graduation requirements of the M.Ed. program. Courses taken on a pass/fail basis are considered workshops. Forms for petitioning transfer credit are available from the Office of Graduate Admissions and may only be submitted at the time of application for admission.

Students who have begun an ODU master's program who wish to apply for transient credit must petition the program director prior to registering for a graduate course through a regionally accredited graduate program. A fee per semester credit is charged for each transient credit that is added to a student's transcript. Official transcripts of transient work must be forwarded from the institution where the transient credit was taken to the ODU University Registrar. Unofficial or hand-carried transcripts will not be accepted. The actual letter grade is recorded, and the grade is calculated into the cumulative grade point average. Forms for applying for transient credit are available from the Office of the Registrar or from the Registrar's page on <sup>my</sup>ODU.

## Academic Probation

If a student does not achieve a 3.00 in the first two courses, the student is placed on probation and may be asked to leave the program.

## Graduation Requirements

- Students must complete all courses with a grade point average of 3.0 or higher.
- Students must complete their program within seven (7) years of acceptance.
- Thirty-six credit hours configured as follows:

Required Courses		Credits
<b>Core Courses: 18 semester credits</b>		
EDU 501	Current Trends in Education	3
EDU 511	Curriculum and Instruction	3
EDU 515	Assessment Practices	3
EDU 546	Instructional Decision-Making	3
EDU 560	Research Methods in Education	3
EDU 597	Internship: Theory into Practice	3
<b>Elective Courses: 12 semester credits</b>		
EDU 502	Technology Leadership	3
EDU 505	Technology and Learning	3
EDU 518	Content Area Reading & Writing: Instruction & Tech	3
EDU 521	Psychology of Learning	3
EDU 528	Issues in Classroom Management and Discipline	3
EDU 533	Professional Ethics, Law and Teaching	3
EDU 565	Addressing Diversity in the Classroom	3
EDU 582	Mentoring, Collaborating & Communicating through Tech	3

<b>Research Strand</b> (not available to online or off campus cohorts)		
EDU 562	Research Proposal	3
EDU 630	Research Project	3
<b>Portfolio Strand</b> (all online and off campus cohorts will complete the Portfolio Strand)		
EDU 584	Seminar in Teaching and Learning	3
EDU 625	Portfolio Development	3
<b>Total Credits Required</b>		<b>36</b>

Not all courses, particularly elective courses, will be offered each semester. Check with your advisor to determine the course rotation.

## Curriculum for the Master of Education

The Master of Education in Curriculum and Instruction is designed to strengthen the knowledge, skills, and dispositions of candidates for the Master of Education program employed as teachers. Course syllabi, course descriptions, and performance assessments clearly indicate and provide opportunities to gain knowledge and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. The M.Ed.'s focus is on what professional teachers should know and be able to do. We strive to develop advanced professionals who are highly effective teachers, and who are reflective, inquiry-oriented, cognizant of cultural diversity and individual differences, able to communicate effectively, aware of research, and able to assume leadership responsibilities as practicing teachers.

Our conceptual framework, NCATE (National Council for the Accreditation of Teacher Education) standards, and the Ohio Standards for the Teaching Profession (OSTP) guide the curriculum, instruction and assessment for our advanced professional education program. Our framework comprises a standards-driven, research-based, reflective leadership development approach through which teachers develop the knowledge, skills, and dispositions deemed essential for effective teaching.

Our conceptual framework reflects the following standards for advanced professional educators and provides the foundation for program performance competencies:

### Professional Studies and Research:

- The advanced professional educator accesses, reads, and interprets the literature in his or her field and applies information from the research to professional practice.
- The advanced professional educator understands the theoretical foundations for the profession and applies knowledge of theoretical foundations to professional practice.
- The advanced professional educator recognizes and addresses current issues in the profession, solves problems encountered in professional practice, and reflects on his or her professional practice and its effects.

### Leadership Skills and Technology Application:

- The advanced professional educator assumes leadership roles in the profession and shares knowledge and expertise with others in the profession and community.
- The advanced professional educator fosters and maintains positive work relationships and models effective oral and written communication.
- The advanced professional educator understands, appreciates and applies technology to enhance his or her professional practice.

### Reflective Professional Practice:

- The advanced professional educator recognizes and addresses current issues in the profession, solves problems encountered in professional practice, and reflects on his or her professional practice and its effects.
- The advanced professional educator uses a variety of formal and informal assessments to evaluate his or her performance and the performance of others.

- The advanced professional educator fosters and maintains positive work relationships and models effective oral and written communication.
- The advanced professional educator displays the beliefs, values, and behaviors that guide the ethical dimensions of professional practice.

## Early Childhood Generalist Endorsement

The Ohio Department of Education has created an Early Childhood Generalist Endorsement to enable Early Childhood (Pre-kindergarten through Grade 3) license holders to meet additional requirements that would broaden the scope of their license so they could also teach the fourth and fifth grades. The endorsement may be added only to an Early Childhood License.

**Program Requirements for the Early Childhood Endorsement include:**

<b>EDU 566 Teaching Mathematics and Science in the Intermediate Grades</b>	<b>3 credits</b>
<b>EDU 567 Teaching Language Arts and Social Studies in the Intermediate Grades</b>	<b>3 credits</b>
<b>EDU 568 Teaching and Learning in the Intermediate Grades</b>	<b>3 credits</b>

These courses may be used as electives in the M.Ed. program.

## Course Descriptions: Master of Education

### **EDU 501 Current Trends in Education**

**3 credits**

Introduction to graduate studies through a study of political, social, and economic forces that currently shape American education. Attention is given to educational history, reform and renewal, the role of the teacher, the challenges of diverse populations, family structures, technology, legal considerations, pressure to reform education and professionalism in teaching. This course must be taken at ODU; transfer credit will not be accepted for this course. **Core course.**

### **EDU 502 Technology Leadership**

**3 credits**

This course explores the philosophical underpinnings of leadership perspectives that affect the successful application of instructional media and technology in the classroom. Students will study the integration of technology into educational settings, including creating and communicating common goals and understanding the nature of change in an information-rich society. Topics include exploration of expectations for technology leaders within current models, supervision, evaluation, effective policy decisions and implementation of reform.

### **EDU 505 Technology and Learning**

**3 credits**

This course is designed to investigate the issues, concepts, and philosophical considerations behind uses of technology in education. Emphasis will be on integrating appropriate technology as tools for teaching and learning as well as on developing new teaching strategies, and resources in alignment with local and national standards. Prerequisite: Basic proficiency in word processing, database management, presentation tools and spreadsheet concepts.

### **EDU 511 Curriculum and Instruction**

**3 credits**

The focus of this course is on exploring access, instruction, and curriculum development with regard to past, present and future strategies. Emphasis is placed on integrating theoretical and practical dimensions. Multiple conceptual frameworks for developing curriculum and reflective inquiry will be investigated. **Core course.**

### **EDU 515 Assessment Practices**

**3 credits**

This course is designed to aid the educator in interpreting and utilizing assessment data as applied in educational settings. Formal assessment and informal assessment will be studied. Emphasis is placed on

how to assess within the classroom, how to apply assessment results to teaching, and how to use published research to improve student learning. **Core course.**

**EDU 518 Content Area Reading and Writing: Instruction and Technology** **3 credits**

This course examines principles, strategies and methodologies that are designed to improve student achievement in the content areas. Research, theory, and implications for instruction and technology will be examined and reviewed. Topics include purposes and types of reading; content reading learning design and delivery and methods of assessing reading strategies and skills in student-centered reading instruction.

