

# UNDERGRADUATE CATALOG

2015-2016



NOTRE DAME  
COLLEGE

## ACCREDITATION AND AFFIRMATIVE ACTION STATEMENT

Notre Dame College is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools ([www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)) as a degree-granting institution. Other college accreditation, program approvals and affiliations include:

- The American Association of Colleges for Teacher Education
- Registration for State Teachers' Licenses by The State of Ohio Department of Education
- Association of Catholic Colleges & Universities (ACCU)
- Association of Independent Colleges and Universities of Ohio (AICUO)
- College Entrance Examination Board (The College Board)
- College and University Personnel Association (CUPA)
- Commission on Collegiate Nursing Education (CCNE) (for the Bachelor of Science in Nursing Program)
- Council of Independent Colleges (CIC)
- Council of Independent Colleges Tuition Exchange Programs
- Global Issues Resource Center
- National Association of Independent Colleges and Universities (NAICU)
- National Council for Accreditation of Teacher Education (NCATE)
- Northeast Ohio Council on Higher Education (NOCHE)
- Ohio Board of Nursing (full approval for the Bachelor of Science in Nursing Program)
- Ohio College Association (OCA)
- Ohio Council of Teacher Education Organizations (OCTEO)
- Ohio Foundation of Independent Colleges (OFIC)
- Ohio Minority Recruitment Consortium

Notre Dame College upholds the policy that there shall be no discrimination against any student, faculty or staff because of race, color, religion, national origin, age or disability. The fees, programs, and requirements contained in this catalog are necessarily subject to change without notice at the discretion of Notre Dame College. It is the student's responsibility to know and follow current requirements and procedures.

# TABLE OF CONTENTS

<a href="#">Accreditation and Affirmative Action Statement .....</a>	<a href="#">Inside Front Cover</a>
<a href="#">Academic Calendar .....</a>	<a href="#">2</a>
<a href="#">Inquiries .....</a>	<a href="#">2</a>
<a href="#">Mission Statement.....</a>	<a href="#">2</a>
<a href="#">Statements of Purpose and Catholic Identity .....</a>	<a href="#">3</a>
<a href="#">The Campus.....</a>	<a href="#">4</a>
<a href="#">Admission.....</a>	<a href="#">6</a>
<a href="#">Student Financial Aid.....</a>	<a href="#">10</a>
<a href="#">Student Affairs.....</a>	<a href="#">19</a>
<a href="#">Academic Policies and Procedures .....</a>	<a href="#">24</a>
<a href="#">Online Programs .....</a>	<a href="#">45</a>
<b><a href="#">Academic Programs .....</a></b>	<b><a href="#">49</a></b>
<a href="#">Art.....</a>	<a href="#">49</a>
<a href="#">Biology.....</a>	<a href="#">65</a>
<a href="#">Business Administration.....</a>	<a href="#">75</a>
<a href="#">Chemistry .....</a>	<a href="#">94</a>
<a href="#">Communication .....</a>	<a href="#">103</a>
<a href="#">Criminal Justice.....</a>	<a href="#">109</a>
<a href="#">Economics.....</a>	<a href="#">112</a>
<a href="#">Education .....</a>	<a href="#">114</a>
<a href="#">English.....</a>	<a href="#">127</a>
<a href="#">Environmental Science .....</a>	<a href="#">134</a>
<a href="#">Finance.....</a>	<a href="#">77</a>
<a href="#">Health Education/Physical Education .....</a>	<a href="#">136</a>
<a href="#">History .....</a>	<a href="#">139</a>
<a href="#">Intelligence Studies .....</a>	<a href="#">146</a>
<a href="#">Management Information Systems .....</a>	<a href="#">148</a>
<a href="#">Mathematics.....</a>	<a href="#">151</a>
<a href="#">Modern Languages .....</a>	<a href="#">157</a>
<a href="#">Music.....</a>	<a href="#">162</a>
<a href="#">Nursing.....</a>	<a href="#">166</a>
<a href="#">Philosophy.....</a>	<a href="#">177</a>
<a href="#">Physics.....</a>	<a href="#">179</a>
<a href="#">Political Science .....</a>	<a href="#">180</a>
<a href="#">Psychology.....</a>	<a href="#">186</a>
<a href="#">Public Relations .....</a>	<a href="#">104</a>
<a href="#">Sociology.....</a>	<a href="#">193</a>
<a href="#">Theater .....</a>	<a href="#">194</a>
<a href="#">Theology.....</a>	<a href="#">196</a>
<a href="#">Women’s Studies.....</a>	<a href="#">199</a>

## Academic Calendar

The Academic Calendar is located at <http://notredamecollege.edu/academics/academic-calendar>.

