OHIO DOMINICAN UNIVERSITY™

# University Catalog
# 2026–2027

# Ohio Dominican University Learning Outcomes for Degree-Seeking Undergraduate Students[1]

ODU prepares students for professions and lifelong learning through a comprehensive liberal arts education in the Catholic and Dominican tradition.

**Broad and Integrative Knowledge**
Students connect different areas of knowledge, and they use their knowledge to address major questions, including the questions of the core seminars:

- What does it mean to be human?
- What is the common good?
- What is justice?
- What truths have we learned?

**Specialized Knowledge**
Students demonstrate an understanding of a specialization or major field of study. Learning outcomes are specific to the major or specialization.

**Intellectual Skills**

Analytic inquiry
: Students differentiate and evaluate theories and approaches to selected complex problems.

Using information resources
: Students locate, evaluate, use and properly cite multiple information resources across media. Students generate information through inquiry and utilize it in academic work.

Engaging diverse perspectives
: Students present reasoned analyses of issues and demonstrate consideration of competing views.

Moral and ethical reasoning
: Students identify the premises that support different ethical judgments, and they use rational argumentation to defend their ethical judgments.

Quantitative reasoning
: Students understand and employ quantitative analysis to describe and solve problems.

Communicating effectively
: Students develop coherent arguments or narratives for a variety of audiences and purposes via oral, written and visual modes.

Imaginative and creative inquiry
: Students understand and appreciate the creative expressions of the human condition.

**Applied and Collaborative Learning**
Students apply knowledge and skills to address problems through scientific inquiry, creative and other methods, both individually and collaboratively.

**Civil and Global Learning**
Students demonstrate an understanding of the complexities of an interconnected world and look beyond individual and local interests to identify and evaluate the social, ethical and political responsibilities of global citizenship.

**Learning within the Catholic and Dominican Tradition**
Students are committed to seeking truth throughout their lives and to serving others. Students articulate the ways that Catholic and Dominican thinkers have answered major questions with a special consideration of God's self-revelation in Christ and creation.

[1] Approved by the Faculty Senate on February 10, 2016

# 2026–2027
# CATALOG

# Ohio Dominican University

Ohio Dominican University is Central Ohio's Catholic university. In-demand majors, graduate programs and an outstanding liberal arts foundation prepare students to succeed in today's ever-changing global marketplace.

Whether you are just out of high school or a working adult, we will help you discover your passion and connect that passion with a purpose.

Ohio Dominican University offers students an exceptional liberal arts education in a setting 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 inclusive, supportive environment that is empowering and inspiring.

Our small, connected campus sits on 75 beautiful acres surrounded by a vibrant, thriving metropolis. Our students, faculty and staff are famously friendly. 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.

ODU is guided in its educational mission by the Dominican motto: *To contemplate truth and to share with others the fruits of this contemplation*. This is an environment where students can benefit from moral guidance, spirituality and contemporary thinking. At Ohio Dominican, we strive to connect each student's passion for learning with God's purpose for their life.

Ohio Dominican University — Connect Your Passion with a Purpose.

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This catalog is effective June 1, 2026, through May 31, 2027. The Ohio Dominican University Catalog is published annually by Ohio Dominican University, 1216 Sunbury Rd. Columbus, Ohio 43219. The provisions of this catalog 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. In addition to this catalog, the University publishes an annual *Student Handbook*.

Failure to read this catalog does not excuse students from the requirements and regulations described herein. This catalog supersedes all previous editions.

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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.

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# Academic Calendar: 2026 - 2027

| **Fall 2026 Academic Calendar** |
|---|
| **Aug. 17** — Weekday Full Semester and First Half semester courses begin |
| **Aug. 19** — Convocation & Welcome Celebration |
| **Aug. 19** — Last day to add First Half semester course |
| **Aug. 24** — Last day to add Full Semester course |
| **Sept. 7** — Labor Day (No Class Meetings; **University Closed**) |
| **Aug. 31** — Fall Enrollment Count Day |
| **Sept. 18** — Last Day to Drop First Half Semester Course |
| **Oct. 10** — First Half Semester Courses End |
| **Oct. 11** — (Sunday) Midterm Break for Full Semester Courses Begins |
| **Oct. 14** — Midterm Grades for Full Semester Courses and Final Grades for First Half Semester Courses Due – 10 a.m. |
| **Oct. 14** — Full Semester Courses Resume |
| **Oct. 14** — Second Half Semester Courses Begin |
| **Oct. 16** — Last Day to Add Second Half Semester Course |
| **Sept. 28** — Priority Registration for Spring Begins for Current Graduate, CE and Seniors, Military and/or Veterans – 10 a.m. |
| **Sept. 28** — Registration for Summer term begins for New Students |
| **Sept. 29** — Priority Registration for Spring Begins for Current Juniors |
| **Sept. 30** — Priority Registration for Spring Begins for Current Sophomores |
| **Oct. 5** — Priority Registration for Spring Begins for Current Freshmen |
| **Oct. 12** — Registration for Spring begins for New Students |
| **Oct. 26** — Last Day to Drop Full Semester Class |
| **Oct. 31** — Final Graduation Application Deadline for December Graduates |
| **Nov. 18** — Last Day to Drop Second Half Semester Class |
| **Nov. 25** — Thanksgiving Break for Full and Second Half Semester Courses Begins |
| **Nov. 26-27** — Thanksgiving (No Class Meetings; **University Closed**) |
| **Nov. 30** — Full and Second Half Semester Courses Resume |
| **Dec. 4** — Full Semester Courses End |
| **Dec. 7-11** — Full Semester Course Final Examination Week |
| **Dec. 8** — Graduating students' final grades due - 4 p.m. |
| **Dec. 11** — Second Half Semester Courses End |
| **Dec. 11** — Baccalaureate - 4 p.m. |
| **Dec. 11** — December Commencement - 6 p.m. |
| **Dec. 12** — Semester Break Begins (classes resume Jan. 11, 2027) |
| **Dec. 15** — White Coat Ceremony |
| **Dec. 16** — Full Semester, Second Half Final Grades Due – 10 a.m. |
| **Dec. 21** — December Degree Confer/Graduation Date |
| **Dec. 24 - Jan. 1** — University Offices Closed for Christmas & New Year's |

| Spring 2027 Academic Calendar |
| --- |
| **Jan. 11** — Weekday Full Semester and First Half semester courses begin |
| **Jan. 13** — Last day to add First Half semester course |
| **Jan. 18** — (Monday) Martin Luther King's Birthday (No Class Meetings; University Closed) |
| **Jan. 18** — Last day to add Full Semester course |
| **Jan. 25** — Spring Enrollment Count Day |
| **Feb. 12** — Last Day to Drop First Half Semester Course |
| **March 6** — First Half Semester Courses End |
| **March 7** — (Sunday) Spring Break for Full Semester Courses Begins |
| **March 10** — Midterm Grades for Full Semester Courses and Final Grades for First Half Semester Courses Due – 10 a.m. |
| **March 15** — Full Semester Courses Resume & Second Half Courses Begin |
| **March 17** — Last Day to Add Second Half Semester Course |
| **March 15** — Priority Registration for Fall Begins for Current Graduate, CE and Seniors, Military and/or Veterans – 10 a.m. |
| **March 16** — Priority Registration for Fall Begins for Current Juniors |
| **March 17** — Priority Registration for Fall Begins for Current Sophomores |
| **March 18** — Priority Registration for Fall Begins for Current Freshmen |
| **March 19** — Registration for Fall Begins for New Students |
| **March 22** — Last Day to Drop Full Semester Class |
| **March 25-26** — Easter Break (No Class Meetings; University Closed) |
| **March 29** — Evening Courses Resume (Monday) – 5 p.m. |
| **March 30** — Daytime Courses Resume (Tuesday) |
| **March 31** — Final Graduation Application Deadline for May Graduates |
| **April 16** — Last Day to Drop Second Half Semester Class |
| **April 19** — May Commencement RSVP Deadline |
| **April 30** — ODU Day; no afternoon classes from 1-5 p.m. |
| **April 30** — Full Semester Courses End |
| **May 3-7** — Full Semester Course Final Exams |
| **May 5** — Graduating Students' final Grades Due – 4 p.m. |
| **May 7** — Second Half Semester Courses End |
| **May 8** — Baccalaureate – 9 a.m. |
| **May 8** — May Commencement – 11 a.m.* |
| **May 12** — Full Semester and Second Half Semester Final Grades Due – 10 a.m. |
| * Summer /August Graduates may participate in the May ceremony if they are enrolled and anticipated to complete all degree requirements by August 31. |

| **Summer 2027 Academic Calendar** |
|---|
| **May 17** — May term (2 week) courses begin; last day to add May term course |
| **May 24** — Last day to drop May term course |
| **May 28** — May term courses end |
| **May 31** — Memorial Day (No Class Meetings; **University Closed**) |
| **June 1** — 8 Week Summer Term Courses Begin* |
| **June 3** — Last Day to Add 8 Week Summer Term Course** |
| **June 4** — May Term Grades Due – 10 a.m. |
| **June 14** — Summer Enrollment Count Day |
| **June 19** — Juneteenth (No Class Meetings; **University Closed**) |
| **July 4** — Independence Day (No Class Meetings; **University Closed**) |
| **July 2** — Last day to drop 8 Week Summer term course*** |
| **July 24** — 8 Week Summer Term Courses End |
| **July 31** — Summer Term Grades Due – 10 a.m. |
| **Aug. 1** — Final Graduation Application Deadline for August Graduates |
| **Aug. 31** — August Graduation (no ceremony; graduates invited to participate in May ceremony) |
| *NOTE: Some Summer term courses are on a flex term schedule and may meet during any span of time between May 17 and July 24. Please take note of the start and end dates of the individual course. |
| |
| **NOTE: For those courses beginning the week of June 1. |
| |
| ***NOTE: For those courses beginning the week of June 1. |

# Ohio Dominican University
# Mission and History

# Mission Statement

As a Catholic liberal arts university in the 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. Ohio Dominican educates individuals committed to intellectual, spiritual and professional growth who develop into lifelong learners serving others in a global society. They in turn become ethical and effective leaders grounded in the pursuit of truth, justice and peace.

Approved February 24, 2012
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.

## 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 Dominican Sisters of Peace; 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

# 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, and 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."

# General Information

# 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. The University is accredited by The Higher Learning Commission and a member of the North Central Association (address: 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504); (telephone: 1-800-621-7440); (www.ncahigherlearningcommission.org) and is approved by the Ohio Department of Higher Education. All education programs that lead to a license or an endorsement are approved by the Ohio Department of Higher Education and are accredited by the Council for the Accreditation of Educator Preparation (CAEP) through the spring of 2030. Ohio Dominican University's baccalaureate Social Work Program is accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation. The undergraduate and graduate business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The Physician Assistant Studies Program is accredited by The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

# Academic Advising Center

The Academic Advising Center (AAC) is a resource designed to ease a new student's transition into and through the University. AAC professionals serve 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 Provost, 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 and the Library.

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), one of ODU's Student Success Programs, is dedicated to helping students succeed and excel in their studies by providing assistance in course-specific content, writing, test preparation and general learning strategies. The Center's mission is to support ODU students in their effort

to achieve academic success, realize their life goals, and become independent, self-directed, lifelong learners. Services include:

- Academic Coaching – Academic coaches help students understand faculty expectations and develop the critical thinking skills necessary to effectively approach and study college-level material
- Academic Workshops on a variety of topics provide students with strategies for success. Workshops may be customized upon student or faculty request.
- Subject-Specific Tutoring – Peer tutors, recommended by faculty, provide course-specific, in-depth tutorial assistance to individuals and groups
- Review and Process (RAP) – For selected courses identified as historically difficult, the ARC provides leaders for regularly scheduled, proactive, group review sessions
- Standardized Test Preparation – The ARC provides materials and instruction to help students prepare for standardized tests such as the OAE, GRE, GMAT, MCAT and LSAT
- Writing Center – 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

For more information, visit our website at www.ohiodominican.edu/academics/tutoring-services, or email tutoring@ohiodominican.edu.

# Accessibility Services

No student on the basis of disability will be excluded from participation in, 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 or other limiting conditions 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.

Please note that the application for accessibility services is a process separate from application to the University. It is the obligation of the student, not the parents or advocates, to self-identify to the Coordinator of Accessibility Services at Ohio Dominican University (hereafter "Coordinator"). It is the student's responsibility to apply for services and to provide the Coordinator with appropriate documentation that substantiates the limiting condition or disability and establishes the need for accommodation(s). (The University provides Guidelines for Documentation that can be obtained online at www.ohiodominican.edu/accessibility.) The Coordinator will then evaluate and determine, in consultation with the student, 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 the limiting condition or 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 limitation(s) 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 Director may also consult with other specialists within and outside the University, and the student seeking assistance shall cooperate in such consultation. For further information, please see our website: www.ohiodominican.edu/accessibility.

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 Office of Student Development. Student Development administrators 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 Office of Student Development decision is final.

For additional information, please contact the Office of Accessibility Services at 614-251-4511 or accessibility@ohiodominican.edu. Our website is www.ohiodominican.edu/accessibility.

# 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 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, Career Networking, Reunion Weekend, and activities for alumni families.

**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 Publications**
A variety of University publications such as the magazine, newsletter, annual report and monthly alumni newsletter will be shared with alumni via mail and electronic media throughout the year.

**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 fee for auditing a course. 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 fee for auditing a course. 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 offers ongoing support to all ODU graduates. These services include individual appointments, ongoing access to ODU JobLine (on-line job posting board), resume and cover

letter reviews, and mock interviews. For more information, please contact the Career Development Center at (614) 251-4733 or careercenter@ohiodominican.edu.

**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 event information and registration, 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 614-253-3502 or send e-mail to alumni@ohiodominican.edu.

# Athletics

Ohio Dominican University is a member of the NCAA Division II and Great Midwest Athletic Conference (G-MAC). The University sponsors 16 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's and women's basketball, men's and women's indoor track and field, men's and women's outdoor track and field, softball and baseball.

Eligibility standards are determined by the NCAA and are verified by the institution for first time entering freshmen.

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 *Student Athlete 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 Financial Aid Authority. 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 *Student Athlete 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.

# Campus Ministry

Campus Ministry at Ohio Dominican University is rooted in the Roman Catholic and Dominican Spiritual Traditions. Dominican Life is centered on the four pillars: Prayer, both personal and communal; Community; Study; and Service or Ministry. In that light, ODU Campus Ministry offers the following Spiritual Services to the Ohio Dominican University campus students, faculty, and staff:

Roman Catholic Sacramental Support, which reflect the pillars of Prayer, Community, and Study:

- Mass is celebrated in Christ the King Chapel. Please note the schedule listed outside the Chapel and on the ODU Calendar for times.
- The Chaplin is available to celebrate the Sacrament of Penance by appointment, after Mass
- Preparation to celebrate the Sacrament of Marriage

- The Rite of Christian Initiation for Adults (RCIA) for people interested in being Baptized, being Confirmed and celebrating their First Communion, and/or being received into the Catholic Church

For Persons from Various Faith Traditions:

- Spiritual Direction, that is, talking about one's relationship with God, and Spiritual Counseling (Prayer and Community)
- Support of a person's faith tradition by seeking to schedule opportunities for prayer and worship (Prayer and Community)
- Regularly scheduled Interfaith Prayer opportunities. We seek student, staff and faculty input in planning and leading these services.
- Volunteer Opportunities (Service or Ministry)
    - Spring Break Haiti Service Week
    - Spring Break Appalachia Service Week
    - YWCA Family Center Serving Meals
    - Make A Difference Day

Campus Ministry is available to be of service to the Spiritual and Faith Needs of our Faculty and Staff.

# Career Development Center

The Career Development Center provides comprehensive career development support to current students and alumni. Our staff works directly with individuals who wish to explore career and major options, find internships, engage in professional development, and search for job and graduate school opportunities. Students and alumni are encouraged to contact the Career Center with questions or make appointments for advising. Highlights of our services include:

**Major Exploration**
Using a combination of methods, such as interest inventory assessments and informational interviewing, students will develop a stronger understanding of their interests and strengths and explore how to apply this understanding to a specific academic major and/or minor.

**Career Decision Making**
Within each field of study, there are multiple career paths to explore. Combining past experiences, skills and interests to a particular field, students will explore the career opportunities that are possible and determine which are best suited for them.

**Resume and Cover Letter Development**
Writing and maintaining an effective resume and cover letter is imperative in the job search. Students can receive guidance on the content, format, layout and strategies to produce highly professional documents.

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

**Job Search**
There are many components and strategies to the job search. The Career Center offers a variety of resources to support your search including interview preparation sessions, mock interviews, on-campus recruiting events, networking programs, job fairs, ODU JobLine (on-line job board), and on-line resources and referrals. Being actively engaged in your job search is a very important element, and our staff will work with you to determine how to best incorporate multiple strategies to help you achieve your goals.

**Graduate School Exploration**
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 completion, essay writing and standardized tests.

For more information about these resources and services, students may visit the Career Development Center or contact the staff by email at careercenter@ohiodominican.edu or by phone at (614) 251-4733. The above subjects may also be accessed on the Career Center's website: https://www.ohiodominican.edu/campus-resources/career-development/

# Family Educational Rights and Privacy Act (FERPA)

Public Law No. 93-380, Family Educational Rights and Privacy Act (FERPA) 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 a need-to-know basis. Official educational records are released upon the student's 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 through ODU Self-Service of their requests that this information not be released outside the institution except to individuals, institutions, agencies and organizations authorized in the Act.

In the case of a deceased student, FERPA rights end upon a student's death, and the decision to release the transcript of a deceased student becomes a matter of institutional policy. Because Ohio Dominican University (ODU) considers security of records a serious matter, the following policy has been put into place to ensure the appropriate release of private information.

Transcripts of a deceased student may be released upon the request of the following: immediate family (i.e. spouse, parent, sibling or surviving child), executor of the estate, or pursuant to a court order or subpoena. All financial obligations must be resolved with the business office before official transcripts are released unless the release of transcripts is court ordered or subpoenaed. The request must be accompanied by a copy of a certified death certificate or obituary (unless request is through a court order/subpoena).

If a request is submitted by someone other than persons listed above, it will be reviewed and evaluated by the Registrar based on the individual merits of the request and the University reserves the right to deny the request in whole or to release only part of the academic records that are requested.

The Office of the Registrar does not release academic records of deceased students to the news media or for research purposes.

# Institutional Review Board

Research conducted under the auspices of the University must adhere to government and ethical guidelines. 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. Applications should be emailed to IRB@OhioDominican.edu with all relevant forms and research materials attached. Research may not begin without IRB approval.

# 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 with U.S. student visas, the office provides immigration regulation and general advising support, 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 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 https://www.ohiodominican.edu/international

# Library Resources

The Ohio Dominican University Library is a valuable resource offering an online catalog with a collection of over 160,000 print and electronic books, videos, and DVDs; access to over 200 online and full-text research databases; and thousands of 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 over 80 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 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.

# Public Safety and Security

The Ohio Dominican University Public Safety Department is a professional force of security officers. The primary function of the Public Safety Department is to protect the people and property of Ohio Dominican University. While the security office itself is open only during regular business hours, security officers are on duty 24 hours each day, 7 days a week, and can be reached by phoning Public Safety at 614-251-4700.

The Public Safety office is located at 116 Griffin Student Center. Please dial 911 to report a crime in progress or emergency first, and then contact the Public Safety Office so that officers may assist.

The Department is not a commissioned law enforcement agency, nor do personnel within the department have arrest authority. Rather, the department is designed to help keep the likelihood of criminal activity to a minimum and to keep the campus community aware of any safety/security issues. The Public Safety officers have the authority to ask persons for identification and to determine whether individuals have lawful business at Ohio Dominican University. Public Safety officers have the authority to issue parking tickets that are billed to financial accounts of students, faculty and staff. Criminal incidents are referred to the local police who have jurisdiction on campus. The Public Safety office maintains a highly professional working relationship with the Columbus Police Department as well as other local, state and federal agencies.

The Public Safety staff is trained in the areas of safety, security and law enforcement. Public Safety staff members have as their goal a crime-free, comfortable setting on campus, and are available to assist the ODU community in a variety of safety and security-related areas including CPR/first aid, Safety Escorts, crime prevention information, vehicle registration/parking permits, incident reporting, lost and found, battery jump start service and other areas of general assistance to campus community.

Ohio Dominican University's annual security report is required by federal law and contains policy statements and crime statistics for the University. The policy statements address policies, procedures and programs concerning safety and security; for example, policies for responding to emergency situations and sexual offenses. Three years' worth of statistics are included for certain types of crimes that were reported to have occurred on campus, in or on off-campus buildings or property owned or controlled by the school, and on public property within or immediately adjacent to the campus. This report is available online at https://www.ohiodominican.edu/campus-resources/public-safety/ You may also request a paper copy from the office of Public Safety.

For more information, please visit our website at https://www.ohiodominican.edu/campus-resources/public-safety/

# 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.

# Title IX Policy Statement on Sex-Based Discrimination

Ohio Dominican University adheres to all federal, state and local civil rights laws prohibiting discrimination in employment and education. ODU does not discriminate in its admissions practices, in its employment practices, or in its educational programs or activities on the basis of sex/gender. As a recipient of federal financial assistance for education activities, ODU is required by Title IX of the Education Amendments of 1972 to ensure that all its education programs and activities do not discriminate on the basis of sex. "Sex" includes biological sex, sex-based stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. "Sexual Harassment" is a form of sex-based discrimination and encompasses sexual assault, quid pro quo harassment, dating and domestic violations as well as stalking. These and other forms of prohibited conduct are described more fully in ODU's Equal Opportunity, Harassment, and Discrimination and Sexual Misconduct Policy, which can be found on ODU's webpage and is available upon request.

Title IX does not apply to an educational institution that is controlled by a religious organization to the extent that application of Title IX would be inconsistent with the religious tenets of the organization. 20 U.S.C. § 1681(a) (3); 34 C.F.R. § 106.12. Moreover, Title IX is intended to protect individuals from sex-based discrimination, not curtail the free exchange of ideas or academic freedom. The Department of Education's Office of Civil Rights has long admonished that the offensiveness of a particular expression as perceived by some individuals, standing alone, is not a legally sufficient basis to establish a violation of Title IX. Due

regard to these principles will inform the University's review of Title IX complaints arising out of the exchange of ideas, the classroom setting, or theological or scholarly pursuits.

ODU also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution.
Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video or by email, using the contact information listed for the Title IX Coordinator and Title IX Deputy Coordinator (below). A report may be made at any time (including during non-business hours).

Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator.

Individuals who believe they have experienced sex discrimination, harassment, and/or retaliation in violation of ODU policy should contact the Title IX Coordinator or Deputy Title IX Coordinator. Complete contact information can be found on ODU's webpage and is available upon request.

A person may also file a complaint with the appropriate federal, state or local agency within the time frame required by law. Depending upon the nature of the complaint, the appropriate agency may be the federal Equal Employment Opportunity Commission (EEOC), Office for Civil Rights (OCR) of the U.S. Department of Education, the Department of Justice.

**Office for Civil Rights, Cleveland Office**
U.S. Department of Education
1350 Euclid Avenue
Suite 325
Cleveland, OH 44115
Telephone: (216) 522-4970
Facsimile: (216) 522-2573
Email: OCR.Cleveland@ed.gov

**Assistant Secretary for Civil Rights**
**Office for Civil Rights, National Headquarters**
U.S. Department of Education
Lyndon Baines Johnson Dept. of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
Fax: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

Within any resolution process related to this policy, ODU provides reasonable accommodations to persons with disabilities and religious accommodations, when that accommodation is consistent with state and federal law.

# 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 Office of 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 Office of Academic Affairs.

This option is not available 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 procedures in registering their concerns with the institution.

Complaints of an academic nature, including but not limited to grade disputes, should first be discussed and resolution sought with the course instructor.
If resolution is not reached at the instructor level, the undergraduate student should bring the matter before the Chair of the Academic Division (Chair) in which the course is offered; the graduate student should appeal to the director of the program in which the course is offered (Program Director). 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.
If resolution is not reached with the Chair or Program Director, the matter may be brought to the Provost. At his/her discretion, the Provost may call a meeting of the student, the instructor, and the Chair or Program Director to discuss the case. The Provost 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 Provost will render a final written decision in the matter.

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. 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 110–111. 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 Integrity section of *Student Handbook).*

# Academic Programs

## Adult Studies Programs

### Adult and Continuing Education
Adult and Continuing Education is an accelerated evening program. This program allows students to start a degree, complete a degree or continue their education through different delivery options. Currently, the Adult and Continuing Education program offers the following programs of study: Associate of Science in Business, Bachelor of Science in Accounting, Bachelor of Science in

Business Administration, Bachelor of Science in Risk Management and Insurance, Bachelor of Science in Cross-Disciplinary Studies, and certificates in Risk Management and Insurance, Supply Chain Management and Accounting. The Adult program also offers project management exam prep coursework.

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 employs 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 Adult and Continuing Education Program strives to provide students with an education that works in a service-oriented atmosphere.

The Adult and Continuing Education 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.

On-campus and online courses provide the student the opportunity to choose a learning format that suits his/her needs.

## Prior Learning Assessment (PLA) – Undergraduate Students

Prior Learning Assessment is a process whereby individuals who have acquired extensive knowledge in a non-traditional format and have not had that knowledge transcripted by a college, is evaluated to determine whether or not that knowledge is comparable with what is taught in college. If it 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 PLA coordinator. The 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 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 needs of a variety of institutions, corporations, agencies and associations.

### 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 at the undergraduate level: Accounting, Computer Program, Health Information Management, Management Information Systems, Risk Management and Insurance, and Supply Chain Management. The following certificate programs are available at the graduate level: Healthcare Administration, Theology and TESOL.

### 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. They conform to both the best practices of their disciplines and the values of the University's Catholic, Dominican heritage.

### Master of Arts in English

The Master of Arts in English program at Ohio Dominican University is designed to offer students an opportunity to study a range of literary figures, periods, genres and critical approaches at the graduate level. Unlike an undergraduate major which introduces students to the world of literature, the graduate program is more rigorous and challenges students to think more analytically about literature and culture. This program prepares students for teaching at the undergraduate level, enables licensed high school teachers to teach more advanced courses such as dual enrollment classes, readies interested students for doctoral work, and offers humanities undergraduates the opportunity to enhance their reading and communication skills for careers in law, publishing and media.

### Master of Arts in Teaching English to Speakers of Other Languages (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 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 Council for Accreditation of Educator Preparation (CAEP) standards for ESL teacher education in grades P–12, the program assists interested students in acquiring the TESOL Multi-Age License in Ohio.

## Master of Arts in Theology

The Master of Arts in Theology 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 (MBA)

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.

## Master of Education in Curriculum and Instruction

The Master of Education in Curriculum and Instruction 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 Education in Educational Leadership

The Master of Education in Educational Leadership program addresses the knowledge, skills and dispositions needed to meet the challenges of serving in leadership positions in the increasingly complex environments of Pre-K–12 schools. The program meets the requirements for a principal licensure program in the State of Ohio and is designed for educators who aspire to serve as principals, assistant principals, directors, supervisors and dean of students in Pre-K–12 settings. A hallmark of the program is the inclusion of courses that specifically address the administration of programs to meet the needs of all students.

## Master of Science in Exercise Science

Ohio Dominican University offers a Master of Science in Exercise Science (MSES) to students who are interested in furthering their knowledge about the natural phenomena of the human body, and how the body functions during non-resting states. The MSES program is intended to provide students with an advanced study of the physiological basis of human physical performance. In addition to completing seminar-based courses, students will complete one of the following two options: 1) Design and complete a master's-level research project (includes proposal and defense), with the expectation of presenting at a national conference (e.g. American College of Sports Medicine (ACSM), or any American Physiological Society conference), or 2) Complete a comprehensive review of literature resulting in a research proposal, successfully pass a comprehensive examination and complete an internship in a respective field of their choosing. At the present time, no new students are being accepted into this program.

## Master of Science in Healthcare Administration

The Master of Science in Healthcare Administration program develops skills and competencies for managerial positions in healthcare organizations. The program emphasizes knowledge of healthcare law, regulations, and economics, strong leadership and analytical skills, and ethical decision making. Graduates will be prepared to pursue careers in several organizations including medical

groups, hospitals, HMO's, pharmaceutical companies, rehabilitation centers, insurance companies, PPO's, home healthcare organizations and accountable care organizations, and in consulting.

### Master of Science in Anesthesiology Assistant Studies

Ohio Dominican University offers a master's program in Anesthesiologist Assistant Studies to students who are interested in working in the medical field as advanced practice providers. Ohio Dominican University's Anesthesiologist Assistant Studies Program will educate and prepare entry-level Anesthesiologist Assistants in cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains. The ODU AA students will become well-qualified, competent certified anesthesiologist assistants practicing in the anesthesiologist led anesthesia care team.

Ohio Dominican University's master's program in Anesthesiologist Assistant Studies promotes the Roman Catholic moral teaching on the transcendent and inherent dignity of the human person. The University's faculty, staff and students work to guard that dignity through their respect for human life from conception to natural death and by their assurance of the right to freedom of conscience for each person involved in the Anesthesiologist Assistant Studies program.

### Master of Science in Physician Assistant Studies

Ohio Dominican University offers a master's program in Physician Assistant Studies to students who are interested in working in the medical field as a mid-level provider. Physician Assistant Studies is intended to provide students with an in-depth study of the pathophysiological bases on the human body and clinical applications to that pathophysiology. In addition to a comprehensive didactic phase and advanced courses in clinical medicine, those who complete the degree will have clinical rotations that will introduce them to specific clinical fields of practice. Students will also have the opportunity to work closely with a faculty mentor to design and complete an independent research project during their second year. Upon graduation, those who have chosen this graduate field of study will be well prepared for their associate board examination as well as a career in the medical field.

In its policies and procedures, Ohio Dominican University's master's program in Physician Assistant Studies supports the Roman Catholic moral teaching on the transcendent and inherent dignity of the human person. The University's faculty, staff and students work to guard that dignity through their respect for human life from conception to natural death and by their assurance of the right to freedom of conscience for each person involved in the Physician Assistant Studies program.

### Master of Science in Sport Management

Ohio Dominican University offers a Master of Science in Sport Management to students who wish to acquire the managerial competencies to successfully work in the dynamic and growing field of sport. This degree prepares students with an advanced knowledge of sport management and analytic base in management to meet the needs of one of the fastest growing international industries through a curriculum based in sport business.

## 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.

### Central Ohio Technical College (COTC) Partnership

Through a dual admissions partnership with Central Ohio Technical College (COTC), COTC students who are earning an Associate of Arts or Associate of Science degree can complete a bachelor's degree at Ohio Dominican University. Students admitted to the program must meet the admissions requirements at both institutions.

Another agreement that began in the Fall of 2011 still allows students who are earning COTC's Associate of Applied Business in Accounting to complete ODU's Bachelor of Science in Accounting. Students in the program will be expected to take at least one course per semester at ODU. Additionally, students completing the bachelor's degree in accounting will be eligible to take the Certified Public Accounting (CPA) examination.

Incoming freshman, those with no college credit (outside of post-secondary credit), must have a high school diploma with a cumulative GPA of 2.5 and a composite ACT score of 18.

Transfer students, those who have accumulated college credit, or are currently attending college, are admissible to the program upon obtaining at least 10 transferrable semester credits with a cumulative GPA of 2.5. (Transferrable hours are those in which a grade of C– or higher was earned as well as were non-developmental.)

To participate in the program, students must meet the eligibility requirements listed above. Students also need to be currently enrolled at COTC in the Associate of Arts, Associate of Science or Associate of Applied Business in Accounting Technology program.

## 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 undergraduate degrees:

| | |
|---|---|
| Bachelor of Arts | 18 major programs |
| Bachelor of Science | 20 major programs |
| Bachelor of Science in Education | 5 major programs |
| Associate of Arts | 2 major programs |
| Associate of Science | 3 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 in this catalog. Academic standing is determined at the end of each semester (summer, fall, spring). Students receive notification through their ODU email address if they are in other than good standing.

The academic standing of an undergraduate student is categorized as follows based upon this chart:

| **Total Credit Hours Attempted*** | **CUM GPA for Good Standing** | **CUM GPA for Probation** | **CUM GPA for Suspension or Final Dismissal** |
|---|---|---|---|
| 1–15 | 1.75 and above | 1.74–1.0 | Below 1.0 |
| 16–30 | 1.85 and above | 1.84–1.5 | Below 1.5 |
| 31–60 | 2.0 and above | 1.99–1.8 | Below 1.8 |
| 61–90 | 2.0 and above | 1.99–1.95 | Below 1.95 |
| 91+ | 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, prior learning experience, Advanced Placement, International Baccalaureate, DANTES HECC and similar types of credit).

## 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, 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 is less than what would be considered good standing based on the chart.

Students on probation:

- Receive a notice of academic jeopardy via ODU email from the Provost
- Traditional Program students may not enroll in more than 15 credits in the following term; however, students are 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 are academically suspended from the University. Suspended students are removed from the rolls and may not attend classes. Students may appeal their suspension by petitioning the Academic Standing Committee of the University. The suspension will remain in force until the appeal is heard. Students receive a notice of suspension via ODU email from the Provost.

## Appeal of Academic Suspension

A 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 Provost. 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. Appealing students receive the Committee decision via ODU email from the Provost.

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 will incur a final dismissal from which there is no appeal.

### 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. Students receive a notice of dismissal via ODU email from the Provost.

## Academic Standing of Conditionally Admitted Undergraduate Students

First-year students who do not satisfy the requirements for full degree-seeking undergraduate admission and are granted conditional admission to Ohio Dominican University must meet the following requirements during their first two semesters in order to be fully accepted and return for their third semester.

Conditional Admission is limited to one year (two semesters).

- Register and complete 12 to 13 credit hours each for two semesters.
- Enroll and successfully complete ODU 110 during their first semester at Ohio Dominican
- Regularly meet with the Student Success Offices of Advising and Academic Resources
- Earn a minimum cumulative 2.0 grade point average after the completion of the second semester at Ohio Dominican

| | **GPA for Good Standing** | **GPA for Probation** | **GPA for Suspension or Final Dismissal** |
|---|---|---|---|
| First semester as a conditional admit | First semester GPA of 2.00 and above | First semester GPA of 1.999 – 1.5 | First semester GPA below 1.5 for Suspension |
| Second semester as a conditional admit | First and second semester combined GPA of 2.00 and above | Does not apply | First and second semester combined GPA below 2.0 for Final Dismissal |

### Good Standing for Conditionally Admitted Students

Good academic standing following the first semester entitles a conditionally admitted student to return for the second semester. Following the second semester and after meeting all the requirements as stated above and in the acceptance letter, good academic standing entitles a student to all the rights and privileges of enrollment at ODU.

### Probation for Conditionally Admitted Students

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. A conditionally admitted student on probation may return for the second semester.

Students on probation:

- Receive a notice of academic jeopardy via ODU email from the Provost
- Will be encouraged to seek out appropriate resources to help return to good academic standing

### Academic Suspension for Conditionally Admitted Students

Students whose cumulative GPA falls below the good standing and probation standards on the chart are academically suspended from the University. Suspended students are removed from the rolls

and may not attend classes. Conditionally admitted students may appeal their suspension following their first semester by petitioning the Academic Standing Committee of the University. The suspension will remain in force until the appeal is heard. Students receive a notice of suspension via ODU email from the Provost.

### Appeal of Academic Suspension for Conditionally Admitted Students

A conditionally admitted 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 Provost. 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 additional conditions. The Committee decision is final. Appealing students receive the Committee decision via ODU email from the Provost.

A reinstated conditionally admitted student must demonstrate significant improvement in academic performance during the second semester. A reinstated student whose GPA falls below a 2.0 after the second semester will incur a final dismissal from which there is no appeal.

### Final Dismissal for Conditionally Admitted Students

Conditionally admitted students with less than a 2.0 GPA following the second semester are subject to Final Dismissal. 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. Students receive a notice of dismissal via ODU email from the Provost.

## 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 in this catalog. Academic standing is determined at the end of each semester (summer, fall, spring). Students receive notification through their ODU email address from Academic Affairs 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 (9) additional semester hours, the student will be academically dismissed from the University. Please see the Graduate Programs section of this catalog for academic standing policies specific to each program.

# 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 *three semesters*, including 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 StopOut.

Additional information and an Application for Academic Stop-Out are available from the Office of the Registrar or online at MyODU.

# 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).

## Student Identity Verification Policy

Due to a nationwide rise in fraudulent student activity, Ohio Dominican University will implement an enhanced **Student Identity Verification Process** beginning with the **Spring 2 Term of 2026**.

All online only students will be required to verify their identity by presenting a **non-expired government-issued photo ID (Drivers License, State Id, Passport, or Military ID) during** an **in-person or video meeting** with an authorized university representative. Identity verification may be completed at any of the following points in the enrollment process:

- Placement testing
- Appointment with a Student Success Coach
- Meeting with an Admission Counselor

If a student is unable to participate in an in-person or video meeting, they may instead complete the **Student Identification Verification Form** and have their identity **verified by a licensed Notary Public**. The notarized form must then be submitted to the university to satisfy the verification requirement.

Ohio Dominican University is committed to maintaining a secure, trustworthy learning environment and ensuring that financial aid, academic resources, and enrollment opportunities are reserved for students.

## Undergraduate Admission

Students applying for undergraduate admission must file all required materials with the Ohio Dominican University Office of Undergraduate Admission (please note: separate instructions and deadlines for international students and graduate students are included later in this section). Students may apply for admission and find information on required materials on the website: https://www.ohiodominican.edu/admissions/undergraduate. The Office of Undergraduate Admission may be contacted at 614-251-4500 or toll free 800-955-6446, as well as email admission@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 campus are provided by Ohio Dominican University Student Ambassadors. During the visits a student will be able to join a one-hour tour of campus, followed by a meeting with an admission counselor. The student can also select to sit in on a class, have lunch on campus with an ambassador or professor, meet with a coach, and much more! Tours are available 9:00 am - 3:00 pm Monday through Thursday and 9:00 am - 1:00 pm on Fridays. You can schedule a visit by calling 614-251-4500 or visiting www.ohiodominican.edu/visit. The Office of Undergraduate Admission is in the Bishop Griffin Student Center.

**Freshman Admission**

Students are reviewed for admission holistically for their college preparedness. There are three pathways to admission, including the traditional admission (submission of high school transcript and test scores or transcript only) and test-optional admission, where no ACT/SAT is required.

**Traditional Admission**

Preparation and Admission Requirements: 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 college-preparatory courses. Although the University does not prescribe these courses, the recommended high school curriculum includes four units each of English, mathematics and science, as well as three units each of foreign language and social studies. Prospective first year students can expect to be accepted for admission if they have achieved a cumulative grade point average of 2.3 on a 4.0 scale and core GPA of 2.3 (math, science, history, English and languages), a composite score of 18 or higher on the American College Test (ACT) or at least 960 or higher (based upon a score range of 400-1600) on the Scholastic Aptitude Test (SAT). Prospective first year students can also expect to be accepted for admission if they have achieved a cumulative grade point average of 2.5 on a 4.0 scale, a composite score of 17 or higher, on the American College Test (ACT) or at least 920 or higher (based upon a score range of 400-1600) on the Scholastic Aptitude Test (SAT).

***Documents and Procedures:*** Students applying for traditional 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; there is no fee for applying.
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. Home-schooled students may not have a traditional "official" transcript. However, ODU will require some sort of transcript. The home educator can prepare this document. We expect to see a listing of courses completed and either a grade or description of performance in each. An admission representative will make contact should additional information be required. 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 or on an official high school transcript. Ohio Dominican University's ACT code number is 3256; the SAT code number is 1131.
4. For students who have completed dual enrollment college coursework, submit official college transcripts from each institution attended to the Office of Admission at the time of application. All dual enrollment students will be considered freshmen applicants regardless of the number of college credits earned prior to high school graduation. Academic classification (freshman, sophomore, junior, senior) will be determined by the number of transferable credits.
5. 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. Students without a final, official high school transcript on file will not be eligible to register for subsequent semesters.

6. 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 70 (internet based). ODU Institutional TOEFL code is 1131. For more information, please go to: www.ets.org/toefl/.
    - Official IELTS band score of at least 6.0. For more information, please go to: http://www.ielts.org.
    - Successful completion of ELS Level 109 intensive program. For more information, please go to: http://www.els.edu.
    - SAT Evidence-Based Reading and Writing score of at least 500. For more information, please go to: https://collegereadiness.collegeboard.org/sat
    - Duolingo English Test score, to be evaluated by the admission committee. For more information, please go to: https://englishtest.duolingo.com/

***Test-Optional Admission***

***Preparation and Admission Requirements:*** Students interested in completing the test-optional admission pathway must identify themselves as a test-optional applicant on their application or by notifying the office of admission of their intent. Test-optional applicants should have a minimum 2.3 high school GPA and demonstrate proficiency in core academic areas such as math, science, social science, and English. Special attention will be given to high school GPA progress over time, additional academic criteria, demonstrated leadership capabilities, and extracurricular involvement. Students below the 2.3 GPA requirement may be referred to the admission committee for admission consideration at the request of their admission counselor.

***Documents and Procedures:*** Students should submit all documents described below:

- Academic recommendations from a teacher
- Academic writing sample - Students can submit a recent writing sample of at least 500 words that has been completed within the last two years. Academic papers and graded writing samples are acceptable. Students may also choose to write a separate essay specifically for their ODU application describing their academic and career goals and how their ODU education will help them achieve those goals. It is recommended that the essay is based on common applications writing prompts.
- High School Transcript

Students admitted as test-optional will be placed into math and English courses based on corresponding grades in high school courses as well as academic rigor of high school programs. To qualify for the ODU Honors Program or Early Assurance Program, students will be required to submit test scores that meet those eligibility requirements.

***GED Admission:*** Students having completed the Ohio 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.

## Transfer and Teacher Licensure 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 Office of Undergraduate Admissions:

1. A completed and signed Ohio Dominican University Application for Undergraduate Admission showing all institutions previously attended. There is no application fee.
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 2.0 (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 Student and Exchange Visitor Program 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 for admission form is located at: https://www.ohiodominican.edu/admissions/apply.html Please make sure this is filled out carefully and completely.
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 70 (internet based). ODU Institutional TOEFL code is 1131. For more information, please go to: www.ets.org/toefl/.
    - Official IELTS band score of at least 6.0. For more information, please go to: http://www.ielts.org.
    - Successful completion of ELS Level 109 intensive program. For more information, please go to: http://www.els.edu.
    - SAT Evidence-Based Reading and Writing score of at least 500. For more information, please go to: https://collegereadiness.collegeboard.org/sat.
    - Duolingo English Test score, to be evaluated by the admission committee. For more information, please go to: https://englishtest.duolingo.com/.
3. Academic Records. In certain circumstances, students may need to submit all documents to current members of National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE) for evaluation. A report of the evaluation must be sent directly to Ohio Dominican University from the member organization.
4. Optional: 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. Ohio Dominican University's ACT code number is 3256; the SAT code number is 1131.
5. Declaration and Certification of Finances Form. The financial sponsor and guarantor of the applicant must complete this form. Please read the form carefully. A SEVIS 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 form is not properly and accurately completed.
6. 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. A SEVIS I-20 cannot be issued without the completed form as well as evidence of financial support.

## Returning Student Readmission

An Ohio Dominican University undergraduate student whose attendance has been interrupted for a period of one year 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.

If a Service member or reservist is unable to attend class or has to suspend their studies due to service requirements (and desires to return to ODU), the student must complete the academic stop out form and

provide oral or written notice of their intent to return to the Office of the Registrar. The Service member will be readmitted under the same academic status and requirements as they had when last attending ODU or accepted for admission.

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

***Non-Degree Seeking Students:*** Students who do not wish to pursue an Ohio Dominican University degree must file an application for admission and submit an official transcript from the last college or university attended or, if none attended, official transcripts containing proof of high school diploma or GED. Prerequisites for desired courses must be met by submitting official transcripts from the college or university where the prerequisite courses were taken.

***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.

***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.

***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. 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
https://www.ohiodominican.edu/admissions/graduate/ or email grad@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 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 non-refundable.

***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.

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

1. A completed online Application for Graduate Admission forwarded to the Ohio Dominican University Office of Graduate Admissions with a non-refundable $25 application fee. Payment can be made online via credit card or in the form of a check or money order made payable to Ohio Dominican University. The fee is waived for ODU alumni.
2. Official college transcripts sent directly to the Ohio Dominican University Office of Graduate Admissions. Students, who have attended more than one college or university must submit an official transcript from each. (All transcripts submitted become the property of Ohio Dominican University and are not returnable.)
3. Three letters of recommendation from individuals who can address the student's academic potential. It is recommended at least one reference be from an academic source.

   In addition to the general graduate admission requirements stated above, applicants may be required to complete specific admission requirements for the program in which admission is sought. **Please refer to the appropriate graduate program section for complete information on individual program admission requirements.**

***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 is recommended for admission. Applicants having a GPA lower than 3.0 may be considered for admission with conditions. 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.

***Graduate Admission Appeal Process:*** All admission decisions related to Ohio Dominican University's graduate programs are considered final. However, requests for reconsideration may be accepted if submitted within two weeks of the official admission decision notification. All reconsideration requests should be submitted in writing to the Office of Graduate Admissions and include detailed documentation as to why a request should be considered. Neither the Master of Science in Physician Assistant Studies nor the Master of Science in Anesthesiologist Assistant Studies programs accept requests for reconsideration.

## Special Graduate Admissions Programs

Unless otherwise indicated, applicants seeking special graduate admission must adhere to the admission requirements and the standards of the graduate program in which the desired courses are housed.

***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. The Master of Science in Physician Assistant Studies program does not admit provisional status students.

***Non-Degree/Program Admission Requirements:*** The graduate programs at Ohio Dominican University permit students to complete a maximum of eighteen semester credit hours as non-degree/program students. After the completion of eighteen semester credits, students must apply for admission to a program. Non-degree/program applicants must submit an official undergraduate transcript verifying their bachelor's degree, complete an application form, submit the application fee, submit any program required essay, submit one letter of recommendation and acquire the approval of the program director. The Master of Science in Physician Assistant Studies and Master of Science in Anesthesiologist Assistant Studies programs do not admit non-degree students.

***Certificate, Endorsement, and Licensure Program Admission Requirements:*** Graduate applicants desiring to enroll in a graduate level certificate, endorsement, or licensure program must adhere to the admission requirements of the graduate program in which the certificate, endorsement or license is housed.

## 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. 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 79 (internet based). ODU Institutional TOEFL code is 1131. For more information, please go to: www.ets.org/toefl/.
    - 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.
    - Duolingo English Test score, to be evaluated by the admission committee. For more information, please go to: https://englishtest.duolingo.com/.
2. Academic Records. Applicants must submit all official academic transcripts/records from all academic institution(s) attended (high school or university) to current members of National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE) for evaluation. A report of the evaluation must be sent directly to Ohio Dominican University from the member organization.
3. 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 form is not properly and accurately completed.
4. 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.

## Returning Graduate Student Readmission

An Ohio Dominican University graduate student, whose attendance has been interrupted for a period of one year 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.

If a Service member or reservist is unable to attend class or has to suspend their studies due to service requirements (and desires to return to ODU), the student must complete the academic stop out form and provide oral or written notice of their intent to return to the Office of the Registrar. The Service member will be readmitted under the same academic status and requirements as they had when last attending ODU or accepted for admission.

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

# 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

Executive Director for Student Success. Students who never attend a course during the drop/add period are to be reported to the Office of the Registrar immediately.

## Excused Absences for Participation in Intercollegiate Sports

The University sponsors 16 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 indoor track, men's and women's outdoor track, softball, and baseball. 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 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.

## Adult and Continuing Education Attendance Policy

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. While students occasionally miss a class for valid reasons, the fact remains that those students have missed critical class discussion, activities, and instructional time that cannot be replicated. In any event, students who miss or are planning to miss any class session are to contact their instructor immediately.

It is important to remember that accelerated coursework means exchanging 16 weeks of coursework for six or eight weeks, so a student missing one class is missing approximately 15% of the course. Therefore, a student can expect that missing one class will adversely affect his or her grade. *The grade impact will be determined by the instructor and will be clearly outlined in the course syllabus.* Missing two or more classes will likely result in a failing grade. The decision will be determined by the instructor and will be clearly outlined in the course syllabus.

It is often a good decision to withdraw from a course if a student misses two class meetings. The first step is to talk with the instructor. If a student decides to drop the course, the student must contact his or her academic advisor directly either through a phone call or e-mail message. *A student who simply stops attending, but never contacts an academic advisor or officially drops/withdraw, will receive a failing grade.*

Students enrolled in online courses are expected to meet the deadlines of assignments as indicated by the faculty. Failure to log into an online class weekly and participate may result in a failing grade. All drop/withdrawal deadlines will be followed per the academic calendar.

If you are receiving financial aid and stop attending, you may be required to verify your academic plan in writing with the financial aid office.

# Auditing a Course

Current Ohio Dominican University undergraduate 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. A fee is charged 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. Non-Alumni may audit a course following the same stipulations. The tuition fee is equivalent to the current one-credit hour rate for the program.

# Change in Student Instructional Format

A student in current attendance at the time the student wants to change from one instructional format to another (Adult and Continuing Education to traditional, or traditional to Adult and Continuing Education), should obtain a Change of Student Type Form. The form can be obtained from the Office of the Registrar or from the Registrar's page on [my]ODU.

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

# Classification of Undergraduate Students (Class Level)

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

| | | |
|---|---|---|
| Freshman | 0–29.99 | semester credit hours |
| Sophomore | 30–59.99 | semester credit hours |
| Junior | 60–89.99 | semester credit hours |
| Senior | 90+ | 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 may be subject to the charge of Disorderly/Disruptive Behavior or possibly, Intimidation/Harassment as described in the *Student Handbook.*

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 | What Does it Mean to be Human? |
| Second-year Seminar | What is the Common Good? |
| Third-year Seminar | What is Justice? |
| Fourth-year Seminar | What Truths have we Learned? |

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. 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.

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 (click here 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, 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 established learning outcomes of an ODU education. 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

## Advanced Placement

Ohio Dominican University grants credit to entering undergraduate students depending on the earned score on the appropriate College Board Advanced Placement (AP) Examination based upon the chart below. AP exams were reviewed by the appropriate academic department to determine Ohio Dominican course and credit equivalencies. To receive AP credit, students must have their official test scores sent to Ohio Dominican University (College Board code: 1131). Students will be notified by the Registrar's Office of the credit awarded.

| AP Test | Required Score or Scores | ODU Course or Courses Credited | Semester Hours Posted |
|---|---|---|---|
| Art History | 3, 4, or 5 | ART 150 | 3 |
| Biology | 3, 4, or 5 | BIO 107 | 4 |
| Calculus AB | 3, 4, or 5 | MTH 240 | 4 |
| Calculus BC | 3 or 4 | MTH 240 | 4 |
| Calculus BC | 5 | MTH 240 and MTH 241 | 8 |
| Chemistry | 4 | CHM 109 | 4 |
| Chemistry | 5 | CHM 109 and CHM 110 | 8 |
| Chinese Language and Culture | 3, 4, or 5 | LNG 185 Fulfills Foreign Language Requirement | 3 |
| Computer Science A | 3, 4, or 5 | CIS 185 | 3 |
| Computer Science Principles | 3, 4, or 5 | CIS 185 | 3 |
| English Language Composition | 3, 4, or 5 | ENG 110 or ENG 111 | 3 |
| English Literature Composition | 3, 4, or 5 | ENG 110 or ENG 111 | 3 |
| Environmental Science | 3, 4, or 5 | ENV 115 | 4 |
| European History | 4 or 5 | HST 111 | 3 |
| French Language and Culture | 3, 4, or 5 | FRN 111 | 3 |
| German Language and Culture | 3, 4, or 5 | GRM 111 | 3 |
| Government and Politics: Comparative | 4 or 5 | POL 185 | 3 |
| Government and Politics: United States | 4 or 5 | POL 185 | 3 |
| Human Geography | 3, 4, or 5 | GEO 125 | 3 |
| Italian Language and Culture | 3, 4, or 5 | ITL 111 | 3 |
| Japanese Language and Culture | 3, 4, or 5 | LNG 185 Fulfills Foreign Language Requirement | 3 |
| Latin | 3, 4, or 5 | LAT 111 | 3 |
| Macroeconomics | 3, 4, or 5 | ECN 208 | 3 |
| Microeconomics | 3, 4, or 5 | ECN 207 | 3 |
| Music Theory | 3, 4, or 5 | MUS 185 | 3 |
| Physics 1 | 3, 4, or 5 | PHY 119 | 4 |
| Physics 2 | 3, 4, or 5 | PHY 120 | 4 |
| Physics C: Electricity and Magnetism | 3, 4, or 5 | PHY 220 | 4 |
| Physics C: Mechanics | 3, 4, or 5 | PHY 219 | 4 |
| Pre-Calculus | 3, 4, or 5 | MTH 160 | 3 |

| | | | |
|---|---|---|---|
| Psychology | 3, 4, or 5 | PSY 100 | 3 |
| Spanish Language | 3, 4, or 5 | SPN 111 | 3 |
| Spanish Literature | 3, 4, or 5 | SPN 185 | 3 |
| Statistics | 3, 4, or 5 | MTH 140 | 3 |
| Studio Art: 2-D Design | 3, 4, or 5 | ART 100 | 3 |
| Studio Art: 3-D Design | 3, 4, or 5 | ART 100 | 3 |
| Studio Art: Drawing | 3, 4, or 5 | ART 101 | 3 |
| United States History | 4 or 5 | HST 201 | 3 |
| World History: Modern | 4 or 5 | HST 106 | 3 |

## College-Level Examination Program (CLEP)

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. 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.

CLEP exam scores will not be considered for ODU course equivalency for The Charles School students without prior approval by The Charles School and Academic Coordinating Council and will only be approved in rare cases.

| CLEP Exam | Minimum Exam Score | ODU Course or Courses Credited | Semester Credits Posted |
|---|---|---|---|
| **Composition & Literature:** | | | |
| American Literature | 50 | ENG 216 | 3 |
| Analyzing and Interpreting Literature | 50 | ENG 214 | 3 |
| College Composition Modular, no essay | 50 | ENG 110 | 3 |
| College Composition, includes essay | 50 | ENG 111 | 3 |
| English Literature | 50 | ENG 215A | 3 |
| Humanities | 50 | General Elective | 3 |
| **Foreign Language:** | | | |
| French—Level 1 | 50 | FRN 110 and FRN 111 | 6 |
| French—Level 2 | 59 | FRN 285 | 6 |
| German—Level 1 | 50 | GRM 110 and GRM 111 | 6 |
| German—Level 2 | 60 | GRM 285 | 6 |
| Spanish—Level 1 | 50 | SPN 212 and SPN 215 | 6 |
| Spanish—Level 2 | 63 | SPN 232 and SPN 234 | 6 |
| **History & Social Science:** | | | |
| American Government | 50 | POL 185 | 3 |
| History of the United States I | 50 | HST 201 | 3 |
| History of the United States II | 50 | HST 202 | 3 |
| Human Growth and Development | 50 | PSY 224 | 3 |
| Intro to Educational Psychology | 50 | General Elective | 3 |
| Principles of Macroeconomics | 50 | ECN 208 | 3 |
| Principles of Microeconomics | 50 | ECN 207 | 3 |
| Introductory Psychology | 50 | PSY 100 | 3 |
| Social Sciences and History | 50 | SOC 185 | 3 |
| Introductory Sociology | 50 | SOC 101 | 3 |
| Western Civilization I | 50 | HST 110 | 3 |
| Western Civilization II | 50 | HST 111 | 3 |
| **Mathematics & Science:** | | | |

| | | | |
|---|---|---|---|
| Calculus | 50 | MTH 240 | 4 |
| College Algebra | 50 | MTH 127 | 3 |
| College Mathematics | 50 | MTH 102 — will not fulfill mathematics core requirement, can be used as a prerequisite or elective | 3 |
| Precalculus | 50 | MTH 160 | 3 |
| Biology | 50 | BIO 185 | 4 |
| Biology | 57 | BIO 201 | 4 |
| Chemistry | 50 | CHM 185 | 4 |
| Chemistry | 63 | CHM 109 | 4 |
| Natural Sciences | 50 | SCI 185 | 3 |
| **Business & Computer:** | | | |
| Financial Accounting | 50 | ACT 210 | 3 |
| Information Systems & Computer Applications | 50 | CIS 185 | 3 |
| Principles of Management | 50 | BUS 240 | 3 |
| Introductory Business Law | 50 | BUS 250 | 3 |
| Principles of Marketing | 50 | BUS 220 | 3 |

## International Baccalaureate

Ohio Dominican University grants credit to entering undergraduate students for individual International Baccalaureate (IB) subject examinations with an earned score of four or higher on a seven-point scale based upon the chart below. Subject exams were reviewed by the appropriate academic department to determine Ohio Dominican course and credit equivalencies. To receive IB credit, students must have their official test scores sent directly to Ohio Dominican University.

| IB Course/Subject | Minimum Exam Score | ODU Course or Courses Credited | Semester Hours Posted |
|---|---|---|---|
| **Language and Literature** | | | |
| Language A: Literature SL* | | | |
| English A: Language and Literature SL | 5 | ENG 214 | 3 |
| Language A: Literature HL* | | | |
| English A: Language and Literature HL | 4 | ENG 214 | 3 |
| Language A: Language and Literature SL* | | | |
| English A: Language and Literature SL | 5 | ENG 214 | 3 |
| Language A: Language and Literature HL* | | | |
| English A: Language and Literature HL | 4 | ENG 214 | 3 |
| Literature and Performance SL | NA | no college level equivalency at ODU | NA |
| **Language Acquisition** | | | |
| Classical Languages SL | NA | no college level equivalency at ODU | NA |
| Classical Languages HL | NA | no college level equivalency at ODU | NA |
| Language B SL | 5 | LNG 242 | 3 |
| Language B HL | 4 | LNG 242 | 3 |
| Language Ab Initio | 4 | Language at the 111 level | 3 |
| **Individuals and Society** | | | |
| Business Management SL | NA | no college level equivalency at ODU | NA |

| | | | |
|---|---|---|---|
| Business Management HL | NA | no college level equivalency at ODU | NA |
| Economics SL | NA | no college level equivalency at ODU | NA |
| Economics HL | 4 | ECN 207 and ECN 208 | 6 |
| Geography SL | NA | no college level equivalency at ODU | NA |
| Geography HL | 4 | GEO 125 | 3 |
| Global Politics SL | NA | no college level equivalency at ODU | NA |
| Global Politics HL | NA | no college level equivalency at ODU | NA |
| History SL | 6 | HST 107 | 3 |
| History HL | 4 | HST 107 | 3 |
| Information Technology in a Global Society SL | 4 | CIS 107 | 3 |
| Information Technology in a Global Society HL | 4 | CIS 107 | 3 |
| Philosophy SL | 5 | PHL 109 | 3 |
| Philosophy HL | 5 | PHL 206 | 3 |
| Psychology SL | NA | no college level equivalency at ODU | NA |
| Psychology HL | 5 | PSY 100 | |
| Social and Cultural Anthropology SL | NA | no college level equivalency at ODU | NA |
| Social and Cultural Anthropology HL | NA | no college level equivalency at ODU | NA |
| World Religions SL | NA | no college level equivalency at ODU | NA |
| **Science** | | | |
| Biology SL | 5 | BIO 107 | 4 |
| Biology HL | 5 | BIO 107 | 4 |
| Chemistry SL | 5 | CHM 109 | 4 |
| Chemistry HL | 4 | CHM 109 | 4 |
| Chemistry HL | 5 | CHM 109 and CHM 110 | 8 |
| Computer Science SL | 4 | CIS 107 | 3 |
| Computer Science HL | 4 | CIS 185 | 3 |
| Design Technology SL | NA | no college level equivalency at ODU | NA |
| Design Technology HL | NA | no college level equivalency at ODU | NA |
| Environmental Systems and Societies SL | 5 | ENV 116 | 3 |
| Physics SL | 4 | PHY 119 | 4 |
| Physics HL | 4 | PHY 120 | 4 |
| Sports, Exercise and Health Science SL | 5 | EXSC 185 | 3 |
| **Mathematics** | | | |
| Further Mathematics HL | 6 | MTH 240 and MTH 241 | 8 |
| Mathematical Studies SL | 5 | MTH 160 | 3 |
| Mathematics SL | 5 | MTH 240 | 4 |
| Mathematics HL | 4 | MTH 240 | 4 |
| **Arts** | | | |
| Dance SL | NA | no college level equivalency at ODU | NA |

| | | | |
|---|---|---|---|
| Dance HL | NA | no college level equivalency at ODU | NA |
| Film SL | NA | no college level equivalency at ODU | NA |
| Film HL | NA | no college level equivalency at ODU | NA |
| Music SL | 5 | MUS 385 | 3 |
| Music HL | 4 | MUS 385 | 3 |
| Theatre SL | NA | no college level equivalency at ODU | NA |
| Theatre HL | NA | no college level equivalency at ODU | NA |
| Visual Arts SL | 4 | ART 185 | 3 |
| Visual Arts HL | 4 | ART 185 | 3 |

*Language other than English will be evaluated individually

# Credit Hour Assignment Policy

In the development and implementation of coursework, faculty will adhere to the Federal Credit Hour Definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time. Or,
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. 34CFR 600.2 (11/1/2010)

The term “hour” in the federal law and in our implementation is the Carnegie Unit (i.e., 50 minutes of face-to-face instruction).

ODU has the following policies in place:

- For credit-bearing internships (courses numbered 497) and practicum courses, students are expected to work at least 40 hours for every awarded credit hour
- For student teaching, students are granted 12 credit hours for full-time placement in schools for a minimum of 12 weeks
- Courses offered in different formats (e.g. directed study, independent study, 8-week format) must meet the same learning outcomes
- Workload expectations per credit hour are the same regardless of different formats (e.g. online, directed study, 8-week format)

# Cross-Registration

### Undergraduate

Undergraduate students may take a 500-level graduate course offered within any of Ohio Dominican's graduate programs, except for Physician Assistant Studies and Anesthesiologist Assistant Studies, provided they meet the following requirements:

1. Senior status
2. 3.00 cumulative grade point average (GPA)
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

The course will be listed as a graduate course; however, students will receive undergraduate credit and will be charged tuition at the undergraduate rate.

### 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 Provost. 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 myODU.

## Cross-Registration — The Higher Education Council of Columbus

Ohio Dominican University, in association with The Higher Education Council of Columbus (HECC), an organization of nine 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, Franklin University, The Ohio State University, and Otterbein University.

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; except for ROTC courses, which have no limit. The student pays full-time 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.

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 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.

Part-time undergraduate students are not considered for the Dean's List. A Dean's List is not an option for the graduate programs.

# Digital Badges

A digital badge is an online credential awarded to students to publicly certify competencies and achievements. During their course of study at Ohio Dominican University, students may be eligible to receive digital badges. A digital badge may be awarded for successful curricular or extra-curricular work in an approved ODU course or program. Digital badges may be earned for, but not limited to, the following: completion of a certificate program, completion of a minor, completion of a specified set of courses, the verified acquisition of knowledge or skills within a course at a defined level of achievement, the completion of a verified set of experiences under the aegis of Ohio Dominican sponsored programs or a combination of the previously listed. Digital badges will not appear on an official academic transcript.

# Directed Study

## Undergraduate

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 Chair of the division responsible 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 student and faculty involved and sends the Directed Study Request Form to the Registrar who will check the form for completion. 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 Chair approves the Directed Study request, he/she directs the Registrar to create the Directed Study and register the student.
5. 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.
6. 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).

## Graduate

A Directed Study provides a graduate 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.

Such student must be in good academic standing (not on academic probation) 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 his or her Program Director, who signs the Directed Study Request Form if he/she approves of this option.
2. If the request is approved, the Program Director contacts an appropriate faculty member about offering the Directed Study. If the faculty member agrees, the Program Director lists the student 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 Provost for approval. If the faculty member is unable or unwilling to offer the Directed Study, the Program Director will make every effort to find another qualified instructor, either a full-time faculty member or an adjunct instructor.
3. If the Provost approves the Directed Study request, he/she directs the Registrar to create the Directed Study and register the student.
4. 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.
5. 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 repeat a failed course
2. to avoid taking a course at an inconvenient time
3. to ease a heavy course load
4. 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., MBA 620).

# Grading System and Policies

## 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 GPA is rounded to the third decimal place. The following table illustrates a typical calculation.

| Courses | Grades | Credits Attempted | Grade Points | GPA |
|---|---|---|---|---|
| ENG 110 College Writing I | B+ | 3 | 9.99 | |
| ECN 207 Principles of Microeconomics | A | 3 | 12.00 | |
| SPN110 Elem. Spanish I | B | 3 | 9.00 | |
| MTH 121 Math for the Liberal Arts | C | 3 | 6.00 | |
| Totals | | 12 | 36.99 | 3.083 |

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 System

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:

### Undergraduate

| Grade | | Grade Points |
|---|---|---|
| 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 |

Grades used to indicate the completion of the Senior Comprehensive Examination as required by some undergraduate majors.

| Grade | Grade Points |
|---|---|

| | | |
|---|---|---|
| F | Failure | 0.00 |
| LP | Low Pass | 0.00 |
| P | Pass | 0.00 |
| HP | High Pass | 0.00 |
| HNP | Honors Pass | 0.00 |

### Graduate

| Grade | | Grade Points |
|---|---|---|
| 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 |
| FX | Failure due to non-attendance | 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 |

## 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 twelfth week. For an eight-week course, this point occurs prior to the completion of the sixth week. For a six-week course, this point occurs prior to the completion of four and a half weeks. The faculty member is instructed to enter 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.

## Incomplete Grade

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 Chair 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 Adult and Continuing Education six-week courses. 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 one course with an incomplete grade 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.

## Pass/Fail Option

Undergraduate students in good standing may register for courses on a pass/fail basis. An undergraduate student may take up to three (3) 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 from 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 Academic Provost. A graduate student who wishes to repeat a course for a second time must petition the Program Director of his or her program.

For repeated courses, the final grade earned will be computed in the grade point average, though all grades will appear on the official transcript.

Repeating a course after a student has graduated for the purpose of bettering the graduation grade point average is not permitted. The GPA at the point of graduation will be maintained.

A student may not use transfer or transient work to replace any ODU coursework failed or successfully completed.

## 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 or term.

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 myODU. 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 the Provost, and on file in the Registrar's Office within this six month time frame.

# Graduation

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

## 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 apply 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. 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 for a student to be considered an applicant for graduation:

1. The student must be accepted as degree seeking at the undergraduate or graduate level at Ohio Dominican University.
2. The student must complete the Application for Graduation through ODU Online.
3. The student should print a copy of his or her Program Evaluation (Degree Audit) from *ODU Online* and discuss any requirements not indicated as Completed or In Progress with his or her Academic Advisor.
4. The student should apply for graduation at least one semester before the semester he or she plans to graduate to ensure all requirements have been met.
5. The student must submit an RSVP for Baccalaureate and Commencement attendance by the date specified on the graduation website.
6. The student must complete all degree requirements prior to the date of graduation.
7. The student must satisfy all financial obligations prior to the receipt of his or her diploma or transcript.

## Graduating with Distinction/Latin Honors

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.

## Commencement Walking Policy without Degree Completion

Students who have not yet completed all their degree requirements may participate/walk in the May Commencement ceremony only under the following circumstances:

1. Students must be participating in their final courses and anticipated to complete all degree requirements.
2. Students must have completed all other degree requirements by the date of the commencement ceremony.
3. Students must apply for their actual graduation date through ODU Online.
4. For those who walk in May, apply for August graduation.
5. Students must RSVP for the commencement ceremony.
6. Failure to complete all these steps will prevent participation in the commencement ceremony.

Note:

- Students' names will be included in the Commencement program. However, there will be a notation that the degree requirements will be completed in the subsequent term.
- Students will not receive their diplomas at Commencement. They will be available after all requirements are successfully completed and after their intended graduation date. (For example: Students who walk in May but won't complete all degree requirements until after May graduation, will be considered August graduates. All August graduates will be able to receive their diplomas after August 31st.)

## Earning Additional Degrees Following Graduation

Students earn a specific degree (e.g. Bachelor of Arts) from Ohio Dominican one time. A different degree may be earned only if the intended major is not associated with the initial degree awarded. For example, a student earned a Bachelor of Arts with a major in Sociology and is now interested in a Business major. The Business major is housed within the Bachelor of Science degree so the additional degree may be awarded. The requirements for the new degree and major, as stated in the catalog in effect at the time of re-entry, are to be completed. Despite the number of credits that are needed to complete the new degree and major, the student must complete a minimum of 30 additional credits in residency, including 15 within the major. Once the requirements are complete, students will graduate and the new degree and major will appear on the academic transcript with the appropriate completion date.

## Earning Additional Majors Following Graduation

Students earn a specific degree (e.g. Bachelor of Arts) from Ohio Dominican one time. Students may return to ODU following graduation to complete an additional major associated with the same degree earned but will not be awarded the degree again. For example, a student earned a Bachelor of Arts with a major in Sociology and is now interested in a Social Work major. Both majors are housed within the Bachelor of Arts degree so the B.A. will not be awarded again. Only the requirements for the additional major, as stated in the catalog in effect at the time of re-entry, are to be completed. Despite the number of credits needed to complete the additional major, students must complete a minimum of 15 credits in residency within the new major. Once the requirements are complete, the additional major will appear on the academic transcript with the appropriate completion date. Because another degree will not be awarded, students wishing to earn an additional major are considered continuing education students and are not eligible for financial aid.

## Earning Minors Following Graduation

Students may return to ODU following graduation to earn a minor. The requirements for the minor, as stated in the catalog in effect at the time of re-entry, are to be completed. Once the requirements are complete, the minor will appear on the academic transcript with the appropriate completion date. Students wishing to earn a minor following graduation are considered continuing education students and are not eligible for financial aid.

## Earning Multiple Majors

The degree for students completing more than one major is based upon the degree associated with the primary major.

## Posthumous Degree Policy

- The deceased student is enrolled at time of death
- The request for posthumous degree is made by Chair, Program Director or Advisor
- The student has no more than 15 semester hours remaining to earn an undergraduate degree, or six semester hours remaining to earn a graduate degree
- The student is passing all coursework at time of death
- The Registrar completes degree audit to confirm credit hour requirement and contacts faculty to determine successful progress in coursework
- A notation that the degree is presented posthumously is indicated on the student's paper and electronic records. It will appear on the transcript, commencement program and diploma.
- The diploma is presented to a family member during the commencement ceremony
- A deceased student who does not meet the 15/6 semester hour requirement for a degree may be awarded a posthumous certificate, if appropriate. The certificate is not posted on the transcript or commencement program and is presented privately. A lower posthumous degree (AS instead of BS) is also considered.

# 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. First-time freshmen with a cumulative high school GPA of at least 3.700 are invited to apply. * Current ODU students and transfer students with at least four semesters remaining may apply provided they have a faculty recommendation and 3.500 cumulative GPA.

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/honors.

**Students with a high school GPA less than 3.700 may apply provided they can demonstrate clear evidence of academic success.*

# 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, 486 or 586 level). The student must be in good academic standing and have successfully completed two courses in the field of the independent course. Undergraduate students must have the approval of the supervising faculty member, the academic advisor, and the Chair of the division in which the course would be housed. If the independent study is for Honors, approval of the Honors Director is also required. Graduate students must have the approval of the supervising faculty member and the Program Director. Approvals must be obtained prior to registration. Request forms are available in the Office of the Registrar.

# Internships

Internships are a dynamic way for students to learn in the field. The on-site training and application that students experience can significantly influence their ability to thrive as they complete their degree and transition to their first employment position after graduation.

The Career Development Center at Ohio Dominican University has adopted the National Association of Colleges and Employers' (NACE) definition of an internship.

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

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.

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 to provide a wide variety of choices and opportunities for student interns.

Most internships require a minimum of 40 hours for one semester hour of credit and a minimum GPA requirement. Implicit in the NACE definition is the expectation that an internship is to explore fields that the

student is not in currently. Therefore, internship credit will not be given for work entailing current duties at a place of employment for which the student is already receiving pay. Please refer to the catalog course descriptions for specific requirements. Internship proposal 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 this 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 Chair of the division in which the major resides must sign this form. The division Chair 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 either 50% of the credit hours within the major or no less than 15 credits at Ohio Dominican University. 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 15 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 nine (9) 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.

# Certificate

A certificate program can be completed independently of an associate, bachelor's, or master's degree. Completion of a certificate results in a credential separate from a degree, and certificates are generally intended for students who are not pursuing a degree program. Students who are actively pursuing a degree program should instead add the appropriate academic minor.

The requirements for certificates are similar to those for academic minors. Students who wish to pursue a certificate program must make a formal declaration of their intent, maintain a minimum grade point average of 2.00 in the certificate field, and complete at least nine (9) semester credits in the certificate at Ohio Dominican University. The specific requirements for each certificate are listed under the Undergraduate Programs and Degree Requirements or Graduate Programs and Degree Requirements listings.
Completion of a certificate program will appear on an official academic transcript.

# Registration

## Undergraduate Student Registration

The University notifies officially admitted new freshmen and transfer students of registration dates and registers them for their first semester courses once they have submitted their tuition deposit to the Office of Admissions.

Continuing students will register online through *ODU Online* for all subsequent semesters based upon the priority registration dates as stated in the Academic Calendar. All changes in registration (drop/add) are made by students through *ODU Online* and must adhere to the deadlines as stated in the Academic Calendar.

Students must complete their registration before the start of classes for the term and hold the final responsibility for registration and drop/add decisions. Students are required to meet with their academic advisor once a year to plan the following year's registration and to discuss their program of study. A fee is charged for late registration.

Ohio Dominican University reserves the right to retain seats in high demand courses for degree seeking students.

## Graduate Student Registration

Officially admitted 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 University regarding registration once they have submitted their tuition deposit to the Office of Graduate Admissions.

Continuing students will register online through *ODU Online* for all subsequent semesters based upon the priority registration dates as stated in the Academic Calendar. All changes in registration (drop/add) are made by students through *ODU Online* and must adhere to the deadlines as stated in the Academic Calendar. Students must complete their registration before the start of classes for the term and hold the final responsibility for registration and drop/add decisions. A fee is charged for late registration.

Ohio Dominican University reserves the right to retain seats in high demand courses for degree seeking students.

## Change of Registration

Using *ODU Online,* students may make necessary changes in registration. The University strongly recommends that the student discuss any changes with an 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 failing grade 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 correct courses. This should be done as soon as the student has registered and immediately prior to the first day of classes.

Students may drop courses without academic penalty during the time periods indicated in the 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 Academic Calendar. Students who cease to attend classes after the drop period or who fail to complete the drop process will receive a failing grade for the course.

Dates for withdrawal from summer session courses vary with the length of the course.

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.

## Registration Holds

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

## Waitlist Procedures and Regulations

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

1. 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.
2. Waitlisted students are **not considered registered** for the course section for which they have been waitlisted.

3. 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.
4. *ODU Online* lists the courses for which students are Waitlisted.
5. 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.

# Residency Requirement

For the bachelor's degree, students must complete 30 of the last 60 credits at Ohio Dominican University. Students must also complete either 50% of the credit hours within the major or no less than 15 credits[2] 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 nine (9) credits of the minor at Ohio Dominican University. For certificate programs, students must complete at least 50% of their credits 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. The residency requirements for teacher licensure and endorsement are stated in the Teacher Licensure section of this catalog.

# ROTC—Capital University

In cooperation with Capital University, Ohio Dominican University offers Army Reserve Officers Training (ROTC) to students. Students attend Military Science courses at Capital and have the option to have a limited number of these courses apply to the students' ODU undergraduate degree. Please see Cross-Registration (HECC) and/or Transient Credit-Undergraduate Students for more information regarding the process to request approval for these courses to apply toward the ODU undergraduate degree and the credit limitations. Regardless of the credit limitations for the ODU undergraduate degree, students may take as many Military Science courses as desired.

To explore enrolling in the ROTC, make an appointment to see a recruiting officer.

Army Reserve Officers Training Corps (ROTC)
Capital University
Troutman Hall
Columbus, Ohio 43209
614-236-7114 or 614-236-6808
joinrotc@capital.edu

# 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 Office of Academic Affairs to identify community-based organizations who serve as "partners" for the course, providing students with the

[2] Students must complete at least nine (9) credits in any discipline in the Division of Business that requires the business core.

opportunity to meet a community need that relates to the learning objectives of the course. Faculty members 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 Office of Campus Ministry serves as the campus clearinghouse for community service. Campus Ministry 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 12–18 semester credits. The student's academic advisor must approve overloads, and there is a per semester credit hour charge in excess of 18 credits in a single semester. Overloads are not recommended for students with grade point averages less than 3.00. The ordinary academic load for the summer term is 6–12 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 6–9 semester hours. The half-time student load for graduate students enrolled in a term-format graduate program is three (3) semester hours.

# Student Name and Address Changes

Name changes must be accompanied by official, legal and supporting documentation (i.e., marriage certificate, divorce decree, or other court document). The name change request must be consistent with all documentation indicating how the official name should appear. No paper or electronic academic record will be changed without this documentation. This process applies to current students, former students, re-admitted students and graduate students who have previously attended ODU either as undergraduate or graduate students. The supporting documentation must be either the original document or a notarized copy of the original document. The office will copy the original document and return it to the student.

Address changes can be made online on ODUonline using the User Profile section. Email changes will be accepted if the change is sent using the student's ODU email address. Please see the Student Determination Location policy.

# Student Location Determination Policy

**Policy Statement**
Ohio Dominican University (ODU) must be able to determine student location for purposes of conducting University business, contacting students in case of emergency, and complying with state and federal requirements related to state authorization and professional licensure or certification disclosures.

**Purpose**
The purpose of this policy is to define how ODU determines student location for purposes of complying with federal and state regulations related to state authorization and professional licensure or certification. The policy outlines the procedures students are required to follow to regularly verify their location and how to report changes in their location.

**Scope**
This policy applies to all current and prospective students taking credit bearing courses at ODU across all modalities of instruction. Students will be notified of this policy annually.

**Policy Details**
For this policy, ODU must determine student location (i.e., state):

1. At the time of the student's initial enrollment in an academic program, and
2. Upon formal notification by the student of a change in the student's location

***Enrolled student location***
For students enrolled in at least one in-person course (or course format which requires their presence on campus), student location is considered the State of Ohio, where Ohio Dominican University is located.

For students enrolled solely in online courses, their location is the state or territory where they are located while receiving instruction and is determined by the preferred/primary home address in the student information system.

All students with campus addresses or who are required to be on campus (ie. athletes, graduate assistants, resident assistants) are located in Ohio.

***Prospective student location***
For prospective students considering enrolling in an in-person program, student location will be considered Ohio.

For prospective students considering enrolling in a fully online program or as a fully online student, student location will be considered the preferred/primary home address.