**EDU 521 Psychology of Learning** **3 credits**

This course focuses on learning theories and current issues in the psychology of learning, the social and emotional growth and diverse needs of students, and guidance and counseling theories, strategies, and practices. Topics include research related to child development, best teaching practice, learning styles, theories of multiple intelligences and constructivism. **Core course.**

**EDU 528 Issues in Classroom Management and Discipline** **3 credits**

This course will focus on current issues in classroom management, notably Positive Behavioral Supports, as well as procedures all teachers need to know about participating in the completion of Functional Behavioral Assessments for students (with or without Individual Education Plans (IEPs)) whose behavior seriously disrupts school or classroom activities or endangers others.

**EDU 533 Professional Ethics, Law, and Teaching** **3 credits**

This course provides an overview of the emergence of and justification for ethical issues in education. The course will compare and contrast the professional ethics of educators and other professions, begin to develop skills for thinking and writing critically about ethical claims related to the education profession, and encourage the students to think about how to maintain an ethical educational career and life. **Core course.**

**EDU 546 Instructional Decision-Making** **3 credits**

This course provides opportunity to assess instructional models used in the classroom. Students will evaluate instructional methods and resources to enhance instructional decision-making. Topics include integration of content areas with new curricular materials and resources, development of new teaching strategies for emerging curricular models, and development of instructional procedures for students such as grouping strategies, learning outcomes and implications for diverse populations.

**EDU 560 Research Methods in Education** **3 credits**

This course will focus on basic types of research conducted in education, including both quantitative and qualitative, as well as procedures for analyzing data for each type of research. Students will be able to identify and understand good research and to develop action research to move theory to practice. Prerequisite: EDU 515 or permission of instructor. Not open to students with credit in EDU 561.

**EDU 561 Educational Research Methods** **3 credits**

This course introduces students to quantitative and qualitative research. Students are encouraged to design studies that address important and current educational issues, gather data, analyze data, and derive conclusions based on their analyses. The strengths and limitations of various educational research designs, data collection and types of instruments used to measure educational outcomes will be emphasized. Topics include review of statistical tests common to research studies, action research, single subject research, ethnography, and case study method.

**EDU 562 Research Proposal** **3 credits**

This course focuses on preparing the research proposal including writing the complete proposal, securing appropriate permissions, including Institutional Review Board (IRB) approval, and fully preparing to begin the proposed research during EDU 630-Research Project in Education. Not open to students with credit in EDU 561. Prerequisite: EDU 560.

**EDU 565 Addressing Diversity in the Classroom****3 credits**

This course will focus on current issues related to all types of diversity in P-12 classrooms: educational exceptionalities, including giftedness, linguistic, cultural, ethnic, and economic diversity, and best practices to provide appropriate education to diverse learners.

**EDU 566 Teaching Mathematics and Science in the Intermediate Grades****3 credits**

The purpose of this course is to familiarize teachers with mathematics and science curricula for children in the intermediate grades (4-5) and with instructional techniques appropriate for the delivery of the curricula. Course content is closely aligned with recommendations of authorities and national organizations, with a solid foundation in the Ohio Academic Content Standards for Mathematics and Science. The course is designed to extend the teacher's understanding of mathematics and science content and methodology so that mathematics and science instruction is seen in terms of active children, making appropriate use of technology in learning mathematics and science as relevant and coherent bodies of knowledge that relate to diverse cultures.

**EDU 567 Teaching Language Arts and Social Studies for Intermediate Grades****3 credits**

The focus of this course is to explore the integration of the language arts and social studies particularly the content standards related to 4<sup>th</sup> and 5<sup>th</sup> grades. Topics include both the Ohio Content Standards for Language Arts & Social Studies as well as National Council for the Social Studies Curriculum Standards and the Standards for English Language Arts. Emphasis will be on effective pedagogy for engaged teaching and learning.

**EDU 568 Teaching and Learning in the Intermediate Grades****3 credits**

The purpose of this course is to familiarize teachers with the developmental needs of the intermediate age group, the organizational structures of the elementary/middle grades and standards set by the National Middle School Association. Focus is placed on understanding the diversity of the students and ways of supporting the students through current research and best practices.

**EDU 582 Mentoring, Collaborating and Communication Through Technology****3 credits**

This course examines the effective use of technology as a tool to enhance mentoring, collaboration and communication in the educational setting. Topics include using advanced communications technology to solve communication problems, critically evaluate information and media messages, apply technology to meet the needs of diverse external audiences and work effectively in multicultural setting, and to use, organize, and manage research effectively to enhance learning.

**EDU 584 Seminar in Teaching and Learning****3 credits**

This course will be a topical seminar focused on current trends in teaching and learning, and will involve initial development and design of the Professional Teaching Portfolio. Prerequisite: Completion of Core Courses.

**EDU 596 Theory into Practice****3 credits**

This field experience may be completed in the candidate's school, but requires one day of observation in another school with a student body demographically different from the candidate's school. Individualized assignments related to curriculum, instruction, assessment, and diversity will allow the candidate to demonstrate knowledge and skill in content areas and pedagogy. Prerequisite or co-requisite: EDU 511, 515, and 546. Not open to students with credit in EDU 597.

**EDU 625 Portfolio Development****3 credits**

This course will guide candidates in the development of their professional portfolio. The portfolio is a performance based assessment designed to evaluate the complex knowledge, skills, and dispositions of teaching described in the program standards. Prerequisite: EDU 584.

**EDU 630 Research Project****3 credits**

This course requires the completion of the research project proposed (and approved) in EDU 562 and the writing and presentation of the final report to the ODU community. Prerequisites: EDU 560 and EDU 562.

# Master of Arts in TESOL

The Master of Arts in TESOL is designed for those seeking to expand their knowledge, skills, and dispositions for teaching English to speakers of other languages (TESOL). Based upon national standards for ESL teacher education programs, the program balances research and theory with practice teaching. Through coursework and a thesis or project, candidates are prepared to do advanced work in TESOL if they so choose. By passing one additional course, Content Area Reading and Writing (EDU 518) and the Praxis II exams, candidates may qualify for the TESOL Multi-Age License in Ohio. Candidates seeking licensure only must meet all requirements for licensure (42 semester credits); complete a minimum of nine (9) semester credits at ODU, including TSL 500 and TSL 590L; and pass the Praxis II exams. Holders of teaching certificates or licenses who wish to earn TESOL endorsement must complete a minimum of twelve credits at ODU, including TSL 500 and TSL 590E, and pass the Praxis II exams.

## Admission

Admission policies and procedures for all graduate academic programs of Ohio Dominican University are the responsibility of the Graduate Curriculum and Academic Policies Committee (GCAP). Admission to the program is the decision of the Program Director and the Graduate Admissions Committee who review and evaluate all applications. In the case of applicants who do not satisfy the general requirements for admission to the program, the program director will decide on the merit of such cases.