## Inquiries

See our website **NotreDameCollege.edu**  
Send email to: **admissions@ndc.edu**

### **Our mailing address is:**

Notre Dame College 4545 College Road  
South Euclid, Ohio 44121-4293

### **Phone:**

216.381.1680

**Toll Free:** 877.NDC.OHIO (877.632.6446) ext. 5355

**Fax:** 216.381.3802

**Admissions information, campus tours and transfer students:** Office of Admissions, First Floor, Main Administration Building 216.373.5355; toll free: 877.632.6446 ext. 5355 *admissions@ndc.edu*

### **The Finn Center for Adult, Graduate and Professional Programs:**

Regina Hall, 216.373.5173; toll free: 877.632.6466 ext. 5173; *adultadmissions@ndc.edu*

**Registration, class schedules and acceptance of credits:** Office of Student Records, First Floor, Main Administration Building, 216.373.5287

### **Financial aid, scholarship and loan inquiries:**

Office of Financial Aid, First Floor, Main Administration Building, 216.373.5213

### **Housing inquiries:**

Office of Residence Life, 216.373.5274

### **Athletics inquiries:**

Office of Intercollegiate Athletics, Keller Center, 216.373.5138

### **Academic advising:**

Student Success Center, Second Floor, Main Administration Building, 216.373.5383

### **Career development, cooperative education, employment assistance:**

Career Services Center, Student Activities Center, 216.373.5290

## Mission Statement

Notre Dame College, a Catholic institution in the tradition of the Sisters of Notre Dame, educates a diverse population in the liberal arts for personal, professional and global responsibility.

## Statements of Purpose

Notre Dame College engages students, staff and the wider community in the educational experience. Those who choose a Notre Dame education are encouraged to develop these values and skills:

- Thinking logically, analytically and creatively
- Communicating effectively in speech and in writing
- Demonstrating mastery of an academic discipline
- Choosing wisely for health and well-being
- Appreciating the fine arts
- Integrating Judaeo-Christian values into their lives
- Pursuing their personal spiritual development
- Sharing talents and gifts in the spirit of friendship and compassion
- Engaging in the lifelong search for truth, beauty and justice.

## Catholic Identity Statement

Given the saving death and resurrection of Jesus, Notre Dame College sees itself as having a mission within the Church to extend Christ's loving, saving activity in the world. The Gospel serves as guide and goal.

- We live in a way that communicates that we are confident that life has meaning.
- We believe that in some way each of us is called to serve others and contribute to the "common good" in our immediate relationships and as a participant in the larger global community.
- Each one of us is called in Christ to respond to the fullness of gifts we have been given in the Spirit.
- As we exercise the gifts of the Spirit, we recognize the responsibility to live an honest, ethical and moral life so that our daily circles of influence are consistently marked in sometimes subtle or dramatic ways by the Notre Dame College mission.

Notre Dame College understands the unique role a Catholic College plays in the 21st century American culture. Committed to our Catholic faith tradition of belief in God's creating, saving and sustaining love, we strive to daily live out the distinctive characteristics of a Catholic University identified by John Paul II.<sup>1</sup>

We give evidence of Christian inspiration and commitment as individuals and as a college community by daily celebration of liturgy, active participation in Christian and ecumenical prayer and through our worship spaces, Christ the King and Regina Chapels.

In both formal and informal settings, faculty and students conduct their academic work and reflection in light of the Catholic faith "with due regard for academic freedom and the conscience of every individual." All undergraduates are required to take a scripture class, a social justice class and an ethics class in order to graduate. Students and faculty are committed to the ideals, principles and teachings of the Catholic Church. Students, staff and faculty are expected to develop and live a personal moral and ethical code that reflects the values of the Catholic tradition.

The mission of Notre Dame College calls faculty, staff and students to service of others through personal, professional and global responsibility. Students are involved in annual outreach including: Habitat for Humanity, immersion experiences and summer service projects. Both faculty and students make individual commitments to some local or national service project.

As a Catholic College, Notre Dame College was founded upon and continues to teach in light of our rich Catholic tradition and Catholic principles.