For prospective students considering enrolling in a program that can be completed online, in-person, or a combination, student location will be determined by their intended location while receiving instruction at the time of initial enrollment.

***Student location for experiential learning activities***
The procedures for determining student location described above do not apply to experiential learning activities (such as internships, student teaching, clinical placements, or field experiences). Sites selected for experiential learning activities must be in locations where Ohio Dominican University is authorized to allow students to engage in such activities. Not all programs or activities may be authorized in all states. Students must contact their academic department before enrolling in learning activities outside the State of Ohio to confirm eligibility.

***Change of location***
Student location designations will remain in effect unless and until a student officially notifies ODU that their primary home address has changed. Once a student notifies ODU, the date of notification will be used as the effective date of a student's revised location for the purposes of this policy.

***Reporting change of location***
Students are required to notify the university of a change in location. Each semester all registered students are required to verify and, if necessary, update their address through ODU Online using the User Profile section. Students may also update their address at any time in ODU Online.

**Definitions**
*Campus* refers to Ohio Dominican University's campus and other facilities located in Ohio.

*In-person* refers to programs and courses that require a student's physical presence on campus. Hybrid and blended courses include in-person instruction for the purposes of determining student location under this policy.

*Primary Home Address* is defined as the primary home address recorded in the student information system.

*Student Location* is where a student is determined to be located while receiving instruction at ODU.

*Time of Initial Enrollment* is defined as the first term a student is enrolled in a program.

# Teacher Licensure

## Licensure Authorization

Ohio Dominican University is authorized by the Ohio Board of Regents to prepare teachers in the following fields:

**Primary Education (Pre-Kindergarten to Grade 5)**
**Middle Childhood (Grades 4–9)**
**Intervention Specialist: (K–12)**
- Mild/Moderate Educational Needs
- Moderate/Intensive Educational Needs
- Middle Childhood (4-9) and Intervention Specialist – Mild-Moderate (K-12)

**Adolescent to Young Adult Programs (Grades 7–12)**
- Integrated Language Arts
- Integrated Mathematics
- Integrated Science
- Integrated Social Studies
- Science: Single Field—Chemistry
  —Life Science

**Multi-Age: (PreK–12)**
- Arts Education
- TESOL (Graduate level only)

**Endorsements require 50 hours of field:**
- Computer Science Endorsement (Undergraduate Level)
- Early Childhood Generalist (Grades 4–5) (Graduate level)
- Middle Childhood Education Generalist (Grades 4–6)
- Reading (Graduate level only)
- TESOL (Graduate level only)
- Teacher Leader (Graduate level only)

## Requirements for All Teacher Licensure Programs:

All teacher licensure programs include a variety of experiences in PreK–12 settings. It is the responsibility of the student to provide his/her own transportation to the assigned field site as needed.

All students seeking teacher licensure must fulfill the following requirements:

1. Before participating in any field experience, students must submit documentation of reports from both the Bureau of Criminal Identification and Investigation (BCII) and a background report from the Federal Bureau of Investigation (FBI). The cost of the background checks is the student's responsibility. FBI and BCII reports must be dated within 365 days of the beginning of any placement and must be on file with the Division of Education (Sansbury 121) prior to the start of placements.
2. Before enrolling in education (EDU) courses at the 200-level or above, students must meet the following requirements:
    a. Satisfactorily complete the appropriate Introduction to Teaching course:
        i. EDU 104 (primary education); or
        ii. EDU 105 (middle childhood); or
        iii. EDU 110 (intervention specialist); or,
        iv. EDU 112 (adolescent-to-young adult and multi-age).

b. Pay the Business Office for a subscription to the Tk20 by Watermark system, a comprehensive, outcome-based assessment system.
c. Submit an application and essay using the Watermark system.
d. Demonstrate competence in reading, writing, and mathematics in one of the following ways:

| Exam | Subtest | Passing Score |
|---|---|---|
| ***Accuplacer Next-Generation*** | Reading | 250 or higher |
| | WritePlacer | 5 or higher |
| | Quantitative Reasoning | 250 or higher |
| ***ACT*** | Reading | 22 or higher |
| | English | 18 or higher |
| | Math | 22 or higher |
| ***SAT*** | Evidenced Based Reading and Writing | 480 or higher |
| | Mathematics | 530 or higher |

e. Obtain three satisfactory evaluations from university professors or cooperating teachers.
f. Earn a 2.75 cumulative GPA and a 2.75 GPA in the major and concentration/s. Also, in each education course and major requirement course, earn a C or better.

3. Earn a 2.75 cumulative GPA and a 2.75 GPA in the major and concentration courses.
    a. Earn a C or better in each education course and major requirement course.
    b. Maintain a 2.75 or higher GPA to continue taking EDU 200+ level courses.
    c. Maintain an overall 2.75 or higher GPA in content major courses or concentration courses.
4. All endorsements require 50 hours of field effective April 2017.
5. Before student teaching, students must meet the following requirements:
    a. Submit a student teaching application using the Watermark system.
    b. Earn a grade of "C" or better in a college-level mathematics course, in two college-level English composition courses and in each professional education course.
    c. Intervention Specialist teacher candidates must earn a grade of "C" or better in PSY 220.
    d. Obtain satisfactory evaluations from cooperating teachers and University instructors in all required field experiences.
    e. Have a Pre-Service Teacher Permit that lasts through the completion of student teaching. Students enrolled in a course that is part of an educator preparation program leading to an Ohio teaching license AND will be in an Ohio P-12 classroom as part of that course are required to obtain the 3-Year Pre-Service Teacher Permit. Students who already hold an active credential issued by the State Board of Education of Ohio (including educational aide permits, substitute teaching licenses, and temporary pupil services licenses) should check with their college or university to determine if the Pre-Service Teacher Permit is required for their program. To learn more about the Pre-service Teacher Permit, you can find information at: https://sboe.ohio.gov/educator-licensure/apply-for-a-new-license/pre-service-teacher-permit
6. Before applying for a teaching license, a student must meet the following requirements:
    a. Take all required Ohio Assessment for Educators (OAE) Exams. OAE exams scores must be sent to ODU.
    b. Submit background reports from both the BCII and FBI. See 5e above.
    c. Earn a bachelor's degree and complete all licensure program requirements.
7. To apply for a teaching license, a student must apply online through Ohio's State Board of Education website: http://education.ohio.gov/. Applications will be approved electronically by the Education Department.

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 Ohio Assessment for Educators (OAE) exams, 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.

### Undergraduate Residency Requirement

The requirement for residency for all education programs is:

1. Must complete a minimum of 50% of the education coursework at ODU. This must include student teaching, seminar, and at least half of the methods courses.
2. Adolescent and Young Adult (AYA) Licensure seeking students, if not taking 50% of the content courses, must pass the content Ohio Assessment for Educators (OAE) before student teaching.
3. Middle Childhood Licensure seeking students, if not taking 50% of the concentration courses at ODU, must pass at least one OAE before student teaching. (One OAE for a concentration that 50% of the coursework was not done at ODU.)
4. Meet with the Education Chair or designee for possible exceptions or substitutions.

### 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 for all education majors listed above except those pertaining to Accuplacer/ACT/SAT.
2. Complete a minimum of 50% of the required education coursework at ODU.
3. Adolescent and Young Adult (AYA) Licensure seeking students, if not taking 50% of the content courses, must pass the content Ohio Assessment for Educators (OAE) before taking education courses.
4. Middle Childhood Licensure seeking students, if not taking 50% of the concentration courses at ODU, must pass at least one OAE before taking education courses. (One OAE for a concentration that 50% of the coursework was not done at ODU.)
5. Meet with the Education Chair or designee for possible exceptions or substitutions.
6. Candidates are not required to complete a full second student teaching experience.

# Transcripts

Student official transcripts may be obtained from the Office of the Registrar. The request for transcripts must be in writing or submitted online; transcripts cannot be issued without a written or online 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 refer to https://www.ohiodominican.edu/academics/registrar/transcripts.html

# Transfer/Transient Credit—Undergraduate Students

## Transfer Credit

The Registrar awards transfer credit on a course-by-course basis. 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. Regardless of the number of credits acceptable for transfer, residency requirements mandate a minimum of 30 semester credits earned at

Ohio Dominican for the bachelor's degree and a minimum of 24 for an associate's degree (see Residency Requirement for additional details and special program requirements).

## Transient Credit

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 by the student's academic advisor and the Registrar prior to enrollment at the other institution.

The following rules apply for transient credit:

1. Students with less than a 2.000 cumulative 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. 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.
6. Thirty of the last 60 credits must be taken in residence at ODU. Transient credit cannot be used to satisfy this requirement.
7. 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.
8. Permission will not be given if equivalent courses are available at Ohio Dominican University.
9. A fee per semester credit is charged for each transient credit that is added to a student's transcript.
10. 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.
11. 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 earned within the last seven years will be accepted pending the approval of the program director. 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 myODU.

# Transfer/Transient Credit—Graduate Certificate Programs

The maximum number of transfer or transient credits a graduate certificate student may receive is six semester hours. Only courses with grades of "B" or better from regionally accredited graduate institutions earned within the last seven years will be accepted pending the approval of the program director. Transfer credit is awarded by petitioning the Program Director at the time of acceptance into the graduate certificate program. Credit is awarded only on the basis of official transcripts from regionally accredited graduate programs.

Students who have begun an ODU graduate certificate program and 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 six semester hours earned through transfer or transient credit can be applied to completion requirements for the graduate certificate programs. Forms for applying for transient credit are available through the Office of the Registrar or from the Registrar's Page on myODU.

# 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. All forms are available from the registrar's office website page or 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 a failing grade on the transcript. Withdrawals for a term must occur before the last day of classes for that term. Withdrawals for a term will not be accepted during final exam week. (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 receipt date of written notification presented to the Office of the Registrar or the date the withdrawal was entered in *ODU Online*.

# 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/. The Financial Aid Office provides counseling to students that apply for private student loans without first completing the FAFSA to ensure that the student is aware of any federal financial aid that they may be eligible to receive.

## 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 each semester. Information about the SAP policy is available on the Financial Aid website at http://www.ohiodominican.edu/finaid

## 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 October 1st.)
- Not be in default on prior educational loans
- Maintain a minimum of 3 hours per semester in a degree seeking program
- Maintain satisfactory academic progress

## Applying for Financial Aid

Complete the FAFSA on-line at fafsa.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 Unsubsidized Loan Program

- *Eligibility*: Available to students enrolled at least part-time (3 graduate credit hours).
- *Amount*: Maximum annual loan for unsubsidized is $20,500.*

* 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 each semester.

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, withdrawing or dismissed 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, withdrawal or dismissal date. The prorated charge will be equal to the percentage of the term completed up to 60%. For withdrawals or dismissals after 60% of the term completed, the charges will be 100%. Financial Aid will be recalculated in accordance with federal guidelines. An updated statement of account will be available online and mailed once all recalculations are complete. Resident students who withdraw or are dismissed 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.

Application fees are non-refundable.

## 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. The ODU Business Office accepts Student Account payments by cash and checks; checks and money orders for tuition, room, meal plans and fees should be made payable to Ohio Dominican University. All payments by credit/debit cards must be made online via the Student Accounts Suite. Login to ODU Online or visit www.ohiodominican.edu/online-bill-pay for more information.

### Tuition and Fees – Traditional Undergraduate Students

| | | |
|---|---|---|
| Full-Time Tuition (12–18 semester credits) | $18,264.00 | per semester |
| Part-Time Tuition (1–11 semester credits) | $930.00 | per credit hour |
| Course Overload (each credit over 18) | $930.00 | per credit hour |
| Teacher Licensure Program Tuition (non-degree only) | $450.00 | per credit hour |

| | | |
|---|---|---|
| Traditional Summer Tuition | $465.00 | per credit hour |
| Course Audit Tuition | $310.00 | per course |
| Course Audit Tuition - Alumni rate | $0.00 | per course |
| Orientation Fee for new Freshmen | $200.00 | one-time fee |
| Orientation Fee for new Transfers | $0.00 | one-time fee |
| Student Services Fee | $305.00 | per semester |
| Summer Technology Fee | $25.00 | per credit hour |
| Student Health Services Fee (full-time undergraduate students) | $115.00 | per semester |

## Tuition and Fees – Adult and Continuing Education Students

| | | |
|---|---|---|
| Tuition | $415.00 | per credit hour |
| Technology Fee | $60.00 | per course |
| Project Management Boot Camp Fee (non-credit bearing course) | $1,300.00 | per course |

## Tuition and Fees – Graduate Students

(See Physician Assistant Studies and Anesthesia Assistant Program Tuition and Fees below)

| | | |
|---|---|---|
| Master of Arts in English Tuition | $600.00 | per credit hour |
| Master of Arts in TESOL Tuition | $545.00 | per credit hour |
| Master of Arts in Theology Tuition | $540.00 | per credit hour |
| Master of Business Administration Tuition | $685.00 | per credit hour |
| Master of Education Tuition | $545.00 | per credit hour |
| Master of Science in Sport Management Tuition | $630.00 | per credit hour |
| Reading Endorsement Tuition | $450.00 | per credit hour |
| Course Audit Tuition | $500.00 | per course |
| Course Audit Tuition - Alumni rate | $100.00 | per course |
| Student Support Fee | $255.00 | per semester |
| Summer Student Support Fee | $130.00 | summer term |

## Anesthesiologist Assistant Program

| | | |
|---|---|---|
| Tuition | $1,204.00 | per credit hour |
| Clinical Fee | $100.00 | per semester |
| Student Support Fee | $255.00 | per semester |
| Anatomy Fee (First Semester Students Only) | $600.00 | one-time SP fee |
| Medical Equipment Fee (Spring I, Summer I, Fall I) | $400.00 | multi term fee |
| Clinical Resource Fee (Spring I, Summer I, Fall I) | $105.00 | multi term fee |
| Clinical Resource Fee (Spring II, Summer II, Fall II) | $240.00 | multi term fee |
| Document Maintenance Fee (Spring I Semester) | $40.00 | spring fee |
| Document Maintenance Fee (Spring II Semester) | $175.00 | spring fee |
| Health Services Fee (Spring and Fall Semester) | $90.00 | per semester |

## Physician Assistant Studies Students

| | | |
|---|---|---|
| Tuition by Cohort (Fall 2026 Cohort) | $1,007.00 | per credit hour |
| Clinical Fee | $100.00 | per semester |
| Student Support Fee per semester | $255.00 | per semester |
| Anatomy Fee (First Semester Students Only) | $535.00 | one-time fall fee |
| Clinical Resource Fee (First Fall Semester) | $643.00 | one-time fall fee |
| Clinical Resource Fee (Second Fall Semester) | $659.00 | one-time fall fee |

| | | |
|---|---|---|
| Clinical Resource Fee (Second Spring Semester) | $528.00 | one-time SP fee |
| Clinical Resource Fee (Third Fall Semester) | $236.00 | one-time fall fee |
| Clinical Resource Fee (Summer I and II semester only) | $350.00 | Per semester |
| Document Maintenance Fee (1st Fall semester only) | $100.00 | fall semesters |
| Medical Equipment Fee (Fall I Semester) | $360.00 | one-time fall fee |
| Medical Equipment Fee (Spring I Semester) | $505.00 | one-time fall fee |
| Health Services Fee (Fall and Spring semester) | $90.00 | Per semester |

## Miscellaneous Fees – All Students

| | | |
|---|---|---|
| Athletic Insurance Fee | $260.00 | per year |
| Study Abroad Participation Fee | $100.00 | per program |
| CLEP Credit Recording Fee | $20.00 | per credit hour |
| Diploma replacement Fee | $50.00 | per occurrence |
| ID Card Replacement Fee | $20.00 | per card |
| International Program Fee | $150.00 | per semester |
| International Application Fee | $70.00 | per application |
| Portfolio Assessment Fee | $130.00 | per portfolio |
| Transworld Collection Fee | $20.00 | per occurrence |
| Returned Check Fee | $35.00 | per item |
| Transcripts - Official Electronic | $8.00 | per copy |
| Transcripts - Official Mailed | $10.00 | per copy |
| Transcripts - Walk-in (same day service) | $12.00 | per copy |
| Transient/Prior Learning/Experiential Credit Recording Fee | $20.00 | per credit hour |
| Watermark Fee (education students) | $139.00 | one-time fee |

## Course Fees – All Students

| | |
|---|---|
| ART 100 Studio Humanities | $25.00 |
| ART 101 Academic Drawing | $25.00 |
| ART 103 Basic Graphic Design for the Non-Major | $25.00 |
| ART 112 Foundations in Design | $45.00 |
| ART 116 Introduction to Photography | $75.00 |
| ART 140 Introduction to Painting | $65.00 |
| ART 156 Ceramics | $75.00 |
| ART 203 Observational Drawing | $40.00 |
| ART 204 Typography | $75.00 |
| ART 207 Tech. Intro. to Adobe Suite, Layout, Production | $75.00 |
| ART 210 Botanical Illustrations | $45.00 |
| ART 215 Introduction to Textiles | $45.00 |
| ART 220 Introduction to Book Arts | $25.00 |
| ART 237 Art for Teachers | $25.00 |
| ART 262 Color Theory and Production | $25.00 |
| ART 1/2/3/485 Special Topics | $75.00 |
| ART 1/2/3/486 Independent Study | $40.00 |
| ART 320 Materials Exploration | $65.00 |
| ART 334 Intro to Brand Design Thru the Web | $75.00 |
| ART 410 Wehrle Workshop | $75.00 |
| ART 479 The Role of the Creative in Contemporary Society | $45.00 |
| ART 480 Design Strategies for Social Impact | $75.00 |
| ART 498 Senior Exhibition | $50.00 |
| BIO 107 Principles of Biology | $25.00 |
| BIO 201 General Biology: Cells, Genetics, and Evolution | $35.00 |
| BIO 202 General Biology: Botany, Zoology, and Ecology | $35.00 |
| BIO 203 General Biology: Anatomy and Physiology | $25.00 |

| | |
|---|---|
| BIO 224 Botany | $25.00 |
| BIO 227 Microbiology | $50.00 |
| BIO 341 Human Anatomy | $80.00 |
| BIO 342 Human Physiology | $25.00 |
| BIO 366 Genetics | $45.00 |
| BIO 469 Cell and Molecular Biology | $45.00 |
| BIO 479 CORE: Ecology | $25.00 |
| BUS 479 Strategic Management (ETS exam fee) | $32.50 |
| CHM 109 General Chemistry I | $25.00 |
| CHM 110 General Chemistry II | $25.00 |
| CHM 231L Organic Chemistry I Lab | $55.00 |
| CHM 232L Organic Chemistry II Lab | $55.00 |
| CHM 359 Analytical Chemistry | $45.00 |
| CHM 360 Instrumental Methods of Analysis | $45.00 |
| CHM 439 Thermodynamics and Kinetics | $45.00 |
| CHM 479 CORE: Quantum Mechanics and Spectroscopy | $45.00 |
| EDU 410 Assessment & Technology in Teaching & Learning | $210.00 |
| EDU 480/482/484/487 Student Teaching (EdTPA fee) | $300.00 |
| ENV 113 Geology | $25.00 |
| ENV 115 Environmental Science | $25.00 |
| EXSC 479 CORE: Exercise Physiology | $25.00 |
| MUS 122 University Band | $50.00 |
| MUS 124A Piano | $300.00 |
| MUS 124B Voice | $300.00 |
| MUS 124C Instrument | $300.00 |
| PHY 119 College Physics I | $25.00 |
| PHY 120 College Physics II | $25.00 |
| PHY 219 General Physics I | $25.00 |
| PHY 220 General Physics II | $25.00 |
| SCI 102 Principles of Physics and Chemistry | $25.00 |
| SCI 201 Research Fundamentals in the Sciences | $125.00 |
| TSL 590L Student Teaching (EdTPA fee) | $300.00 |

## Room Rates (include $23/term laundry fee)

| | | |
|---|---|---|
| Sansbury Double | $2,955.00 | per semester |
| Sansbury Single Small | $3,626.00 | per semester |
| Aquinas, Siena Four Person Suite Double | $3,408.00 | per semester |
| Sansbury Super Single | $3,745.00 | per semester |
| Aquinas/Lynam Single | $4,744.00 | per week |
| Lynam Suite | $4,437.00 | per semester |
| Aquinas/Siena Super Single | $4,437.00 | per semester |

## Board Rates

| | | |
|---|---|---|
| 19 Meals per week + 500 points per semester | $3,244.00 | per semester |
| 12 Meals per week + 700 points per semester | $3,244.00 | per semester |
| 220 Block Plan – 300 points (Soph/Jr/Sr status) | $3,077.00 | per semester |
| JR and SR Meal Plan – 7 Meals per Week – 300 Points | $2,006.00 | per semester |
| Summer Room Rate ODU student per Month | $400.00 | Per month |
| Summer Board Rate per week | $26.00 | per week |
| Summer Room Rate Non-ODU Student per week | $120.00 | per week |
| Commuter 35 Meals per Semester + 275 points per semester | $480.00 | per semester |

Additional information including a fee schedule may be found on the Student Accounts webpage at https://www.ohiodominican.edu/financial-aid/undergraduate/tuition-and-fees.html

# 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 Certificate of Eligibility
- All veterans must complete all required VA Forms necessary to receive benefits. Forms are available on the GI Bill® website (www.benefits.va.gov/gibill)
- 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

As a veteran or member of the military, Ohio Dominican University offers priority registration each semester of enrollment. Priority registration helps ensure that student veterans and members of the military graduate before their educational benefits run out.

If a Service member or reservist is unable to attend class or has to suspend their studies due to service requirements (and desires to return to ODU), the student must complete the academic stop out form and provide oral or written notice of their intent to return to the Office of the Registrar. The Service member will be readmitted under the same academic status and requirements as they had when last attending ODU or accepted for admission.

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 Yellow-Ribbon Program and provides funds to help close the gap between the Post 9/11 GI Bill® benefits and the cost of private undergraduate and graduate university tuition and fees. Qualifying undergraduate and graduate students are eligible for Yellow Ribbon funds.

Ohio Dominican University will not impose any penalty, late fees, Business Office holds, facility access, or require Chapter 31 or Chapter 33 students to borrow additional funds to cover the student's financial obligations due to the delayed disbursement of payment by the U.S. Department of Veterans Affairs.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

## 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 10, 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 undergraduate and graduate students 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 Ohio Dominican University School Certifying office at registrar@ohiodominican.edu.

# Undergraduate and Graduate Academic Programs and Degree Requirements

# General Undergraduate 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.

See the Graduate Programs section of this catalog for the degree requirements for each graduate program.

## All Undergraduate Degrees

1. Satisfactory completion of all required coursework and other requirement activities.
2. Attainment of an overall GPA of 2.00 or 2.75 depending on the academic program.
3. Attainment of a GPA of 2.00 or 2.75 in major program requirements. GPA required depends on major program.
4. Completion of an Application for Graduation according to the dates published in the Academic Calendar. (Application forms are available through *ODU Online*.)
5. Payment of all tuition, graduation fee, library fines, residence hall fines and other financial obligations.

## Bachelor Degrees

1. Completion of a minimum of 120 semester credits of which at least 30 of the last 60 must be taken at Ohio Dominican University.
2. Completion of either 50% of the credit hours within the major or no less than 15 credits[3] 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 12 semester credits of English for Academic Purposes or English as a Second Language may be counted toward graduation requirements under any of the bachelor's degree programs.
5. No more than four physical education activity credits (EXSC 100 or PEH 100) may be counted toward graduation requirements under any of the bachelor's degree programs.

[3] Students must complete at least nine (9) credits in any discipline in the Division of Business that requires the business core.

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

<table>
<tr><td rowspan="4">CORE CURRICULUM FUNDAMENTALS</td><td>Course and Disciplines</td><td>Credits</td></tr>
<tr><td>ENG 110 College Writing I</td><td>3</td></tr>
<tr><td>ENG 111 College Writing II</td><td>3</td></tr>
<tr><td>Complete three semester credits in Math courses above MTH*110 (except MTH-185). The mathematics course and/or level may be determined by a student’s major program.</td><td>3</td></tr>
<tr><td>CORE SEMINARS</td><td>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.<br><br>All first-time freshmen must take the entire CORE course sequence (CORE 179 / HON 179, 279, 379, and 479) regardless of dual enrollment credit and / or AP credit.<br><br>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:
<table>
<tr><td>Number Of Transfer Credits</td><td>Seminar Entry Point</td></tr>
<tr><td>17 or less</td><td>Freshman</td></tr>
<tr><td>18–49</td><td>Sophomore</td></tr>
<tr><td>50 or more</td><td>Junior</td></tr>
</table></td><td></td></tr>
<tr><td rowspan="6">DISCIPLINARY STUDIES REQUIREMENTS</td><td>Philosophy and Theology<br>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.</td><td>12</td></tr>
<tr><td>Arts<br>Language Studies—Foreign Language 111 level or above - 3<br>Arts and Ideas—Three semester credits chosen from each area listed below.<br>Art (ART)/Music (MUS)/Theatre (THR) - 3<br>History (HST) - 3<br>Literature (ENG) - 3</td><td>12</td></tr>
<tr><td>Natural Sciences<br>Choose from the following disciplines: Biology (BIO), Chemistry (CHM), Environmental Studies and Science (ENV), Physics (PHY), or Science (SCI).</td><td>3</td></tr>
<tr><td>Social and Behavioral Science<br>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 (CRJ), Economics (ECN), Geography (GEO), Political Science (POL), Psychology (PSY), Social Work (SWK) and Sociology (SOC). 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.</td><td>6</td></tr>
<tr><td>Within the core curriculum, three semester hours must address diversity, global, or multicultural issues. See the course listings for the courses meeting this requirement.</td><td>3</td></tr>
<tr><td></td><td>Major specific requirements<br>See your program of interest for specific requirements</td><td>—</td></tr>
</table>

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

<table>
<tr><td rowspan="4">CORE CURRICULUM FUNDAMENTALS</td><td>Course and Disciplines</td><td>Credits</td></tr>
<tr><td>ENG 110 College Writing I</td><td>3</td></tr>
<tr><td>ENG 111 College Writing II</td><td>3</td></tr>
<tr><td>Complete three semester credits in Math courses above MTH*110 (except MTH-185). The mathematics course and/or level may be determined by a student’s major program.</td><td>3</td></tr>
<tr><td>CORE SEMINARS</td><td colspan="2">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.<br><br>All first-time freshmen must take the entire CORE course sequence (CORE 179 / HON 179, 279, 379, and 479) regardless of dual enrollment credit and / or AP credit.<br><br>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:
<table>
<tr><td>Number Of Transfer Credits</td><td>Seminar Entry Point</td></tr>
<tr><td>17 or less</td><td>Freshman</td></tr>
<tr><td>18–49</td><td>Sophomore</td></tr>
<tr><td>50 or more</td><td>Junior</td></tr>
</table></td></tr>
<tr><td rowspan="6">DISCIPLINARY STUDIES REQUIREMENTS</td><td>Philosophy and Theology<br>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.</td><td>12</td></tr>
<tr><td>Arts<br>Language Studies—One course (3 credits) selected from:<br>Foreign Language at the 111-level or above<br>LNG 242 Cross Cultural Communication<br>LNG 201 Introduction to Linguistics<br>Arts and Ideas—Three semester credits chosen from each area listed below.<br>Art (ART)/Music (MUS)/Theatre (THR) - 3<br>History (HST) - 3<br>Literature (ENG) - 3</td><td>12</td></tr>
<tr><td>Natural Sciences<br>Choose from the following disciplines: Biology (BIO), Chemistry (CHM), Environmental Studies and Science (ENV), Physics (PHY), or Science (SCI).</td><td>3</td></tr>
<tr><td>Social and Behavioral Science<br>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 (CRJ), Economics (ECN), Geography (GEO), Political Science (POL), Psychology (PSY), Social Work (SWK) and Sociology (SOC). 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.</td><td>6</td></tr>
<tr><td>Within the core curriculum, three semester hours must address diversity, global, or multicultural issues. See the course listings for the courses meeting this requirement.</td><td>3</td></tr>
<tr><td></td><td>Minimum Major specific requirements</td><td>—</td></tr>
</table>

| | | |
|---|---|---|
| | See your program of interest for specific requirements | |

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

| | Course and Disciplines | Credits |
|---|---|---|
| **CORE CURRICULUM FUNDAMENTALS** | ENG 110 College Writing I | 3 |
| | ENG 111 College Writing II | 3 |
| | MTH 153A Principles of Mathematics I for Primary Teachers and Intervention Specialists, or<br>MTH 152 Principles of Mathematics and Technology for Middle Childhood Teachers | 3-4 |
| **CORE SEMINARS** | 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.<br><br>**All first-time freshmen must take the entire CORE course sequence (CORE 179 / HON 179, 279, 379, and 479) regardless of dual enrollment credit and / or AP credit.**<br><br>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: | |

| Number Of Transfer Credits | Seminar Entry Point |
|---|---|
| 17 or less | Freshman |
| 18–49 | Sophomore |
| 50 or more | Junior |

| | | |
|---|---|---|
| **DISCIPLINARY STUDIES REQUIREMENTS** | Philosophy and Theology<br>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. | 12 |
| | Arts<br>Language Studies—EDU 211 Teaching Phonics/ Structure of Language (3)<br>Arts and Ideas (9 semester credits)<br>Primary Education and Intervention Specialist Programs:<br>ART 237 Art for Teachers (3)<br>HST 201 or 202 American History to 1877 or since 1877 (3)<br>EDU 120 Tchg Rdg Lit for Chld Yng Adults (3)<br>Middle Childhood Program:<br>Any Art (ART), Music (MUS), or Theatre (THR) (3)<br>HST 201 or 202 American History to 1877 or since 1877 (3)<br>EDU 120 Tchg Rdg Lit for Chld Yng Adults (3) | 12 |
| | Natural Sciences<br>Primary Education:<br>BIO 107 Principles of Biology<br>Intervention Specialist and Middle Childhood Education:<br>Choose from the following disciplines: Biology (BIO), Chemistry (CHM), Environmental Studies and Science (ENV), Physics (PHY), or Science (SCI). | 3-4 |
| | Social and Behavioral Science<br>Primary Education:<br>GEO 125 World Geography (3)<br>EDU 215 Diversity and the Learner (3)<br>Middle Childhood Education: | 6 |

| | | |
|---|---|---|
| | GEO 125 World Geography (3)<br>EDU 230 Intro to Special Education and Diverse Learners (3)<br>Intervention Specialists Program:<br>PSY 100 Introduction to Psychology (3)<br>EDU 230 Intro to Special Education and Diverse Learners (3) | |
| | Within the core curriculum, three semester hours must address diversity, global, or multicultural issues. See the course listings for the courses meeting this requirement. | 3 |
| | Minimum Major specific requirements—<br>See your program of interest for specific requirements | — |

## Associate Degrees

1. Completion of a minimum of 60 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 110 College Writing I | 3 credits |
| ENG 111 College Writing II | 3 credits |
| Freshman Seminar—CORE: What Does it Mean to be Human? | 3 credits |
| Sophomore Seminar—CORE: What is the Common Good? | 3 credits |
| 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 and a bachelor's degree.

4. No more than 12 semester credits of English for Academic Purposes or 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 (EXSC 100 or PEH 100) may be counted toward graduation requirements under any of the associate degree programs.

## Academic Divisions of the University

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

# Undergraduate Academic Programs

The degree for students completing more than one academic program (major) is based upon the degree associated with the primary academic program (major).

The number in brackets after the program indicates the academic division that administers the program. The divisions are listed on the previous page. Those programs without a division number are administered by the Core Curriculum Committee.

## Major Programs of Study within the Bachelor of Arts Degree

Art [1]
Art Education [1]
Criminology and Criminal Justice [2]
Cross-Disciplinary Studies
Economics [4]
Educational Studies [5]

English [1]
Graphic Design [1]
History [1]
Integrated Language Arts Education [1]
Integrated Social Studies Education [2]
Philosophy [1]
Political Science [2]
Psychology [2]
Public Relations & Marketing Communications [4]
Social Work [2]
Sociology [2]
Theology [1]

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

Accounting [4]
Biology [3]
Biopsychology [2]
Business Administration [4]
Chemistry [3]
Chemistry Education [3]
Computer Science [3]
Cross-Disciplinary Studies
Cyber Security [3]
Data Analytics [3]
Environmental Science [3]
Exercise Science [3]
Finance [4]
Information Technology [3]
Integrated Mathematics Education [3]
Integrated Science Education [3]
Life Science Education [3]
Mathematics [4]
Risk Management and Insurance [4]
Sport Management [3]

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

Primary Education [5]
Middle Childhood Education [5]
Intervention Specialist—Mild /Moderate Educational Needs—K-12 [5]
Intervention Specialist—Moderate/Intensive Educational Needs—K-12 [5]
Middle Childhood (4-9) and Intervention Specialist – Mild-Moderate—K-12 [5]

## Minor Programs of Study within the Bachelors' Degrees

Accounting [4]
Applied Ethics [1]
Art [1]
Art History [1]
Biology [3]
Business Administration [4]
Chemistry [3]
Classics [1]
Coaching [4]
Communications in Leadership [2]
Computer Programming [3]
Creative Writing [1]
Criminology and Criminal Justice [2]
Economics [4]
English [1]
Environmental Science [3]
Exercise Science [3]
Finance [4]
Graphic Design [1]
History [1]
Health Information Management [3]
Human Resources Management [4]
Innovation and Entrepreneurship [4]
International Business Administration [4]
Management [4]
Management Information Systems [3]
Marketing [4]
Mathematics [3]
Music [1]
Nonprofit Management [4]
Peace and Justice [2]
Philosophy [1]
Physics [3]
Political Science [2]
Professional Writing [1]
Psychology [2]
Public Relations & Marketing Communication [4]
Risk Management and Insurance [4]
Sociology [2]
Spanish [1]
Sport Management [4]
Sport Media [4]
Supply Chain Management [4]
Theatre [1]
Theology [1]
Women's and Gender Studies [2]

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

Cross-Disciplinary Studies
Theology [1]

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

Business [4]
Chemistry [3]
Health Science [6]

## Certificates

Accounting [4]
Computer Programming [3]
Data Analytics [3]
Health Information Management [3]
Management Information Systems [3]
Risk Management and Insurance [4]
Supply Chain Management [4]

## Special Programs

Computer Science Endorsement [5]
Early Acceptance to Med School [3]
Honors Program
Middle Childhood Generalist Endorsement [5]
Pre-Law [2]
Pre-Nursing (see A.S. in Health Science) [6]
Pre-Physician Assistant Studies [6]
Pre-Health Professional Programs [6]
Pre-Engineering [3]

# Graduate Academic Programs

The number in brackets after the program indicates the academic division that administers the program.

## Programs of Study within the Master's Degree

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

- Curriculum and Instruction
- Educational Leadership

Master of Science in Exercise Science*[3]
Master of Science in Healthcare Administration*[4]
Master of Science Anesthesiologist Assistant Studies [6]
Master of Science in Physician Assistant Studies [6]
Master of Science in Sport Management [4]

*At the present time, ODU is no longer accepting new students in the Master of Science in Exercise Science program and Master of Science in Healthcare Administration Program

## Special Programs

Early Childhood Generalist Endorsement [5]
Reading Endorsement [5]
Principal Licensure [5]
Teacher Leader Endorsement [5]
TESOL Endorsement [5]

## Certificates

Healthcare Administration [4]
TESOL [5]
Theology [1]

# Undergraduate Programs: Descriptions and Requirements

# Accounting

Degree offered: Bachelor of Science

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-credit college degree program requirement of the examination board. Students must consult with their academic advisor if they are interested in completing the 150-credit college degree program. All 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 Major in Accounting

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| ***Major Courses:*** | |
| ACT 310 Intermediate Accounting I | 3* |
| ACT 320 Intermediate Accounting II | 3* |
| ACT 340 Cost Accounting | 3* |
| ACT 421 Individual Taxation | 3* |
| ACT 422 Business Taxation and Research | 3* |
| ACT 430 Auditing and Assurance Services | 3* |
| ACT 440 Advanced Accounting | 3* |
| ***Select one 3-credit course from the following:*** | 3* |
| ACT 355 Internal Auditing | |
| ACT 360 Forensic Accounting | |
| ACT 425 Income Tax Practicum/VITA | |
| FIN 311 International Accounting and Finance | |
| ***Business Core Courses:*** | |
| ACT 210 Accounting for Financial Decision Making | 3* |
| ACT 220 Accounting for Managerial Decision Making | 3* |
| BUS 220 Principles of Marketing | 3* |
| BUS 240 Management and Organization Behavior | 3* |
| BUS 250 Legal Environments of Business | 3* |
| BUS 318 Business and Society | 3* |
| BUS 343 Human Resource Management | 3* |
| BUS 479 CORE: Strategic Management | 3* |
| FIN 325 Managerial Finance | 3* |
| ECN 207 Principles of Microeconomics | 3* |
| ECN 208 Principles of Macroeconomics | 3* |
| ***Select one course from the following:*** | 3* |
| CIS 107 Computer Applications OR (if qualified) | |
| CIS 234 Database Management Systems | |
| ***Required Correlatives:*** | |
| MTH 140 Introduction to Statistics | 3 |
| PHL 346 Principles of Business Ethics | 3 |

| | |
|---|---|
| **Total Credits Required**<br>* Used to calculate the Major GPA | **66** |

## Requirements for a Minor in Accounting

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ACT 210 Accounting for Financial Decision Making | 3 |
| ACT 220 Accounting for Managerial Decision Making | 3 |
| ACT 310 Intermediate Accounting I | 3 |
| ACT 320 Intermediate Accounting II | 3 |
| ACT elective credits | 6 |
| **Total Credits Required** | **18** |

## Requirements for a Certificate in Accounting

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ACT 210 Accounting for Financial Decision Making | 3* |
| ACT 220 Accounting for Managerial Decision Making | 3* |
| ACT 310 Intermediate Accounting I | 3* |
| ACT 320 Intermediate Accounting II | 3* |
| ***Select eighteen credits from the following:*** | 18* |
| ACT 340 Cost Accounting | |
| ACT 421 Individual Taxation | |
| ACT 422 Business Taxation and Research | |
| ACT 430 Auditing and Assurance Services | |
| ACT 440 Advanced Accounting | |
| ACT 485 Special Topics | |
| FIN 325 Managerial Finance | |
| **Total Credits Required**<br>* Used to calculate the Certificate GPA | **30** |

# African and African American Studies

The African and African American Studies (AAAS) minor offers students an opportunity to study from a variety of disciplines as they examine artistic, historical, social, cultural, and political contributions of people of African descent in the Diaspora and worldwide. The purpose of the AAAS minor is to complement students' major program of study as they confront social justice issues given the realities of racism, sexism and classism in the experiences of peoples of African descent.

## Requirements for Minor in African and African American Studies

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| AFS 101 Introduction to African and African American Studies | 3 |
| ***Select Fifteen credits from the following:*** | 15 |
| COM 242 Cross-Cultural Communication | |
| CRJ 379D CORE: Race, Ethnicity, and Crime | |
| ECN 379A CORE: Social and Economic Justice | |

| | |
|---|---|
| ENG 342 African Literature<br>ENG 343 Literature of American Diversity<br>HST 379B CORE History of the American Civil War<br>HST 370 Africa and America<br>POL 231 Constitutional Law<br>SOC 279B CORE: Nonviolent Social Change<br>SOC/SWK 379B CORE: Global Ethnic Relations<br>THL 343 World Religions | |
| **Total Credits Required** | **18** |

# Art

Degree offered: Bachelor of Arts

The major in Art seeks to provide students with a solid foundation in historic studio methods and materials. The 27-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 Major in Art

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| ART 101 Academic Drawing | 3* |
| ART 112 Foundations in Design | 3* |
| ART 150 History of Western Art I | 3* |
| ART 151 History of Western Art II | 3* |
| ART 203 Observational Drawing | 3* |
| ART 262 Color Theory and Production | 3* |
| ART 325 Contemporary Art | 3* |
| ART 479 CORE: The Role of the Creative in Contemporary Society | 3* |
| ART 498 Senior Exhibition | 3* |
| ***Select fifteen credits from the following:*** | 15* |
| ART 116 Introduction to Photography | |
| ART 140 Introduction to Painting | |
| ART 156 Ceramics | |
| ART 207 Design I: Layout | |
| ART 210 Botanical Illustration | |
| ART 215 Introduction to Textiles | |
| ART 220 Introduction to Book Arts | |
| ART 270 History of Women in Art | |
| ART 312 Green Art | |
| ART 320 Materials Exploration | |
| ART 348H Modernism in its Time | |
| ART 379E Justice, Art, Politics | |
| ART 485 Specific Topics in Art | |
| ***Suggested Correlatives:*** | |
| ART 279A CORE: Art and the Global Community | |

| | |
|---|---|
| PHL 220 Philosophy of Art<br><br>**Total Credits Required**<br>* Used to calculate the Major GPA | <br><br>**42** |

## Requirements for a Minor in Art

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ***Select fifteen credits from the following:***<br>ART 101 Academic Drawing<br>ART 112 Foundations in Design<br>ART 116 Introduction to Photography<br>ART 140 Introduction to Painting<br>ART 150 History of Western Art I<br>ART 151 History of Western Art II<br>ART 156 Ceramics<br>ART 203 Observational Drawing<br>ART 207 Design I: Layout<br>ART 210 Botanical Illustration<br>ART 215 Introduction to Textiles<br>ART 220 Introduction to Book Arts<br>ART 270 History of Women in Art<br>ART 312 Green Art<br>ART 320 Materials Exploration<br><br>**Total Credits Required** | 15<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>**15** |

## Requirements for a Minor in Art History

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ART 150 History of Western Art I<br>ART 151 History of Western Art II<br><br>***Select nine credits from the following:***<br>ART 140 Introduction to Painting<br>ART 210 Botanical Illustration<br>ART 220 Introduction to Book Arts<br>ART 270 History of Women in Art<br>ART 279A CORE: Art and the Global Community<br>ART 279C CORE: American Political Thought: Nature and the Common Good<br>ART 320 Materials Exploration<br>ART 325 Contemporary Art<br>ART 348H Modernism in its Time<br>ART 379E Justice, Art, Politics<br><br>***Suggested Correlative:***<br>PHL 220 Philosophy of Art<br><br>**Total Credits Required** | 3<br>3<br><br>9<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>**15** |

# Art Education

Degree offered: Bachelor of Arts

Licensure offered: Art Multi-Age

Students will focus on art materials, techniques, developmental theory, and concepts of equity and inclusion for use in classrooms, prekindergarten to grade 12. Age-appropriate evaluation techniques, cross disciplinary planning, whole curriculum development, critical analysis, and student portfolio development will be emphasized as will classroom management techniques. The Art Multi-Age licensure provides students with both the technical and theoretical knowledge to use confidently and thoughtfully in their own classrooms.

All Art Education majors can double major in Art by taking one additional Art class of their choice including Special Topics classes. ART 237 Art for Teachers and ART 337 Visual Art Methods: Grades 4-12 will count as Art classes. Additionally, this additional class will meet the requirements of a minor in Art History.

## Requirements for a Major or Licensure in Art Education

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Degree-seeking students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. Licensure-only students, those who completed a bachelor's degree prior to beginning this program, need only the requirements listed below. | |
| ART 101 Academic Drawing | 3* |
| ART 112 Foundations in Design | 3* |
| ART 140 Introduction to Painting | 3* |
| ART 150 History of Western Art I | 3* |
| ART 151 History of Western Art II | 3* |
| ART 203 Observational Drawing | 3* |
| ART 237 Art for Teachers | 3* |
| ART 262 Color Theory and Production | 3* |
| ART 337 Visual Art Methods: Grades 4–12 | 3* |
| ART 479 CORE: The Role of the Creative in Contemporary Society | 3* |
| ART 498 Senior Exhibition | 3* |
| ***Select nine credits from the following courses:*** | 9* |
| ART 116 Introduction to Photography | |
| ART 156 Ceramics | |
| ART 210 Botanical Illustration | |
| ART 215 Introduction to Textiles | |
| ART 220 Introduction to Book Arts | |
| ART 270 History of Women in Art | |
| ART 312 Green Art | |
| ART 320 Materials Exploration | |
| ART 325 Contemporary Art | |
| ***Suggested Correlative:*** | |
| ART 279A CORE: Art and the Global Community | 3 |
| ***Required Professional Education Courses:*** | |
| EDU 112 Introduction to Teaching: Adolescence to Young Adult | 3 |
| EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA | 1 |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3 |

| | |
|---|---|
| EDU 220 Educational Psychology | 3 |
| EDU 314 Content Area Literacy | 3 |
| EDU 316 Direction Instruction in Reading and Writing | 3 |
| EDU 379A CORE: Principles of Education | 3 |
| EDU 410 Assessment and Technology for Teaching and Learning | 3 |
| EDU 487 Supervised Teaching: Adolescence to Young Adult or Multi-Age | 12 |
| EDU 488 Teaching Seminar: Adolescence to Young Adult or Multi-Age | 1 |
| | |
| **Total Credits Required** | **80** |
| * Used to calculate the Major GPA | |

## Requirements for a Dual Major or Licensure in Art Education and Intervention Specialist

A teacher candidate may combine a study of art education and special education to prepare for a dual license in intervention education (K-12) and art education (K-12). The program may be completed in four years, but the teacher candidate must work closely with the faculty advisors in the content area and the education division to schedule coursework. Coursework is designed to make sure teacher candidates will be well-prepared in the study of art, art education and special education. Field placements will address both licensure areas.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Degree-seeking students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. Licensure-only students, those who completed a bachelor's degree prior to beginning this program, need only the requirements listed below. | |
| ART 101 Academic Drawing | 3* |
| ART 112 Foundations in Design | 3* |
| ART 140 Introduction to Painting | 3* |
| ART 150 History of Western Art I | 3* |
| ART 151 History of Western Art II | 3* |
| ART 203 Observational Drawing | 3* |
| ART 262 Color Theory and Production | 3* |
| ART 337 Visual Art Methods: Grades 4–12 | 3* |
| ART 479 CORE: The Role of the Creative in Contemporary Society | 3* |
| ART 498 Senior Exhibition | 3* |
| ***Select nine credits from the following courses:*** | 9* |
| ART 116 Introduction to Photography | |
| ART 156 Ceramics | |
| ART 210 Botanical Illustration | |
| ART 215 Introduction to Textiles | |
| ART 220 Introduction to Book Arts | |
| ART 270 History of Women in Art | |
| ART 312 Green Art | |
| ART 320 Materials Exploration | |
| ART 325 Contemporary Art | |
| Correlative: | |
| PSY 100 Introduction to Psychology | 3 |
| PSY 220 Human Development: Childhood and Adolescence | 3 |
| ***Required Professional Education Courses: Intervention Specialist*** | |

| | |
|---|---|
| EDU 110 Introduction to Teaching: Intervention Specialists | 3* |
| EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA | 1* |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3* |
| EDU 211 Teaching Phonics & Structure of Language | 3* |
| EDU 212 Foundations of Literacy | 3* |
| EDU 230 Intro to Special Education & Diverse Learners | 3* |
| EDU 314 Content Area Literacy | 3* |
| EDU 315 Diagnosis, Intervention, and Assessment in Reading | 3* |
| EDU 316 Direction Instruction in Reading and Writing | 3* |
| EDU 344D Primary Language Arts Methods | 3* |
| EDU 350 Methods of Teaching Middle and Secondary Students with Mild to Moderate Educational Needs | 3* |
| EDU 379A CORE: Principles of Education | 3* |
| EDU 410 Assessment and Technology for Teaching and Learning | 3* |
| EDU 480 Supervised Teaching: Intervention Specialist OR | 12* |
| EDU 487 Supervised Teaching: Adolescence to Young Adult or Multi-Age | |
| EDU 488 Teaching Seminar: Adolescence to Young Adult or Multi-Age | 1 |
| **Total Credits Required** | **98** |
| * Used to calculate the Major GPA | |

# Biology

Degrees offered: Bachelor of Science

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.

Three teaching licensures in the natural sciences are available at Ohio Dominican University.

- Chemistry Education—Grades 7-12
- Integrated Science Education—Grades 7-12
- Life Science Education—Grades 7-12

These all include a common core of science courses and an emphasis on pedagogical techniques. The three 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 Major in Biology

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| BIO 201 General Biology: Cells & Molecules | 4* |

| | |
|---|---|
| BIO 202 General Biology: Biodiversity & Evolution | 4* |
| BIO 203 General Biology: Vertebrate Anatomy & Physiology | 4* |
| BIO 227 Microbiology | 4* |
| BIO 366 Genetics | 4* |
| BIO 469 Cell and Molecular Biology | 4* |
| SCI 125 Life Science Careers | 3* |
| BIO 479 CORE: Ecology | 4* |
| ***Select a minimum of six credits from any BIO, ENV, or EXSC courses above 203, <u>except</u> BIO 279A.*** | 6* |
| ***Required correlatives:*** | |
| CHM 109 General Chemistry I | 4 |
| CHM 110 General Chemistry II | 4 |
| CHM 231 Organic Chemistry I | 3 |
| CHM 231L Organic Chemistry I Laboratory | 1 |
| CHM 451 Biochemistry | 3 |
| MTH 140 Introduction to Statistics | 3 |
| **Total Credits Required** | **55** |
| * Used to calculate the Major GPA | |

## Requirements for a Minor in Biology

| **Courses** For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| BIO 201 General Biology: Cells & Molecules | 4 |
| BIO 202 General Biology: Biodiversity & Evolution | 4 |
| BIO 203 General Biology: Vertebrate Anatomy & Physiology | 4 |
| ***Select eight credits from any BIO, ENV, or EXSC courses above 203 <u>except</u> BIO 279, BIO 379, ENV 279, and EXSC 279.*** | 8 |
| ***Select one course from the following:*** | 4 |
| SCI 102 Basic Physical Science | |
| CHM 109 General Chemistry I | |
| **Total Credits Required** | **24** |

# Biopsychology

Degree offered: Bachelor of Science

Biopsychology is the study of the biological basis of behavior in humans and animals. Students in this inter-disciplinary program will take courses primarily from the biology and the psychology disciplines. Depending on elective selections, undergraduates can find job opportunities as laboratory technicians and research assistants in the health field, neuroscience, or wildlife management, as well as other animal behavior specialties. With a few additional courses, biopsychology can also be an excellent path for pre-nursing, pre-med, or pre-vet students. Graduates of a biopsychology program are uniquely prepared to enter graduate programs in neuroscience, health psychology and animal behavior. Persons earning graduate degrees in biopsychology most commonly find work in academic, government, industrial research or university teaching.

Since Biopsychology is an interdisciplinary major between the Biology and the Psychology departments, Biopsychology majors cannot have Biology or Psychology as a second major or as a minor. Also, Psychology cannot be used to fulfill the Social Science general distribution requirement.

## Requirements for a Major in Biopsychology

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| ***Required Biology Courses:*** | |
| BIO 201 General Biology: Cells & Molecules | 4* |
| BIO 202 General Biology: Biodiversity & Evolution | 4* |
| BIO 203 General Biology: Vertebrate Anatomy & Physiology | 4* |
| ***Select two courses from the following:*** | 6–8* |
| BIO 252 Human Nutrition | |
| BIO 341 Human Anatomy | |
| BIO 342 Human Physiology | |
| BIO 366 Genetics | |
| BIO 486 Independent Research | |
| BIO 497 Internship in Biology | |
| ENV 330 Ichthyology: Natural History of Fish | |
| ENV 331 Mammalogy | |
| ENV 335 Ornithology: The Science of Birds | |
| EXSC 214 Introduction to Pharmacology | |
| ***Required Psychology Courses:*** | |
| PSY 100 Introduction to Psychology | 3* |
| PSY 232 Research Methods and Reporting | 3* |
| PSY 332 Research Methods and Analysis | 3* |
| PSY 236 Biopsychology | 3* |
| ***Select two courses from the following:*** | 6* |
| PSY 224 Human Development: Lifespan | |
| PSY 234 Animal Behavior | |
| PSY 335 Health Psychology | |
| PSY 354 Psychopathology | |
| PSY 433 Learning and Motivation | |
| PSY 434 Cognitive Processes | |
| PSY 497 Field Work (maximum of 3 credits) | |
| ***Senior Seminar:*** | |
| **Select one course from the following:** | 3-4* |
| BIO 479 CORE: Ecology | |
| PSY 479 CORE: Current Issues in Psychology | |
| EXSC 479 CORE: Exercise Physiology | |
| ***Required correlatives:*** | |
| CHM 109 General Chemistry I | 4 |
| CHM 110 General Chemistry II | 4 |
| MTH 140 Introduction to Statistics | 3 |
| **Total Credits Required** | **50–53** |
| *Used to Calculate the Major GPA | |

# Business Administration

Degrees offered: Bachelor of Science
Associate of Science

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, teamwork, 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 nine-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, Innovation and Entrepreneurship, and Non-Profit Management are available under the Management Emphasis. Course sequence information is available through all business faculty and academic advisors. Students are not permitted to complete both the minor in management and the business administration major with an emphasis in management; they must choose one or the other.
2. **An Emphasis in Marketing**: The Marketing Emphasis allows students to select nine credit hours from a variety of marketing courses depending on their individual interests and personal career aspirations. Students are not permitted to complete both the minor in marketing and the business administration major with an emphasis in marketing; they must choose one or the other.
   **An emphasis in Supply Chain Management** This emphasis is for students with strong career interest in the logistics industry. Students may select from a set of supply chain management and logistics courses. An opportunity for a practicum with a logistics firm exists for students who have met certain requirements. Students are not permitted to complete both the minor in supply chain management and the business administration major with an emphasis in supply chain management; they must choose one or the other.
3. **Five-Year BS/MBA**: Students who have been admitted into the 4+1 MBA program in their senior year will complete six credit hours of MBA courses toward completion of the undergraduate degree in business administration.
4. **An approved University Additional Major or Minor** (not to include Business Administration).

## Requirements for a Major in Business Administration

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| ***Business Core:*** | |
| ACT 210 Accounting for Financial Decision Making | 3* |
| ACT 220 Accounting for Managerial Decision Making | 3* |
| BUS 220 Principles of Marketing | 3* |
| BUS 240 Management and Organizational Behavior | 3* |
| BUS 250 Legal Environments of Business | 3* |
| BUS 318 Business and Society | 3* |
| BUS 343 Human Resource Management | 3* |
| BUS 479 CORE: Strategic Management | 3* |
| ECN 207 Principles of Microeconomics | 3* |

| | |
|---|---|
| ECN 208 Principles of Macroeconomics | 3* |
| FIN 325 Managerial Finance | 3* |
| | |
| ***Required Correlatives:*** | |
| MTH 140 Introduction to Statistics | 3 |
| PHL 346 Principles of Business Ethics | 3 |
| | |
| ***Select one of the following:*** | 3 |
| CIS 107 Computer Applications | |
| or (if qualified) | |
| CIS 234 Database Management Systems | |
| | |
| ***Select one emphasis and complete nine credit hours in that emphasis: ***** | 9* |
| **Marketing Emphasis:** | |
| BUS 221 International Marketing | |
| BUS 251 Retailing | |
| BUS/PRS 270 Integrated Marketing and Communication | |
| BUS 370 Professional Selling | |
| BUS 371 Sales Force Management and Leadership | |
| BUS 378 Marketing for Service Industries | |
| PRS 275 Advertising | |
| PRS 340 Digital Marketing | |
| | |
| **Management Emphasis:** | |
| BUS 301 Conflict Resolution and Negotiations for Managers | |
| BUS 303 Project Management | |
| BUS 305 Non-Profit Management | |
| BUS 312 Employee Training & Development | |
| BUS 315 Gender and the Workplace | |
| BUS 361 Starting a New Business Venture | |
| BUS 362 Building, Operating, and Passing on the Family Business | |
| BUS 371 Sales Force Management and Leadership | |
| BUS 373 Managing the Diverse Workforce | |
| BUS 443 Recruitment and Staffing | |
| BUS 444 Talent Development | |
| | |
| **Supply Chain Emphasis:** | |
| SCM 201 Introduction to the Principles of Supply Chain Management and the Logistics Industry | |
| SCM 210 Transportation Management: A Global Supply Chain Perspective | |
| SCM 215 Principles of Procurement & Strategic Sourcing in Supply Chain | |
| SCM 320 Inventory Management & Demand Planning | |
| SCM 425 Design of the Supply Chain: The Role of Manufacturing & Warehouse Operations | |
| | |
| **Total Credits Required** | **51** |
| * Used to calculate the Major GPA | |
| ** Emphasis not required for students admitted to the Five-Year Program (4+1) or students completing an approved University additional major or minor (not to include business administration). | |
| | |
| Students are not permitted to complete both the minor in management and the business administration major with an emphasis in management; they must choose one or the other. | |

| | |
|---|---|
| A student with a business administration major may complete only one additional major from the Division of Business.<br><br>A student may complete only one of the following: a minor in human resource management; a minor in innovation and entrepreneurship; a minor in management; a minor in marketing; an emphasis in management, marketing | |

## 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 or Finance.

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.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ACT 210 Accounting for Financial Decision Making | 3 |
| ACT 220 Accounting for Managerial Decision Making | 3 |
| BUS 220 Principles of Marketing | 3 |
| BUS 240 Management and Organizational Behavior | 3 |
| FIN 325 Managerial Finance | 3 |
| ***Select one course from the following:***<br>ECN 207 Principles of Microeconomics<br>ECN 208 Principles of Macroeconomics | 3 |
| **Total Credits Required** | **18** |

## Requirements for an A.S. in Business

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ENG 110 College Writing I | 3 |
| ENG 111 College Writing II | 3 |
| CORE 179: What Does it Mean to be Human? | 3 |
| CORE 279: What is the Common Good? | 3 |
| ACT 210 Accounting for Financial Decision Making | 3* |
| BUS 220 Principles of Marketing | 3* |
| BUS 240 Management and Organizational Behavior | 3* |
| ECN 207 Principles of Microeconomics | 3* |
| ***Nine additional credits from the Division of Business:***<br>Courses in ACT, BUS, ECN, FIN, RMI,** SCM | 9* |
| *Completion of associate degree core requirements:*<br>3 semester credits in philosophy or theology<br>3 semester credits in mathematics or science | 12 |

| | |
|---|---|
| 3 semester credits in literature, language, or art<br>3 semester credits in social science | |
| ***Fifteen credits from general electives*** | 15 |
| **Total Credits Required**<br>* Used to calculate the Major GPA<br>** A.S. in Business including, at minimum, RMI 210, RMI 220 and RMI 301 satisfies Ohio Department of Insurance agent pre-licensing education requirements. | **60** |

# Chemistry

Degrees offered: Bachelor of Science
Associate of Science

Licensure offered: Chemistry Education

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 master's 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). 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.

Three licensures in the natural sciences are available at Ohio Dominican University.

- Chemistry Education—Grades 7-12
- Life 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 three 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 Major in Chemistry

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| | |
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| CHM 109 General Chemistry I | 4* |
| CHM 110 General Chemistry II | 4* |
| CHM 231 Organic Chemistry I | 3* |
| CHM 231L Organic Chemistry I Lab | 1* |
| CHM 232 Organic Chemistry II | 3* |
| CHM 232L Organic Chemistry II Lab | 1* |
| CHM 359 Analytical Chemistry | 4* |
| CHM 360 Instrumental Methods of Analysis | 4* |
| CHM 439 Thermodynamics and Kinetics | 4* |
| CHM 444 Bioinorganic Chemistry | 3* |
| CHM 445 Inorganic Chemistry Laboratory | 1* |
| CHM 451 Biochemistry | 3* |

| | |
|---|---|
| CHM 479 CORE: Quantum Mechanics and Spectroscopy | 4* |
| | |
| ***Required Correlatives:*** | |
| BIO 201 General Biology: Cells & Molecules | 4 |
| MTH 240 Calculus I | 4 |
| MTH 241 Calculus II | 4 |
| PHY 219 General Physics I | 4 |
| PHY 220 General Physics II | 4 |
| | |
| **Total Credits Required** | **59** |
| * Used to calculate the Major GPA | |

## Requirements for a Major or Licensure in Chemistry Education—Grades 7-12

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Degree-seeking students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. Licensure-only students, those who completed a bachelor's degree prior to beginning this program, need only the requirements listed below. | |
| | |
| CHM 109 General Chemistry I | 4* |
| CHM 110 General Chemistry II | 4* |
| CHM 231 Organic Chemistry I | 3* |
| CHM 231L Organic Chemistry I Lab | 1* |
| CHM 232 Organic Chemistry II | 3* |
| CHM 232L Organic Chemistry II Lab | 1* |
| CHM 359 Analytical Chemistry | 4* |
| CHM 451 Biochemistry | 3* |
| CHM 479 CORE: Quantum Mechanics and Spectroscopy | 4* |
| | |
| ***Select one of the following:*** | 3-4 |
| CHM 360 Instrumental Methods of Analysis | |
| CHM 439 Thermodynamics & Kinetics | |
| CHM 444 Bioinorganic Chemistry** | |
| CHM 445 Inorganic Chemistry Laboratory** | |
| | |
| ***Required Correlatives:*** | |
| BIO 201 General Biology: Cells & Molecules | 4 |
| BIO 202 General Biology: Biodiversity & Evolution | 4 |
| BIO 203 General Biology: Vertebrate Anatomy & Physiology | 4 |
| MTH 240 Calculus I | 4 |
| MTH 241 Calculus II | 4 |
| PHY 219 General Physics I | 4 |
| PHY 220 General Physics II | 4 |
| | |
| ***Required Professional Education Courses:*** | |
| EDU 112 Introduction to Teaching: Adolescence to Young Adult | 3 |
| EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA | 1 |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3 |
| EDU 220 Educational Psychology | 3 |
| EDU 314 Content Area Literacy | 3 |
| EDU 379A CORE: Principles of Education | 3 |
| EDU 353 Adolescence to Young Adult Science Teaching Methods | 3 |

| | |
|---|---|
| EDU 410 Assessment and Technology for Teaching and Learning | 3 |
| EDU 487 Supervised Teaching: Adolescence to Young Adult or Multi-Age | 12 |
| EDU 488 Teaching Seminar: Adolescence to Young Adult or Multi-Age | 1 |
| | |
| **Total Credits Required** | **93-94** |
| * Used to calculate the Major GPA | |
| ** CHM 444 and CHM 445 must be taken together | |

## Requirements for a Minor in Chemistry

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| CHM 110 General Chemistry II | 4 |
| CHM 231 Organic Chemistry I | 3 |
| CHM 231L Organic Chemistry I Lab | 1 |
| CHM 232 Organic Chemistry II | 3 |
| CHM 232L Organic Chemistry II Lab | 1 |
| | |
| ***Select two courses from the following:*** | 6-8 |
| CHM 359 Analytical Chemistry | |
| CHM 360 Instrumental Methods of Analysis | |
| CHM 439 Thermodynamics and Kinetics | |
| CHM 444 Bioinorganic Chemistry | |
| CHM 451 Biochemistry | |
| CHM 479 CORE: Quantum Mechanics and Spectroscopy | |
| | |
| **Total Credits Required** | **18-20** |

## Requirements for an A.S. in Chemistry

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ENG 110 College Writing I | 3 |
| ENG 111 College Writing II | 3 |
| CORE 179: What Does it Mean to be Human? | 3 |
| CORE 279: What is the Common Good? | 3 |
| CHM 109 General Chemistry I | 4* |
| CHM 110 General Chemistry II | 4* |
| CHM 231 Organic Chemistry I | 3* |
| CHM 231L Organic Chemistry I Lab | 1* |
| CHM 359 Analytical Chemistry | 4* |
| CHM 360 Instrumental Methods of Analysis | 4* |
| MTH Elective at or above 160 level | 3–4 |
| Select eighteen credits from liberal arts courses, social science, philosophy and theology | 18 |
| General electives | 6–7 |
| | |
| **Total Credits Required** | **60** |
| * Used to calculate the Major GPA | |

# Classics

The minor in Classics at Ohio Dominican University is an interdisciplinary program designed to introduce students to the foundations of Western civilization, with special emphasis on the contributions of Greece and

Rome. The program engages students in a variety of different fields, including Art, English, History, Latin, Philosophy, Political Science and Theology. Students will have the opportunity to explore the classical tradition through an intensive study of textual sources and material culture. The Classics minor is coordinated by the Department of History.

## Requirements for a Minor in Classics

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| ***Required Courses:*** | |
| LAT 110 Elementary Latin I | 3 |
| LAT 111 Elementary Latin II | 3 |
| ***Select four courses (12 credits) from at least two of the following disciplines:*** | 12 |
| **Art** | |
| ART 150 History of Western Art I | |
| ART 220 Introduction to Book Arts | |
| ART 320 Materials Exploration | |
| **English** | |
| ENG 262 Poetry: Classics | |
| ENG 263 Drama | |
| ENG 379C CORE: The Epic Tradition | |
| **History** | |
| HST 110 Western Civilization to 1500 | |
| HST 305 Greece and Rome | |
| **Latin** | |
| LAT 310 Readings in Classical Latin | |
| LAT 320 Readings in Medieval Latin | |
| **Philosophy** | |
| PHL 361 History of Ancient Philosophy | |
| **Political Science** | |
| POL 101 The Great Issues of Politics | |
| POL 230 The Law, Society, and Polity | |
| POL 279B CORE: Political Philosophy and Western Tradition | |
| **Theology** | |
| THL 204 Epistles of Paul | |
| THL 209 Intertestamental Literature | |
| THL 240 History of Christianity: The First Millennium | |
| THL 248 Early Christian Writings | |
| **Study Abroad** | |
| **Special Topics in any of the above disciplines** | |
| **Total Credits Required** | **18** |

# Coaching

Coaching is a rewarding field, both as a career or as a hobby. The science of coaching has been well developed, incorporating multiple disciplines including pedagogy, exercise physiology, nutrition and management. The coaching minor prepares students with a multitude of courses aimed at developing a knowledge base in all these areas. Students in this minor will acquire skills to prepare them to coach at the youth, prep, collegiate, or professional level, as well as develop the ethical principles to effectively become a teacher-coach.

## Requirements for a Minor in Coaching

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| EXSC 241 Prevention and Care of Athletic Injuries | 3 |
| SCI 125 Life Science Careers | 3 |
| SPM 140 Sport Psychology | 3 |
| SPM 249 Theory and Practice in Coaching Athletics | 3 |
| SPM 497C Internship in Coaching | 3 |
| **Total Credits Required** | **15** |

# Communications in Leadership

Effective communication is an important key for successful leadership across the range of academic fields and professions. The purpose of the Communications in Leadership minor is to promote in students from diverse areas of study, an understanding of communication dynamics, and interpersonal relations and to develop skills and strategies for effective communication.

## Requirements for a Minor in Communications in Leadership

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| COM 105 Public Speaking | 3 |
| COM 132 Interpersonal Communication | 3 |
| COM 242 Cross-Cultural Communications | 3 |
| ***Select three courses (9 credits) from the following:*** | 9 |
| BUS 279A CORE: Leadership and the Common Good | |
| BUS 301 Conflict Resolution and Negotiation for Managers | |
| PJU 279G/CRJ 279G CORE: Interpersonal Negotiation and Mediation | |
| POL 279B CORE: Political Philosophy and Western Tradition | |
| POL 290 Politics and Government: Process and Issues | |
| PRS 201 Principles of Public Relations | |
| PRS/BUS 265: Business Writing and Presentations | |
| **Total Credits Required** | **18** |

# Computer Science

Degree offered: Bachelor of Science

The Computer Science 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 systems development, web development, technology management, teaching, robotics and graduate studies. By choosing associated electives, students create a major that reflects their intellectual and vocational interests.

## Requirements for a Major in Computer Science

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| CIS 130 Digital Logic | 3* |
| CIS 150 Programming Fundamentals | 3* |
| CIS 160 Object-Oriented Programming | 3* |
| CIS 200 Data Structures and Algorithms | 3* |
| CIS 230 Operating Systems | 3* |
| CIS 234 Database Management Systems | 3* |
| CIS 252 Programming in Java | 3* |
| CIS 310 Computer Organization and Architecture | 3* |
| CIS 316 Networks and Data Communications | 3* |
| CIS 350 Advanced Data Structures and Algorithms | 3* |
| CIS 479 Capstone Seminar | 3* |
| MTH 240 Calculus I | 4* |
| ***CIS Electives: Select nine credit hours from the courses below:*** | 9* |
| CIS 246 Operating Systems and Networking | |
| CIS 324 - Systems Analysis | |
| CIS 330 - Operating Systems Laboratory | |
| CIS 334 - Advanced Database Management | |
| CIS 352 - Programming for Internet Applications | |
| CIS 360 - Artificial Intelligence | |
| CIS 440 - Readings in Computer & Information Science | |
| CIS 2/3/485 - Special Topics | |
| CIS 2/3/486 - Independent Study | |
| CIS 497 - Professional Experience | |
| Any 200 level or higher DAT course | |
| Any CYS course | |
| **Total Credits Required** | **46** |
| * Used to calculate the Major GPA | |

# Computer Programming

This minor is designed for students who want to supplement their major with a solid foundation in computer programming, thus enhancing their marketability in the workforce. The certificate is designed for those already working in some field where knowledge of computer programming would enhance their opportunities for success and future advancement.

## Requirements for a Minor Computer Programming

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| CIS 150 Programming Fundamentals | 3 |
| CIS 160 Object-Oriented Programming | 3 |
| CIS 200 Data Structures and Algorithms | 3 |
| CIS 220/DAT 230 Programming Fundamentals with Python | 3 |
| CIS 350 Advanced Data Structures and Algorithms | 3 |
| **Total Credits Required** | **15** |

## Requirements for Certificate in Computer Programming

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| CIS 150 Programming Fundamentals | 3 |
| CIS 160 Object-Oriented Programming | 3 |
| CIS 200 Data Structures and Algorithms | 3 |
| CIS 220/DAT 230 Programming Fundamentals with Python | 3 |
| CIS 352 Programming for Internet Applications | 3 |
| **Total Credits Required** | **15** |

# 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 Major in Criminology and Criminal Justice

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| CRJ 105 The Criminal Justice System | 3* |

| | |
|---|---|
| CRJ 230 The Law, Society and Polity | 3* |
| CRJ 352 Research Methods | 3* |
| CRJ 365 Criminology | 3* |
| CRJ 479 CORE: Criminal Justice Seminar | 3* |
| | |
| ***Select two courses from the following:*** | 6* |
| CRJ 236 The Judicial Process | |
| CRJ 263 Juvenile Delinquency | |
| CRJ 280 Police and Modern Society | |
| CRJ 310 Corrections | |
| | |
| ***Select one course from the following:*** | 3* |
| CRJ 268 Victimology | |
| CRJ 305 Ethics in Doing Justice | |
| CRJ 320 Women in Crime and Criminal Justice | |
| CRJ 379D CORE: Race, Ethnicity, and Crime | |
| | |
| ***CRJ Electives: Select 18 semester credits from the courses below excluding those selected above.*** | 18* |
| CRJ 231 Constitutional Law | |
| CRJ 236 The Judicial Process | |
| CRJ 263 Juvenile Delinquency | |
| CRJ 268 Victimology | |
| CRJ 278 Crime in Media and Popular Culture | |
| CRJ 279A CORE: Environmental Values Policymaking | |
| CRJ 279G CORE: Interpersonal Negotiation and Mediation | |
| CRJ 280 Police and Modern Society | |
| CRJ 305 Ethics in Doing Justice | |
| CRJ 310 Corrections | |
| CRJ 320 Women, Crime, and Criminal Justice | |
| CRJ 330 Punishment, Sentencing, and the Death Penalty | |
| SOC/CRJ 340 Human Trafficking | |
| CRJ 379A CORE: Justice, Rights, and Liberties | |
| CRJ 379C CORE: Violence and Change: Terrorism, Genocide, War | |
| CRJ 379D CORE: Race, Ethnicity, and Crime | |
| CRJ 486 Independent Study | |
| CRJ 497 Internship | |
| | |
| ***Required correlatives:*** | |
| MTH 140 Introduction to Statistics | 3 |
| POL 101 The Great Issues of Politics | 3 |
| | |
| ***Select one course from the following:*** | 3 |
| SOC 101 Introduction to Sociology | |
| SOC 215 Deviance and Institutional Problems | |
| | |
| SCE 000 Senior Comprehensive Examination | 0 |
| | |
| **Total Credits Required** | **51** |
| * 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<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| CRJ 105 The Criminal Justice System | 3 |
| ***Select one of the following:***<br>CRJ 263 Juvenile Delinquency<br>CRJ 365 Criminology | 3 |
| CRJ Electives (12 credits) | 12 |
| **Total Credits Required** | **18** |

# Cross-Disciplinary Studies

Degrees offered: Bachelor of Arts
Bachelor of Science
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 advisors to select a cluster of courses building on previous academic background and/or professional experience to achieve appropriate educational goals. Students interested in developing a program of study should consult the Office of Student Success or the Military Services & Adult Education Office.

## Implementation

- The Cross-Disciplinary Studies major is open to current ODU students with a minimum of 60-credits completed by the end of the semester in which they are declaring the major
- Students declaring the Cross-Disciplinary major at the time of admission must have a minimum of 60-credits of prior earned credit and complete the major declaration requirements
- The Cross-Disciplinary major is not open to students with less than 60-credits earned
- Cross-Disciplinary Studies program of study packet and change of major forms must be completed. Packets and forms are available in the Registrar's Office or Office of Student Success.
- Students will provide a written proposed curriculum and a rationale for the specific coursework included in the program of study. Students will discuss course selection, internship opportunities, and possible career paths 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. Faculty approving the concentrations will serve as the designated academic advisors.
- The approved program of study packet and completed change of major form must be submitted to the Registrar's Office.
- Any substitutions or changes to the proposed curriculum need to be discussed with and approved by the respective concentration faculty advisor. Revisions must be filed with the Registrar's Office.

## Requirements for a Major in Cross-Disciplinary Studies, Bachelor of Arts

1. Completion of the Liberal Arts Core General Degree Requirements for the Bachelor of Arts 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 30 credit hours, of which 24 credits must be at the 200-level or above including at least 9 credits at the 300-level or above.
3. The program of study must consist of two concentrations, of which at least one represents a Bachelor of Art program, with a minimum of 15 credit hours in each concentration. A minor may not be declared in an area of concentration.
4. Twenty-four (24) credit hours must be earned after the declaration of the major.
5. Fifteen (15) credits of approved concentration coursework must be earned at ODU and can represent any combination of concentration credits at the discretion of the approving faculty advisors.

Students will complete the senior capstone (479) in one of the areas of concentration or a substitution will be made in consultation with respective department.

## Requirements for a Major in Cross-Disciplinary Studies, Bachelor of Science

1. Completion of the Liberal Arts Core General Degree Requirements for the Bachelor of Science 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 30 credit hours, of which 24 credits must be at the 200-level or above including at least 9 credits at the 300-level or above.
3. The approved program of study must consist of two concentrations in disciplines representing Bachelor of Science programs with a minimum of 15 credit hours in each concentration. A minor may not be declared in an area of concentration.
4. Twenty-four (24) credit hours must be earned after the declaration of the major.
5. Fifteen (15) credits of approved concentration coursework must be earned at ODU and can represent any combination of concentration credits at the discretion of the approving faculty advisors.

Students will complete the senior capstone (479) in one of the areas of concentration.

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

Sixty (60) credits of which 15 must be earned after the student enters the Cross-Disciplinary Studies major.

Completion of Associate Degree core requirements
3 semester credits in philosophy or theology
3 semester credits in mathematics or science
3 semester credits in literature, language, or art
3 semester credits in social science

No more than 3 credits may be in student teaching, methods, internship, or fieldwork.

# Cyber Security

Degree offered: Bachelor of Science

Digital attacks against individuals, companies and government entities have become a regular occurrence. As a result, we can assume that individuals or groups are constantly at risk of being the targets of sophisticated cyber threats. The major in Cybersecurity will equip students with the information and skills they will need to find employment in this field. This program will prepare students to assess and address modern cybersecurity challenges. Students will be well-positioned to obtain several certifications that will increase their employability.

## Requirements for a Major in Cyber Security

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| **Required Cybersecurity Core:** | |
| CYS 100 Cyber Security Essentials | **3** |
| CYS 200 Cyber Security Governance | **3** |
| CYS 201 Cyber Security Tools | **3** |
| CYS 300 Foundations of Network and System Security | **3** |
| CYS 301 Cyber Forensics | **3** |
| CYS 400 Cyber Security Senior Project | **3** |
| CIS 479 Capstone Seminar | **3** |
| **Required Computer Science Core:** | |
| CIS 150 Programming Fundamentals | **3** |
| CIS 160 Object-Oriented Programming | **3** |
| CIS 234 Database Management Systems | **3** |
| CIS 316 Networks and Data Communication | **3** |
| **Required Business Core:** | |
| BUS 240 Management and Organizational Behavior | **3** |
| BUS 265 Business Writing and Presentation | **3** |
| **Complete two of the following:**<br>ACT 210 Financial Accounting<br>ECN 208 Macroeconomics<br>BUS 303 Project Management | **6** |
| **Required Correlatives:** | |
| MTH 140 Introduction to Statistics | **3** |
| PSY 100 Introduction to Psychology | **3** |
| **Total Credits Required** | **51** |

# Data Analytics

Degree offered: Bachelor of Science

There is more data and information in the world today than ever before, and it has never been more important for corporations and organizations of all sizes to have access to qualified professionals to help analyze, organize and make sense of data. The major in Data Analytics will equip students with the knowledge, tools and skills they need to secure data-driven positions. The program helps students develop critical workplace skills such as data cleaning, visualization, statistical analysis, and data wrangling. Students will also learn to identify ethical issues surrounding data collection and usage. The program teaches students how to use standard industry tools such as Python, R, SQL, spreadsheet and visualization software. The program emphasizes real-world applications.