In addition to the following requirements, at least one year of foreign language study in higher education is recommended.

Admission requirements:

- Bachelor's degree from a regionally accredited institution of higher learning.
- An overall grade point average (GPA) of at least 3.0 in undergraduate work.
- Official transcripts from every institution of higher learning attended.
- Three letters of recommendation that address the applicant's ability to do graduate level work in TESOL, at least one of which must be from an academic.
- A two- to three-page (500-750 words) essay that addresses the applicant's personal, academic, and vocational history; career goals; and reasons for applying to the program.
- For applicants whose first language is not English, a TOEFL score of at least 550 (PBT) or 213 (CBT). These scores must be sent directly from Educational Testing Service (ETS) to Ohio Dominican University (ODU), who's ETS institutional code is 1131. Official results of other internationally recognized tests of English language proficiency (MELAB, IELTS, etc.) may be submitted in lieu of TOEFL results.
- International Students: Documentation authorized by a bank official showing how the applicant's education will be financed. Additional costs for transcript evaluation may be incurred.

## Graduation Requirements

- Candidates must complete all TSL courses listed below (36 semester hours) with a grade point average (GPA) of 3.0. No more than two (2) grades of C may be earned. The repeat of a third C is permitted once.
- All candidates must take TSL 500-TESO, Foundations and TSL 590E-TESOL Practicum or TSL 590L Student Teaching, at Ohio Dominican University.
- Candidates must complete the program within seven (7) years of acceptance.



## **Curriculum for the Master of Arts in TESOL**

The Master of Arts in TESOL provides candidates with a firm foundation in TESOL history, principles, and practices as well as research methods and professional development. Candidates who complete the program will be well prepared to enter programs of advanced study in TESOL, become active participants in regional and national TESOL organizations, and address issues that affect learners of English in the classroom and the community. Furthermore, because every course requires writing and research, culminating in a research project or thesis, the program enables students to make important contributions to English teaching and learning communities. Building upon Ohio Dominican University's tradition of teaching excellence, as well as the National Council for the Accreditation of Teacher Education (NCATE) standards for P-12 ESL teacher education, the program assists interested students in acquiring the TESOL Multi-Age License or Endorsement in Ohio.

### **Course Descriptions: Master of Arts in TESOL**

#### **TSL 500 TESOL Foundations**

**3 credits**

An introduction to TESOL, including its history, current research, and public policy issues and their relation to instructional practices. Consideration of issues such as partnerships and advocacy in TESOL, professional development through research, and collaboration. Also an orientation to the MA TESOL program, portfolio development, and NCATE standards. Includes 40 hours of field experience. Must be taken in the candidate's first nine (9) hours in the program.

#### **TSL 510 Descriptive Linguistics**

**3 credits**

A study of language and language systems, including phonology, morphology, syntax, semantics, and pragmatics. Discussion of the nature and value of world Englishes, language variation, and linguistic research.

#### **TSL 520 Language Acquisition and Development**

**3 credits**

Theories of first and other language acquisition, processes of language and literacy development, and their application to TESOL. Topics include language in the classroom and at home; cognitive, affective, and personal variables related to language learning; and dimensions of language proficiency.

#### **TSL 530 The English Language**

**3 credits**

An introduction to the sounds, forms, structures, meanings and uses of English. Topics include phonology, morphology, syntax, semantics, and pragmatics. Includes application to teaching ESOL, both written and spoken, for a variety of settings and purposes.

#### **TSL 540 Cultural Diversity and Education**

**3 credits**

A study of the nature, role, and content of culture, especially in relation to education. Topics include major cultural concepts, interaction between language and culture, and multicultural education. Consideration of ESOL students' cultural identities, language and literacy development, and academic achievement. Includes 20 hours of field experience.

#### **TSL 550 Research Methods in TESOL**

**3 credits**

An introduction to quantitative and qualitative methods of doing research in TESOL, helping students to become enlightened consumers of educational research and to design their own research. Topics include common statistical tests, action research, and case studies; strengths and limitations of methods are addressed. Resources for TESOL research are explored. Prerequisite: Twelve (12) semester credits in the program.

#### **TSL 560 Instructional Methods in TESOL**

**3 credits**

Introduction to standards-based methods for planning, implementing, and managing ESOL and content instruction. Topics include classroom organization and strategies for developing and integrating English language skills (listening, speaking, reading, and writing) and for accessing core curricula. Includes 40 hours of field experience. Prerequisites: TSL 500-550.

**TSL 570 Resources for ESOL and Content Instruction****3 credits**

Selection, creation, and use of standards-based materials, resources, and technologies. Attention to culture, language proficiency, and age of ESOL learners. Examination and use of various print and non-print resources, audiovisual materials, and technological tools. Prerequisite: TSL 500-560.

**TSL 580 Assessment of ESOL Learners****3 credits**

A study of assessment for ESOL, including both language proficiency and classroom-based assessment. Issues include factors that affect ESOL student learning, special education testing, and standards-based assessment. Practice in the development and use of tools and techniques to assess language proficiency and performance. Prerequisite: TSL 500-560.

**TSL 590E TESOL Practicum****3 credits**

Practical application of standards-based methods for ESOL and content instruction. Design of supportive learning environments for ESOL students, accounting for their diverse backgrounds, developmental needs and English proficiency. Implementation of a variety of instructional and assessment techniques. For endorsement and MA only candidates, this course includes 60 hours of supervised student teaching and opportunities for candidates to reflect upon the experience. Prerequisites: TSL 500-560.

**TSL 590L Student Teaching****9 credits**

Practical application of standards-based methods for ESOL and content instruction. Design of supportive learning environments for ESOL students, accounting for their diverse backgrounds, developmental needs and English proficiency. Implementation of a variety of instructional and assessment techniques. For licensure candidates, this course includes full-time supervised student teaching and opportunities for candidates to reflect upon the experience. Prerequisites: TSL 500-560.

**TSL 600 Research Project****3 credits**

In addition to completing teaching/learning portfolios that they have developed in the program, candidates will complete the project that they proposed in TSL 550, Research Methods in TESOL. Candidates will summarize research related to their topics, describe their methodology, conduct research, present their findings, and identify outlets for their research. Prerequisites: TSL 500-560.

**TSL 699 Graduate Thesis (Optional)****3-6 credits**

In this course, candidates will write the thesis that they proposed in TSL 550, Research Methods in TESOL. This optional course is recommended for those planning advanced study in TESOL. Candidates may register for this course twice for a total of six (6) credits. Prerequisites: TSL 500-560.

**EDU 518 Content Area Reading and Writing: Instruction and Technology****3 credits**

This course examines principles, strategies and methodologies that are designed to improve student achievement in the content areas. Research, theory, and implications for instruction and technology will be examined and reviewed. Topics include purposes and types of reading; content reading learning design and delivery and methods of assessing reading strategies and skills in student-centered reading instruction. (For candidates seeking the TESOL Multi-Age License in Ohio.)

**Requirements for a TESOL Endorsement (Pre-K-12)**

In accordance with the requirements for holders of teaching certificates or licenses seeking additional licensure, a student who wishes to earn TESOL endorsement at ODU must complete a minimum of twelve credits at ODU including TSL 500 and TSL 590. Admission requirements are the same as for the Master of Arts. (See "Teacher Licensure" for further requirements.)