Relying on our expansive intellectual heritage, Catholic intellectual life relies on a breath-taking body of works and treatises stretching “from Justin to Augustine to Lonergan, from Origen to Anselm to Teilhard, from Aquinas to Newman to Küng.”<sup>3</sup>

Affirming the sacramental principle that the natural world as well as human culture can serve to mediate God’s grace. This principle, as well as those that undergird our responsibility to educate for justice, reminds us of our call to participate in the transformation of the world in light of the human dignity of all persons.

Prizing pluralism. The Catholic faith consistently confirms its universality and catholicity as it embraces all people: young or old, believer or non-believer, from every nationality or social class with special gifts of specific challenges.

### **The Campus**

Notre Dame College is located in South Euclid, Ohio, a suburb less than 30 minutes east of downtown Cleveland. A center of commerce and industry, Cleveland is home to many leading national and multi-national corporations. Local businesses, schools, hospitals and civic organizations provide opportunities for internship and cooperative education experiences for Notre Dame students. These experiences enhance the student employment opportunities following graduation.

There are many excellent information sources about Cleveland and all it has to offer; one is <http://www.thisiscleveland.com/>

### **The Administration Building**

The College sits on a wooded 48-acre campus. The Tudor Gothic Administration Building houses classrooms and offices, the Dwyer Learning Center, science labs, computer and multi-media labs, Christ the King Chapel, the Performing Arts Center and the Student Success Center. Constructed in 1928, the Administration Building is listed on the National Register of Historic Places by the U.S. Department of the Interior.

### **The Center for Technology Literacy**

The Center for Technology Literacy provides just-in-time, on-demand, multimodal training on a variety of hardware and software technologies to students, faculty, and staff of Notre Dame College. The Center will assist the student with the training necessary to successfully complete basic to more advanced assignments requiring computer literacy, such as with word processing, presentation, and spreadsheet software packages. The Center can assist students with online, tutorial, or in-person training.

### **Student Success Center**

The Student Success Center, on the second floor of the Administration Building, combines academic support and advising services along with retention efforts. This philosophy enables the college to foster interaction among our students, faculty and staff, and provides the necessary academic and personal support students at Notre Dame College need to be successful.

### **Dwyer Learning Center**

The Learning Center, a part of the Student Success Center, offers FREE educational support for all NDC students. Services are designed to help all students achieve academic success. Peer tutors are available for all subjects at various times throughout the week. All peer tutors are Notre Dame College upperclassman who have completed the subject area with an A and were recommended by a Faculty member. In addition, many tutors are also Education majors at the college with training in teaching. Writing and research paper assistance is available from English faculty. The Director has expertise in Math and Science and is often available to tutor students directly.

Free support services provided by the Student Success Center and the Dwyer Learning Center:

- Walk-in professional tutoring for writing provided by NDC English faculty
- Walk-in tutoring in all subjects by faculty recommended peer tutors
- Study groups in writing, math and accounting led by Graduate Assistants
- Academic Advising
- Financial Aid information and advising
- Assistance with acclimation to college life
- Mentoring programs
- Exam preparation and review
- Review and assistance with homework and class preparation
- Development of study skills
- Assistance with writing organization and grammar review

### **Clara Fritzsche Library**

The Clara Fritzsche Library, dedicated in 1971, houses a collection of more than 95,000 volumes. Located next to the Keller Center and adjacent to the Administration Building, the two story structure contains a general collection supporting all areas of the curriculum with a special emphasis on education, literature, art, nursing and intelligence analysis. In addition, the Library maintains a comprehensive juvenile collection, and a 5,000-volume Curriculum Library which provides a wealth of resource materials for prospective teachers. In an effort to provide timely information for all disciplines, the Clara Fritzsche Library is a member of OhioLINK, a network of 91 academic, public and special libraries that provides access to over 49.5 million books and audiovisual materials, 62,000 e-books, thousands of downloadable educational videos, images and sounds and 140 databases containing thousands of journal titles and full text articles.

### **Joseph H. Keller Center**

The Joseph H. Keller Center is an indoor recreational facility available for student, staff, faculty and community use. Located within the facility is a gymnasium; A 25 yard, six lane pool for collegiate competition, water exercise and lap swimming; six locker rooms, weight room, training room and coaches offices.

### **Regina Hall**

The College acquired the former Regina High School property in 2010, greatly expanding the number of classrooms and labs, accommodating faculty offices, and using the gymnasium and auditorium to support the College's increasing demands for larger accommodations for meetings and special events. Regina Hall is also the home of the nursing division, Academic Support Center for Students With Learning Differences, the Finn Center for Adult, Graduate, and Professional Programs, performing arts, Regina Chapel, classrooms and offices for faculty and campus organizations and athletics.