## Requirements for a Major in Data Analytics

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| DAT 111 Descriptive Statistics with R | 3 |
| DAT 112 Inferential Statistics with R | 3 |
| DAT 210 Data Visualization with Tableau Software | 3 |
| DAT 220 Spreadsheet Techniques for Data Analytics | 3 |
| DAT 230 Programming Fundamentals with Python | 3 |
| DAT 310 Fundamentals of SQL | 3 |
| DAT 470 Capstone Project in Data Analytics***** | 3 |
| **Choose one focus area from the following:** | 9-15 |
| **Accounting (12 credits)** | |
| ACT 210 Intro to Financial Accounting | |
| ACT 220 Accounting for Managerial Decision Making | |
| ACT 310 Intermediate Accounting I | |
| ACT 360 Forensic Accounting | |
| **Computer Science (9 credits**) | |
| CIS 150 Programming Fundamentals | |
| CIS 160 Object Oriented Programming | |
| CIS 234 Database Management Systems | |
| **Economics (12 credits)** | |
| ECN 207 Principles of Microeconomics | |
| ECN 208 Principles of Macroeconomics | |
| ECN 447 Econometric Modeling | |
| *Choose one:* | |
| ECN 322 Intermediate Macroeconomics | |
| ECN 325 Intermediate Microeconomics | |
| **Finance (15 credits)** | |
| ACT 210 Accounting for Financial Decision Making | |
| ECN 207 Principles of Microeconomics | |
| ECN 208 Principles of Macroeconomics | |
| FIN 325 Managerial Finance | |
| FIN 448 Financial Modeling | |

| | |
|---|---|
| **Mathematics (15 credits**)<br>MTH 240 Calculus I<br>MTH 241 Calculus II<br>MTH 242 Multivariable Calculus<br>MTH 350 Linear Algebra<br><br>**Risk Management and Insurance** (9 credits)<br>Any three RMI courses<br><br>**Social and Behavioral Sciences (12 credits)**<br>PSY 100 Introduction to Psychology<br>SOC 101 Introduction to Sociology<br>PSY 232 Research Methods and Reporting<br>PSY 332 Research Methods and Analysis<br><br>**Supply Chain Management (12 credits)**<br>SCM 201 Intro to Principles of Supply Chain Management<br>SCM 320 Inventory Management and Demand Planning<br>SCM 425 Design of the Supply Chain:<br>*Choose one:*<br>SCM 210 Transportation Management<br>SCM 215 Principles of Procurement & Strategic Sourcing in Supply Chain<br><br>**Required Capstone**<br>Students must complete MTH/CIS 479 or a 479 Capstone Seminar corresponding to their focus area.<br><br>**Total Credits Required**<br><br>*An appropriate 479 course, a data-focused internship, or ECN 447 may be substituted for DAT 470 with departmental approval. | <br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>3<br><br><br>**30-39** |

## Requirements for Certificate in Data Analytics

A five-course sequence gives working professionals the skills to transition into data-driven positions, or enhance undergraduate degrees in business and STEM with data analytics tools. Students will work with real-life data and industry-inspired problems as they learn how to query, clean, analyze and present data using SQL, Tableau, R, and MS Excel.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| DAT 111 Descriptive Statistics with R<br>DAT 112 Inferential Statistics with R<br>DAT 210 Data Visualization with Tableau Software<br>DAT 220 Spreadsheet Techniques for Data Analytics<br>DAT 310 Fundamentals of SQL<br><br>**Total Credits Required** | 3<br>3<br>3<br>3<br>3<br><br>**15** |

# Economics

Degree offered: Bachelor of Arts

Students in Ohio Dominican University's economics program develop skills that enable them to analyze and explain the challenges of resource allocation, within the context of the liberal arts and the Dominican

tradition, in a dynamic global economy. Economics graduates are able to think critically, logically and ethically as they apply their skills to address resource questions, problems and issues in all sectors of the economy.

A major in economics prepares the student for a career in business, government, research, consulting or teaching. It is good preparation for students seeking advanced studies in economics, business, law and public policy.

Students may qualify for the 4+1 MBA program by combining a major in economics and a second major in Finance, Risk Management and Insurance, Business Administration, or Accounting. This combines the practical orientation of the functional areas of business and the analytical approach to challenges faced by various decision-making units and society.

A student with a strong career interest as a data analyst may complete specialized courses designed to help students gain a deeper understanding of data modeling, the most common data analytics methodologies and software, and data structures pervasive in all industries.

## Requirements for a Major in Economics

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| ECN 207 Principles of Microeconomics | 3* |
| ECN 208 Principles of Macroeconomics | 3* |
| ECN 322 Intermediate Macroeconomics | 3* |
| ECN 325 Intermediate Microeconomics | 3* |
| ECN 340 International Economics | 3* |
| ECN 420 History of Economic Thought | 3* |
| ECN 479 CORE: Economic Analysis | 3* |
| ACT 210 Accounting for Financial Decision Making | 3* |
| ***Select two courses from the following:*** | 6* |
| ECN 260 Financial Institutions and Markets | |
| ECN 330 Money, Credit, and Banking | |
| ECN 379A CORE: Social and Economic Justice | |
| ECN 386/486 Independent Study | |
| ECN 385/485 Special Topics | |
| ECN 355 Public Finance | |
| ECN 447 Econometric Modeling** | |
| FIN 448 Financial Modeling** | |
| ***Required correlatives:*** | |
| MTH 140 Introduction to Statistics | 3 |
| ***Select one course from the following:*** | 3-4 |
| FIN 325 Managerial Finance | |
| MTH 240 Calculus I*** | |
| BUS 303 Project Management | |
| ACT 220 Accounting for Managerial Decision Making | |
| ***Select one course from the following:*** | |
| CIS 107 Computer Applications **or**, if qualified | 3 |
| CIS 234 Database Management Systems** | |
| **Total Credits Required** | **39-40** |

| | |
|---|---|
| * Used to calculate the Major GPA<br>** Highly recommended for a student with a strong career interest as a data analyst<br>*** Highly recommended for students interested in graduate studies in economics | |

## Requirements for a Minor in Economics

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| ECN 207 Principles of Microeconomics | 3 |
| ECN 208 Principles of Macroeconomics | 3 |
| ECN 322 Intermediate Macroeconomics | 3 |
| ECN 325 Intermediate Microeconomics | 3 |
| ECN Electives | 3 |
| **Total Credits Required** | **15** |

# Education

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

Licensures offered: **Primary Childhood** (Pre K-5)
**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
**Multi-Age** (PreK–12):
TESOL (Graduate level only)
Art Education
**Endorsements:**
Computer Science (Undergraduate Level only)
Early Childhood Generalist (Grades 4-5) (Graduate level only)
Middle Childhood Generalist (Grades 4-6)
Reading (Graduate level only)
Teacher Leader (Graduate level only)
TESOL (Graduate level only)

## Primary Education

Degree offered: Bachelor of Science in Education

Licensure offered: Primary Education

The Primary Teacher Education Program prepares the teacher education candidate for an Ohio teaching license in primary teaching for pre-kindergarten through grade five. 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 elementary 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 teaching profession. The program follows guidelines of the Ohio Department of Education, the National Association for the Education of Young Children and the Council for the Accreditation of Educator Preparation**.** Coursework is also available for a P-12 reading endorsement.

## Requirements for a Major in Primary Childhood Education

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Because primary teachers typically teach all subjects, primary teacher candidates are expected to take courses across the curriculum. Specific requirements for content are included in the requirements for a Bachelor of Science in Education degree section of the catalog. | |
| SCI 102 Principles of Physics and Chemistry | 4 |
| MTH 153B Principles of Mathematics II | 4 |
| EDU 104 Introduction to Teaching: Primary Education | 3* |
| EDU 120 Teaching Reading Through Literature Children & Young Adults | 3* |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3* |
| EDU 210 Understanding Development & Learning of the Young Child | 3* |
| EDU 211 Teaching Phonics and the Structure of Language | 3* |
| EDU 212 Foundations of Literacy | 3* |
| EDU 215 Diversity and the Learner | 3* |
| EDU 230 Introduction to Special Education & Diverse Learners | 3* |
| EDU 315 Diagnosis, Intervention, and Assessment in Reading | 3* |
| EDU 316 Direction Instruction in Reading and Writing | 3* |
| EDU 344A Primary Science Methods | 3* |
| EDU 344B Primary Mathematics Methods | 3* |
| EDU 344C Primary Social Studies Methods | 3* |
| EDU 344D Primary Language Arts Methods | 3* |
| EDU 345 Study of Ohio | 3* |
| EDU 379A CORE: Principles of Education | 3* |
| EDU 410 Assessment and Technology for Teaching and Learning | 3* |
| EDU 479E CORE: Reflections on Truth: Primary Education | 3* |
| EDU 482E Supervised Teaching: Primary Education | 12* |
| **Total Credits Required for major** | **74** |
| * Used to calculate the Major GPA | |

## Requirements for Primary Education Licensure Only

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must have completed a bachelor's degree prior to beginning this program. | |
| ***Required Content Courses:*** | |
| ART 237 Art for Teachers | 3 |
| BIO 107 Principles of Biology | 4 |
| ENG 110 College Writing I | 3 |
| GEO 125 World Geography | 3 |
| HST 201 or 202 American History to 1877, or American History since 1877 | 3 |

| | |
|---|---|
| MTH 153A Principles of Mathematics I | 4 |
| MTH 153B Principles of Mathematics II | 4 |
| SCI 102 Principles of Physics and Chemistry | 4 |
| | |
| ***Required Education Courses:*** | |
| EDU 104 Introduction to Teaching: Primary Education | 3 |
| EDU 120 Teaching Reading through Lit for Children & Young Adults | 3 |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3 |
| EDU 210 Understanding Development & Learning of the Young Child | 3 |
| EDU 211 Teaching Phonics and the Structure of Language | 3 |
| EDU 212 Foundations of Literacy | 3 |
| EDU 215 Diversity and the Learner | 3 |
| EDU 230 Introduction to Special Education & Diverse Learners | 3 |
| EDU 315 Diagnosis, Intervention, and Assessment in Reading | 3 |
| EDU 316 Direction Instruction in Reading and Writing | 3 |
| EDU 344A Primary Science Methods | 3 |
| EDU 344B Primary Mathematics Methods | 3 |
| EDU 344C Primary Social Studies Methods | 3 |
| EDU 344D Primary Language Arts Methods | 3 |
| EDU 345 Study of Ohio | 3 |
| EDU 379A CORE: Principles of Education | 3 |
| EDU 410 Assessment and Technology for Teaching and Learning | 3 |
| EDU 479E CORE: Reflections on Truth: Primary Education | 3 |
| EDU 482E Supervised Teaching: Primary Education | 12 |
| | |
| **Total Credits Required** | **94** |

### Primary Education/Intervention Specialist Dual Licensure

A teacher candidate can add the dual license option for PE/IS with the addition of four courses. Field placements will address both licensure areas, too. Interested students should discuss this option with their faculty advisor and once decided, must formally declare their intentions to complete the dual license with the Office of the Registrar. Primary/IS dual licensure candidates need to have Primary Education as their first major. Primary Education majors only need to add four Intervention courses. However, if Intervention Specialist is the first major, students need to add five intervention courses.

## Middle Childhood Education

Degree offered: Bachelor of Science in Education

Licensure offered: 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 Major in Middle Childhood Education

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in Education in addition to the major requirements listed below.<br><br>**Select two concentrations from the following:**<br><br>**Language Arts Concentration** (12)<br><br>***Select one from the following:***<br>ENG 222 Creative Writing<br>ENG 261 Short Story<br>ENG 262 Poetry<br><br>***Select one from the following:***<br>ENG 216 Survey of American Literature<br>ENG 343 Literature of American Diversity<br>ENG 344 19th Century American Literature<br>ENG 346 20th Century American Literature<br><br>***Select one from the following:***<br>ENG 320 Women's Literature<br>ENG 342 African Literature<br>ENG 357 World Literature<br><br>***Select 3 additional credits of ENG at the 200 level or above***<br><br>**Mathematics Concentration** (13)<br><br>MTH 140 Introduction to Statistics<br>MTH 160 Pre-Calculus**<br>MTH 240 Calculus I<br>MTH elective (level 127 or higher)<br><br>**Science Concentration** (18)<br><br>BIO 201 General Biology: Cells & Molecules<br>ENV 115 Environmental Science<br>SCI 102 Principles of Physics and Chemistry<br><br>**Select two from the following:**<br>ENV 111 Astronomy<br>ENV 113 Geology<br>ENV 116 Food, Water, and Energy<br>SCI 279A Climate Change Sustainability<br><br>**Social Studies Concentration** (12)<br><br>EDU 345 Study of Ohio<br>POL 101 The Great Issues of Politics<br>HST 110 Western Civilization to 1500<br>***Select one course from the following:***<br>ECN 207 Principles of Microeconomics<br>ECN 208 Principles of Macroeconomics | 24–31 |

| | |
|---|---|
| **Professional Education Requirements:** | |
| EDU 105 Introduction to Teaching: Middle Childhood | 3* |
| EDU 120 Teaching Reading Through Lit Children & Young Adults | 3* |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3* |
| EDU 211 Teaching Phonics and the Structure of Language | 3* |
| EDU 212 Foundations of Literacy | 3* |
| EDU 220 Educational Psychology | 3* |
| EDU 230 Intro to Special Education & Diverse Learners | 3* |
| EDU 315 Diagnosis, Intervention, and Assessment in Reading | 3* |
| EDU 316 Direction Instruction in Reading and Writing | 3* |
| EDU 379A CORE: Principles of Education | 3* |
| EDU 410 Assessment and Technology for Teaching and Learning | 3* |
| EDU 479C CORE: Reflections on Truth: Middle Childhood | 3* |
| EDU 484 Supervised Teaching: Middle Childhood | 12* |
| ***Select two from the following match concentrations:*** | 6* |
| EDU 347 Middle Childhood Language Arts Methods (3) | |
| EDU 349A Middle Childhood Science Methods (3) | |
| EDU 349B Middle Childhood Social Studies Methods (3) | |
| EDU 349C Middle Childhood Mathematics Methods (3) | |
| **Total Credits Required for major** | **78–85** |
| * Used to calculate the Major GPA | |
| ** If eligible for Calculus without Pre-calculus, students may take other mathematics or technology courses. See advisor before selecting choice. | |

## Requirements for Middle Childhood Education Licensure—Licensure Only

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must have completed a bachelor's degree prior to beginning this program. | |
| ENG 110 College Writing I | 3 |
| MTH 152 Prin. of Math. & Technology for Middle Childhood Teachers | 3 |
| Natural Science Elective | 3 |
| HST 201 American History to 1877 | 3 |
| GEO 125 World Geography | 3 |
| **Select two concentrations from the following:** | 24–31 |
| **Language Arts Concentration** (12) | |
| ***Select one from the following:*** | |
| ART 237 Art for Teachers | |
| ART 150 History of Western Art I | |
| ART 151 History of Western Art II | |
| ***Select one from the following:*** | |
| ENG 216 Survey of American Literature | |
| ENG 343 Literature of American Diversity | |
| ENG 344 19th Century American Literature | |
| ENG 346 20th Century American Literature | |

| | |
|---|---|
| ***Select one from the following:*** | |
| ENG 320 Women's Literature | |
| ENG 342 African Literature | |
| ENG 357 World Literature | |
| | |
| ***Select 3 additional credits of ENG at the 200 level or above*** | |
| | |
| **Mathematics Concentration** (13) | |
| | |
| MTH 140 Introduction to Statistics | |
| MTH 160 Pre-calculus** | |
| MTH 240 Calculus I | |
| MTH elective (level 127 or higher) | |
| | |
| **Science Concentration** (18) | |
| | |
| BIO 201 General Biology: Cells & Molecules | |
| ENV 115 Environmental Science | |
| SCI 102 Principles of Physics and Chemistry | |
| | |
| **Select two from the following**: | |
| ENV 111 Astronomy | |
| ENV 113 Geology | |
| ENV 116 Food, Water, and Energy | |
| SCI 279A Climate Change Sustainability | |
| | |
| **Social Studies Concentration (12)** | |
| EDU 345 Study of Ohio | |
| POL 101 The Great Issues of Politics | |
| HST 110 Western Civilization to 1500 | |
| | |
| ***Select one course from the following:*** | |
| ECN 207 Principles of Microeconomics | |
| ECN 208 Principles of Macroeconomics | |
| | |
| **Professional Education Requirements:** | |
| EDU 105 Introduction to Teaching: Middle Childhood | 3* |
| EDU 120 Teaching Reading Through Lit Children & Young Adults | 3* |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3* |
| EDU 211 Teaching Phonics and the Structure of Language | 3* |
| EDU 212 Foundations of Literacy | 3* |
| EDU 220 Educational Psychology | 3* |
| EDU 230 Intro to Special Education & Diverse Learners | 3* |
| EDU 315 Diagnosis, Intervention, and Assessment in Reading | 3* |
| EDU 316 Direction Instruction in Reading and Writing | 3* |
| EDU 379A CORE: Principles of Education | 3* |
| EDU 410 Assessment and Technology for Teaching and Learning | 3* |
| EDU 479C CORE: Reflections on Truth: Middle Childhood | 3* |
| EDU 484 Supervised Teaching: Middle Childhood | 12* |
| | |
| ***Select two from the following match concentrations:*** | 6* |
| EDU 347 Middle Childhood Language Arts Methods (3) | |
| EDU 349A Middle Childhood Science Methods (3) | |
| EDU 349B Middle Childhood Social Studies Methods (3) | |
| EDU 349C Middle Childhood Mathematics Methods (3) | |
| **Total Credits Required** | **93–100** |

| | |
|---|---|
| ** If eligible for Calculus without Pre-calculus, students may take other mathematics or technology courses. See advisor before selecting choice. | |

## Middle Childhood/Intervention Specialist Dual Licensure

No matter which two concentration areas (mathematics, science, languages or social studies), a teacher candidate can add the dual license option for MC/IS with the addition of four courses. Field placements will address both licensure areas, too. Interested students should discuss this option with their faculty advisor and, once decided, must formally declare their intentions to complete the dual license with the Office of the Registrar. Students will be allowed to complete EDU 220 or PSY 220 to meet degree requirements.

## Intervention Specialist Licensure

Degree offered: Bachelor of Science in Education

Licensure offered: Intervention Specialist-Mild/Moderate Educational Needs
Intervention Specialist-Moderate/Intensive Educational Needs

The Special Education Programs prepare the teacher education candidate for an Ohio Intervention Specialist license in Mild/Moderate Educational Needs (MM) and/or Mild/Moderate Educational Needs (MM) AND 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 a wide variety of education 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 Council for Accreditation of Educator Preparation.

Students may elect to earn the Intervention Specialist- Mild/Moderate license or Intervention Specialist licenses- Mild/Moderate AND Moderate/Intensive.
.

## Requirements for a Major in Intervention Specialist—Mild/Moderate Educational Needs (K-12)

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Because intervention specialists typically teach all subjects, intervention specialist teacher candidates are expected to take courses across the curriculum. Specific requirements for content are include in the requirements for the Bachelor of Science in Education degree. | |
| MTH 153B Principles of Mathematics II | 4 |
| PSY 220 Human Development: Childhood and Adolescence | 3* |
| EDU 110 Introduction to Teaching: Intervention Specialists | 3* |
| EDU 120 Teaching Reading Through Lit Children & Young Adults | 3* |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3* |
| EDU 211 Teaching Phonics & Structure of Language | 3* |
| EDU 212 Foundations of Literacy | 3* |
| EDU 230 Intro to Special Education & Diverse Learners | 3* |
| EDU 262 Educational Programming for Special Education | 3* |
| EDU 315 Diagnosis, Intervention, and Assessment in Reading | 3* |
| EDU 316 Direction Instruction in Reading and Writing | 3* |

| | |
|---|---|
| EDU 344D Primary Language Arts Methods | 3* |
| EDU 350 Methods of Teaching Middle and Secondary Students with Mild to Moderate Educational Needs | 3* |
| EDU 379A CORE: Principles of Education | 3* |
| EDU 410 Assessment and Technology for Teaching and Learning | 3* |
| EDU 479A CORE: Reflections on Truth: Intervention Specialist | 3* |
| EDU 480 Supervised Teaching: Intervention Specialist | 12* |
| **Total Credits Required for major** | **61** |
| * Used to calculate the Major GPA | |

## Requirements for a Major in Intervention Specialist—Moderate/Intensive Educational Needs (K-12)

| **Courses** For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Because intervention specialists typically teach all subjects, intervention specialist teacher candidates are expected to take courses across the curriculum. Specific requirements for content are include in the requirements for the Bachelor of Science in Education degree. | |
| MTH 153B Principles of Mathematics II | 4 |
| PSY 220 Human Development: Childhood and Adolescence | 3* |
| EDU 110 Introduction to Teaching: Intervention Specialists | 3* |
| EDU 120 Teaching Reading Through Lit Children & Young Adults | 3* |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3* |
| EDU 211 Teaching Phonics & Structure of Language | 3* |
| EDU 212 Foundations of Literacy | 3* |
| EDU 230 Intro to Special Education & Diverse Learners | 3* |
| EDU 262 Educational Programming for Special Education | 3* |
| EDU 315 Diagnosis, Intervention, and Assessment in Reading | 3* |
| EDU 316 Direction Instruction in Reading and Writing | 3* |
| EDU 342 Methods of Teaching Students with Moderate to Intensive Special Needs K-12 | 3* |
| EDU 344D Primary Language Arts Methods | 3* |
| EDU 350 Methods of Teaching Middle and Secondary Students with Mild to Moderate Educational Needs | 3* |
| EDU 379A CORE: Principles of Education | 3* |
| EDU 410 Assessment and Technology for Teaching and Learning | 3* |
| EDU 479A CORE: Reflections on Truth: Intervention Specialist | 3* |
| EDU 480 Supervised Teaching: Intervention Specialist | 12* |
| **Total Credits Required for major** | **64** |
| * Used to calculate the Major GPA | |

## Requirements for Intervention Specialist Licensure—Licensure Only

| **Courses** For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|

| | |
|---|---|
| Students must have completed a bachelor's degree prior to beginning this program. | |
| ART 237 Art for Teachers or another Art course | 3 |
| MTH 153A Principles of Mathematics I | 4 |
| MTH 153B Principles of Mathematics II | 4 |
| PSY 220 Human Development: Childhood and Adolescence | 3 |
| EDU 110 Introduction to Teaching: Intervention Specialists | 3 |
| EDU 120 Teaching Reading Through Lit Children & Young Adults | 3 |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3 |
| EDU 211 Teaching Phonics & Structure of Language | 3 |
| EDU 212 Foundations of Literacy | 3 |
| EDU 230 Intro to Special Education & Diverse Learners | 3 |
| EDU 262 Educational Programming for Special Education | 3 |
| EDU 315 Diagnosis, Intervention, and Assessment in Reading | 3 |
| EDU 316 Direction Instruction in Reading and Writing | 3 |
| EDU 342 Methods of Teaching Students with Moderate to Intensive Special Needs K-12 | 3 |
| *EDU 344D Primary Language Arts Methods | 3 |
| *EDU 350 Methods of Teaching Middle and Secondary Students with Mild to Moderate Educational Needs | 3 |
| EDU 379A CORE: Principles of Education | 3 |
| EDU 410 Assessment and Technology for Teaching and Learning | 3 |
| EDU 479A CORE: Reflections on Truth: Intervention Specialist | 3 |
| EDU 480 Supervised Teaching: Intervention Specialist | 12 |
| **Total Credits Required** | **68-71** |
| *Students take 344D & 350 for a "Mild to Moderate" license, and EDU 342 to add a "Moderate to Intensive" license. | |

## Adolescent to Young Adult and Multi-Age Licensure Teacher Education

The Adolescent to Young Adult 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 PreK-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 or Life Science

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

An AYA teacher candidate in Art Education or in Integrated Mathematics Education may add a second major in Intervention Specialist Education. The dual major may be completed in four years, but the teacher candidate must work closely with the faculty advisors in the content area and the education division to schedule coursework. Coursework is designed to make sure teacher candidates will be well-prepared in the study of their content area, AYA education, and special education. Field placements will address both licensure areas

### Requirements for Adolescent to Young Adult (7-12) Education and Multi-Age (PreK-12) Licensure in chosen field—Licensure Only

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must have completed a bachelor's degree prior to beginning this program. | |
| **Adolescent-Young Adult Teaching and Multi-Age Licensures –** see specific program requirements in this section of the catalog | |
| ***Required Professional Education Courses:*** | |
| EDU 112 Introduction to Teaching: Adolescence to Young Adult | 3 |
| EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA | 1 |
| EDU 199 Introduction to Pedagogy and Classroom | 3 |
| EDU 220 Educational Psychology | 3 |
| EDU 314 Content Area Literacy | 3 |
| MTH 352 or EDU 353–355 Content Methods Courses | 3 |
| EDU 379A CORE: Principles of Education | 3 |
| EDU 410 Assessment and Technology for Teaching and Learning | 3 |
| EDU 487 Supervised Teaching: Adolescence to Young Adult or Multi-Age | 12 |
| EDU 488 Teaching Seminar: Adolescence to Young Adult or Multi-Age | 1 |
| **Total Credits Required in Professional Education** | **35** |

# Education Undergraduate Endorsements

## Computer Science Endorsement

A computer science endorsement, completed at the undergraduate level, may be added to any standard teaching license such as early childhood, middle childhood, intervention specialist, adolescence to young adult or multi-age license.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| CIS 150 Programming Fundamentals | 3 |
| CIS 160 Object-Oriented Programming | 3 |
| CIS 200 Data Structures and Algorithms | 3 |
| CIS 246 Operating Systems & Networking | 3 |
| CIS 252 Programming in Java | 3 |
| EDU 372 Computer Science Methods | 3 |
| **Total Credits Required** | **18** |

## Middle Childhood Generalist Endorsement

The Middle Childhood Generalist Endorsement can be added to an existing Middle Childhood license. The Middle Childhood Generalist Endorsement can be earned in the disciplines that are not the chosen concentrations for licensure. A person can earn one or two endorsements. This will allow teachers to teach grades 4-6 in the endorsement areas that are listed on the license. The Middle Childhood License already allows for two concentrations to be taught in grades 4-9. The State of Ohio mandates 50 field hours in each endorsement area (beginning August 2017) for the Middle Childhood Generalist Endorsement.

At Ohio Dominican University, we offer a Middle Childhood Generalist Endorsement in:

- 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)

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| **Middle Childhood Generalist: English/Language Arts (Grades 4–6)**<br>EDU 347 Middle Childhood Language Arts Methods | 3 |
| **Select one:**<br>ENG 216 Survey of American Literature<br>ENG 222 Creative Writing<br>ENG 261 Short Story<br>ENG 262 Poetry<br>ENG 343 The Literature of American Diversity<br>ENG 344 19th Century American Literature<br>ENG 346 20th Century American Literature | 3 |

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| **Middle Childhood Generalist: Mathematics (Grades 4–6)**<br>EDU 349C Middle Childhood Mathematics Methods | 3 |
| **Select one:**<br>MTH 127 College Algebra<br>MTH 140 Introduction to Statistics<br>MTH 160 Precalculus<br>MTH 240 Calculus | 3-4 |

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| **Middle Childhood Generalist: Science (Grades 4–6)**<br>EDU 349A Middle Childhood Science Methods | 3 |
| **Select one:**<br>BIO 201 General Biology: Cells & Molecules<br>ENV 111 Astronomy<br>ENV 113 Geology<br>ENV 115 Environmental Science<br>ENV 116 Food, Water and Energy<br>SCI 102 Principles of Physics and Chemistry<br>SCI 279A Climate Change Sustainability | 3-4 |

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| **Middle Childhood Generalist: Social Studies (Grades 4–6)**<br>EDU 349B Middle Childhood Social Studies Methods | 3 |
| **Select one:**<br>EDU 345 Study of Ohio<br>HST 201 American History to 1877<br>HST 202 American History Since 1877<br>GEO 125 World Geography | 3 |

The State of Ohio mandates 50 field hours in each endorsement area (beginning April 2017) for the Middle Childhood Generalist Endorsement. By taking an additional methods course you will obtain 30 of the required field hours. Therefore, you will need to complete an additional 20 field hours to satisfy the 50-hour field requirement. Listed below are the ways that you might possibly obtain the additional 20 field hours requirement for the Middle Childhood Generalist Endorsement:

1. Add an extra 20 field hours in the Methods field placement.
2. Volunteer as a grade 4-6 tutor in a school or library within the needed content area for 20 hours.
3. If you decide before you take EDU 105 Introduction to Teaching: Middle Childhood, you could be placed in a grade 4-6 field placement. During this time, you may complete 10 out of 20 extra field hours for the Middle Childhood Generalist Endorsement as part of the 60 field hours in EDU 105. The remaining 10 field hours could be served as a tutor in a school, in a volunteer position, or job that requires tutoring in the needed content area.

# Educational Studies

Degree offered: Bachelor of Arts

Educational Studies major is a non-licensure program that offers students the opportunity to pursue knowledge and understanding of education practice, teaching and learning grounded in the liberal arts. The program is designed as a flexible program of study that enables students to seek interdisciplinary perspectives based on their interests. Candidates for the degree complete Educational Studies Major Core requirements, Concentration area courses and General Education for Bachelor of Arts. Candidates will have flexibility to build their backgrounds in at least one area of concentration and purse a minor to best meet their interests and needs. Concentration area options include Child Care Administration and Management, Curriculum and Instruction, and International Education/Global Studies. The program is intended to serve the needs of students who have a desire in the field of education but do not acquire or seek licensure. Selected areas of concentration will prepare candidates with structure and focus in furthering their professional goals. It will be a viable option for candidates who have completed significant coursework for a Professional Education program but for any reason do not wish to, or are not able to, complete the Professional Education program.

## Requirements for a Major in Educational Studies

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| EDU 379A CORE: Principles of Education | 3* |
| EDU 479D CORE: Educational Studies | 3* |
| ***Select one course from the following:*** | 3* |

| | |
|---|---|
| EDU 104 Introduction to Teaching: Primary Education<br>EDU 105 Introduction to Teaching: Middle Childhood<br>EDU 110 Introduction to Teaching: Intervention Specialist<br>EDU 112 Introduction to Teaching: Adolescence to Young Adult | |
| ***Select one course from the following: (EDU 210 or 220 will be counted for students who have taken these courses in the professional education program)***<br>EDU 210 Understanding Development and Learning of the Young Child<br>EDU 220 Educational Psychology<br>PSY 220 Human Development: Childhood and Adolescence | 3* |
| ***Select one course from the following: (EDU 215 or 230 will be counted for students who have taken these courses in the professional education program)***<br>CRJ 263 Juvenile Delinquency<br>EDU 215 Diversity and the Learner<br>EDU 230 Introduction to Special Education and Diverse Learners<br>SOC 101 Introduction to Sociology | 3* |
| ***Select at least one concentration:*** | |
| **Child Care Administration and Management**<br>ACT 210 Accounting for Financial Decision Making<br>EDU 120 Teaching Reading Thru Literature for Children & Young Adults<br>EDU 199 Introduction to Pedagogy and Classroom Management<br>EDU 210 Understanding Development and Learning of the Young Child<br>EDU 230 Introduction to Special Education and Diverse Learners<br>EDU 497 Educational Studies Internship<br>MTH 140 Introduction to Statistics<br><br>***Select one course from the following:***<br>BUS 220 Principles of Marketing<br>BUS 240 Management and Organizational Behavior<br><br>(Prerequisites for 200 level or above EDU courses: Junior standing, GPA 2.75 or above, except for EDU 497) | 21-24* |
| **Curriculum and Instruction**<br>COM 242 Cross Cultural Communication<br>EDU 120 Teaching Reading Thru Literature for Children & Young Adults<br>EDU 211 Teaching Phonics and the Structure of Language<br>EDU 212 Foundations of Literacy<br>EDU 215 Diversity and the Learner<br>EDU 497 Educational Studies Internship<br>EDU 230 Introduction to Special Education and Diverse Learners<br><br>***Select one course from the following:***<br>Primary Methods: EDU 344A, 344B, 344C<br>Middle Childhood Methods: EDU 339, 349A, 349B, 349C<br>Intervention Specialist Methods: EDU 350<br>Adolescence to Young Adult Methods: EDU 199, 198, 353, 354, 355<br><br>(Prerequisites for 200 level or above EDU courses: Junior standing, GPA 2.75 or above, except for EDU 497) | |
| **International Education/Global Studies** | |

| | |
|---|---|
| COM 242 Cross Cultural Communication<br>EDU 120 Teaching Reading Thru Literature for Children & Young Adults<br>EDU 497 Educational Studies Internship<br><br>***Select 15 credits from the following:***<br>ECN 340 International Economics<br>GEO 125 World Geography<br>LNG 188 Study Abroad<br>PJU 279G CORE: Interpersonal Negotiation and Mediation<br>POL 360 Seminar: International Politics<br>POL 379A CORE: War and Peace: International Law and Organizations<br>SOC 379B CORE: Global Ethnic Relations<br>TSL 500 TESOL Foundation<br>TSL 540 Cultural Diversity and Education<br><br>(500-level graduate courses open to students who meet the following: Senior status, 3.00 CUM GPA, Advisor permission)<br><br>**Total Credits Required**<br>* Used to calculate the Major GPA | **36-39** |

# 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 several 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 Major in English

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below.<br><br>***Select one course from the following:***<br>ENG 322 Creative Writing<br>ENG 326 The Art of the Essay<br><br>***Select one course from the following:***<br>ENG 342 African Literature<br>ENG 343 The Literature of American Diversity<br>ENG 357 World Literature<br><br>***Select one course from the following:***<br>ENG 460 The Age of Chaucer<br>ENG 463 The Age of Shakespeare | 3*<br><br>3*<br><br>3* |

| | |
|---|---|
| **ENG Electives** | |
| 12 credits/4 courses at the 200 level | 12* |
| 9 credits/3 courses at the 300 level | 9* |
| ***Select one of the following*** | 3* |
| ENG 479 CORE: Literature Theory/Practice | |
| CORE 479 liberal Arts Capstone | |
| **Total Credits Required** | **33** |
| * Used to calculate the Major GPA | |

## Requirements for a Minor in English

| **Courses** For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ENG Electives (15) semester credits of which credits must be at the 200 level or above | 15 |
| **Total Credits Required** | **15** |

## Requirements for a Minor in Creative Writing

Students with an interest in creative writing who are majoring in any field at Ohio Dominican University may elect to earn a Creative Writing minor. This program offers courses in a wide range of genres, encouraging experimentation with new practices as well as exploration of traditional genres of poetry, fiction, non-fiction and other modes of non-academic writing. The minor is very flexible and could pair well with a variety of majors including Public Relations and Marketing (a natural fit), Sport Management (sports writing is big business), and even Biology, Biopsychology, and other medical-related majors (given a recent emphasis on "medical humanities" careers at many larger institutions).

| **Courses** For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| **Select 15 credits from the following:**<br>ENG 220 Professional Writing<br>ENG 222 Creative Writing I<br>ENG 322 Creative Writing II<br>ENG 326 The Art of the Essay<br>ENG 340 Journal Editor<br>ENG 422 Writing Portfolio<br>ENG 479 Senior Seminar<br>CORE 479 Liberal Arts Capstone<br><br>Up to 3 credits may come from the following literature courses:<br>ENG 260 Novels, ENG 261 Short Stories, ENG 262 Poetry, ENG 263 Drama<br>Up to 3 credits may come from the following Public Relations courses:<br>PRS 265 Business Writing and Presentations, PRS 329 Power-packed Writing for PR and Marketing Communications, PRS 340 Digital Marketing | 15 |
| **Total Credits Required:** | **15** |

## Requirements for a Minor in Professional Writing

| **Courses** For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|

| | |
|---|---|
| ENG 220 Professional Writing | 3 |
| ENG 326 The Art of the Essay | 3 |
| ENG Electives at 300-400 level beyond general degree requirements | 3 |
| ***Select one course from the following:*** | 3 |
| ENG 322 Creative Writing II | |
| THR 305 Playwriting | |
| | 3 |
| ***Select one course from the following:*** | |
| PRS 205 News Writing | |
| PRS 329 Public Relations Writing | |
| **Total Credits Required** | **15** |

# Environmental Science

Degree offered: Bachelor of Science

Ohio Dominican University offers this interdisciplinary major 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 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 Major in Environmental Science

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| BIO 201 General Biology: Cells & Molecules | 4* |
| BIO 202 General Biology: Biodiversity & Evolution | 4* |
| BIO 479 CORE: Ecology | 4* |
| CHM 109 General Chemistry I | 4* |
| CHM 110 General Chemistry II | 4* |
| CHM 359 Analytical Chemistry** | 4* |
| ENV 113 Geology | 4* |
| ENV 115 Environmental Science | 4* |
| ENV 497 Internship and Capstone | 3* |
| MTH 140 Introduction to Statistics | 3* |
| POL 290 Politics & Government: Process & Issues | 3* |
| ***Select one course from the following:*** | 4* |
| ENV 330 Ichthyology: Natural History of Fish | |
| ENV 331 Mammalogy | |
| ENV 335 Ornithology: The Science of Birds | |

| | |
|---|---|
| ***Select one course from the following:***<br>BIO 224 Botany<br>BIO 227 Microbiology<br>BIO 366 Genetics<br>CHM 231 Organic Chemistry I and CHM 231L Organic Chemistry I Lab<br>PSY 234 Animal Behavior | 3-4* |
| ***Select one course from the following:***<br>PHL 242 Applied Ethics<br>PHL 279C Bioethics | 3 |
| ***Select two courses from the following:***<br>GEO 125 World Geography<br>PJU 279G CORE: Interpersonal Negotiation and Mediation<br>PHL 379A CORE: Principles of Justice<br>POL 279A CORE: Environmental Values and Policymaking<br>POL 279C CORE: American Political Thought, Nature, & Common Good | 6 |
| **Total Credits Required**<br>* Used to calculate the Major GPA<br>** MTH 160 Precalculus is a prerequisite for CHM 359 | **57-58** |

## Requirements for a Minor in Environmental Science

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| BIO 202 General Biology: Biodiversity & Evolution | 4 |
| BIO 479 CORE: Ecology | 4 |
| CHM 109 General Chemistry I | 4 |
| ENV 115 Environmental Science | 4 |
| ***Select two courses from the following:***<br>ENV 111 Astronomy<br>ENV 113 Geology<br>ENV 330 Ichthyology: Natural History of Fish<br>ENV 331 Mammalogy<br>ENV 335 Ornithology: The Science of Birds | 7–8 |
| **Total Credits Required** | **23–24** |

# 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 Major in Exercise Science

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| BIO 201 General Biology: Cells & Molecules | 4* |
| BIO 203 General Biology: Vertebrate Anatomy & Physiology | 4* |
| BIO 341 Human Anatomy | 4* |
| BIO 342 Human Physiology | 4* |
| EXSC 370 Biomechanics | 4* |
| EXSC 479 CORE: Exercise Physiology | 4* |
| EXSC 480 Exercise Testing and Prescription | 4* |
| SCI 125 Life Science Careers | 3* |
| ***Required Correlatives:*** | |
| CHM 109 General Chemistry I | 4 |
| CHM 110 General Chemistry II | 4 |
| MTH 140 Introduction to Statistics | 3 |
| PHY 119 College Physics I or PHY 219 General Physics I | 4 |
| ***Select nine credits from the following:***<br>BIO 252 Human Nutrition<br>EXSC 100 Activities (maximum 2 semester credits)<br>EXSC 122 First Aid<br>EXSC 210 Electrocardiography Analysis<br>EXSC 214 Introduction to Pharmacology<br>EXSC 218 Motor Learning<br>EXSC 240 Introduction to Kinesiology<br>EXSC 241 The Prevention and Care of Athletic Injuries<br>EXSC 253 Nutrition for Sport and Exercise<br>EXSC 262 Introduction to Pathophysiology<br>EXSC 355 Personal Training<br>EXSC 470 Musculoskeletal Pathomechanics<br>EXSC 497 Internship in Exercise Science<br>PSY 100 Introduction to Psychology<br>PSY 224 Human Development: Lifespan<br>PSY 335 Health Psychology<br>PHY 120 College Physics II, or PHY 220 General Physics II<br>SCI 201 Research Fundamentals in the Sciences | 9 |
| ***Select three credits from the following:*** | 3 |

| | |
|---|---|
| SPM 110 Sport Management<br>SPM 140 Sport Psychology<br>SPM 310 Sport Event and Facility Management<br><br>**Total Credits Required**<br>* Used to calculate the Major GPA | <br><br><br><br>**58** |

## Requirements for a Minor in Exercise Science

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| BIO 203 General Biology: Vertebrate Anatomy & Physiology<br>EXSC 479 CORE: Exercise Physiology<br>EXSC 480 Exercise Testing and Prescription<br><br>***Select nine credits from the following***:<br>BIO 252 Human Nutrition<br>EXSC 210 Electrocardiography (EKG) Analysis<br>EXSC 214 Introduction to Pharmacology<br>EXSC 218 Motor Learning<br>EXSC 240 Introduction to Kinesiology<br>EXSC 262 Introduction to Pathophysiology<br>SCI 125 Life Science Careers<br><br>**Total Credits Required** | 4<br>4<br>4<br><br>9<br><br><br><br><br><br><br><br><br>**21** |

# Finance

Degree offered: Bachelor of Science

The finance major at Ohio Dominican University is designed to prepare students with a solid academic foundation along with internship opportunities appropriate for a career in financial management, investments, banking/financial institutions, risk/insurance and related areas. The courses are designed to provide students with a thorough understanding of corporate financial performance analysis, corporate valuation technique, investment analysis, and the relationship between business finance and the economic system in the context of managerial analysis and decision making.

## Requirements for a Major in Finance

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below.<br><br>ECN 260 Financial Institutions and Markets<br>FIN 310 Investments<br>FIN 410 Intermediate Finance<br>BUS 479 CORE: Strategic Management<br><br>**Finance Electives:**<br>***Select two courses from the following:***<br>ACT 310 Intermediate Accounting I | <br><br>3*<br>3*<br>3*<br>3*<br><br><br>6* |

| | |
|---|---|
| ECN 322 Intermediate Macro Economics or ECN 325 Intermediate Microeconomics | |
| FIN 311 International Accounting and Finance | |
| FIN 330 Case Studies in Finance | |
| FIN 405 Financial Statement Analysis & Security Value | |
| FIN 425 Bank Management | |
| FIN 448 Financial Modeling** | |
| FIN 481 A Review in the FINRA SIE Exam | |
| | |
| ***Required Business Core:*** | |
| ACT 210 Accounting for Financial Decision Making | 3* |
| ACT 220 Accounting for Managerial Decision Making | 3* |
| BUS 220 Principles of Marketing | 3* |
| BUS 240 Management and Organizational Behavior | 3* |
| BUS 250 Legal Environments of Business | 3* |
| BUS 318 Business and Society | 3* |
| BUS 343 Human Resource Management | 3* |
| ECN 207 Principles of Microeconomics | 3* |
| ECN 208 Principles of Macroeconomics | 3* |
| FIN 325 Managerial Finance | 3* |
| | |
| ***Select one course from the following:*** | 3 |
| CIS 107 Computer Applications | |
| or (if qualified) | |
| CIS 234 Database Management Systems** | |
| | |
| ***Required Correlatives:*** | |
| MTH 140 Introduction to Statistics | 3 |
| PHL 346 Principles of Business Ethics | 3 |
| | |
| **Total Credits Required** | **57** |
| * Used to calculate the Major GPA | |
| ** Highly recommended for a student with a strong career interest as a data analyst. | |

## Requirements for a Minor in Finance

| **Courses** For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ECN 260 Financial Institutions and Markets | 3 |
| FIN 310 Investments | 3 |
| FIN 325 Managerial Finance | 3 |
| FIN 410 Intermediate Finance | 3 |
| Additional Finance Elective at 300 or 400 level | 3 |
| | |
| **Total Credits Required** | **15** |

# Graphic Design

Degree offered: Bachelor of Arts

The Graphic Design program at Ohio Dominican University takes seriously the Dominican tradition of social responsibility. Design impacts every aspect of our daily lives and is central to how meaning is constructed and conveyed. Graphic Design students explore the formal elements of design, develop technical skills, and gain substantive, practical experience in print design, information design, branding as well as interactive

design. Students have flexibility within the program to customize individualized educational experiences by taking advantage of cross-disciplinary opportunities including minors in other areas. Students graduate from the program with a robust working knowledge of the field of Graphic Design as well as a portfolio of actual professional design work from our non-profit community design studio, The Wehrle Workshop.

## Requirements for a Major in Graphic Design

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| ART 101 Academic Drawing | 3* |
| ART 112 Foundations in Design | 3* |
| ART 150 History of Western Art I | 3* |
| ART 151 History of Western Art II | 3* |
| ART 203 Observational Drawing | 3* |
| ART 204 Typography | 3* |
| ART 207 Technical Introduction to the Adobe Suite, Layout, and Production | 3* |
| ART 262 Color Theory and Production | 3* |
| ART 325 Contemporary Art | 3* |
| ART 334 Introduction to Branding Design through Interactivity and the Web | 3* |
| ART 410 Wehrle Workshop | 3* |
| ART 479 CORE: The Role of the Creative in Contemporary Society | 3* |
| ART 480 Design: Strategies for Social Impact and Responsibility | 3* |
| ART 498 Senior Exhibition | 3* |
| ***Suggested Correlatives:*** | |
| ART 279A CORE: Art and the Global Community | 3* |
| PHL 220 Philosophy of Art | |
| **Total Credits Required** | **45** |
| * Used to calculate the Major GPA | |

## Requirements for a Minor in Graphic Design

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| ART 112 Foundations in Design | 3 |
| ART 204 Typography | 3 |
| ART 207 Technical Introduction to the Adobe Suite, Layout, and Production | 3 |
| ART 334 Introduction to Branding Design through Interactivity and the Web | 3 |
| ***Select one course from the following:*** | 3 |
| ART 262 Color Theory and Production | |
| ART 325 Contemporary Art | |
| ART 410 Wehrle Workshop | |
| **Total Credits Required** | **15** |

# Health Information Management

This minor is designed for students who want to supplement their major with a solid foundation in the management of information as applied to the healthcare field. The certificate is designed for those already

working in the healthcare field where such knowledge would enhance their opportunities and future advancement.

## Requirements for a Certificate in Health Information Management

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| CIS 107 Computer Applications | 3 |
| CIS 234 Database Management Systems | 3 |
| HIM 300 Health Information Management | 3 |
| HIM 320 Legal & Ethical Aspects of Health Information | 3 |
| HIM 340 Medical Coding and Reimbursement | 3 |
| BIO 247 Medical Terminology I | 1 |
| BIO 248 Medical Terminology II | 1 |
| **Total Credits Required** | **17** |

## Requirements for a Minor in Health Information Management

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| CIS 107 Computer Applications | 3 |
| CIS 234 Database Management Systems | 3 |
| HIM 300 Health Information Management | 3 |
| HIM 320 Legal & Ethical Aspects of Health Information | 3 |
| HIM 340 Medical Coding and Reimbursement | 3 |
| BIO 247 Medical Terminology I | 1 |
| BIO 248 Medical Terminology II | 1 |
| **Total Credits Required** | **17** |

# Health Science

Degree Offered: Associate of Science

The Associate of Science in Health Science is designed to provide coursework and basic skills germane to the allied health field. It will also allow the two-year option (Option 1) Pre-Nursing students at Ohio Dominican University an opportunity to earn a degree as they complete the necessary pre-requisite courses for admittance into Mount Carmel College of Nursing. The A.S. degree incorporates coursework in English, Spanish, the Core Curriculum, Biology, Chemistry, Exercise Science, Mathematics, Psychology, Sociology, Philosophy and Theology.

## Requirements for an A.S. in Health Science

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| ***Major Requirements:*** | |
| BIO 201 General Biology: Cells & Molecules | 4* |
| BIO 203 General Biology: Vertebrate Anatomy & Physiology | 4* |
| BIO 227 Microbiology | 4* |
| BIO 252 Human Nutrition | 3* |
| BIO 341 Human Anatomy | 4* |
| BIO 342 Human Physiology | 4* |
| CHM 109 General Chemistry I | 4* |
| CHM 110 General Chemistry II | 4* |

| | |
|---|---|
| EXSC 262 Introduction to Pathophysiology | 3* |
| | |
| ***Additional Requirements:*** | |
| ENG 110 College Writing I | 3 |
| ENG 111 College Writing II | 3 |
| MTH 140 Introduction to Statistics | 3 |
| PHL 279C Bioethics | 3 |
| PSY 100 Introduction to Psychology | 3 |
| PSY 224 Human Development: Lifespan | 3 |
| SOC 101 Introduction to Sociology | 3 |
| THL 343 World Religions | 3 |
| | |
| ***Select one courses from the following:*** | |
| SPN 252 Spanish for Medical Professionals<br>LNG 242 Cross Cultural Communications | 3 |
| | |
| **Total Credits Required**<br>* Used to calculate the Major GPA | **61** |

# History

Degree offered: Bachelor of Arts

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 Major in History

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| | |
| HST 106 World History to 1500 | 3* |
| HST 107 World History from 1500 to present | 3* |
| HST 110 Western Civilization to 1500 | 3* |
| HST 111 Western Civilization from 1500 to Present | 3* |
| HST 479 CORE: Senior Seminar | 3* |
| | |
| **History Concentration—Select one concentration:** | 12* |
| | |
| **United States History:**<br>HST 201 American History to 1877 | |

| | |
|---|---|
| HST 202 American History Since 1877<br><br>***Select six credits from the following:***<br>HST 279B The United States and World War 1914-1945<br>HST 320 US since 1945<br>HST 355 Colonial America<br>HST 379B CORE: History of the American Civil War<br><br>**European History:**<br>***Select twelve credits from the following:***<br>HST 279A CORE: History of Western Monasticism<br>HST 279B The United States and World War 1914-1945<br>HST 305 Greece and Rome<br>HST 307 Ancient Civilizations<br>HST 317 Europe in Age of Revolution<br>HST 350 Medieval Europe<br>HST 352 Modern Europe<br><br>**World History:**<br>***Select twelve credits from the following:***<br>HST 131 Far East: Beginning to Present<br>HST 230 History of Latin America<br>HST 245 Middle East and Islam<br>HST 279B The United States and World War 1914-1945<br>HST 307 Ancient Civilizations<br>HST 370 Africa and America | |
| ***Required Correlative Courses:***<br>Select Six Credits in Political Science<br>(History Majors are encouraged to elect a minor or major in Political Science) | 6 |
| **Total Credits Required**<br>*Used to calculate the Major GPA | **33** |

## Requirements for a Minor in History

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| History (HST) courses reflecting a distribution among the areas of United States, European and non-Western history. | 15 |
| **Total Credits Required** | **15** |

# Honors Program

## Requirements of the Honors Program

Students admitted to the program remain in good standing by 1) making progress towards completing a 15-credit hour program of honors courses, 2) maintaining a 3.500 cumulative GPA, 3) completing an annual activity report, 4) demonstrating consistent active participation in honors-sponsored events, 5) demonstrating evidence of engagement in and support of the program, and 6) making appropriate progress towards the completion of a senior project. Honors Students who are active in the program are granted priority registration.

<table>
<tr><th>Courses<br>For Prerequisites and Co-requisites please see course descriptions.</th><th>Credits</th></tr>
<tr><td>

***Introduction to Honors***<br>
HON 179 CORE: What Does it Mean to Be Human?<br>
A section of CORE 179 will be reserved for students in the honors program. See Freshman Core Seminar course descriptions for candidate sections.

***Development in Honors***<br>
Complete a section of a course fulfilling a *Disciplinary Studies Requirement* (e.g., Philosophy, Theology, Arts, Natural Sciences, Social and Behavioral Science) that has been reserved for students in the Honors Program. Designated section(s) will be communicated during the course registration period.

***Exploration in Honors***<br>
HON 379A Critical Research and Writing

HON 410 Senior Honors Project<br>
Students in the program must complete and present a Senior Honors thesis developed over the course of two semesters. Enroll in HON 410, a directed study under the supervision of a thesis advisor, each semester in which the project is advanced. In one of the project semesters, students may fulfill HON 410 with major/core capstone (479), provided that the 479 seminar accommodates completion of the senior honors project.

**Total Credits Required**

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.

<table>
<tr><th>Number of Completed Semesters at ODU or Transfer Credits</th><th>Credits Required in the Honors Program</th></tr>
<tr><td>0 ODU semesters or 17 or less transfer credits</td><td>HON 179 3 credits<br>Disc Studies Req 3 credits<br>HON 379A 3 credits<br>HON 410 6 credits<br>15 credits total</td></tr>
<tr><td>1–2 ODU semesters or 18–49 transfer credits</td><td>Disc Studies Req 3 credits<br>HON 379A 3 credits<br>HON 410 6 credits<br>12 credits total</td></tr>
<tr><td>3–4 ODU semesters or 50 or more transfer credits</td><td>HON 379A 3 credits<br>HON 410 6 credits<br>9 credits total</td></tr>
</table>

</td><td>

3

3

3

6

**15**

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

# Human Resources Management

This minor in Human Resources will complement several majors at the University and is designed for both nonbusiness and business majors. It is a way for students to enhance their current major with an exploration of the field of Human Resources. The goal of this course of study is to introduce students to a broad overview of human capital management. Students will gain knowledge on how to cultivate a better functioning

workforce, whether their goal is to manage their own business, recruit and hire top talent, develop and retain human talent, or ethically manage human capital in a diverse workforce.

## Requirements for a Minor in Human Resources Management

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| BUS 240 Management and Organizational Behavior | 3 |
| BUS 343 Human Resource Management | 3 |
| BUS 373 Managing the Diverse Workforce | 3 |
| BUS 443 Recruitment and Staffing | 3 |
| BUS 444 Talent Development | 3 |
| ***Select one course from the following:***<br>BUS 250 Legal Environment of Business<br>BUS 301 Conflict Resolution and Negotiation for Managers<br>RMI 350 Life and Health Insurance | 3 |
| **Total Credits Required** | **18** |

# Information Technology

Degree offered: Bachelor of Science

Every organization employs information technology to perform its work. The major in Information Technology will prepare students to apply IT support to business practices. The major in Information Technology prepares students to manage and maintain the computing infrastructure on which organizational systems operate. The program will prepare students to acquire common technical skills including web development, database management, operating system knowledge, programming, technical writing and hardware deployment.

## Requirements for a Major in Information Technology

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| BUS 240 Management and Organizational Behavior | 3 |
| BUS 265 Business Writing and Presentations | 3 |
| BUS 303 Project Management | 3 |
| CIS 150 Programing Fundamentals | 3 |
| CIS 160 Object-Oriented programming | 3 |
| CIS 246 Operating Systems and Networking | 3 |
| CIS 316 Networks and Data Communication | 3 |
| MTH 140 Introduction to Statistics | 3 |
| Complete Seven courses in Information Technology | 21 |
| **Required Capstone**<br>Students must complete a 479 Capstone Seminar appropriate for their focus area. | 3 |
| **Total Credits Required** | **48** |

# Innovation and Entrepreneurship

This minor in Innovation and Entrepreneurship will complement any major at the University and is designed for both nonbusiness and business majors. It is a way for students to enhance their current major with an exploration of innovation and entrepreneurship. The goal of this course of study is to introduce students to this area whether their goal is to start a business, foster innovation within an organization or drive social change through social entrepreneurship. It provides students the tools and insights necessary to launch a new venture, whether it is for-profit or not-for-profit. Turning a passion, cause, or idea into a functioning enterprise requires acumen in marketing, finance, law and management.

This minor features a course comprised of a series of talks with entrepreneurs, job shadowing and independent study. It also requires the completion of an internship in the student's chosen field.

## Requirements for a Minor in Innovation and Entrepreneurship

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| BUS 240 Management and Organizational Behavior | 3 |
| BUS 360 Innovation and Entrepreneurship | 3 |
| BUS 361 Starting a New Business Venture | 3 |
| BUS 391 Field Experience in Entrepreneurship | 3 |
| BUS 497 Internship* | 3 |
| ***Select one course from the following:***<br>ACT 210 Accounting for Financial Decision Making<br>BUS 220 Principles of Marketing<br>BUS 305 Non-Profit Management<br>BUS 343 Human Resource Management<br>BUS 362 Building, Operating, and Passing on a Family Business<br>BUS 370 Professional Selling<br>ECN 207 Principles of Microeconomics<br>PRS 340 Digital Marketing<br>SOC 279F Reflections on the Common Good: What is the common good? Social Entrepreneurship | 3 |
| **Total Credits Required** | **18** |

# 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.

All Integrated Language Arts Education majors can add a second major in English by taking one additional literature course at the 300 level.

## Requirements for a Major or Licensure in Integrated Language Arts Education

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Degree-seeking students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. Licensure-only students, those who completed a bachelor's degree prior to beginning this program, need only the requirements listed below. | |
| **Foundations in Genre, the English Language, Historical Periods, Diversity, and Theory:** | |
| ENG 215A Survey of British Literature I | 3* |
| ENG 215B Survey of British Literature II | 3* |
| ENG 216 Survey of American Literature | 3* |
| ENG 357 World Literature | 3* |
| ***Select one course from the following:***<br>ENG 205 Literary Research Methods**<br>ENG 279E Language Use for the Common Good | 3* |
| ***Select one course from the following:***<br>ENG 260 Novels<br>ENG 261 Short Stories | 3* |
| ***Select one course from the following:***<br>ENG 262 Poetry<br>ENG 263 Drama | 3* |
| ***Select one course from the following:***<br>ENG 460 The Age of Chaucer<br>ENG 463 The Age of Shakespeare | 3* |
| ***Select one course from the following:***<br>ENG 479 CORE: Literature Theory/Practice<br>CORE 479 : Liberal Arts Capstone | 3* |
| **Oral, Visual, and Written Literacy:**<br>ENG 348G Film and Literature | 3* |
| ***Select one course from the following:***<br>COM 105 Public Speaking<br>COM 132 Interpersonal Communication | 3* |
| **Adolescent Literature:**<br>EDU 120 Teaching Reading thru Lit for Children and Young Adults | 3* |
| **Writing, Technology, and Writing Theory:**<br>***Select one course from the following:***<br>ENG 322 Creative Writing II<br>ENG 326 The Art of the Essay | 3* |
| **Culture and Diversity:** | |

| | |
|---|---|
| ***Select one course from the following:*** | |
| ENG 320 Women's Literature | 3* |
| ENG 342 African Literature | |
| ENG 343 Literature of American Diversity | |
| | |
| ***Required Professional Education Courses:*** | |
| EDU 112 Introduction to Teaching Adolescence to Young Adult | 3 |
| EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA | 1 |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3 |
| EDU 220 Educational Psychology | 3 |
| EDU 314 Content Area Literacy | 3 |
| EDU 355 Adolescence to Young Adult Language Arts Teaching Methods | 3 |
| EDU 379A CORE: Principles of Education | 3 |
| EDU 410 Assessment and Technology for Teaching and Learning | 3 |
| EDU 487 Supervised Teaching: Adolescence to Young Adult or Multi-Age | 12 |
| EDU 488 Teaching Seminar: Adolescence to Young Adult or Multi-Age | 1 |
| | |
| **Total Credits Required** | **76** |
| * Used to calculate the Major GPA | |
| ** Students who transfer in 12 credit hours of English courses, 200-level or above, may substitute another English course, at the 200-level or above, for ENG 205 or ENG 279E | |

## Requirements for a Dual Major or Licensure in Integrated Language Arts Education and Intervention Specialist

A teacher candidate may combine a study of language arts education and special education to prepare for a dual license in intervention education (K-12) and integrated language arts education (7-12). The program may be completed in four years, but the teacher candidate must work closely with the faculty advisors in the content area and the education division to schedule coursework. Coursework is designed to make sure teacher candidates will be well prepared in the study of English, literature, and writing, language arts education and special education. Field placements will address both licensure areas.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Degree-seeking students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below.<br><br>Licensure-only students, those who completed a bachelor's degree prior to beginning this program, need only the requirements listed below.<br>**Foundations in Genre, the English Language, Historical Periods, Diversity, and Theory:** | |
| ENG 215A Survey of British Literature I | 3* |
| ENG 215B Survey of British Literature II | 3* |
| ENG 216 Survey of American Literature | 3* |
| ENG 348G Film and Literature | 3* |
| | |
| ***Select one course from the following:***<br>ENG 205 Literary Research Methods<br>ENG 279 CORE | 3* |
| | |
| ***Select one course from the following:***<br>ENG 260 Novels<br>ENG 261 Short Stories<br>ENG 262 Poetry | 3* |

| | |
|---|---|
| ENG 263 Drama | |
| ***Select one course from the following:*** | 3* |
| ENG 322 Creative Writing II | |
| ENG 326 The Art of the Essay | |
| ***Select one course from the following***: | 3* |
| ENG 320 Women's Literature | |
| ENG 342 African Literature | |
| ENG 343 Literature of American Diversity | |
| ENG 357 World Literature | |
| ***Select one course from the following:*** | 3* |
| ENG 460 The Age of Chaucer | |
| ENG 463 The Age of Shakespeare | |
| ***Select one course from the following:*** | 3* |
| ENG 479 CORE: Literature Theory/Practice | |
| CORE 479: Liberal Arts Capstone | |
| ***Required Professional Education Courses: Intervention Specialist*** | |
| EDU 112 Introduction to Teaching: Integrated Language Arts | |
| EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA | 3* |
| EDU 199 Introduction to Pedagogy and Classroom Management | 1* |
| EDU 211 Teaching Phonics & Structure of Language | 3* |
| EDU 212 Foundations of Literacy | 3* |
| EDU 230 Intro to Special Education & Diverse Learners | 3* |
| EDU 314 Content Area Literacy | 3 |
| EDU 315 Diagnosis, Intervention, and Assessment in Reading | 3 |
| EDU 316 Direction Instruction in Reading and Writing | 3 |
| EDU 344D Primary Language Art Methods | 3 |
| EDU 350 Methods of Teaching Middle and Secondary Students with Mild to Moderate Educational Needs | 3<br>3 |
| EDU 379A CORE: Principles of Education | |
| EDU 410 Assessment and Technology for Teaching and Learning | 3 |
| EDU 487 Supervised Teaching: Adolescence to Young Adult or Multi-Age | 3 |
| EDU 488 Teaching Seminar: Adolescence to Young Adult or Multi-Age | 12 |
| | 1 |
| **Total Credits Required** | |
| * Used to calculate the Major GPA | **76** |

# Integrated Mathematics Education–Grades 7-12

Degree offered: Bachelor of Science

Licensure offered: Integrated 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.

All Integrated Mathematics majors will also complete requirements for the Mathematics major.

## Requirements for a Major or Licensure in Integrated Mathematics Education

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Degree-seeking students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below.<br><br>Licensure-only students, those who completed a bachelor's degree prior to beginning this program, need only the requirements listed below. | |
| CIS 150 Programming Fundamentals | 3* |
| MTH 240 Calculus I | 4* |
| MTH 241 Calculus II | 4* |
| MTH 242 Multivariable Calculus | 4* |
| MTH 275 Statistical Reasoning | 4* |
| MTH 300 Foundations in Mathematics | 3* |
| MTH 345 Discrete Structures and Objects | 3* |
| MTH 350 Linear Algebra | 3* |
| MTH 450 Abstract Algebra I | 3* |
| MTH 460 Geometry | 3* |
| MTH 479 Capstone Seminar | 3* |
| ***Required correlative:*** | |
| PHY 219 General Physics I | 4* |
| ***Required Professional Education Courses:*** | |
| EDU 112 Introduction to Teaching: Adolescence to Young Adult | 3 |
| EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA | 1 |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3 |
| EDU 220 Educational Psychology | 3 |
| EDU 314 Content Area Literacy | 3 |
| EDU 379A CORE: Principles of Education | 3 |
| EDU 410 Assessment and Technology for Teaching and Learning | 3 |
| EDU 487 Supervised Teaching: Adolescence to Young Adult | 12 |
| EDU 488 Teaching Seminar: Adolescence to Young Adult | 1 |
| MTH 352 Mathematics Teaching Methods | 3 |
| **Total Credits Required**<br>* Used to calculate the Major GPA | **75** |

## Requirements for a Dual Major or Licensure in Integrated Mathematics Education and Intervention Specialist

A teacher candidate may combine a study of mathematics education and special education to prepare for a dual license in intervention education (K-12) and integrated mathematics education (7-12). The program may be completed in four years, but the teacher candidate must work closely with the faculty advisors in the content area and the education division to schedule coursework. Coursework is designed to make sure teacher candidates will be well-prepared in the study of mathematics, mathematics education and special education. Field placements will address both licensure areas.

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|

| | |
|---|---|
| Degree-seeking students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below.<br><br>Licensure-only students, those who completed a bachelor's degree prior to beginning this program, need only the requirements listed below. | |
| CIS 150 Programming Fundamentals | 3* |
| MTH 240 Calculus I | 4* |
| MTH 241 Calculus II | 4* |
| MTH 242 Multivariable Calculus | 4* |
| MTH 275 Statistical Reasoning | 4* |
| MTH 300 Foundations in Mathematics | 3* |
| MTH 345 Discrete Structures and Objects | 3* |
| MTH 350 Linear Algebra | 3* |
| MTH 450 Abstract Algebra I | 3* |
| MTH 460 Geometry | 3* |
| MTH 479 Capstone Seminar | 3* |
| Correlative: | |
| ART 237 Art for Teachers | 3 |
| PSY 100 Introduction to Psychology | 3 |
| PSY 220 Human Development: Childhood and Adolescence | 3 |
| PHY 219 General Physics I | 4* |
| ***Required Professional Education Courses: Intervention Specialist*** | |
| EDU 110 Introduction to Teaching: Intervention Specialists | 3* |
| EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA | 1* |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3* |
| EDU 211 Teaching Phonics & Structure of Language | 3* |
| EDU 212 Foundations of Literacy | 3* |
| EDU 230 Intro to Special Education & Diverse Learners | 3* |
| EDU 314 Content Area Literacy | 3* |
| EDU 315 Diagnosis, Intervention, and Assessment in Reading | 3* |
| EDU 316 Direction Instruction in Reading and Writing | 3* |
| EDU 344D Primary Language Arts Methods | 3* |
| EDU 350 Methods of Teaching Middle and Secondary Student with MM | 3* |
| EDU 379A CORE: Principles of Education | 3* |
| EDU 410 Assessment and Technology for Teaching and Learning | 3* |
| EDU 480 Supervised Teaching: Intervention Specialist or EDU 487 Supervised Teaching: Adolescence to Young Adult or Multi-Age | 12* |
| EDU 488 Teaching Seminar: Adolescence to Young Adult or Multi-Age | 1* |
| MTH 352 Mathematics Teaching Methods | 3* |
| **Total Credits Required** | **99** |
| * Used to calculate the Major GPA | |

# Integrated Science Education - Grades 7–12

Degree offered: Bachelor of Science

Licensure offered: Integrated Science

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 Major or Licensure in Integrated Science Education

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Degree-seeking students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below.<br><br>Licensure-only students, those who completed a bachelor's degree prior to beginning this program, need only the requirements listed below. | |
| **Biology Courses** | |
| BIO 201 General Biology: Cells & Molecules | 4* |
| BIO 202 General Biology: Biodiversity & Evolution | 4* |
| BIO 203 General Biology: Vertebrate Anatomy & Physiology | 4* |
| BIO 366 Genetics | 4* |
| **Chemistry Courses** | |
| CHM 109 General Chemistry I | 4* |
| CHM 110 General Chemistry II | 4* |
| CHM 231 Organic Chemistry I | 3* |
| CHM 231L Organic Chemistry I Lab | 1* |
| **Select one course from the following** | |
| CHM 232 Organic Chemistry II and CHM 232L Organic Chemistry II Lab<br>CHM 359 Analytical Chemistry | 4* |
| **Environmental Science courses** | |
| ENV 111 Astronomy | 3* |
| ENV 113 Geology | 4* |
| ENV 115 Environmental Science | 4* |
| **Physics Courses**<br>**Select two courses** | |
| PHY 119 General Physics or PHY 219 General Physics I | 4* |
| PHY 120 General Physics or PHY 220 General Physics II | 4* |
| **CORE Requirement**<br>***Select one course from the following:***<br>BIO 479 CORE: Ecology<br>CHM 479 CORE: Quantum Mechanics and Spectroscopy | 4* |
| ***Required correlatives:*** | |
| MTH 140 Intro to Statistics | 3 |
| MTH 240 Calculus I | 4 |
| ***Required Professional Education Courses:*** | |
| EDU 112 Introduction to Teaching: Adolescence to Young Adult | 3 |
| EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA | 1 |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3 |
| EDU 220 Educational Psychology | 3 |
| EDU 314 Content Area Literacy | 3 |
| EDU 353 Adolescence to Young Adult Science Teaching Methods | 3 |
| EDU 379A CORE: Principles of Education | 3 |

| | |
|---|---|
| EDU 410 Assessment and Technology for Teaching and Learning | 3 |
| EDU 487 Supervised Teaching: Adolescence to Young Adult or Multi-Age | 12 |
| EDU 488 Teaching Seminar: Adolescence to Young Adult or Multi-Age | 1 |
| **Total Credits Required** | **96** |
| * Used to calculate the Major GPA | |

# Integrated Social Studies Education - Grades 7–12

Degree offered: Bachelor of Arts

Licensure offered: Integrated Social Studies

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

Integrated Social Studies majors may obtain a history major by taking all available history electives in the required content areas and six additional credits in history. Integrated Social Studies majors may obtain a major in political science by taking all available political science electives in the required content areas and three additional political science credits. All three majors can be earned by working in consultation with your advisors.

## Requirements for a Major or Licensure in Integrated Social Studies Education

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Degree-seeking students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below.<br><br>Licensure-only students, those who completed a bachelor's degree prior to beginning this program, need only the requirements listed below. | |
| HST 201 American History to 1877 | 3* |
| HST 202 American History Since 1877 | 3* |
| HST 479 CORE: Senior Seminar | 3* |
| POL 101 Great Issues of Politics | 3* |
| POL 290 Politics & Government: Process & Issues | 3* |
| POL 348C The Geography of Civilization | 3* |
| POL 365 The United States Presidency | 3* |
| POL 498 Seminar: Political Theory and Ideology | 3* |
| **Economic Environment**<br>POL 279A CORE: Environmental Values and Policymaking<br><br>***Select one course from the following:***<br>ECN 207 Microeconomics<br>ECN 208 Macroeconomics | 6* |
| **Geographical Environment**<br>GEO 125 World Geography | 3* |
| **Technological Environment** | |

| | |
|---|---|
| ***Select one courses from the following:*** | 3* |
| POL 279C CORE: American Political Thought, Nature, & Common Good | |
| HST 279D CORE: History of Innovation and Technology | |
| | |
| **Basic History** | |
| ***Select two courses from the following:*** | 6* |
| HST 106 World History to 1500 | |
| HST 107 World History from 1500 to present | |
| HST 110 Western Civilization to 1500 | |
| HST 111 Western Civilization from 1500 to Present | |
| | |
| **American Culture** | |
| ***Select one course from the following:*** | 3* |
| HST 320 US since 1945 | |
| POL 348E A History of U.S. Foreign Relations | |
| | |
| **Global and International Issues** | |
| ***Select one course from the following:*** | 3* |
| HST 279B The United States and World War 1914-1945 | |
| HST 352 Modern Europe | |
| POL 360 Seminar: International Politics | |
| POL 379A CORE: War and Peace: International Law and Organization | |
| | |
| **Law and Institutions** | |
| ***Select one course from the following:*** | 3* |
| POL 230 Law, Society and Polity | |
| POL 379C CORE: Violence and Change: Terrorism, Genocide, War | |
| | |
| **Individual Development & Identity** | |
| ***Select one course from the following:*** | 3* |
| SOC 101 Introduction to Sociology | |
| PSY 100 Introduction to Psychology | |
| PSY 212 Social Psychology | |
| PSY 220 Human Development: Child & Adolescent | |
| | |
| ***Required Professional Education Courses:*** | |
| EDU 112 Introduction to Teaching: Adolescence to Young Adult | 3 |
| EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA | 1 |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3 |
| EDU 220 Educational Psychology | 3 |
| EDU 314 Content Area Literacy | 3 |
| EDU 354 Adolescence to Young Adult Social Studies Teaching Methods | 3 |
| EDU 379A CORE: Principles of Education | 3 |
| EDU 410 Assessment and Technology for Teaching and Learning | 3 |
| EDU 487 Supervised Teaching: Adolescence to Young Adult or Multi-Age | 12 |
| EDU 488 Teaching Seminar: Adolescence to Young Adult or Multi-Age | 1 |
| | |
| **Total Credits Required** | **88** |
| * Used to calculate the Major GPA | |

# International Business Administration

## Requirements for a Minor in International Business Administration

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| ***Required Courses:*** | |
| BUS 221 International Marketing | 3 |
| ECN 340 International Economics | 3 |
| GEO 125 World Geography | 3 |
| | |
| ***Select two courses from the following:*** | 6 |
| FIN 311 International Accounting and Finance | |
| HST 106 World History to 1500 **or** HST 107 World History from 1500* | |
| POL 360 Seminar: International Politics | |
| SOC 379B Global Ethnic Relations | |
| Study Abroad | |
| | |
| **Total Credits Required** | **15** |
| *Note: Student may choose one but not both. | |

# Life Science Education–Grades 7-12

Degree offered: Bachelor of Science

Licensure offered: Life Science

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 Major or Licensure in Life Science Education

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Degree-seeking students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below.<br><br>Licensure-only students, those who completed a bachelor's degree prior to beginning this program, need only the requirements listed below. | |
| BIO 201 General Biology: Cells & Molecules | 4* |
| BIO 202 General Biology: Biodiversity & Evolution | 4* |
| BIO 203 General Biology: Vertebrate Anatomy & Physiology | 4* |
| BIO 366 Genetics | 4* |
| BIO 469 Cell and Molecular Biology | 4* |
| BIO 479 CORE: Ecology | 4* |
| | |
| ***Select one course from the following:*** | 4* |
| BIO 341 Human Anatomy | |
| BIO 342 Human Physiology | |
| | |
| ***Required correlatives:*** | |
| CHM 109 General Chemistry I | 4 |
| CHM 110 General Chemistry II | 4 |
| ENV 113 Geology | 4 |
| ENV 115 Environmental Science | 4 |
| MTH 140 Intro to Statistics | 3 |

| | |
|---|---|
| ***Select one course from the following:*** | 4 |
| PHY 119 College Physics I | |
| PHY 219 General Physics II | |
| | |
| ***Required Professional Education Courses:*** | |
| EDU 112 Introduction to Teaching: Adolescence to Young Adult | 3 |
| EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA | 1 |
| EDU 199 Introduction to Pedagogy and Classroom Management | 3 |
| EDU 220 Educational Psychology | 3 |
| EDU 314 Content Area Literacy | 3 |
| EDU 353 Adolescence to Young Adult Science Teaching Methods | 3 |
| EDU 379A CORE: Principles of Education | 3 |
| EDU 410 Assessment and Technology for Teaching and Learning | 3 |
| EDU 487 Supervised Teaching: Adolescence to Young Adult or Multi-Age | 12 |
| EDU 488 Teaching Seminar: Adolescence to Young Adult or Multi-Age | 1 |
| | |
| **Total Credits Required** | **86** |
| * Used to calculate the Major GPA | |

# Management

The Ohio Dominican Division of Business faculty offers an undergraduate minor in Management which consists of six courses. The management minor focuses on the process of working with and through others to achieve organizational objectives. Today's manager must make effective decisions in the functions of planning, organizing, leading and controlling in an increasingly complex, diverse and dynamic environment. In establishing the undergraduate minor in Management, the faculty anticipated three types of students to be drawn to courses in administration: 1) Students who wish to learn about the management of organizations as a way of preparing for a career in business; 2) Students preparing for careers in other fields that require some knowledge of management; and 3) Students who expect to go on to graduate work in management who wish early guidance and undergraduate work appropriate to this career objective.

Students are not permitted to complete both the minor in management and the business administration major with an emphasis in management; they must choose one or the other.

## Requirements for a Minor in Management

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| BUS 240 Management and Organizational Behavior | 3 |
| BUS 265 Business Writing and Presentations | 3 |
| BUS 343 Human Resource Management | 3 |
| | |
| ***Select three courses from the following:*** | |
| BUS 245 Labor Relations | 9 |
| BUS 279A CORE: Leadership & The Common Good | |
| BUS 301 Conflict Resolution and Negotiation for Managers | |
| BUS 303 Project Management | |
| BUS 305 Non-Profit Management | |
| BUS 315 Gender and The Workplace | |
| BUS 360 Innovation & Entrepreneurship | |
| BUS 371 Sales Force Management & Leadership | |
| BUS 373 Managing The Diverse Workforce | |
| BUS 443 Recruitment and Staffing | |
| BUS 444 Talent Development | |

| | |
|---|---|
| PSY 350 Psychology of Personality | |
| **Total Credits Required** | **18** |

# Management Information Systems

This minor is designed for students who want to supplement their major with a solid foundation in the business applications of database management and analysis of information systems. The certificate is designed for those already working in some business where knowledge of databases would enhance their opportunities and future advancement.

## Requirements for a Minor in Management Information Systems

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| CIS 150 Programming Fundamentals | 3 |
| CIS 234 Database Management Systems | 3 |
| CIS 324 Systems Analysis | 3 |
| CIS 334 Advanced Database Management | 3 |
| CIS 460 Planning and Management of Information Systems | 3 |
| **Total Credits Required** | **15** |

## Requirements for a Certificate in Management Information Systems

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| CIS 150 Programming Fundamentals | 3 |
| CIS 234 Database Management Systems | 3 |
| CIS 324 Systems Analysis | 3 |
| CIS 334 Advanced Database Management | 3 |
| CIS 460 Planning and Management of Information Systems | 3 |
| **Total Credits Required** | **15** |

# Marketing

## Requirements for a Minor in Marketing

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| BUS 220 Principles of Marketing | 3 |
| ***Select 12 credits from the following:*** | 12 |
| BUS 221 International Marketing | |
| BUS 251 Retailing | |
| BUS/PRS 270 Integrated Marketing Communication | |
| BUS 370 Professional Selling | |
| BUS 371 Sales Force Management and Leadership | |
| BUS 378 Marketing in Service Industries | |
| PRS 201 Principles of Public Relations | |
| PRS 275 Advertising | |
| PSY 212 Social Psychology | |

| | |
|---|---|
| SPM 220 Sport Marketing | |
| **Total Credits Required** | **15** |

# Mathematics

Degree offered: Bachelor of Science

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 Major in Mathematics

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| MTH 240 Calculus I | 4* |
| MTH 241 Calculus II | 4* |
| MTH 242 Multivariable Calculus | 4* |
| MTH 300 Foundations in Mathematics | 3* |
| MTH 350 Linear Algebra | 3* |
| MTH 479 Capstone Seminar | 3* |
| ***Select one of the following Option:*** | |
| ***Option 1: Mathematics Track*** | |
| CIS 150 Programming Fundamentals | 3* |
| MTH 450 Abstract Algebra I | 3* |
| **Select three courses from the following:** | |
| MTH 243 Differential Equations<br>MTH 275 Statistical Reasoning<br>MTH 345 Discrete Structures and Objects<br>MTH 370 Mathematical Statistics<br>MTH 451 Abstract Algebra II<br>MTH 460 Geometry<br>MTH 385/485 Special Topics<br>PHY 220 General Physics II | 9–10* |
| **Required correlative:** | |
| PHY 219 General Physics I | 4* |
| ***Option 2: Data Analytics for Business Track*** | |
| DAT 111 Descriptive Statistics with R | 3* |
| DAT 112 Inferential Statistics with R | 3* |
| DAT 310 Fundamentals of SQL | 3* |

| | |
|---|---|
| ***Select one course from the following:***<br>DAT 210 Data Visualization with Tableau Software<br>DAT 220 Spreadsheet Techniques for Data Analytics | 3* |
| ***Select one course from the following:***<br>CIS 150 Programming Fundamentals<br>DAT 230 Programming Fundamentals with Python | 3* |
| **Select one concentration from the following:**<br>***Accounting (12 credits)***<br>ACT 210 Intro to Financial Accounting<br>ACT 220 Accounting for Managerial Decision Making<br>ACT 310 Intermediate Accounting I<br>ACT 360 Forensic Accounting<br><br>***Economics ( 12 credits)***<br>ECN 207 Principles of Microeconomics<br>ECN 208 Principles of Macroeconomics<br>ECN 447 Econometric Modeling<br>*Choose one*:<br>ECN 322 Intermediate Macroeconomics<br>ECN 325 Intermediate Microeconomics<br><br>**Finance (15 credits)**<br>ACT 210 Accounting for Financial Decision Making<br>ECN 207 Principles of Microeconomics<br>ECN 208 Principles of Macroeconomics<br>FIN 325 Managerial Finance<br>FIN 448 Financial Modeling<br><br>**Risk Management and Insurance (9 credits)**<br>Any three RMI courses<br><br>**Supply Chain Management (12 credits)**<br>SCM 201 Introduction to the Principles of Supply Chain<br>SCM 320 Inventory Management and Demand Planning<br>SCM 425 Design of the Supply Chain: The Role of Manufacturing<br>***Choose one:***<br>SCM 210 Transportation Management: A Global Supply Chain Perspective<br>SCM 215 Principles of Procurement & Strategic Sourcing in Supply Chain | 9-15* |
| **Total Credits Required**<br>* Used to calculate the Major GPA | **40-45** |

## Requirements for a Minor in Mathematics

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| MTH 240 Calculus I<br>MTH 241 Calculus II | 4<br>4 |
| ***Select three courses from the following including one 300-level course:***<br>MTH 140 Introduction to Statistics<br>MTH 242 Multivariable Calculus<br>MTH 243 Differential Equations | 9–10 |

| | |
|---|---|
| MTH 275 Statistical Reasoning<br>MTH 300 Foundations in Mathematics<br>MTH 345 Discrete Structures and Objects<br>MTH 350 Linear Algebra<br>MTH 370 Mathematical Statistics<br>MTH 450 Abstract Algebra I<br>MTH 451 Abstract Algebra II<br>MTH 460 Geometry<br>MTH 462 Elementary Topology | |
| **Total Credits Required** | **17–18** |

# 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 three or four performances of the University Chorus and individual student recitals.