<b>Courses</b>	<b>Credits</b>
For prerequisites and co-requisites please see course descriptions.	
A teaching certificate/licensure and the following:	
TSL 500 TESOL Foundations	3
TSL 520 Language Acquisition and Development	3
TSL 530 The English Language	3
TSL 540 Cultural Diversity and Education	3
TSL 560 Instructional Methods in TESOL	3
TSL 580 Assessment of ESOL Learners	3
TSL 590E TESOL Practicum	<u>3</u>
<b>Total Credits Required</b>	<b>21</b>

### **Requirements for a TESOL Multi-Age Licensure ONLY**

Students seeking to qualify for the TESOL Multi-Age Licensure only (without earning the MA) must complete the following courses. Transfer credit may be accepted, but at least three courses, including TSL 500 and TSL 590, must be taken at ODU. Before applying to a license, the student must pass the appropriate Praxis II examinations. Admission requirements are the same as for the Master of Arts.

<b>Courses</b>	<b>Credits</b>
For prerequisites and co-requisites please see course descriptions.	
TSL 500 TESOL Foundations	3
TSL 510 Descriptive Linguistics	3
TSL 520 Language Acquisition and Development	3
TSL 530 The English Language	3
TSL 540 Cultural Diversity and Education	3
TSL 560 Instructional Methods in TESOL	3
TSL 570 Resources for ESOL and Content Instruction	3
TSL 580 Assessment of ESOL Learners	3
TSL 590L Student Teaching	9
EDU518 Content Area Reading and Writing	<u>3</u>
<b>Total Credits Required</b>	<b>36</b>

# Master of Science in Management – LEAD Program

The Master of Science degree in Management is designed to serve those students interested in strengthening their capacity to effectively and ethically manage others in an organizational context. It provides students depth in management content areas including strategy, leadership, performance management, creativity and innovation, human resource management and change management. While still touching on critical business knowledge areas including economics, accounting, finance, information technology and business ethics, the Master of Science degree in Management offers greater depth in the knowledge and skills important to those who wish to effectively manage others in ways that further an organization's values and strategies.

## Admission

Admission policies and procedures for all graduate academic programs of Ohio Dominican University are the responsibility of the Graduate Curriculum and Academic Policies Committee (GCAP). Admission to the program is the decision of the Program Director and the Master of Education Graduate Admissions Committee who review and evaluate all applications. In the case of applicants who do not satisfy the general requirements for admission to the program, the program director will decide on the merit of such cases.

For admission to the Master of Science degree in Management program, applicants must have:

- A bachelor's degree from a regionally accredited institution
- A completed application with essay and resume
- A 2.75 grade point average (GPA) in the last 60 hours of the bachelor's degree
- Official transcripts from all post-secondary institutions attended
- Three (3) years of significant work experience
- An interview with a member of the LEAD staff
- A TOEFL score of 550 or equivalent electronic score, if applicable
- Three (3) letters of recommendation

Students may obtain only the MBA or the MSM degree from Ohio Dominican University but not both..

## Transfer/Transient Credit

The Registrar and graduate program director are responsible for the evaluation of transfer credit and processing the necessary approval forms prior to granting graduate transient credit. Once credit has been accepted or transient credit approved, the Registrar applies it to the graduate program. The maximum number of transfer or transient credits a graduate student may receive is nine semester hours. Only courses with grades of B or better from regionally accredited institutions will be considered.

## Graduation Requirements

- Students must complete all courses in the prescribed sequence of 36 credit hours
- Students must have a 3.00 or better grade point average (GPA)
- Students must complete the program within seven years

# Curriculum for the Master of Science in Management

## *Foundation Course*

BUS 510 Graduate Learning Strategies 3 credits

## *Functional Management Core Courses*

BUS 564 Business Ethics 3 credits

MGMT 530 Economics and Management Strategy 3 credits

MGMT 612 Strategic Human Resource Management and Employment Law 3 credits

ACT 520 Accounting for Management Decision Making 3 credits

BUS 620 Strategic Marketing Management 3 credits

FIN 570 Organizational Finance 3 credits

BUS 545 Strategic Management of Technology and Information 3 credits

## *Integrated Management Sequence Courses*

BUS 690 Business Policy and Strategy 3 credits

BUS 725 Leadership and Change Management 3 credits

MGMT 660 Fostering and Managing Creativity and Innovation 3 credits

MGMT 655 Contemporary Methods and Research in Management 3 credits

## Course Descriptions

### **ACT 520 Accounting for Management Decision Making**

**3 credits**

The emphasis of this course is to introduce enough of the fundamentals of accounting to permit the non-accountant to understand the financial statements of an organization operating in our society and to understand how financial information can be used in the management planning, control and decision-making process.

### **BUS 510 Graduate Learning Strategies**

**3 credits**

This course is the cornerstone course in the Ohio Dominican University LEAD MBA Program. It is designed to provide students with the knowledge, skills, and capabilities to effectively engage the challenges of the program. In this regard, students will explore resources and actively practice skills related to teams, conflict resolution and citation. Additionally, students will complete an individual Strengths Assessment instrument and build a Personal Development Plan that will be revisited in the final course of the program.

### **BUS 545 Strategic Management of Technology and Information**

**3 credits**

This course focuses on the use of technology as a tool in the service of the organizational mission and strategy. It explores the role of technology in empowering the capture and dissemination of strategically important information and a variety of other uses in support of strategic implementation and the acquisition of competitive advantage.

### **BUS 564 Business Ethics**

**3 credits**

This course includes a systematic overview of normative ethics and a comprehensive discussion of contemporary moral issues in a business context. Ethical problems, presented by case studies, are analyzed and applied to business and public issues. The integration of personal vocation, institutional purpose, and managerial theory and practice, in light of the Christian social tradition, and in particular the Catholic social tradition, will be addressed.

### **BUS 620 Strategic Marketing Management**

**3 credits**

This course provides an overview of the concepts and skills that are fundamental to understanding the consumer and to building customer-focused organizations. Special attention is given to customer behavior in service settings. Borrowing from the behavioral sciences, a variety of frameworks and tools will be

presented to provide a foundation for conducting customer analyses. The course provides students with a sophisticated yet practical understanding of the consumer behavior issues that drive business success. In addition, the course examines tools and skills to measure customer satisfaction and loyalty. Students learn how to measure and interpret customer satisfaction and loyalty and how to approximate the return on investments in service and quality.

**BUS 690 Business Policy and Strategy**

**3 credits**

This course is an integration of the knowledge and skills learned in the previous courses in the MBA program. The course is designed to illustrate development, implementation, and reformulation of business strategy. The course stresses the need for, awareness of, and accommodation to changes in a company's internal and external environments. Through the case study/analysis method, students will be able to practice various strategic planning and policy-making decisions for businesses in the service industries.

**BUS 725 Leadership and Change Management**

**3 credits**

This course focuses on an exploration of the models, perspectives, competencies and tools related to providing leadership in changing environments and influencing organizational change. This course is also the capstone course in the ODU LEAD MBA Program and will revisit and revise the Personal Development Plan crafted in the first course as well as complete the Professional Portfolio initiated at the beginning of the program.