## **Admission**

### **Undergraduate Admission to Notre Dame College**

To fulfill its mission, Notre Dame College encourages students of diverse religious, racial, educational and socioeconomic backgrounds to apply. Undergraduate admission decisions are based on a broad range of criteria. A prospective student may apply for admission up to a year prior to the semester or summer session for which admission is desired.

### **Campus Visit**

Notre Dame College welcomes and strongly encourages every prospective student to take the opportunity to visit its campus. A campus visit can be arranged by contacting the Office of Admissions at 216.381.1680 ext. 5355 or toll-free 877.NDC.OHIO (877.632.6446) ext. 5355.

### **Admission Requirements**

Notre Dame College admits students who demonstrate potential for academic success. The credentials of each applicant are individually evaluated with consideration given to a combination of previous academic records, standardized test scores and evidence of potential to succeed in college. The College has a very fair and generous policy on the transfer of academic credit earned at regionally accredited colleges or universities. Course work completed more than five years ago at a regionally accredited college or university is evaluated on a course-by-course basis. Notre Dame College reserves the right to deny admission to any applicant who does not meet its admission standards.

Recognizing that the needs of a diverse student body are equally diverse, Notre Dame College has established alternative admission requirements for traditional, traditional transfer, adult and international degree-seeking and certificate-seeking students.

### **Traditional Students**

Traditional students are those students who have graduated from high school within four years of their first term of enrollment. A student planning to attend Notre Dame College should take the strongest possible college preparatory program available. The following distribution of courses is recommended:

- College Preparatory English - Four units
- Mathematics - Three units to include Algebra I, Geometry and Algebra II
- Science - Three units with laboratory experience
- Social Studies - Three units
- Foreign Language - Two units of the same language
- Fine Arts - One unit

Notre Dame College requires the following credentials from each traditional student seeking admission:

- Application for Undergraduate Admission
- Official high school transcript stating date of graduation, and
- Official ACT or SAT I score report.

Academic transcripts must be submitted directly to the Office of Admissions by the issuing high school in order to be considered official. Upon receipt of all necessary credentials, one of the following admission decisions will be made:



### **Full Admission**

Ordinarily, a student will be granted Full Admission when the following conditions have been met:

- 2.5 cumulative grade point average on a 4.0 scale, and
- Minimum ACT score of 19/ SAT score of 900, or
- Evidence of the potential for academic success as profiled on the academic transcripts and in a personal interview.

### **Provisional Admission**

Traditional and international students will be granted Provisional Admission when the cumulative grade point average or standardized entrance examination performance falls below those standards necessary for Full Admission. A student admitted on a provisional basis will be limited to registering for no more than thirteen (13) credit hours during the first term of enrollment and will be required to use the services of the Dwyer Learning Center regularly. The student will meet with the Director of the Learning Center to develop an action plan in order to afford the greatest possibility for academic success. A student admitted provisionally is expected to achieve a 2.0 grade point average upon completion of the first term of enrollment.

### **International Students**

International students are those who legally reside in a country other than the United States. Notre Dame College requires the following credentials from each international student seeking admission:

- Application for Undergraduate Admission for international students,
- Official academic transcripts of all secondary and post-secondary education. (If the academic transcripts are in a language other than English, the original transcripts must be submitted along with notarized/certified English translations),
- Competency in English – (see below – applicable only to non-native English speakers who graduated or will graduate from a secondary school outside the USA),
- Declaration and Certification of Financial Support form,
- International Student Financial Aid Form,
- Verification of Country of Birth and Citizenship form, and
- Admissions Essay (recommended, but not required).

### **For International Transfer Students ONLY:**

- Verification of F-1 Status form
- College credit may be offered for completion of coursework at a “C-” level or better, at a regionally accredited college or university.
- See transfer policies page 35-36

Upon receipt of all necessary credentials, one of the following admission decisions will be made:

### **Full Admission**

An international student will be granted Full Admission when he/she displays competence in the English language as evidenced by one of the following:

- TOEFL (Test of English as a Second Language) – minimum score of 500PB (paper-based)/173 CB (computer-based) ([www.toefl.org](http://www.toefl.org))
- IELTS (International English Language Testing System) – minimum score of 6.0 ([www.ceii.org](http://www.ceii.org))