## Requirements for a Minor in Music

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| MUS 187 Introduction to Western Art Music | 3 |
| MUS 260 Music Theory and Fundamentals | 3 |
| ***Select six credits from the following:*** | 6 |
| MUS 126 Guitar Class | |
| MUS 128 Voice Class | |
| MUS 181 Music of the World | |
| MUS 184 Popular Music in America | |
| ***Select four credits from the following:*** | 4 |
| MUS 122 University Band | |
| MUS 123A Treble Chorus | |
| MUS 123B Vocal Ensemble | |
| ***Select two credits from the following:*** | 2 |
| MUS 124 Individual Lessons | |
| MUS 205 Cantoring: Singing and Accompanying | |
| **Total Credits Required** | **18** |

# Non-Profit Management

## Requirements for a Minor in Non-Profit Management

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ACT 210 Accounting for Financial Decision Making | 3 |
| BUS 305 Non-Profit Management | 3 |
| BUS 365 Philanthropy and Fundraising | 3 |

| | |
|---|---|
| PRS 201 Principles of Public Relations | 3 |
| ***Select six credits from the following:***<br>ART 279A CORE: Global Community in Art<br>BUS 250 Legal Environment of Business<br>BUS 279A CORE: Leadership and the Common Good<br>BUS 343 Human Resource Management<br>BUS 373 Managing the Diverse Workforce<br>ENV 279A CORE: Applied Sustainability<br>PJU 279G CORE: Interpersonal Negotiation and Mediation<br>POL 279A CORE: Environmental Values and Policymaking<br>SOC 279B CORE: Non-violent Social Change<br>SOC 379A CORE: Poverty and Development Seminar<br>SOC 379B CORE: Global Ethnic Relations<br>SPM 110 Sport Management | 6 |
| **Total Credits Required** | **18** |

# Peace and Justice

This minor addresses peace and justice from the individual, group, and international levels and prepares students with conflict resolution and social organizing skills to be constructive agents of social change.

## Requirements for a Minor in Peace and Justice

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| PJU 279G CORE: Interpersonal Negotiation & Mediation<br>PJU 379B CORE: Peace and Justice: Catholic Social Teachings<br>SOC 279B CORE: Nonviolent Social Change | 3<br>3<br>3 |
| ***Select one course from the following:***<br>PJU 497 Internship in Peace and Justice<br>POL 360 Seminar: International Politics<br>SOC 379A CORE: Poverty and Development Seminar<br>SOC 379B CORE: Global Ethnic Relations<br>SOC 379C CORE: Violence and Change: Terrorism, Genocide, War | 6 |
| **Total Credits Required** | **15** |

# 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. Courses at the 100-level introduce students to basic 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 Major in Philosophy

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| PHL 479B CORE: Faith and Reason | 3* |
| ***Select three courses from the following:***<br>PHL 361 History of Ancient Philosophy<br>PHL 362 History of Medieval Philosophy<br>PHL 363 History of Renaissance Philosophy and the Foundations of Modern Philosophy<br>PHL 364 History of Modern Philosophy<br>PHL 365 History of Contemporary Philosophy<br>PHL 306 Philosophy of Science<br>PHL 379C CORE: Medieval Moral Dilemmas and Moral Luck | 9* |
| ***Select one course from the following:***<br>PHL 150 Theories of Ethics<br>PHL 206 Philosophy of the Person<br>PHL 242 Applied Ethics<br>PHL 279C Bioethics<br>PHL 279A CORE: Ethical Issues of Sex and Marriage<br>PHL 346 Principles of Business Ethics<br>PHL 379B CORE: Lives of the Philosophers | 3* |
| ***PHL Electives*—**No more than nine credits may be at the 100 level. | 15* |
| **Total Credits Required**<br>* Used to calculate the Major GPA | **30** |

## Requirements for a Minor in Philosophy

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| 12 credits in Philosophy (PHL) with no more than six credits at the 100 level. | 12 |
| ***Select one course from the following:***<br>Any other PHL course (200 level and above)<br>CRJ 305 Ethics in Doing Justice<br>HST 305 Greece and Rome<br>POL 101 The Great Issues of Politics<br>POL 279B CORE: Political Philosophy and the Western Tradition<br>THL 246 Thomas Aquinas<br>THL 248 Early Christian Writings<br>THL 320 Theological Anthropology<br>THL 335 Christian Morality<br>THL 479B CORE: Faith and Reason | 3 |
| **Total Credits Required** | **15** |

## Requirements for a Minor in Applied Ethics

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| PHL 109 Issues in Philosophy | 3 |
| PHL 206 Philosophy of the Person | 3 |
| PHL 242 Applied Ethics | 3 |
| PHL 279C Bioethics | 3 |
| THL 335 Christian Morality | 3 |
| ***Select three credits from the following:*** | 3 |
| ACT 430 Auditing & Assurances Service | |
| BUS 345 Business & Employment Law | |
| POL 279A CORE: Environmental Values and Policymaking | |
| POL 379B CORE: Peace and Justice: Catholic Social Teachings | |
| **Total Credits Required** | **18** |

# Physics

The Ohio Dominican Division of Mathematics, Computer and Natural Sciences (MCNS) offers an undergraduate minor in Physics which consists of five courses. A minor in Physics is an excellent way of satisfying your curiosity about science while you major in another field. Other majors in the sciences, such as Biology, Chemistry, Mathematics, Exercise Science and Computer Science will find added benefit to their major program of study by including a Physics minor. Chemistry majors in particular will find ease in acquiring a Physics minor due to the fact only the Modern Physics course would be needed over and above their already existing major. It is also a particular asset for students competing for admission to professional schools such as law or medicine, or for students contemplating careers that require some technical background, including teaching, technical writing and management in technology-oriented companies.

## Requirements for a Physics Minor

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| **Required Courses** | 4 |
| PHY 219 General Physics I | 4 |
| PHY 220 General Physics II | 4 |
| PHY 300 Modern Physics | |
| ***Select two courses from the following:*** | 6-8 |
| PHY 310 Electricity and Magnetism | |
| PHY 320 Classical Mechanics | |
| CHM 439 Thermodynamics and Kinetics | |
| CHM 479 CORE: Quantum Mechanics and Spectroscopy | |
| **Total Credits Required** | **18-20** |

# Political Science

Degree offered: Bachelor of Arts

Ohio Dominican University offers a political science major 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 interest's 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.

Students interested in attending law school are encouraged to meet with the Pre-Law Advisor as early in their college-level work as possible to discuss those courses that provide the best preparation for the Law School Admission Test (LSAT).

The following electives are recommended in the major or minor:

- POL 231 Constitutional Law
- POL 279B Political Philosophy and the Western Tradition
- POL 290 Politics & Government: Issues & Process
- POL 379B Peace and Justice: Catholic Social Teaching

Students interested in studying environmental policies and issues are encouraged to meet with a Professor in the Department of Political Science to discuss appropriate coursework.

The following electives are recommended in the major or minor:

- POL 279A CORE: Environmental Values and Policymaking
- POL 290 Politics & Government: Issues & Process

Political science majors are strongly encouraged to study Economics and quantitative studies and to concentrate in related areas of interests such as pre-law, environmental policy, history, criminal justice, peace and justice.

## Requirements for a Major in Political Science

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| POL 101 The Great Issues of Politics | 3* |
| POL 230 Law, Society and Polity | 3* |
| POL 279B CORE: Political Philosophy and Western Tradition** | 3* |
| POL 279C CORE: American Political Thought, Nature & the Common Good** | 3* |
| POL 290 Politics & Government: Issues & Process | 3* |
| POL 365 The United States Presidency | 3* |
| POL 479 CORE: Courage and Prudence in Modern Politics | 3* |
| POL 498 Seminar: Political Theory and Ideology | 3* |
| SCE 000 Senior Comprehensive Examination | 0 |
| ***Select one course from the following:***<br>POL 360 Seminar: International Politics<br>POL 379A CORE: War & Peace: International Law & Org.**<br>POL 379B CORE: Peace and Justice Catholic Social Teachings** | 3* |
| **Total Credits Required**<br>*Used to calculate the Major GPA | **27** |

| | |
|---|---|
| **Students are reminded that the 279 and 379 CORE seminars must come from two different academic disciplines to fulfill the Undergraduate Degree Requirements<br>***Students should consider adding minors in Peace and Justice or African American Studies to complement the Political Science major | |

### Requirements for a Minor in Political Science

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| POL 101 The Great Issues of Politics | 3 |
| POL 379B CORE: Peace and Justice: Catholic Social Teachings | 3 |
| POL 498 Seminar: Political Theory and Ideology | 3 |
| POL Electives | 9 |
| **Total Credits Required** | **18** |

# Pre-Engineering: ODU-UD School of Engineering Agreement

Ohio Dominican University (ODU), in partnership with the University of Dayton (UD) School of Engineering, offers a 3+2 Articulation Agreement for students who plan to complete their Master of Science in Engineering degree. The 3+2 option provides high achieving students the opportunity to earn their undergraduate degree, a 4-year program, from ODU, by completing three years of undergraduate study at ODU and additional coursework taken during the first year of engineering school at UD. Students in the program must enroll at ODU as freshmen and accumulate more than 90 semester credits at ODU before transferring to UD. For the first year at UD, students must complete a transient permission form for both Fall and Spring semesters to continue receiving financial aid. After completion of the first year at UD, students will be considered full-time UD students and will process financial aid through UD.

Students will be automatically admitted into the UD School of Engineering if all of the following conditions are met while attending ODU:

1. Students are in good standing academically, financially, and from a disciplinary perspective at ODU.
2. Students have an undergraduate grade point average of at least 3.00 by the mid-point of their junior year.
3. Students successfully complete undergraduate coursework as established collaboratively between ODU and UD.

Students, please work with your academic advisor if you would like to pursue this option. All program requirements are subject to change per Ohio Dominican University and University of Dayton agreement.

# 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, physician assistant 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-Nursing**: Students wishing to pursue a career in nursing begin this process while at Ohio Dominican University. Three Pre-Nursing options are offered, all of them begin with the courses required to earn an Associate of Science in Health Science from ODU and end with a Bachelor of Science in Nursing from Mount Carmel College of Nursing.

**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 are advised to complete a major in exercise science. This combination of courses best meets admissions requirements and provides students with the background to succeed.

# Pre-Law: ODU-UD School of Law Agreement

Ohio Dominican University (ODU), in partnership with the University of Dayton School of Law (UDSL), offers a 3+3 Articulation Agreement for students who plan to complete their Juris Doctorate (JD) degree. The 3+3 option allows students to complete their ODU undergraduate degree in three years and their UDSL education in an additional three years. Students in the program must enroll at ODU as freshmen and accumulate more than 90 semester credits at ODU before transferring to UD in combination with coursework taken during the first year of law school at UD, a 4-year program, earn their undergraduate degree from ODU.

To enroll in the ODU-UDSL Program, students must apply. Any student at ODU participating in the Program will be conditionally admitted to UDSL on the later of the date of undergraduate enrollment or the date of acceptance into the 3+3 Program by ODU. The decision to accept a student into the 3+3 Program will be based upon 3+3 Program admissions standards agreed to by UDSL and ODU. Students will be required to submit a JD application to UDSL during their third year of undergraduate study. For financial aid, students will apply directly through UD.

Students will receive final acceptance into UDSL if all of the following conditions are met while attending ODU:

1. Students must be in good standing academically, financially, and from a disciplinary perspective at ODU
2. Students must have no criminal arrests or convictions since the time of their conditional admission
3. Students must earn an overall undergrad GPA of 3.6.
4. Students must achieve an LSAT score one point above the median for the UDSL law class for the year of their conditional admission when they apply to law school
5. Students must submit JD application in their 3rd year of undergraduate study to meet ABA requirements.

Students, please work with your academic advisor if you would like to pursue this option. All program requirements are subject to change per Ohio Dominican University and University of Dayton agreement.

# Pre-Law

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.”

Interested students should meet with a Pre-Law Advisor early in their educational careers to discuss strategies to prepare for law school.

## Pre-Law with Major in Political Science

Students interested in attending law school are encouraged to meet with the Pre-Law Advisor as early in their college-level work as possible to discuss those courses that provide the best preparation for the Law School Admission Test (LSAT).

The following electives are recommended in the major or minor:

- POL 231 Constitutional Law
- POL 279B Political Philosophy and the Western Tradition
- POL 290 Politics & Government: Issues & Process
- POL 379B CORE: Peace and Justice: Catholic Social Teaching

## Pre-Law with Major in Philosophy

| **Suggested Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| **As students meet the overall requirements of a Philosophy major, those in the Pre-Law Concentration should take the following courses:** | |
| **Mathematics:**<br>***Select three credits from the following:***<br>MTH 140 Introduction to Statistics<br>MTH 270 Mathematical Statistics | 3 |
| **Natural Science:**<br>Select three credits from biology, chemistry, physics, science, environmental science | 3 |
| **Philosophy:**<br>PHL 105 Introduction to Logic and Philosophy | 3* |
| **Theology:**<br>***Select three credits from the following:***<br>THL 106 The Old Testament<br>THL 107 The New Testament<br>THL 225 Introduction to Christian Theology | 3 |
| ***Select three credits from the following:***<br>THL 204 Epistles of Paul<br>THL 238 Theology of Justice and Mercy<br>THL 303 The Gospels<br>THL 335 Christian Morality | 3 |
| **Language:**<br>***Select three credits at the 111-level or above (Latin is recommended)*** | 3 |
| **History:**<br>***Select six credits from the following:***<br>HST 110 Western Civilization to 1500<br>HST 111 Western Civilization from 1500 to Present<br>HST 201 American History to 1877<br>HST 202 American History Since 1877 | 6 |
| **Literature:** | |

| | |
|---|---|
| ***Select three credits from the following:*** | 3 |
| ENG 460 The Age of Chaucer | |
| ENG 463 The Age of Shakespeare | |
| | |
| ***Select three additional credits in Literature*** | 3 |
| | |
| **Social and Behavioral Sciences:** | |
| ECN 207 Principles of Microeconomics | 3 |
| ECN 208 Principles of Macroeconomics | 3 |
| POL 101 The Great Issues of Politics | 3 |
| POL 290 Politics & Government: Process & Issues | 3 |
| Select one additional Political Science Course | 3 |
| | |
| **Total Credits Required** | **45** |
| * 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.

# Pre-Med: ODU-OU-HCOM Medical School Early Assurance Program

Ohio Dominican University, in partnership with the Ohio University Heritage College of Osteopathic Medicine (OU-HCOM), offers a 3+4 or 4+4 Early Assurance to Medical School Program for students who plan to complete their medical education degree. The 3+4 option provides high achieving students the opportunity to complete three years of undergraduate study at ODU and, in combination with coursework taken during the first year of medical school at OU-HCOM, a four-year program, earn their undergraduate degree from ODU. The 4+4 option allows students to complete their ODU undergraduate degree in four years and their OU-HCOM medical education in an additional four years.

To enroll in the Ohio Dominican University Early Assurance to Medical School Program, high school seniors must apply to ODU and the OU-HCOM Early Assurance Program no later than December 1 during their senior year. Applicants must be an Ohio resident and, in accordance with OU-HCOM policy, be a U.S. citizen or hold a permanent visa. Selected applicants will be interviewed for conditional acceptance by OU-HCOM in early February. If chosen by OU-HCOM, successful applicants are granted conditional acceptance to the OU-HCOM Medicine degree program prior to freshman matriculation at ODU. Accepted students from the ODU-OU-HCOM Early Assurance to Medical School Program will receive priority consideration for placement at the OU-HCOM Dublin campus. A maximum of 10 students will be accepted per academic year.

High school seniors meeting the following requirements will be considered for the Early Assurance to Medical School Program:

1. Suggested High School Curriculum
    a. 4 years of mathematics, including Algebra I and II, Geometry, and advanced mathematics courses
    b. 4 years of science, including Biology, Chemistry, and Physics
    c. 4 years of English
    d. 4 years of social studies
2. Four years of foreign language
3. Grade point average of 3.50 or higher (on a 4-point scale)
4. ACT of at least 28 or SAT of at least 1280 (math + verbal)

Students will receive final acceptance into the OU-HCOM program if all of the following conditions are met while attending ODU:

1. Obtain a cumulative grade point average of 3.7 and a science grade point average of 3.6 or higher upon completion of the undergraduate degree at ODU. For students that choose to

complete their final year of undergraduate studies at OU-HCOM as part of the 3+4 option, please see #8 below.

2. Maintain uninterrupted matriculation within a program offered by ODU every semester until undergraduate degree program requirements have been satisfied.
3. Submit an American Association of Colleges of Osteopathic Medicine Admission Service (AACOMAS) application and all required secondary application materials for admission to OU-HCOM no later than June 1 the year before planned entrance into medical school.
4. The Medical College Admissions Test (MCAT) requirement will be waived. However, in an effort to prepare the student for the rigor of standardized exams that are inherent with the medical education process, Early Assurance Program participants will be required to take an MCAT practice test administered by ODU to gauge standardized test taking proficiency.
5. Complete and meet all prerequisite undergraduate course requirements, including a minimum of six semester hours of English, six semester hours of behavioral science, eight semester hours of biology, eight semester hours of general chemistry, eight semester hours of organic chemistry, and eight semester hours of physics, all with the required labs where applicable. The required coursework must be at a grade of "C" or better.
6. Engage in clinical observations with physicians in the greater Columbus area to gain further insight and experience into a career in primary care medicine.
7. Maintain yearly contact with the ODU pre-professional advisor to ensure that all requirements are being satisfied for direct admission into the OU-HCOM degree program. Early Assurance Program participants will also meet periodically with OU-HCOM admission office personnel for additional insight into the expectations and opportunities associated with the medical school experience.
8. Students enrolled in the 3+4 option of the Early Assurance Program may, after the completion of the 3-year ODU curriculum listed below, complete their final year of undergraduate studies during their first year of medical school at OU-HCOM. ODU will accept a maximum of 30 semester hours for this coursework and grant the appropriate undergraduate degree. Before entering medical school under the 3+4 option, students must have completed a minimum of 94 credits applicable to the undergraduate degree with a cumulative GPA of 3.7 or higher and completed all required courses in the major field.
9. A sample 3-year course plan for the 3+4 option – B.S. in Biology can be found in appendix C.

# Pre-Nursing Program

See also: Health Science

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 Associate of Health Science 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 earning a bachelor's degree. This degree must include all the requirements of Option I – Associate of Health Science. Upon successful completion of all required courses, the student will be awarded the bachelor's degree from ODU. The remaining three semesters (spring, summer, and 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 a broad liberal arts degree, who wishes to play sports at ODU, and for the student who wishes to become an RN but is unsure if he/she wants 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 earning a bachelor's degree. This degree must include all the requirements of Option I – Associate of Health Science. 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.

Transfer to the Mount Carmel APP or SDAP programs is guaranteed, provided students complete the coursework described below with a cumulative grade point average (GPA) of 3.0 or greater and a minimum grade of "C" in all required coursework. Mount Carmel also requires each transfer student complete their interview process. 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 Associate of Health Science. These hours must include at least 16 hours from the following group of courses: BIO 227 Microbiology, BIO 252 Human Nutrition, BIO 341 Human Anatomy, BIO 342 Human Physiology, CHM 109 General Chemistry I, CHM 110 General Chemistry II, EXSC 262 Introduction to Pathophysiology, MTH 140 Introduction to Statistics, or PSY 224 Human Development: Lifespan. In addition, MCCN requires all transfer science credits be taken within the last five years.

In order for a student to be admitted to the two-year Pre-Nursing Program at ODU (Option I – Associate of Health Science, leading to the APP Program at MCCN), a student must have taken the following high school courses and earned at least a grade of "C" in the courses:

- Four units of English
- Three units of mathematics (including Algebra II)
- Three units of a laboratory science (including biology and chemistry)
- Two units of a foreign language (sign language accepted)
- One unit of visual or a performing art

A student who has not taken these courses or who earned less than a grade of "C" in them must take the equivalent courses at ODU and earn at least a grade of "C" prior to admission to ODU's Option I Pre-Nursing Program. This may impact the time necessary to fulfill the requirements for admission to MCCN's APP Program.

If a student entering Option 2 or Option 3 Pre-Nursing Programs at ODU earns a Bachelor of Science degree in Biology from ODU, there are no additional high school requirements for these programs.

## Requirements for A.S. in Health Science - Pre-Nursing Option 1

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ***Core Courses:*** | |
| BIO 201 General Biology: Cells & Molecules | 4 |
| BIO 203 General Biology: Vertebrate Anatomy & Physiology | 4 |
| BIO 227 Microbiology | 4 |
| BIO 252 Human Nutrition | 3 |
| BIO 341 Human Anatomy | 4 |
| BIO 342 Human Physiology | 4 |
| CHM 109 General Chemistry I | 4 |
| CHM 110 General Chemistry II | 4 |
| EXSC 262 Introduction to Pathophysiology | 3 |
| ***Required Correlatives:*** | |

| | |
|---|---|
| CORE 179: What Does it Mean to be Human? | 3 |
| CORE 279: What is the Common Good? | 3 |
| ENG 110 College Writing I | 3 |
| ENG 111 College Writing II | 3 |
| MTH 140 Introduction to Statistics | 3 |
| PHL 242 Applied Ethics or PHL 279C Bioethics | 3 |
| PSY 100 Introduction to Psychology | 3 |
| PSY 224 Human Development: Lifespan | 3 |
| SOC 101 Introduction to Sociology | 3 |
| SPN 252 Spanish for Medical Professionals | 3 |
| THL 343 World Religions | 3 |
| **Total Credits Required** | **67** |
| All university level courses are used to calculate the GPA for admission to MCCN. | |

## Requirements for Pre-Nursing Program - Option 2

This option requires students obtain a bachelor's degree from Ohio Dominican University. Any degree is acceptable if the required Associate of Health Science courses listed in Option 1 are taken as a part of their degree plan to fulfill prerequisite requirements of Mt. Carmel College of Nursing.

# Pre-Physician Assistant Studies: Early Assurance Program

Ohio Dominican University offers Early Assurance to its Physician Assistant Studies program. This program provides high achieving students the ability to complete their undergraduate study of choice at Ohio Dominican University while completing all prerequisite courses for the Physician Assistant Studies program.

To enroll in the Early Assurance to Physician Assistant Studies program, high school seniors must apply to ODU and the Physician Assistant Early Assurance Program no later than December 1 during their senior year of high school. Applicants must be an Ohio resident and a permanent resident. Selected applicants will be interviewed for conditional acceptance by ODU in early February. If chosen, successful applicants are granted conditional acceptance to ODU's Physician Assistant Studies program prior to freshman matriculation at ODU. A maximum of 10 students will be accepted per academic year.

High school seniors meeting the following requirements will be considered for the Early Assurance program:

1. Suggested High School Curriculum
    a. Four years of mathematics, including Algebra I and II, Geometry, and advanced mathematics courses
    b. Four years of science, including Biology, Chemistry, and Physics
    c. Four years of English
    d. Four years of social studies
2. Four years of foreign language
3. Grade point average of 3.50 or higher (on a 4.0 scale)
4. ACT of 28 or higher

Students will receive final acceptance into the Physician Assistant Studies program if all of the following conditions are met while attending ODU:

1. Obtain a cumulative grade point average of 3.7, and a science grade point average of 3.6 or higher upon completion of the undergraduate degree at ODU.
2. Maintain uninterrupted matriculation within a program offered by ODU every semester until undergraduate degree program requirements have been satisfied.
3. The Graduate Record Examination (GRE) or Medical College Admissions Test (MCAT) will be required prior to the start of the Physician Assistant Studies program.

4. Complete and meet all prerequisite undergraduate course requirements including three chemistry courses (inorganic/general chemistry with lab, organic chemistry with lab, and biochemistry); f. our humanities courses (e.g. English, language, arts, history, music); five biology courses, including human anatomy, human physiology and microbiology (note: all science courses must be a minimum of three credit hours); psychology and math courses, including introductory psychology, lifespan psychology, statistics, and college algebra or higher mathematics. The required coursework must be at a grade of "C" or better.
5. Engage in clinical observations with physician assistants to gain further insight and experience into a career as an Advanced Practice Provider.
6. Obtain a total of 250 direct patient health care hours prior to matriculation into the Physician Assistant Studies program. These may be self-documented but can be subject to an audit.
7. Maintain yearly contact with the ODU pre-health professional advisor to ensure that all requirements are being satisfied for direct admission into the Physician Assistant Studies program.

# 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 Major in Psychology

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| **Psychology Core:** | |
| PSY 100 Introduction to Psychology | 3* |
| PSY 232 Research Methods and Reporting | 3* |
| PSY 332 Research Methods and Analysis | 3* |
| PSY 479 CORE: Current Issues in Psychology | 3* |
| **Psychology Area Studies:** | |
| **Developmental Psychology** | |
| ***Select two courses from the following:*** | 6* |
| PSY 220 Human Development: Childhood and Adolescence | |
| PSY 221 Human Development: Adolescence | |
| PSY 222 Human Development: Adulthood and Aging | |
| PSY 224 Human Development: Lifespan | |
| **Social and Cognitive Psychology** | |
| ***Select one course from the following:*** | 3* |
| PSY 212 Social Psychology | |
| PSY 434 Cognitive Processes | |
| **Biological and Animal Psychology** | |

| | |
|---|---|
| ***Select two courses from the following:*** | 6* |
| PSY 234 Animal Behavior | |
| PSY 236 Biopsychology | |
| PSY 335 Health Psychology | |
| PSY 433 Learning & Motivation | |
| | |
| **Clinical/Counseling and Applied Psychology** | |
| ***Select two courses from the following:*** | 6* |
| PSY 350 Theories of Personality | |
| PSY 351 Theories of Psychology | |
| PSY 352 Psychological Testing | |
| PSY 354 Psychopathology | |
| PSY 451 Counseling Theory & Process | |
| | |
| ***Required Correlatives:*** | |
| ***Select one course from the following:*** | 3–4 |
| BIO 105 Principles of Human Anatomy and Physiology | |
| BIO 107 Principles of Biology | |
| BIO 201 General Biology: Cells & Molecules | |
| BIO 202 General Biology: Biodiversity & Evolution | |
| BIO 203 General Biology: Vertebrate Anatomy & Physiology | |
| | |
| MTH 140 Introduction to Statistics | 3 |
| Any course from the Sociology offerings | 3 |
| | |
| **Total Credits Required** | **42-43** |
| * Used to calculate the Major GPA | |

## Requirements for a Minor in Psychology

| **Courses** For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| PSY 100 Introduction to Psychology | 3 |
| PSY Electives (15 credits) | 15 |
| | |
| **Total Credits Required** | **18** |

# Public Relations and Marketing Communications

Degree offered: Bachelor of Arts

The Public Relations & Marketing Communications major at Ohio Dominican University prepares students for in-demand careers and advanced study in advertising, account management, account planning, branding, community relations, corporate communications, digital media, employee communications, event planning, government relations, public relations, marketing analytics, media relations, non-profit communications, social media, sport information, web communications and related fields. With a supplemental major or minor, students would graduate with multiple skill sets, making them highly employable in today's competitive environment. The curriculum is writing-intensive and business-oriented with a foundation in the liberal arts.

Students can choose to specialize in Public Relations, Marketing Communications or Design/Digital by selecting elective courses that increase students' understanding of how public relations and marketing communications programs are built.

Students are encouraged (in consultation with their advisor) to pick a complementary minor which will support and extend the courses in the major. Recommended minors include Business, English, Entrepreneurship, Graphic Design, Insurance & Risk Management, Management, Marketing, Non-profit Management, and Sport Management. Students can easily elect a double major in the following areas: Business, Risk Management and Insurance, and Sport Management.

Students with strong academic performance may enroll in the 4+1 MBA program and work toward completing both their undergraduate degree in PR & Marketing Communications as well as an MBA, in a total of five full time academic years.

## Requirements for a Major in Public Relations and Marketing Communications

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| BUS 220 Principles of Marketing | 3* |
| PRS 201 Principles of Public Relations | 3* |
| BUS/PRS 265 Business Writing and Presentations | 3* |
| BUS/PRS 270 Integrated Marketing Communications | 3* |
| PRS 329 Power-packed Writing for PR and Marketing Communications | 3* |
| PRS 352 Market Research and Analytics | 3* |
| PRS 421 Case Studies/ Campaign Strategies | 3* |
| PRS 479 CORE: Experience and Analysis | 3* |
| ***Select at least six credits from the following:***<br>BUS 370 Professional Selling<br>BUS 371 Sales Force Management and Leadership<br>BUS 444 Talent Development<br>COM 105 Public Speaking<br>PRS 205 News Writing<br>PRS 275 Advertising<br>PRS 340 Digital Marketing<br>PRS 365 Philanthropy and Fundraising<br>PRS 415 Media Relations<br>PRS 425 PRS Practicum 1911PR<br>PRS 1/2/3/485 Special Topics<br>PRS 2/3/486 Independent Study<br>PRS 497 Internship in Public Relations<br>SPM 333 Sport Communication<br>ART courses** | 6* |
| ***Select one course from the following:***<br>ART 103 Basic Graphic Design for the Non-Major<br>ART 112 Foundations in Design<br>ART 207 Design I | 3* |
| ***Required Correlatives:*** | |
| BUS 240 Management and Organizational Behavior | 3 |
| ECN 207 Principles of Microeconomics | 3 |
| **Total Credits Required**<br>* Used to calculate the Major GPA | **39** |

| | |
|---|---|
| ** Students interested in graphic design can substitute up to six (6) additional ART credits for PRS elective credits. Consult advisor for appropriate courses based on student competencies and career objectives. | |

## Requirements for a Minor in Public Relations

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| BUS 220 Principles of Marketing | 3 |
| PRS 201 Principles of Public Relations | 3 |
| BUS/PRS 270 Integrated Marketing Communication | 3 |
| PRS 329 Power-packed Writing for PR and Marketing Communications | 3 |
| PRS 340 Digital Marketing | 3 |
| **Total Credits Required** | **15** |

# Risk Management and Insurance

Degree offered: Bachelor of Science

Certificate offered: Risk Management and Insurance

The Risk Management and Insurance program at Ohio Dominican University enables students to acquire in-depth knowledge of decision-making processes and insurance entities to facilitate effective assessment and management of personal and organizational risks. The specialized courses in Risk Management and Insurance are complemented by a strong set of courses in all the functional areas of business, and economics, and the strong Ohio Dominican University liberal arts core curriculum. This program prepares students for successful careers in the insurance industry through professional connections that support student development and career opportunities including accounting, product analysis, pricing, sales, marketing, distribution, information technology, project management and underwriting.

## Requirements for a Major in Risk Management and Insurance

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| ***Major Courses:*** | |
| RMI 210 Fundamentals of Risk Management and Insurance | 3* |
| RMI 220 Operations and Management of Insurance Companies | 3* |
| RMI 301 Personal Property-Casualty Risk Management and Insurance | 3* |
| RMI 310 Enterprise Risk Management | 3* |
| RMI 401 Commercial Property-Casualty Risk Management and Insurance | 3* |
| ***Select two courses from the following:*** | 6* |
| BUS 301 Conflict Resolution and Negotiation for Managers | |
| BUS 303 Project Management | |
| BUS 360 Innovation and Entrepreneurship | |
| BUS 370 Professional Selling | |
| BUS 371 Sales Force Management and Leadership | |
| BUS 373 Managing the Diverse Workforce | |
| CRJ/POL 230 The Law, Society, and Polity | |
| ECN 260 Financial Institutions and Markets | |

| | |
|---|---|
| ECN 325 Intermediate Microeconomics<br>FIN 310 Investments<br>RMI 350 Life and Health Insurance<br>RMI 497 Internship in Risk Management and Insurance<br>PRS/BUS 265 Business Writing and Presentations<br>PRS 352 Market Research and Analytics<br>SCM 201 Intro to Logistics Industry | |
| ***Business Core Courses:*** | |
| ACT 210 Accounting for Financial Decision Making | 3* |
| ACT 220 Accounting for Managerial Decision Making | 3* |
| BUS 220 Principles of Marketing | 3* |
| BUS 240 Management and Organization Behavior | 3* |
| BUS 250 Legal Environments of Business | 3* |
| BUS 318 Business and Society | 3* |
| BUS 343 Human Resource Management | 3* |
| BUS 479 CORE: Strategic Management | 3* |
| FIN 325 Managerial Finance | 3* |
| ECN 207 Principles of Microeconomics | 3* |
| ECN 208 Principles of Macroeconomics | 3* |
| ***Select one course from the following:***<br>CIS 107 Computer Applications<br>CIS 234 Database Management Systems | 3* |
| ***Required Correlatives:*** | |
| MTH 140 Introduction to Statistics | 3 |
| PHL 346 Principles of Business Ethics | 3 |
| **Total Credits Required**<br>* Used to calculate the Major GPA | **63** |

## Requirements for a Minor in Risk Management and Insurance

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| RMI 210 Fundamentals of Risk Management and Insurance | 3 |
| RMI 220 Operations and Management of Insurance Companies | 3 |
| RMI 310 Enterprise Risk Management | 3 |
| ***Complete two courses from the following:***<br>BUS 301 Conflict Resolution and Negotiation for Managers<br>BUS 360 Innovation and Entrepreneurship<br>BUS 370 Professional Selling<br>BUS 371 Sales Force Management and Leadership<br>BUS 373 Managing the Diverse Workforce<br>CIS 370 Software Tools for Data Analysis and Visualization<br>CRJ/POL 230 The Law, Society, and Polity<br>ECN 260 Financial Institutions and Markets<br>ECN 325 Intermediate Microeconomics<br>FIN 310 Investments<br>RMI 301 Personal Property-Casualty Risk Management and Insurance<br>RMI 350 Life and Health Insurance<br>RMI 401 Commercial Property-Casualty Risk Management and Insurance<br>RMI 497 Internship in Risk Management and Insurance | 6 |

| | |
|---|---|
| PRS/BUS 265 Business Writing and Presentations<br>PRS 352 Market Research and Analytics<br>SCM 201 Intro to Logistics Industry<br><br>**Total Credits Required** | <br><br><br><br>**15** |

## Requirements for a Certificate in Risk Management and Insurance

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| RMI 210 Fundamentals of Risk Management and Insurance<br>RMI 220 Operations and Management of Insurance Companies<br><br>***Complete three courses from the following***<br>RMI 301 Personal Property-Casualty Risk Management and Insurance<br>RMI 310 Enterprise Risk Management<br>RMI 350 Life and Health Insurance<br>RMI 401 Commercial Property-Casualty Risk Management and Insurance<br><br>**Total Credits Required** | 3<br>3<br><br>9<br><br><br><br><br><br>**15** |

# Social Work

Degree offered: Bachelor of Arts

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 Major in Social Work

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below.<br><br>SWK 100 Social Problems and Social Policies<br>SWK 120 Introduction to the Profession<br>SWK 220 Human Behavior in Social Environ I: Childhood & Adolescence<br>SWK 222 Human Behavior in Social Environ II: Adulthood & Aging<br>SWK 320 Generalist Practice with Individuals, Families and Small Groups<br>SWK 321 Practice with Organizations and Communities<br>SWK 341 Integrated Human Behavioral Theories/SWK Practice<br>SWK 342 Policy Advocacy Practice | <br><br>3*<br>3*<br>3*<br>3*<br>3*<br>3*<br>3*<br>3* |

| | |
|---|---|
| SWK 352 Research Methods | 3* |
| SWK 379B CORE: Global Ethnic Relations | 3* |
| SWK 479A CORE: Seminar I | 3* |
| SWK 480A Practicum I | 5* |
| SWK 481A Practicum II | 5* |
| SWK 483 Seminar II | 3* |
| | |
| ***Required Correlatives:*** | |
| ***Select one course from the following:*** | 3–4 |
| BIO 105 Principles of Human Anatomy | |
| BIO 107 Principles of Biology | |
| | |
| MTH 140 Introduction to Statistics | 3 |
| PSY 100 Introduction to Psychology | 3 |
| SOC 101 Introduction to Sociology | 3 |
| | |
| **Total Credits Required** | **58-59** |
| * Used to calculate the Major GPA | |

# Sociology

Degree offered: Bachelor of Arts

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 Major in Sociology

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| | |
| SOC 101 Introduction to Sociology | 3* |
| SOC 352 Research Methods | 3* |
| SOC 379D CORE: Social Stratification | 3* |
| SOC 479 CORE: Sociological Theory | 3* |
| SOC 497 Internship and Seminar | 3* |
| SCE 000 Senior Comprehensive Examination | 0 |
| | |
| Topic Specific Sociology courses | |
| ***Select four courses from the following:*** | 12* |
| SOC 215 Deviance and Institutional Problems | |
| SOC 255 Marriage, Sex, and Family | |
| SOC 279B CORE: Nonviolent Social Change | |
| SOC 279E CORE: Health and the Community | |
| SOC 279F CORE: Social Entrepreneurship | |
| SOC 379A CORE: Poverty and Development Seminar | |
| SOC 379B CORE: Global Ethnic Relations | |
| | |
| Sociology Electives | |
| ***Select two courses from the following:*** | 6* |

| | |
|---|---|
| SOC 366 Population Health<br>SOC/CRJ 263 Juvenile Delinquency<br>SOC/CRJ 340 Human Trafficking<br>SOC/CRJ 365 Criminology<br>SOC/POL/CRJ 379C CORE: Violence and Change: Terrorism, Genocide<br>SWK 279A CORE: Women's Issues and the Common Good<br>PSY 212 Social Psychology | |
| ***Required Correlatives:***<br>SWK 100 Social Problems and Social Policies<br>MTH 140 Introduction to Statistics<br>PSY 100 Introduction to Psychology | 9 |
| **Total Credits Required**<br>* Used to calculate the Major GPA | **42** |

## Requirements for a Minor in Sociology

`

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| SOC 101 Introduction to Sociology<br>SOC 379D CORE: Social Stratification | 3<br>3 |
| ***Select one course from the following:***<br>SOC 215 Deviance and Institutional Problems<br>SOC 255 Marriage, Sex, and Family<br>SOC 279B CORE: Nonviolent Social Change | 3 |
| Select nine credits from any SOC courses not taken above including cross listed courses with SOC, which may include SWK 279 or PSY 212 | 9 |
| **Total Credits Required** | **18** |

# 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**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| SPN 111 Elementary Spanish II<br>SPN 212 Intermediate Spanish<br>SPN 215 Intermediate Spanish Composition and Conversation<br>SPN 232 Advanced Spanish Conversation | 3<br>3<br>3<br>3 |
| ***Select three credits from the following:***<br>SPN 234 Advanced Spanish: The Short Story<br>SPN 240 Civilization and History of Spain<br>SPN 242 Civilization and History of Spanish America<br>SPN 355 Masterpieces of Spanish and Hispanic American Literature | 3 |

| Total Credits Required | 15 |
|---|---|

# Sport Management

Degree offered: Bachelor of Science

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 Major in Sport Management

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Students must complete the degree requirements for the Bachelor of Science in addition to the major requirements listed below. | |
| ACT 210 Accounting for Financial Decision Making | 3* |
| ECN 207 Principles of Microeconomics | 3* |
| SPM 110 Sport Management | 3* |
| SPM 140 Sport Psychology | 3* |
| SPM 210 Sport Finance and Economics | 3* |
| SPM 220 Sport Marketing | 3* |
| SPM 296 Field Experience in Sport Management | 3* |
| SPM 310 Sport Event and Facility Management | 3* |
| SPM 333 Sport Communication | 3* |
| SPM 350 Sport Law | 3* |
| SPM 410 Sport Governance | 3* |
| SPM 479 CORE: Reflections on Truth: Sport Leadership and Ethics | 3* |
| SPM 497 Internship in Sport Management | 3* |
| ***Select two courses from the following:***<br>BUS 220 Principles of Marketing<br>BUS 240 Management and Organizational Behavior<br>FIN 325 Managerial Finance | 6* |
| ***Required Correlatives:*** | |
| MTH 140 Introduction to Statistics | 3 |
| CIS 107 Computer Applications | 3 |
| Students majoring in sport management may choose a minor from the following areas: Business Administration, Coaching, 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.<br><br>**Total Credits Required**<br>*Used to calculate the Major GPA | <br><br>**51** |

### Requirements for a Minor in Sport Management

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| SPM 110 Sport Management | 3 |
| SPM 140 Sport Psychology | 3 |
| SPM 210 Sport Finance and Economics | 3 |
| SPM 220 Sport Marketing | 3 |
| SPM 350 Sport Law | 3 |
| **Total Credits Required** | **15** |

# Sport Media

A minor in Sport Media provides students an overview of the tools and insights necessary to operate within a sport media environment, whether in a promotional capacity or as a journalist or online blogger.

The required course sequence in the minor covers everything from sport communications management to news writing to public relations considerations as they relate to sport and other industries. The "select from" course options provide students a way to tailor the minor to their specific interests or shore up skill deficiencies in areas they want to emphasize in developing their creative expertise. An internship in Sport Media is highly recommended (PRS 497, SPM 296 or SPM 497).

This minor is not available to Public Relations and Marketing Communications majors.

### Requirements for a Minor in Sport Media

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| PRS 201 Principles of Public Relations | 3 |
| SPM 220 Sport Marketing | 3 |
| SPM 333 Sport Communication | 3 |
| ***Select two courses from the following:*** | 6 |
| PRS 205 News Writing | |
| PRS 265 Business Writing and Presentations | |
| PRS 329 Power-packed Writing for PR & Marketing Communications | |
| PRS 340 Digital Marketing | |
| PRS 352 Market Research and Analytics | |
| PRS 415 Media Relations | |
| **Total Credits Required** | **15** |

# Supply Chain Management

The minor or certificate in Supply Chain Management is designed to complement all business and business-related majors. It is designed to provide students the knowledge and insights necessary for success in the logistics industry. Students are introduced to the industry through a coordinated set of courses focused on the foundational skills needed for entry into the profession and that are aligned to a premier professional industry

certification. The program is designed to provide academic and professional training in supply chain management to non-degree seeking students and a path to industry certification. In addition, non-degree seeking students will earn an ODU certificate in Supply Chain Management upon completion of all minor courses. This unique combination of an academic minor and preparation for a national certification will broaden the talent pool for industry while providing graduates opportunities in a high-demand, high-growth sector.

## Requirements for a Minor or Certificate in Supply Chain Management

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| SCM 201 Introduction to the Principles of Supply Chain Management and the Logistics Industry | 3 |
| SCM 210 Transportation Management: A Global Supply Chain Perspective | 3 |
| SCM 215 Principles of Procurement & Strategic Sourcing in Supply Chain | 3 |
| SCM 320 Inventory Management & Demand Planning | 3 |
| SCM 425 Design of the Supply Chain: The Role of Manufacturing & Warehouse Operations | 3 |
| **Total Credits Required** | **15** |

# Theatre

Students majoring in any program in the University may choose a minor in Theatre. This 15-credit program focuses on performance, dramatic form and dramatic literature. The Theatre minor enhances any profession. Oral, written, and visual communication skills are all developed by the minor, as well as project management and interpersonal strategies – keys to success in any career. Students are encouraged to attend theatre productions and participate in Panther Players, ODU's student-run theatre troupe.

## Requirements for a Minor in Theatre

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| THR 181 Introduction to Theatre | 3 |
| THR 270 Acting | 3 |
| ***Select one course from the following:***<br>ENG 263 Drama<br>ENG 463 Age of Shakespeare | 3 |
| ***Select 6 credits from the following:***<br>THR 244 Oral Interpretation<br>THR 305 Playwriting<br>THR 310 Practicum in Theatre<br>THR 497 Internship<br>THR 1/2/3/485 Special Topics in Theatre<br>THR 2/3/486 Independent Study | 6 |
| **Total Credits Required** | **15** |

# Theology

Degrees 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 Major in Theology

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| Students must complete the degree requirements for the Bachelor of Arts in addition to the major requirements listed below. | |
| THL 225 Introduction to Christian Theology | 3* |
| THL 234 Jesus: Revelation of God | 3* |
| THL 303 The Gospels | 3* |
| THL 320 Theological Anthropology | 3* |
| THL 335 Christian Morality | 3* |
| ***Select one course from the following:***<br>THL 106 Old Testament<br>THL 107 New Testament | 3* |
| ***Select one course from the following:***<br>THL 240 History of Christianity: The 1st Millennium<br>THL 241 History of Christianity: The 2nd Millennium<br>THL 248 Early Christian Writings<br>THL 345 Vatican Council II | 3* |
| Theology Electives (select three THL courses with at least one course at the 300 level or above) | 9* |
| ***Select one course from the following:***<br>THL 479 CORE: Senior Capstone Seminar: Readings in Theology<br>THL 479B CORE: Faith and Reason | 3* |
| **Total Credits Required**<br>* Used to calculate the Major GPA | **33** |

## Requirements for an A.A. in Theology

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ENG 110 College Writing I | 3 |
| ENG 111 College Writing II | 3 |
| CORE 179: What Does it Mean to be Human? | 3 |
| CORE 279: What is the Common Good? | 3 |
| THL 225 Introduction to Christian Theology | 3* |
| THL 303 The Gospels | 3* |
| Theology Electives (six credits must be at the 200-level or above) | 9* |
| General Electives | 33 |
| **Total Credits Required**<br>* Used to calculate the Major GPA | **60** |

## Requirements for a Minor in Theology

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| THL 225 Introduction to Christian Theology | 3 |
| ***Select one course from the following:***<br>THL 106 Old Testament<br>THL 107 New Testament | 3 |
| Theology Electives (at least three credits in Biblical Theology) | 12 |
| **Total Credits Required** | **18** |

## 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<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| WGS 279A CORE: Introduction to Women's and Gender Studies | 3 |
| ***Select 12 credits from the following:***<br>ENG 320 Women's Literature<br>SWK 250 Women, Politics & Economics<br>PHL 279A CORE: Ethical Issues of Sexuality and Marriage<br>ART 270 The History of Women in Art<br>BUS 315 Gender and the Workplace<br>THL 325 Feminist Liberation Theologies<br>WGS 397 Internship<br>WGS 2/3/486 Independent Study | 12 |
| **Total Credits Required** | **15** |

# Undergraduate
# Course Descriptions by Discipline

# Accounting

**ACT 210 Accounting for Financial Decision Making** **3 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.

**ACT 220 Accounting for Managerial Decision Making** **3 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 225 Fundamental Income Tax Practicum and Volunteer Income Tax Assistance (VITA) Program**
**1–2 Credits**
Under faculty supervision, students prepare federal, state, local school and city income tax returns. Tax preparation training provided by the IRS and facilitated by the instructor (IRS Ethics, Basic, Intermediate, and TaxWise software training augmented by faculty instruction). The Volunteer Income Tax Assistance (VITA) program offers basic income tax preparation assistance for individuals of low- to moderate-income, individuals with disabilities, non-English speaking taxpayers, and the elderly within the community. Students will be trained to help prepare basic tax returns electronically by working through modules on their own or by attending a classroom session. This course will provide the student with real world work experience and an opportunity to demonstrate social responsibility by fulfilling community service. Students must have a minimum GPA of 3.0, previously completed ACT 210 or the equivalent, and have the permission of the instructor. May be repeated up to three credits.

**ACT 310 Intermediate Accounting I** **3 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. Prerequisite: ACT 220 with a minimum grade of C– or permission of instructor and division chairperson.

**ACT 320 Intermediate Accounting II** **3 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 340 Cost Accounting** **3 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 355 Internal Auditing** **3 Credits**
This course introduces students to the internal audit (IA) profession, and introduces concepts, standards, and processes involved in internal auditing. Topics include internal auditing concepts and theories as well as the steps required in the planning, execution and completion of an audit, including report writing and interviewing skills. The professional nature of the internal auditing function including professional codes of conduct and standards are discussed. Additional topics include internal controls, managing the IA department, IA working papers, procedures, evidence, and sampling. Prerequisite: ACT 320 or consent of instructor.

**ACT 360 Forensic Accounting** **3 Credits**
This course is an introduction to the field of forensic accounting and the role it plays in both preventing fraud from occurring and discovering fraud after it has occurred. Students are introduced to many opportunities in the field of accounting and fraud detection in the private sector, public accounting and government. Topics include complex financial investigations, compliance and financial audits, money laundering, net worth analysis, the psychology of white-collar crime, and financial statement fraud. Prerequisite: ACT 320 or consent of instructor.

**ACT 421 Individual Taxation** **3 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** **3 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 425 Income Tax Practicum/VITA** **1–3 Credits**
Income Tax Practicum and Volunteer Income Tax Assistance (VITA) Program. Under faculty supervision, students prepare federal, state, local school, and city income tax returns. Tax preparation training provided by the IRS and facilitated by the instructor (IRS Basic, Intermediate, Advanced and *Tax Wise* software training augmented by faculty instruction). The Volunteer Income Tax Assistance (VITA) program offers basic income tax preparation assistance for individuals of low- to moderate-income, individuals with disabilities, non-English speaking taxpayers, and the elderly within the community. Students will be trained to help prepare basic tax returns electronically by working through modules on their own or by attending a classroom-like session. This course will provide the student with real world work experience and an opportunity to demonstrate social responsibility by fulfilling community service. Prerequisites: A minimum grade point average of 3.0, previous completed ACT 421 or the equivalent, and the permission of the instructor. May be repeated up to six credits.

**ACT 430 Auditing and Assurance Services** **3 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** **3 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 2/3/485 Special Topics** **2–3 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** **2–3 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.

**ACT 497 Accounting Internship** **1-6 Credits**
A supervised and structured work experience (40 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. Prerequisites: ACT 320 with a minimum grade of B or permission of instructor and division chairperson; successful completion of application requirements for internship. May be repeated for up to six credits.

# African and African American Studies

**AFS 101 Introduction to African and African American Studies** **3 Credits**
This course introduces students to the important historical, political, cultural and artistic issues concerning people of African descent in the Diaspora. Specifically, representative materials focusing on the African American experience, ranging from the Transatlantic Slave Trade to current social justice issues. This course is designed to prepare students for the minor in African and African American Studies.

**AFS/POL/SOC 379G CORE: Foundations and Myths of African American Political Thought** **3 Credits**
A study of African American political thought and the myths associated with related political movements. The course examines writers, leaders, advocates and antagonists as they posit the role of persons of color in American society thus providing the foundation for current political and social movements. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course partially fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement.

# American Sign Language (ASL)

**ASL 110 Elementary American Sign Language I** **3 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** **3 Credits**
Continuation of ASL 110. Further development of vocabulary and sentence structures of American Sign Language. 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** **1–3 Credits**
Concentrated study in a particular area of American Sign Language. Prerequisite: Consent of instructor.

**ASL 2/3/486 Independent Study** **1–3 Credits**
Intensive individual work in American Sign Language. Prerequisites: Consent of instructor, academic advisor and division chairperson.

# Art

**ART 100 Studio Humanities** **3 Credits**
Designed specifically for the non-major, this course is 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. Fee.

**ART 101 Academic Drawing** **3 Credits**
Geared toward the Art and Design major, this course is a rigorous 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. Fee.

**ART 103 Basic Graphic Design for the Non-Major** **3 credits**
This course is specifically geared toward the non-Art and Design major who needs a basic working knowledge of design fundamentals and technology. The first half of the term is a basic introduction to the formal elements of design and how they are used visually. The second half of the course introduces the Adobe Suite (specifically PhotoShop and InDesign) and its use in basic design projects such as brochures, newsletters, and magazine covers. Fulfills Fine Art requirement. Fee.

**ART 112 Foundations in Design** **3 Credits**
This project-based course builds a foundation for meaningful and effective visual communication. Areas of focus include: the formal elements and principles of design, visual problem solving, the creative process, and knowledge and skills for the production of visual works. Students will utilize a variety of media, tools, and processes including Adobe software applications; no prior experience with Adobe software is necessary. Fee.

**ART 116 Introduction to Photography** **3 Credits**
This class is an introduction to the technical and artistic aspects of photography, both film-based and digital. Students will use the traditional photographic darkroom as well as the computer lab to process images. Student must have a 35mm single reflex camera (SLR) with a manual override. Fee.

**ART 140 Introduction to Painting** **3 Credits**
Introduction to Painting is a focused exploration of a variety of painting materials such as watercolor, acrylic and encaustic (wax-based pigment) as vehicles for expression and the development of a personal aesthetic. Emphasis will be on painting from nature, the emulation of forms in space, and the refinement of the gestural brushstroke. Fee.

**ART 150 History of Western Art I** **3 Credits**
A survey of Western art from prehistory through 16$^{th}$ 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.

**ART 151 History of Western Art II** **3 Credits**
A survey of Western art from the 17$^{th}$ 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.

**ART 156 Ceramics** **3 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.

**ART 203 Observational Drawing** **3 Credits**
This class introduces drawing from observation (figure, architecture, landscape) with an emphasis on skill development, naturalism, conceptual awareness and formal presentation. Further development of the technical exploration begun in ART 101, Academic Drawing. Prerequisite: ART 101 or permission of the instructor. Not open to students with credit for ART 201–202. Fee.

**ART 204 Typography** **3 Credits**
An in-depth study of letterforms, typefaces, text layouts and their roles in communication. Students will explore the history, aesthetic components, application, and expressive potential of typography

through lecture, demonstration and studio projects. Prerequisite: ART 112 or permission of the instructor following demonstration of one's ability to use Adobe Illustrator. Fee.

**ART 207 Technical Introduction to Adobe Suite, Layout, and Production 3 credits**
An introduction to industry-standard Adobe software and its use in complex grids, text-heavy design, and the production of finished works. Students will use this software as well as formal skills developed in foundations classes to create both traditional and experimental design. Prerequisite: ART 101 or permission of the instructor. Fee

**ART 210 Botanical Illustration 3 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. Fee.

**ART 215 Introduction to Textiles 3 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. Fee.

**ART 220 Introduction to Book Arts 3 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. Fee.

**ART 237 Art for Teachers 3 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 diverse students. Emphasis will be placed on curricular adaptations for children with special needs, evaluation techniques, student portfolios, cross-disciplinary planning and whole curriculum development. Fee.

**ART 262 Color Theory and Production 3 Credits**
Study of the history, nature and use of color as a vital element of art and design. Emphasis is on physical properties of color (hue, value, and intensity), color and pigment mixing, additive and subtractive color, and aesthetic relationships based on the color wheel. Secondary focus is on the emotive, symbolic, and functional impact of color. Students will explore the uses of color through a variety of technical and studio projects and will begin developing a personal aesthetic with regard to color. Not open to students with credit for ART 260 and ART 261. Fee.

**ART 270 The History of Women in Art 3 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.

**ART 279A CORE: Art and the Global Community 3 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 111.

**ART/POL 279C CORE: American Political Thought: Nature and the Common Good**
**3 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 is given to American political theory, its illustration through the 19th 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 111.

**ART 312 Green Art** **3 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 320 Materials Exploration** **3 Credits**

This course draws on a basic art foundation and delves into how specific media are used for targeted effects and expressive/analytic content. Students will explore historic methods such as (but not limited to) manuscript illumination, fresco and printmaking as well as develop an individual body of work based on a preferred material/media. Primary site visits and critique are a major part of this class. Fee.

**ART 325 Contemporary Art** **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), the interrelation of fine art and design, as well as conceptual frameworks that reflect current social issues. We will explore these topics through lecture, discussion, readings, writings, interpretations, and local gallery and exhibition visits.

**ART 334 Introduction to Branding Design through Interactivity and the Web**
**3 Credits**

This course will introduce students to the evolution of interactive design and digital media as a unified brand mechanism. Students will explore, research and develop brand mission-specific streaming video for communication, banner design, website imaging and moving graphics. Prerequisites: ART 112 and ART 204, transfer equivalent or permission of instructor. Fee

**ART 337 Visual Art Methods Grades 4-12** **3 Credits**

An exploration of art materials, techniques and developmental theory for use in classrooms for grades 4-12. Evaluation techniques, cross-disciplinary planning, whole curriculum development, multicultural theory, critique mechanisms, classroom critical writing skills, and student portfolio development will also be emphasized. Includes a minimum of 30 hours of field experience. Prerequisite EDU 199.

**ART/POL 348H Modernism in its Time** **3 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. Prerequisites: ENG 110–111.

**ART/POL 379E CORE: Justice, Art, Politics** **3 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 110–111; or consent of instructor.

**ART 410 Wehrle Workshop** **3 credits**
This course takes the form of an actual small-scale working design firm in Wehrle Hall. Students will work in teams on actual graphic and web-based design projects cultivated from the Columbus community including non-profits and take them from concept to conclusion. Students will rotate through the different roles used in design teams so that they have an actual working knowledge of the complexity of the entire process. Prerequisites: ART 112, 204, 207. This course is repeatable up to six credits. Fee.

**ART 479 CORE: The Role of the Creative in Contemporary Society** **3 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/craftsperson/creative 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. Not open to students with credit for DSN 479. Fee.

**ART 480 Design Strategies for Social Impact and Responsibility** **3 Credits**
This studio course unites design competencies with research and innovation to produce work capable of targeted social impact. Students will interact with the community through work, non-profit, or public work. Course projects pieces will emphasize the role of design in social good, refinement of technical production as well as students' capabilities to solve pressing real-world problems. Prerequisite: ART 410 or permission of the instructor. Fee.

**ART 1/2/3/485 Special Topics** **1–3 Credits**
A study of topics in art of special interest to a specific group of students. Prerequisite: Consent of instructor. Fee.

**ART 2/3/486 Independent Study** **1–3 Credits**
Intensive individual work in an area of art. Prerequisite: Consent of instructor, academic advisor and division chairperson. Fee.

**ART 497 Internship** **1–3 Credits**
Supervised internship of 40 clock hours for each semester credit in a setting meeting the needs and interests of the student. Prerequisites: Junior standing; B average; consent of instructor, academic advisor and division chairperson; successful completion of application requirements for internship.

**ART 498 Senior Exhibition** **3 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. Students will also work as a group to curate and prepare all aspects of the exhibition from public relations to opening. Prerequisite: Completion of the major course sequence. Fee.

# Biology

**BIO 102 Foundation of Biology** **3 Credits**
An introduction to scientific reasoning and foundational concepts within the field of biology including scientific literature, atoms, molecules, cellular structure, and metabolism. This course does not fulfill the natural sciences requirement.

**BIO 105 Principles of Human Anatomy and Physiology 3 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. Fee.

***BIO 201, 202, and 203 may be taken in any order.***

**BIO 201 General Biology: Cells & Molecules 4 Credits**
An in-depth study of the basic concepts of biology including cellular organization and function, Mendelian genetics, and replication and expression of DNA. This course is designed to provide a foundation for advanced study in the biological sciences; laboratory included. Fee.

**BIO 202 General Biology: Biodiversity & Evolution 4 Credits**
Examines the evolutionary mechanisms that led to the diversification of living organisms and surveys the major groups of life and their attributes. This course is designed to provide a foundation for advanced study in the biological sciences; laboratory included. Fee.

**BIO 203 General Biology: Vertebrate Anatomy & Physiology 4 Credits**
An introduction to the structure and function of vertebrate body systems and their integration. This course is designed to provide a foundation for advanced study in the biological sciences; laboratory included. Fee.

**BIO 210 Biotechnology: A Laboratory Skills Course 4 Credits**
This course is a comprehensive introduction to biotechnology: the applied technology of biological systems in scientific research and industrial processes. It begins with a review of laboratory skills essential to the use of biotechnology, including safety, keeping laboratory notebooks, measuring volume and mass, making solutions, and writing Standard Operating Procedures. Fundamental biotechniques covered include DNA electrophoresis, restriction digest, DNA quantification, bacterial transformation, expression and purification of recombinant proteins, polymerase chain reaction (PCR), Bradford protein assay, SDS-polyacrylamide gel electrophoresis, western blotting, and ELISA. The course concludes with the selection, experimental design, data analysis and communication of research project ideas. Ancillary topics include bioethics and biotech careers vignettes. Prerequisites: BIO 201, CHM 109. Fee.

**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. Fee.

**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). Included laboratory emphasizes sterile culture techniques and identification of unknown cultures. Prerequisite: BIO 201. Fee.

**BIO 247 Medical Terminology I 1 Credit**
A two-class sequence in terminology pertaining to modern medicine, current disease and treatment of disease, and other allied health areas. Prerequisites: BIO 201 and BIO 203.

**BIO 248 Medical Terminology II** **1 Credit**
Second class in a two-class sequence in terminology pertaining to modern medicine, current disease and treatment of disease, and other allied health areas. Prerequisites: BIO 201 and 203.

**BIO 252 Human Nutrition** **3 Credits**
A study of the biological foundations of nutrition, its biological and physiological phenomena, and its association with health issues; laboratory included. Prerequisites: BIO 201, BIO 203, and CHM 109. Fee.

**BIO 279A CORE: Disease: Myth and Reality** **3 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. Prerequisite: CORE 179 or appropriate transfer credit. Pre- or Co-requisite: ENG 111. Not open to students with credit in BIO 348B. This course will fulfill the Science requirement for non-science majors.

**BIO 279B CORE: Biological Evolution** **3 Credits**
Evolution is the thread that connects all biological communities. In this class, we will explore the historical understanding of evolution as well as its modern interpretations. The evolution of human and non-human communities and its effect on the common good of the human community will be emphasized. We will also explore the diversity of life on earth from an evolutionary perspective. Prerequisite: CORE 179 or appropriate transfer credit. Pre- or Co-requisite: ENG 111. Students who have taken or are taking BIO 202 cannot take this course.

**BIO 341 Human Anatomy** **4 Credits**
A system-based study of the human anatomy. Includes a cadaver-based laboratory exploration of human gross anatomy. Prerequisite: BIO 203. Fee.

**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. Prerequisite: BIO 203. Co-requisite: CHM 110. Not open to students with credit for BIO 242. Fee.

**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. Prerequisite: BIO 201. Fee.

**BIO 379A CORE: Clean Water** **3 credits**
Water is essential for humans to live. Clean water is a prerequisite for commerce, education and progress in any society. Clean, safe drinking water is, however, not universally available in the world. Justice for all persons requires access to clean water. This section of CORE 379 will explore the historical struggle for potable water in the U.S. and worldwide. We will also look at current problems with obtaining and maintaining clean water faced both nationally and internationally. By examining the history and challenges associated with securing clean water, this seminar highlights the important role of science in the liberal arts. Prerequisite: CORE 179 or appropriate transfer status; ENG 111.

**BIO 444 Immunology** **3 Credits**
A study of the theoretical foundations and clinical applications of immunology. Prerequisites: BIO 201 and 203; CHM 110. Not open to students with credit for BIO 344.

**BIO 466 Genetics of Human Disease** **3 Credits**
A myriad of human disorders may be traced to a single genetic mutation that presents with multiple detrimental physiological outcomes. The functions of these genes were previously unknown until research of the disease led to their discovery. Many of their functions remain a mystery. Using published literature, this course studies the genetic background of common developmental, immunological, neurological, and malignant syndromes that confound biomedical researchers and health professionals to this day. Prerequisites: BIO 366. Not open to students with credit in BIO 485C.

**BIO 469 Cell and Molecular 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 and 203. Fee.

**BIO 479 CORE: Ecology** **4 Credits**
This course examines the relationships between organisms and their environment. Topics include population change, predator/prey interactions, competition and conservation. Included laboratory will involve field explorations, with multiple on-campus field trips. As a capstone for the core curriculum, this class will provide a setting for students to read and discuss texts, which raise questions related to scientific expertise, the search for knowledge and our understanding of truth. Prerequisites: BIO 202 and CHM 109. Not open to students with credit in BIO 330. Fee.

**BIO 2/3/482 Directed Topics** **2–4 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. Prerequisites: Junior standing; consent of the instructor, and academic advisor. 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.

**BIO 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 and division chairperson.

**BIO 497 Internship in Biology** **1-3 Credits**
Supervised internship of 40 work hours per credit hour for students wishing to seek employment in a professional workplace. The student will arrange the internship and preceptor of choice and set up this arrangement with the advisor. Prerequisites: Senior Biology or Biopsychology major and 3.00 cumulative grade point average. This course may be taken more than once for no more than a total of 6 credit hours. Graded as pass/fail.

# Business Administration

**BUS 100 Introduction to Adult Studies** **3 Credits**
This is an introductory course for adult students seeking to complete an undergraduate degree in the Ohio Dominican Adult and Continuing Education 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** **3 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 FIN 325.

**BUS 200 Resources for Business Studies** **3 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** **3 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 202 Career Development for Underclassmen** **1 credit**
College students understand the importance of acquiring a degree but must also engage in planning and development related to their specific career goals to qualify for entering a suitable profession. This preparation involves occupational research, direct investigation and acquiring specific experiences (both developmental and pre-professional) in advance of the senior year. This course covers concepts and approaches that will help college students clarify their options and prepare for their chosen profession. Students will learn about practical preparations such as gaining experience through internships, and the value of involvement in student organizations, campus programs and other extracurricular activities (in addition to skills developed through their coursework). Instruction will also cover resume development, investigating career fields and securing an internship.

**BUS 220 Principles of Marketing** **3 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** **3 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** **3 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** **3 Credits**
Human interrelationships within industry including formal and informal relationships among participants, labor-management-government relations, and 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 250 Legal Environment of Business** **3 Credits**
This course serves as an introduction to the American legal system, dispute reconciliation, and functions of the law. The emphasis is on understanding the functions of contracts in American business law. The course will examine the history and sources of American law, the legal systems and procedures, agency and employment, sales and other topics. Not open to students with credit in BUS 345.

**BUS 251 Retailing** **3 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. Prerequisites: BUS 220; MTH 102 or equivalent.

**BUS/PRS 265 Business Writing and Presentations** **3 Credits**

This course allows students to refine their business writing skills and to become better presenters in preparation for careers in business or a nonprofit setting. In an interactive, hands-on environment, students will practice writing proposals, executive summaries, business letters, persuasive emails and presentations. Delivering effective business presentations will also be covered, along with practice and critique. This course is ideal for students who plan to lead people and departments, start their own businesses or want to be more effective communicators in the workplace. Prerequisite: ENG 111.

**BUS/PRS 270 Integrated Marketing Communication** **3 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. Prerequisite: BUS 220.

**BUS 279A CORE: Leadership and the Common Good** **3 Credits**

This course integrates readings in the humanities, experiential exercises, video analysis, and case studies to help students develop their own unique leadership philosophy. Engagement in the course will strengthen students' capacity to lead others while examining leadership across different historical, cultural, and global contexts in light of the common good. Prerequisite: CORE 179 or appropriate transfer status. Pre-or Co-requisite: ENG 102 or ENG 111.

**BUS 301 Conflict Resolution and Negotiation for Managers** **3 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 302 Job Search and Professionalism** **1 Credit**

Positioning oneself for a chosen field and securing employment requires proficiency in job search skills and methods. In addition to relevant experience, graduates entering their field of choice need an understanding of the practices and skills utilized when engaging the professional world. This course will initiate juniors and seniors into the process of securing a suitable occupation and conducting themselves effectively in a professional setting. Instruction and assignments will include the following topics: identifying personal strengths, occupational research, informational interviewing, internet resources, writing resumes and cover letters, professional communication and conduct, networking and social media, searching, applying and interviewing for positions.

**BUS 303 Project Management** **3 Credits**

This course is a study of the basic foundation, framework, and key components of project management. It covers methods for managing project scope, project cost, project evaluation and review, and project communication. It emphasizes the role of effective project management in the overall management strategies of various organizations. Completion of this course satisfies the education requirements associated with the Project Management Institute's Certified Associate in Project Management (CAPM)® certification; however, formal application is required and additional exam preparation is strongly advised. Visit www.pmi.org for details. Prerequisite: junior or senior Status. Not open to students with credit in IRM 303 or RMI 303.

**BUS 305 Non-Profit Management** **3 Credits**

This course focuses on the management of the non-profit, mission-based organization. Topics extend from issues around formation or start-up to an exploration of critical skills necessary to lead

a thriving non-profit enterprise. The course will explore fundraising, grant writing, program development, communication and public relations, board relations, planning and budgeting, and mission-driven decision making.

**BUS 310 Fundamentals of Leadership 3 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 3 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, BUS 343, and junior or senior status.

**BUS 315 Gender and the Workplace 3 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 fulfills the diversity, global, and multicultural requirement.

**BUS 318 Business and Society 3 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 or ECN 207–208.

**BUS 343 Human Resource Management 3 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. Prerequisites: BUS 240, or BUS 305 for non-business majors, and junior or senior status. Not open to students with credit in BUS 243.

**BUS 348G Business Ethics 3 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 110–111. Not open to students with credit for PHL 242, PHL 243 and PHL 279C. This course fulfills the diversity, global, and multicultural requirement.

**BUS 360 Innovation and Entrepreneurship 3 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** **3 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. Finally, the course provides students an opportunity to build and present a business plan for a new venture. Prerequisites: BUS 240 and junior or senior standing.

**BUS 362 Building, Operating, and Passing on a Family Business** **3 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. Additional topics covered include managing family dynamics in the context of the business, managing family member entrance and exit to the business, and selling or passing on the business. Prerequisites: BUS 240 and junior or senior status.

**BUS/PRS 365 Philanthropy and Fundraising** **3 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** **3 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 businessperson and salesperson. Prerequisite: BUS 220.

**BUS 371 Sales Force Management and Leadership** **3 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** **3 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. 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 378 Marketing for Service Industries** **3 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** **3 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** **3 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 391 Field Experience in Entrepreneurship** **3 Credits**
This course, comprised of a series of talks with entrepreneurs, job shadowing and independent study is a required complement to any track in the Innovation and Entrepreneurship minor. The series of experiential learning activities is meant to better connect students with the entrepreneurial community in the Columbus area. This course will help each student better explore what it means to be an entrepreneur in their chosen field. Prerequisite: BUS 240 or SOC 279F.

**BUS 443 Recruitment and Staffing** **3 Credits**
This course focuses on the effective management of the movement of employees into and through organizations. To achieve a competitive advantage through human resources, organizations strive to attract, develop and retain talent by matching them with compatible positions and assignments. This course examines concepts and administrative tools and practices used in staffing, planning, recruitment, selection and performance management. It also discusses the legal issues related to recruitment and staffing. Prerequisite: BUS 240.

**BUS 444 Talent Development** **3 Credits**
This course covers effective practices that support organizations in socialization, development and retention of human resources. Theories and practices relevant to training and development are examined. Following the structure of the ADDIE model, the course introduces the concepts and methods used in needs assessment, training design, development and implementation, and evaluation. Prerequisite: BUS 240.

**BUS 479 CORE: Strategic Management** **3 Credits**
This course is the capstone learning experience for business administration, 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 students' 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, 250, 343; FIN 325. Not open to students who have completed BUS 498. Fee.

**BUS 1/2/3/485 Special Topics** **3 Credits**
Study of a timely topic in business.

**BUS 2/3/486 Independent Study** **1–3 Credits**
Intensive individual work, which may include project research. Prerequisites: Consent of instructor, academic advisor and division chairperson.

**BUS 497 Internship** **1–3 Credits**
A supervised internship of 40 clock hours for each semester credit hour. Internship placement and activities are arranged in cooperation with the advisor, the student and the representative from the sponsoring organization. Prerequisites: Consent of instructor, academic advisor and division chairperson. This course is graded on a pass/fail basis.

**BUS 498 Seminar in Organizational Strategy** **3 Credits**
This course is the capstone learning experience for business administration, finance, and accounting majors. It focuses on how firms formulate, implement and evaluate strategies. The course is designed to integrate students' 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.

# Brewing

**BRW 101 Brewing Essentials I** **3 Credits**
This course introduces students to the beer brewing process. Through a hands-on approach, students will learn how to brew a five-gallon batch of beer using a partial mash technique (extract along with specialty grains). This course includes the history of brewing, the impact of brewing and beer on society, brewing theory, brewing terminology, equipment overview, sanitation, raw material selection, malting, wort production, fermentation and bottling. Prerequisite: Participants must be 21 or older. Not open to students who have completed SCI 285A. Does not fulfill the Core Curriculum Natural Science requirement nor can it be substituted for any science requirement.

**BRW 101 Brewing Essentials II** **3 credits**
This course is an extension of the Brewing Essentials I course and will explore additional beer making methods and techniques to include all grain brewing, wild fermentation and barrel aging, creation of yeast starters, post fermentation additions (for example, adjuncts, hops, syrups), kegging and analysis of force carbonation methods. Students will also experience a more detailed discussion of beer styles and using this knowledge will design, experiment, and troubleshoot their own recipes based on various beer styles. The course will conclude with a comparative overview of large-scale brewing practices, along with a discussion of careers in the brewing industry. Prerequisites: Participants must be 21 or older; Brew 101. Does not fulfill the Core Curriculum Natural Science requirement nor can it be substituted for any science requirement.

# Chemistry

**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. Co-requisite: MTH 127 or placement. Fee.

**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 minimum grade of C. Fee.

**CHM 231 Organic Chemistry I** **3 Credits**
A study of the fundamental theory of organic chemistry. Topics include reactions of functional groups, reaction theory and stereochemistry. Prerequisite: CHM 110 with a minimum grade of C. Corequisite: BIO 201, CHM 231L. Not open to students with credit in CHM 229.

**CHM 231L Organic Chemistry I Laboratory 1 Credit**
A study of the fundamental laboratory techniques of organic chemistry. Topics include organic chemistry lab techniques, laboratory glassware and equipment. Prerequisite: CHM 110. Corequisites: BIO 201; CHM 231. Fee.

**CHM 232 Organic Chemistry II 3 Credits**
A continuation of Organic Chemistry I. Topics includes reactions of functional groups, spectroscopy and polymer chemistry. Prerequisite: CHM 231 with a minimum grade of C; CHM 231L with a minimum grade of C. Corequisite: CHM 232L. Not open to students with credit in CHM 230.

**CHM 232L Organic Chemistry II Laboratory 1 Credit**
A continuation of Organic Chemistry I laboratory. Topics include additional experience performing organic reactions, instrumentation and equipment. Prerequisites: CHM 231 with a minimum grade of C; CHM 231L with a minimum grade of C. Corequisite: CHM 232. Not open to students with credit in CHM 230. Fee.

**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. Prerequisites: CHM 110; MTH 160; junior standing. Fee.

**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. Prerequisite: CHM 359. Fee.

**CHM 439 Thermodynamics and Kinetics 4 Credits**
Topics include the kinetic theory of gases, 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: PHY 220; junior standing. Fee.

**CHM 444 Bioinorganic Chemistry 3 Credits**
Fundamental principles of inorganic chemistry – including symmetry and group theory, bonding theories for p- and d-block elements, spectroscopy of inorganic compounds, and common reaction pathways – and their connections to biological structures and processes. Prerequisites: BIO 201; CHM 231; CHM 231L.

**CHM 445 Inorganic Chemistry Laboratory 1 Credits**
Laboratory course with a focus on inorganic synthesis and characterization. Topics include synthesis, purification, and characterization of inorganic complexes, polymers, molecules, and nanomaterials. This course is designed to accompany CHM 444 for the Chemistry major. Prerequisites: BIO 201; CHM 232; CHM 232L.

**CHM 451 Biochemistry 3 Credits**
Advanced study of the molecular basis of biological systems emphasizing the relationship between structure and properties, energetics, kinetics, and metabolic pathways. Prerequisites: BIO 201; CHM 231; CHM 231L.

**CHM 479 CORE: Quantum Mechanics and Spectroscopy 4 Credits**
This course is an introduction to quantum mechanics and spectroscopy from a chemistry prospective. Topics include quantum theory, atomic and molecular structure, theoretical principles of spectroscopic and resonance methods and surface science. As a capstone for the core curriculum, this class will provide a setting for students to read and discuss texts which raise questions related to scientific theories and their applications, the search for knowledge and our understanding of truth.

Includes laboratory. Prerequisites: PHY 220; junior standing. Not open to students with credit in CHM 440. Fee.

**CHM 2/3/482 Directed Topics** **3 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. Prerequisites: Junior standing, consent of the instructor and academic advisor. 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.

**CHM 1/2/3/485 Special Topics** **1–3 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** **1–3 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 and division chairperson.

**CHM 490 Field Placement** **1–3 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** **3 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** **3 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** **3 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. This course does not fulfill the language requirement for the Bachelor of Arts (B.A.) degree.

# Computer Science

**CIS 107 Computer Applications** **3 Credits**
This course introduces computer literacy and electronic spreadsheets. Topics include computer systems, the Internet, functions and tools in electronic spreadsheets and their applications in business fields. Not open to students with credit for CIS 106, CIS 180, or CIS 203. Course will not apply to a major in Computer Science.

**CIS 130 Digital Logic** **3 Credits**
This course covers the fundamental concepts of logic systems essential for understanding how computers operate. Topics include Boolean algebra, logic gates, flip-flops, counters, registers, state machines, and their applications in computer systems. Students will also gain hands-on experience using SPICE simulation to model and analyze logic circuits. By the end of the course, students will understand how logic forms the foundation of computer architecture. Prerequisite: MTH 102 or equivalent.