**FIN 570 Organizational Finance**

**3 credits**

The objective of the course is to explore the theories and concepts of corporate finance, including the fundamentals of working capital, acquisition of capital, capital budgeting and dividend policy in greater depth. The focus of this course is on financial management techniques under uncertainty and managing the balance between assets and liabilities. This course is designed to prepare the student for mid-level management positions.

**MGMT 530 Economics and Management Strategy**

**3 credits**

This course applies economic theory to management decision making in the private and public sectors. The emphasis is on how managers employ microeconomic and macroeconomic information and data to formulate strategies in order to enhance the growth and competitiveness of their respective organizations. It examines the strategies for efficient allocation of resources given varying constraints in a global economy.

**MGMT 612 Strategic Human Resource Management and Employment Law**

**3 credits**

This course deals with strategic planning in regard to organizing and controlling the performance of various activities concerned with procuring, developing, maintaining and utilizing a labor force so that the objectives and purposes of the organization are accomplished efficiently and effectively. The review and evaluation of strategic management responsibilities in the field of labor and personnel relations includes the role law, economics, behavior science, and culture play in the labor/management relations. Focusing on legal issues, the coursework covers contemporary issues in employment law, employee rights, and equal employment matters.

**MGMT 655 Contemporary Methods and Research in Management**

**3 credits**

This course will provide students an opportunity to explore contemporary management literature in a number of critical areas including global management, performance measurement and management, as well as the literature related to quality and operational improvement. Additionally, students will have an opportunity to select a contemporary management topic for deeper research and exploration.

**MGMT 660 Fostering and Managing Creativity and Innovation**

**3 credits**

Innovation has been called the undisputed catalyst for growth. All businesses want to be more innovative and creative in their thinking, products and processes yet managers across industries fail to create a climate that encourages and rewards these behaviors. This course explores the manager's role in fostering organizational creativity and what leaders must do to increase successful innovation. Students will gain an understanding of the creativity and innovation that will enable them to become more effective in developing these aspects of their own organizations.

**University Board of Trustees,  
Administration, and  
Faculty**





## **Board of Trustees**

Claudia L. Abrams  
Sister Janice Bachman, O.P.  
Judith C. Baltimore  
Galen R. Barnes  
Jonathan C. Beard  
Sister Charles Marie Brantl, O.P.  
Ralph E. Breitfeller  
Sister Kathleen Cannon, O.P.  
Mary Jo Casey  
Peter Cimboric  
Sister Maria Ciriello, O.P.  
Sister Jeanne Conrad, O.P.  
Robert J. Coughlin  
Jonathan D. Dargusch  
William G. Ebbing  
Sister Mary Faith Geelan, O. P.  
Charles W. Gehring  
James H. Gilmour  
Monsignor Joseph M. Hendricks  
Michael P. Kelty  
James F. Laird, Jr.  
Sister Catherine Mahady, O.P.  
Richard W. Maxwell  
Thomas J. Mueller  
Nancy A. Recchie  
Guy L. Reece II  
John B. Sandman  
Sister Joan Scanlon, O.P.  
Sister Mary Hope Sieron, O.P.  
Sister Jeanette Stang, O.P.  
Sister Barbara Sullivan, O.P.  
Margaret Corbett Sullivan  
Robert "Skip" Weiler  
Thomas R. Winters  
Paul J. Zemanek  
Sister Lisa A. Zuccarelli, O.P.  
Anne Crimmings (Faculty)  
Kayla Walton (Student)

## **Administration**

Peter Cimboric, President (2010). B.A., Montclair State College; M.A., Columbia University; Ph.D., University of Missouri, Columbia.

Ronald J. Seiffert, Vice President for University Resources (2005). B.S., Washington University; Stonier Graduate School of Banking.

Linda Schoen, Interim Vice President for Academic Affairs and Dean of the Faculty (2007). B.A., M.A., Ph.D., The Ohio State University.

David R. Archibald, Vice President for LEAD (1998). B.A., M.B.A., Kent State University.

James Caridi, Vice President for Student Development and Dean of Retention (2007). B.S., St. Vincent College; M.A., Geneva College.

Sister Catherine Colby, O.P., Vice President for Mission and Identity, Director of The Center for Dominican Studies, Tenured Faculty (1988). B.S.Ed., Ohio Dominican College; M.Ed., Xavier University; M.A., St. Joseph College; Ed.D., Nova Southeastern University.

David Kosanovic, Associate Vice President for Finance and Administration (2005). B.S.B.A., The Ohio State University; M.B.A., Capital University.

Murley Miller, Associate Vice President for Advancement (2008). B.S., Ohio University.

## Full-time Faculty

Imali J. Abala, Associate Professor of English (1992). B.A., Wilmington College; M.A., Ph.D., The Ohio State University.

Martha Armstrong, Professor of Social Work (1989). B.A., Ohio Dominican College; M.S.W., Boston College; Ph.D., The Ohio State University.

Bonnie Beach, Professor of Education (2005). B.S., The Ohio State University; M.Ed., Ph.D., Ohio University.

Roxanne Beard, Associate Professor of Management (2006). B.S., Bowling Green State University; M.B.A., University of Findlay; Ph.D., Capella University.

Hope Benton-Borghi, Assistant Professor of Education (2006). B.A., Massachusetts State College; M.Ed., Boston University; M.A., Ph.D., The Ohio State University.

Nancy Beran, Professor of Sociology (1975). B.A., M.A., Ph.D., The Ohio State University.

Martin R. Brick, Assistant Professor of English (2009). B.A., St. Norbert College; M.A., University of Wisconsin; Ph.D., Marquette University.

Daniel Brilhart, Assistant Professor of Education. (2007). B.A., Goshen College; M.A., Associated Mennonite Biblical Seminary; M.Ed., Ph.D., The Ohio State University.

Todd M. Callais, Assistant Professor of Criminal Justice (2009). B.A., University of Notre Dame; M.A., Ph.D., The Ohio State University.

Ronald W. Carstens, Professor of Political Science (1974). B.A., St. Ambrose College; M.A., Ph.D., Miami University.

Young-Mi Chang, Assistant Professor of Education (2005). B.A., Yonsei University; M.A., Ball State University; Ph.D., Purdue University.

Matthew Conley, Assistant Professor of Education (2005). B.S., M.A., Ph.D., The Ohio State University.

Kevin D. Cordi, Assistant Professor of Education (2009). B.S., Kent State University; M.A., University of Akron; Ph.D., The Ohio State University.

James Cottrill, Assistant Professor of Mathematics (2005). B.A., University of Akron; Ph.D., Purdue University.

Anne M. Crimmings, Professor of Psychology (1978). B.A., LeMoyne College; M.A., Ph.D., The Ohio State University.

Kami Darling, Assistant Professor of Education (2008). B.S., Ohio Dominican College; M.A., Ph.D., The Ohio State University.

Anna Davis, Associate Professor of Mathematics (2005). B.A., Albertson College of Idaho; Ph.D., University of Kentucky.

Michael V. Dougherty, Associate Professor of Philosophy (2003). B.A., The Thomas More College of Liberal Arts; M.A., The Catholic University of American; Ph.D., Marquette University.