- CAE (Cambridge Certificate of Advanced English) minimum score of C (pass)
- ELS Language Centers – level 112 Proficiency Examination ([www.els.com](http://www.els.com))
- General Certificate of Education – minimum score of C (pass) on either O (ordinary) or A (advanced) level. Scores must be no more than 2 years old.
- 2.5 cumulative grade point average on a 4.0 scale (most recent academic work)

Form I-20, Certificate of Eligibility for Nonimmigrant F-1 Student Status, is issued by the Office of Admissions upon receipt of a signed Confirmation of Attendance form. Bureau of Citizenship and Immigration Services (BCIS, formerly the Immigration and Naturalization Service [INS]) regulations require foreign students on a student visa to carry a full course of study during each term of enrollment at Notre Dame College in order to maintain F-1 student status while in the United States.

### **Provisional Admission**

See section above.

### **Transfer Students**

**Traditional transfer students** are those who have graduated from high school within four years of their first term of enrollment and who have attended a regionally accredited institution of higher learning following high school graduation. Traditional transfer students need to submit their application and transcripts to the Admissions Office. An appointment with an Admissions Counselor can be arranged through the Admissions Office.

**Adult transfer students** are those students with previous college experience 23 years of age and older who have graduated from high school five or more years prior to their first term of enrollment or who have earned a General Education Diploma (GED). Adult transfer students submit their application and transcripts to The Finn Center for Adult, Graduate and Professional Programs. An appointment with an Admissions Counselor can be scheduled by calling The Finn Center, 216.373.5173.

Notre Dame College requires the following credentials from each transfer student seeking admission:

- Application for Undergraduate Admission
- Official high school transcript stating date of graduation or official GED certificate
- Official academic transcripts from each college or university previously attended and a
- Personal interview with an Admissions Counselor.

Academic transcripts must be submitted directly to the Office of Admissions or The Finn Center for Adult, Graduate and Professional Programs by the issuing high school and college(s) in order to be considered official. Upon receipt of all necessary credentials, one of the following admission decisions will be made:

### **Full Admission**

Ordinarily, a transfer student will be granted Full Admission when the following conditions have been met:

- 2.5 cumulative grade point average on a 4.0 scale and
- Evidence of scholarship and the potential for academic success as profiled on the academic transcript and in the personal interview.

### **Provisional Admission**

A transfer student will be granted Provisional Admission when his/her cumulative grade point average

falls below those standards necessary for Full Admission. A student admitted on a provisional basis may be limited to registering for no more than thirteen (13) credit hours during the first term of enrollment. A student admitted provisionally will be expected to achieve a 2.0 grade point average upon completion of the first term of enrollment.

### **Adult Students**

The Finn Center for Adult, Graduate and Professional Programs: Launched on February 5, 2010 in honor of Sr. Mary LeRoy Finn '40, SND, The Finn Center is dedicated exclusively to serving adult students. It houses both the Office of Adult and Graduate Admissions and the Office of Professional Development. The Center supports adult students as they pursue professional development classes, associate's degrees, bachelor's degrees, post- baccalaureate programs and master's degrees in a variety of formats including day, evening, weekend and online courses.

Adult students are those students 23 years of age and older who have graduated from high school five or more years prior to their first term of enrollment or who have earned a General Education Diploma (GED). Adult students follow the same application procedures as adult transfer students and will be accepted under the same conditions.

### **Readmission**

Students who have been absent from the College for one calendar year or longer must reapply for admission. For the purpose of readmission, one calendar year is defined as any consecutive combination of a Fall Semester, Spring Semester and Summer Session. The Dean of Admissions determines the official length of academic absence. Students seeking readmission are expected to follow the same admission process as those prospective students who will be attending Notre Dame College for the first time.

Students readmitted to the College must follow the Catalog requirements and academic policies in effect at the time of readmission regardless of the number of credits earned under a previous Catalog. Students who were on academic probation when they left the College will be on probation when they return. Students who were suspended for academic reasons must meet with the Associate Dean for Academic Affairs before being allowed to return to Notre Dame College.

## **Office for Professional Development**

### **Professional Development**

The Finn Center Office for Professional Development at Notre Dame College provides ongoing professional development for nurses, teachers, athletic coaches, social workers, human services workers and business and intelligence personnel. Flexibly-scheduled courses cover a broad range of topics in nursing, education, mental retardation/developmental disabilities, business, leadership, technology and athletic coaching.