**CIS 150 Programming Fundamentals** **3 Credits**
This course introduces students to structured programming techniques, focusing on modular design, coding style, and fundamental data types. Through hands-on lab work, students will develop problem-solving skills by analyzing real-world examples and tackling practical programming challenges. Prerequisite: MTH 102 or equivalent.

**CIS 160 Object-Oriented Programming** **3 Credits**
This course introduces the principles of object-oriented programming, including class design, inheritance, polymorphism, and composition. Students will explore recursion, work with class libraries, and implement exception handling and file I/O. Topics also cover basic searching and sorting techniques, and foundational concepts in computer science and software engineering. Prerequisite: CIS 150.

**CIS 200 Data Structures and Algorithms** **3 Credits**
This course covers fundamental data structures (such as arrays, linked lists, stacks, queues and trees) and algorithms for organizing, managing, and processing data. Emphasis is placed on understanding and implementing efficient algorithms for problem solving. Students will gain practical skills in algorithm design and data structure application across various computing challenges. Prerequisites: CIS 130 and CIS 160.

**CIS 210 Assembly Language** **3 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 220 Programming Fundamentals with Python** **3 Credits**
An introduction to computer programming in general, as well as an introduction to Python tools for data science. Topics include Python basics, data structures, selection and repetition, and working with data in Python. Students will explore reading and writing files and loading real world data sets with Pandas. Prerequisite: DAT 111 or DAT 210, CIS 150 or placement.

**CIS 230 Operating Systems** **3 Credits**
This course explores core concepts in operating systems, covering topics such as process management, concurrent processing, deadlock resolution, memory management, CPU scheduling, disk scheduling, security mechanisms, and file systems. Students will gain a foundational understanding of how operating systems manage resources, coordinate processes, and ensure system stability and security. Prerequisite or Co-requisite: CIS 200.

**CIS 234 Database Management Systems** **3 Credits**
This course introduces relational database management concepts, focusing on the creation, maintenance, and manipulation of databases using a modern relational database management system. Topics include relational models, data integrity, query languages, and database design fundamentals. Students will gain hands-on experience in managing data effectively and developing databases that meet organizational needs.

**CIS 240 COBOL Programming and File Design** **3 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 246 Operating Systems and Networking** **3 Credits**
A study of concepts and functions of computer operating systems with emphasis on trends in computer networks and data communications. Prerequisite: CIS 150. Not open to CIS majors

**CIS 252 Programming in Java** **3 Credits**
This course focuses on structured programming techniques, design, and style using Java, emphasizing an object-oriented approach. Students will develop problem-solving skills by analyzing practical examples and tackling programming challenges. The course builds a foundation in Java programming while encouraging a logical and structured approach to software development. Prerequisite or Corequisite: CIS 200.

**CIS 310 Computer Organization and Architecture** **3 Credits**
This course introduces students to the fundamentals of computer organization and architecture, including the internal structure and functionality of computer systems. Topics cover processor architecture, memory hierarchy, input/output mechanisms and low-level programming. Students will gain a foundational understanding of how hardware components interact and support software processes, preparing them for further study in computer systems. Prerequisites: CIS 200.

**CIS 316 Networks and Data Communications** **3 Credits**
This course explores the key concepts, trends, and technologies in computer networks and data communications. Topics include network protocols, configurations, and implementations, with a focus on local area networks (LANs) and internetworking. Students will examine practical applications of networking in modern environments, gaining an understanding of how data is transmitted and managed across interconnected systems. The course emphasizes both theoretical knowledge and real-world applications of network design and communication. Prerequisite: CIS 130.

**CIS 324 Systems Analysis** **3 Credits**
This course covers the tools and techniques used for analyzing, designing, and implementing information systems. Emphasis is placed on understanding current trends in system development, including methodologies for needs assessment, process modeling, and requirements gathering. Students will explore both traditional and modern approaches to systems analysis, preparing them to tackle complex problems in the design and optimization of business and organizational systems. Prerequisite or Co-requisite: CIS 234.

**CIS 330 Operating Systems Laboratory** **3 Credits**
In this hands-on course, students will explore critical components of a conventional, process-based operating system. Key topics include memory management, process management, process synchronization and interprocess communication. Students will gain practical experience in creating and manipulating essential system components, providing a deeper understanding of operating system architecture and functionality. Prerequisites: CIS 310 and CIS 230.

**CIS 334 Advanced Database Management** **3 Credits**
This course explores advanced topics in database management, with a focus on specific database management systems (DBMS) and query languages, including SQL Server, Oracle, and NoSQL databases. Students will examine complex database architectures, performance tuning, security, and scalability issues, as well as learn to design and implement solutions using both relational and non-relational systems. Emphasis is placed on real-world applications and advanced query techniques to optimize data management in diverse environments. Prerequisites: CIS 150 and CIS 234.

**CIS 350 Advanced Data Structures and Algorithms 3 Credits**
This course provides an in-depth exploration of advanced data structures such as lists, trees, stacks, queues and graphs. Students will study various implementations of these structures and their practical applications in algorithm design. The course emphasizes dynamic programming, object-oriented techniques, and algorithmic problem-solving, with students writing programs to apply and optimize these data structures for complex computational tasks. Prerequisite: CIS 200.

**CIS 352 Programming for Internet Applications 3 Credits**
This course focuses on the programming languages and techniques used for developing Internet-based applications. Topics include web technologies such as HTML, CSS, JavaScript, and server-side programming, along with frameworks and tools for creating interactive, dynamic web applications. Students will learn how to design, implement, and optimize internet applications, handle user input, and ensure security and scalability. The course emphasizes practical, hands-on development skills for building modern web-based solutions. Prerequisite: CIS 200.

**CIS 360 Artificial Intelligence 3 Credits**
An introduction to artificial intelligence with an emphasis on practical applications and hands-on projects. Topics include machine learning, neural networks, deep learning fundamentals, classification, object detection, and natural language processing. Students will gain experience with machine learning techniques and frameworks, such as TensorFlow or PyTorch, while working on AI-based projects. Ethical considerations in AI development and its impact on society will also be explored. Prerequisites: DAT 230. Not open to students with credit for CIS 385B (Artificial Intelligence).

**CIS 370 Software Tools for Data Analysis and Visualization 3 Credits**
In this course students will study how to use a number of utilities in different computing environments to assemble and process data for further analysis. They will also work with a set of software tools for visualization and demonstration of different types of data. Prerequisite: CIS 150.

**CIS 440 Readings in Computer and Information Science 3 Credits**
In this course, a series of readings of classic subjects as well as recent advancement in computer and information science will be studied. An overarching understanding in this field and the ability to conduct literature review will be developed. Prerequisite: Junior or senior standing in Computer Science major.

**CIS 460 Planning and Management of Information Systems 3 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. Prerequisite: CIS 324. This course should be taken toward the end of the degree program.

**CIS 479 Capstone Seminar 3 Credits**
This seminar will offer a capstone experience in the student's own discipline within mathematics and computer information systems, 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 member 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, 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.

**CIS 1/2/3/485 Special Topics** **1–3 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** **1–3 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: 9 hours of previous CIS coursework; consent of the instructor, academic advisor and division chairperson.

**CIS 497 Professional Experience** **1–3 Credits**
Supervised employment experience in a computer science related field with 40 hours of work for each semester hour of credit. Prerequisites: CIS 350 or 460 and consent of the division chairperson; successful completion of application requirements for internship. Graded Pass/Fail. This course should be taken in the final semester.

# Core Seminars

## Freshman Core Seminars

### Common Core Seminar Description:

**CORE 179: *What Does it Mean to be Human?*** **3 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. All sections of this seminar will address the question, "What does it mean to be human?" through the study of humans as embodied, social, spiritual, emotional rational beings. While each section may explore diverse themes and 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. 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.

All first-time freshmen must take CORE 179 regardless of dual enrollment credit and/or AP credit.

This course is not open to students with previous credit for any version of CORE/HON 179.

**HON 179 CORE: What Does it Mean to be Human?** **3 credits**
This course is reserved for first-time freshmen and transfer students with 17 or fewer transfer semester credits. All first-time freshmen must take CORE 179 regardless of dual enrollment credit and/or AP credit. Prerequisite: Admission to the Honors Program.

## Sophomore Core Seminars

### Common Core Seminar Description:

**CORE or Discipline Specific 279 CORE: *What is the Common Good?*** **3 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. 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 111.

## Section-Specific Descriptions:

**ART 279A CORE: Global Community in Art** **3 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 111. This course fulfills the Arts requirement (Art/Music/Theatre).

**ART/POL 279C CORE: American Political Thought: Nature and the Common Good** **3 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 19th 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 111.

**BIO 279A CORE: Disease: Myth and Reality** **3 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. Prerequisite: CORE 179 or appropriate transfer credit. Pre- or Co-requisite: ENG 111. Not open to students with credit in BIO 348B. This course will fulfill the Science requirement for non-science majors.

**BIO 279B CORE: Biological Evolution** **3 Credits**
Evolution is the thread that connects all biological communities. In this class, we will explore the historical understanding of evolution as well as its modern interpretations. The evolution of human and non-human communities and its effect on the common good of the human community will be emphasized. We will also explore the diversity of life on earth from an evolutionary perspective. Prerequisite: CORE 179 or appropriate transfer credit. Pre- or Co-requisite: ENG 111. Students who have taken or are taking BIO 202 cannot take this course.

**BUS 279A CORE: Leadership and the Common Good** **3 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 is explored. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**EDU 279A CORE: Our Bridges and Borders** **3 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 111. This course fulfills the diversity, global, and multicultural requirement.

**CORE 279C: Uncovering Fairytales, Myth, Folktales and Ghost Stories** **3 Credits**
This course will be concerned with digging deep into the oral culture of myth, folk and fairy tales and even the supernatural that help create the human condition. This course explores the topic of

the "common good" as it relates not only in these classical tales, but as it reflects your own personal folk or mythic journey. Prerequisites: ENG 111; CORE 179 or appropriate transfer credit.

**CRJ/POL 279A CORE: Environmental Values and Policymaking 3 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. This 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 111.

**CRJ 279G/PJU 279G CORE: Interpersonal Negotiation and Mediation 3 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? Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in PJU 230, CRJ 237, CRJ 379B, or PJU 379C. This course partially fulfills the Social and Behavioral Science requirement.

**ENG 279A CORE: Conflict and Community 3 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 111. This course fulfills the literature requirement.

**ENG 279D CORE: Studies in Trauma Literature 3 Credits**
Collective memory is not simply the memories shared by a cultural group. Often associated with the Holocaust, this concept concerns the act of "bearing witness," of acknowledging trauma in order to bring about social healing. This course will examine visual, written and physical memorials to the Holocaust, September 11th, and other twentieth century tragedies. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. This course fulfills the Arts requirement (Literature). This course fulfills the literature requirement.

**ENG 279E CORE: Language Use for the Common Good 3 Credits**
An examination of how the English language is used to define, promote and change communities. Includes examination of literature, non-fiction, music and online media in order to understand how these media shape social groups and promote the common good. Includes research into the impact of these uses of language on society. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. Not open to students who have taken ENG 205. This course fulfills the literature requirement.

**HST 279A CORE: History of Western Monasticism 3 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 circumstances that gave rise to this movement, including the Roman persecution of the Christians and phenomenon of martyrdom. We

will consider how monasticism flourished in response to the triumph of Christianity in the 4th century, and explore its spread in Egypt, Greece and Western Europe. The course will also focus on distinctive history and charism of specific communities, including the Benedictines, Cistercians, Dominicans and Fransciscans. Prerequisite: CORE 179 or appropriate transfer status.

**HST 279B CORE: The United States and World War 1914-1945 3 Credits**
This course addresses the history of the American involvement in World Wars I and II. Students will examine the factors that led to the outbreak of both wars in Europe, and the subsequent interactions between the U.S. and major world powers. Emphasis will also be placed on the moral dimensions of conflict involving both individuals and groups. Prerequisites: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**HST 279D CORE: History of Innovation and Technology 3 Credits**
This course traces the history of innovation and ideas from the beginning of human civilization to the advent of the modern age. It will look at specific historical problems and demonstrate how humans how devised solutions to overcome them. It will also consider how solutions to problems often involve the reframing and development of current ideas, demonstrating the continuity between the past and the present. Topics in the course will include the history of language and writing, political innovations, architectural developments, military technology, medical advancements, and trade and commerce. Students will learn how these solutions emerged from a desire to serve the common good, benefit the community, and raise the standards of human life and fulfilment. We will also consider the negative repercussions of technological development. Prerequisites: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111.

**PJU 279G/CRJ 279G CORE: Interpersonal Negotiation and Mediation 3 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? Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in PJU 230, CRJ 237, CRJ 379B, or PJU 379C. This course partially fulfills the Social and Behavioral Science requirement.

**PHL 279A CORE: Ethical Issues of Sex and Marriage 3 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 111.

**PHL 279C CORE: Bioethics 3 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 243 or 348B.

**POL/CRJ 279A CORE: Environmental Values Policymaking 3 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. This 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 111.

**POL 279B CORE: Political Philosophy and the Western Tradition 3 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 111.

**POL/ART 279C CORE: American Political Thought: Nature and the Common Good 3 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 is given to American political theory, its illustration through the 19th 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 111.

**SCI 279A CORE: Climate Change and Sustainability 4 Credits**
This course was created as part of Ohio Dominican University's Laudato Si' seven-year action plan for environmental sustainability and social equity. Though inconvenient and difficult to understand, the evidence of ongoing human-caused global climate change is clear. Since the scale of the problem is global, the scale of the solutions must be, as well. In this course we will explore the different facets of the climate change problem and the evidence for each, the degree of sacrifice that will be required to mitigate it, and some of the innovations that can help create a cleaner, more comfortable, and more secure future for all. Includes laboratory. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**SOC 279B CORE: Nonviolent Social Change 3 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. The course requires at least 10 hours of service outside of the class. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. Not open to students with credit in SOC 320 or 322.

**SOC 279E CORE: Health and the Community 3 Credits**
Health is integrally connected to the realization of the common good within communities. Ensuring the conditions that allow for human flourishing demands an examination of how communities and societies promote health, prevent disease and respond to the illnesses of their members. This course provides an overview of cultural and social aspects of health at the individual, community and societal level. We will explore how individual health beliefs and practices vary across cultures, how disease and illness are constructed within societies, how healthcare providers can best interact with diverse patients and how social structure maintains health inequalities. Specific topics will range from a micro-level examination of the role of traditional healers, folk remedies, and decision making, to a macro-level view of power and inequality. The course will also critically examine the dominance of the Western biomedical model, its influence on defining and treating illness and how it compares to non-western and/or alternative models of medicine. Not open to students with credit for SOC 310. This course fulfills the diversity, global, and multicultural requirement.

**SOC 279F CORE: Social Entrepreneurship 3 Credits**
This course examines the role of social entrepreneurship, which combines the innovative and resource-maximizing principles of business to improving social and environmental issues, in contributing to the common good of communities. Students will examine current social and environmental issues at the local and global level and consider how social entrepreneurs can help address these issues. Attention will be given to examining the assumptions and advantages of social entrepreneurship, the relationship between social entrepreneurship and the common good, and the tension between profit, sustainability and the common good. Prerequisites: CORE 179, ENG 111.

**SWK 279A CORE: Women's Issues and the Common Good 3 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. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. 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 279C CORE: Politics of Aging 3 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 111. Not open to students with credit in SWK 275. This course partially fulfills the Social and Behavioral Science requirement.

**THL 279A CORE: Catholic Church in the World 3 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 111.

**WGS 279A CORE: Introduction to Women's and Gender Studies 3 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 111. This course fulfills the diversity, global, and multicultural requirement.

## Junior Core Seminars

## Common Core Seminar Description:

**CORE or Discipline Specific 379 CORE: *What is Justice?* 3 Credits**
This is the third of three interdisciplinary courses that, together with the fourth-year capstone course in the major, comprise ODU's core seminars. 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111.

## Section-Specific Descriptions:

**ART/POL 379E CORE: Justice, Art, Politics 3 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 110–111 or consent of instructor.

**AFS/POL/SOC 379G CORE: Foundations and Myths of African American Political Thought 3 Credits**
A study of African American political thought and the myths associated with related political movements. The course examines writers, leaders, advocates and antagonists as they posit the role of persons of color in American society thus providing the foundation for current political and social movements. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course partially fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement.

**BIO 379A CORE: Clean Water 3 credits**
Water is essential for humans to live. Clean water is a prerequisite for commerce, education and progress in any society. Clean, safe drinking water is, however, not universally available in the world. Justice for all persons requires access to clean water. This section of CORE 379 will explore the historical struggle for potable water in the U.S. and worldwide. We will also look at current problems with obtaining and maintaining clean water faced both nationally and internationally. By examining the history and challenges associated with securing clean water, this seminar highlights the important role of science in the liberal arts. Prerequisites: CORE 179 or appropriate transfer status; ENG 111.

**CRJ/POL/SOC 379C CORE: Violence and Change: Terrorism, Genocide, War 3 Credits**
Consideration of justice and the common good in light of the nature of violence, terror, and genocide. The question the course seeks to understand is whether violence can ever be justified as a means to overcome social, economic, political or personal injustices. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

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**CRJ 379D CORE: Race, Ethnicity, and Crime 3 Credits**
This course examines the intersection of race, crime, and justice. Course materials and assigned readings will examine historical and contemporary research, theories, and policies regarding race and crime. This course will provide an overview of the history of race and ethnicity in the construction of law and the administration of justice, an examination of differential involvement/treatment explanations for crime and justice disparities, and a critical analysis of the broader implications of a racialized criminal justice system. Policies for alleviating inequalities in the criminal justice system will also be examined. Not open to students with credit in CRJ 378. This course fulfills the diversity, global, and multicultural requirement.

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**CRJ/POL 379F CORE: Justice, Rights, Liberty 3 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 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**ECN 379A CORE: Social and Economic Justice 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**EDU 379A CORE: Principles of Education 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in EDU 348A. This course fulfills the diversity, global, and multicultural requirement.

**ENG 379C CORE: The Epic Tradition 3 Credits**
A study of the tradition, form, and content of the epic from Homer to Milton, this course emphasizes the role of the hero and deals with issues of justice and war, conceptions of good and evil, and rewards and punishments on earth and in the afterlife. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit for ENG 348A. This course fulfills the literature requirement.

**HST 379B CORE: History of the American Civil War 3 Credits**
This course will explore the causes, course and consequences of the American Civil War from the early history of the republic to the era of reconstruction. Particular attention will be paid the central paradox of American History: Slavery and freedom. Students will examine the theme of the seminar through a study of historical sources and literary works. Prerequisites: CORE 179 or appropriate transfer status; ENG 102 or ENG 111. Not open to students with credit in HST 348C or HST 344-345. This course fulfills the Arts requirement (History).

**HON 379A CORE: Critical Writing and Research 3 Credits**
This course considers the ethical conduct of research and the dissemination of research findings within the scholarly community. Students will actively engage in critical thinking exercises intended to improve their abilities to develop testable hypotheses, meaningful critiques and defendable arguments. This will be coupled with a focus on research skills that will result in the completion of an in-depth original proposal for a senior honors 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 demonstrate an appreciation of the nature of justice as they consider the practical/applied implications of their scholarly work to promote wellbeing. Prerequisites: Admission to the Honors Program; junior status; ENG 111.

**PHL 379A CORE: Principles of Justice 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in PHL 230. This course partially fulfills the Philosophy requirement.

**PHL 379B CORE: Lives of the Philosophers 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course partially fulfills the Philosophy requirement.

**PHL 379C CORE: Medieval Moral Dilemmas and Moral Luck 3 Credits**
This upper-level philosophy course will approach medieval conceptions of justice by examining philosophical texts that concern moral dilemmas and moral luck. Several medieval philosophers considered whether the existence of moral dilemmas or moral luck would be threats to justice. The course’s close reading of philosophical texts from a variety of medieval writers will be supplemented with contemporary literature on moral dilemmas and moral luck. Prerequisites: CORE 179 or appropriate transfer status; ENG 111.

**PHL 379D CORE: Philosophy of History 3 Credits**
This course examines the thought of select classical authors as well as contemporary theorists who have considered the question, "What is history?" Related issues to be examined include whether there is justice in history, whether there is an end to history, whether history is knowable, whether history repeats itself and whether the evils of history can be addressed. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in PHL 285A.

**PHL 379E CORE: Research Ethics 3 Credits**
An examination of ethical issues about conducting research and disseminating findings that applies insights and arguments from major philosophers to contemporary issues. Topics to be considered may include: the status of vulnerable populations in human subject’s research, prior informed consent, confidentiality, the role of authority, whether trust is required in science, conflicts of interest, distinguishing science from pseudo-science, the principal forms of research misconduct, deceit and anonymity in research, authorship violations and the abuse of publication norms in scientific communication. Special attention is given to the question of how violations of justice in the conducting and dissemination of research can be appropriately addressed. Prerequisites: One prior or concurrent philosophy course. Not open to students with credit in HON-379A.

**POL 379A CORE: War and Peace: International Law and Organization 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students who completed POL 361. This course partially fulfills the diversity, global, and multicultural requirement.

**POL/PJU 379B CORE: Peace and Justice: Catholic Social Teaching 3 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 179 or appropriate transfer status; ENG 111.

**POL/CRJ/SOC 379C CORE: Violence and Change: Terrorism, Genocide, War 3 Credits**
Consideration of justice and the common good in light of the nature of violence, terror, and genocide. The question the course seeks to understand is whether violence can ever be justified as a means to overcome social, economic, political or personal injustices. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

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**POL/CRJ 379F CORE: Justice, Rights, Liberty 3 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 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**POL/ART 379E CORE: Justice, Art, Politics 3 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 110–111 or consent of instructor.

**SOC 379A CORE: Poverty and Development Seminar 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. 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 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in SOC/SWK 346 or 279. This course partially fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement.

**SOC/CRJ/POL 379C CORE: Violence and Change: Terrorism, Genocide, War 3 Credits**
Consideration of justice and the common good in light of the nature of violence, terror, and genocide. The question the course seeks to understand is whether violence can ever be justified as a means to overcome social, economic, political or personal injustices. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**SOC 379D CORE: Social Stratification 3 Credits**
This course provides an overview of sociological theories about social stratification and inequality. We will review early and contemporary theories of stratification by class, gender, and race, emphasizing how stratification systems are reproduced and the consequences of these systems. In addition, we will consider the tension between agency and structure in the organization of human societies from a macro and micro-level perspective. While the course will focus on stratification systems in the U.S., we will compare forms of stratification across time and place. Prerequisite: CORE 179 or appropriate transfer status ENG 111, SOC 101.

**SWK/SOC 379B CORE: Global Ethnic Relations 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in SOC/SWK 346 or 279. This course partially fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement.

**THL 379A CORE: Theology of Justice and Mercy** **3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in THL 238. The course partially fulfills the Theology requirement.

## Senior Core Seminars

## Common Core Seminar Description:

**Discipline Specific 479 CORE: *What Truths have we Learned?*** **3 Credits**
This is a capstone course for the major which also represents the culmination of ODU's core seminars. 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 in Contemporary Society** **3 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/craftsperson/creative 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. Not open to students with credit for DSN 479. Fee.

**BIO 479 CORE: Ecology** **4 Credits**
This course examines the relationships between organisms and their environment. Topics include population change, predator/prey interactions, competition and conservation. Included laboratory will involve field explorations, with multiple on-campus field trips. As a capstone for the core curriculum, this class will provide a setting for students to read and discuss texts which raise questions related to scientific expertise, the search for knowledge and our understanding of truth. Prerequisites: BIO 202 and CHM 109. Not open to students with credit in BIO 330. Fee.

**BUS 479 CORE: Strategic Management** **3 Credits**
This course is the capstone learning experience for business administration, 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 students' 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, 250, 343; FIN 325. Not open to students who have completed BUS 498. Fee.

**CHM 479 CORE: Quantum Mechanics and Spectroscopy 4 Credits**
This course is an introduction to quantum mechanics and spectroscopy from a chemistry prospective. Topics include quantum theory, atomic and molecular structure, theoretical principles of spectroscopic and resonance methods and surface science. As a capstone for the core curriculum, this class will provide a setting for students to read and discuss texts which raise questions related to scientific theories and their applications, the search for knowledge and our understanding of truth. Includes laboratory. Prerequisites: PHY 220; junior standing. Not open to students with credit in CHM 440. Fee.

**CIS 479 Capstone Seminar 3 Credits**
This seminar will offer a capstone experience in the student's own discipline within mathematics and computer information systems, 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 member 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, 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.

**CORE 479 Liberal Arts Capstone 3 Credits**
This is an interdisciplinary capstone course designed for students in the liberal arts. This course offers students the opportunity to develop advanced analytical and professional writing skills through a variety of assignments. Students will also explore how their liberal arts education both shapes and prepares them to contribute to careers, professions, and communities beyond ODU. Students may take CORE 479 in addition to their disciplinary 479 course. Students may substitute CORE 479 for their disciplinary 479 course with permission of their advisor.

**CRJ 479 CORE: Criminal Justice Seminar 3 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. Prerequisites: 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 3 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 3 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 479C CORE: Middle Childhood 3 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 479D CORE: Educational Studies 3 Credits**
This course will critically examine truth from an education professional'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, culture, global context, collaboration among multiple stakeholders and schooling as seen through the eyes of our learners. Prerequisite: Completion of junior core seminar.

**EDU 479E CORE: Primary Education 3 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.

**ENG 479 CORE: Literature Theory/Practice 3 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, and ENG 205.

**EXSC 479 CORE: Exercise Physiology 4 Credits**
The study of human physiology during a non-resting state. This course studies the effects of acute and chronic exercise on the human body while exploring topics relevant to research in exercise science. As a culminating experience in the discipline, this course will engage each student in a research-oriented project under the supervision of the exercise science faculty. This course will provide a setting for students to read and discuss texts which raise questions relate to human nature, common good, justice, ethics, scientific expertise and search for knowledge. Laboratory included. Prerequisites: BIO 201 and 203. Not open to students with credit in EXSC 354. Fee.

**HST 479 CORE: Senior Seminar 3 Credits**
The senior seminar in history is designed to help the more advanced student explore the meaning and practice of history through an in-depth study of historical sources. Students will focus, in particular, on the subject of historiography, obtaining an informed perspective on the varied interpretations of historical events over time. By evaluating how modern historians have studied historical events using different methodologies and theoretical approaches, students will be able to identify current historical problems that are in need of further study. Students will be able to investigate one of these problems through the development of a major research project teaching of

history and the interpretations of the past in the American political arena. The apex of the course will be researching and writing a major paper and sharing the results with colleagues.

**MTH 479 Capstone Seminar 3 Credits**
This seminar will offer a capstone experience in the student's own discipline within mathematics and computer information systems, 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 member 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, 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 mathematics general distribution requirement.

**PJU 479 CORE: International Conflict Management: Diplomacy, Democratization, Development 3 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 peace building 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 479B CORE: Faith and Reason 3 Credits**
An examination of faith and reason as modes of knowing what is true. This course serves as a capstone in the disciplines of Theology and Philosophy. As the relationship of faith and reason is a fundamental topic in the disciplines of Theology and Philosophy, this course will consider central texts common to both disciplines, such as works authored by Augustine, Thomas Aquinas and others. One text to be covered in the course will be John Paul II's *Fides et Ratio*. Prerequisites: Completion of junior core seminar, and two prior courses in Theology or two prior courses in Philosophy.

**POL 479 CORE: Courage and Prudence in Modern Politics 3 Credits**
This capstone course will consider in depth 18th and 20th century examples of political courage and prudence or their absence. Prerequisite: Completion of junior core seminar or instructor permission.

**PSY 479 CORE: Current Issues in Psychology 3 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, 332, an additional 12 credits in psychology beyond the 100-level; and senior standing or consent of the instructor.

**PRS 479 CORE: Analysis and Experience 3 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.

**SWK 479A CORE: Seminar I** **3 Credits**
The first semester of a two-semester capstone Seminar provides a systematic opportunity to integrate theory for practice with the senior practicum experience. The purpose of the Seminar is to provide students with an opportunity to share their practicum experiences and to explore in some depth, practice competencies in the context of enduring issues related to human nature, common good, justice and truth finding. Co-requisite: Enrollment in SWK 480A.

**SOC 479 CORE: Sociological Theory** **3 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.

**SPM 479 CORE: Reflections on Truth: Sport Leadership and Ethics** **3 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.

**THL 479 CORE: Senior Capstone: Readings in Theology** **3 Credits**
This is a capstone course for the major which also represents the culmination of Ohio Dominican University's core seminars. The seminar will extend the discussion of self, common good and justice to address the question, "What have we learned?" in the context of the major. This course serves as a synthetic overview of the Theology major program. Themes and readings, selected by the instructor, will include both the fundamental texts of the Tradition of Catholic Theology and provocative books and essays that suggest new directions for the future. Prerequisites: Completion of the junior core seminar and discipline specific prerequisites.

**THL 479B CORE: Faith and Reason** **3 Credits**
An examination of faith and reason as modes of knowing what is true. This course serves as a capstone in the disciplines of Theology and Philosophy. As the relationship of faith and reason is a fundamental topic in the disciplines of Theology and Philosophy, this course will consider central texts common to both disciplines, such as works authored by Augustine, Thomas Aquinas and others. One text to be covered in the course will be John Paul II's *Fides et Ratio*. Prerequisites: Completion of junior core seminar, and two prior courses in Theology or two prior courses in Philosophy.

# Criminology and Criminal Justice

**CRJ 105 The Criminal Justice System** **3 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 3 Credits**
An introduction to the notion of law, its function in society and its place in a political system. Examination of the relationship of law to economic, social and political reality, and the role of the judicial process in policymaking. Consideration is given to Common Law and Civil Code legal systems, as well as substantive and procedural aspects of civil and criminal law with emphasis on understanding the nature of the law.

**CRJ/POL 231 Constitutional Law 3 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.

**CRJ/POL 236 The Judicial Process 3 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 3 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 3 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 278 Crime in Media and Popular Culture 3 Credits**
This course examines the role of media and popular culture in shaping public perceptions of crime and the criminal justice system. Issues examined include media portrayals of race and crime, the influence of legal dramas on the court process, and the impact of media on the public's perception of crime, police, courts, and corrections.

**CRJ/POL 279A CORE: Environmental Values and Policymaking 3 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. This 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 111.

**CRJ 279G/PJU 279G CORE: Interpersonal Negotiation and Mediation 3 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? Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in PJU 230 or CRJ 237 or CRJ 379B. This course partially fulfills the Social and Behavioral Science requirement.

**CRJ 280 Police and Modern Society 3 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 3 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 3 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 3 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 330 Punishment, Sentencing, and the Death Penalty 3 Credits**
This course examines historical, cross cultural, and contemporary perspectives on punishment. The impact of theories and philosophies of punishment on sentencing is examined. Emphasis will be placed on the development, impact, and effectiveness of sentencing policies. Particular attention will be devoted to the death penalty including analysis of historical, legal, cross-cultural, and contemporary issues.

**CRJ/SOC 340 Human Trafficking 3 Credits**
This course provides students with an overview of human trafficking on a domestic and international scale. The course will explore the root causes of this crime, trafficker tactics, victim indicators, current laws, law enforcement's view and approach to this criminal activity, and the role of advocacy by non-governmental organizations. Not open to students with credit in CRJ/SOC 385C.

**CRJ/SOC/POL 352 Research Methods 3 Credits**
This course examines research design and measurement techniques useful for understanding social science research. The course is skill based involving students in critical evaluation of existing research relevant to their specific field of study, design of a research project, and an introduction to data analysis using SPSS. Of particular interest are issues of problem definition and research question formulation, conceptualization and operationalization of variables, 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 3 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/POL/SOC 379C CORE: Violence and Change: Terrorism, Genocide, War**
**3 Credits**

Consideration of justice and the common good in light of the nature of violence, terror, and genocide. The question the course seeks to understand is whether violence can ever be justified as a means to overcome social, economic, political or personal injustices. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**CRJ 379D CORE: Race, Ethnicity, and Crime** **3 Credits**

This course examines the intersection of race, crime, and justice. Course materials and assigned readings will examine historical and contemporary research, theories, and policies regarding race and crime. This course will provide an overview of the history of race and ethnicity in the construction of law and the administration of justice, an examination of differential involvement/treatment explanations for crime and justice disparities, and a critical analysis of the broader implications of a racialized criminal justice system. Policies for alleviating inequalities in the criminal justice system will also be examined. Not open to students with credit in CRJ 378. This course fulfills the diversity, global, and multicultural requirement.

**CRJ/POL 379F CORE: Justice, Rights, Liberty** **3 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 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**CRJ 479 CORE: Criminal Justice Seminar** **3 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. Prerequisites: 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** **2–3 Credits**

Intensive reading and class discussion of selected topics in criminal justice not covered in regular courses.

**CRJ 2/3/486 Independent Study** **2–3 Credits**

Intensive reading or special research projects for students with advanced standing. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

**CRJ 497 Internship** **1–6 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. Prerequisites: Junior standing; 2.5 GPA or permission of the instructor; four courses in areas of concentration; and successful completion of application requirements for internship. May be repeated for up to six credits. Course will be graded Pass/Fail.

# Cyber Security

**CYS 100 Cyber Security Essentials** **3 credits**

Criminals are inventive and determined to steal anything they can convert to money. This overview

course will cover current cybersecurity defensive frameworks, methods that attacker use, and some of the advanced current tools available to protect IT systems. Discussions will include social attacks, physical security and special considerations for IoT device security. Whether you pursue a cybersecurity career or not, you will be equipped to make the Internet safer.

**CYS 200 Cybercrime Governance** **3 credits**
This course provides students with a deep understanding of the multifaceted world of cybersecurity and intelligence management. It covers essential topics such as policy controls, risk quantification and management, legal frameworks, ethical considerations, and the role of various national and international agencies in cybersecurity. Prerequisite: CYS 100.

**CYS 201 Cyber Security Tools** **3 credits**
This course provides an in-depth exploration of essential cybersecurity techniques and technologies. The course covers the principles of cryptography, advanced tools for securing cloud environments, and practical defenses against cyber threats. Through simulated attack scenarios, students gain hands-on experience with threat detection, vulnerability assessment, and risk mitigation strategies, preparing them to handle real-world cybersecurity challenges. Prerequisites: CYS 200 and CIS 150.

**CYS 300 Foundations of Network and System Security** **3 credits**
This course explores the foundational principles and practices for protecting networks and systems. The course covers network defense strategies, firewalls, intrusion detection systems, and secure configurations. Topics include encryption, access control, and threat monitoring, with hands-on activities for securing networks, operating systems, and application environments. Students learn to identify vulnerabilities, prevent attacks, and implement robust security policies for real-world resilience. Prerequisite: CYS 201.

**CYS 301 Cyber Forensics** **3 credits**
This course provides a comprehensive approach to cyber forensics, covering essential tools and methods for investigating digital crimes. Students will learn to conduct open-source intelligence (OSINT) operations, detect and respond to zero-day threats, and analyze digital fraud. The course emphasizes the rules of evidence collection, secure storage, and analysis, as well as techniques for interpreting log data. By the end, students will gain practical skills in gathering and evaluating digital evidence, preparing them for roles in cybercrime investigation and forensic analysis. Prerequisite: CYS 300.

**CYS 400 Cyber Security Senior Project** **3 credits**
The Senior Project brings together skills and techniques learned throughout the cybersecurity program. Students will plan and conduct a project targeting areas such as ethical hacking engagement, IoT security, web applications, social engineering, and email compromise. By the end, the students will apply their acquired knowledge critically, creatively and strategically in a real-world context. Prerequisite: CYS 301.

# Data Analytics

**DAT 111 Descriptive Statistics with R** **3 credits**
An introduction to descriptive statistics, as well as an introduction to tools and technologies used in data analytics. Statistics topics include data types, graphical, numerical, and tabular representations and summaries of data, and distributions. Additional topics include using SQL inside RStudio to do joins, unions, filtering, aggregation, and pivot tables. Students will work with real-life data sets and use R Studio throughout the course to manipulate, analyze and visualize data. Prerequisite: MTH 102 or placement.

**DAT/MTH 112 Inferential Statistics with R** **3 credits**
An introduction to inferential statistics as well as an introduction to tools and technologies used in data analytics. Topics include distributions, probability density functions, sampling distributions,

Central Limit Theorem, confidence intervals, hypothesis testing, and linear and multiple linear regression. Students will work with real-life data sets and use R Studio throughout the course to help with analysis and visualization. Prerequisite: DAT 111.

**DAT 210 Visualization with Tableau Software 3 Credits**
Introduction to data visualization, and data wrangling with Tableau software. Topics include connecting to data files, dashboards and story points. Students will use Tableau Prep for data cleaning, joins, unions, aggregation, and pivoting. In addition to Tableau-specific topics, best practices for creating effective visualizations, and history of visual data storytelling will be discussed. Students will work with real-life data and complete a project. Prerequisite: DAT 111 or CIS 107 or CIS 150 or MTH 140.

**DAT 220 Spreadsheet Techniques for Data Analytics 3 Credits**
Basic functionality of MS Excel, such as using functions, sorting, and graphical representations of data will be reviewed. Main topics include VLookups, creating and interpreting pivot tables, embedding SQL code into MS Excel worksheets, and inferential statistics. Students will work with real-life data and complete a project. Prerequisites DAT 111 and DAT 112 or DAT 111 and MTH 140 or MTH 140, and DAT 310) or instructor permission.

**DAT 230 Programming Fundamentals with Python 3 Credits**
An introduction to computer programming in general, as well as an introduction to Python tools for data science. Topics include Python basics, data structures, selection and repetition, and working with data in Python. Students will explore reading and writing files, and loading real world data sets with Pandas. Prerequisite: DAT 111 or DAT 210 or CIS 150 or placement.

**DAT 310 Fundamentals of SQL 3 Credits**
Topics include writing and interpreting queries, joins, unions, aggregation, filtering, working with dates, subqueries. Communication will be emphasized. Students will work with real-life data and write reports. Prerequisites: DAT 111 or DAT 210 or instructor permission.

**DAT 330 Data Analytics with Python 3 credits**
This course focuses on using Python to analyze datasets from different sources. Topics include regular expressions, data wrangling, natural language processing, and machine learning. Students will learn how to prepare data for analysis, perform statistical analysis, create meaningful data visualizations, and predict future trends. Prerequisite: DAT 230 or placement.

**DAT 470 Capstone Project in Data Analytics 3 Credits**
Students will work in small teams to explore a real-life problem. Questions and data for the projects will come from industry partners. Prerequisite: Instructor permission.

# Diversity, Global, and Multicultural

The courses listed below will fulfill the diversity, global and multicultural requirement of the bachelor's degree.

**AFS/POL/SOC 379G CORE: Foundations and Myths of African American Political Thought 3 Credits**
A study of African American political thought and the myths associated with related political movements. The course examines writers, leaders, advocates and antagonists as they posit the role of persons of color in American society thus providing the foundation for current political and social movements. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course partially fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement.

**BUS 315 Gender and the Workplace** **3 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 fulfills the diversity, global, and multicultural requirement.

**BUS 348G Business Ethics** **3 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 110–111. Not open to students with credit for PHL 242, PHL 243 and PHL 279C. This course fulfills the diversity, global, and multicultural requirement.

**BUS 373 Managing the Diverse Workforce** **3 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. Prerequisites: BUS 240, or BUS 305 for non-business majors, and junior or senior status. This course fulfills the diversity, global, and multicultural requirement.

**COM 132 Interpersonal Communication** **3 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** **3 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. This course does not fulfill the language requirement for the Bachelor of Arts (B.A.) degree.

**EDU 279A CORE: Our Bridges and Borders** **3 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 111. This course fulfills the diversity, global, and multicultural requirement.

**CRJ 280 Police and Modern Society** **3 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/SOC/POL 379C CORE: Violence and Change: Terrorism, Genocide, War**
**3 Credits**

Consideration of justice and the common good in light of the nature of violence, terror, and genocide. The question the course seeks to understand is whether violence can ever be justified as a means to overcome social, economic, political or personal injustices. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

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**CRJ 379D CORE: Race, Ethnicity, and Crime 3 Credits**
This course examines the intersection of race, crime, and justice. Course materials and assigned readings will examine historical and contemporary research, theories, and policies regarding race and crime. This course will provide an overview of the history of race and ethnicity in the construction of law and the administration of justice, an examination of differential involvement/treatment explanations for crime and justice disparities, and a critical analysis of the broader implications of a racialized criminal justice system. Policies for alleviating inequalities in the criminal justice system will also be examined. Not open to students with credit in CRJ 378. This course fulfills the diversity, global, and multicultural requirement

**CRJ/POL 379F CORE: Justice, Rights, Liberty 3 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 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**ECN 379A CORE: Social and Economic Justice 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**EDU 215 Diversity and the Learner 3 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, 112 or equivalent. This course fulfills the diversity, global, and multicultural requirement.

**EDU 379A CORE: Principles of Education 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in EDU 348A. This course fulfills the diversity, global, and multicultural requirement.

**ENG 342 African Literature 3 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 110–111. This course fulfills the diversity, global, and multicultural requirement.

**ENG 343 The Literature of American Diversity 3 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 110–111. This course fulfills the diversity, global, and multicultural requirement.

**ENG 357 World Literature** **3 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 110–111. This course fulfills the diversity, global, and multicultural requirement.

**GEO 125 World Geography** **3 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.

**HST 106 World History to 1500** **3 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. This course fulfills the diversity, global, and multicultural requirement.

**HST 107 World History from 1500 to Present** **3 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. This course fulfills the diversity, global, and multicultural requirement.

**LNG/COM 242 Cross-Cultural Communication** **3 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. This course does not fulfill the language requirement for the Bachelor of Arts (B.A.) degree.

**MUS 181 Music of the World** **3 Credits**
This course is an introduction to the music 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 fulfills the diversity, global, and multicultural requirement.

**POL 348C The Geography of Civilization** **3 Credits**
Comparative considerations of the religious, artistic, literary, historical-political-economic-governmental components of world civilizations through selected areas of study. This course fulfills the diversity, global, and multicultural requirement.

**POL 360 Seminar: International Politics** **3 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; and the development of international organization and international law. This course fulfills the diversity, global, and multicultural requirement.

**POL 379A CORE: War and Peace: International Law and Organization 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students who completed POL 361. This course partially fulfills the diversity, global, and multicultural requirement.

**POL/CRJ/SOC 379C CORE: Violence and Change: Terrorism, Genocide, War 3 Credits**
Consideration of justice and the common good in light of the nature of violence, terror, and genocide. The question the course seeks to understand is whether violence can ever be justified as a means to overcome social, economic, political or personal injustices. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.
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**POL/CRJ 379F CORE: Justice, Rights, Liberty 3 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 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**POL 498 Seminar: Political Theory and Ideology 3 Credits**
An analysis of issues of sexism, gender, racism, ethnocentrism and diversity in their historical and contemporary contexts; and consideration of influential contemporary theories and problems. Prerequisite: Open only to seniors. This course fulfills the diversity, global, and multicultural requirement.

**SCI 279A CORE: Climate Change and Sustainability 4 Credits**
This course was created as part of Ohio Dominican University's Laudato Si' seven-year action plan for environmental sustainability and social equity. Though inconvenient and difficult to understand, the evidence of ongoing human-caused global climate change is clear. Since the scale of the problem is global, the scale of the solutions must be, as well. In this course we will explore the different facets of the climate change problem and the evidence for each, the degree of sacrifice that will be required to mitigate it, and some of the innovations that can help create a cleaner, more comfortable, and more secure future for all. Includes laboratory. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**SOC 101 Introduction to Sociology 3 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 379A CORE: Poverty and Development Seminar 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in SOC 241. This course fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement.

**SOC/SWK 379B CORE: Global Ethnic Relations 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in SOC/SWK 346 or 279D. This course partially fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement.

**SOC/CRJ/POL 379C CORE: Violence and Change: Terrorism, Genocide, War 3 Credits**

Consideration of justice and the common good in light of the nature of violence, terror, and genocide. The question the course seeks to understand is whether violence can ever be justified as a means to overcome social, economic, political or personal injustices. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**SOC 279E CORE: Health and the Community 3 Credits**

Health is integrally connected to the realization of the common good within communities. Ensuring the conditions that allow for human flourishing demands an examination of how communities and societies promote health, prevent disease, and respond to the illnesses of their members. This course provides an overview of cultural and social aspects of health at the individual, community, and societal level. We will explore how individual health beliefs and practices vary across cultures, how disease and illness are constructed within societies, how healthcare providers can best interact with diverse patients, and how social structure maintains health inequalities. Specific topics will range from a micro-level examination of the role of traditional healers, folk remedies, and decision making to a macro-level view of power and inequality. The course will also critically examine the dominance of the Western biomedical model, its influence on defining and treating illness and how it compares to non-western and/or alternative models of medicine. Not open to students with credit for SOC 310. This course fulfills the diversity, global, and multicultural requirement.

**SPN 250 Spanish for Business Professionals 3 Credits**

Designed for students with or without previous Spanish study, this pragmatic language program provides task-based modules that use Spanish in applied ways. The content areas focus on easily mastered core expressions for future professionals. Prerequisite: BUS 240. This course fulfills the diversity, global, and multicultural requirement as well as the language requirement.

**SPN 252 Spanish for Medical Professionals 3 Credits**

This Spanish conversation course is designed to help you strengthen your spoken language skills in a medical context. This course emphasizes the development of the ability to engage a patient in a

variety of medical situations. Prerequisite: BIO 203 or SPN 110. This course fulfills the diversity, global, and multicultural requirement as well as the language requirement.

**SWK 120 Introduction to the Profession 3 Credits**
The history, mission, value base and ethical standards, and opportunities for practice within the social work profession. Course includes early experience in local social service settings (up to 30 hours) designed to help the student clarify the decision to become a member of the social work profession. Prerequisite: Social Work major or consent of the instructor. This course fulfills the diversity, global, and multicultural requirement.

**SWK 279A CORE: Women's Issues and the Common Good 3 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. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. 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 320 Generalist Practice with Individuals, Families and Small Groups 3 Credits**
The integration of knowledge, professional values, and skills within a generalist, ecological perspective for practice with individuals, families and small groups. Prerequisite: SWK 120 and Social Work major or consent of instructor. This course fulfills the diversity, global and multicultural requirement.

**SWK/SOC 379B CORE: Global Ethnic Relations 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. 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.

**WGS 279A CORE: Introduction to Women's and Gender Studies 3 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 111. This course fulfills the diversity, global, and multicultural requirement.

# Economics

**ECN 207 Principles of Microeconomics 3 Credits**

A basic study of the decision-making behavior of individuals, households, firms, industries, and other economic units regarding resource allocation. Students will explore how markets function to coordinate the economic activities of different economic units. Topics include scarcity, opportunity cost, demand and supply, consumption, production, market structures, and profit maximization.

**ECN 208 Principles of Macroeconomics 3 Credits**
A basic study of the overall economy including inflation, unemployment, economic growth, money supply, national income, and government economic policies. It emphasizes the important measures used to determine an economy's performance and explores the potential impacts of macroeconomic policy.

**ECN 260 Financial Institutions and Markets 3 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. Prerequisites: ECN 207–208. Not open to students with credit for ECN 360.

**ECN 322 Intermediate Macroeconomics 3 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; and the impact of fiscal policy and governmental actions. Prerequisites: ECN 207–208. Not open to students with credit for ECN 220.

**ECN 325 Intermediate Microeconomics 3 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. Prerequisites: ECN 207–208. Not open to students with credit for ECN 225.

**ECN 330 Money, Credit, and Banking 3 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. Prerequisites: ECN 207–208. Not open to students with credit for ECN 220.

**ECN 340 International Economics 3 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. Prerequisites: ECN 207–208. Not open to students with credit for ECN 240.

**ECN 355 Public Finance 3 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. Prerequisites: ECN 207–208. Not open to students with credit for ECN 255.

**ECN 379A CORE: Social and Economic Justice 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**ECN 420 History of Economic Thought** **3 Credits**
A systematic study of the development of economic thought from the beginning of the classical tradition through Marxian socialism of the twentieth century with principal attention on modern developments including Keynesian and supply-side economics. Prerequisite: ECN 322 or 325. Not open to students with credit for ECN 320.

**ECN 447 Econometric Modeling** **3 Credits**
This course is designed for upper-level undergraduate students who are interested in data analytics and data science. Topics include but are not limited to multiple regression analysis for cross sectional and time series data, panel data models, spatial data models, qualitative and limited dependent variable models, structural equation models, and pure time series analysis including vector autoregressive models, vector error correction models, and ARCH/GARCH-based volatility models. Students will also utilize contemporary data analytics software and explore common data structures. Prerequisites: ECN 207-208; MTH 140; CIS 107 or 234; junior or senior status; consent of instructor and division chairperson.

**ECN 479 CORE: Economic Analysis** **3 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** **1–3 Credits**
Study of a timely topic in economics.

**ECN 2/3/486 Independent Study** **1–3 Credits**
Intensive individual work. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

# Education

**EDU 104 Introduction to Teaching: Primary Education** **3 Credits**
This introduction to teaching includes supervised early experience of 60 hours in an elementary school classroom. The exploratory contact with various school activities is designed to help the student clarify the decision to become a member of the teaching profession.

**EDU 105 Introduction to Teaching: Middle Childhood** **3 Credits**
This introduction to teaching includes supervised early experience of 60 hours in a middle childhood classroom. The exploratory contact with various school activities is designed to help the student clarify the decision to become a member of the teaching profession.

**EDU 110 Introduction to Teaching: Intervention Specialist** **3 Credits**
This introduction to teaching includes supervised early experience of 60 hours in a special education classroom. The exploratory contact with various school activities is designed to help the student clarify the decision to become a member of the teaching profession.

**EDU 112 Introduction to Teaching: Adolescence to Young Adult** **3 Credits**
This introduction to teaching includes supervised early experience of 60 hours in grades 7–12 (AYA) or P–12 (Art) classroom. The exploratory contact with various school activities is designed to help the student clarify the decision to become a member of the teaching profession. Not open to students with credit for EDU 115 and EDU 346A.

**EDU 120 Teaching Reading Through Literature for Children and Young Adults**

**3 Credits**

The techniques and methods of teaching reading through the use of literature for pre-school through young adulthood will be explored. Emphasis is on genres; author and illustrator studies; and the inter-relationship of reading, writing, listening, and speaking. Multicultural publications and decodable texts are highlighted. Students should develop an appreciation for children's literature as they select, interpret, discuss, and formulate strategies for using quality books with children.

**EDU 198 Introduction to Educational Pedagogy Filed Placement for AYA**

**3 credits**

Students will complete a 30-hour field placement where they will teach three lessons and implement ideas learned in EDU-199. Co-requisite EDU-199.

**EDU 199 Introduction to Pedagogy and Classroom Management 3 credits**

Introduction to Pedagogy and Classroom Management is a study of the art and science of teaching as informed by state standards for teacher licensure including lesson planning, instructional strategies, learning environments, motivation, assessment/evaluation, classroom management, the integration of technology in teaching and learning, and professionalism. Prerequisite EDU 104 or EDU 105 or EDU 110 or EDU 112. This course is not open to students with credit EDU 250 Or EDU 346.

**EDU 210 Understanding Development & Learning of the Young Child 3 Credits**

This course offers the primary 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 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 or EDU 104.

**EDU 211 Teaching Phonics and the Structure of Language 3 Credits**

This course is designed to teach fundamental principles and concepts of the structure of language with a focus on phonological/phonemic awareness and phonics. Students learn the sound-symbol correspondences of language and understand the relationship of phonologic and phonemic awareness to the reading process. Prerequisite: EDU 104, 105, 110 or 112 or equivalent.

**EDU 212 Foundations of Literacy 3 Credits**

A study of the scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The course presents the key scientifically based reading research foundations needed to understand how reading develops, and effective methods and strategies used to teach literacy skills to young children through young adults. Topics include understanding reading research, cognitive psychology's contributions to understanding the reading process, language development, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to teaching reading across the grade bands. Prerequisite: Prior completion of EDU 211 is required. Includes a field component with a minimum of 15 hours of field experience.

**EDU 215 Diversity and the Learner 3 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, 112 or equivalent. This course fulfills the diversity, global, and multicultural requirement.

**EDU 218 Primary Education as a Profession 3 Credits**

This course provides an overview of the philosophical, historical, theoretical, and social foundations of primary-level education and examines how these practices have influenced current thought.

Candidates acquire the knowledge and skills needed to evaluate the quality of 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. Prerequisite: EDU 104.

**EDU 220 Educational Psychology 3 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. Prerequisite: EDU 105 or 112 or equivalent.

**EDU 230 Introduction to Special Education and Diverse Learners 3 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, and implications for educational planning based on individual abilities and needs. Includes field experience of 20 hours. Pre- or Co-requisite: EDU 103 or 104, 105, 110, 112 or equivalent.

**EDU 262: Educational Programming for Special Education 3 Credits**
This course prepares future Intervention Specialists to apply their knowledge of disability categories and the special education process to the development and implementation of the Evaluation Team Report, Individualized Education Program, and Transition Plan. Candidates will analyze sample documents and then practice writing documents for students. Candidates will also learn strategies for effective communication and collaboration while providing meaningful contributions as an IEP team member. Prerequisite: EDU 230

**EDU 279A CORE: Our Bridges and Borders 3 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 111. This course fulfills the diversity, global, and multicultural requirement.

**EDU 314 Content Area Literacy 3 Credits**
An examination of evidenced-based literacy strategies and methods with a focus on current research related to background knowledge, writing, language, and speaking and listening within the content areas. Emphasis is placed on Dyslexia, multisensory/UDL lesson plan, content curating OER resources, explicit vocabulary with targeted words, promoting critical literacy, and developing evidence-based arguments and infographics. Informal assessment of educational materials for appropriate content literacy program levels and high-leverage practices for teaching content are highlighted.

**EDU 315 Diagnosis, Intervention, and Assessment in Reading 3 Credits**
This course will address the use of formal and informal assessment procedures used to design and evaluate reading instruction and intervention for children in preschool through high school. The foci of the course include the knowledge and skills needed to choose and give appropriate reading assessments for a variety of purposes, data-based decision making to guide instructional planning and intervention design and understanding struggling readers including those with reading disabilities. An emphasis will be placed on creating Multi-Tiered System of Supports (MTSS) to maximize achievement for all students. Includes a minimum of 15 hours of field experience. Recommended prerequisites: EDU 211 and EDU 212.

**EDU 330 Intervention Methods for Teaching Children Pre–5 with Mild to Moderate Educational Needs**

**3 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 and 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.

**EDU 332 Inclusive Education** **3 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. Prerequisite: EDU 210 or PSY 220.

**EDU 334 Teaching Mathematics and Science in the Intermediate Grades 3 Credits**

The purpose of this course is to familiarize early childhood teacher candidates with mathematics and science curricula for children in grades four and five 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 candidate's understandings 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. Prerequisite: Admission to the Education Division. (Equivalent to EDU 566).

**EDU 336 Teaching and Learning in the Intermediate Grades** **3 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 337 Teaching Language Arts and Social Studies in the 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 4th and 6th grades. Topics include both the Ohio Content Standards for Language Arts and Social Studies (including topics specific to Ohio) as well as national standards including those from the National Council for the Social Studies and the National Council of Teachers of English. Emphasis will be on effective pedagogy for engaged teaching and learning. Prerequisite: Continuing education student with Early Childhood license. (Equivalent to EDU 567.)

**EDU 344A Primary Science Methods** **3 Credits**

This science methods course provides primary education candidates with the current knowledge and ability to develop and implement meaningful learning experiences for children, in preschool through

grade five. The emphasis is on learning experiences that are developmentally appropriate, meaningful, and aligned with the science content standards for the state of Ohio, including the solar system and universe, structure, landforms, and processes of the Earth, weather and climate systems, and other standard strands. 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 199.

**EDU 344B Primary Mathematics Methods 3 Credits**
This math methods course provides primary education candidates with the current knowledge and ability to develop and implement meaningful learning experiences for children in preschool through grade five. 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 199.

**EDU 344C Primary Social Studies Methods 3 Credits**
This social studies methods course provides primary education candidates with the current knowledge and ability to develop and implement meaningful learning experiences for children in preschool through grade five. 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 199.

**EDU 344D Primary Language Arts Methods 3 Credits**
This integrated language, literacy and assessment methods course provides primary education candidates with the current knowledge and ability to develop and implement meaningful learning experiences for children preschool through grade five. Candidates will be expected to evaluate topics of study in terms of conceptual soundness and create developmentally appropriate materials based on curriculum standards. Primary education 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. A field component of this course is included. Prerequisites: EDU 104, 199, 210, 211 and 212.

**EDU 345 Study of Ohio 3 Credits**
This course provides candidates with current knowledge, skills, and dispositions about the State of Ohio. The emphasis is on outcomes outlined by the Ohio Academic Content Standards for social studies in grades four and five. The course will focus on the pivotal historical, cultural, geographic, economic, and political/citizenship events in Ohio from prehistory to the present day.

**EDU 347 Middle Childhood Language Arts Methods 3 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 3 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 3 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 3 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**
**3 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.

**EDU 353 Adolescent to Young Adult Science Teaching Methods 3 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. Includes a minimum of 30 hours of field experience.

**EDU 354 Adolescent to Young Adult Social Studies Teaching Methods 3 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. Includes a minimum of 30 hours of field experience.

**EDU 355 Adolescent to Young Adult Language Arts Teaching Methods 3 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. Includes a minimum of 30 hours of field experience.

**EDU 372 Computer Science Methods 3 Credits**
This course focuses on the theories, methods, techniques, strategies, materials, and assessment procedures applicable to the teaching of computer science. Students will apply knowledge of major computer concepts, algorithms, procedures, connections, and applications within and among computer science content domains in order to plan effective lessons and units that implement both state and national standards for computer science, and include the selection, implementation, and interpretation of formative and summative assessments to monitor student learning and inform instruction. The course will emphasize pertinent literature and classroom implementation of current developments in computer science curriculum and methodology, utilizing print and digital resources from professional computer education organizations. Students will apply computer content and pedagogical knowledge to select and determine the appropriate use of instructional tools. Includes 50 hours of field experience under the direction of a highly qualified teacher and a university supervisor.

**EDU 379A CORE: Principles of Education 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in EDU 348A. This course fulfills the diversity, global, and multicultural requirement.

**EDU 410 Assessment and Technology in Teaching and Learning 3 Credits**
This course is designed to prepare undergraduate teacher candidates in all licensure programs with the knowledge, skills, and dispositions to effectively integrate technology in teaching for student learning and in designing assessment for student learning. Candidates will understand and apply this knowledge during field experiences to fulfill Ohio mandates for value-added student growth measures, new innovative teacher assessment measures (e.g. edTPA) and national legislative and judicial mandates (e.g. Higher Education Opportunity Act, 2008; IDEA, 2004) aligned with the professional, local, state, and national standards including the common core standards. Candidates will understand and apply the transformational concepts of universal design for learning (UDL) principles and develop technological, pedagogical content knowledge (TPACK) to teach the full spectrum of students in diverse classrooms in the 21st century.

**EDU 479A CORE: Reflections on Truth: Intervention Specialist 3 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 479E CORE: Reflections on Truth: Primary Education 3 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: Reflections on Truth: Middle Childhood 3 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 479D CORE: Educational Studies 3 Credits**
This course will critically examine truth from an education professional'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, culture, global context, collaboration among multiple stakeholders and schooling as seen through the eyes of our learners. Prerequisite: Completion of junior core seminar.

**EDU 480 Supervised Teaching: Special Education Intervention Specialist 12 Credits**
Full-time, full-semester supervised teaching of students with mild, moderate, or intensive educational needs in elementary, middle, or high schools. The student teacher assumes responsibility for the full teaching load of the cooperating teacher including planning, teaching, evaluating, managing/disciplining, and teacher duties. Prerequisites: EDU 344D and 350; and/or 331, 351; and EDU 379A. Co-requisite: EDU 479A or equivalent. Fee.

**EDU 482E Supervised Teaching: Primary Education 12 Credits**
Full-time, full-semester supervised teaching in an early childhood classroom. The student teacher assumes responsibility for the full teaching load of the cooperating teacher including planning, teaching, evaluating, managing/disciplining, and teacher duties. Prerequisites: EDU 315, 344A, 344B, 344C, 344D (or equivalent), and 379A. Co-requisite: EDU 479E or equivalent. Fee.

**EDU 484 Supervised Teaching: Middle Childhood 12 Credits**
Full-time, full-semester supervised teaching in a middle childhood classroom. The student teacher assumes responsibility for the full teaching load of the cooperating teacher including planning, teaching, evaluating, managing/disciplining, and teacher duties. Prerequisites: EDU 314 and two of the following: 335, 347, 349A, 349B, 349C. Co-requisite: EDU 479C or equivalent. Fee.

**EDU 1/2/3/485 Special Topics 1–3 Credits**
Investigation of a particular issue in education. Prerequisite: Consent of instructor.

**EDU 2/3/486 Independent Study 1–3 Credits**
Intensive individual work. Includes Honors Program Research. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

**EDU 487 Supervised Teaching: Adolescence to Young Adult or Multi-Age 12 Credits**
Full-time, full-semester 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: Content Methods Course: EDU 353, EDU 354, EDU 355, MTH 352, or ART 337; and EDU 198, 199 and 379A. Co-requisite: EDU 488 or equivalent. Fee.

**EDU 488 Teaching Seminar: Adolescent to Young Adult or Multi-Age 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 497 Educational Studies Internship 1–6 Credits**
Supervised fieldwork of 40 hours per credit hour in an Educational Studies related field. Students will meet regularly with the sponsoring instructor. The internship placement and activities are

arranged with the faculty, student, and representative from the cooperating site/organization. Prerequisites: EDU 103, 105, 110 or 112; completion of Internship Proposal paperwork. May be repeated for up to six credits.

# English Language and Literature

**ENG 100 College Reading and Writing Strategies** **3 Credits**
This course provides instruction in specific reading and composition strategies. A practicum approach to reading efficiency and effectiveness will prepare students to comprehend and retain college-level reading. A practicum approach to writing (including sentence structure, writing patterns, and the revision process) will provide students with skills necessary for satisfactory completion of typical college writing assignments. This course does not fulfill the composition requirements of the Core. This course does not fulfill the literature requirement of the Core. When taken, this course must be completed prior to ENG 110, and requires a minimum grade of C. Not open to students with credit for ENG 100B and ENG 100C.

**ENG 100a Basic Composition for Nonnative Speakers of English** **3 Credits**
A course in basic composition designed for international students enrolled in the Academic English Transition Program. Students will improve their understanding of theme, development, critical reading, and English grammar. Prerequisites: Placement in this course is determined by a writing assessment. Consent of instructor. This course does not fulfill composition or literature requirement. When taken, this course must be completed prior to ENG 110, and requires a minimum grade of C.

**ENG 110 College Writing I** **3 Credits**
This course focuses on skills students need for writing and thinking across the curriculum with an emphasis on elements of the writing process, including drafting and revision. By practicing strategies such as summary, comparison-contrast, literary analysis, and argumentation, students will build the foundational skills needed to succeed as college writers, including college reading strategies, information literacy, writing with sources, and the basics of MLA documentation strategies. This course does not fulfill the literature requirement.

**ENG 111 College Writing II** **3 Credits**
Building upon foundational skills from ENG 110, this course focuses primarily on academic research writing. Attention will be given to more advanced reading and writing strategies, and there will be specific emphasis on library and database research, rhetorical analysis, integrating sources, argumentation, media literacy, and MLA documentation strategies. This course does not fulfill the literature requirement. Prerequisite: ENG 110.

**ENG 205 Literary Research Methods** **3 Credits**
The course provides an introduction to literary research methods, bibliography, literary terminology, and research writing. Students will learn to use the major research tools (online databases, search engines, and in-house library resources) in literary studies and apply the skills to selected literary works. Students will also learn how to find and analyze primary and secondary sources and incorporate findings into their writing. The course is designed to prepare students for research assignments in future English courses. This course does not fulfill the literature requirement for the Core.

**ENG 214 Introduction to Literature** **3 Credits**
This course is an introduction to literature which offers students the opportunity to read and appreciate a wide variety of poetry, fiction, and drama. Students will work on polishing their writing and oral communication skills as they learn about literary genres. Prerequisites: ENG 110–111. This course fulfills the literature requirement.

**ENG 215A Survey of British Literature I** **3 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 is also covered. Prerequisites: ENG 110–111. This course fulfills the literature requirement.

**ENG 215B Survey of British Literature II** **3 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 is also covered. Prerequisites: ENG 110–111. This course fulfills the literature requirement.

**ENG 216 Survey of American Literature** **3 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 Anne Bradstreet, Henry David Thoreau, Frederick Douglass, and Sherman Alexie. Prerequisites: ENG 110–111. This course fulfills the literature requirement.

**ENG 220 Professional Writing** **3 Credits**
This course emphasizes writing platforms used in the professional world but rarely explored in composition or creative writing courses. Students will learn strategies for reviewing books, films, food, etc., as well as techniques of successful blogging, sports writing, travel writing, translation, and other types of writing used by professional writers. Prerequisites: ENG 110-111. May be repeated up to six credits. This course does not fulfill the literature requirement

**ENG 222 Creative Writing I** **3 Credits**
A beginning course in creative writing. This class focuses on the processes of discovery and invention, the analysis of contemporary literary works, discussion of student manuscripts, and oral presentation of creative writing. A variety of genres are introduced and studied. Prerequisites: ENG 110-111. May be repeated up to six credits. This course fulfills the literature requirement.

**ENG 260 Novels** **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, or literary movement. A particular course's focus will be reflected in its title when it is offered. Prerequisites: ENG 110–111. May be repeated up to six credits on different topics. This course fulfills the literature requirement.

**ENG 261 Short Stories** **3 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 110–111. This course fulfills the literature requirement.

**ENG 262 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, or literary movement. The course's focus will be reflected in the course titles in the course offering bulletins. Prerequisites: ENG 110–111. May be repeated up to six credits on different topics. This course fulfills the literature requirement.

**ENG 263 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, or literary movement. The course's focus will be reflected in the course titles in the course offering bulletins. Prerequisites: ENG 110–111. May be repeated up to six credits on different topics. This course fulfills the literature requirement.

**ENG 279A CORE: Conflict and Community 3 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 111. This course fulfills the literature requirement.

**ENG 279D CORE: Studies in Trauma Literature 3 Credits**
Collective memory is not simply the memories shared by a cultural group. Often associated with the Holocaust, this concept concerns the act of "bearing witness," of acknowledging trauma in order to bring about social healing. This course will examine visual, written, and physical memorials to the Holocaust, September 11th, and other twentieth century tragedies. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. This course fulfills the Arts requirement (Literature). This course fulfills the literature requirement.

**ENG 279E Language Use for the Common Good 3 credits**
An examination of how the English language is used to define, promote, and change communities. Includes examination of literature, non-fiction, music, and online media in order to understand how these media shape social groups and promote the common good. Includes research into the impact these uses of language on society. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. Not open to students who have taken ENG 205. This course fulfills the literature requirement.

**ENG 310 Humor in Literature and Media 3 Credits**
This is a class in which students and teacher will explore a) what makes things funny or not funny across time, across generations, across cultures, across personality types, across gender, b) the utility of humor, how it can be useful in finding and communicating truth or truths, and c) other ways humor helps us deal with ourselves and the world. The course will focus on humorous prose and poetry and, to a lesser extent, humor in visual media. Not open to students with credit for ENG 385N. This course fulfills the literature requirement.

**ENG 320 Women's Literature 3 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 110–111. This course fulfills the literature requirement.

**ENG 322 Creative Writing II 3 Credits**
An intermediate course in creative writing. This class focuses on the means and methods of production, presentation, and publication used by creative writers. The course may focus on a specific genre, such as poetry, fiction, playwriting, or creative nonfiction. Grammar and language acquisition are emphasized, and non-print media are also included. Prerequisites: ENG 222 or consent of instructor. May be repeated up to six credits. This course does not fulfill the literature requirement.

**ENG 326 The Art of the Essay 3 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 110–111. Does not fulfill the literature requirement.

**ENG 330 Major Authors** **3 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 110–111. May be repeated for up to six credits on different authors. This course fulfills the literature requirement.

**ENG 340 Journal Editor** **3 Credits**
This option, similar to an internship, is for students who wish to receive credit for assuming editorial responsibilities for *Gesture*, Ohio Dominican's journal of literature and art. Responsibilities range across the entire process of producing the journal: soliciting submissions; convening selection committees; visioning and marketing; managing the budget; working with peers, a faculty advisor, and the publisher to produce the journal; meeting publishing deadlines; and other duties. Prerequisites: ENG 222 or permission of *Gesture*'s faculty advisor. May be repeated up to six credits. This course does not fulfill the literature requirement.

**ENG 342 African Literature** **3 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 110–111. This course fulfills the diversity, global, and multicultural requirement.
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**ENG 343 The Literature of American Diversity** **3 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 110–111. This course fulfills the diversity, global, and multicultural requirement.

**ENG 344 19th Century American Literature** **3 Credits**
This course offers an in-depth examination of major American authors and works from the 19th century and their cultural significance. Prerequisites: ENG 110–111. This course fulfills the literature requirement.

**ENG 346 20th Century American Literature** **3 Credits**
This course offers an in-depth examination of major American authors and works from the 20th century and their cultural significance. Prerequisites: ENG 110–111. This course fulfills the literature requirement.

**ENG 348G Film and Literature** **3 Credits**
By reading and analyzing literature in relationship to film, filming 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 110–111. This course fulfills the literature requirement.

**ENG 351 Romanticism** **3 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 110–111. This course fulfills the literature requirement.

**ENG 352 Victorian Literature** **3 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 20th and 21st centuries. Authors typically covered include Dickens, the Bronte sisters, Thackeray, Gaskell, Tennyson, Arnold, Browning, Newman, Trollope, and Wilde. Prerequisites: ENG 110–111. This course fulfills the literature requirement.

**ENG 353 20th Century British Literature** **3 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 110–111. This course fulfills the literature requirement.

**ENG 357 World Literature** **3 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 110–111. This course fulfills the diversity, global, and multicultural requirement.

**ENG 379C CORE: The Epic Tradition** **3 Credits**
A study of the tradition, form, and content of the epic from Homer to Milton, this course emphasizes the role of the hero and deals with issues of justice and war, conceptions of good and evil, and rewards and punishments on earth and in the afterlife. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit for ENG 348A. This course fulfills the literature requirement.

**ENG 422 Writing Portfolio** **3 Credits**
In this capstone for the creative writing minor, students select and polish a representative sample of their writing for inclusion in a professional-quality writing portfolio. Emphasis is on revision strategies, metacognitive processes, and self-assessment, as well as strategies for presenting and publishing the work. Prerequisites: ENG 220 and 322, or permission of instructor. This course does not fulfill the literature requirement.

**ENG 460 The Age of Chaucer** **3 Credits**
A study of Chaucer and other major writers of the 14th and 15th centuries. Prerequisites: ENG 110–111. This course fulfills the literature requirement.

**ENG 463 The Age of Shakespeare** **3 Credits**
A study of the major works of Shakespeare and other dramatists from the 16th and 17th centuries. This course will focus on various genres. Prerequisites: ENG 110–111. This course fulfills the literature requirement.

**ENG 479 CORE: Literature Theory/Practice** **3 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, but 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, and ENG 205.

**ENG 1/2/3/485 Special Topics** **1–3 Credits**
Advanced courses on writers or subjects of special significance or interest to groups of students or faculty.

**ENG 2/3/486 Independent Study** **1-6 Credits**
This class gives students the chance to develop individual creative, critical, and research projects. Includes Honors Program research. Generally, the workload is 40 clock hours for each semester hour of credit. Prerequisites: Consent of instructor, academic advisor, division chairperson. This course may be repeated for up to six credits.

**ENG 497 Internship** **1-6 Credits**
A faculty supervised internship of 40 clock hours for each semester hour of credit. Students will be expected to meet regularly with the internship advisor, a full-time faculty member. Prerequisites: Sophomore standing; consent of instructor, academic advisor, and division chairperson. This course may be repeated for up to six credits.

# English for Academic Purposes

(includes EAP 501, a course reserved for graduate level students)

**EAP 130 Grammar: Complex Structures** **1-3 Credits**
Develops understanding of major aspects of English grammar as well as accurate and appropriate uses of grammatical structures for academic expression. Prerequisite: Placement measure or permission of program director. This course fulfills the Language core requirement.

**EAP 132 Reading/Vocabulary I: Academic and Cultural Issues** **3 Credits**

Reading, study skills and learning 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 measure or permission of program director. This course fulfills the Language core requirement.

**EAP 133 Reading/Vocabulary II: Academic and Cultural Discourse** **3 Credits**
Continuation of EAP 132. Reading, study skills and learning 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 measure or permission of program director. This course fulfills the Language core requirement.

**EAP 134 Listening/Speaking I: Academic Discourse** **3 Credits**
Practical experience in academic note taking, oral presentations, methods of textual analysis, academic discussions, and debate. Prerequisite: Placement measure or permission of program director. This course fulfills the Language core requirement.

**EAP 135 Listening/Speaking II: Intercultural Communication for Non-Native Speakers** **3 Credits**
Continuation of EAP 134. This skill-building course examines the intersection of the English language and U.S. culture. It aims to foster students' awareness of the U.S. culture and help students with the speaking/listening skills needed to succeed in the university community and beyond. With the goal of helping non-native speakers of English achieve intercultural communicative competencies, the course features topics pertaining to conventions of spoken English in the U.S. Prerequisite: Placement measure or permission of program director. This course fulfills the Language core requirement.

**EAP 185 Special Topics** **1-3 Credits**
Concentrated study in a particular area of English language. Prerequisite: Permission of program director.

**EAP 286 Independent Study** **1-3 Credits**
Intensive individual work in an area of English language development. Prerequisite: Permission of program director.

**EAP 501 Academic Writing for Nonnative Speakers of English** **3 Credits**
Advanced writing course designed to help graduate students who are nonnative speakers of English develop necessary academic reading and writing skills. Various academic writing genres are introduced. Documentation conventions and issues pertaining to plagiarism and intellectual property are discussed. Prerequisite: Placement measure, recommendation of graduate program director, or permission of Academic English Transition program director.

# Environmental Studies and Science

**ENV 111 Astronomy** **3 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. Fee.

**ENV 113 Geology** **4 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. Fee.

**ENV 115 Environmental Science** **4 Credits**
Study of the complex relationships between the Earth, the atmosphere, and living things, with a critical evaluation of human impacts on natural processes. This is an interdisciplinary class that builds from topics that include meteorology, oceanography, biology, chemistry, physics, and economics. Discover the science behind real world problems facing society and emerging solutions to those problems. Includes laboratory. Not open to students with credit for ENV 110, 112 and 114. Fee.

**ENV 116 Food, Water, and Energy** **3 Credits**
An introduction to the nature of science and the basic chemical, biological, and physical principles that allow life to exist on earth. Examines modern environmental concerns relating to three essential requirements for human existence: food, water, and energy. Not open to BIO, ENV, EXSC, or CHM majors or minors.

**ENV 330 Ichthyology: Natural History of Fish** **4 Credits**
An introduction to fish, a very important and familiar group of living organisms. Examines fish diversity, adaptations, and ecology. The social and economic importance of fish in modern society will also be touched upon, especially as these relate to conservation and management of populations. Included laboratory will involve hands-on fish capturing and identification. Prerequisite: BIO 107 or 201.

**ENV 331 Mammalogy** **4 credits**
An introduction to mammals, a very important and familiar group of living organisms. Examines mammal diversity, adaptations, and ecology. Conservation and management of mammal populations will also be discussed. Included laboratory will involve field observation and skull identification of Ohio mammals. Prerequisites: BIO 107 or BIO 201 or BIO 202.

**ENV 335 Ornithology: The Science of Birds** **4 Credits**
This course provides an introduction to the world of birds. It covers ecology, behavior, anatomy, physiology, and diversity of this common, widespread, and fascinating group of organisms. Included laboratory will be primarily field based and will include observing and interacting with wild birds. Prerequisite: BIO 107 or 201.

**ENV 435 Advanced Ornithology** **4 Credits**
Builds on the concepts and skills learned in *Ornithology: The Science of Birds* to give students a deeper understanding of avian biology and ecology as well as exposure to current research methods in evolution and conservation biology. Prerequisite: ENV 335.

**ENV 386/486 Independent Study** **1–3 Credits**

**ENV 497 Internship and Capstone** **1–3 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 50 hours per credit hour on real world environmental problems. Class time will involve reflections on this experience. Three credits are required for program completion. Prerequisites: Junior standing or permission of the instructor, and successful completion of at least 12 semester credits in the major.

# Exercise Science

**EXSC 100 Physical Education Activity Classes** **1 credit each**
Emphasize basic skills, techniques, and the recreational value for a variety of sports. A maximum of four 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. Not open to students with credit in PEH 100.

**EXSC 121 Health Education** **3 Credits**
A basic course in personal, community, and school health including such topics as drugs, mental health, consumer health, and a healthful school environment. Not open to students with credit in PEH 121, PEH 125, or EXSC 125 or SCI 125.

**EXSC 122 First Aid** **3 Credits**
A course that includes the basic principles of first aid, cardiopulmonary resuscitation, and emergency care. Not open to students with credit for PEH 122.

**EXSC 125 Introduction to Exercise, Health, and Nutrition** **3 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 education situations. Not open to students with credit for PEH 125.

**EXSC 210 Electrocardiography (EKG) Analysis** **3 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** **3 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.

**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 or EXSC 125 or SCI 125.

**EXSC 240 Introduction to Kinesiology 3 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 or EXSC 125 or SCI 125. Not open to students with credit for PEH 240.

**EXSC 241 The Prevention and Care of Athletic Injuries 3 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. Not open to students with credit for PEH 241.

**EXSC 253 Nutrition for Sport and Exercise 3 Credits**
This course will examine the unique nutritional needs for sport and physical activity. This course is designed to help students develop and analyze appropriate nutritional plans for sport and physical activity. Topics will include training, recovery, nutrition during exercise, hydration and supplements. Prerequisites: BIO 203, BIO 252 and CHM 109.

**EXSC 262 Introduction to Pathophysiology 3 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 3 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. Prerequisites: BIO 341, BIO 342, and PHY 119/219.

**EXSC 470 Musculoskeletal Pathomechanics 3 Credits**
This course provides students with an in-depth understanding of how human movement is affected by musculoskeletal injuries, using biomechanical concepts and techniques. In addition, students will discuss scientific-based practices, from a biomechanical perspective, used for musculoskeletal injury prevention and rehabilitation in sports performance and clinical settings. Prerequisite: EXSC 370.

**EXSC 479 CORE: Exercise Physiology 4 Credits**
The study of human physiology during a non-resting state. This course studies the effects of acute and chronic exercise on the human body while exploring topics relevant to research in exercise science. As a culminating experience in the discipline, this course will engage each student in a research-oriented project under the supervision of the exercise science faculty. This course will provide a setting for students to read and discuss texts which raise questions relate to human nature, common good, justice, ethics, scientific expertise and search for knowledge. Laboratory included. Prerequisites: BIO 201 and 203. Not open to students with credit in EXSC 354. Fee.