Lisa Douglass, Assistant Professor of Education (2009). B.S., Kansas State University; M.S.Ed., University of Kansas; Ph.D., The Ohio State University.

Godwin Chukwunyenye Duru, Associate Professor of Economics (1989). B.A., University of Dallas; M.A., Morgan State University; Ph.D., The Ohio State University.

Antonio Emanuel, Assistant Professor of Accounting (2006). B.S., Franciscan University of Steubenville; M.B.A., Wilkes University.

Kenneth Chiso Fah, Associate Professor of Business (2000). B.S., M.S., Ph.D., University of Wyoming.

John Farlin, Assistant Professor of Finance (1999). B.S., University of Omaha at Nebraska; M.B.A., The George Washington University; M.S., George Mason University; Ph.D. Touro University.

Sister Mary Ann Fatula, O.P., Professor of Theology (1974). B.A., Ohio Dominican College; M.A., St. Michael College, University of Toronto; Ph.D., Catholic University of America.

Barbara A. Finan, Professor of Theology (1979). B.A., Ohio Dominican College; M.A., Aquinas Institute of Theology; Ph.D., Marquette University.

Bruce S. Gartner, Associate Professor of Spanish (1999). B.A., Ph.D., Emory University.

Margaret A. Gilmore, Assistant Professor of Business (2009). B.S., University of Dayton; M.T., Capital University.

Jeremy Glazier, Assistant Professor of Rhetoric (2004). B.A., Wittenberg University; M.F.A., Columbia University.

Becky Graham, Assistant Professor of Biology (2008). B.S., Ph.D., Iowa State University.

John Grant, Associate Professor of Business (1998). B.S., M.B.A., Eastern Illinois State University; Ph.D., Arizona State University.

Ann C. Hall, Professor of English (1991). B.A., John Carroll University; M.A., Ph.D., The Ohio State University.

Michele Harr, Assistant Professor of Education (2008). B.A., Seton Hall University; M.A., University of Southern Mississippi; Ph.D., University of Pittsburgh.

Julie Hart, Associate Professor of Sociology (2006). B.S., M.S., Ohio University; M.A., Ph.D., University of Notre Dame.

Lewis Hogarth, Associate Professor of Chemistry (2000). B.Sc., (Hons.) Queen Mary College, London University; M.Sc., Ph.D., D.I.C., Imperial College, London University; M.R.S.C., C.Sci., Royal Society of Chemistry, London.

Sister JoAnn Hohenbrink, O.P., Associate Professor of Education (1988). B.A., Ohio Dominican College; M.Ed., University of Dayton; Ph.D., The Ohio State University.

Theresa Holleran, Professor of Computer Science (1986). B.S., Ohio Dominican College; M.S., Bowling Green State University; Ph.D., The Ohio State University.

Chad King, Assistant Professor of Environmental Science (2005). B.A., Eastern Mennonite University; M.S., Ph.D., University of Arizona.

Janette Knowles, Associate Professor of Art (1998). B.A., Kent State University; M.A., Ph.D., The Ohio State University.

Walter H. Kokernot, Associate Professor of English (1998). B.A., University of Texas-Austin; M.A., Saint John's College, M.A., University of Texas-San Antonio; Ph.D., Texas A & M University.

Natalie Kompa, Assistant Professor of Public Relations (2008). B.A., The Ohio State University; M.B.A., Capital University.

Jessica Larva, Assistant Professor of Art (2007). B.A., M.F.A., The Ohio State University.

Shuo Liu, Assistant Professor of Computer Science (2005). B.S., M.S., Nanjing University; Ph.D., University of Pittsburgh.

Kelle Lynch-Baldwin, Assistant Professor of Theology (2010). B.S., College of Notre Dame of Maryland; M.A., Temple University; Ph.D., Boston College.

Leo H. Madden, Associate Professor of Theology (1991). B.S.F.S., Georgetown University; S.T.B., Pontifical Gregorian University; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Gregorian University.

John M. Marazita, Professor of Psychology (1994). B.A., The University of Akron; M.A., Ph.D., Kent State University.

Manuel Martinez, Assistant Professor of Spanish (2004); A.A., Miami-Dade Community College; B.B.A., University of Miami; M.B.A., University of Miami; M.A., Ph.D., University of Cincinnati.

John R. Mascazine, Associate Professor of Education (2002). B.S.Ed., Ohio Dominican College; M.A., Ph.D., The Ohio State University.

Lawrence Masek, Associate Professor of Philosophy (2004). B.A., Boston College; M.A. Marquette University; Ph.D., Marquette University.

Virginia McCormack, Associate Professor of Education (1992). B.S., St. Bonaventure University; M.S., University of Dayton; M.A., St. Joseph College; Ed.D., Nova Southeastern University.

Timothy A. Micek, Associate Professor of Languages (1994). B.A., M.A., University of North Carolina; D.A., Illinois State University.

Kimberly Keller Miller, Assistant Professor of Education (2008). B.S., Ohio University; M.Ed., University of Cincinnati; Ph.D., The Ohio State University.

Lisa Miller, Assistant Professor of Sport Management (2006). B.S., Wright State University; M.L.H.R., Ph.D., The Ohio State University.

Dinty J. Musk, Jr., Assistant Professor of Chemistry (2009). B.A., Taylor University; Ph.D., University of Illinois.

Robert Osborne, Assistant Professor of Accounting, (2006). B.B.A., Marshall University; M.S., University of Central Texas.

Anna Parkman, Associate Professor of Organizational Management and Behavior (2005). A.S., University of Charleston; B.A., Cedar Crest College; M.B.A., University of Charleston; Ph.D., Capella University.

Herb V. Peterson, Assistant Professor of Art (2009). B.F.A., Purdue University; M.F.A., The Ohio State University.

Matthew D. Ponesse, Associate Professor of History (2004). B.A., University of Toronto; M.A., University of Toronto; Ph.D., University of Toronto.

JoNataye Prather, Instructor in Social Work (2008). B.A., M.S.W., The Ohio State University.

Kathleen L. Riley, Professor of History (1995). B.A., Nazareth College of Rochester; M.A., Ph.D., University of Notre Dame.

Rebecca Rowoth, Associate Professor of Biology (1986). B.A., Central Methodist College; M.S., University of Missouri; Ph.D., University of Dayton.

Juliette B. Schaefer, Associate Professor of English (2001). B.A., M.A., The University of Dayton; Ph.D., Duquesne University.

James Alan Schnell, Professor of Communication Studies (1989). B.A., Capital University; M.A., State University of New York/Plattsburgh; Ph.D., Ohio University.

Linda Schoen, Professor of Psychology (2007). B.A., M.A., Ph.D., The Ohio State University.

Deborah Serling, Assistant Professor of Psychology (2008). B.A., Cornell University; M.P.A., Maxwell School of Citizenship and Public Affairs, Syracuse University; M. A., Ph.D., The Ohio State University.

Sandra Evans Skovron, Associate Professor of Criminal Justice (2004). B.A., The Ohio State University; M.A., The Ohio State University; Ph.D., The Ohio State University

Valerie W. Staton, Associate Professor of Psychology (2002). B.A., Bucknell University; M.S., Ph.D., University of Georgia.

Marlissa Stauffer, Assistant Professor of Education (2008). B.A., Indiana Wesleyan University; M.S., University of Southern Indiana; Ph.D., Indiana University.

Michael Storck, Assistant Professor of Philosophy (2008). B.A., Christendom College; M.A., Ph.D., The Catholic University of America.

James P. Strode, Assistant Professor of Business (2009). B.A., University of Wisconsin; M.A., Ph.D., The Ohio State University.

John Thistlethwaite, Assistant Professor of Anatomy and Physiology (2008). B.S., Ohio Northern University; M.S., Ph.D., The University of Toledo.

Stephen Thomas, Associate Professor of Political Science (2007). A.B., Oberlin College; Ph. D., Harvard University.

Maryalice Turner, Visiting Assistant Professor of Education (2010). B.S.E., The Ohio State University; M.S.Ed., Ashland University.

Gail Ukockis, Assistant Professor of Social Work (2003). B.A., M.A., Colorado State University; M.S.W., Ph.D., The Ohio State University.

William A. Vensel, Associate Professor of Theatre (1970). B.A., St. Ambrose College; M.A., Villanova University.

Joanne F. Vickers, Professor of English (1977). B.A., Ohio Dominican College; M.A., Ph.D., The Ohio State University.

Timothy M. Walker, Associate Professor of Computer Science (2001). B.S., Carnegie Mellon University; M.A., Ph.D., The Ohio State University.

Jay Young, Associate Professor of Management and Leadership (2001). B.S., Texas A&M University; M.S., University of Texas at Dallas; M.A., Ph.D. The Ohio State University.

Ronald E. Zielke, Assistant Professor of Mathematics (1991). B.S., M.A., Ph.D. The Ohio State University.

## **Emeritus Faculty**

Sister Ruth Caspar, O.P., Professor of Philosophy (1968). B.A., Ohio Dominican College; M.A., Ph.D., University of Notre Dame.

Quentin Colgan, Professor of Philosophy (1984). B.A., M.Div., St. Meinrad; M.A., St. Louis University; M.A., University of Notre Dame; Ph.D., Duquesne University.

Jill C. Dardig, Professor of Education (1978). A.B., Mount Holyoke College; M.Ed., Ed.D., University of Massachusetts.

William Ensign, Professor of Criminal Justice (1975). B.A., M.A., University of Notre Dame; M.A., The Ohio State University.

Darlene Erickson, Professor of English (1989). B.A., Aquinas College; M.A., Western Michigan University; Ph.D., Miami University.

Sister Joan Franks, O.P., Professor of Philosophy (1971). B.A., Ohio Dominican College; M.A., The Ohio State University; Ph.D., University of Toronto.

Robert Franz, Associate Professor of Education (1972). B.A., St. Charles Borromeo College; M.A.T., Michigan State University.

Sister Roberta Miller, O.P., Associate Professor of Sociology (1977). B.A., College of New Rochelle; M.A., Hunter College; Ph.D., The Ohio State University.

Mary Lee Peck, Professor of Education (1989). B.S in Ed., M.A., Ph.D., The Ohio State University.

## **Adjunct Faculty**

Brad Bradford, Lecturer in the Humanities (1999). B.A., Miami University; M.A., Ohio University.

John D. Calvert-Finn, Lecturer in the Humanities (1997). B.A., The College of Wooster; M.A., The Ohio State University.

Deborah V. Duffy, Lecturer in Accounting (2002). B.S. B.A., The Ohio State University; M.B.A., Capital University.

Hiroshi Hayakawa, Lecturer in Art (1997). B.A., Keio University; B.F.A., Columbus College of Art and Design; M.F.A., Cranbrook Academy of Art.

Pamela Kaylor, Lecturer in Communications (2002). B.A., M.A., Murray State University; Ph.D., The Ohio State University.

Evelyn Kinzel, Lecturer in Science (2003). B.S., M.S., The Ohio State University; Ph.D., Purdue University.

Vicki Gardner Lefevre, Lecturer in English (1984). B.S., M.A., The Ohio State University.

Sister Bettina Mollica, Lecturer in Social Work (1983). B.A., College of St. Francis; M.A., Wayne State University; M.A., Duquesne University.

Anthony Morrison, Lecturer in Philosophy (1996). B.A., Dickinson College; M.A., University of Dayton.

Belinda Raines, Lecturer in Theology (1999). B.A., Ohio Dominican College; M.T.S., Trinity Lutheran Seminary.

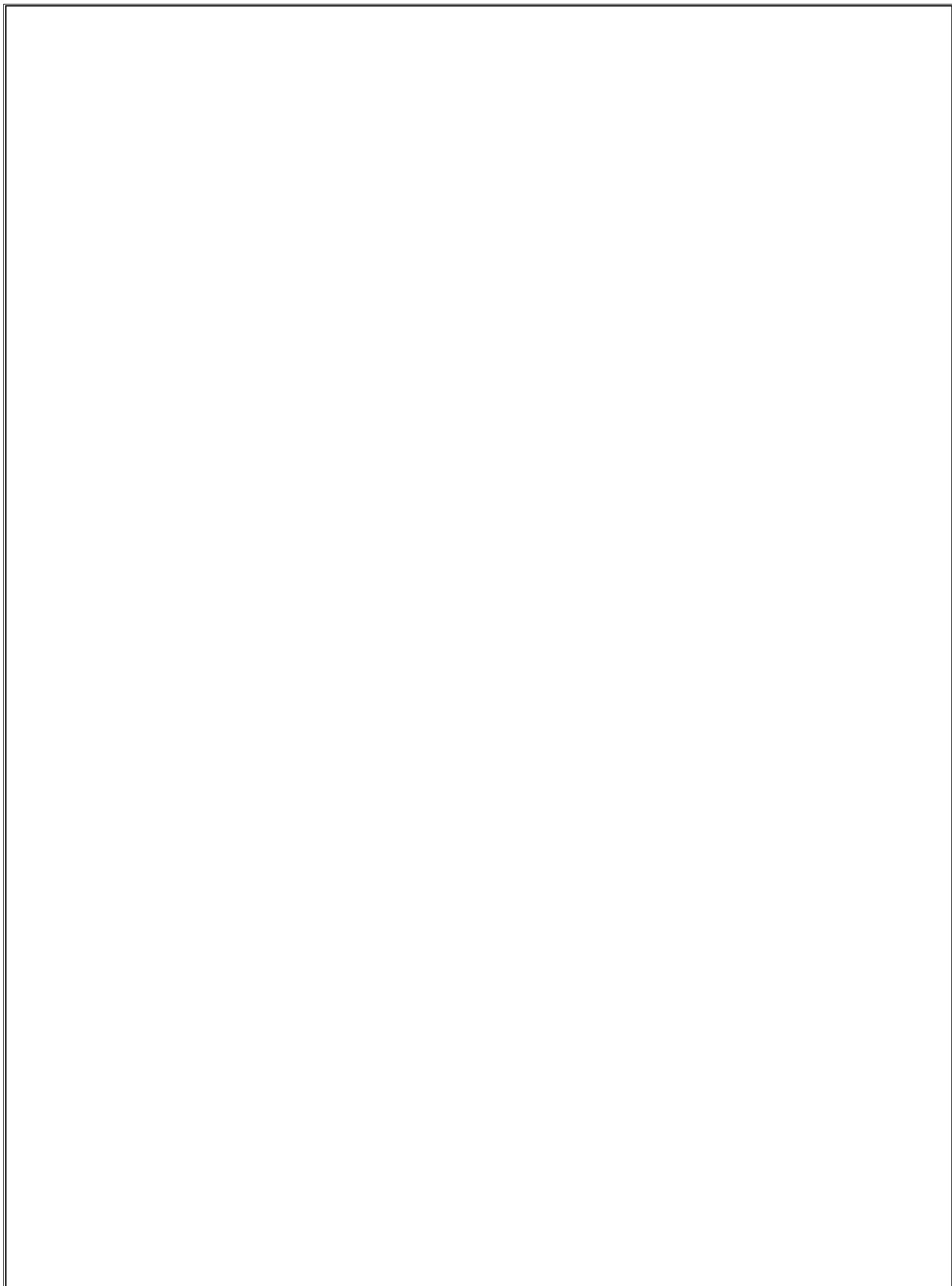
Marcella Vanlandingham, Lecturer in Health and Physical Education (1995). B.S., Asbury College; M.S., Eastern Kentucky University.