**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: EXSC 479.

**EXSC 1/2/3/485 Special Topics** **1–4 Credits**

**EXSC 2/3/486 Independent Study** **1–4 Credits**

**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 workplace (e.g. personal trainer, corporate fitness). The student will arrange the internship and preceptor of choice and set up this arrangement with the advisor. Prerequisites: Exercise Science major; EXSC 480; and 3.00 cumulative grade-point average. Grading is on a pass/fail basis.

# Finance

**FIN 110 Personal Finance** **3 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** **3 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 311 International Accounting and Finance** **3 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 and the roles of hard currencies in cross-border trades and investments. Not open to students who have completed IBA 311. Prerequisites: ACT 220, ECN 208.

**FIN 325 Managerial Finance** **3 Credits**
A study of the forms of business organization, the financial organization of business activities, and financial decision theory. Prerequisites: ACT 210 or ACT 205; ECN 205 or ECN 207–208; MTH 140.

**FIN 330 Case Studies in Finance** **3 Credits**
Course utilizes integrated business case studies and involves financial analysis, extensive use of spreadsheets, as well as the need for creative solutions to be discovered and applied by students. Topics include cases in investment, value creation, business strategy, financial statement analysis, financial forecasting, cost of capital, capital budgeting, scenario analysis, equity management, capital structure, leverage, currency risk, hedging, and ethics. Signature assignments on enterprise valuation are presented by students at the conclusion of the course. Prerequisite: FIN 325.

**FIN 405 Financial Statement Analysis and Security Valuation** **3 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. Prerequisites: ACT 210 and FIN 325. Not open to students with credit for AIS/BUS/FIN 350.

**FIN 410 Intermediate Finance** **3 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 in 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** **3 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 21st century in a way that helps students apply financial concepts to a variety of credit, investment, and funding decisions. Prerequisite: FIN 325.

**FIN 448 Financial Modeling** **3 Credits**

This course is designed for upper-level undergraduate students who are interested in quantitative methods and their application to finance and investing. Topics include but are not limited to corporate finance and valuation; portfolio models including the capital asset pricing model, portfolio optimization, and event studies; valuation of options including the Black-Scholes model, the binomial option pricing model, and real options; and Monte Carlo methods including value at risk (VAR). Students will also utilize contemporary data analytics software and explore common financial data sources. Prerequisites: FIN 325; MTH 140; CIS 107 or 234; junior or senior status; consent of instructor and division chairperson.

**FIN 480 A Review for the NASD Series 7 Exam** **3 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 (RR). 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.

**FIN 481 A Review for the Financial Industry Regulatory Authority (FINRA) Securities Industry Essentials (SIE) Exam** **3 credits**

This course examines key concepts and principles fundamental to working in the securities industry, such as knowledge and structure of capital markets; types of products and their risks; regulatory agencies and their functions; and prohibited practices. This course is designed to prepare students to sit for the FINRA SIE examination. It is anticipated that students who successfully complete this course will find full-time positions or internships with financial institutions that sponsor them for the secondary "top-off" exam(s). Prerequisites: ACT 220; ECN 260; FIN 310, 325.

**FIN 2/3/485 Special Topics in Finance** **3 Credits**

Course coverage varies depending on interests of students and faculty. Topics include cases in the topic of interest, financial theory, financial history, or ethics.

**FIN 2/3/486 Independent Study in Finance** **3 Credits**

A faculty supervised intensive individual work, project, or activity in a financial topic. Prerequisites: Consent of the instructor, academic advisor, and division chairperson.

**FIN 397/497 Internship in Finance** **1–3 Credits**
A faculty supervised internship of 40 clock hours for each semester hour of credit. Intensive work experience. The internship placement and activities are arranged with the advisor, student, and representative from the sponsoring organization. Prerequisites: Open only to finance majors or minors with a minimum grade point average of 3.000 or higher; completion of FIN 325; consent of the instructor, academic advisor, and division chairperson; successful completion of application requirements for internship. This course is graded on a pass/fail basis.

# French

**FRN 110 Elementary French I** **3 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** **3 Credits**
Continuation of French I. Prerequisite: FRN 110 or Language Division placement measure. Fulfills Language Requirement.

**FRN 1/2/3/485 Special Topics** **1–3 Credits**
Concentrated study in a particular area of French. Prerequisite: Consent of instructor.

**FRN 2/3/486 Independent Study** **1–3 Credits**
Intensive individual work in French. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

# Geography

**GEO 125 World Geography** **3 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.

# Health Information Management

**HIM 300 Health Information Management** **3 Credits**
Students are introduced to the roles of the health information management practice in a variety of healthcare settings. The educational and credentialing requirements for the HIM professional will be discussed along with an overview of the U.S. healthcare delivery system and the various reporting and accrediting requirements.

**HIM 320 Legal & Ethical Aspects of Health Information** **3 Credits**
Students are introduced to categories of data collected and maintained by healthcare providers, and the concept of data flow in paper, hybrid, and electronic health record (EHR). Students study the legal and ethical principles and regulations governing the management and disclosure of health information and applications.

**HIM 340 Medical Coding and Reimbursement** **3 Credits**
This course provides an overview of hospital- and physician-based medical coding and reimbursement principles. Students are introduced to the ICD-10-CM/PCS coding system used to

code diagnoses and procedures as well as the CPT-4 coding used to code outpatient procedures and services. Emphasis is placed on practical applications of professional coders as well as revenue cycles, payers, and reimbursement systems as they apply to the payment of healthcare services.

# History

**HST 106 World History to 1500** **3 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. This course fulfills the diversity, global, and multicultural requirement.

**HST 107 World History from 1500 to present** **3 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. This course fulfills the diversity, global, and multicultural requirement.

**HST 110 Western Civilization to 1500** **3 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. Not open to students with credit in HST 231.

**HST 111 Western Civilization from 1500 to present** **3 Credits**
A study of modern European civilization from the Renaissance through World War I through selected areas of study, including the age of exploration, scientific revolution, wars of religion, the Enlightenment, political ideologies, revolution and counter-revolution, and imperialism. Not open to students with credit in HST 232.

**HST 131 Far East: Beginning to Present** **3 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 to 1877** **3 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 120.

**HST 202 American History Since 1877** **3 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 121.

**HST 230 History of Latin America** **3 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** **3 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** **3 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 circumstances that gave rise to this movement, including the Roman persecution of the Christians and phenomenon of martyrdom. We will consider how monasticism flourished in response to the triumph of Christianity in the 4th century, and explore its spread in Egypt, Greece, and Western Europe. The course will also focus on distinctive history and charism of specific communities, including the Benedictines, Cistercians, Dominicans, and Fransciscans. Prerequisite: CORE 179 or appropriate transfer status.

**HST 279B CORE: The United States and World War 1914-1945 3 Credits**
This course addresses the history of the American involvement in World Wars I and II. Students will examine the factors that led to the outbreak of both wars in Europe, and the subsequent interactions between the U.S. and major world powers. Emphasis will also be placed on the moral dimensions of conflict involving both individuals and groups. Prerequisites: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**HST 279D CORE: History of Innovation and Technology 3 Credits**
This course traces the history of innovation and ideas from the beginning of human civilization to the advent of the modern age. It will look at specific historical problems and demonstrate how humans have devised solutions to overcome them. It will also consider how solutions to problems often involve the reframing and development of current ideas, demonstrating the continuity between the past and the present. Topics in the course will include the history of language and writing, political innovations, architectural developments, military technology, medical advancements, and trade and commerce. Students will learn how these solutions emerged from a desire to serve the common good, benefit the community, and raise the standards of human life and fulfilment. We will also consider the negative repercussions of technological development.

**HST 305 Greece and Rome 3 Credits**
A study of the foundations of Western civilization, with special emphasis on the history and contributions of Greece and Rome. Topics include the Minoans and Myceneans, Heroic Greece, the Persian and Peloponessian Wars, classical philosophy, art, and drama, Alexander the Great, the birth of the Roman Republic, Julius Caesar and the age of generals, and transition to Empire.

**HST 307 Ancient Civilizations 3 Credits**
A study of the earliest civilizations in history, with specific concentration on the Sumerians, Egyptians, Assyrians, Babylonians, Hittites, Hebrews, Phoenecians, and Persians.

**HST 317 Europe in the Age of Revolutions 3 Credits**
A study of the major revolutionary movements in early modern Europe (1500–1890). Special focus will be placed on the Reformation, the period of religious wars, movements of scientific inquiry, the enlightenment, ideological and political revolutions, industrialization, and imperialism. Not open to students with credit in HST 211.

**HST 320 US Since 1945 3 Credits**
A study of the political, economic, and social changes in the United States since the end of second World War. Topics include the Cold War, McCarthyism, the rise of the suburban class, U.S. involvement in Korea, the Civil Rights, Feminist, and Labor movements, Vietnam, Reagan and the New Conservatism, and emerging trends of environmentalism and globalization.

**HST 350 Medieval Europe 3 Credits**
A study of Europe from 500–1500 tracing the development of medieval civilization through its apex and decline. Topics include the fall of the Roman Empire, Barbarian kingdoms, the rise of Islam, Carolingian Europe, Viking invasions, the Norman conquest of England, the Crusades, the gothic cathedral, age of universities, and the Black Death.

**HST 352 Modern Europe 3 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 370 Africa and America** **3 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 379B CORE: History of the American Civil war** **3 Credits**
This course will explore the causes, course, and consequences of the American Civil War from the early history of the republic to the era of reconstruction. Particular attention will be paid the central paradox of American History: Slavery and Freedom. Students will examine the theme of the seminar through a study of historical sources and literary works. Prerequisites: CORE 179 or appropriate transfer status; ENG 102 or ENG 111. Not open to students with credit in HST 348C or HST 344-345. This course fulfills the Arts requirement (History).

**HST 479 CORE: Senior Seminar** **3 Credits**
The senior seminar in history is designed to help the more advanced student explore the meaning and practice of history through an in-depth study of historical sources. Students will focus, in particular, on the subject of historiography, obtaining an informed perspective on the varied interpretations of historical events over time. By evaluating how modern historians have studied historical events using different methodologies and theoretical approaches, students will be able to identify current historical problems that are in need of further study. Students will be able to investigate one of these problems through the development of a major research project teaching of history and the interpretations of the past in the American political arena. The apex of the course will be researching and writing a major paper and sharing the results with colleagues.

**HST 1/2/3/485 Special Topics** **3 Credits**
Intensive reading and class discussion of selected topics in history not covered in regular courses.

**HST 2/3/486 Independent Study** **3 Credits**
Intensive individual work in an area of history. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

**HST 498 Seminar** **3 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 179 CORE: *What Does it Mean to be Human?*** **3 Credits**
This course is reserved for first-time freshmen and transfer students with 17 or fewer transfer semester credits. Prerequisite: Admission to the Honors Program.

**HON 379A CORE: Critical Writing and Research** **3 Credits**
This course considers the ethical conduct of research and the dissemination of research findings within the scholarly community. Students will actively engage in critical thinking exercises intended to improve their abilities to develop testable hypotheses, meaningful critiques, and defendable

arguments. This will be coupled with a focus on research skills that will result in the completion of an in-depth original proposal for a senior honors 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 demonstrate an appreciation of the nature of justice as they consider the practical/applied implications of their scholarly work to promote wellbeing. Prerequisites: Admission to the Honors Program; junior status; and ENG 111.

**HON 410 Senior Honors Project** **3 Credits**
A directed study experience that represents faculty-guided research toward completion of the Seniors Honors Project. HON 410 will be completed in consultation with a faculty mentor and the Honors Program Director. A public presentation of the completed project to the University community is required. Prerequisites: Admission to the Honors Program and senior status. HON 410 may be repeated. This course is graded on a pass/fail basis.

# Humanities

**HUM 348 Urban Connections: Columbus Behind the Scenes** **3 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 110–111.

# Information Technology

# Italian

**ITL 110 Elementary Italian I** **3 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.

**ITL 111 Elementary Italian II** **3 Credits**
Continuation of ITL 110 presenting more complex grammatical structures and broader communicative competencies. Prerequisite: ITL 110 or placement by Literature and Language division placement measure. This course fulfills the language requirement.

# 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** **1–18 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. Fee.

**LNG 201 Introduction to Linguistics** **3 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** **3 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. This course does not fulfill the language requirement for the Bachelor of Arts (B.A.) degree.

**LNG 1/2/3/485 Special Topics** **1–3 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** **1–3 Credits**
Individual work in language and linguistics or cross-cultural communications. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

# Latin

**LAT 109 Latin Elements of the English Language** **3 Credits**
This course will introduce students to the classical roots found in the English language, enabling them to broaden their vocabulary and develop reading comprehension and verbal reasoning skills. The course is designed to prepare students for language components on graduate admissions, including the LSAT, GRE, GMAT and MCAT. The course will also introduce students to specialized vocabulary used in various fields, including law, government, and medicine. This course does not fulfill the language requirement.

**LAT 110 Elementary Latin I** **3 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** **3 Credits**
Continuation of Latin I. Prerequisite: LAT 110 or Latin placement test. Fulfills Language Requirement.

**LAT 310 Readings in Classical Latin** **3 Credits**
This course will focus on the reading of classical texts in the original Latin. Selections will be drawn from the Golden Age (80 B.C.–43 B.C.) and Augustan period (43 B.C.–14 A.D.). Authors may include Lucretius, Catullus, Cicero, Caesar, Virgil, Horace, Livy, and Ovid. Emphasis will be placed on consolidating language skills in preparation for advanced work in Latin texts. Most translation work will be conducted in class, supplemented by the student's independent preparation of assigned excerpts. Prerequisite: LAT 111.

**LAT 320 Readings in Medieval Latin** **3 Credits**
This course will introduce students to the reading of Medieval and Ecclesiastical texts in the original Latin. Selections will typically include extracts from the Vulgate, Church Fathers, chronicles, letters,

hagiography, scholastic treatises, and poetry. Most translation work will be conducted in class, supplemented by the student's independent preparation of assigned excerpts. Prerequisite: LAT 111.

**LAT 1/2/3/485 Special Topics 1–3 Credits**
Concentrated study in a particular area of Latin; for example, Vergil, Cicero, lyric poetry, comedy, the historians. Prerequisite: Consent of instructor. May be repeated.

**LAT 2/3/486 Independent Study 1–3 Credits**
Intensive individual work in Latin. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

# Law

**Law 100 Rights and Justice 1 Credit**
This law school preparatory course is a complement to any pre-law track option. This course will consider the issues of rights and justice in the American legal system from a liberal arts perspective. The course will require readings in political and legal philosophy with a special emphasis on rights and justice. In addition, this course will help students to make the most of their Pre-law track by preparing them for what awaits them at the University of Dayton's School of Law. Prerequisite: Students must be participants in the 3+2 Law School program with ODU and UD.

# Mathematics

**MTH 102 Beginning Algebra 3 Credits**
This basic course in algebra includes a review of pre-algebra skills (integers, fractions, and order of operations), then focuses on linear equations, proportions, Cartesian coordinates, graphing linear equations, verbal problems, exponents, direct and inverse variation, and summation. Emphasizes quantitative reasoning and highlights applications of mathematics in a variety of disciplines and daily life. Not open to students with credit for MTH 100 or higher numbered MTH courses. Does not fulfill the mathematics requirement of the Core Curriculum.

**DAT/MTH 112 Inferential Statistics with R 3 credits**
An introduction to inferential statistics as well as an introduction to tools and technologies used in data analytics. Topics include distributions, probability density functions, sampling distributions, Central Limit Theorem, confidence intervals, hypothesis testing, and linear and multiple linear regression. Students will work with real-life data sets and use R Studio throughout the course to help with analysis and visualization. Prerequisite: DAT 111.

**MTH 121 Mathematics for the Liberal Arts 3 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 102 or placement. Not open to students with credit for MTH 110.

**MTH 127 Intermediate Algebra 3 Credits**
This course is designed to prepare students for precalculus. Topics include solving equations involving polynomial, rational and radical expressions; solving systems of linear equations; and graphing linear and quadratic functions. The function concept, together with the notions of domain, range, and function composition will be introduced and stressed throughout the course. Exponential

expressions and logarithms will be introduced. Prerequisite: MTH 102 or placement. Not open to students with credit for MTH 128, 160, and 240.

**MTH 140 Introduction to Statistics** **3 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 102 or placement.

**MTH 145 Discrete Mathematics** **3 Credits**

Consideration of discrete mathematical topics including logic, set theory, algorithms, Boolean algebra, number systems, and graph theory. Prerequisite: MTH 102 or placement. Not open to students with credit for MTH 345.

**MTH 150 Principles of Mathematics and Technology for Early Childhood Teachers and Intervention Specialists**

**3 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. Prerequisites: Education major and MTH 102.

**MTH 152 Principles of Mathematics and Technology for Middle Childhood Teachers**

**3 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. Prerequisites: Education major and MTH 102.

**MTH 153A Principles of Mathematics I** **4 Credits**

An introduction to the study of number and operation designed to develop conceptual level understanding and competence in the processes and practices of arithmetic. Includes

understanding mathematics as problem solving, developing number sense, understanding place value, developing mental mathematics skills, and acquiring abilities related to mathematical representations. The course focuses on mathematical practice skills and ways to assess mathematical understanding. Course restricted to elementary and intervention specialist education majors.

**MTH 153B Principles of Mathematics II** **4 Credits**
The study of mathematical concepts and tools of inquiry related to estimation, geometry and spatial sense, measurement and data, patterns and algebraic thinking. The course focuses on mathematical practice skills and ways to assess mathematical understanding. Course restricted to elementary and intervention specialist education majors. Prerequisite MTH 153A.

**MTH 160 Precalculus** **3 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 127 or MTH 128 or placement. Not open to students with credit for MTH 240.

**MTH 211 Quantitative Methods** **3 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 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, functions of two or more variables, partial differentiation, multiple integrals in rectangular, cylindrical, and spherical coordinate systems, optimization, line integrals, vector fields, major theorems of vector calculus, and applications. Prerequisite: MTH 241.

**MTH 243 Differential Equations** **3 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. Pre- or Co-requisite: MTH 242.

**MTH 275 Statistical Reasoning** **4 Credits**

Topics include probability rules, probability distributions, univariate and bivariate descriptive statistics, data exploration, regression, data collection, simulation, one- and two-sample inference, and randomization tests. Emphasizes the statistical investigation process, the role of variability, relationships between analysis procedures, drawing valid conclusions from data, and written and oral interpretations in context. Use of statistical software is required. Prerequisite: MTH 240. Not open to students with credit in MTH 285A.

**MTH 300 Foundations in Mathematics 3 Credits**
An introduction to abstract mathematics with an emphasis on writing mathematical proofs. Topics include integers, natural, rational, and irrational numbers, complex numbers and their properties. Special emphasis will be placed on concepts involving sets, cardinality, functions and their properties. Proof techniques include direct proof, proof by contradiction, proof by contrapositive, and mathematical induction. Prerequisite: MTH 241.

**MTH 345 Discrete Structures and Objects 3 Credits**
A proof-based introduction to the notions of discrete structures and the objects they encompass. Foundational concepts may include combinatorics, probability, graph theory, lattices, Boolean algebra, and algebraic structures. Applications introduced may include coding theory and cryptography. Prerequisite: MTH 300

**MTH 350 Linear Algebra 3 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.

**MTH 352 Mathematics Teaching Methods 3 Credits**
This course focuses on the theories, methods, techniques, strategies, materials, technology, and assessment procedures applicable to the teaching of mathematics in grades 7-12. Students will apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains in order to plan effective lessons and units which implement both state and national standards for mathematics, and include the selection, implementation, and interpretation of formative and summative assessments to monitor student learning and inform instruction. The course will emphasize pertinent literature and classroom implementation of current developments in mathematics curriculum and methodology, utilizing print and digital resources from professional mathematics education organizations. Students will apply mathematical content and pedagogical knowledge to select and determine the appropriate use of instructional tools such as manipulatives and physical models, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages). Includes a minimum of 30 hours of field experience under the direction of a highly qualified mathematics teacher and a university supervisor.

**MTH 370 Mathematical Statistics 3 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. Prerequisites: MTH 241 and one from MTH 140, MTH 275, or AP Statistics. Not open to students with credit for MTH 270.

**MTH 450 Abstract Algebra I 3 Credits**
An introduction to the fundamental notions of modern algebra and their applications. Topics include groups, rings, and morphisms. Prerequisite: MTH 345 or 460.

**MTH 451 Abstract Algebra II 3 Credits**

This course extends MTH 450: Abstract Algebra I with an in-depth study of ring theory, fields and finite fields, extension fields, and Sylow theorems. The foundational notions for the Fundamental Theorem of Galois Theory will be introduced. Prerequisite: MTH 450

**MTH 460 Geometry** **3 Credits**
Topics include review of Euclidean Geometry and development of Hyperbolic geometry. Special emphasis is placed on the underlying axiomatic systems and their historical development. Analytic geometry, transformations, and some classic theorems of Euclidean geometry will be discussed. Students are expected to utilize mathematical software. Prerequisite: MTH 300.

**MTH 462 Elementary Topology** **3 Credits**
An introduction to point-set topology. Topics include usual topology on Rn, metric spaces, topological spaces, metrizability, connectedness, compactness, continuity and homeomorphisms, and topological properties. Prerequisite: MTH 300. Not open to students with credit in MTH 485B.

**MTH 479 Capstone Seminar** **3 Credits**
This seminar will offer a capstone experience in the student's own discipline within mathematics and computer information systems, 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 member 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, 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 mathematics general distribution requirement.

**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. MTH 185 does not fulfill the mathematics requirement of the Core Curriculum. Prerequisite: Consent of instructor.

**MTH 2/3/486 Independent Study** **1–3 Credits**
Intensive individual work in an area of mathematics. Includes Honors Program research. Prerequisites: 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. Fee.

**MUS 123A** **1 Credit**
This course is for dedicated singers with a treble range. All interested students must audition with the director for approval and vocal placement, regardless of previous experience. Singers will learn basic music terminology, notation, styles, and techniques. Students will also gain leadership skills along with a greater appreciation for musical performance and their campus community. Performances include a Fall concert, Christmas concerts, Spring concert, and December/May Baccalaureate. Additional performances include other university events (Masses, convocations/assemblies, special events) and some non-university events (caroling, honor choir invitations, diocesan/special events).

**MUS 124B** **1 Credit**

This course is for dedicated singers interested in performing with a small vocal ensemble. All interested students must audition with the director for approval, regardless of range or previous experience. Each member is involved in music arrangements, selection, direction, and performance. Songs will be performed a cappella, in both classical and contemporary styles. Students can seek out their own performance opportunities in addition to university scheduled Christmas concerts and Spring concert.

**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 3 Credits**
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 3 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 3 Credits**
This course is an introduction to the music 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 fulfills the diversity, global, and multicultural requirement.

**MUS 184 Popular Music in America 3 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 21st century.

**MUS 187 Introduction to Western Art Music 3 Credits**
This course is an introduction to the history and appreciation of Western art music. Musical works, musicians, and audiences will be studied in the context of culture, technology, and historical developments from the Middle Ages to the present day. Students will be led to a deeper understanding of musical structure and a more precise musical vocabulary. They will learn how to listen thoughtfully to better enjoy Western art music through a firmer understanding of its general constructive principles and the artistic intentions of those who composed it.

**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 260 Music Theory and Fundamentals 3 Credits**
This course will teach students how to read, listen to, and understand music. The course will begin with an overview of the most basic aspects of music. It will continue with a rigorous exploration of the inner workings of melody, harmony, and scales as they are used in classical, jazz, and popular music. Students will learn how to read musical notes on a staff, write and use correct rhythmic notation, and construct scales and intervals, as well as recognize them by ear. They will also develop music listening, reading, and writing skills through exercises and ear training practice. The content is most appropriate for students with some musical experience. Beginners are welcome but may wish to consult with the instructor prior to enrolling.

**MUS 1/2/3/485 Special Topics 1–3 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 1–3 Credits**
Intensive individual work in an area of music. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

# Ohio Dominican University Courses

**ODU 101 Career Decision Making 3 Credits**
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, and 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 102 College Readiness for First Year Success 1 Credit**
This course is designed to help students achieve academic success in their first semester at Ohio Dominican. Through targeted instruction, students will gain necessary knowledge and skills to effectively transition academically to the ODU community. This course is meant to assist students to successfully manage their first eight weeks, and beyond, as members of the ODU community.

**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 279G/CRJ 279G CORE: Interpersonal Negotiation and Mediation 3 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? Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in PJU 230, CRJ 237, CRJ 379B, or PJU 379C. This course partially fulfills the Social and Behavioral Science requirement.

**PJU/POL 379B CORE: Peace and Justice: Catholic Social Teachings 3 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 179 or appropriate transfer status; ENG 111.

**PJU 479 CORE: International Conflict Management: Diplomacy, Democratization, Development**

**3 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 peace building 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** **1–6 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; and successful completion of application requirements for fieldwork.

**PJU 1/2/3/485 Special Topics** **1-3 Credits**

Intensive reading and class discussion of selected topics in peace and justice not covered in regular courses.

# Philosophy

**PHL 105 Introduction to Logic and Philosophy** **3 Credits**

An introductory course that examines principles of logic and its relation to foundational philosophical questions. Includes attention to skills needed for standardized tests such as the MCAT, GMAT, LSAT, and GRE.

**PHL 109 Issues in Philosophy** **3 Credits**

An introduction to representative philosophers through the ages and their responses to some fundamental issues. Includes topics such as faith and reason, theories of knowledge, and ethical behavior.

**PHL 150 Theories of Ethics** **3 Credits**

A general introduction to ethical theories focusing on major figures in the Western tradition, including Plato, Aristotle, Aquinas, and Kant. Not open to students enrolled in or with credit in PHL 109.

**PHL 206 Philosophy of the Person** **3 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 220 Philosophy of Art** **3 Credits**

An examination of the nature of art and beauty. Includes a study of major works from Plato to the present. Considers such topics as what makes something a work of art, and what makes someone an artist, and what are the essential elements of creative acts? Prerequisites: ENG 111 and CORE 179 or transfer equivalent. Not open to students with credit in PHL 320 or PHL 348C.

**PHL 224 Philosophy of Religion** **3 Credits**
An 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** **3 Credits**
An examination of ethical principles and their application to ethical issues. May include topics such as the ethics of war, life and death, race, technology, and the treatment of animals.

**PHL 245 Philosophy of Love and Friendship** **3 Credits**
An examination of philosophical literature about the enduring themes of friendship and love.

**PHL 279A CORE: Ethical Issues of Sex and Marriage** **3 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 279C Bioethics** **3 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 or PHL 243

**PHL 306 Philosophy of Science** **3 Credits**
An examination of major philosophical assumptions and debates that arise in the natural sciences. Topics covered may include the nature of science, the major components of theory building and selection, the problem of induction, laws of nature, and scientific knowledge. Prerequisites: BIO 201 or permission of instructor.

**PHL 340 Theories of Knowledge** **3 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 111 and CORE 179 or transfer equivalent.

**PHL 346 Principles of Business Ethics** **3 Credits**
An introduction to traditional ethical theories in preparation for more advanced study of problems in social philosophy and business.

**PHL 347 Metaphysics** **3 Credits**
An examination of the nature of reality, with special consideration of metaphysics as ontology and as natural theology. Includes consideration of representative metaphysical systems from classical, Christian and modern philosophy. Prerequisite: One prior PHL course.

**PHL 361 History of Ancient Philosophy** **3 Credits**
A period course that examines developments in philosophy in antiquity, with special consideration given to the writings of Plato and Aristotle. Not open to students with credit in PHL 250 or 261.

**PHL 362 History of Medieval Philosophy** **3 Credits**
A period course that examines developments in philosophy from the 5th through 14th centuries, with special consideration of the writings of Augustine, Anselm, and Aquinas, and some Islamic and Jewish philosophers. Not open to students with credit in PHL 251 or 262.

**PHL 363 History of Renaissance Philosophy** **3 Credits**
A period course that examines developments in philosophy from the 15th century until the time of Descartes. Thinkers covered may include Nicholas of Cusa, Pico della Mirandola, Machiavelli, More, Montaigne, Bacon, Hobbes, and Descartes. Not open to students with credit in PHL 252 or 263.

**PHL 364 History of Modern Philosophy** **3 Credits**
A period course that examines the developments in philosophy from the 17th through 19th centuries. Thinkers covered may include Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant, Hegel, Kierkegaard and Nietzsche. Not open to students with credit for PHL 252 or 264.

**PHL 365 History of Contemporary Philosophy** **3 Credits**
A period course that examines developments in philosophy from the 20th century to the present. Not open to students with credit in PHL 253 or 265.

**PHL 379A CORE: Principles of Justice** **3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in PHL 230. This course partially fulfills the Philosophy requirement.

**PHL 379C CORE: Medieval Moral Dilemmas and Moral Luck** **3 Credits**
This upper-level philosophy course will approach medieval conceptions of justice by examining philosophical texts that concern moral dilemmas and moral luck. Several medieval philosophers considered whether the existence of moral dilemmas or moral luck would be threats to justice. The course's close reading of philosophical texts from a variety of medieval writers will be supplemented with contemporary literature on moral dilemmas and moral luck. Prerequisites: CORE 179 or appropriate transfer status; ENG 111.

**PHL 379D CORE: Philosophy of History** **3 Credits**
This course examines the thought of select classical authors as well as contemporary theorists who have considered the question, "What is history?" Related issues to be examined include whether there is justice in history, whether there is an end to history, whether history is knowable, whether history repeats itself, and whether the evils of history can be addressed. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in PHL 285A.

**PHL 379E Research Ethics** **3 credits**
An examination of ethical issues about conducting research and disseminating findings that applies insights and arguments from major philosophers to contemporary issues. Topics to be considered may include: the status of vulnerable populations in human subject's research, prior informed consent, confidentiality, the role of authority, whether trust is required in science, conflicts of interest, distinguishing science from pseudo-science, the principal forms of research misconduct, deceit and anonymity in research, authorship violations, and the abuse of publication norms in scientific communication. Special attention is given to the question of how violations of justice in the conducting and dissemination of research can be appropriately addressed. Prerequisite: One prior or concurrent philosophy course. Not open to students with credit in HON-379A.

**PHL 479B CORE: Faith and Reason** **3 Credits**
An examination of faith and reason as modes of knowing what is true. This course serves as a capstone in the disciplines of Theology and Philosophy. As the relationship of faith and reason is a fundamental topic in the disciplines of Theology and Philosophy, this course will consider central texts common to both disciplines, such as works authored by Augustine, Thomas Aquinas, and others. One text to be covered in the course will be John Paul II's *Fides et Ratio*. Prerequisites: Completion of junior core seminar, and two prior courses in Theology or two prior courses in Philosophy.

**PHL 1/2/3/485 Special Topics** **3 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** **3 Credits**
Research in philosophy directed by a professor in the division. Prerequisites: prior coursework in philosophy; consent of instructor, academic advisor, and division chairperson.

# Physics

**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. Fee.

**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. Fee.

**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. Fee.

**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. Prerequisite: PHY 219; Pre- or Co-requisite: MTH 241. Fee.

**PHY 300 Modern Physics** **4 Credits**
This course is an introduction to a broad range of topics in Modern Physics. The course covers special relativity and quantum physics, with applications to atomic systems, nuclei, condensed matter systems, and elementary particles. Includes laboratory. Prerequisite: PHY 220. Fee.

**PHY 310 Electricity and Magnetism** **3 Credits**
An intermediate treatment of electro- and magneto-static fields and potentials. Prerequisite: PHY 220.

**PHY 320 Classical Mechanics** **3 Credits**
Foundation of Newtonian dynamics: motion of particles in linear and nonlinear systems; angular momentum and the central force problem; Lagrangian and Hamiltonian formulations. Prerequisite: PHY 220

**PHY 1/2/3/485 Special Topics** **1–3 Credits**
Concentrated study in a particular area. Prerequisite: Consent of instructor.

# Political Science

**POL 101 The Great Issues of Politics** **3 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** **3 Credits**
An introduction to the notion of law, its function in society, and its place in a political system. Examination of the relationship of law to economic, social and political reality; and the role of the

judicial process in policymaking. Consideration is given to Common Law and Civil Code legal systems; and substantive and procedural aspects of civil and criminal law with emphasis on understanding the nature of the law.

**POL/CRJ 231 Constitutional Law 3 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.

**POL/CRJ 236 The Judicial Process 3 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 3 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 111.

**POL 279B CORE: Political Philosophy and Western Tradition 3 Credits**
Consideration of past and present attempts to develop a comprehensive understanding of politics: Plato–Aquinas, Machiavelli–Hegel, and Marx–present. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111.

**POL/ART 279C CORE: American Political Thought and the Common Good 3 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 19th 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 111.

**POL 290 Politics and Government: Process and Issues 3 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.

**POL 348C The Geography of Civilization 3 Credits**
Comparative considerations of the religious, artistic, literary, historical-political-economic-governmental components of world civilizations through selected areas of study. This course fulfills the diversity, global, and multicultural requirement.

**POL 348E A History of U.S. Foreign Relations 3 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 110–111.

**POL/ART 348H Modernism in its Time 3 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. Prerequisites: ENG 110–111. This course partially fulfills the Arts requirement (Arts and Ideas).

**POL/SOC/CRJ 352 Research Methods 3 Credits**
This course examines research design and measurement techniques useful for understanding social science research. The course is skill based involving students in critical evaluation of existing research relevant to their specific field of study, design of a research project, and an introduction to data analysis using SPSS. Of particular interest are issues of problem definition and research question formulation, conceptualization and operationalization of variables, sampling, and application of various methodologies from experimental designs to evaluation research. Prerequisites: MTH 140; junior standing or consent of the instructor.

**POL 360 Seminar: International Politics 3 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; and the development of international organization and international law. This course fulfills the diversity, global, and multicultural requirement.

**POL 365 The United States Presidency 3 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 20th century.

**POL 379A CORE: War and Peace: International Law and Organization 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students who completed POL 361. This course partially fulfills the diversity, global, and multicultural requirement.

**POL/THL/PJU 379B CORE: Peace and Justice: Catholic Social Teaching 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111.

**POL/CRJ/SOC 379C CORE: Violence and Change: Terrorism, Genocide, War 3 Credits**
Consideration of justice and the common good in light of the nature of violence, terror, and genocide. The question the course seeks to understand is whether violence can ever be justified as a means to overcome social, economic, political or personal injustices. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**POL/ART 379E CORE: Justice, Art, Politics 3 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 110–111; or consent of instructor. This course partially fulfills the Arts requirement (Arts and Ideas).

**POL/CRJ 379F CORE: Justice, Rights, Liberty 3 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 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**POL/AFS/SOC 379G CORE: Foundations and Myths of African American Political Thought 3 Credits**
A study of African American political thought and the myths associated with related political movements. The course examines writers, leaders, advocates and antagonists as they posit the role of persons of color in American society thus providing the foundation for current political and social movements. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course partially fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement

**POL 479 CORE: Courage and Prudence in Modern Politics 3 Credits**
This capstone course will consider in depth 18th and 20th century examples of political courage and prudence or their absence. Prerequisite: Completion of junior core seminar or instructor permission.

**POL 1/2/3/485 Special Topics 3 Credits**
Intensive reading and class discussion of selected topics in political science not covered in regular courses.

**POL 2/3/486 Independent Study 3 Credits**
Intensive reading or special research projects for students with advanced standing. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

**POL 497 Internship 3 or 9 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 nine hours of internship credit allowed.

**POL 498 Seminar: Political Theory and Ideology 3 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 3 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** **3 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** **3 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. Some sections may include a service-learning component. Prerequisite: PSY 100.

**PSY 221 Human Development: Adolescence** **3 Credits**
A study of human development from puberty to young adulthood as a function of psychological, social, and biological factors, including previous developmental experience. Various domains of development (e.g., physical, cognitive, identity, social, emotional) are explored using a topical approach, with emphasis on critical analysis of theory, concepts, and data. Prerequisite: PSY 100.

**PSY 222 Human Development: Adulthood and Aging** **3 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** **3 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 232 Research Methods and Reporting** **3 Credits**
An exploration of the methods used in psychological research with a focus on research design and ethics. Laboratory work develops skills in literature review and scientific report writing. Prerequisites: PSY 100

**PSY 234 Animal Behavior** **3 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. Prerequisites: PSY 100 or BIO 201, 202, or 203 or consent of instructor.

**PSY 236 Biopsychology** **3 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. Prerequisites: PSY 100 or BIO 201, 202, or 203 or consent of instructor. Not open to students with credit for PSY 334. Qualified students may take this course concurrently with PSY 400 to provide a lab experience.

**PSY 332 Research Methods and Analysis** **3 Credits**
An exploration of the methods used in psychological research with a focus on the appropriate use of statistics (covering correlations, the independent t-test, the dependent t-test, ANOVA, and nonparametric statistics). Laboratory work develops skills, hypothesis formulation, data collection, data analysis and interpretation. Prerequisites: PSY 100, MTH 140 or DAT 111 and DAT 112.

**PSY 335 Health Psychology** **3 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. Prerequisites: PSY 100 or BIO 201, 201, or 203 or consent of instructor. Not open to students with credit for PSY 235.

**PSY 350 Psychology of Personality** **3 Credits**
An examination of major personality theories and current research on related psychological processes. Prerequisites: PSY 100; junior standing.

**PSY 351 Theories of Psychology** **3 Credits**
A consideration of the philosophical and empirical foundations of science and psychology, starting with the Ancient Greeks and ending with 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. Prerequisites: PSY100 and junior standing. Not open to students with credit in PSY 348B.

**PSY 352 Psychological Testing** **3 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** **3 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 400 Psychology Lab** **1 Credit**
This course provides a research lab experience for advanced students as they study biopsychology, learning and motivation, or cognitive processes. Taken concurrently with upper-level psychology courses addressing these topics, students will have the opportunity to design research protocols, analyze data, and report the findings. Prerequisites: MTH 140, PSY 100, 232, 332. Must be taken concurrently with PSY 236, 433, or 434. May be repeated.

**PSY 433 Learning and Motivation** **3 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. Prerequisite: PSY 100 or consent of the instructor. Qualified students may take this course concurrently with PSY 400 to provide a lab experience.

**PSY 434 Cognitive Processes** **3 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. Laboratory work emphasizes research in these areas through computer simulations. Prerequisite: PSY 100 or consent of the instructor. Qualified students may take this course concurrently with PSY 400 to provide a lab experience.

**PSY 451 Counseling Theory and Process** **3 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 or PSY 351.

**PSY 479 CORE: Current Issues in Psychology** **3 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, 332, an additional 12 credits in psychology beyond the 100-level, and senior standing or consent of the instructor.

**PSY 1/2/3/485 Special Topics** **1 to 3 Credits**
Group examination through intensive reading and class discussion of a selected topic in psychology not covered in regular courses.

**PSY 3/486 Independent Study** **1 to 3 Credits**
Individual examination of a selected topic through intensive reading or through experimental research. Prerequisites: PSY 100, 332, at least two additional psychology courses; recommendation of psychology instructor; consent of academic advisor and division chairperson.

**PSY 497 Field Work** **1 to 6 Credits**
For each one hour of credit, 40 hours of supervised field experience in a selected area of applied psychology. Open to Psychology and Biopsychology majors only. Prerequisites: junior standing, consent of instructor, five psychology courses including PSY 100, 451 (for social service placements) or PSY 232 and PSY 332 (for research and evaluation placements). May be repeated for a maximum of six credits. Pass-fail option available.

# Public Relations and Marketing Communications

**PRS 201 Principles of Public Relations** **3 Credits**
An examination of how organizations and public individuals manage their reputations and relationships with key stakeholders through an introduction to the field of public relations. This course examines strategic communication processes that build mutually beneficial relationships between organizations and their publics. Ethical decision making, online communication, and career opportunities are also analyzed. The format is a combination of informal lecture and small-group discussion, case analysis, and guest lecture.

**PRS 205 News Writing** **3 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 265 Business Writing and Presentations** **3 Credits**
This course allows students to refine their business writing skills and to become better presenters in preparation for careers in business or a nonprofit setting. In an interactive, hands-on environment, students will practice writing proposals, executive summaries, business letters, persuasive emails, and presentations. Delivering effective business presentations will also be covered, along with practice and critique. This course is ideal for students who plan to lead people and departments, start their own businesses or want to be more effective communicators in the workplace. Prerequisite: ENG 111.

**PRS/BUS 270 Integrated Marketing Communication 3 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. Prerequisite: BUS 220.

**PRS 275 Advertising 3 Credits**
This course explores the role of advertising within an organization's marketing communications strategy. Students are exposed to creative functions along with the theoretical and practical application of message development; storytelling through video; and traditional and online advertising media selection to reach specific target markets. Prerequisite: BUS 220. Not open to students with credit for BUS 275.

**PRS 329 Power-packed Writing for PR and Marketing Communications 3 Credits**
Intensive writing course that exposes students to all types of public relations and marketing communications writing including news releases, brochures, speeches, e-newsletters, media kits, annual reports, advertising copy, websites, blogs and crisis communication. Students will hone their skills while producing writing samples for their professional portfolios. Prerequisite: PRS 201.

**PRS 340 Digital Marketing 3 Credits**
This course is designed to provide an in-depth look at the strategies utilized in the promotion of brands to connect with potential customers through digital and online marketing communication. Topics covered include email, social media, text and multimedia messages, search engine optimization, and creative content development. Students will explore how to apply these strategies in professional settings. Prerequisite: PRS 201 or BUS 220 is recommended.

**PRS 352 Market Research and Analytics 3 Credits**
This course connects theory to practical applications by framing research methodology (quantitative and qualitative research) in the context of planning for Marketing, Public Relations & Marketing Communications. Includes both analysis of existing databases and the most common and practical problems associated with collecting and analyzing new data. Emphasis is on using tools to provide basic analytics. Prerequisite: PRS 201 or BUS 220.

**PRS/BUS 365 Philanthropy and Fundraising 3 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 Media Relations 3 Credits**
This course is designed to advance student writing, editing, and speaking abilities especially in the context of media relations and overall relationship building. Students practice media relations skills while developing tools and strategies to use in crisis and promotional media relations situations. Prerequisites: PRS 201 and PRS 329 or permission by the instructor.

**PRS 421 Case Studies and Campaign Strategies 3 Credits**
Case analysis and campaign strategy development occur in tandem as students examine historic cases in public relations and marketing communications while also working in teams to create a PR or marketing communications campaign for a real or hypothetical “client.” Prerequisite: Junior standing in PR/Marketing Communications. Not open to students with credit for PRS 421A and PRS 421B.

**PRS 425 Practicum 1911PR** **1- 3 Credits**
Under faculty supervision, students will research and implement PR & Marketing Communications solutions to solve real-world business problems. Campaign development instruction and guidance will be provided by the instructor. This course will provide the student with real-world work experience and an opportunity to demonstrate social responsibility by providing work to benefit for-profit and non-profit organizations. Prerequisites: A minimum grade point average of 3.0 and previous completion of PRS 329. May be repeated up to three credits.

**PRS 479 CORE: Analysis and Experience** **3 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: Completion of junior core seminar; senior standing.

**PRS 1/2/3/485 Special Topics** **3 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** **1–5 Credits**
Intensive individual work in the area of public relations. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

**PRS 497 Internship in Public Relations or Marketing Communications** **1–5 Credits**
A supervised internship of 40 clock hours for each semester hour of credit. The internship placement is arranged by the student and approved by the internship advisor and sponsoring organization. Prerequisites: Open only to Public Relations/Marketing Communication majors who have completed PRS 201 and PRS 329; grade point average of 2.5 or higher; consent of internship advisor, academic advisor, and division chairperson. This course is graded on a pass/fail basis.

# Risk Management and Insurance

**RMI 210 Fundamentals of Risk Management and Insurance** **3 Credits**
This is an introduction to risk management frameworks, standards, and processes. Students will study risk identification and control techniques, and insurable loss exposure. There will be an emphasis on the basic structure of insurance policies and the benefits of insurance in personal and commercial risk reduction. Not open to students with credit in IRM 210.

**RMI 220 Operations and Management of Insurance Companies** **3 Credits**
This course is a study of the organization of insurance entities. It examines how market and regulatory conditions influence organizational structure, and processes and functions such as underwriting, actuarial, claim, reinsurance, handling, audit, markets, and distribution. Students will examine insurers' goals and strategies. Not open to students with credit in IRM 220.

**RMI 301 Personal Property-Casualty Risk Management and Insurance** **3 Credits**
A study of personal property and casualty insurance policies and their role in personal risk management and financial planning. It includes analyses of property and liability exposures for

individuals and families, provisions of personal auto and homeowners' policies, and compensation approaches. Regulation of personal and casualty insurance providers will be discussed. Prerequisite: RMI 210. Not open to students with credit in IRM 301.

**RMI 310 Enterprise Risk Management** **3 Credits**
Enterprise Risk Management will discuss the reasons risk management is an important issue for successful companies, help students learn the building blocks of an effective enterprise risk management program and implementation of the program, and apply concepts learned to situations in several industries. Additionally, students will briefly examine emerging topics in risk management. Prerequisite: RMI 210.

**RMI 350 Life and Health Insurance** **3 Credits**
This is a study of the provisions, coverage, and regulation of life insurance and annuity contracts, and individual and group health insurance products. It covers Social Security, and the key challenges and features of disability income and long-term care. Students will examine these policies as part of an overall plan to manage risk by individuals and businesses. Prerequisite: RMI 210. Not open to students with credit in IRM 350.

**RMI 401 Commercial Property-Casualty Risk Management and Insurance** **3 Credits**
This course is a study of the role of commercial insurance in risk management. It covers the provisions, coverage conditions and regulation of commercial property and liability insurance. Students will examine commercial risk exposure and strategies to manage overall business risk using various insurance products. Prerequisite: RMI 210. Not open to students with credit in IRM 401.

**RMI 497 Internship in Risk Management and Insurance** **3 Credits**
This is an internship placement with an insurance company during a student's junior or senior year. Students must complete 120 clock hours with the organization. The practicum placement must be approved by the student's faculty advisor. Prerequisites: At least nine credits of RMI courses and junior standing. This course is graded on a pass/fail basis.

**RMI 1/2/3/485 Special Topics** **1-3 Credits**
Study of a timely topic in insurance and/or risk management.

# Science

**SCI 102 Principles of Physics and Chemistry** **4 Credits**
A course designed for non-science majors that focuses on the fundamental topics within chemistry and classical Newtonian physics and how they affect a variety of environmental issues, including air quality, global climate change, energy consumption, development and use of alternative energy sources, water quality, and use of polymeric recyclable materials; laboratory included. Prerequisite: MTH 102 or equivalent placement. Not open to students with credit for CHM 102 and PHY 102. Fee.

**SCI 125 Life Science Careers** **3 Credits**
This course will be a survey to all areas of science. Students will gain an understanding of all potential careers in the sciences along with the various fields of study. In addition, students will gain experience in various occupations through shadowing. Not open to students with EXSC 125 credit. This course does not fulfill the requirement for a natural science elective.

**SCI 201 Research Fundamentals in the Sciences** **3 Credits**
This course provides an introduction to the scientific method, research design, abstract writing, the peer-review process, and presentation formats commonly used at research conferences in the natural science fields. The primary focus of this course is to provide an understanding of the research process and to provide an opportunity for the student to attend a regional scientific research

conference. This course is recommended for science majors in the Honors Program. Students must have received credit from at least one of the following courses: BIO 201, BIO 202, BIO 203, or CHM 109. This course is not open to students who are taking or who have credit for SCI 479. Fee.

**SCI 279A CORE: Climate Change and Sustainability 4 Credits**
This course was created as part of Ohio Dominican University's Laudato Si' seven-year action plan for environmental sustainability and social equity. Though inconvenient and difficult to understand, the evidence of ongoing human-caused global climate change is clear. Since the scale of the problem is global, the scale of the solutions must be, as well. In this course we will explore the different facets of the climate change problem and the evidence for each, the degree of sacrifice that will be required to mitigate it, and some of the innovations that can help create a cleaner, more comfortable, and more secure future for all. Includes laboratory. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. This course fulfills the diversity, global, and multicultural requirement.

# Social Work

**SWK 100 Social Problems and Social Policies 3 Credits**
An introduction to social policy and services, drawing upon historical background and analytical approaches in making 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 human rights and social, economic and environmental justice and services.

**SWK 120 Introduction to the Profession 3 Credits**
The history, mission, value base and ethical standards, and opportunities for practice within the social work profession. Course includes early experience in local social service settings (up to 30 hours) designed to help the student clarify the decision to become a member of the social work profession. Prerequisite: Social Work major or consent of the instructor. This course fulfills the diversity, global, and multicultural requirement.

**SWK 220 Human Behavior in the Social Environment I: Childhood and Adolescence 3 Credits**
Human behavior and development from conception through adolescence from a bio-psychosocial, spiritual, person-in-environment perspective with attention to ways in which diversity and difference characterize and shape the human experience. Prerequisite: PSY 100.

**SWK 222 Human Behavior in the Social Environment II: Adulthood and Aging 3 Credits**
Human behavior and development across adulthood from a bio-psychosocial, spiritual, person-in-environment perspective with attention to ways in which diversity and difference characterize and shape the human experience. Prerequisite: PSY 100.

**SWK 279A CORE: Women's Issues and the Common Good 3 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. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. 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 320 Generalist Practice with Individuals, Families and Small Groups 3 Credits**
The integration of knowledge, professional values, and skills within a generalist, ecological perspective for practice with individuals, families and small groups. Prerequisite: SWK 120 and

Social Work major or consent of instructor. This course fulfills the diversity, global and multicultural requirement.

**SWK 321 Generalist Practice with Organizations and Communities 3 Credits**
The integration of knowledge, professional values, and skills within a generalist, ecological perspective for practice with organizations and communities. Includes a service-learning component. Prerequisite: SWK 120 and Social Work major or consent of instructor.

**SWK 341 Integrating Human Behavior Theories and Social Work Practice 3 Credits**
The application of contemporary human behavior theories and neuroscience research to inform generalist social work practice. Prerequisite: SWK 220 and 222; Junior standing or consent of instructor.

**SWK 342 Policy Advocacy Practice 3 Credits**
Skills based course engaging students in collaboration for effective policy advocacy practice by analyzing, formulating, implementing and evaluating policies that impact social well-being. Prerequisites: Social Work major or consent of instructor; SWK 100 and Junior standing.

**SWK 352 Research Methods 3 Credits**
This course examines qualitative and quantitative research methods and their roles in advancing a science of social work and evaluating practice. Students design a research proposal appropriate for informing social work practice. Prerequisites: MTH 140; Junior standing or consent of the instructor.

**SWK/SOC 379B CORE: Global Ethnic Relations 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in SOC/SWK 346 or 279D. This course partially fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement.

**SWK 479A CORE: Seminar I 3 Credits**
The first semester of a two-semester capstone Seminar provides a systematic opportunity to integrate theory for practice with the senior practicum experience. The purpose of the Seminar is to provide students with an opportunity to share their practicum experiences and to explore in some depth practice competencies in the context of enduring issues related to human nature, common good, justice, and truth finding. Co-requisite: Enrollment in SWK 480A.

**SWK 480A Practicum I 6 Credits**
First semester of a two-semester practicum in a community social service agency. The student will spend, at minimum, 200 clock hours in a practicum placement. Prerequisites: Senior standing or permission of the Field Education Director; 2.5 GPA; SWK 320 or SWK 321; successful completion of application requirements for practicum. Co-requisite: Enrollment in SWK 479A. Grading will be on a Pass/Fail basis. A grade of "P" must be earned to proceed to SWK 481A.

**SWK 481A Practicum II 6 Credits**
The second semester of a two-semester practicum in a community social service agency. The student will spend, at minimum, 200 clock hours in the practicum placement. Prerequisites: senior standing;

completion of SWK 480A with a grade of "P." Co-requisite: Enrollment in SWK 483. Grading will be on a Pass/Fail basis.

**SWK 483 Seminar II** **3 Credits**
Building upon entry-level competencies acquired during the first semester of this two-semester Seminar, capstone Seminar II provides a systematic opportunity to integrate theory for practice with the senior practicum experience. Co-requisite: SWK 481A.

**SWK 1/2/3/485 Special Topics** **1–3 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** **1–3 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, and division chairperson.

# Sociology

**SOC 101 Introduction to Sociology** **3 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 215 Deviance and Institutional Problems** **3 Credits**
This course is a study of the definition and management of those defined as socially deviant with an emphasis on western societies. A sociological perspective is used to examine a range of topics including drug and alcohol abuse, mental illness, stigma management, fear and risk perceptions, and the medicalization of deviance, as well as evaluate contemporary institutional problems surrounding the management of deviance such as inequality, classism, racism, and sexism.

**SOC 255 Marriage, Sex, and Family** **3 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** **3 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 279B CORE: Nonviolent Social Change** **3 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. The course requires at least ten hours of service outside of the class. Prerequisite: CORE 179 or appropriate transfer status. Pre- or Co-requisite: ENG 111. Not open to students with credit in SOC 320 or SOC 322.

**SOC 279E CORE: Health and the Community 3 Credits**
Health is integrally connected to the realization of the common good within communities. Ensuring the conditions that allow for human flourishing demands an examination of how communities and societies promote health, prevent disease, and respond to the illnesses of their members. This course provides an overview of cultural and social aspects of health at the individual, community, and societal level. We will explore how individual health beliefs and practices vary across cultures, how disease and illness are constructed within societies, how healthcare providers can best interact with diverse patients, and how social structure maintains health inequalities. Specific topics will range from a micro-level examination of the role of traditional healers, folk remedies, and decision making to a macro-level view of power and inequality. The course will also critically examine the dominance of the Western biomedical model, its influence on defining and treating illness and how it compares to non-western and/or alternative models of medicine. Not open to students with credit for SOC 310. This course fulfills the diversity, global, and multicultural requirement.

**SOC 279F CORE: Social Entrepreneurship 3 Credits**
This course examines the role of social entrepreneurship, which combines the innovative and resource maximizing principles of business to improving social and environmental issues, in contributing to the common good of communities. Students will examine current social and environmental issues at the local and global level and consider how social entrepreneurs can help address these issues. Attention will be given to examining the assumptions and advantages of social entrepreneurship, the relationship between social entrepreneurship and the common good, and the tension between profit, sustainability, and the common good. Prerequisites: CORE 179, ENG 111.

**SOC/CRJ 340 Human Trafficking 3 Credits**
This course provides students with an overview of human trafficking on a domestic and international scale. The course will explore the root causes of this crime, trafficker tactics, victim indicators, current laws, law enforcement's view and approach to this criminal activity, and the role of advocacy by non-governmental organizations. Not open to students with credit in SOC/CRJ 385C.

**SOC/POL/CRJ 352 Research Methods 3 Credits**
This course examines research design and measurement techniques useful for understanding social science research. The course is skill based involving students in critical evaluation of existing research relevant to their specific field of study, design of a research project, and an introduction to data analysis using SPSS. Of particular interest are issues of problem definition and research question formulation, conceptualization and operationalization of variables, 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 3 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 366 Population Health 3 Credits**
This course provides an overview of population health in the U.S. through an interdisciplinary lens. Attention will be given to explaining a population health approach, including the role of key stakeholders, as well as the factors that drive health outcomes and healthcare spending in the U.S. The course will provide exposure to population health strategies in action, including those utilized

by local organizations such as Central Ohio Primary Care. Upon successful completion of the course, students will receive a digital credential in population health.

**SOC 379A CORE: Poverty and Development Seminar 3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in SOC 241. This course partially fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement.

**SOC/SWK 379B CORE: Global Ethnic Relations 3 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, and 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in SOC/SWK 346 or 279D. This course partially fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement.

**SOC/CRJ/POL 379C CORE: Violence and Change: Terrorism, Genocide, War 3 Credits**
Consideration of justice and the common good in light of the nature of violence, terror, and genocide. The question the course seeks to understand is whether violence can ever be justified as a means to overcome social, economic, political or personal injustices? Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course fulfills the diversity, global, and multicultural requirement.

**SOC 379D CORE: Social Stratification 3 Credits**
This course provides an overview of sociological theories about social stratification and inequality. We will review early and contemporary theories of stratification by class, gender, and race, emphasizing how stratification systems are reproduced and the consequences of these systems. In addition, we will consider the tension between agency and structure in the organization of human societies from a macro and micro-level perspective. While the course will focus on stratification systems in the U.S., we will compare forms of stratification across time and place. Prerequisites: CORE 179 or appropriate transfer status; ENG 111; SOC 101.

**SOC/AFS/POL 379G CORE: Foundations and Myths of African American Political Thought 3 Credits**
A study of African American political thought and the myths associated with related political movements. The course examines writers, leaders, advocates and antagonists as they posit the role of persons of color in American society thus providing the foundation for current political and social movements. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. This course partially fulfills the Social and Behavioral Science requirement. This course fulfills the diversity, global, and multicultural requirement.

**SOC 479 CORE: Sociological Theory** **3 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** **1–3 Credits**
Intensive reading and class discussion of selected topics in sociology not covered in regular courses.

**SOC 2/3/486 Independent Study** **1–3 Credits**
Intensive reading or special research projects for students with advanced standing. Includes Honors Program research. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

**SOC 497 Internship and Seminar** **1–6 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 complete weekly journal questions and meet with faculty bimonthly in seminar to discuss and reflect upon the connections between coursework and fieldwork. Prerequisites: Junior or senior standing; 2.5 GPA; successful completion of application requirements for fieldwork. Three credits are required for program completion. Internship may be repeated as a sociology elective for a maximum of six credits.

# Spanish

**SPN 110 Elementary Spanish I** **3 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** **3 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 core requirement.

**SPN 212 Intermediate Spanish** **3 Credits**
A continuation of the curriculum of SPN 111, presenting complex grammatical structures with emphasis on the subjunctive and broader communicative competencies. Prerequisite: SPN 111 or placement by Language faculty placement measure. This course fulfills the Language Disciplinary Studies requirement.

**SPN 215 Intermediate Spanish Composition and Conversation** **3 Credits**
A grammar review that develops and refines students' writing and conversation skills. Course content will boost cross cultural competency and use an array of compositional formats that include grammar and vocabulary to enhance student creativity. Native or heritage speakers of Spanish may enroll with consent of instructor. Prerequisite: SPN 111, SPN 212 or equivalent, or placement by Language Division placement measure.

**SPN 232 Advanced Spanish Conversation** **3 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 or SPN 215. The course fulfills the Language core requirement.

**SPN 234 Advanced Spanish: The Short Story** **3 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 SPN 215, or equivalent, or placement by Language Department placement measure. This course fulfills the Language core requirement.

**SPN 240 Civilization and History of Spain 3 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 fulfills the Language core requirement.

**SPN 242 Civilization and History of Spanish America 3 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. Prerequisite: SPN 232. This course fulfills the Language core requirement.

**SPN 250 Spanish for Business Professionals 3 Credits**
Designed for students with or without previous Spanish study, this pragmatic language program provides task-based modules that use Spanish in applied ways. The content areas focus on easily mastered core expressions for future professionals. Prerequisite: BUS 240. This course fulfills the diversity, global, and multicultural requirement as well as the language requirement.

**SPN 252 Spanish for Medical Professionals 3 Credits**
This Spanish conversation course is designed to help you strengthen your spoken language skills in a medical context. This course emphasizes the development of the ability to engage a patient in a variety of medical situations. Prerequisite: BIO 203 or SPN 110. This course fulfills the diversity, global, and multicultural requirement as well as the language requirement.

**SPN 355 Masterpieces of Spanish and Hispanic American Literature 3 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. Prerequisite: SPN 232.

**SPN 1/2/3/485 Special Topics 1–3 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. Prerequisite: Consent of instructor.

**SPN 2/3/486 Independent Study 1–3 Credits**
Intensive individual work in Spanish. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

# Sport Management

**SPM 110 Sport Management 3 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 140 Sport Psychology 3 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. Not open to students with credit in PEH 140. This course will not satisfy the social science core requirement.

**SPM 210 Sport Finance and Economics** **3 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 207, MTH 140, SPM 110.

**SPM 220 Sport Marketing** **3 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.

**SPM 249 Theory and Practice in Coaching Athletics** **3 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. Prerequisite: Sophomore standing. Not open to students with credit in PEH 249.

**SPM 296 Field Experience in Sport Management** **3 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. The experience will be arranged with pre-meetings by the student, the Sport Management Program Coordinator, and the sport organization supervisor, and require eight classroom meetings throughout the semester on dates listed in the course schedule. Prerequisites: Sophomore standing and SPM 110. Not available to students with credit for SPM 297.

**SPM 300 Sport Coaching** **3 Credits**
This course is focused on learning the pedagogy, skill progressions, technical and tactical strategies, and general rules of a particular sport. Sports that are offered include coaching: football, basketball, volleyball, baseball, track and field, soccer, softball, tennis, wrestling, field hockey, lacrosse, gymnastics, and swimming and diving. SPM 300 may be repeated up to 12 credits on different topics.

**SPM 310 Sport Event and Facility Management** **3 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: SPM 110; junior standing.

**SPM 333 Sport Communication** **3 Credits**
Students in this course will examine the sport communication industry including the process and categories of sport communication. Knowledge to be learned includes personal and organization sport communication, sport mass media, sport communication services. Topics will include the history, career options, strategy, legal aspects, and technology of sport communication.

**SPM 350 Sport Law** **3 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: SPM 110; junior standing.

**SPM 410 Sport Governance** **3 Credits**

Students in this course will examine local, national, and international governance structures that shape sports throughout the world. Knowledge to be learned includes the development, organization, and function of both professional and amateur sport governing bodies. Topics will include sport organization goals, structure, strategy, alliances, power, politics, conflict, change, decision making, leadership, effectiveness, and culture. Prerequisites: SPM 110; junior standing.

**SPM 497 Internship in Sport Management** **3-12 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 120 clock hours per three credit 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. Not available to students with credit for SPM 496. . SPM 497 may be repeated for a maximum of 12 credits. Grades for the internship will be on a Pass/Fail basis.

**SPM 497C Internship in Coaching** **3 Credits**

This course offers direct and intensive professional participation in sport coaching with a youth, prep, community, travel, or college program chosen by the student in alignment with the student's coaching aspirations. The student will have supervised participation of 120 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. Grades for the internship will be on a Pass/Fail basis.

**SPM 479 CORE: Reflections on Truth: Sport Leadership and Ethics** **3 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.

# Supply Chain Management

**SCM 201 Introduction to the Principles of Supply Chain Management and the Logistics Industry**

**3 Credits**

This course will provide an overview of the fundamental elements of Supply Chain Management including strategic sourcing, transportation, inventory management, demand planning and forecasting, manufacturing, distribution and customer service. The course focus is placed on developing an understanding of the flow of materials, information and cash from suppliers to customers in manufacturing, wholesale, service, health care and retail industries. The course will examine the interrelationships between logistics and other key organizational functions such as marketing, sales and finance. The course will also provide an overview of the logistics industry, its evolution and its future role. It provides the foundational knowledge that is covered in more depth in other courses in the minor and certificate.

**SCM 210 Transportation Management: A Global Supply Chain Perspective**

**3 Credits**

The course will discuss the strategic role transportation plays in the 21st century economy and the complex global supply chain. The course will explore the economic foundation and rationale for transportation as well as its political and social importance. It provides an in-depth evaluation of all modes of transportation, the cost considerations in transportation pricing and supply chain decisions.

The course will explore some major challenges and issues such as infrastructure, environmental sustainability and technology. Prerequisite: SCM 201.

**SCM 215 Principles of Procurement & Strategic Sourcing in Supply Chain**
**3 Credits**

This course describes the strategic approach to procurement/sourcing and the relationship with all elements of the supply chain. The course will define the strategic roles, responsibilities and design of the procurement organization. The course presents key strategic sourcing concepts, the importance of market intelligence in developing potential suppliers, and an understanding of the importance of supplier negotiations and contracts. It examines issues facing the purchasing organization in the 21st century such as technology, social responsibility, and environment sustainability. Prerequisite: SCM 201.

**SCM 320 Inventory Management and Demand Planning 3 Credits**

This course examines all of the fundamental aspects of demand planning and inventory management and control. The course presents the different types of inventories and the role inventory plays within the supply chain. It examines tools and metrics for managing the demand planning process such as Economic Order Quantity Model (EOQ), methods to classify inventory (ABC Analysis), Inventory Turns, and total cost of managing inventory. The course will present the tools and technologies necessary for controlling inventory within the distribution center such as Warehouse Management Systems (WMS). The course will explore the impact of demand variability and inventory accuracy on the order management process and the customer experience. Prerequisites: SCM 201, MTH 140, CIS 107 or 234.

**SCM 425 Design of the Supply Chain: The Role of Manufacturing & Warehouse Operations**
**3 Credits**

The course explores the key elements of manufacturing and warehouse operations that impact the design and management of the supply chain. Topics covered in the manufacturing operations module include understanding various production strategies (make to stock, make to order); the hierarchy of the production planning and control process (material requirements planning MRP, capacity requirements planning CRP); fundamentals of quality improvement including tools and techniques such as Six Sigma Methodology, statistical process control & lean concepts. Topics covered in the warehouse operations module include: the basic role of warehousing in the supply chain; strategic facility location and design strategies; facility storage configuration, material handling techniques, technology and equipment; the distinction between the role of a warehouse and a distribution center; and metrics used to evaluate performance. Prerequisites: SCM 201, MTH 140, CIS 107 or 234.

**SCM 462 Cooperative Education (Co-op) in Supply Chain 9 Credits**

Ohio Dominican University's cooperative education (co-op) gives students the opportunity to enrich their academic studies through engaging in significant professional experiences in supply chain in the fall or spring semester. A student is required to work in a paid position (at least 35 hours a week) for a period of 15 to 18 weeks. Co-op placements and activities are arranged in partnership with Ohio Dominican University, the student, and the representative from the sponsoring organization. An interested student needs to meet with the Career Development Center Staff and faculty advisor at least one semester before the intended co-op term to find and apply for co-op opportunities. The co-op must be a new professional experience in supply chain. Prerequisites: SCM 320 or 425; junior or senior standing; consent of academic advisor and division chair; minimum GPA of 2.5. Grading will be on a pass/fail basis.

# Theatre

**THR 181 Introduction to Theatre 3 Credits**

An introduction and overview of the elements of theatre: acting, directing, stagecraft, and playwriting, with some attention to theatre history. Students will be encouraged to attend theatrical

productions on campus and in Central Ohio. A great way to learn about the theatre. Not open to students with credit for COM 181.

**THR 244 Oral Interpretation** **3 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. Perfect for those interested in public speaking, teaching, law, storytelling, and performance. Not open to students with credit for COM 244.

**THR 270 Acting** **3 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.

**THR 305 Playwriting** **3 Credits**
Using Aristotle's six elements, students will analyze plays and then write short monologues, scenes, and finally a one-act play. The focus on dialogue and conflict in this course will energize all forms of creative writing. Prerequisites: ENG 110 and ENG 111.

**THR 310 Practicum in Theatre** **1-3 Credits**
Hands-on experience in areas such as acting, directing, set design, set construction, stage management, etc. Prerequisite: Permission of instructor. Course can be repeated for up to six credits. This course does not fulfill the Arts requirement.

**THR 1/2/3/485 Special Topics** **1–3 Credits**
A study of topics in theatre such as theatre history, technical theatre, directing, advanced acting of special interest to a specific group of students. Course can be repeated for up to six credits.

**THR 2/3/486 Independent Study** **1–3 Credits**
Intensive individual work in an area of theatre. Prerequisites: Consent of instructor, academic advisor, and division chairperson.

**THR 497 Internship** **1–6 Credits**
Supervised internship of 40 hours for each semester credit in a setting meeting the needs and interests of the student. Prerequisites: 3.0 GPA in all coursework; consent of instructor, academic advisor, and division chairperson; successful completion of application requirements for internship. Course can be repeated for up to six credits.

# Theology

**THL 106 The Old Testament** **3 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** **3 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 204 Epistles of Paul** **3 Credits**
A study of the life of St. Paul and the theological content of his teaching. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225.

**THL 207 The Pentateuch** **3 Credits**
An overview of the first five books of the Bible, with attention to literary genres and theological content. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225. Not open to students with credit for THL 103.

**THL 208 The Prophets of Ancient Israel** **3 Credits**
An overview of the prophets of Ancient Israel and their times, with attention to selected texts. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225. Not open to students with credit for THL 104.

**THL 209 Intertestamental Literature** **3 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. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225. Not open to students with credit for THL 108.

**THL 212 The Psalms and Job** **3 Credits**
A study of the literary character and theological themes in the Book of Psalms and the Book of Job. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225.

**THL 225 Introduction to Christian Theology** **3 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 233 The Holy Spirit: Gift of God** **3 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** **3 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 239 Theology of Death and Eternal Life** **3 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: The First Millennium** **3 Credits**
A study of important persons and events in the life of the Church from its beginnings to the end of the first millennium. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225.

**THL 241 History of Christianity: The Second Millennium** **3 Credits**
A study of important persons and events in the life of the Church during the past 1000 years. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225.

**THL 245 The Church** **3 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. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225.

**THL 246 Thomas Aquinas** **3 Credits**
A study of Thomas Aquinas' theological synthesis and its contribution to the western Christian theological tradition.

**THL 248 Early Christian Writings** **3 Credits**
A study of the significant personalities and writings of the early Church with reference to their historical context and contemporary implications.

**THL 279A CORE: Catholic Church in the World** **3 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 111.

**THL 303 The Gospels** **3 Credits**
A study of the sources and formation of the Gospel tradition: form criticism, distinctive literary structures, and theologies of the four Gospels. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225. Not open to students with credit for THL 203.

**THL 305 Hebrews and Revelation** **3 Credits**
A study of the "Letter to the Hebrews" and the Book of Revelation with special attention to the strategies of early Christians to respond to the challenge facing Jewish-Christians and Gentile-Christians living in the Roman Empire. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225.

**THL 311 Ministry in the Church** **3 Credits**
This course will examine the historical evolution and the theological foundation for the many forms of ministry and service that have existed in the Catholic Church. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225.

**THL 315 Introduction to Spirituality** **3 Credits**
A study of the characteristics and forms of spirituality with emphasis on the Christian experience. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225. Not open to students with credit for THL 115.

**THL 320 Theological Anthropology** **3 Credits**
A study of the human encounter with God in terms of the supernatural gift of grace and the natural reality of human freedom. The course addresses the difference that Christian faith and hope make in understanding the human condition; it serves as a summative experience in the study of theology, inviting the student to contemplate the love of God and the influence of God's love on human choice and action. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225. Not open to students with credit in THL 348A or THL 477.

**THL 325 Feminist Theologies of Liberation** **3 Credits**
An exploration of the central themes of Catholic Christian theology from the perspective of the global community of women. The course will delve into Latina, Womanist, Asian, and Post-Colonial, as well as North American/European understandings of the Bible, God, Christ, the Church, and Christian experience. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225.

**THL 335 Christian Morality** **3 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. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225.

**THL 343 World Religions** **3 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.

**THL 345 Vatican Council II** **3 Credits**
This course examines the documents of the Second Vatican Council (1962-65) and the Council's theological work and historical context, including an analysis of theological developments before and since the Council. The course provides a vision of the mission of the Catholic Church as a dynamic reality that does not dismiss the world but engages with it from a position of faith, care, and hope. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225.

**THL 379A CORE: Theology of Justice and Mercy** **3 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. Prerequisites: CORE 179 or appropriate transfer status; ENG 111. Not open to students with credit in THL 238. The course partially fulfills the Theology requirement.

**THL 380 The Sacraments of the Catholic Church** **3 Credits**
A study of the sacraments of the Catholic Church, with special emphasis on their evolution over the life of the Church. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225. Not open to students with credit for THL 230 or 236.

**THL 479 CORE: Senior Capstone: Readings in Theology** **3 Credits**
This is a capstone course for the major which also represents the culmination of Ohio Dominican University's core seminars. The seminar will extend the discussion of self, common good, and justice to address the question, "What have we learned?" in the context of the major. This course serves as a synthetic overview of the Theology major program. Themes and readings, selected by the instructor, will include both the fundamental texts of the Tradition of Catholic Theology and provocative books and essays that suggest new directions for the future. Prerequisites: Completion of the junior core seminar and discipline specific prerequisites.

**THL 479B CORE: Faith and Reason** **3 Credits**
An examination of faith and reason as modes of knowing what is true. This course serves as a capstone in the disciplines of Theology and Philosophy. As the relationship of faith and reason is a fundamental topic in the disciplines of Theology and Philosophy, this course will consider central texts common to both disciplines, such as works authored by Augustine, Thomas Aquinas, and others. One text to be covered in the course will be John Paul II's *Fides et Ratio*. Prerequisites: Completion of junior core seminar, and two prior courses in Theology or two prior courses in Philosophy.

**THL 1/2/3/485 Special Topics** **1–3 Credits**
Topics of special interest in theology. Prerequisite: One of the following courses: THL 106, THL 107, or THL 225.

**THL 2/3/486 Independent Study** **1–3 Credits**
A tutorial program in which the student does research in a specific area of theology. Prerequisites: Two prior theology courses, with one of them being THL 106, THL 107, or THL 225; consent of instructor, academic advisor, and division chairperson.

# Women's and Gender Studies

**WGS 279A CORE: Introduction to Women's and Gender Studies** **3 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 111. This course fulfills the diversity, global, and multicultural requirement.

**WGS 397 Internship 1–3 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; 3.0 cumulative grade point average; consent of the advisor and director.

**WGS 2/3/486 Independent Study 1–3 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: Degree Requirements and Course Descriptions

# Master of Arts in English

The Master of Arts in English program at Ohio Dominican University is designed to offer students an opportunity to study a range of literary figures, periods, genres, and critical approaches at the graduate-level. Unlike an undergraduate major which introduces students to the world of literature, the graduate program is more rigorous and challenges students to think more analytically about literature and culture. This program prepares students for teaching at the undergraduate level, enables licensed high school teachers to teach more advanced courses such as dual enrollment classes, readies interested students for doctoral work, and offers humanities undergraduates the opportunity to enhance their reading and communication skills for careers in law, publishing, and media.

## Admission Policies and Procedures

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 English Program, students must:

- Have earned a 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 the Teacher Leader Endorsement option must also meet the following criteria:**

- Meet all the requirements for admission to the M.A. in English Program
- Hold a master's degree in Education
- One letter of recommendation must be written by a school superintendent or principal

Students seeking admission to the Master of Art in English, who do not have an approved liberal arts major, may be admitted on the recommendation of the director of the program.

## Five-Year 4+1 Master of Arts in English

Students who are admitted to the master's program as undergraduates at ODU have the option of completing graduate level course during their senior year with the result of spending only one additional year to complete the degree, thus following the 4+1 model.

***Admission requirements for the 4+1 Option:***

Provisional Admission:

- An earned cumulative GPA of 3.00 or higher
- A completed graduate 4+1 application submitted during a student's junior year at ODU. Early application and admission will help ensure a five-year time to completion.

***Conversion from provisional to admitted status***: Students admitted provisionally during their junior year will achieve formal and full program admission following the completion of their junior year provided they have earned a GPA of 3.00 or higher. Formal admission will permit undergraduate senior level students to take up to three graduate-level courses (9 credits) at the 500-level. Only 3 graduate credit hours may be used to satisfy undergraduate program requirements. Students must have at least 30 unique graduate credit hours to complete the graduate program.

To fulfill graduate requirements, 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. For admitted status, an official and completed undergraduate transcript must be on file with the university.

## Graduation Requirements

- Students must be accepted as degree seeking in the Master of Arts in English program
- Students must complete all required courses with a grade point average of 3.000 or higher
- Students must complete their program within seven (7) years of acceptance
- Students must successfully complete at least 33 semester hours of graduate credit, including either a thesis or comprehensive examination
- Students must complete an Application for Graduation according to the dates published in the Academic Calendar (Application forms are available through ODU Online.)
- Students must make satisfactory payment of all tuition, graduation fee, library fines, and other financial obligations

## Program Goals and Outcomes

**Knowledge**

Students in the Master of Arts in English Program will

- Demonstrate knowledge of literary terms, major periods, authors, genres, and theories
- Demonstrate knowledge of "best practices" regarding research, writing, teaching, and the academic profession of literary studies

**Skills**

Students in the Master of Arts in English Program will

- Develop complex reading, writing, and research skills
- Demonstrate argumentative skills which enable students to defend interpretations and research practices by using textual material, secondary sources, and literary theory
- Develop electronic media skills
- Be able to participate in the profession of literary studies through conferences, publications, and memberships in learned societies

**Dispositions**

Students in the Master of Arts in English Program will

- Demonstrate an appreciation for both canonical and non-canonical works
- Demonstrate an appreciation for literary theory
- Demonstrate an understanding of and appreciation for the academic literary profession.

## Curriculum for the Master of Arts in English

The degree program consists of 33 credit hours. Students have the option of completing a Thesis or a Capstone Project, dependent on their academic goals for the program. All students take a foundational course, Graduate Writing and Research, which is a prerequisite for the other courses.

The Teacher Leader Endorsement, which will be added to a professional teaching license following completion of an approved teacher leader endorsement preparation program, fulfills a need in Ohio to prepare individuals to serve as teacher leaders, both in formal and informal roles within their building and district. Teacher leaders assist principals in developing and supporting a shared vision and clear goals for schools and provide staff development, mentoring, and coaching to teachers. The Teacher Leader Endorsement will also facilitate support of the new Ohio teacher licensure, as one of two current routes to the top license on the career lattice, the Lead Professional Educator License. This endorsement is for post-Masters only.

## Requirements for a Master of Arts in English

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| Select one Option to complete: | |
| **Thesis Option:** | |
| ENG 514 Graduate Writing and Research | 3 |
| ENG 625 Thesis (6 credits are required but may be taken for up to 12) | 6 |
| 24 additional credits in ENG at the 500 level or above | 24 |
| **Capstone Option:** | |
| ENG 514 Graduate Writing and Research | 3 |
| ENG 620 Capstone Project | 3 |
| 27 additional credits in ENG at the 500 level or above | 27 |
| **Teacher Leader Option:** | |
| ENG 514 Graduate Writing and Research | 3 |
| ENG 620 Capstone | 3 |
| 18 additional ENG credits at 500 level or above | 18 |
| EDU 535 Developing a Deeper Understanding of Leadership | 3 |
| EDU 536 Collaboration: Leading and Facilitating Teacher Development | 3 |
| **Total Credits Required** | **33** |

# Course Descriptions

**ENG 514 Graduate Research, Writing, and Rhetoric** **3 Credits**
An introduction to graduate study, research, writing, and methods. In addition to discussing and studying the "best practices" of the literary and liberal arts profession, this course will introduce students to critical theory through the study of classic texts and other art forms, and explore the pedagogical applications of graduate study.