## INDEX

Academic Advisors .....	7
Academic Affairs Office .....	8
Academic Center .....	8
Academic Dismissal .....	25
Academic Forgiveness.....	18
Academic Grievance .....	18
Academic Honesty.....	19
Academic Programs	
List of.....	67
Academic Standing.....	25
Accounting	
Courses .....	151
Accreditation .....	7
Administration.....	291
Adult Programs.....	20
Advanced Placement .....	35
American Sign Language Courses .....	153
Art	
Courses .....	153
Program Requirements .....	73
Athletics .....	10
Attendance.....	35
Biology	
Courses .....	157
Program Requirements .....	76
Board of Trustees .....	291
Business Administration	
Courses .....	159
Program Requirements .....	77
Career Services.....	11
Chemistry	
Courses .....	165
Program Requirements .....	81
Classification of Students .....	36
Coaching	
Program Requirements .....	129
Communication Studies	
Courses .....	166
Program Requirements .....	83
Computer Information Systems	
Courses .....	168
Program Requirements .....	84
Course Descriptions for the M. A. in Liberal Studies .....	273
Course Descriptions for the Master of Education .....	279
Course Descriptions: the Master of Arts in Theology.....	254
Credit by Examination.....	37, 38
Criminal Justice	
Courses .....	185
Program Requirements .....	86
Cross-Disciplinary Studies	
Program Requirements .....	87
Cross-Registration .....	38
Curriculum for the M. A. in Liberal Studies.....	271
Curriculum for the M.A. in Theology.....	253
Curriculum for the Master of Education.....	278
Dean's List .....	39
Degree Requirements	
Associate Degrees.....	66
Bachelor of Science .....	64
Bachelor of Science in Education .....	65
Disabilities.....	15
Earth and Space Science	
Courses .....	203
Earth Science/Chemistry Education	
Program Requirements .....	89
Economics	
Courses .....	188
Program Requirements .....	90
Education	
Courses .....	189
Program Requirements .....	91
English as a Second Language	
Courses .....	197
English Language and Literature	
Courses .....	198
Program Requirements .....	101
Faculty .....	292
Family Educational Rights and Privacy Act (FERPA) .....	12
Finance	
Program Requirements .....	106
Finance Courses.....	205
Financial Aid .....	54
French	
Courses .....	207
Geography	
Courses .....	207
German	
Courses .....	207
Gerontology	
Program Requirements .....	108
GPA – Grade Point Average.....	40
Grading Policies .....	40
Grading System .....	42
Graduation Requirements for the M.Ed.....	277
Graduation Requirements for the Master of Art in Liberal Studies.....	271
Graduation with Distinction .....	43
Graphic Design	
Program Requirements .....	109
History	
Courses .....	208
Program Requirements .....	110



History of Ohio Dominican College.....	6	Program Requirements .....	128
Honors Program .....	44	Physical Education and Health	
Humanities		Courses .....	224
Courses .....	212	Physical Science Education	
Incomplete Grades.....	40	Program Requirements .....	130
Independent Study.....	44	Physics	
Integrated Language Arts Education		Courses .....	225
Program Requirements .....	112	Political Science	
Integrated Mathematics Education		Courses .....	226
Program Requirements .....	113	Program Requirements .....	131
Integrated Science Education		Pre-Law	
Program Requirements .....	114	Program Requirements .....	133
Integrated Social Studies Education		Pre-Nursing Program.....	135
Program Requirements .....	115	Probation.....	25
International Business		Psychology	
Program Requirements .....	117	Courses .....	230
Internships .....	44	Program Requirements .....	138
Journalism		Public Relations	
Program Requirements .....	118	Courses .....	232
Journalism Courses.....	213	Program Requirements .....	140
Language		Reading Endorsement (Pre-K – 12).....	100
Courses .....	213	Refund Policy .....	56
Latin		Registration.....	45
Courses .....	214	Residency Requirement.....	47
Liberal Studies		Graduate Studies Programs.....	21
Program Requirements .....	118	Undergraduate Studies Programs.....	23, 24
Life Science Education		Security.....	14
Program Requirements .....	119	Service-Learning .....	47
Life Science/Chemistry Education		Servicemember’s Opportunity College .....	14
Program Requirements .....	120	Social Work	
Life Science/Earth Science Education		Courses .....	235
Program Requirements .....	122	Program Requirements .....	141
Life Science/Physics Education		Sociology	
Program Requirements .....	123	Courses .....	238
Major and Minor .....	45	Program Requirements .....	127, 142
Marketing		Spanish	
Program Requirements .....	124	Courses .....	240
Master of Arts in Liberal Studies .....	22, 271	Program Requirements .....	143
Master of Arts in Theology .....	21, 253	Student Load.....	48
Master of Business Administration .....	22	Teacher Licensure.....	48
Master of Education .....	276	The PATRIOTS Program.....	58
Master of Education in Curriculum and		Theatre	
Instruction.....	22	Program Requirements .....	144
Mathematics		Theology	
Courses .....	215	Courses .....	244
Program Requirements .....	124	Program Requirements .....	145
MBA COURSE DESCRIPTIONS .....	261	Transcripts .....	50
MBA Graduation Requirements .....	266	Transfer Credit.....	51
Mission Statement .....	5	Transient Credit.....	51
Music		Veterans Benefits.....	58
Courses .....	218	Visual Arts Education	
Program Requirements .....	125	Program Requirements .....	75
Ohio Dominican University Courses.....	220	Withdrawal from the College .....	52
Philosophy		Women’s and Gender Studies	
Courses .....	221	Program Requirements .....	146



OHIO  
**DOMINICAN**  
UNIVERSITY™



Ohio Dominican University

1216 Sunbury Road

Columbus, OH 43219

Undergraduate Admission Office (614) 251-4500

Graduate Admission Office (614) 251-4725

Information (614) 253-2741

Toll-Free 1-800-955-OHIO

FAX (614) 252-0776

Email address: [admissions@ohiodominican.edu](mailto:admissions@ohiodominican.edu)

World Wide Web: <http://www.ohiodominican.edu>