**ENG 515 Medieval & Renaissance Literature** **3 Credits**
This course covers the most important literary movements of England from the Middle Ages to the early 17th century, emphasizing major canonical writers and works while giving attention to under-represented authors. The history of English—its major changes, dialects, and usage during these periods—is also treated.

**ENG 516 British Literature from 1800** **3 Credits**
This course covers the major canonical authors and literary movements of England in the Romantic period, the Victorian era, the Modern age, and beyond. Attention is also given to non-canonical writers, including women and other historically under-represented authors. The history of English—its major changes, dialects, and usage during these periods—is continued.

**ENG 517 Restoration & 18$^{th}$ Century Literature** **3 Credits**
This course covers the most important literary movements of England from the mid-17$^{th}$ century to the end of the 18$^{th}$, emphasizing major canonical writers and works while giving attention to under-represented authors. The history of English—its major changes, dialects, and usage during these periods—is also treated.

**ENG 520 Language, Literature, and Writing in America Prior to 1900 3 Credits**
This course examines language, literature, and writing in the United States from the revolutionary period through the 19th century. With attentiveness to both fiction and nonfiction texts, this course asks students to examine the rhetorical or stylistic choices that a writer makes, and more broadly, to consider how writers respond to their historical, political, cultural, or literary moment.

**ENG 526 The Essay 3 Credits**
A study of the forms and techniques of the essay in English, with particular attention to essential literary nonfiction elements. This course promotes a deeper understanding of the essay form itself by studying the context in which essays are produced and conveying an understanding and appreciation of the form to readers.

**ENG 531 Poetry Masterpiece 3 Credits**
This course focuses on a single substantial poem or a small group of poems by one author that functions as a unit (such as a sequence of poems or an individual collection). Students will study the primary work and its cultural context while attending to a wide array of historical and contemporary critical assessments, opinions, approaches, and theories. Not open to students with credit for ENG 530A. May be repeated up to six credits on different topics.

**ENG 532 Prose Masterpiece 3 Credits**
This course focuses on a single substantial work of prose fiction or nonfiction. Students will study the primary work and its cultural context while attending to a wide array of historical and contemporary critical assessments, opinions, approaches, and theories. Not open to students with credit for ENG 530B, ENG 530C, or ENG 530D. May be repeated up to six credits on different topics.

**ENG 533 Dramatic Masterpiece 3 Credits**
This course focuses on a single substantial work of dramatic literature. Students will study the primary work and its cultural context while attending to a wide array of historical and contemporary critical assessments, opinions, approaches, and theories. May be repeated up to six credits on different topics.

**ENG 525 Modernism and Contemporary Literature 3 Credits**
A study of the literature of the 20th and/or 21st centuries. This course promotes a deeper understanding of Modernist and/or Post-Modernist texts, as well as an understanding of the context in which the texts were produced and an understanding of the stylistic innovation often associated with these periods (e.g. stream-of-consciousness, theatre of the absurd). It may cover fiction, poetry, drama, and/or cinema.

**ENG 565 Film and Visual Rhetoric 3 Credits**
This course explores and develops visual literacy in advertising, art, textual design, and film. Visual rhetoric is approached from the perspectives of both analysis and design. Goals of the course include an understanding of how visual rhetoric interacts with verbal and written communication and analyzing the implications of visual rhetoric for pedagogy.

**ENG 566 Short Stories 3 Credits**
A study of the forms and techniques of the short story genre. The course may be offered as a survey of the form, examining its conventions and their development through history. It may also focus on one particular time period (short stories in the early 20th century), a particular technique (the short story cycle), or a shared theme. This course promotes a deeper understanding of the short story genre itself, the context in which short stories are produced, and methods for conveying an understanding and appreciation of short stories to other readers.

**ENG 568 Novels 3 Credits**
A study of the forms and techniques of the novel through a particular theme, period, or stylistic classification. This course promotes a deeper understanding of fiction itself, the history and

development of the novel as genre, and methods for conveying an understanding and appreciation of fiction to other readers.

**ENG 575 World Literature** **3 Credits**
This course examines classic and/or contemporary texts of world literature in translation, emphasizing not only the analysis of the literature and the culture from which it comes, but also the increasingly globalized nature of literature itself. Each course will have a particular focus or theme. Not open to students with credit for ENG/LST 605.

**ENG 580 Poetry** **3 Credits**
A study of the forms and techniques of poetry, with particular attention to essential poetic elements such as image, metaphor, voice, and other formal characteristics. This course promotes a deeper understanding of poetry itself, the context in which poetry is produced, and methods for conveying an understanding and appreciation of poetry to other readers.

**ENG 585 Special Topics** **1–3 Credits**
Advanced courses on writers or subjects of special significance or interest to groups of students or faculty.

**ENG 586 Independent Study** **3 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, and division chairperson.

**ENG 590 Drama** **3 Credits**
This course explores conventions of drama and theatre, using Aristotle's *Poetics* as the basis for beginning discussion. The course may be offered as a survey of the form, examining its conventions and their development through history. It may also focus on one particular type of drama such as tragedy, comedy, or theatre of the absurd. Performance theory and theatre history may also be emphasized.

**ENG 620 Capstone Project** **3 Credits**
This course is required by all students in the Capstone Project option of the M.A. in English. The two parts of the capstone project include the following: 1) the submission of a fully revised, highly polished seminar paper of at least 15 pages originally written for a course in the M.A.; and 2) another substantial and integrative project or paper that is aligned with the student's professional interests. Prerequisites: ENG 514 plus 27 credits of other graduate English courses.

**ENG 625 Thesis** **3-12 Credits**
The thesis option is required by all students in the thesis option of the M.A. in English. Students will complete a comprehensive research project that will result in a formal manuscript. Recommended for those considering doctoral work in English. Prerequisites: ENG 514 plus 24 credits of other graduate English courses. The thesis option requires six credits of thesis hours. This course may be repeated up to 12 credit hours.

# Master of Arts in TESOL

The Master of Arts in TESOL is designed for those seeking to develop their knowledge, skills, and dispositions for teaching English to speakers of other languages (TESOL). Based upon national standards for ESL teacher education, the program balances theory and practice. Through coursework and a project or thesis, candidates are prepared to do advanced work in TESOL. By passing one additional course, *Content Area Literacy* (EDU 518), and the Ohio Assessment for Educators (OAE) exams (PLT and ESOL), candidates may qualify for the TESOL Multi-Age License in Ohio.

Candidates seeking licensure only must meet all requirements for licensure (36 semester credits); complete a minimum of five courses at ODU, including TSL 500, 540, 560, and TSL 590L; and pass the Ohio Assessment for Educators (OAE) exams.

Holders of teaching certificates or licenses who wish to earn the TESOL endorsement must complete a minimum of nine credits at ODU and pass the Ohio Assessment for Educators (OAE) exams.

## Admission Requirements for all TESOL Programs

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.

- Bachelor's degree from a regionally accredited institution of higher learning
- An overall grade point average (GPA) of at least 3.000 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
- Candidates for the endorsement must possess and supply a copy of their teaching certificate
- For applicants whose first language is not English, a TOEFL score of at least 550 (PBT) or 213 (CBT) must be earned. These scores must be sent directly from Educational Testing Service (ETS) to Ohio Dominican University (ODU), whose 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

- Students must be accepted as degree seeking in the Master of Arts in TESOL program
- For the Master of Arts degree only, candidates must complete 33 semester hours of TSL courses with a grade point average (GPA) of 3.000 or higher. For the Master of Arts degree with licensure, candidates must complete a total of 42 semester hours (39 semester hours of TSL courses—including student teaching—and three semester hours in EDU 518) with a grade point average (GPA) of 3.000 or higher. No more than two (2) grades of "C" may be earned. The repeat of a third "C" is permitted once.

- All MA candidates must take TSL 500: TESOL Foundations and TSL 590M: TESOL Practicum at Ohio Dominican University. All licensure candidates must take TSL 500: TESOL Foundations and TSL 590L: Student Teaching at Ohio Dominican University.
- Candidates must complete the program within seven (7) years of acceptance
- Students must complete an Application for Graduation according to the dates published in the Academic Calendar (Application forms are available through ODU Online.)
- Students must make satisfactory payment of all tuition, graduation fee, library fines, and other financial obligations

## 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 TESOL/Council for the Accreditation of Educator Preparation (CAEP) standards for P–12 ESL teacher education, the program assists interested students in acquiring the TESOL Multi-Age License or Endorsement in Ohio.

### Requirements for a Master of Arts in TESOL

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| 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 570 Resources for ESOL and Content Instruction | 3 |
| TSL 580 Assessment of ESOL Learners | 3 |
| TSL 590M TESOL Practicum | 3 |
| TSL 600 Research Project | 3 |
| EDU 560 Research Methods in Education | 3 |
| ***Select one course from the following:***<br>TSL 560 Instructional Methods in TESOL<br>TSL 565 Instructional Methods in Post-Secondary TESOL | 3 |
| **Total Credits Required** | **33** |

### Requirements for a Master of Arts in TESOL with Multi-Age Licensure

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| 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 | 3 |
| TSL 600 Research Project | 9 |
| EDU 518 Content Area Literacy | 3 |
| EDU 560 Research Methods in Education | 3 |
| **Total Credits Required** | **42** |

## Requirements for a TESOL Certificate

The TESOL certificate program is an entry-level credential for English language teaching. It follows the recommendations of TESOL, Inc., for such programs. All courses count towards the Master of Arts in TESOL. A student must take at least nine credits at ODU to earn the TESOL Certificate.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| TSL 510 Descriptive Linguistics | 3 |
| TSL 530 The English Language | 3 |
| TSL 540 Cultural Diversity and Education | 3 |
| TSL 580 Assessment of ESOL Learners | 3 |
| ***Select one course from the following:***<br>TSL 560 Instructional Methods in TESOL<br>TSL 565 Instructional Methods in Post-Secondary TESOL | 3 |
| **Total Credits Required** | **15** |

## 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 nine credits at ODU. See "Teacher Licensure" for further requirements.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| A teaching certificate/licensure and the following: | |
| TSL 500 TESOL Foundations | 3 |
| TSL 520 Language Acquisition and Development | 3 |
| TSL 540 Cultural Diversity and Education | 3 |
| TSL 560 Instructional Methods in TESOL | 3 |
| TSL 580 Assessment of ESOL Learners | 3 |
| **Total Credits Required** | **15** |

## Requirements for a TESOL Multi-Age Licensure Only

Students seeking to qualify for the TESOL Multi-Age Licensure only (without earning the Master of Arts degree) 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 for a license, the student must pass the appropriate Ohio Assessment for Educators (OAE) examinations.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|

| | |
|---|---|
| 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 |
| EDU 518 Content Area Literacy | 3 |
| **Total Credits Required** | **36** |

## Course Descriptions

**EDU 518 Content Area Literacy** **3 Credits**
This course has an evidence-based approach to content literacy instruction that examines strategies and methodologies to improve student achievement. Multi-tiered systems of support for instruction, intervention and assessment, data-based research, and interactive technology will be explored and applied to content literacy. Topics include Dyslexia, Sheltered Instruction Observation Protocol (SIOP), lesson plan, targeted vocabulary words, text structures, integrating reading and writing prompts, application of graphic organizers for conceptual content understanding, curating content resources, activating prior knowledge, and content literacy learning through close reading. Includes 15 clinical field hours.

**TSL 500 TESOL Foundations** **3 Credits**
An introduction to TESOL, including its history, current research, and public policy and their relation to instructional practices. Consideration of issues such as partnerships and advocacy in TESOL, professional development through research, and collaboration. Also an introduction to APA style. Includes 40 hours of field experience, which is waived for endorsement candidates.

**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. Attention is paid to English instruction in the U.S., including relevant terminology, demographics, and history; legal and ethical issues; and TESOL professional development. Includes 20 hours of field experience.

**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.

**TSL 565 Instructional Methods for Post-Secondary TESOL** **3 Credits**
Introduction to methods for planning, implementing, and managing adult ESOL instruction. Topics include classroom organization and strategies for developing and integrating English language skills (listening, speaking, reading, and writing). Attention to curriculum and materials development. Includes 40 hours of field experience. Prerequisites: TSL 500–540; none for TESOL certificate program. This course is appropriate for those seeking the TESOL Certificate or the MA in TESOL only.

**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.

**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.

**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. Fee.

**TSL 590M 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 MA-only candidates, this course includes 40 hours of supervised practice teaching and opportunities for candidates to reflect upon the experience.

**TSL 600 Research Project** **3 Credits**
In this course, candidates will complete the project that they proposed in EDU 560, Research Methods in Education. They will introduce their study, describe their methodology, report their results, and discuss their findings.

# Master of Arts in Theology

The program prepares students for critical study, reflection, and engagement with the rich theological tradition of the Catholic Church. At the center of the program is a curriculum in biblical, historical, systematic, and pastoral theology. 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 program can prepare the graduate for further studies at the doctoral level. The course of studies also provides a theological foundation for all persons interested in deepening their Christian commitment and ministerial options.

## 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 who reviews and evaluates all applications.

All applicants must:

- Complete the application form
- Have completed a baccalaureate degree from a regionally accredited college or university
- Submit official transcripts from every postsecondary institution attended
- Submit three letters of recommendation
- Submit an autobiographical essay (three to five pages) in which his or her academic and/or ministerial goals are identified
- Have an interview with the director

## Graduation Requirements

- Students must be accepted as degree seeking in the Master of Arts in Theology program
- Students work with advisors 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. A copy of the approved plan of study is placed in the student's advising folder.
- Students must complete thirty-six (36) semester hours and have a 3.000 grade point average. No more than six (6) of the 36 credits may be from the one-credit THL 685 Special Topics courses
- Students must complete their program within seven (7) years of acceptance
- Students must complete an Application for Graduation according to the dates published in the Academic Calendar (Application forms are available through ODU Online.)
- Students must make satisfactory payment of all tuition, graduation fee, library fines, and other financial obligations

## Graduate Certificate Requirements

Students admitted to the MA in Theology program may desire to complete a Graduate Certificate in Theology rather than the MA degree. To earn the Graduate Certificate in Theology, students must complete THL 510 and 12 additional semester credits at the 500 or 600 level and have a 3.000 or higher grade point average.

## Curriculum for the Master of Arts in Theology

The curriculum for the M.A. in Theology has been developed from the competency goals identified by three key associations for ministry: the National Association for Lay Ministry, the National Federation for Catholic Youth Ministry, Inc., and the National Conference for Catechetical Leadership. The various competency goals fall into the areas of theological understanding, professional competency, and personal and spiritual maturity. These areas correspond to ODU's instructional objectives in the area of knowledge, professional

skill, and developing the learner's attitude toward and appreciation of the area under study. As such, they are embedded in each course through the instructional objectives.

It is, however, the theological competencies that form the centerpiece of the curriculum content for the M.A. in Theology. We offer courses in biblical, historical, systematic, and pastoral theology. Students who complete the program will have addressed the theological competencies required for lay ecclesial ministry and diocesan religious education programs. In addition, they will be ready to apply for doctoral programs in theology or pastoral ministry. The three competency goals identified above are the focus for the required Integrative Seminar (THL 700) which serves as a program assessment tool as well as a means for the student to integrate his or her learning.

## Requirements for a Master of Arts in Theology

| **Required Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| THL 510 Introduction to Theology | 3 |
| THL 531 Philosophy for the Study of Theology | 3 |
| THL 700 Integrative Seminar | 3 |
| ***Select one course from the following:***<br>THL 525 Prophetic Literature<br>THL 550 Synoptic Gospels and Acts | 3 |
| ***Select two courses from the following:***<br>THL 600 Trinitarian Theology<br>THL 610 Christology<br>THL 630 Ecclesiology | 6 |
| ***Select one course from the following:***<br>THL 650 Moral Theology<br>THL 655 Catholic Social Teaching | 3 |
| Select 15 additional credits of graduate level THL coursework | 15 |
| **Total Credits Required** | **36** |

## Requirements for a Graduate Certificate in Theology

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| THL 510 Introduction to Theology | 3 |
| 12 additional THL credits at the 500 or 600 level | 12 |
| **Total Credits Required** | **15** |

# Course Descriptions

**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 531 Philosophy for the Study of Theology 3 Credits**
A study of philosophical texts from the history of philosophy that have been influential to the discipline of theology. The course will present students with the distinctive terminology of philosophy as well as principal figures from the history of philosophy in light of the discipline's service to theology. Pre- or Co-requisite: THL 510.

**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** **1-3 Credits**
A study of topics of special interest in theology or pastoral ministry.

**THL 686 Independent Study** **1-3 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** **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

The Ohio Dominican University MBA Program is designed to provide students with 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.

## Learning Objectives

Graduates of the Ohio Dominican University MBA Program will exhibit:

- Lead efforts to develop and implement ethical, creative, comprehensive solutions to complex organizational challenges
- Lead strategically and ethically in the face of environments characterized by change, uncertainty and complexity
- Analyze the critical partnerships between information technology and the user community to assure automation, organizational learning and strategic advantage
- Apply business models and analytical tools to decision making
- Analyze the impacts of changes in the economic and global business environments on decision making
- Apply analytics to financial decision making
- Analyze financial and accounting information, while recognizing its value, uses and limitations

## Master of Business Administration Program Delivery Options

***Face to Face:*** This is designed for students who prefer evening courses in a classroom setting. Students may choose a concentration in accounting, data analytics, finance, leadership, risk management or sport management. This option maintains between-term breaks and regular campus holidays. It offers students an opportunity to complete the MBA Program in as few as 16 months taking two classes each eight-week term. Students may begin the program throughout the year at any of five start times. Students may take courses either face to face or online as they prefer throughout the program.

***Online:*** This affords students the flexibility to complete the program without attending face to face classes. Students may take courses either online or face to face as they prefer throughout the program.

***4+1:*** This is designed for full-time undergraduate students currently enrolled at ODU who would like to complete an undergraduate degree as well as an MBA degree in as few as five full-time academic years. The 4+1 option is offered at the main campus with classes scheduled on the traditional academic calendar.

The MBA Program 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.

## Admission Policies and Procedures

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 M.B.A. or the M.S. Degree in Management from Ohio Dominican University. Both degrees cannot be obtained.

## Admission Requirements

### Admission requirements for the MBA:

- A bachelor's degree from a regionally accredited institution
- A completed application
- An essay with a minimum of 500 words
- Two professional/academic letters of recommendation
- A current resume or curriculum vitae
- A $25 non-refundable application fee
- Prerequisite coursework in accounting, business, economics, finance, and statistics with a grade of "B" or better. All eligible coursework must have been completed at a regionally accredited institution
- A 3.000 GPA in the last 60 credit hours of the bachelor's degree, **OR**
- A minimum of 2.750 undergraduate cumulative GPA in the last 60 credit hours and one of the following:
    1. A score in the 50th percentile or above on each section of the Graduate Management Admissions Test (GMAT); or,
    2. Completion of coursework in all prerequisite knowledge areas with a grade of "B" or better. Relevant knowledge areas include accounting, business, finance, economics, and statistics. All eligible coursework must have been completed at a regionally accredited institution; or,
    3. A minimum of two years of professional experience
- Official transcripts from all post-secondary institutions attended
- International students must submit a TOEFL score of 550 or equivalent electronic score if English is a second language. International students must also contact the Director, ODU International Office, for additional information.

### Admission requirements for the 4+1 MBA:

Students admitted to the 4 + 1 program as undergraduates at ODU may complete up to 12 graduate credit hours during their senior year. Only 6 graduate credit hours may be used to satisfy undergraduate program requirements. Students must have at least 30 unique graduate credit hours to complete the graduate program.

### *Provisional Admission:*

- An earned "B" or better in each required undergraduate business course— ACT 210, ACT 220, BUS 220, BUS 240, FIN 325, ECN 207, ECN 208, and MTH 140
- An earned cumulative GPA of 3.000 or higher
- A completed graduate 4+1 application submitted during a student's 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
- International students must submit a TOEFL score of 550 or equivalent electronic if English is a second language. International students must also contact the Director, ODU International Office, for additional information.

***Conversion from provisional to admitted status:*** Students admitted provisionally during their junior year will achieve formal and full program admission following the completion of their junior year. Formal admission will permit undergraduate senior level students to take the 500-level graduate courses during their senior year.

## Graduation Requirements

- Students must be accepted as degree seeking in the Master of Business Administration program
- Students must complete all required courses (36–40 semester hours depending upon the need for the foundation courses)
- Students must have a 3.000 or higher grade point average
- Students must complete the program within seven (7) years
- Students must complete an Application for Graduation according to the dates published in the Academic Calendar (Application forms are available through ODU Online.)
- Students must make satisfactory payment of all tuition, graduation fee, library fines, and other financial obligations

## Curriculum for the Master of Business Administration

### Foundation Knowledge Requirements

Foundation knowledge in four content areas—accounting, economics, finance, and statistics—is required. Students who can demonstrate foundation knowledge through completion of courses in each area with a grade of "B" or better do not need to take the foundation course sequence. Students who cannot demonstrate completion of foundation courses in each area as determined by the Program Director must earn a grade of "B" or better in each foundation course prior to enrolling in more than nine credit hours in the program. These students will be automatically enrolled during their first 16 weeks at ODU in the required foundation courses in addition to MBA 510, the first course of the program.

Foundational knowledge of graduate research and writing and expectations and policies of higher education in the United States (U.S.) is required. Students who can demonstrate this knowledge through completion of an undergraduate or graduate degree from an institution in the U.S. do not need to take EAP501. Students who cannot demonstrate this foundational knowledge through completion of a degree program in the U.S. must earn a grade of "B" or better in EAP501 prior to enrolling in any coursework other than foundation courses. EAP501 may be taken simultaneously with MBA510.

Failure to successfully complete the necessary foundation courses and MBA 510 will prevent students from continuing in the MBA program

**Foundation Knowledge Courses:**

| Courses | Credits |
|---|---|
| MBA 502 Survey of Business Statistics | 1 |
| MBA 503 Survey of Economics | 1 |
| MBA 504 Survey of Accounting | 1 |
| MBA 505 Survey of Finance | 1 |
| EAP 501 Academic Writing for Nonnative Speakers of English | 3 |

### Core Course Requirements:

| Courses | Credits |
|---|---|
| MBA 510 Management Skills Portfolio | 3 |
| MBA 540 Management of Information Systems | 3 |
| MBA 550 Global Business Enterprise and Trade Issues | 3 |
| MBA 570 Quantitative Business Analysis | 3 |
| MBA 620 Marketing Management | 3 |
| MBA 630 Accounting for Managers | 3 |

| | |
|---|---|
| MBA 640 Managerial Economics | 3 |
| MBA 650 Managerial Finance | 3 |
| MBA 660 Ethics and Social Responsibility | 3 |
| MBA 690 MBA Capstone Learning Experience | 3 |
| Select one concentration or 6 additional credits (see concentrations below)<br>Note: Not to include MBA 600 | 6 |
| **Total Credits Required** | **36** |

## Concentrations

Complete any two additional MBA courses (6 credit hours) OR one of the following concentrations:

**Accounting Concentration**

The Accounting Concentration in the MBA Program can help give students a professional advantage in one of today's fastest-growing business fields. Whether students are looking for a way to enter the world of accounting or are currently an accounting professional seeking to open doors to new career options and enhance their skill set, the concentration will help make credentials stand out. This concentration focuses on skills and knowledge directly relevant to the workplace and the courses are taught by faculty with demonstrated professional expertise and leadership in accounting. This program was developed for students with an undergraduate degree in accounting, although non-accounting majors could benefit from the concentration.

| Courses | Credits |
|---|---|
| ***Select two of the following courses***:<br>MBA 635 Accounting for Governmental and Nonprofit Organizations<br>MBA 636 Financial Statement Analysis<br>MBA 638 Contemporary Issues in Accounting | 6 |

**Data Analytics Concentration**

The Data Analytics Concentration in the MBA Program is designed to prepare students for a successful career as a data scientist in addition to leading teams of data scientists and other analytics groups within an organization. The concentration retains the strong MBA core course sequence while substituting two courses specifically designed to help students gain a deeper understanding of data modeling, the most common data analytics methodologies and software, and data structures pervasive in all industries.

| Courses | Credits |
|---|---|
| ***Complete the following courses:***<br>MBA 647 Econometric Modeling<br>MBA 648 Financial Modeling | 6 |

**Finance Concentration**

The Finance Concentration in the MBA Program is designed to enable students to gain a deeper knowledge in areas such as: financial modeling, financial statement analysis and valuation, and the role of global financial markets and institutions and their effect on the global economy. This concentration is designed to benefit any student with an undergraduate degree in business, accounting, or finance.

| Courses | Credits |
|---|---|
| ***Select two of the following courses:***<br>MBA 636 Financial Statement Analysis<br>MBA 648 Financial Modeling<br>MBA 662 International Financial Management | 6 |

**Healthcare Administration Concentration**

The Healthcare Administration Concentration in the MBA Program is designed to develop skills required for managerial positions in healthcare organizations. Courses in the concentration emphasize knowledge of healthcare law, regulations, economics, strong leadership and analytical skills, and ethical decision making in the healthcare field.

| Courses | Credits |
|---|---|
| ***Complete the following courses:*** | 6 |
| MHA 520 Healthcare Operations and Management | |
| MHA 560 Legal and Regulatory Aspects of Healthcare Management | |

**Leadership Concentration**

The Leadership Concentration in the MBA Program is designed to enhance the learner's leadership effectiveness. Students will study leadership concepts, analyze leadership situations, and assess their own skill set to develop a professional development plan in the area of leadership. The concentration is formatted to allow the student to select courses that address contemporary topics in leadership with the focus on building and growing their skill set in the areas of critical thinking, analysis, reasoning, judgment and application of the concepts studied.

| Courses | Credits |
|---|---|
| ***Select two of the following courses:*** | 6 |
| MBA 622 Conflict Management & Negotiation Strategies for Leaders | |
| MBA 625 Project Management | |
| MBA 680 Leadership and Change Management | |

**Risk Management**

The Risk Management Concentration in the MBA Program is designed to support the effective development of aspiring Risk Management and Insurance leaders. The concentration focuses on strategic management and leadership; enterprise risk management issues related to identifying and effective addressing organizational risks including financial, strategic, pure loss and economic risks; and data modeling. The concentration retains the strong MBA core course sequence while substituting two courses specifically designed for those wishing to expand their capacity to lead entities as well as those seeking entry into the insurance and risk management industries.

| Courses | Credits |
|---|---|
| ***Complete the following course***: | |
| MBA 670 Risk Management and Insurance | 3 |
| ***Select one of the following courses:*** | 3 |
| MBA 647 Econometric Modeling | |
| MBA 648 Financial Modeling | |
| MBA 672 Enterprise Risk Management | |

**Sport Management Concentration**

The Sport Management Concentration in the MBA Program is designed for students who wish to acquire additional knowledge and skills relevant to working in the dynamic and growing field of sport. Students will select two courses from the list below. Options include courses grounded in the social sciences relevant to sport (e.g. Sport Psychology) and courses that extend business functional areas into the sport context (e.g. Sport Marketing).

| Courses | Credits |
|---|---|
| ***Select two of the following courses:*** | 6 |
| SPM 510 Sport Psychology | |
| SPM 520 Sport Sociology and Ethics | |
| SPM 610 Sport Marketing and Consumer Behavior | |

| | |
|---|---|
| SPM 540 Organizational Behavior in Sport Systems<br>SPM 630 Human Resource Management in Sport<br>SPM 640 Sport Law<br>SPM 650 Sport Economics and Finance | |

# Course Descriptions

## Foundation Courses

**MBA 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, and mode), probability, distributions, sampling, and estimation.

**MBA 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.

**MBA 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.

**MBA 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.

## Core and Concentration Courses

**MBA 510 Management Skills Portfolio** **3 Credits**
This is an integrated course focusing on personal skill and management competency assessment and development. This course utilizes a set of assessment instruments and techniques to help students identify areas for personal development and growth. The assessment process culminates in the creation of a personal development plan that will be revisited in the final course of each graduate business program in order to determine progress and recast an updated plan. Additionally, the course contains multiple skill modules addressing capabilities relevant to academic success in any business graduate program. Skills addressed include teamwork, writing, creativity, research, presentations, project management, software, and citation skills. Not open to students who have completed BUS 510, MHA 510, MPM 510.

**MBA 540 Management of Information Systems** **3 Credits**
This course examines the use of information systems and their impact on service business processes. The course 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. Not open to students who have completed BUS 545.

**MBA 550 Global Business Enterprise and Trade Issues** **3 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. Not open to students who have completed BUS 660.

**MBA 570 Quantitative Business Analysis 3 Credits**
This course deals with rational applications to decision making through the study of quantitative models. 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. Not open to students who have completed BUS 570.

**MBA 600 Practicum 1-6 Credits**
This elective 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 and/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 reflections designed to fully integrate the learning experience. This course is available to students who want to explore new opportunities within an organization they currently work for or to those who are interested in exploring a new career field or direction through a practicum placement. One credit hour is equal to 40 clock hours in the organization. International students enrolled in the MBA program wishing to apply for Curricular Practical Training (CPT) with the international office must be enrolled in MBA 600 for a minimum of one credit hour in the semester (summer, spring, fall). This course may be repeated multiple times with a maximum of six credit hours earned. This course may be taken in addition to the required courses and electives (36 credit hours) within the program.

**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. Not open to students who have completed BUS 620.

**MBA 622 Conflict Management and Negotiation Strategies for Leaders 3 Credits**
Students will study the techniques necessary to break impasse and in an effort to come to resolution in the areas of conflict and negotiation. Skills include how to create an atmosphere that fosters conflict as an impetus for organizational learning and growth. Additionally, the course will focus on conflict resolution in the leadership roles that emphasizes how to avoid zero-sum alternatives and solutions. Further exploration into negotiation will enhance the student's ability to conduct difficult conversations and mediate "win-win" situations. This course moves students to a greater competence level in both the theory and techniques of conflict management and negotiation.

**MBA 625 Project Management 3 Credits**
This course provides students with theoretical concepts, applications, the newest technology concepts, a variety of tools and processes, and practical insights to help them understand how to successfully manage projects in a wide variety of industries including software development, information technology, construction, government, healthcare, manufacturing, and R&D. This course is packed with study aids, real-time projects, and tools to provide plenty of hands-on practice and to prepare students for both the PMP and CAPM certification exams. Not open to students who have completed MBA 685.

**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. Not open to students who have completed BUS 630.

**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 636 Financial Statement Analysis 3 Credits**
In depth review of methods and tools of analyzing, understanding, and interpreting financial statements for making common sense of financial statements and financial reports prepared according to existing accounting standards and conventions. Knowledge and skills relevant to credit analyses, leading decisions, security analyses, investment decisions, and other decisions that rely on financial data. Prerequisite: MBA 630.

**MBA 638 Contemporary Issues in Accounting 3 Credits**
Analysis of selected contemporary issues in accounting. Topics vary from semester to semester. This course draws upon both accounting theory and practical applications to help financial statement user understand key concepts that underlie analysis and execution of financial decisions. The course applies contemporary accounting concepts and theories to financial statement preparation, analysis, and interpretation. Topics will be chosen on a rotational basis. Topics include, but not limited to, business combinations, taxation issues in business, auditing, and IFRS and international accounting issues. Prerequisite: MBA 630.

**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. Not open to students who have completed BUS 640.

**MBA 647 Econometric Modeling 3 Credits**
This course is designed for MBA students who are interested in data analytics and data science. Topics include but are not limited to multiple regression analysis for cross sectional and time series data, panel data models, spatial data models, qualitative and limited dependent variable models, structural equation models, and pure time series analysis including vector autoregressive models, vector error correction models, and ARCH/GARCH-based volatility models. Students will also utilize contemporary data analytics software and explore common data structures. Not open to students who have completed ECN 447.

**MBA 648 Financial Modeling 3 Credits**
This course is designed for MBA students who are interested in quantitative methods and their application to finance and investing. Topics include but are not limited to corporate finance and valuation; portfolio models including the capital asset pricing model, portfolio optimization, and event studies; valuation of options including the Black-Scholes model, the binomial option pricing model, and real options; and Monte Carlo methods including value at risk. Students will also utilize contemporary data analytics software and explore common financial data sources. Not open to students who have completed ECN/FIN 448.

**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 660 Ethics and Social Responsibility 3 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. Not open to students who have completed MBA 560 or BUS 564.

**MBA 662 International Financial Management 3 Credits**
This course builds on fundamental financial theory and developments in the financial industry to explore strategies for global financial management. Topics include international fund flows, exchange rate behavior and risk management, international investment analysis, multinational cost of capital and capital structure, and financing foreign operations. Students will study how developments in global financial markets and infrastructure, and government policy impact financial decisions in organizations.

**MBA 670 Risk Management and Insurance 3 Credits**
This course ensures a strong foundational understanding of the concept of risk, the process of risk management, and the field of insurance, including fundamental doctrines, historical background, social value, economic influence, loss exposures and protection, insurance regulation, and an overview of insurance company operations such as SAP accounting, reinsurance, marketing, underwriting, and claims adjusting. A study of insurance as a risk financing technique, excess and umbrella liability, reinsurance and risk financing, captives, self-insurance and retrospectively rated plans are also included. It concludes with a study of the framework of risk control, controlling losses, and motivating and monitoring risk control activities.

**MBA 672 Enterprise Risk Management 3 Credits**
This course examines the management issues involved with assessing the security and risk environments in both the private and public sectors in order to assure continuous system-wide operations. The course studies the elements of risk assessment and operational continuity using the project management framework of planning, organizing, and controlling. Students are exposed to the role of the firm in crisis response and management as well as the terms, systems, and interactions necessary to assure continuous operations.

**MBA 675 Advanced Supply Chain Management 3 Credits**
This course is designed for MBA students who are interested in supply chain management and logistics. Topics include but are not limited to logistics and transportation models, network design, sourcing inputs and production operations, demand and order management, inventory and distribution management, and logistics performance measurement. Students will also utilize contemporary supply chain management and logistics software.

**MBA 680 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. Students will assess their abilities in a variety of core leadership components including individual leadership traits, emotional intelligence, and change management skills. An individual leadership development plan will be constructed utilizing

course readings, skill assessment tools, and case studies. Not open to students with credit for MBA 725, BUS 725, MHA 680, MPM 680.

**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. Prerequisite: Completion of all Core Courses (27 credit hours). Not open to students who have completed BUS 690. Fee.

# Master of Education

The Master of Education degree is available in two areas: Curriculum and Instruction, and Educational Leadership. The Master of Education degree can also be combined with the following endorsements, or the endorsements can be completed without the M.Ed. degree: TESOL, Early Childhood Generalist, Reading, and Teacher Leader.

## Admission Requirements for all Education Programs

(Except Intervention Specialist License)

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 a program is the decision of the Program Director and the Graduate Admission Committee who review and evaluate all applications. In the case of applicants who do not satisfy the general requirements for admission to a program, the Program Director will decide on the merit of such cases.

For admission to the Master of Education programs, applicants must:

- Have a bachelor's degree from a regionally accredited institution
- Have 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 receive a score within the 50$^{th}$ percentile or above on each section (verbal, quantitative, and analytical) of the Graduate Record Examination (GRE)
- Have a teaching certificate/license
- Be currently teaching or have access to an academic classroom
- Have official transcripts from every postsecondary institution attended
- Complete an application form
- Write a 500-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 a program. [Note: These programs do not lead to initial licensure.] The expectation is that an applicant is a practicing teacher. Many of the courses in the programs 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.

## Graduation Requirements

- Students must be accepted as degree seeking in one of the Master of Education programs
- Students must complete all required courses with a grade point average of 3.000 or higher
- Students must complete the program within seven (7) years of acceptance
- Students must complete an Application for Graduation according to the dates published in the Academic Calendar (Application forms are available through ODU Online.)
- Students must make satisfactory payment of all tuition, graduation fee, library fines, and other financial obligations

# Master of Education in Curriculum and Instruction

The curriculum for the Master of Education in Curriculum and Instruction 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.

This program 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, CAEP (Council for the Accreditation of Educator Preparation) 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

### Requirements for the Master of Education in Curriculum and Instruction

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| **Core Courses: 12 semester credits** | |
| EDU 511 Curriculum and Instruction | 3 |
| EDU 546 Instructional Decision-Making | 3 |
| EDU 560 Research Methods in Education | 3 |
| EDU 596 Theory into Practice | 3 |
| ***Select one of the following:***<br>EDU 514 Assessment for Intervention Specialist K-12<br>EDU 543 Data Management for Improved Instruction<br>EDU 620 Advanced Assessment and Intervention in Teaching Reading<br>TSL 580 Assessment of ESOL Learners | 3 |
| **Select 12 additional credits of graduate level EDU coursework** | 12 |
| ***Select one of the following strands:***<br>**Research Strand** (not available to online or off-campus cohorts)<br>EDU 562 Research Proposal<br>EDU 630 Research Project<br><br>**Portfolio Strand** (all online and off-campus cohorts will complete this Strand)<br>EDU 584 Seminar in Teaching and Learning<br>EDU 625 Portfolio Development | 6 |
| **Total Credits Required** | **33** |

Not all courses, particularly elective courses, will be offered each semester. Students should check with an advisor to determine the course rotation.

## Master of Education in Educational Leadership

The Master of Education in Educational Leadership program addresses the knowledge, skills, and dispositions needed to meet the challenges of serving in leadership positions in the increasingly complex environments of Pre-K–12 schools. The program meets the requirements for a principal licensure program in the State of Ohio and is designed for educators who aspire to serve as principals, assistant principals, directors, supervisors, and deans of students in Pre-K–12 settings. A hallmark of the program is the inclusion of courses that specifically address the administration of programs to meet the needs of all students.

### Requirements for the Master of Education in Educational Leadership

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| EDU 512 Applied Behavior Analysis and Transitions for Intervention Specialist | 3 |
| EDU 535 Developing a Deeper Understanding of Leadership | 3 |
| EDU 536 Collaboration: Leading and Facilitating Teacher Development | 3 |
| EDU 537 Coaching and Mentoring for Improved Results | 3 |
| | 3 |

| | |
|---|---|
| EDU 539 Continuous Improvement: Understanding Change & School Community | 3 |
| EDU 542 Leading Instructional Learning | 3 |
| EDU 543 Data Management for Improved Instruction | 3 |
| EDU 544 Inclusion, Intervention Teams and Special Education Law | 3 |
| EDU 545 School Law and Personnel Services | 3 |
| EDU 570 School Business, Finance, and Allocation of Resources | 1 |
| EDU 599A Instructional Leadership Practicum I | 1 |
| EDU 599B Instructional Leadership Practicum II | 1 |
| EDU 599C Instructional Leadership Practicum III | 1 |
| EDU 599D Instructional Leadership Practicum IV | 1 |
| **Total Credits Required** | **34** |

## Requirements for the Master of Education in Educational Leadership with Intervention Specialist Licensure

Program of study includes the following courses with one or two methods courses (depending upon licensure MM and/or MI) and an additional practicum if completing both licensure areas.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| EDU 505 Technology and Learning | 3 |
| EDU 512 Applied Behavior Analysis and Transitions for Intervention Specialist | 3 |
| EDU 514 Assessment for Intervention Specialist K-12 | 3 |
| EDU 535 Developing a Deeper Understanding of Leadership | 3 |
| EDU 536 Collaboration: Leading and Facilitating Teacher Development | 3 |
| EDU 537 Coaching and Mentoring for Improved Results | 3 |
| EDU 539 Continuous Improvement: Understanding Change & School Community | 3 |
| EDU 542 Leading Instructional Learning | 3 |
| EDU 543 Data Management for Improved Instruction | 3 |
| EDU 544 Inclusion, Intervention Teams and Special Education Law | 3 |
| EDU 545 School Law and Personnel Services | 3 |
| EDU 570 School Business, Finance, and Allocation of Resources | 3 |
| EDU 599A Instructional Leadership Practicum I | 1 |
| EDU 599B Instructional Leadership Practicum II (serves as practicum for single licensure area) | 1 |
| EDU 599C Instructional Leadership Practicum III | 1 |
| EDU 599D Instructional Leadership Practicum IV | 1 |
| EDU 640 Methods of Teaching Students with MM needs K-12 **and/or** | 3 |
| EDU 641 Methods of Teaching Students with MI needs K-12 | 3 |
| EDU 642 or EDU 643 Practicum (if adding two licensure areas) | 1 |
| **Total Credits Required** | **43 or 47** |

## 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.

## Requirements for the Early Childhood Endorsement

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| EDU 566 Teaching Mathematics and Science in the Intermediate Grades | 3 |
| EDU 567 Teaching Language Arts and Social Studies in the Intermediate Grades | 3<br>3 |
| EDU 568 Teaching and Learning in the Intermediate Grades | |
| **Total Credits Required** | **9** |

The EDU 566, 567, and 568 courses may be used as electives in the M.Ed. program.

Note: An additional Ohio Assessment for Educators (OAE) examination is required. See the Ohio Department of Education website for the test number.

# Reading Endorsement

A reading endorsement, completed at the graduate-level, may be added to any standard teaching license such as early childhood, middle childhood, intervention specialist, adolescence to young adult, or multi-age license.

## Requirements for the Reading Endorsement:

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| EDU 518 Content Area Literacy | 3 |
| EDU 520 Non-fiction Literature, Common Core, and Teaching of Reading | 3 |
| EDU 610 Reading in the Social Setting | 3 |
| EDU 620 Advanced Assessment and Intervention in Teaching Reading | 3 |
| EDU 211 Teaching Phonics and Structure of Language<br>*Taken at the undergraduate level for students who have not already completed the requirement during their initial licensure coursework* | 3 |
| **Total Credits Required** | **15** |

# Teacher Leader Endorsement

The Teacher Leader Endorsement, which will be added to a professional teaching license following completion of an approved teacher leader endorsement preparation program, fulfills a need in Ohio to prepare individuals to serve as teacher leaders, both in formal and informal roles within their building and district. Teacher leaders assist principals in developing and supporting a shared vision and clear goals for schools and provide staff development, mentoring, and coaching to teachers. The Teacher Leader Endorsement will also facilitate support of the new Ohio teacher licensure, as one of two current routes to the top license on the career lattice, the Lead Professional Educator License. This endorsement is for post-Masters only.

## Requirements for the Teacher Leader Endorsement:

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| EDU 535 Developing a Deeper Understanding of Leadership | 3 |
| EDU 536 Collaboration: Leading and Facilitating Teacher Development | 3 |
| EDU 537 Coaching and Mentoring for Improved Results | 3 |

| | |
|---|---|
| **Total Credits Required** | **9** |

## Intervention Specialist License

The innovative, flexible, online Intervention Specialist program offers licensed teachers, who have met the prerequisites for admission to the program, the opportunity to take the courses required to add an intervention specialist license for mild to moderate (MM) or moderate to intensive (MI), or both. Candidates enrolled in the ODU M.Ed. in Curriculum and Instruction program, who meet the requirements are eligible to take these courses as electives. Candidates will have flexibility to take five courses and the associated practicum course for the mild to moderate (MM) or moderate to intensive (MI) intervention specialists license, or six courses and the associated practicum courses to earn the intervention specialist licensure in both MM and MI. In addition, eligible teachers with an existing license to teach only mild to moderate (MM) or moderate to intensive (MI) exceptional students will be able to add the second license in one semester by completing four semester hours of courses and fieldwork including: Methods course for the appropriate license, and the associated practicum course. This flexible, innovative program creates multiple opportunities for licensed teachers to become licensed intervention specialists in MM, MI, or both.

Intervention Specialist Licensure Program prerequisites include Licensed teachers with student teaching experience who have 12 semester hours of reading with three semester hours in phonics, an introduction course to special education, and a developmental psychology course (childhood through adolescence) from an accredited program. Teachers must submit a letter from a school superintendent or principal indicating that they will be able to work with licensed and experienced intervention specialist "mentor" teachers in grades K-6 and 7-11 during Practicum I and II. See admission requirements above.

## Non-Degree and Degree Candidates

Licensed teachers may be admitted as non-degree graduate students to take the five or six courses and practicum hours for professional development to become licensed to teach mild-to-moderate (MM) and/or moderate-to-intensive (MI) students. Licensed Intervention Specialists teachers may be admitted as non-degree graduate students to take two of the courses (Required Methods (MM or MI) and the Practicum). For admission as a non-degree student, an applicant must hold a bachelor's degree from an accredited institution and a valid Ohio teaching license with student teaching. Teachers must provide transcripts that show they have taken the 12 semester hours of required reading courses with three credit hours in phonics (available at the undergraduate level at ODU), an introduction to special education course, and developmental psychology (childhood through adolescence).

## 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 a program is the decision of the Program Director and the Graduate Admission Committee who review and evaluate all applications. In the case of applicants who do not satisfy the general requirements for admission to a program, the Program Director will decide on the merit of such cases.

For admission to the Intervention Specialist Licensure Program for Licensed Teachers, applicants must:

- Have a bachelor's degree from an accredited institution
- Have 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 receive a score within the 50$^{th}$ percentile or above on each section (verbal, quantitative, and analytical) of the Graduate Record Examination (GRE)
- Have a teaching certificate/license with documentation of successful student teaching experience
- Be currently teaching or have access to an academic classroom

- Have successfully completed the following courses at the undergraduate or graduate level from an accredited program:
    - Twelve semester hours of reading with three semester hours in phonics
    - Introduction course to special education
    - Developmental psychology course (childhood through adolescence)
- Have official transcripts from every postsecondary institution attended
- Complete an application form
- No more than three credits can be transferred
- Teachers must submit a letter from a school superintendent or principal indicating that they will be able to work with licensed and experienced intervention specialist "mentor" teachers in grades K-6 and 7-11 during the associated practicum courses

### Requirements for the Intervention Specialist License

Program of study includes the following courses with one or two methods courses (depending upon licensure MM and/or MI) and associated practicum course/s.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| EDU 505 Technology and Learning | 3 |
| EDU 512 Applied Behavior Analysis and Transitions for Intervention Specialist K-12 | 3 |
| EDU 514 Assessment for Intervention Specialist K-12 | 3 |
| EDU 539 Continuous Improvement: Understanding Change and the School Community | 3 |
| EDU 640 Methods of Teaching Students with Mild to Moderate Special Needs K-12 **and/or** | 3 |
| EDU 641 Methods of Teaching Students with Moderate to Intensive Special Needs K-12 | 3 |
| EDU 642 Practicum for Mild to Moderate Intervention Specialist K-12 | 1 |
| EDU 643 Practicum for Moderate to Intensive Intervention Specialist K-12 | 1 |
| **Total Credits Required**<br>16 (for one licensure area) or 20 (for both licensure areas) | **16 or 20** |

## Principal Licensure

The Principal licensure curriculum is designed for students who already have an M.Ed. in Educational leadership with 200 practicum/internship hours and want to add the Principal licensure. Students who do not meet state required courses may need to enroll in additional coursework. Passing of the OAE (Ohio Assessment for Educators) is required all coursework to complete the program needs Program Director approval.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| ***Select two courses from the following:***<br>EDU 512 Applied Behavior Analysis and Transitions for Intervention Specialist<br>EDU 535 Developing a Deeper Understanding of Leadership<br>EDU 536 Collaboration: Leading and Facilitating Teacher Development<br>EDU 537 Coaching and Mentoring for Improved Results<br>EDU 539 Continuous Improvement: Understanding Change & School Community<br>EDU 542 Leading Instructional Learning | 6 |

| | |
|---|---|
| ***Select one course from the following:*** | 3 |
| EDU 543 Data Management for Improved Instruction | |
| EDU 544 Inclusion, Intervention Teams and Special Education Law | |
| EDU 545 School Law and Personnel Services | |
| EDU 570 School Business, Finance, and Allocation of Resources | |
| ***Select one course from the following:*** | 1 |
| EDU 599A Instructional Leadership Practicum I | |
| EDU 599B Instructional Leadership Practicum II (serves as practicum for single licensure area) | |
| EDU 599C Instructional Leadership Practicum III | |
| EDU 599D Instructional Leadership Practicum IV | |
| **Total Credits Required** | **10** |

## Master of Education in Curriculum and Instruction with TESOL Endorsement

By completing the following coursework and passing the Ohio Assessment for Educators (OAE) ESOL test, candidates will qualify for the TESOL Multi-Age Endorsement while earning the Master of Education degree.

### Requirements for the Master of Education in Curriculum and Instruction with TESOL Endorsement

| Courses | Credits |
|---|---|
| For Prerequisites and Co-requisites please see course descriptions. | |
| **Core Courses: 15 semester credits** | |
| 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 596 Theory into Practice | 3 |
| **TESOL Electives: 15 semester credits** | |
| TSL 500 TESOL Foundations | 3 |
| TSL 520 Language Acquisition and Development | 3 |
| TSL 540 Cultural Diversity and Education | 3 |
| TSL 560 Instructional Methods in TESOL | 3 |
| TSL 580 Assessment of ESOL Learners | 3 |
| **Portfolio Strand** | |
| EDU 584 Seminar in Teaching and Learning | 3 |
| EDU 625 Portfolio Development | 3 |
| **Total Credits Required** | **36** |

## Course Descriptions

**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, and pressure to reform education and professionalism in teaching. This course must be taken at ODU; transfer credit will not be accepted for this 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 that support the integration of technology in education in the digital age. Emphasis will be on the effective integration of appropriate technology as tools for teaching and learning. Universal Design for Learning (UDL) principles will be applied in teaching and assessing for student learning (Higher Education Opportunity Act, 2008). The development of new teaching strategies and resources will be aligned with intent of the Individuals with Disabilities Education Improvement Act, IDEA (1990, 1997, 2004), National Education Technology Plan (2005), legislative and judicial mandates, and professional, state and national standards. This course is designed to prepare teachers with the knowledge, skills and dispositions to integrate technology to teach every student in the 21st century.

**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.

**EDU 512 Applied Behavior Analysis and Transitions for Intervention Specialist K-12 3 Credits**
Identify, analyze, synthesize, and manipulate environmental factors contributing to social, emotional, and behavioral competencies in children. Knowledge of how to assess the individual behavioral needs of children with disabilities using functional analysis and functional behavior assessments and use that data to write behavior plans. Implement behavioral strategies and adaptations in working with students with disabilities. Knowledge of the transition planning process, ability to write transition plans and monitor progress towards meeting transition goals. There is a 15-hour field component.

**EDU 514 Assessment for Intervention Specialist K-12 3 Credits**
This course is designed to teach a practical, step-by-step approach in learning the complex procedures of the assessment process (ETR/IEP) and assessments (e.g. WISC-R) used to determine eligibility (IDEA, 2004). Demonstrate understanding of the assessment process according to the regulations of IDEA (2004) for eligibility, to determine services (IEP/ETR) and to create formative and summative assessments to inform instruction to achieve IEP goals and to analyze outcomes. In addition, the course will analyze and synthesize the following aspects of assessment: the measurement aspects of RtI, ETR, IEPs, and transition issues and assessment, assessment in infancy and early childhood, adolescence, progress monitoring – particularly progress monitoring as applied to the acquisition of knowledge and skills, and the increased consideration of students from culturally and linguistically diverse backgrounds in the assessment process.

**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.

**EDU 518 Content Area Literacy 3 Credits**
This course has an evidence-based approach to content literacy instruction that examines strategies and methodologies to improve student achievement. Multi-tiered systems of support for instruction, intervention and assessment, data-based research, and interactive technology will be explored and applied to content literacy. Topics include Dyslexia, Sheltered Instruction Observation Protocol (SIOP), lesson plan, targeted vocabulary words, text structures, integrating reading and writing prompts, application of graphic organizers for conceptual content understanding, curating content resources, activating prior knowledge, and content literacy learning through close reading. Includes 15 clinical field hours**.**

**EDU 520 Non-fiction Literature, Common Core, and the Teaching of Reading 3 Credits**
The focus of this course is to explore non-fiction texts to examine and discuss how children learn to read using non-fiction. This course will review and evaluate the different types of non-fiction texts children, adolescents, and adults encounter on an everyday basis. The course will also emphasize the connection between the Common Core Standards and informational texts. Further, this course will investigate how children and adolescents analyze, synthesize, apply and integrate non-fiction text into their daily lives. Additionally, this course addresses theories and practices of the social and political dimensions of literacy instruction, particularly the use of non-fiction text in everyday life.

**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.

**EDU 525 Introduction to Project Based Learning—Math, Science, Special Education 3 Credits**
In this course, the definitions of Project Based Learning (PBL) will be explored. Using specific PBL scenarios, participants will consider the characteristics and benefits of PBL experiences. Different PBL frameworks will be used to help promote a detailed and comprehensive design of a project to be used in your classroom. Throughout the course, participants will reflect on the application of project-based learning in their own teaching.

**EDU 526 Creating a Project Based Learning Project—Math, Science, Special Education 3 Credits**
This intensive course uses an adapted lesson study approach where the participants will reflect on their knowledge of PBL to develop team projects for implementation in the third course. Projects will be centered in the appropriate state standards (such as the Common Core State Standards) for the given discipline(s) and utilize pacing guides, unit outlines, etc. Participants will have the opportunity to explore appropriate assessment models such as The Partnership for Assessment of Readiness for College and Careers (PARCC) and content frameworks tied to their specific discipline(s). Projects will include a plan for community collaboration, the creation of formative and summative assessments tied to the standards, and an implementation plan that includes a timeline. Prerequisite: EDU 525.

**EDU 527 Project Based Learning Practicum—Math, Science, Special Education 1 Credit**
The practicum, the final class in the three-course sequence, focuses on the implementation of a project based learning unit within the participant's own classroom. This hybrid course requires application of the theories and planning from the first two courses. The three key portions of the course include: the implementation of the project, reflection on the project, and a final presentation on student and teacher learning in relationship to the implemented project. Prerequisite: EDU 526.

**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 Individualized Education Program (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.

**EDU 535 Developing a Deeper Understanding of Leadership 3 Credits**
This course will offer Teacher Leaders in public and private schools the opportunity to examine their own leadership styles and beliefs, while learning more about leadership in general, and school leadership, specifically. Includes a minimum of 15 hours of field experience.

**EDU 536 Collaboration: Leading and Facilitating Teacher Development 3 Credits**
This course will aid in the understanding and knowledge of how one can use collaboration and facilitation skills with groups. This includes facilitation skills, consensus building and teambuilding strategies along with problem-solving skills that work in school settings. Includes a minimum of 15 hours of field experience.

**EDU 537 Coaching and Mentoring for Improved Results 3 Credits**
This course will focus on developing the knowledge, skills, and dispositions necessary for Teacher Leaders to provide high levels of effective coaching and mentoring focused on improving teaching practices and learning for all students. Includes a minimum of 20 hours of field experience.

**EDU 539 Continuous Improvement: Understanding Change and the School Community 3 Credits**
This course will aid in the understanding and knowledge of how one can lead a school through a continuous improvement process by effectively managing change. Students will examine turnaround and transformation strategies, emerging innovations in education, and the value of university-district partnerships and visionary restructuring for school improvement. The course will offer a change process, continuous improvement strategies, and the need for leadership teams, while also examining processes that can deeply impact the high-need school buildings. This course will also help to develop an understanding of educational organizations and how they can connect with the community to impact school resources and student achievement, plus how to develop community partnerships that move the school's agenda forward. Not open to students with credit for EDU 540 and EDU 541.

**EDU 542 Leading Instructional Learning 3 Credits**
This course will examine curriculum leadership on a macro-scale, as well as examining how best to implement curricular change, work with curriculum teams or grade-level teams, plus leading horizontal and vertical teams for curriculum (mapping) coverages. This class will not look at a specific curriculum, but how to lead departments, grades, and schools in the implementation of a cohesive curriculum. It will also look at how to integrate inclusion and the special education challenges into the curriculum.

**EDU 543 Data Management for Improved Instruction 3 Credits**
This course focuses on developing the knowledge, skills, and experience to lead data teams for improved instruction. The emphasis is on developing teams and leading those teams to use data for both school-wide and individual student improvement. The culminating project is examining school

data, leading or being part of a team, and formulating a plan for improvement—within a safe "practice field" and within the guidelines of a school district.

**EDU 544 Inclusion, Intervention Teams, and Special Education Law 3 Credits**
This course focuses on developing the knowledge, skills, and experience to lead schools with inclusion and to move to inclusion, RtI, co-teaching, and ESL issues and concerns. Special Education Law will also be a part of this course as well as the proper implementation of Intervention Teams.

**EDU 545 School Law and Personnel Services 3 Credits**
This course focuses on the pertinent school laws that many of our regulations are based on, plus the new decisions that are influencing the schools today. Current topics in this course will include state laws affecting the administrator, student rights, teacher rights, teacher dismissal, collective bargaining, tort liability, special education, and student records. Personnel Services is included here because of the entanglement of laws and contract language, which will be explored in depth.

**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: 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 research project proposed during EDU 630. Prerequisite: EDU 560. Not open to students with credit in EDU 561.

**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. Includes a minimum of 15 hours of field experience.

**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 4th and 5th 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. Includes a minimum of 15 hours of field experience.

**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. Includes a minimum of 20 hours of field experience.

**EDU 570 School Business, Finance, and Allocation of Resources 3 Credits**

This course focuses on school finance in Ohio, offering a working knowledge at the district level. The course will also include the knowledge needed for budget, purchasing, and allocation of resources for principals to run buildings and departments. The combination of this course and the BASA School Finance I and II will offer a treasurer/business manager a complete view of school finance.

**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 settings, 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 typical 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. Pre- or Co-requisites: EDU 511, 515, and 546. Not open to students with credit in EDU 597.

**EDU 599A Instructional Leadership Practicum I 1 Credit**

Semester I-A will seek work with a building principal or building director. Prerequisite: Completion of 60% of the program.

**EDU 599B Instructional Leadership Practicum II 1 Credit**

Semester I-B will be with the principal again or with a Special Education Director or IAT leader.

**EDU 599C Instructional Leadership Practicum III 1 Credit**

Semester II-A will seek a field position with a department/office at the district level.

**EDU 599D Instructional Leadership Practicum IV 1 Credit**
Semester II-B will be working with a curriculum or data project in the district or building.

**EDU 610 Reading in the Social Setting 3 Credits**
This course addresses theories, methodologies, and practices of literacy instruction that inform language acquisition and literacy development in early and middle childhood readers. The course is intended to extend practicing teachers' understanding of key issues and trends in the field such as interactive writing and guided reading to support students from culturally rich and linguistically-diverse backgrounds. The course addresses issues pertaining to struggling readers and writers. The course includes a minimum of ten hours of field experience.

**EDU 620 Advanced Assessment and Intervention in Teaching Reading 3 Credits**
This course is intended for practicing teachers who want to extend and strengthen their capacity to provide effective, efficient, and equitable instruction and assessment to enhance the reading skills of P–12 students. This course studies reading problems by focusing on reading diagnosis and intervention, with emphasis placed on making decisions based upon students' individual needs and data-informed evidence to improve instruction and increase learning through a multi-tiered system of supports (MTSS). The course includes a minimum of 25 hours of field experience.

**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.

**EDU 640 Methods of Teaching Students with Mild to Moderate Special Needs K-12 3 Credits**
Developing, selecting, and integrating instructional media/technology and materials and assessments, making curriculum adaptations, and providing effective instructional methods to teach students with mild to moderate special needs. Further, this course focuses on writing and aligning IEP goals and objectives for students with mild to moderate special needs to the Common Core State Standards. The RtI/MTSS and ETR/IEP procedures and processes will be applied for mild to moderate special needs. Co-requisite: EDU 642 or EDU 599B.

**EDU 641 Methods of Teaching Students with Moderate to Intensive Special Needs K-12 3 Credits**
Developing, selecting, and integrating instructional media/technology and materials and assessments, making curriculum adaptations, and providing effective instructional methods to teach students with moderate to intensive special needs. Further, this course focuses on writing and aligning IEP goals and objectives for students with moderate to intensive special needs to the Common Core State Standards. Alternative assessment will be highlighted and applied along state guidelines for students with moderate to intensive special needs. Co-requisite: EDU 643 or EDU 599B.

**EDU 642 Practicum for Mild to Moderate Intervention Specialist K-12 1 Credit**
The practicum is a semester course that provides licensed teachers with the opportunity to apply theory into practice in teaching K-12 mild to moderate (MM) exceptional students. The practicum includes a minimum of 50 total field experience hours in K-6 and 7-12 classrooms.

**EDU 643 Practicum for Moderate to Intensive Intervention Specialist K-12 1 Credit**
The practicum is a semester course that provides licensed teachers with the opportunity to apply theory into practice in teaching K-12 moderate to intensive (MI) exceptional students. The practicum includes a minimum of 50 total field experience hours in K-6 and 7-12 classrooms.

# Master of Science in Exercise Science

Ohio Dominican University offers a Master of Science in Exercise Science[4] (MSES) to students who are interested in furthering their knowledge about the natural phenomena of the human body and how the body functions during non-resting states. The MSES program is intended to provide students with an advanced study of the physiological basis of human physical performance. In addition to completing seminar-based courses, students will complete one of the following two options: 1) design and complete a Master's-level research project (includes proposal and defense), with the expectation of presenting at a national conference (e.g. American College of Sports Medicine, ACSM, or any American Physiological Society conference) OR 2) complete a comprehensive review of literature resulting in a research proposal, successfully pass a comprehensive examination, and complete an internship in a respective field of their choosing.

## 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 the individual.

For admission to the Master of Science in Exercise Science program, applicants must have:

- An earned baccalaureate degree, in any area, from a regionally accredited institution
- Prerequisite coursework in Anatomy and Physiology or Exercise Physiology with a "C" or better completed within the past eight years
- A completed graduate application with essay and resume or curriculum vita
- Official transcripts from all previous post-secondary institutions
- An interview with faculty from the MSES program
- Three (3) letters of recommendation, at least one from science faculty

Students applying from ODU must have a cumulative GPA of 3.000 and a GPA of 3.000 in the sciences. Students applying from outside institutions must have a recommended GPA of 3.000 and a recommended overall GRE score of 900 (old scale) or 300 (new scale) taken within the past five years.

Applicants for whom English is not their native language must achieve a written score of 550 or higher, or a computer score of 79 or higher on the Test of English as a Foreign Language (TOEFL).

## Graduation Requirements

- Students must be accepted as degree seeking in the Master of Science in Exercise Science program
- Students must complete all required courses (36 semester hours)
- Students must have a 3.000 or higher grade point average
- Students must complete the program within seven (7) years of acceptance
- Students must complete an Application for Graduation according to the dates published in the Academic Calendar (Application forms are available through ODU Online.)
- Students must make satisfactory payment of all tuition, graduation fee, library fines, and other financial obligations

## Program Goals and Objectives

### Objectives: Master of Science in Exercise Science

[4] Currently, ODU is not accepting new students in the Master of Science in Exercise Science program.

The overall program objectives and goals for the Exercise Science program are modified from 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. However, since there is no accrediting body for graduate-level exercise science programs as of now, these objectives and goals are in place to ensure that Exercise Science students will meet national standards implemented by professional organizations regardless of undergraduate education.

### Exercise Science Program Goals

- Utilize knowledge, skills, and competencies to evaluate risk factors and implement exercise prescriptions for individuals who are healthy, at risk, or have known disease(s)
- Utilize knowledge, skills, and competencies to conduct and evaluate exercise and fitness assessments
- Prepare Exercise Science students for advanced-level exercise physiology professions and related allied health professions or doctoral-level education
- Prepare Exercise Science students for advanced professional certifications or licenses from nationally recognized bodies or organizations
- Gain advanced knowledge in exercise physiology through current literature in relevant journals
- Gain expertise in exercise physiology-based equipment including setting up, collecting, and analyzing data

### Exercise Science Program Objectives

After completion of the Exercise Science program, the student will be able to:

- Demonstrate an understanding of functional anatomy and movement of the human body
- Design and implement exercise prescriptions and programs in both healthy and diseased populations
- Demonstrate an understanding of the role of diet and exercise on body composition, weight control, and health
- Conduct and interpret common fitness and clinical exercise physiology tests
- Recognize and interpret cardiorespiratory, musculoskeletal, and metabolic changes that occur during exercise in both healthy and diseased populations
- Develop safe and effective policies, procedures, and guidelines for exercise programming using national standards
- Develop cognitive and clinical skills related to exercise testing, prescription, and programming
- Develop independent research appropriate for national presentations
- Identify and evaluate current and relevant research in appropriate research journals
- Conduct and use appropriate equipment to answer particular questions pertaining to exercise physiology

## Requirements for a Master of Science in Exercise Science - Thesis Option

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| EXSC 510 Advanced Physiology of Exercise | 3 |
| EXSC 520 Advanced Biomechanics | 3 |
| | |
| ***Select 12 credits from the following:*** | 12 |
| EXSC 540 Scientific Foundations of Resistance Training | |
| EXSC 545 Scientific Foundations of Endurance Training | |
| EXSC 553 Advanced Nutrition for Sport and Exercise | |
| EXSC 605 Measurement and Analytics in Strength and Conditioning | |
| EXSC 610 Exercise Metabolism and Endocrinology | |
| EXSC 620 Cardiopulmonary Exercise Physiology | |
| EXSC 630 Lab Techniques in Exercise Science | |
| EXSC 640 Electromyography | |
| EXSC 641 Gross Human Anatomy | |

| | |
|---|---|
| EXSC 670 Current Topics in Exercise Physiology<br>EXSC 686 Independent Study<br>SPM 510 Sport Psychology | |
| ***Research Foundations—complete 9 credits:***<br>MTH 540 Measurement and Statistical Inference<br>EXSC 698 Thesis in Exercise Science—can be taken more than once | 9 |
| ***Select one concentration and complete 9 credits:*** | 9 |
| **Sport Management**<br>SPM 610 Sport Marketing and Consumer Behavior<br>SPM 540 Organizational Behavior in Sport Systems<br>SPM 630 Human Resource Management in Sport | |
| **Exercise Physiology (courses not selected elsewhere)**<br>EXSC 540 Scientific Foundations of Resistance Training<br>EXSC 545 Scientific Foundations of Endurance Training<br>EXSC 553 Advanced Nutrition for Sport and Exercise<br>EXSC 605 Measurement and Analytics in Strength and Conditioning<br>EXSC 610 Exercise Metabolism and Endocrinology<br>EXSC 620 Cardiopulmonary Exercise Physiology<br>EXSC 630 Lab Techniques in Exercise Science<br>EXSC 640 Electromyography<br>EXSC 641 Gross Human Anatomy<br>EXSC 670 Current Topics in Exercise Physiology<br>EXSC 686 Independent Study<br>SPM 510 Sport Psychology | |
| **Total Credits Required** | **36** |

## Requirements for a Master of Science in Exercise Science - Non-Thesis Option

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| EXSC 510 Advanced Physiology of Exercise | 3 |
| EXSC 520 Advanced Biomechanics | 3 |
| EXSC 696 Comprehensive Review of Literature | 3 |
| EXSC 697 Internship | 3 |
| MTH 540 Measurement and Statistical Inference | 3 |
| ***Select 12 credits from the following:***<br>EXSC 540 Scientific Foundations of Resistance Training<br>EXSC 545 Scientific Foundations of Endurance Training<br>EXSC 553 Advanced Nutrition for Sport and Exercise<br>EXSC 605 Measurement and Analytics in Strength and Conditioning<br>EXSC 610 Exercise Metabolism and Endocrinology<br>EXSC 620 Cardiopulmonary Exercise Physiology<br>EXSC 630 Lab Techniques in Exercise Science<br>EXSC 640 Electromyography<br>EXSC 641 Gross Human Anatomy<br>EXSC 670 Current Topics in Exercise Physiology<br>EXSC 686 Independent Study | 12 |

| | |
|---|---|
| SPM 510 Sport Psychology<br>***Select one concentration and complete 9 credits:*** | 9 |
| **Sport Management**<br>SPM 610 Sport Marketing and Consumer Behavior<br>SPM 540 Organizational Behavior in Sport Systems<br>SPM 630 Human Resource Management in Sport | |
| **Exercise Physiology (courses not selected elsewhere)**<br>EXSC 540 Scientific Foundations of Resistance Training<br>EXSC 545 Scientific Foundations of Endurance Training<br>EXSC 553 Advanced Nutrition for Sport and Exercise<br>EXSC 605 Measurement and Analytics in Strength and Conditioning<br>EXSC 610 Exercise Metabolism and Endocrinology<br>EXSC 620 Cardiopulmonary Exercise Physiology<br>EXSC 630 Lab Techniques in Exercise Science<br>EXSC 640 Electromyography<br>EXSC 641 Gross Human Anatomy<br>EXSC 670 Current Topics in Exercise Physiology<br>EXSC 686 Independent Study<br>SPM 510 Sport Psychology | |
| **Total Credits Required** | **36** |

## Course Descriptions

**EXSC 510 Advanced Physiology of Exercise** **3 Credits**
This course provides a thorough understanding and examination of the cardiopulmonary and musculoskeletal systems' response to exercise and their integration. Students will learn the effects of both acute and chronic exercise on the human body.

**EXSC 520 Advanced Biomechanics** **3 Credits**
This course provides an in-depth understanding of how the components of the musculoskeletal system produce human movement. Students will also learn to evaluate current research in the area of biomechanics.

**EXSC 540 Scientific Foundations of Resistance Training** **3 Credits**
This course provides an in-depth understanding of the biomechanical and physiological principles associated with resistance exercise and resistance training. Students will learn how to appropriately impose the physiological stressors required to improve strength, impulse, and power using a variety of resistance training techniques. Students will also learn how to design a resistance exercise prescription that is focused on improving human performance. In addition, this course will help prepare students for a nationally credentialed strength and conditioning certification exam.

**EXSC 545 Scientific Foundations of Endurance Training** **3 Credits**
This course provides an in-depth understanding of the biomechanical and physiological principles associated with endurance exercise and endurance training. Students will learn how the body acutely responds to endurance exercise and the physiological mechanisms responsible for training adaptations. Students will also learn how to design an endurance exercise prescription that is focused on improving human performance. In addition, this course will help prepare students for a nationally credentialed strength and conditioning certification exam.

**EXSC 553 Advanced Nutrition for Sport and Exercise** **3 Credits**
This course will examine the unique nutritional needs for sport and exercise at an advanced level. This course is designed to help students analyze and develop appropriate nutritional plans for sport

and exercise. Topics will include nutritional needs for training, during exercise, recovery, hydration, and supplements. In addition, this course will help prepare students for a nationally credentialed strength and conditioning certification exam.

**EXSC 605 Measurement and Analytics in Strength and Conditioning 3 Credits**
This course provides students with an in-depth understanding of the theory of common strength and conditioning assessments and the analytical approaches used to interpret the assessment results. Students will learn the practical skills required to perform a variety of strength and conditioning assessments. In addition, this course will prepare students for a nationally credentialed strength and conditioning certification exam.

**EXSC 610 Exercise Metabolism and Endocrinology 3 Credits**
This course provides a thorough understanding of both classical and newly acquired knowledge in the area of metabolism and endocrinology including concepts and relevant scientific information necessary to provide an advanced understanding of the physiological responses to both acute and chronic levels of physical activity. Prerequisite: EXSC 510.

**EXSC 620 Cardiopulmonary Exercise Physiology 3 Credits**
This course provides a thorough understanding of both classical and newly acquired knowledge in the area of cardiovascular and pulmonary physiology of exercise including concepts and relevant scientific information necessary to provide an advanced understanding of the physiological responses to both acute and chronic levels of physical activity. Prerequisite: EXSC 510.

**EXSC 630 Laboratory Techniques in Exercise Science 3 Credits**
This course provides a thorough understanding of the application of physiological tests/techniques and relevant scientific information behind these tests/techniques used to quantify and determine quality of the physiological responses to both acute and chronic levels of physical activity. Prerequisite: EXSC 510.

**EXSC 640 Electromyography 3 Credits**
This course provides a thorough understanding of both classical and newly acquired knowledge in the area of electromyography including concepts and relevant scientific information necessary to analyze and synthesize electromyographical data. Prerequisite: EXSC 510.

**EXSC 641 Gross Human Anatomy 3 Credits**
This course provides a system-based study of gross human anatomy. This course also includes a cadaver-based laboratory exploration of human gross anatomy. Prerequisite: EXSC 510.

**EXSC 670 Current Topics in Exercise Physiology 3 Credits**
This course provides a thorough understanding of both classical and newly acquired knowledge in exercise physiology. This will include all relevant areas of exercise science and appropriate journals of reference. Prerequisite: EXSC 510.

**EXSC 686 Independent Study 1–4 Credits**
Guided, independent research on a topic of interest to the graduate student.

**EXSC 696 Comprehensive Review of Literature 3 Credits**
This course provides a comprehensive review of literature on a topic of the students' choice. Students will complete a complete literature review that will culminate in a final written manuscript of a thorough examination of that particular topic. Prerequisite: EXSC 510. Graded as pass/fail.

**EXSC 697 Internship in Exercise Science 1–4 Credits**
A supervised internship of 40 work hours per credit hour for students wishing to seek employment in a professional workplace (e.g. personal trainer, corporate fitness). The student will arrange the internship and preceptor of choice and set up this arrangement with the advisor. Prerequisite: EXSC 510. Graded as pass/fail.

**EXSC 698 Thesis in Exercise Science 3 Credits**
The thesis in exercise science is required by all students in the thesis option of the MSES program. Students will complete a comprehensive research project based on current and relevant areas of interest that will result in a formal manuscript and conference presentation. Prerequisite: EXSC 510. May be repeated up to six credits.

**MTH 540 Measurement and Statistical Inference 3 Credits**
This course provides basic concepts and computations used in statistical analysis as it relates to the exercise science discipline. Topics include the description of the data graphically and numerically, the collection of data via samples and experiments, and the process of drawing inferences or conclusions from data.

**SPM 510 Sport Psychology 3 Credits**
The scope of sport leadership and coaching goes far beyond teaching skills and strategies to athletes. Successful teams are mentally focused on the task at hand, and coaches must be skilled at maximizing athletic performance with an in-depth understanding of the psychology of coaching athletes. This course will present current and future coaches with the contemporary issues associated with coaching psychology utilizing various sources and texts.

**SPM 540 Organizational Behavior in Sport Systems 3 Credits**
This course focuses on a conceptual analysis of the management of sport. Management is viewed as the coordination of the processes of production and marketing of the services in the sport field. The unique characteristics of the service of sport serves as the framework for discussion on the managerial functions of planning, organizing, leading, and evaluating. Not open to students with credit for SPM 620.

**SPM 610 Sport Marketing and Consumer Behavior 3 Credits**
This course is designed to provide students with a broad appreciation of marketing and its function as a vital component of sport management. This course will provide students with an understanding of marketing concepts as they are currently applied in various sport management contexts, equip students with the skills to perform basic marketing responsibilities, and provide a foundation for students to engage in advanced work in marketing, consumer behavior, and related fields.

**SPM 630 Human Resource Management in Sport Management 3 Credits**
This course focuses on the management of human resources within sport organizations. The objective of the course is to provide a basic understanding of the nature of paid professional workers, volunteer workers, and clients in sport organizations; individual differences in abilities, values, personality, and motivation; organizational processes of job design, staffing, and performance appraisal; and desired outcomes of job satisfaction and organizational commitment.

# Master of Science in Healthcare Administration

The Master of Science in Healthcare Administration program develops skills and competencies for managerial positions in healthcare organizations. The program emphasizes knowledge of healthcare law, regulations, and economics, strong leadership and analytical skills, and ethical decision making. Graduates will be prepared to pursue careers in several organizations including medical groups, hospitals, HMO's, pharmaceutical companies, rehabilitation centers, insurance companies, PPO's, home health care organizations and accountable care organizations, and in consulting.

## 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 Director of the Master of Science in Healthcare Administration program who reviews all applications.

Admission requirements for the Master of Science in Healthcare Administration and Graduate Certificate in Healthcare Administration:

- A bachelor's degree from a regionally accredited institution
- Prerequisite coursework in accounting, economics, and statistics with a grade of "B" or better. All eligible coursework must have been completed at a regionally accredited institution.
- An undergraduate grade point average of 3.000 or higher (or a graduate grade point average of 3.000 or higher if a minimum of nine graduate credits were completed in a regionally accredited institution)

**OR**

- An undergraduate grade point average of 2.750 or higher in the last 60 credit hours of the bachelor's degree with a minimum of two years of professional experience
- Three professional/academic letters of recommendation
- A completed application for admission
- A $25 non-refundable application fee
- Official transcripts from all post-secondary institutions attended. Official transcripts from international institutions must be forwarded to a current member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) for evaluation.
- TOEFL score of 550 or equivalent electronic score, if applicable, from international students for whom English is a second language
- An essay with a minimum of 500 words responding to the prompt below:

  > Healthcare services constitute a dynamic and an important sector of the U.S. economy. As a future manager, discuss your expectations on the potential short- and long-term challenges facing organizations that provide healthcare services to diverse populations.

- Applicants with two or more years of experience in the healthcare industry who completed all undergraduate work more than five years prior to submitting an application and who do not meet the minimum GPA requirements above will be considered for admission upon successful completion of some combination of the MBA foundation courses with a "B" or better or another course as determined by the Director of the Master of Science in Healthcare Administration program
- Applicants must complete a live interview with the Director of the Master of Science in Healthcare Administration when possible. A video or phone interview may be granted upon request.

## Five-Year 4+1 Master of Science in Healthcare Administration

Students admitted to the 4 + 1 program as undergraduates at ODU may complete up to 12 graduate credit hours during their senior year. Only 6 graduate credit hours may be used to satisfy undergraduate program requirements. Students must have at least 30 unique graduate credit hours to complete the graduate program.

*Currently, ODU is not accepting new students in the Master of Science in Healthcare Administration*.

**Admission requirements for the 4+1 Option**:

Provisional Admission:

- An earned cumulative GPA of 3.000 or higher
- An earned GPA of 3.000 or higher in each of the following classes: MTH 140, ECN 207, and ACT 210
- A completed graduate 4+1 application submitted during a student's junior year at ODU. Early application and admission will help ensure a five-year time to completion.
- Applicants must complete a live interview with the Director of the Master of Science in Healthcare Administration when possible. A video or phone interview may be granted upon request.

**Conversion from provisional to admitted status:** Students admitted provisionally during their junior year will achieve formal and full program admission following the completion of their junior year provided they have earned a GPA of 3.000 or higher. Formal admission will permit undergraduate senior level students to take three graduate-level courses at the 500-level. To fulfill graduate requirements, 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. In order for a student to receive full admission into the graduate program upon the completion of their undergraduate degree, a final official transcript showing all completed undergraduate coursework must be on file at ODU.

## Graduation Requirements

- Students must be accepted as degree seeking in the Master of Science in Healthcare Administration program
- Students must complete all required courses (36 – 39 semester hours depending upon the need for the foundation courses)
- Students must have a 3.000 or higher grade point average
- Students must complete the program within seven (7) years
- Students must complete an Application for Graduation according to the dates published in the Academic Calendar (Application forms are available through ODU Online.)
- Students must make satisfactory payment of all tuition, graduation fee, library fines, and other financial obligations

## Graduate Certificate Requirements

- Students must complete all required courses (15 semester hours)
- Students must have a 3.000 or higher grade point average

## Program Outcomes

- Demonstrate critical thinking skills to assess and solve problems, set and evaluate goals and standards, analyze results, and address the needs of a healthcare organization
- Apply ethical standards in decision making in healthcare administration
- Demonstrate the ability to engage in strategic planning, and anticipate and manage change in a healthcare organization
- Demonstrate knowledge of current healthcare technology and the potential benefits and drawbacks associated with its use
- Demonstrate knowledge of the healthcare industry and skills to adapt to future developments with potential impacts for healthcare service providers
- Demonstrate knowledge and skills to effectively manage and communicate with diverse population of users and providers of healthcare services

# Curriculum for the Master of Science in Healthcare Administration

## Foundation Knowledge Requirements

Foundation courses in three content areas—accounting, statistics, and economics—is required. Students who have completed courses in each area do not need to take the foundation course sequence. Students enrolled in foundation courses must earn a grade of "B" or better in each area prior to enrolling in more than nine credit hours in the program. These students will be automatically enrolled during their first 16 weeks at ODU in the required foundation courses in addition to MBA 510, the first course of the program. Failure to successfully complete the necessary foundation courses and MBA 510 will prevent students from continuing in the MSHA program.

**Foundation Knowledge Courses:**

| Courses | Credits |
|---|---|
| MBA 502 Survey of Business Statistics | 1 |
| MBA 503 Survey of Economics | 1 |
| MBA 504 Survey of Accounting | 1 |

## Core Course Requirements

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| MBA 510 Management Skills Portfolio | 3 |
| MBA 680 Leadership and Change Management | 3 |
| MHA 520 Healthcare Operations and Management | 3 |
| MHA 540 Healthcare Informatics | 3 |
| MHA 560 Legal and Regulatory Aspects of Healthcare Management | 3 |
| MHA 612 Strategic Human Resource Management and Employment Law | 3 |
| MHA 620 Marketing and Public Relations in Healthcare | 3 |
| MHA 630 Healthcare Finance | 3 |
| MHA 640 Healthcare Economics | 3 |
| MHA 660 Ethics and Healthcare Services Management | 3 |
| MHA 670 Risk Management in Healthcare | 3 |
| ***Select one course from the following:***<br>MHA 600 Practicum<br>MHA 720 Independent Project<br>A course from another Ohio Dominican University graduate program approved by the Program Director or Chair of the Division of Business | 3 |
| **Total Credits Required** | **36** |

# Requirements for a Graduate Certificate in Healthcare Administration

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| MHA 520 Healthcare Operations and Management | 3 |
| MHA 540 Healthcare Informatics | 3 |
| MHA 560 Legal and Regulatory Aspects of Healthcare Management | 3 |
| MHA 630 Healthcare Finance | 3 |
| MHA 640 Healthcare Economics | 3 |
| **Total Credits Required** | **15** |

## Course Descriptions

### Foundation Courses

**MBA 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, and mode), probability, distributions, sampling, and estimation.

**MBA 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.

**MBA 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.

### Core Courses

**MBA 510 Management Skills Portfolio** **3 Credits**
This is an integrated course focusing on personal skill and management competency assessment and development. This course utilizes a set of assessment instruments and techniques to help students identify areas for personal development and growth. The assessment process culminates in the creation of a personal development plan that will be revisited in the final course of each graduate business program in order to determine progress and recast an updated plan. Additionally, the course contains multiple skill modules addressing capabilities relevant to academic success in any business graduate program. Skills addressed include teamwork, writing, creativity, research, presentations, project management, software, and citation skills. Not open to students who have completed BUS 510, MHA 510, MPM 510.

**MBA 680 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. Students will assess their abilities in a variety of core leadership components including individual leadership traits, emotional intelligence, and change management skills. An individual leadership development plan will be constructed utilizing course readings, skill assessment tools, and case studies. Not open to students with credit for MBA 725, BUS 725, MHA 680, MPM 680.

**MHA 520 Healthcare Operations and Management** **3 Credits**
This course covers organization design, governance models, and contemporary operations issues related to healthcare organizations. The student will use various techniques as part of an integrated framework to set goals, implement strategies, and evaluate healthcare operations. It explores the organizations and functions of the many non-physician personnel that are needed to provide efficient healthcare delivery in today's market. Not open to students with credit for MPM 520.

**MHA 540 Healthcare Informatics** **3 Credits**
This course deals with the documentation, management, and use of health information. Topics covered in this course include HIPAA, meaningful use of health technology, and the advantages of an Electronic Medical Record. Prerequisites: MHA 510 and MHA 520. Not open to students with credit for MPM 540.

**MHA 560 Legal and Regulatory Aspects of Healthcare Management** **3 Credits**
This course covers the laws and regulations applicable to healthcare management. It acquaints students with Federal and State legislation and reporting requirements related to the delivery health

services and products. There will be an emphasis on the business applications of health law and regulation. Not open to students with credit for MPM 610 or MHA 610.

**MHA 600 Practicum 1-6 Credits**
This is a practicum placement with a healthcare organization that enables the student to develop practical skills essential for the effective management of healthcare services. While in the practicum the student will complete at least two reflection papers as stipulated by the faculty supervisor. This is available to students who have not held full-time professional work positions in the healthcare management field and to those with work experience in the field who wish to explore new career options. The practicum placement must be approved by the Program Director or Chair of the Division of Business. Students must have completed a minimum of 12 credit hours prior to taking this course. MHA students who want to use this course to meet graduation requirements must complete a minimum of three credit hours in MHA 600 or enroll in MHA 720, or another graduate level business course with the program director's approval. One credit hour is equal to 40 clock hours in the organization. International students applying for Curricular Practical Training (CPT) through the international office must be enrolled in MHA 600 for a minimum of one credit hour in the semester. Not open to students with credit for MPM 600. This course may be repeated multiple times with a maximum of six credit hours earned.

**MHA 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. Not open to students with credit for MPM 612 or MGMT 612.

**MHA 620 Marketing and Public Relations in Healthcare 3 Credits**
This course covers strategies for healthcare organization communication and marketing. Topics include patient and third-party relations, strategies and communications for better community health, and the development and analysis of market data relevant to the healthcare entity. The student will appreciate the importance of developing a unique identity for the healthcare organization and the various ways available to sell that entity to patients and other referral sources. Not open to students with credit for MPM 620.

**MHA 630 Healthcare Finance 3 Credits**
This course reviews both cash and accrual accounting methods as well as the various financial reports needed to gauge the financial condition of the healthcare organization. It covers cash flow management, payables management, filing insurance claims, including coding and accounts receivable management. The differences of billing to insurance companies, Medicare, Medicaid and private individuals, will be explored. Not open to students with credit for MPM 630.

**MHA 640 Healthcare Economics 3 Credits**
This course applies economic analysis to decision making in healthcare organizations. It develops an understanding of the healthcare system and the markets for healthcare services. Students will study important techniques essential for the effective management in the delivery of healthcare services and exploration of new business opportunities. These include demand and supply analysis, benefit and cost analysis, incentive analysis, and profit and market analysis. Not open to students with credit for MPM 640.

**MHA 660 Ethics and Healthcare Services Management 3 Credits**
This course includes a comprehensive review of contemporary ethical issues in healthcare services management. As such, the course is designed to promote ethical awareness, ethical knowledge and skills. Students will study a variety of traditional moral theories, and using healthcare setting

examples, work to develop an ability critique approaches in each of the theoretical frameworks. The course will present the fundamental principles of the teaching of the Catholic Church on medicine and healthcare. Coursework focuses on the analysis of the many complex ethical issues encountered by healthcare administrators, policy makers and practitioners. Not open to students with credit for MPM 660.

**MHA 670 Risk Management in Healthcare 3 Credits**

This course focuses on the theories, concepts, and principles of healthcare risk management and development of an integrated approach to healthcare risk management. Current trends and issues, design, and management of healthcare risk management systems will be examined. Students, applying evidence-based knowledge, will analyze the design and implementation of healthcare risk management systems. Not open to students with credit for MPM 670.

**MHA 720 Independent Project 3 Credits**

This is an independent research project in healthcare. The project design, expected outcomes, requirements and completion date must be determined in collaboration with a faculty member who has agreed to supervise the project. A proposal written by the student must be approved by the Program Director or Chair of the Division of Business. Not open to students with credit for MPM 720.

# Master of Science in Anesthesiology Assistant Studies

Ohio Dominican University offers a master's program in Anesthesiologist Assistant Studies to students who are interested in working in the medical field as advanced practice providers. Ohio Dominican University's Anesthesiologist Assistant (AA) Studies Program will educate and prepare entry-level Anesthesiologist Assistants in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The ODU AA students will become well-qualified, competent, certified anesthesiologist assistants practicing in the anesthesiologist-led anesthesia care team.

Ohio Dominican University's master's program in Anesthesiologist Assistant Studies promotes the Roman Catholic moral teaching on the transcendent and inherent dignity of the human person. The University's faculty, staff, and students work to guard that dignity through their respect for human life from conception to natural death and by their assurance of the right to freedom of conscience for each person involved in the Anesthesiologist Assistant Studies program.

## Admission Requirements

The Anesthesiologist Assistant Program will only admit qualified students matriculating each spring term. To be considered for the Anesthesiologist Assistant Program, candidates must comply with the following by August 31st of the year preceding anticipated matriculation:

- Bachelor's degree from an accredited college or university with a 3.000 overall and 3.000 science GPA on a 4.000 scale
- Official transcripts of all undergrad and graduate coursework
- Prerequisite coursework
- Understanding of minimum technical standards
- Eight hours minimum shadowing of an anesthesia professional with documentation and anesthesia professional signature
- GRE and/or MCAT scores submitted no later than the application deadline. ODU's institution code for submitting your GRE is 3371. By using this code, your scores will be sent directly to CASAA for verification. Scores must be within 5 years of admission.
- Three letters of recommendation as required through the CASAA application. The following are the recommended sources of such letters: employers, managers, professors, advisors, and lab managers (only 1 reference can be a character reference).
- CASAA application personal statement
- An on-campus interview is required and by invitation only. All travel expenses are the responsibility of the candidate. An interview does not guarantee acceptance into the program.
- Application completed through the CASAA Portal. You'll submit your transcripts directly through the CASAA Portal. ODU does not require a supplemental application or accept any additional documents or updates once an application has been submitted.

All applicants are held to the same admissions standards. However, preference for interview will be given to graduates of Ohio Dominican University, and those who have served in our nation's armed forces. Preference for an interview does not mean preference for selection into the program.

There is no waiver of courses or advanced standing in the program.

## International Applicants

Applicants must be citizens or permanent residents of the United States of America. Citizens educated outside of the U.S. must, at their own expense, provide foreign transcript evaluation from one of the accepted credential evaluation agencies, ECE. All prerequisite coursework must be taken at a regionally accredited college or university in the United States. In addition to the regular admission requirements, all students from non-English speaking countries must achieve a score of 550 or higher on the Test of English as a Foreign

Language (TOEFL). All international applicants must provide evidence of sufficient financial resources for their graduate education before they can be admitted.

## Additional Admission Requirements

- It is recommended that all prerequisite coursework be completed within ten years of enrollment to the AA Program. All prerequisite courses must be taken at a regionally accredited college or university in the United States.
- Preference will be given to those with significant health care experience
- An interview is required and is by invitation only. An interview does not guarantee placement into the program
- There is no waiver of courses, experiential learning, transfer credits, or advanced standing in the program
- Prior to matriculation, students must have a criminal background check. The cost of any criminal background check or drug screening is the student's responsibility. Drug screening and further background checks will be required going into the 2nd year. This requirement applies only to the students accepted into the program. Ohio Dominican University reserves the right to rescind admission into its Anesthesiologist Assistant Studies Program for students whose criminal background check comes back positive for any conviction, including, but not limited to, alcohol/drug-related offenses.

## Application Deadline

The deadline for applications will be posted on the Program webpage each year.

# Program Mission and Goals

### Mission Statement

Ohio Dominican University's Anesthesiologist Assistant Studies Program will educate and prepare entry-level Anesthesiologist Assistants in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The ODU AA students will become well-qualified, competent, certified anesthesiologist assistants practicing in the anesthesiologist-led anesthesia care team.

The ODU AA Program embraces a holistic approach to the pursuit of excellence in academics, research, clinical practice, and community service.

The ODU AA program will provide students with the capability to:

- Provide quality, compassionate ethical healthcare services
- Continue professional development through the Dominican motto: contemplare et contemplate aliis tradere (to contemplate truth and to share with others the fruits of this contemplation)
- Be sensitive to individuals no matter the circumstance or background
- Work collaboratively with other health care professionals
- Become leaders through continued knowledge, growth, research, publication and professional activity

### Anesthesia Assistant Program Goals

The AA Program will achieve its mission of preparing competent entry-level Anesthesiologist Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains by accomplishing the following goals in accordance with the defined Program Competencies and Program Outcomes:

- To maintain program standards with nationally recognized governances, the overall goals for the Anesthesiologist Assistant Studies program are based upon the ODU AA Program's Mission Statement, and current and future healthcare requirements of the AA profession

- It is further based upon Curricular Guidelines and Competencies for the AA Profession by the Accreditation Review Commission on the Education of Anesthesiologist Assistants (ARC-AA), Commission on Accreditation of Allied Health Education Programs (CAAHEP), as well as the National Commission for Certification of Anesthesiologist Assistants (NCCAA) Core Competencies for Anesthesiologist Assistants.

These goals ensure that students in the AA program meet nationally recognized standards and attain knowledge, skills, and assessments in order to be successful upon completion of the program. The Program will achieve its mission by accomplishing the following goals:

1. The Well Qualified Competent Anesthesiologist Assistant
   - The Program will provide a high-quality curriculum that addresses CAAHEP accreditation standards for curriculum content, NCCAA certification exam curriculum content, and current and evidence- based guidelines for quality care
   - The Program will assess student competency through assessments and evaluations in order to ensure successful completion of the Program, successful completion of the NCCAA certification exam, and successful entry into the AA profession
   - The Program will monitor the satisfaction of graduate employers and will modify the Program appropriately to maintain high employer satisfaction

2. The Holistic Anesthesiologist Assistant
   - The Program will provide policies and curriculum content that identify, develop and reinforce compassion in faculty, staff, applicants, students, and graduates
   - The Program will provide curricular content and service opportunities that emphasize patient-centered care

3. The Professional Anesthesiologist Assistant
   - The Program will monitor and promote professional behaviors during its 1st and 2nd year
   - The Program will ensure attitudes and skills which show a commitment to professional behavior along with respect for self and others
   - The Program will encourage the Team approach to patient care in accordance with curriculum design and clinical rotations
   - The Program will require proficiencies necessary to provide high quality anesthesia care in a rapidly changing health care system

## Minimum Technical Standards

Technical standards are defined as the attributes considered necessary for students to complete their education and training and subsequently enter clinical practice. These standards are prerequisites for entrance to, continuation within, and graduation from the Ohio Dominican University Anesthesiologist Assistant program. They are also prerequisites to licensure by various state professional boards. Reasonable accommodation will be offered for persons with disabilities in conjunction with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Students must possess aptitude, ability, and skills in the following five areas:

1. Observation
2. Communication
3. Sensory and motor coordination and function
4. Conceptualization, integration, and quantitation
5. Behavioral and social skills, abilities, and aptitudes

## Program Curriculum, Waiver of Courses, and Advanced Standing

Courses within the AA program curriculum cannot be waived, nor does the program allow advance standing. Students who have been dismissed or withdrawn from the program and readmitted, can be granted credit for

courses they completed successfully in the AA program. This is subject to review by the appropriate faculty committee. The curriculum is subject to change in order to best meet the needs of the AA profession and the student. The curriculum for the AA program awarding the master's degree is presented below. The 1st year of the program is spent in the classroom, laboratory, and clinical. The 2nd year of the program is spent at various clinical sites on rotation.
Throughout the 2nd year, students will participate in a board review course to better prepare for the National Commission for Certification of Anesthesiologist Assistants (NCCAA). Successful passing of the NCCAA exam is one of the primary outcomes of the AA program.

## Academic Standing

Good standing is defined as maintaining a cumulative grade point average of 3.000 or above. A student will be placed on Academic Probation if the cumulative grade point average falls below 3.000. A grade of "F" in any course will result in the student being dismissed from the program.

## Graduation Requirements

- Successful completion of 1st Year with a GPA 3.000 or better
- Successful completion of simulation lab assessments with a GPA 3.000 or better
- Successful completion of Program Outcomes determined by mapping completion of Program Competencies
- Clinical Patient Experiences Documentation
- Completion of a minimum of 2000 clinical hours
- Completion of all CAAHEP, Clinical Content minimum requirements (Handbook p. 53)
- Completion of the Programs Board Anesthesiology Review Courses
- Completion of all payments for tuition, fees, fines, library charges, and other financial obligations
- Completion of application for graduation according to dates published in the academic calendar
- Completion of Program Exit Evaluation
- Exit Interview with AA Faculty/Staff Member
- Signature Verification by the Program Director and then submitted to the Registrar to ensure Program Completion

## Requirements for a Master of Science Degree in Anesthesiologist Assistant Studies

Note: The ODU AA Program does not provide advanced placement or advanced standing for any students.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| AAS 520 Anesthesiologist Assistant Profession | 1 |
| AAS 530 Airway Management I | 2 |
| AAS 540 Human Anatomy | 3 |
| AAS 541 Human Anatomy Lab | 2 |
| AAS 550 Anesthesiology Instrumentation and Patient Monitoring I | 3 |
| AAS 560 Pharmacology for Anesthesiology I | 3 |
| AAS 570 Clinical Anesthesiology Experience I* | 4 |
| AAS 580 Anesthesiology Laboratory I | 1 |
| AAS 590 Anesthesiology Simulation I | 1 |
| AAS 600 Anesthesiology Principles and Practice I | 1 |
| AAS 630 Airway Management II | 2 |
| AAS 640 Pathophysiology for Anesthesiology I | 2 |
| AAS 650 Anesthesiology Instrumentation and Patient Monitoring II | 1 |
| AAS 660 Pharmacology for Anesthesiology II | 2 |
| AAS 670 Clinical Anesthesiology Experience II* | 3 |
| AAS 680 Anesthesiology Laboratory II | 1 |
| AAS 690 Anesthesiology Simulation II | 1 |

| | |
|---|---|
| AAS 700 Anesthesiology Principles and Practice II | 2 |
| AAS 740 Pathophysiology for Anesthesiology II | 3 |
| AAS 745 ECG for Anesthesiology | 2 |
| AAS 760 Pharmacology for Anesthesiology III | 3 |
| AAS 770 Clinical Anesthesiology Experience III* | 5 |
| AAS 780 Anesthesiology Laboratory III | 1 |
| AAS 790 Anesthesiology Simulation III | 2 |
| AAS 870 Clinical Anesthesiology Experience IV* | 16 |
| AAS 885 Transition to 2nd year Practice I | 1 |
| AAS 886 Anesthesiology Review I | 1 |
| AAS 970 Clinical Anesthesiology Experience V | 12 |
| AAS 985 Transition to 2nd year Practice II | 1 |
| AAS 986 Anesthesiology Review II | 1 |
| AAS 1070 Clinical Anesthesiology Experience VI* | 15 |
| AAS 1085 Transition to Clinical Practice | 1 |
| AAS 1086 Anesthesiology Review III | 1 |
| **Total Credits required** | **100** |
| *Clinical courses | |

## Course Descriptions

**AAS 520 Anesthesiologist Assistant Profession** **1 Credit**

This course provides an introduction to the AA profession: the history, the expectation, and the outlook. Students will gain knowledge of the profession and how to interact with all healthcare professionals participating in the care of perioperative patients. Students will be prepared to answer inquiries into an array of topics pertinent to CAA practice: the laws, ethics, and diversity of patient care.

**AAS 530 Airway Management I** **2 Credits**

This course provides an introduction to the airway and the following: anatomical structure, function, disease, and how to properly manipulate and secure the human airway. This introduction provides principles for airway manipulation and management while gaining hands-on learning in the laboratory and simulation courses. The course will ensure each student can examine an airway appropriately and recognize issues that could make airway manipulation difficult. The adult and pediatric airway will be discussed. Upon completion of this course, each student will have extensive knowledge in bag/ mask ventilation, oral and nasal airways, oral and nasal intubation, light wands, fiber optic intubations, double lumen tubes, surgical airways, and application of laryngeal mask airway.

**AAS 540 Human Anatomy** **3 Credits**

This course will allow students to gain an understanding of the human body structure and mechanics. The course will prepare students to assess topographic and radiographic anatomy relating to anesthesiology. In addition, this course will introduce physiologic principles relevant to anesthesiology of the major organ systems covered in Anatomy.

**AAS 541 Human Anatomy Lab 2 Credits**
This course will allow students to gain an understanding of the human body's gross structure. The course will allow students to participate in a full dissection cadaver lab.

**AAS 550 Anesthesiology Instrumentation and Patient Monitoring I 3 Credits**
This course provides the introduction to physics in anesthesia concepts paralleled with machines and monitoring. This integration provides insight into the application of clinical anesthesia instrumentation. The anesthesia monitors and equipment used in the operating room are studied ensuring introduction to the operation, calibration, and interpretation of data. The AAS 580/590 courses will allow students to practice using the machines, monitoring, and equipment necessary to succeed in the profession.

**AAS 560 Pharmacology for Anesthesiology I 3 Credits**
This course provides the basic understanding of pharmacodynamics and pharmacokinetics. The course will place emphasis on anesthesiology drugs. The drugs or drug classes studied in this course are inhaled anesthetics, amnestic drugs, local anesthetics, opioids, barbiturates, benzodiazepines, antiemetics, anticholinesterases and anticholinergics, neuromuscular blockers, adrenergic agonists and antagonists.

**AAS 570 Clinical Anesthesiology Experience I 4 Credits**
This course will prepare students to be part of and work within the anesthesia care team. The students will be immersed in the clinical experience learning the basics of anesthesia: induction, maintenance, and emergence. This clinical experience allows the student to begin pre-op anesthesia evaluations, selecting anesthesia care plans, universal precautions, and infection control. The students will be introduced to using sterile technique, intravenous catheter placement, and airway device insertion.

**AAS 580 Anesthesiology Laboratory I 1 Credit**
This course will allow students to obtain hands-on experience to correlate with the lecture and simulation materials being learned in the classroom and simulator. The students will be introduced to sterile technique, intravenous catheter placement, and airway devices and insertion, ASA standard monitoring, and anesthesia delivery systems.

**AAS 590 Anesthesiology Simulation I 1 Credit**
This course will prepare students to be part of and work within the anesthesia care team. The students will be immersed into the high-fidelity anesthesia simulation lab learning the basics of anesthesia: induction, maintenance, and emergence. The simulation lab allows the student to begin pre-op anesthesia evaluations, selecting anesthesia care plans, using universal precautions, and infection control. Students will correlate the knowledge learned in the classroom to anesthesia simulation scenarios.

**AAS 600 Anesthesiology Principles and Practice I 1 Credit**
This course explores the formulation of an anesthetic care plan based upon preoperative evaluation information. Students will learn how to formulate care plans based on the surgical procedure and patient health history.

**AAS 630 Airway Management II 2 Credits**
This course expands upon the introduction to airway course and further develops the understanding of the following: anatomical structure, function, disease, and how to properly manipulate and secure the human airway. This course expands upon the introductory principles of airway manipulation and management while gaining hands-on learning in the laboratory and simulation courses. The course will ensure each student can examine an airway appropriately and recognize issues that could make airway manipulation difficult. The adult and pediatric airway will be discussed. Upon completion of this course, each student will have extensive knowledge in bag/ mask ventilation, oral and nasal airways, oral and nasal intubation, light wands, fiberoptic intubations, double lumen tubes, surgical airways, and application of laryngeal mask airway.

**AAS 640 Pathophysiology for Anesthesiology I 2 Credits**
This course provides students the fundamental knowledge of basic and applied physiology. The course will focus on pathophysiology as it relates to anesthesiology. Students will use their knowledge of pathophysiology to formulate anesthetic care plans.

**AAS 650 Anesthesiology Instrumentation and Patient Monitoring II 1 Credit**
This course expands on the introduction to physics in anesthesia concepts paralleled with machines and monitoring from the introductory course. This integration provides insight into the application of clinical anesthesia instrumentation. The anesthesia monitors and equipment used in the operating room are studied to ensure introduction to the operation, calibration, and interpretation of data. The application and monitoring of the following will be further discussed: ECG, arterial blood pressure, oximetry, cardiac output, respiratory gas analysis, and respiration. The AAS 680/690 courses will allow students to build on their knowledge and practice using the machines, monitoring, and equipment necessary to succeed in the profession.

**AAS 660 Pharmacology for Anesthesiology II 2 Credits**
This course provides the basic understanding of pharmacodynamics and pharmacokinetics. The course will place emphasis on anesthesiology drugs. The drugs or drug classes studied in this course are bronchodilators, nonsteroidal anti-inflammatory drugs, anti-dysrhythmic, calcium channel blockers, diuretics, antihistamines, and antimicrobials.

**AAS 670 Clinical Anesthesiology Experience II 3 Credits**
This course will prepare students to be part of and work within the anesthesia care team. The students will be immersed in the clinical experience learning the basics of anesthesia: induction, maintenance, and emergence. This clinical experience allows the student to begin pre-op anesthesia evaluations, selecting anesthesia care plans, universal precautions, and infection control.

**AAS 680 Anesthesiology Laboratory II 1 Credit**
This course will allow students to expand their knowledge from the prior semester and continue to obtain hands-on experience to correlate with the lecture and simulation materials being learned in the classroom and simulator. The students will be introduced to, intra-arterial catheter placement, central line placement, spinal insertion, epidural insertion, advanced airway devices and insertion, and advanced anesthesia delivery systems.

**AAS 690 Anesthesiology Simulation II 1 Credit**
This course will allow students to continue to gain insight on being part of and working within the anesthesia care team. The students will be immersed into the high-fidelity anesthesia simulation lab learning advancements in anesthesia: induction, maintenance, and emergence. The simulation lab allows the student to begin pre-op anesthesia evaluations, selecting anesthesia care plans, using universal precautions, and infection control. Students will correlate the knowledge learned in the classroom to anesthesia simulation scenarios.

**AAS 700 Anesthesiology Principles and Practice II 2 Credits**
This course explores the formulation of an anesthetic care plan based upon preoperative evaluation information. Students will learn how to formulate care plans based on the surgical procedure and patient health history.

**AAS 740 Pathophysiology for Anesthesiology II 3 Credits**
This course provides students the fundamental knowledge of basic and applied physiology, expanding upon previous semester learnings. The course will focus on pathophysiology as it relates to anesthesiology. Students will use their knowledge of pathophysiology to formulate anesthetic care plans.

**AAS 745 ECG for Anesthesiology 2 Credits**
This course will give students the knowledge of electrocardiography. Students will understand what may cause an alteration in the ECG, both acutely and chronically. Throughout the course, students

will be able to identify rhythm strips peri-operatively. The course will include the monitoring, interpretation, and management of conditions affecting the cardiovascular and pulmonary systems. In this course, each student will be updated on basic life saving for the healthcare provider (BLS), advanced cardiac lifesaving (ACLS) and pediatric advanced lifesaving (PALS).

**AAS 760 Pharmacology for Anesthesiology III 3 Credits**
This course provides the basic understanding of pharmacodynamics and pharmacokinetics. The course will place emphasis on anesthesiology drugs and potential interactions. The drugs or drug classes studied in this course are anti-psychotics, seizure drugs, obstetric drugs, anticoagulants, herbals, electrolytes, local anesthetics for peripheral nerve blocks, as well as an emphasis on review of drugs from AAS 750/760.

**AAS 770 Clinical Anesthesiology Experience III 5 Credits**
This course will prepare students to be part of and work within the anesthesia care team. The students will be immersed in the clinical experience learning the basics of anesthesia: induction, maintenance, and emergence. This clinical experience allows the student to begin pre-op anesthesia evaluations, selecting anesthesia care plans, universal precautions, and infection control.

**AAS 780 Anesthesiology Laboratory III 1 Credit**
This course will allow students to expand their knowledge from the prior semester and continue to obtain hands-on experience to correlate with the lecture and simulation materials being learned in the classroom and simulator. The students will be introduced to ultrasound, echocardiography, and ultrasound IV access, regional anesthesia peripheral nerve blocks, gastric tube insertion, advanced airway devices and insertion, and advanced anesthesia delivery systems.

**AAS 790 Anesthesiology Simulation III 2 Credits**
This course will allow students to continue to gain insight on being part of and working within the anesthesia care team. The students will be immersed into the high-fidelity anesthesia simulation lab learning advancements in anesthesia: induction, maintenance, and emergence. The simulation lab allows the student to begin pre-op anesthesia evaluations, selecting anesthesia care plans, using universal precautions, and infection control. Students will correlate the knowledge learned in the classroom to anesthesia simulation scenarios.

**AAS 870 Clinical Anesthesiology Experience IV 16 Credits**
This course will prepare students to be part of and work within the anesthesia care team. The students will be immersed in the clinical experience learning the basics of anesthesia: induction, maintenance, and emergence. This clinical experience allows the student to begin pre-op anesthesia evaluations, selecting anesthesia care plans, universal precautions, intra-arterial catheter insertion, central line insertion, peripheral nerve blocks, spinal insertion, epidural insertion, and infection control. The students will complete their specialty rotations in their 2nd year experiences.

**AAS 885 Transition to 2nd year Practice I 1 Credit**
This course will prepare students for promotion from 1st year to 2nd year. Students will meet each week with faculty to discuss clinical decision-making scenarios.

**AAS 886 Anesthesiology Review I 1 Credit**
This course will prepare students for the NCCAA exam with mock exams and discussions based upon the exam questions.

**AAS 970 Clinical Anesthesiology Experience V 12 Credits**
This course will prepare students to be part of and work within the anesthesia care team. The students will be immersed in the clinical experience, based on a full-time schedule of 40-hour weekly minimum. The student will build off the learning in the previous 4 semester's basics of anesthesia: induction, maintenance, and emergence. This clinical experience allows the student to complete pre-op anesthesia evaluations, select anesthesia care plans, universal precautions, intra-arterial catheter

insertion, central line insertion, peripheral nerve blocks, spinal insertion, epidural insertion, and infection control. The students will complete their specialty rotations in their 2nd year experiences.

**AAS 985 Transition to 2nd year Practice II** **1 Credit**
This course will prepare students for clinical progression and promotion from 1st year to 2nd year AA students. Students will meet each week with faculty to reinforce clinical decision making and discuss complex clinical scenarios.

**AAS 986- Anesthesiology Review II** **1 Credit**
This course will prepare students for the NCCAA exam and will include practice exams and discussions based upon the exam questions. In the review, students will be updated on basic life saving for the healthcare provider (BLS), advanced cardiac lifesaving (ACLS) and pediatric advanced lifesaving (PALS).

**AAS 1070 Clinical Anesthesiology Experience VI** **15 Credits**
This course will prepare students to be part of and work within the anesthesia care team. The students will be immersed in the clinical experience, based on a full-time schedule of 40-hour weekly minimum. The student will build off the learning in the previous 4 semester's basics of anesthesia: induction, maintenance, and emergence. This clinical experience allows the student to complete pre-op anesthesia evaluations, select anesthesia care plans, universal precautions, intra-arterial catheter insertion, central line insertion, peripheral nerve blocks, spinal insertion, epidural insertion, and infection control. The students will complete their specialty rotations in their 2nd year experiences.

**AAS 1085 Transition to Clinical Practice** **1 Credit**
This course will prepare students for promotion from 2nd year to clinical practice. Students will begin to be prepared for the job market and placement. The course will prepare students for graduation and post-graduation. Financial literacy will be a focus of this course, providing information on student loan repayment plans, protecting income, job offer contracts, anesthesia billing, and leadership opportunities post-graduation. The course will prepare the student for advocacy and ethics within the profession, while ensuring personal wellness in their new careers.

**AAS 1086- Anesthesiology Review III** **1 Credit**
This course will prepare students for the NCCAA exam with practice exams, review current literature articles and pertinent case experiences the students participated in, which will be discussed with the class.

# Master of Science in Physician Assistant Studies

Ohio Dominican University offers a master's program in Physician Assistant Studies to students who are interested in working in the medical field as advanced practice providers. The Ohio Dominican University's master's program in Physician Assistant Studies supports the Roman Catholic moral teaching on the transcendent and inherent dignity of the human person. The University's faculty, staff, and students work to guard that dignity through their respect for human life from conception to natural death and by their assurance of the right to freedom of conscience for each person involved in the Physician Assistant Studies program.

## Admission Requirements

The Physician Assistant Program will only admit qualified students matriculating each fall term. To be considered for the Physician Assistant Program, candidates must comply with the following before matriculation:

- Submit application to the Centralized Application Service for Physician Assistants (CASPA) at https://portal.caspaonline.org/
- Submit appropriate application fee to CASPA
- Submit two letters of recommendation to CASPA; at least one from a professor and one from a clinician
- Submit official transcripts from all colleges/universities attended though CASPA
- Submit an essay through CASPA describing in detail what the applicant understands about the PA Profession, why the applicant wishes to pursue a PA career, and why the applicant chose Ohio Dominican University. Further information in the essay should touch on what qualities/experiences makes the applicant a strong choice for selection to the program.
- A minimum of 250 hours of documented patient care experience. This can be self-documented and is subject to audit.
- Applicants must have a minimum of an earned bachelor-level degree from a regionally accredited college or university with a minimum cumulative undergraduate overall and science grade point average of 3.000 (on a 4.000 scale) to comply with program admissions criteria. The bachelor-level degree must be completed prior to the start of courses. Conditional acceptance can be granted with the provision that the applicant successfully completes the bachelor's degree prior to the start date of the PA program.
- Applicants must submit recent (taken within the previous five years) scores from either the Graduate Record Examination (GRE) or the Medical College Admission Test (MCAT). For further information, please go to www.ets.org/gre/.

## International Applicants

Applicants must be citizens or permanent residents of the United States of America. Citizens educated outside of the U.S. must, at their own expense, provide foreign transcript evaluation from one of the accepted credential evaluation agencies, ECE. All prerequisite coursework must be taken at a regionally accredited college or university in the United States. In addition to the regular admission requirements, all students from non-English speaking countries must achieve a score of 550 or higher on the Test of English as a Foreign Language (TOEFL). All international applicants must provide evidence of sufficient financial resources for their graduate education before they can be admitted.

## The following minimum prerequisites must be completed with a grade of "C" or better in each course. All prerequisite courses must be taken at a regionally accredited college or university in the United States.

- Five biology courses to include:
    1. Human Anatomy with Lab (3 semester credit hours)
    2. Human Physiology (Lab recommended) (3 semester credit hours required)

3. Microbiology with Lab (3 semester credit hours required)
4. General Biology – Examples of Biology courses accepted (Each biology course must have a minimum of 3 semester credit hours. A total of 6 credit hours required):
    a. Principles/Foundations of Biology
    b. Genetics
    c. Pathophysiology
    d. Immunology
    e. Cell Biology
    f. Molecular Biology

- Three chemistry courses to include:
    1. Inorganic/General Chemistry with Lab (4 semester credit hours required)
    2. Organic Chemistry with Lab (3 semester credit hours required)
    3. Biochemistry (Course cannot be combined with Organic Chemistry. Courses need to be taken separately. 3 semester credit hours required)
- Psychology and mathematical courses to include:
    1. Introductory Psychology (3 semester credit hours required)
    2. Additional psychology course. Recommended courses include (3 semester credit hours required):
        a. Abnormal Psychology
        b. Lifespan
        c. Developmental
    3. College Algebra or higher mathematics (3 semester credit hours required)
    4. Statistics (3 semester credit hours required)
- Four humanities courses (examples include English, Foreign Language, History, Art, Music, Philosophy, Religion and Theology)

## Additional Admission Requirements

- Each prerequisite course must be at least three semester credit hours (unless otherwise noted). It is recommended that all prerequisite coursework, with the exception of the humanities, be completed within ten years of enrollment to the PA Program. All prerequisite courses must be taken at a regionally accredited college or university in the United States.
- Prior to matriculation, candidates must hold a current basic life support (BLS) Certificate.
- Preference for interview will be given to current Ohio residents, graduates of Ohio Dominican University, and those who have served in our nation's armed forces.
- An interview is required and is by invitation only. An interview does not guarantee placement into the program.
- There is no waiver of courses or advanced standing in the program.
- Prior to matriculation, students must complete a criminal background check and drug screen. Drug screening and further background checks may be necessary depending upon the program and/or clinical site requirements. The cost of all background checks and drug screens will be the student's responsibility. Ohio Dominican University reserves the right to rescind admission into its Physician Assistant Studies Program for students whose criminal background check comes back positive for any conviction, including, but not limited to, alcohol/drug-related offenses. Ohio Dominican University reserves the right to rescind admission into its Physician Assistant Studies Program for students whose drug screen results are positive for any illegal or prohibited substances as defined by the State of Ohio or against ODU or PA Program policy.
- Students are required to provide proof of health screening and immunization status consistent with Center for Disease Control (CDC) recommendations for adults and healthcare workers.
- Students must provide proof of basic health insurance.
- Students must have a valid driver's license.
- Students are required to successfully pass a medical terminology examination administered shortly after the program begins in the first semester.

## Application Deadline

The deadline for applications will be posted on the Program webpage each year.

# Program Mission, Goals, and Objectives

**Mission**
The Ohio Dominican PA Program will educate students to become qualified members of the healthcare team, promoting service and excellence in academics, professionalism, and clinical care. Graduates will be prepared to deliver holistic, evidence-based, patient-centered care in a wide variety of practice settings.

**Statement of Goals and Objectives**

The ODU Physician Assistant Studies program has been established in accordance with criteria determined by the Accreditation Review Commission on Education for Physician Assistants (ARC-PA). The program goals and objectives are based upon the Curricular Guidelines and Competencies for the PA Profession as ascribed by the following organizations: The Accreditation Review Commission on the Education of the Physician Assistant, Inc. (ARC-PA), The National Commission on Certification of Physician Assistants (NCCPA), The American Academy of Physician Assistants (AAPA) and the Physician Assistant Education Association (PAEA). These goals and objectives ensure that students in the PA program meet nationally recognized standards and attain knowledge, skills, and assessments in order to be successful entry level physician assistants upon completion of the program.

**Physician Assistant Program Goals**

The Program will achieve its mission by accomplishing the following goals:

1. Graduate qualified students to become certified PAs.
2. Graduate students that have developed communication skills that foster therapeutic relationships, identify patient goals, and promote appropriate patient education.
3. Prepare graduates for delivery of patient care through a comprehensive curriculum that supports entry into clinical practice.
4. Promote service, professionalism, and delivery of equitable care.

**Program Outcomes**

**Medical Knowledge**
Graduates will demonstrate core knowledge of basic and clinical sciences and the application of this knowledge to patient care.
**Interpersonal Skills**
Graduates will use communication skills that identify patient goals and promote patient education and understanding.
**Clinical and Technical skills**
Graduates will demonstrate knowledge of clinical and technical skills required to provide appropriate assessment, evaluation and management of patients.
**Professional Behaviors**
Graduates will demonstrate self-awareness, respect for others, and identify professional limitations.
**Clinical Reasoning and Problem Solving**
Graduates will integrate evidence-based medical knowledge, community resources and patient needs in their clinical reasoning to provide equitable care plans to patients.

# PA Program Curriculum, Waiver of Courses and Advanced Standing

Courses within the PA program curriculum cannot be waived, nor does the program allow advance standing. Students who have been dismissed or withdrawn from the program and readmitted, can be granted credit for courses they completed successfully in the PA program. This is subject to review by the appropriate faculty

committee. The curriculum is subject to change in order to best meet the needs of the PA profession and the student. ODU PA students must successfully complete all academic and clinical requirements of the PA Program within 48 months of initial program matriculation.

The curriculum for a PA program awarding the master's degree is presented below. The first 15 months of the program are spent in the classroom. The following 12 months of the program are spent at various clinical sites using a medical apprenticeship model and in the transition to practice course.

The clinical phase of the program consists of seven required core rotations in Family Medicine, Internal Medicine, Emergency Medicine, Behavioral Medicine, Women's Health, Pediatrics, and Surgery and four non-core rotations. Students are required to return to campus for end-of-rotation examinations and/or professional practice activities.

Additionally, near the end of the clinical phase, students will participate in an intensive board review course to better prepare for the Physician Assistant National Certifying Examination (PANCE) and clinical practice. The transition to practice course helps prepare and assess student readiness for clinical practice including assessments of program competencies.

## Certification

Passing of the Physician Assistant National Certifying Examination (PANCE):
Each student will be prepared to take the PANCE at the end of the program. All states and U.S. territories and governmental agencies employing PAs require that PAs are certified.

## Academic Standing

Good standing is defined as maintaining a cumulative grade point average of 3.000 or above. A student will be placed on Academic Probation if/when the cumulative grade point average falls below 3.000. A grade of "F" in any course will result in the student being dismissed from the program.

## Graduation Requirements

- Students must be accepted as degree seeking in the Master of Science in Physician Assistant Studies program
- Students must successfully complete the required 94 semester credits with a cumulative grade point average of 3.000 or better
- Students must complete the following requirements:
    - Clinical experience documentation
    - Predictive PANCE Process and any structured study contracts
    - Board review course
    - Students must complete and pass summative assessment of program competencies
- Approval of completion by the PA Program Progress and Promotion Committee.
- Students must complete an Application for Graduation according to the dates published in the Academic Calendar (Application forms are available through ODU Online.)
- Students must make satisfactory payment of all tuition, graduation fee, library fines, and other financial obligations

## Requirements for a Master of Science Degree in Physician Assistant Studies

Note: The ODU PA Program does not provide advanced placement or advanced standing for any students.

| **Courses**<br>For Prerequisites and Co-requisites please see course descriptions. | **Credits** |
|---|---|
| **Didactic Curriculum (15 months = 70 semester hours)** | |

| | |
|---|---|
| PAS 510 The Physician Assistant Profession | 1 |
| PAS 520 Gross Human Anatomy | 4 |
| PAS 527 Microbiology & Immunology | 3 |
| PAS 530 Physical Diagnosis I: Effective Patient Communication | 2 |
| PAS 563 Medical Physiology | 2 |
| PAS 566 Human Genetics | 2 |
| PAS 601 Clinical Medicine I | 7 |
| PAS 630 Physical Diagnosis II | 4 |
| PAS 652 Public Health and Nutritional Concepts | 2 |
| PAS 660 Diagnostic Methodology | 3 |
| PAS 663 Pathophysiology | 3 |
| PAS 670 Pharmacology I | 3 |
| PAS 702 Clinical Medicine II—Emergency Medicine | 3 |
| PAS 703 Clinical Medicine II—Surgery | 2 |
| PAS 704 Clinical Medicine II—Women's Health and Pediatrics | 4 |
| PAS 706 Primary Care | 3 |
| PAS 730 Physical Diagnosis III | 4 |
| PAS 770 Pharmacology II | 3 |
| PAS 773 Research Methods | 1 |
| PAS 807 Practical Clinical Skills | 4 |
| PAS 810 Ethics, Health Systems, Law, and Policy | 1 |
| PAS 830 Diverse and Vulnerable Patient Populations in Health Care | 1 |
| PAS 840 Clinical Decisions | 3 |
| PAS 880 Behavioral Health and Illness | 2 |
| PAS 890 Experiential Clinical Preparation I | 1 |
| PAS 891 Experiential Clinical Preparation II | 1 |
| PAS 892 Experiential Clinical Preparation III | 1 |
| **Supervised Clinical Practice Experience Curriculum (24 semester hours)** | |
| PAS 901 Family Medicine | 2 |
| PAS 902 Emergency Medicine | 2 |
| PAS 903 Internal Medicine | 2 |
| PAS 904 Women's Health | 2 |
| PAS 905 Pediatrics | 2 |
| PAS 906 Surgery | 2 |
| PAS 907 Behavioral Medicine | 2 |
| PAS 909 Non-Core Supervised Clinical Practice Experience I | 2 |
| PAS 910 Non-Core Supervised Clinical Practice Experience II | 2 |
| PAS 911 Non-Core Supervised Clinical Practice Experience III | 2 |
| PAS 912 Non-Core Supervised Clinical Practice Experience IV | 2 |
| PAS 950 Transition to Practice | 2 |
| **Total Credits Required** | **94** |

## Course Descriptions

**PAS 510 The Physician Assistant Profession** **1 Credit**

This is an introductory course to the PA profession. It explores many aspects of the PA Profession including historical development, legislative aspects, and various professional practice topics. Prerequisite: Admission into the PA Program.

**PAS 520 Gross Human Anatomy** **4 Credits**

Gross Human Anatomy is designed to introduce the student to the gross structures of the human cadaver. The major visceral structures of each region are emphasized and described in lecture. The musculoskeletal system, vascular system, and the peripheral nervous system and their important functional interrelationships are described in lecture and studied via student-led dissection as the

foundation of clinical education. The course will incorporate core textbook readings, didactic lectures and laboratory dissection of human cadavers. Prerequisites: Admission into the PA Program.

**PAS 527 Microbiology and Immunology 3 Credits**
This course provides a review of medically important infectious microorganisms, and the principles and techniques employed in their laboratory diagnosis. The course also explores the components and response of the immune system in mounting a defense against common pathogens. Relevant pharmacotherapy and preventive measures such as immunization are discussed. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 530 Physical Diagnosis I: Effective Patient Communication 2 Credits**
This is the first of three semester courses designed to prepare the PA student to obtain a complete history on any patient. This course concentrates on the art of obtaining a complete medical history and introducing the skills to perform a physical exam. The lectures explore how to deal with various challenging patient encounters and develop the ability to communicate on a professional and personal level. Prerequisite: Admission into the PA Program.

**PAS 563 Medical Physiology 2 Credits**
This course provides an overview of the physiologic function of the cell (including development, growth and function), the integumentary system, the nervous system, the pulmonary system, the endocrine system, the cardiovascular system, the gastro-intestinal system, the genitourinary system, the circulatory system, and the immune system. This course is designed to prepare the student for understanding disease processes associated with pathophysiologic dysfunction. Lecture. Prerequisite: Admission into the Physician Assistant Studies Program.

**PAS 566 Human Genetics 2 Credits**
This course will review the basic principles of medical genetics. A familiarity with basic genetics is assumed. Students will learn to obtain a detailed family history and assess possible modes of inheritance. Principles of genetic screening, testing, and diagnosis will be discussed. Specific genetic disorders, the underlying etiology, clinical presentation, evaluation, diagnosis, prognosis, and treatment options will be reviewed. The ethical principles related to genetic evaluation and testing will be discussed. Lecture. Prerequisite: Admission into the Physician Assistant Studies Program.

**PAS 601 Clinical Medicine I 7 Credits**
This course explores human disease using a body systems approach. Each body system presentation includes a brief review of related anatomy and how it relates to the disease conditions, signs and symptoms. The course also presents condition specific diagnostic methods and management. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 630 Physical Diagnosis II 4 Credits**
This course is the second of three semester courses designed to prepare the PA student to obtain the medical history and perform a comprehensive physical exam. Lectures focus on the adult patient, progressing by body system. Normal variations and common abnormal physical exam findings are also introduced. An emphasis is placed on the understanding of the relationship of major signs and symptoms to their physiologic or pathophysiologic origins. The clinical laboratory component of the course allows students to work in small groups to develop the history taking and examination skills discussed in lecture. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 652 Public Health and Nutritional Concepts 2 Credits**
This course introduces students to the social determinants of health and wellness issues in the community, including a focus on nutritional concepts, preventative health, and patient wellbeing. Public health concepts are also explored, outlining the role of public health in healthcare delivery.

Prerequisites: Admission to the PA Program.

**PAS 660 Diagnostic Methodology 3 Credits**
This course provides instruction on common methods of medical diagnostic techniques utilized in a range of clinical settings. Content is categorized into three learning modules: laboratory ECG interpretation, and diagnostic imaging. Each module utilizes multimodal instructional techniques including lectures and case discussions. Lectures will focus on development and honing the ability to order and interpret a variety of laboratory and diagnostic studies that are performed by clinical providers in routine clinical practice. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 663 Pathophysiology 3 Credits**
This course addresses the pathophysiology that pertains to cell growth, development, and function, the integumentary system, the nervous system, the pulmonary system, the endocrine system, the cardiovascular system, the gastro-intestinal system, the genitourinary system, the circulatory system, and the immune system, and acid-based disturbances. Lecture. Prerequisite: Successful completion of the previous semester and continued good standing in the Physician Assistant Studies Program.

**PAS 670 Pharmacology I 3 Credits**
This course is the first of two courses designed to present a systematic presentation of pharmacologic agents based upon drug group classification, nature and mode of action, toxicity, and clinical therapeutic applications. Lecture. Prerequisites: Successful completion of the previous semester and continued good standing in the Physician Assistant Studies Program.

**PAS 702 Clinical Medicine II—Emergency Medicine 3 Credits**
This course provides instruction on common injuries, diseases, and other conditions within the scope of acute or emergent clinical medicine. Content includes lecture presentations and case studies which highlight unique aspects of providing emergent medical care for medical disorders managed in emergency medicine. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 703 Clinical Medicine II—Surgery 2 Credits**
This course is designed to prepare the PA student for the general surgery and surgical sub-specialties. General surgical concepts and conditions as well as medical conditions treated in surgical sub-specialties are presented. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 704 Clinical Medicine II—Women's Health and Pediatrics 4 Credits**
This course explores clinical medicine related specifically to women's health and pediatric populations. The course is divided into two modules. In the first, Women's health, diagnosis, management and preventative concepts related to gynecologic, prenatal, pregnancy, and post-menopausal care are presented. In the second module, Pediatrics, aspects of development from birth to adolescence as well as medical issues and special concerns of the pediatric population are taught. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 706 Primary Care 3 credit**
This course explores the most common conditions causing patients to present to primary care practitioners and will build upon knowledge already presented in the previous semesters. Lecture will focus on preventative primary care practices and the management of medical conditions and comorbidities. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 730 Physical Diagnosis III** **4 Credits**

This course is the third of three semester courses designed to prepare the Physician Assistant student to obtain a complete history and to perform a complete physical examination on any patient with special sensitivity to age, gender, and cultural background. This course will start by completing an adult history and physical examination, from neurology to male and female genitalia. The remainder of the semester then focuses on directed histories and physical examinations on targeted body systems. The course culminates in student demonstration of proficiency with standardized patients during the Objective Standardized Clinical Examination (OSCE). Lecture. Prerequisites: Successful completion of the previous semester and continued good standing in the Physician Assistant Studies Program.

**PAS 770 Pharmacology II** **3 Credits**

This course is the second of two courses designed to present a systematic investigation of various drug classes and their mechanisms of action, main clinical effects, chief clinical applications and their most common and most adverse side effects. Lecture. Prerequisites: Successful completion of the previous semester and continued good standing in the Physician Assistant Studies Program.

**PAS 773 Research Methods** **1 Credit**

This course is designed to prepare students to recognize and evaluate medical literature and understand the role of clinical research in improved patient outcomes. Students will explore basic statistical principles as they relate to the clinical outcomes. In addition, students will examine foundational studies leading to important changes in the care and diagnosis of patients. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 807 Practical Clinical Skills** **4 Credits**

This course provides the student with education and experience in the performance of various clinical skills encountered in PA practice. This includes training in wound management, sterile technique, casting/splinting, and various other clinical procedures. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 810 Ethics, Health Systems, Law, and Policy** **1 Credit**

This course is designed to give students an introduction to medical ethics and their legal implications where applicable. The course focuses on the guiding bioethical principles of justice, beneficence, nonmaleficence and autonomy. This course also examines different healthcare models and healthcare policy that affects healthcare delivery in the United States. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 830 Diverse and Vulnerable Patient Populations in Health Care** **1 Credit**

This course instructs the student in recognizing what contributes to vulnerability of a patient population. The course includes evaluation of focused populations to explore methods of engagement, support and advocacy for vulnerable patient populations. Additionally, various cultural aspects of medicine are explored, focusing on patient diversity. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 840 Clinical Decisions** **3 Credits**

This course concentrates on patient presentations and medical conditions commonly seen in clinical practice with a focus on obtaining appropriate data through the history-taking process and developing a differential diagnosis. The course explores patient safety and risk management. Lecture sessions also involve case study reviews and class discussions. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 880 Behavioral Health and Illness** **2 Credits**

This course teaches the skills necessary to evaluate and manage behavioral health conditions. Course content includes the psychiatric interview, emergent conditions in psychiatry, pathophysiology, risk factors, and the DSM5 diagnostic criteria for diagnosis of behavioral health conditions. The

pharmacological and non-pharmacological treatment options are also presented. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 890 Experiential Clinical Preparation I** **1 Credit**
**PAS 891 Experiential Clinical Preparation II** **1 Credit**
**PAS 892 Experiential Clinical Preparation III** **1 Credit**

These courses take place in each of the spring (I), summer (II), and second fall (III) terms of the didactic phase of the Program. These courses help the student prepare for the clinical phase of their education by providing opportunities to integrate classroom knowledge from other courses and apply it using (1) simulated cases with tabletop situation, standardized patients, and high-fidelity simulations in our Simulation Lab and (2) experiences through service learning to engage with diverse community members and to build communication and collaboration skills. In PAS 892, students are oriented to the policies and procedures of the clinical phase of the program. Prerequisites: Successful completion of the previous semester and continued enrollment in the PA Program.

**PAS 901 Family Medicine Supervised Clinical Practice Experience** **2 Credits**
This Supervised Clinical Practice Experience (SCPE) takes place in an ambulatory/outpatient or clinic setting. The purpose of the Family Medicine SCPE is to provide the student with practical clinical experience in working with ambulatory patients seeking preventative care or who present with acute or chronic disease. The experience also includes course instruction and course assessments completed outside of clinical hours. Prerequisite: Successful completion of all courses in the didactic phase and continued good standing in the PA program.

**PAS 902 Emergency Medicine Supervised Clinical Practice Experience** **2 Credits**
This Supervised Clinical Practice Experience (SCPE) takes place in an Emergency Department. The purpose of the Emergency Medicine SCPE is to provide the student with practical clinical experience working with acute and emergent patient presentations. The experience also includes course instruction and course assessments completed outside of clinical hours. Prerequisite: Successful completion of all courses in the didactic phase and continued good standing in the PA Program.

**PAS 903 Internal Medicine Supervised Clinical Practice Experience** **2 Credits**
This Supervised Clinical Practice Experience (SCPE) takes place in an inpatient or outpatient setting. The purpose of the Internal Medicine SCPE is to provide the student with practical clinical experience in working with patients who present with acute or chronic disease or to provide preventative care. The experience also includes course instruction and course assessments completed outside of clinical hours. Prerequisite: Successful completion of all courses in the didactic phase and continued good standing in the PA program.

**PAS 904 Women's Health Supervised Clinical Practice Experience** **2 Credits**
This Supervised Clinical Practice Experience (SCPE) takes place in an inpatient or outpatient setting. The purpose of the Women's Health SCPE is to provide the student with practical clinical experience working with the patient who presents with acute or chronic disease or seeking preventative care commonly encountered in women's health and/or obstetrics. The experience also includes course instruction and course assessments completed outside of clinical hours. Prerequisite: Successful completion of all courses in the didactic phase and continued good standing in the PA program.

**PAS 905 Pediatric Supervised Clinical Practice Experience** **2 Credits**
This Supervised Clinical Practice Experience (SCPE) takes place in an inpatient, outpatient or ambulatory care setting. The purpose of the pediatric SCPE is to provide the student with practical clinical experience in working with pediatric patients who present with acute or chronic diseases or seeking preventative care. The experience also includes course instruction and course assessments

completed outside of clinical hours. Prerequisite: Successful completion of all courses in the didactic phase and continued good standing in the PA Program.

**PAS 906 Surgery Supervised Clinical Practice Experience 2 Credits**
This Supervised Clinical Practice Experience (SCPE) takes place in a surgical setting. The purpose of the Surgery SCPE is to provide the student with practical clinical experiences working with patients presenting with a surgical condition in the intra-operative setting. Students may also gain experience in the pre-operative and post-operative setting. The experience also includes course instruction and course assessments completed outside of clinical hours. Prerequisite: Successful completion of all courses in the didactic phase and continued good standing in the PA Program.

**PAS 907 Behavioral Medicine Supervised Clinical Practice Experience 2 Credits**
This Supervised Clinical Practice Experience (SCPE) takes place in an inpatient, outpatient, or ambulatory care setting. The purpose of the Behavioral Medicine SCPE is to provide the student with practical clinical experience in working with patients presenting with acute or chronic behavioral health conditions. The experience also includes course instruction and course assessments completed outside of clinical hours. Prerequisite: Successful completion of all courses in the didactic phase and continued good standing in the PA Program.

**PAS 909** Non-Core Supervised Clinical Practice Experience I **2 Credits**
**PAS 910** Non-Core Supervised Clinical Practice Experience II **2 Credits**
**PAS 911** Non-Core Supervised Clinical Practice Experience III **2 Credits**
**PAS 912** Non-Core Supervised Clinical Practice Experience IV **2 Credits**

Each Supervised Clinical Practice Experiences (SCPE) takes place in an inpatient, outpatient, ambulatory care, or surgical setting. The Non-core SCPE provides the student with practical clinical experience working with patients presenting in a complementary medical field seeking preventative, acute, chronic, or emergent care. The experience also includes course instruction and course assessments which students complete outside of clinical hours. Prerequisite: Successful completion of all courses in the didactic phase and continued good standing in the PA program.

**PAS 950 Transition to Practice 2 credits**
This course is taken in the final semester of the Clinical phase and incorporates program determined testing and assessments, various learning modules, lectures, and presentations as components of the student's summative evaluation. Prerequisite: Successful completion of all courses in the didactic phase and continued good standing in the PA Program.

# Master of Science in Sport Management

Ohio Dominican University offers a Master of Science in Sport Management to students who wish to acquire the managerial competencies to successfully work in the dynamic and growing field of sport. This degree prepares students with an advanced knowledge of sport management and analytic base in management to meet the needs of one of the fastest growing international industries through a curriculum based in sport business. Students will be afforded the opportunity to complete either a capstone project or write a thesis to meet graduation requirements.

## 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 the individual(s).

Ohio Dominican students will receive preferential admission status to the program with an overall GPA of 3.00 and a faculty letter of recommendation. All degrees are welcome, as there are no prerequisite courses for this degree, and there are no critical courses necessary to prepare students for the content of the program.

External applicants must have an earned bachelor's degree from a regionally accredited institution with a minimum undergraduate GPA of 3.000. Official transcripts from every post-secondary institution are required. In order to maintain a high caliber of external candidates, a GRE score of 150 on both the quantitative and verbal sections and a minimum of 3.5 on the analytical writing is encouraged (or a combined score of 900 on the old GRE scale). Applicants for whom English is not their native language must achieve a score of 550 or higher on the Test of English as a Foreign Language (TOEFL), or a computer-based score of 79.

Additionally, students will have to submit a one-page statement of intent with their application and three letters of recommendation. Candidates may be invited to campus for an interview before admission.

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.

## Graduation Requirements

- Students must be accepted as degree seeking in the Master of Science in Sport Management program.
- Students must complete all required courses (36 semester hours).
- Students must have a 3.00 or higher grade point average.
- Students must complete the program within seven (7) years of acceptance.
- Students must complete an Application for Graduation according to the dates published in the Academic Calendar. (Application forms are available through ODU Online.)
- Students must make satisfactory payment of all tuition, graduation fee, library fines, and other financial obligations.

## Program Goals and Objectives

The overall mission of the Master of Science in Sport Management is to maintain an academically rigorous curriculum that meets the common professional components (CPC's) of the Commission on Sport Management Accreditation (COSMA). The curriculum will be created and aligned with the ultimate goal of accreditation (note: accreditation is not being sought at this time). While COSMA allows great flexibility in

the learning outcomes of graduate programs in sport management, our goals and objectives will maintain similarities of best programs in the country.

## Sport Management Program Goals

- To prepare students to effectively apply sport management theory and best practices within a sport organization.
- To prepare students to lead sport organizations ethically, based on an appreciation of Dominican values.
- To prepare students for gainful employment in recreational, collegiate, professional, community, military, or health-based sport organizations.
- To prepare students to be able to effectively ask questions and seek answers through the utilization of research methodology.

## Sport Management Program Objectives

- Socio-Cultural: Students will demonstrate the ability to analyze (critique) the scope of sport in society, including how sport is shaped by culture, values, and psychosocial experiences, and conversely how society can be influenced by sport.
- Ethics: Students will demonstrate the ability to critique decision making in contemporary sport practices based on their personal ethical perspectives and the Dominican values.
- Marketing: Students will be able to utilize fundamental concepts of consumer behavior in the sport industry to analyze how the sport product and market greatly differs from a non-sport product or service.
- Management and Leadership: Students demonstrate the ability to synthesize and critique the various management and leadership theories and practices as applied to sport systems.
- Legal Aspects: Students will demonstrate the ability to apply the concepts of liability and other tort and constitutional laws to address legal issues that impact the contemporary sport system.
- Economics and Finance: Students will demonstrate the ability to apply financial management tools and principles of micro and macroeconomics to the sport industry.
- Research and Inquiry: Students will demonstrate the ability to complete a research project by shaping a research question, reviewing the literature, gathering data, and interpreting results.

# Five-Year 4+1 Master of Science in Sport Management

Students admitted to the 4 + 1 program as undergraduates at ODU may complete up to 12 graduate credit hours during their senior year. Only 6 graduate credit hours may be used to satisfy undergraduate program requirements. Students must have at least 30 unique graduate credit hours to complete the graduate program.

***Admission requirements for the 4+1 Option:***
Provisional Admission:

- An earned GPA of 3.00 or higher.
- A completed graduate 4 + 1 application submitted during a student's junior year at ODU. Early application and admission will help ensure a five-year time to completion.

***Conversion from provisional to admitted status:*** Students admitted provisionally during their junior year will achieve formal and full program admission following the completion of their junior year provided they have earned a GPA of 3.00 or higher. Formal admission will permit undergraduate senior level students to take three graduate-level courses at the 500-level. To fulfill graduate requirements, 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.

***Entry into Master of Science in Sport Management program:*** Students must have earned and been awarded an undergraduate degree and maintained a minimum grade point average of 3.00.

## Requirements for a Master of Science in Sport Management

| Courses<br>For Prerequisites and Co-requisites please see course descriptions. | Credits |
|---|---|
| SPM 510 Sport Psychology | 3 |
| SPM 520 Sport Sociology and Ethics | 3 |
| SPM 610 Sport Marketing and Consumer Behavior | 3 |
| SPM 540 Organizational Behavior in Sport Systems | 3 |
| SPM 630 Human Resource Management in Sport | 3 |
| SPM 640 Sport Law | 3 |
| SPM 650 Sport Economics and Finance | 3 |
| **Research**—complete 9 credits:<br>SPM 530 Research Methods and Design in Sport | 9 |
| ***Select one capstone experience and complete 6 credits***<br>(either course may be taken twice):<br>SPM 720 Sport Management Comprehensive Project<br>SPM 730 Sport Management Thesis | |
| ***Select one concentration and complete 6 credits:*** | 6 |
| **Leadership**<br>MBA 622 Conflict Management and Negotiation Strategies for Leaders<br>MBA 625 Project Management<br>MBA 680 Leadership and Change Management | |
| **Exercise Physiology***<br>EXSC 510 Advanced Physiology of Exercise<br>EXSC 520 Advanced Biomechanics<br>***Select one course from the following:***<br>EXSC 610 Exercise Metabolism and Endocrinology<br>EXSC 620 Cardiopulmonary Exercise Physiology<br>EXSC 630 Lab Techniques in Exercise Science<br>EXSC 640 Electromyography | |
| **Total Credits Required** | **36** |
| *Currently, ODU is not accepting new students in the Exercise Physiology concentration of the Sport Management program. | |

## Course Descriptions

**SPM 510 Sport Psychology** **3 Credits**

The scope of sport leadership and coaching goes far beyond teaching skills and strategies to athletes. Successful teams are mentally focused on the task at hand, and coaches must be skilled at maximizing athlete performance with an in-depth understanding of the psychology of coaching athletes. This course will present current and future coaches with the contemporary issues associated with coaching psychology utilizing various sources and texts.

**SPM 520 Sport Sociology and Ethics** **3 Credits**

This course will examine the most significant historical normative ethical theories and moral concerns and apply them to the context of sport. The student will be expected to apply critical thinking skills to critique the culture of sport, particularly as found in current America. This will involve probing into some of the least glamorous element of sport practices and the problems caused by them. The student will be provided with tools and ethical theories to understand many of the

inconsistencies and hypocrisies of sport in various levels, and will be empowered to think critically, rationally, and morally about the goods and evils of sport.

**SPM 530 Research Methods and Design in Sport 3 Credits**
This course will focus on the nature of research design, focusing on the methodology of a quantitative research project. The research process, including defining the problem and hypotheses, the various types of research, data collection procedures, and establishing validity and reliability, will be addressed.

**SPM 540 Organizational Behavior in Sport Systems 3 Credits**
This course focuses on a conceptual analysis of the management of sport. Management is viewed as the coordination of the processes of production and marketing of the services in the sport field. The unique characteristics of the service of sport serves as the framework for discussion on the managerial functions of planning, organizing, leading, and evaluating. Not open to students with credit for SPM 620.

**SPM 610 Sport Marketing and Consumer Behavior 3 Credits**
This course is designed to provide students with a broad appreciation of marketing and its function as a vital component of sport management. This course will provide students with an understanding of marketing concepts as they are currently applied in various sport management contexts, equip students with the skills to perform basic marketing responsibilities, and provide a foundation for students to engage in advanced work in marketing, consumer behavior, and related fields.

**SPM 630 Human Resource Management in Sport Management 3 Credits**
This course focuses on the management of human resources within sport organizations. The objective of the course is to provide a basic understanding of the nature of paid professional workers, volunteer workers, and clients in sport organizations; individual differences in abilities, values, personality, and motivation; organizational processes of job design, staffing, and performance appraisal; and desired outcomes of job satisfaction and organizational commitment.

**SPM 640 Sport Law 3 Credits**
We live in an increasing litigious society in which there has recently been a dramatic growth in the number of lawsuits filed within courts of law. Sport and physical activity have not been spared from this trend. Future professionals within the realm of physical activity and sport need to be aware of the law and the numerous implications it brings to their chosen fields. This class is designed to provide an introduction to various aspects of the law and its influence on sport and physical activity in order to decrease the probability that future sport managers will be involved in litigation.

**SPM 650 Sport Economics and Finance 3 Credits**
In recent years, traditional sources of revenue—tax support, and in several cases, media revenues and gate receipts—have declined while costs have rapidly escalated. Managers of sport organizations have head to do more with less. This course is designed to provide students with skills in financial analysis and budgeting techniques essential for tracking an organization's revenue.

**SPM 720 Sport Management Comprehensive Project 3–6 Credits**
This course is a faculty directed capstone project, where the student develops and implements an applied project in sport. Prerequisite: SPM 530. May be repeated up to six credits. Not open to students with credit for SPM 730.

**SPM 730 Sport Management Thesis 3–6 Credits**
This course is a faculty directed thesis, where a student conducts research, analyzes data, and presents a discussion. Prerequisite: SPM 530. May be repeated up to six credits. Not open to students with credit for SPM 720.

**EXSC 510 Advanced Physiology of Exercise 3 Credits**
This course provides a thorough understanding and examination of the cardiopulmonary and musculoskeletal systems' response to exercise and their integration. This class studies the effects of both acute and chronic exercise on the human body.

**EXSC 520 Advanced Biomechanics 3 Credits**
This course provides an in-depth understanding of how the components of the musculoskeletal system produce human movement. Students will also learn to evaluate current research in the area of biomechanics.

**EXSC 610 Exercise Metabolism and Endocrinology 3 Credits**
This course provides a thorough understanding of both classical and newly acquired knowledge in the area of metabolism and endocrinology including concepts and relevant scientific information necessary to provide an advanced understanding of the physiological responses to both acute and chronic levels of physical activity. Prerequisite: EXSC 510.

**EXSC 620 Cardiopulmonary Exercise Physiology 3 Credits**
This course provides a thorough understanding of both classical and newly acquired knowledge in the area of cardiovascular and pulmonary physiology of exercise including concepts and relevant scientific information necessary to provide an advanced understanding of the physiological responses to both acute and chronic levels of physical activity. Prerequisite: EXSC 510.

**EXSC 630 Laboratory Techniques in Exercise Science 3 Credits**
This course provides a thorough understanding of the application of physiological tests/techniques and relevant scientific information behind these tests/techniques used to quantify and determine quality of the physiological responses to both acute and chronic levels of physical activity. Prerequisite: EXSC 510.

**EXSC 640 Electromyography 3 Credits**
This course provides a thorough understanding of both classical and newly acquired knowledge in the area of electromyography including concepts and relevant scientific information necessary to analyze and synthesize electromyographical data. Prerequisite: EXSC 510.

**MBA 622 Conflict Management and Negotiation Strategies for Leaders 3 Credits**
Students will study the techniques necessary to break impasse and in an effort to come to resolution in the areas of conflict and negotiation. Skills include how to create an atmosphere that fosters conflict as an impetus for organizational learning and growth. Additionally, the course will focus on conflict resolution in the leadership roles that emphasizes how to avoid zero-sum alternatives and solutions. Further exploration into negotiation, will enhance the student's ability to conduct difficult conversations and mediate "win-win" situations. This course moves students to a greater competence level in both the theory and techniques of conflict management and negotiation.

**MBA 625 Project Management 3 Credits**
This course provides students with theoretical concepts, applications, the newest technology concepts, a variety of tools and processes, and practical insights to help them understand how to successfully manage projects in a wide variety of industries including software development, information technology, construction, government, healthcare, manufacturing, and R&D. This course is packed with study aids, real-time projects, and tools to provide plenty of hands-on practice and to prepare students for both the PMP and CAPM certification exams. Not open to students who have completed MBA 685E Project Management.

**MBA 680 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. Students will assess their abilities in a variety of core leadership components including individual leadership traits, emotional intelligence, and change management skills. An individual leadership development plan will be constructed utilizing

course readings, skill assessment tools, and case studies. Not open to students with credit for MBA 725.

# Appendix

# Appendix C
# Pre-Med: ODU-OU-HCOM Medical School Early Assurance Program

**Sample 3-Year Course Plan for the 3+4 Option—B.S. in Biology**

**Year 1 - Fall**
BIO 201 Cells, Genetics, Molecules (4)
CHM 109 Chemistry 1 (4)
ENG 110 College Writing I (3)
MTH 240 Calculus I (4)
CORE 179 Freshman Seminar (3)

**Year 1 - Spring**
BIO 203 Vertebrate Anatomy Physiology **(**4)
CHM 110 Chemistry II (4)
ENG 111 College Writing II (3)
PHL requirement (3)
LNG 242 Cross-Cultural Communication (3)

**Year 2 - Fall**
BIO 202 Gen Bio: Biodiversity Evolution (4)
CHM 231 Organic Chemistry I (3)
CHM 231L Organic Chemistry I Lab (1)
PHY 219 General Physics I (4)
PSY 100 Intro to Psychology (3)
Arts and Ideas 279 Sophomore Seminar (3)

**Year 2 - Spring**
BIO 342 Human Physiology (4)
CHM 232 Organic Chemistry II (3)
CHM 232L Organic Chemistry II Lab (1)
PHY 220 General Physics II (4)
Arts and Ideas or SOC 379 Junior Seminar (3)
THL requirement (3)

**Year 3- Fall**
BIO 366 Genetics (4)
BIO 341 Human Anatomy (4)
CHM 451 Biochemistry (3)
Arts and Ideas Requirement (3)
CHM/BIO 479 CORE: (4)

**Year 3 - Spring**
BIO 479 CORE: Ecology (4)
BIO 227 Microbiology (4)
PHL 243 or PHL 279C Bioethics (3)
Arts and Ideas Requirement or SOC (3)
THL requirement (3)

**Year 4 – Fall**
Completed at OU

**Year 4 – Spring**
Completed at OU

# University Board of Trustees, Administration, and Faculty

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# Administration

Shonna Riedlinger, President, (2012). B.S., Bowling Green State University; M.M.Sc./P.A-C., Midwestern University. D.M.Sc., University of Lynchburg

John Marazita, Provost, (1994) B.A., The University of Akron; M.A., Kent State University; Ph.D., Kent State University.

Jeff Blair, Athletic Director, (2000). B.S., University of Findlay; M.B.A., University of Findlay.

Christie Flood Weiner, Executive Director of Alumni Relations and Giving, (1997). B.A., Ohio Dominican University.

Adam Hirschfeld, Vice President for Enrollment and Student Success, (2015). B.A., Capital University, M.B.A, Ohio Dominican University.

Stephanie Wieczynski, Executive Assistant to the President & the Provost, (2025) B.S., University of South Carolina

David Cannon, Chief Financial Officer, (2026) B.S., Ohio State University; M.B.A, Webster University

Chris Theve, Chief Information Officer, (2004). B.S, Ohio Dominican University; M.B.A, Ohio Dominican University.

Amy Thomas, Vice President for Student and Institutional Affairs, (2011) B.S., Ohio Dominican University; M.B.A., Ohio Dominican University.

Dr. Ken Fah, Academic Dean and Associate Professor of Business and Economics, (2000) B.S., University of Wyoming; M.S., University of Wyoming; Ph.D., University of Wyoming.

Dr. Lindsey Mason, Executive Director of Institutional Resources, (2016) B.A., Auburn University; M.B.A., Ohio Dominican University; Ph.D., Ohio State University

Robin Olson, Director of Public Safety, (2015) B.A., Kent State University

Dr. Dawn Wallace-Pascoe, Director of Assessment and Institutional Data and Research, (2022) B.A., Miami University; M.A., The Ohio State University; Ph.D., The Ohio State University

# Full-time Faculty

Imali J. Abala, Professor of English (1992). B.A., Wilmington College; M.A., The Ohio State University; Ph.D., The Ohio State University.

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Timothy R. Budnik, Assistant Clinical Professor, Physician Assistant Studies Program (2013). B.S., Quincy College; D.O., Kirksville College of Osteopathic Medicine.

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Ronald W. Carstens, Professor of Political Science (1974). B.A., St. Ambrose College; M.A., Miami University; Ph.D., Miami University.

Young-Mi Chang, Associate Professor of Education (2005). B.A., Yonsei University; M.A., Ball State University; Ph.D., Purdue University.

Matthew Conley, Associate Professor of Education (2005). B.S., The Ohio State University; M.A., The Ohio State University; Ph.D., The Ohio State University.

Kathleen Cummings, Lecturer in Sport Management (1995). B.S., University of Rio Grande; M.S., Eastern Kentucky University.

Anthony DeGenaro, Assistant Professor of English (2022). B.A., Otterbein University; M.A., University of San Francisco; Ph.D., Wayne State University.

Michael V. Dougherty, Professor of Philosophy (2003). B.A., The Thomas More College of Liberal Arts; M.A., The Catholic University of America; Ph.D., Marquette University.

Thomas J. Eveland, Associate Professor of Business (2019). B.B.A., DeVry University; M.B.A., Keller Graduate School of DeVry University; Ph.D., Ohio University.

Erin Fenzel, Associate Professor and Clinical Coordinator, Physician Assistant Studies Program (2012). B.A., The University of Mississippi; M.S.P.A.S. /P.A., Medical College of Ohio.

Katelyn M. Fishley, Associate Professor of Education (2013). B.A., Walsh University; M.Ed., The Ohio State University; Ph.D., The Ohio State University.

Jarrod Gable, Visiting Assistant Professor of Exercise Science (2024). B.S.E., Ashland University; M.S., Ohio University; A.B.D., Kent State University.

Jeremy Glazier, Professor of Rhetoric (2004). B.A., Wittenberg University; M.F.A., Columbia University.

Maria Gluys, Associate Professor of Physician Assistant Studies (2015). B.S., Butler University; M.P.A.S., University of Nebraska.

Sonya Goshe, Associate Professor of Criminal Justice (2018). B.A., Ohio Wesleyan University; M.Ed., University of Virginia; J.D., The Ohio State University; Ph.D., University of California, Irvine.

Aaron Grabovich, Anesthesiologist Assistant Program Director (2021) B.S. The University of Toledo; M.S. The University of Toledo; M.H.Sc, CAA. Nova Southeastern University.

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.

Janette Knowles, Professor of Art (1997). B.A., Kent State University; M.A., The Ohio State University; Ph.D., The Ohio State University.

Natalie Kompa, Associate Professor of Public Relations (2008). B.A., The Ohio State University; M.B.A., Capital University; Ed.D. University of New England.

Jennifer Lawrence, Visiting Assistant Professor of Biology (2024). B.A., Andrews University; M.B.A., Loma Linda University; M.S., Northern Caribbean University; Ph.D., Loma Linda University.

Alae Loukili, Associate Professor of Computer Science (2013). M.S., Towson University; D.Sc., Towson University.

Lukco, Edward, Instructor Risk Management and Insurance (2006), M.B.A., Ohio University

Christopher Martin, Associate Professor of Chemistry (2022). B.A., University of Kentucky; M.S., The Ohio State University; Ph.D., The Ohio State University.

Lawrence Masek, Professor of Philosophy (2004). B.A., Boston College; M.A. Marquette University; Ph.D., Marquette University.

Blake Mathys, Associate Professor of Environmental Science (2012). B.S., Ohio Northern University; Ph.D., Rutgers University.

Valerie Staton Matthews, Professor of Psychology (2002). B.A., Bucknell University; M.S., University of Georgia; Ph.D., University of Georgia.

Virginia McCormack, Professor of Education (1992). B.S., St. Bonaventure University; M.S., University of Dayton; M.A., St. Joseph College; Ed.D., Nova Southeastern University.

Stephen McCullough, Lecturer of Accounting (2023). B.A. Slippery Rock State College; MBA Ohio University.

Harry McKnight, Lecturer of Political Science (2023). B.A. Pennsylvania State University; M.A. Ohio Dominican University.

Majid Nishatul, Assistant Professor of Computer Science (2024). B.Sc., University of Dhaka; M.S., University of Dhaka; Ph.D., Boise State University.

Robert N. Parks, Assistant Professor of Theology (2007). B.A., Ohio Dominican University; M.A., The Catholic University of America; Ph.D. University of Dayton.

Matthew D. Ponesse, Professor of History (2004). B.A., University of Toronto; M.A., University of Toronto; Ph.D., University of Toronto.

Nicole Powell, Associate Professor and Associate Program Director, Physician Assistant Studies Program (2012). B.S., John Carroll University; M.S., Youngstown State University; Ph.D., The Ohio State University.

Douglas Ruml, Assistant Professor of Business (2015). B.A., Ambassador University; M.A., California State University; D.B.A., Northcentral University.

Tracy Shroyer, Assistant Professor of Business (2024). B.A., Otterbein University; M.B.A., Ohio Dominican University; M.S., Bellevue University; Ph.D., Capella University.

Shrestha Sinha-Ray, Assistant Professor of Biology (2023). B.T. VIT University; Ph.D. University of Florida.

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