### **Certificate Programs:**

Certificate programs are offered in Intelligence Analysis, Competitive Intelligence and Athletic Coaching. Most offerings can be taken for continuing education, undergraduate credit or graduate credit.

### **Continuing Education:**

Notre Dame College is an approved provider of continuing education credits (CEC) for adult services, case management, and early intervention by the Ohio Department of Mental Retardation/Developmental Disabilities (ODMRDD).

Educators needing Continuing Education Units (CEU) must seek approval from their Local Professional Development Committee (LPDC).

Notre Dame College is an approved provider of Ohio Department of Education, Pupil Activity First Aid Program.

## **Student Financial Aid**

Financial assistance means freedom to choose a college based on academic programs rather than on cost. Notre Dame College believes in the philosophy that all qualified students should have the opportunity to attend regardless of personal financial situation. A student and his/her family, of course, are expected to contribute to the cost of education to the extent that they are able.

Notre Dame College's student financial assistance program is designed to help bridge the gap between direct cost and a student's ability to pay. We offer both need-based and merit-based aid to our students. All financial assistance is awarded according to the eligibility requirements set forth for each type of aid. Eligibility requirements vary considerably from fund to fund and are established by the funding agency or source.

All financial assistance can be divided into two broad groups: grants or scholarships and self-help. Grants or scholarships are forms of financial assistance that do not have to be repaid and that are generally based on need, academic achievement or other special attribute. Self-help aid must be either repaid with interest or earned through on-campus employment. Within the context of these two broad groups, Notre Dame College awards student financial assistance from three general sources: federal programs, state programs and private aid.

Notre Dame College requires the Free Application for Federal Student Aid (FAFSA). This need analysis report must be completed to determine a student's need. To qualify for federal financial aid, a student must be a United States citizen, a permanent resident or other resident alien. Additionally, a student must be enrolled at least halftime in a degree seeking program and maintain satisfactory academic progress.

## **Sources of Financial Aid**

### **Federal Financial Assistance Programs**

- Federal Pell Grant
- Direct Subsidized Stafford Student Loan Direct Unsubsidized Stafford Student Loan
- Direct Parent Loan for Undergraduate Students (PLUS) Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Perkins Loan Federal Work Study (FWS) Federal Teach Grant

### **State Financial Assistance Programs**

- Ohio College Opportunity Grant
- Ohio Academic Scholarship
- Ohio War Orphans Scholarship

### **Named Endowed Scholarship Funds and Awards**

- Sr. Dolores Abood Scholarship
- Joseph M. & Aldemire Alfonso Award
- Notre Dame College Alumni Scholarship

- Edward J. & Stella Gunn Corbett Award
- Helen Adeline Corrigan and Marie Corrigan Scholarship
- Sister Jeanmarie DeChant Award
- Helen Schaffer DeGulis Scholarship
- Anne L. Deming International Student Fund Naomi Coyle Dempsey Scholarship
- Eleanor Durica Filak Endowment
- Sister Mary LeRoy Finn Scholarship
- Flynn Family Scholarship
- GAR Foundation Scholarship
- Carl and Dorothy Harig English and Communications Award
- Sister Mary Margaret Harig Endowed Internship in Campus Ministry
- Hoover-Takacs Scholarship
- Elizabeth Cantillon Hruby Scholarship
- Eleanor Malburg Scholarship
- Alice J. & Patricia A. McCann Endowment
- Ruth A. & Loretta E. Mersy Scholarship
- Joseph & Caroline Mersy Scholarship
- Frances A. Noetzel Endowed Scholarship Fund
- Sisters of Notre Dame Freshman Award
- Grace K. O'Donnell Scholarship
- Corrine O'Neill Scholarship
- F. J. O'Neill Scholarship
- H.M. O'Neill Scholarship
- Pauline Palub Endowment
- Bishop Anthony M. Pilla Scholarship Fund
- Thomas Quinlan Award
- Quinlivan/Burke Award
- Dr. Robert & Rosemary Racek Scholarship Fund
- Sister Mary Marthe Reinhard Scholarship
- Stanley I. Roediger Award
- Charles Schell Foundation Scholarship
- Marie M. Schoonmaker Scholarship
- Ruth M. Seegert Award
- James C. Sennett Endowment Fund
- Elizabeth Unkefer Award and Scholarship
- Timothy & Marie Welch Award

#### **Historical Gifts Made to Advance Student Scholarship**

- Arthur S. Armstrong Scholarship
- Edward Brandon Scholarship Fund
- Christopher Foundation Scholarship
- Sister Mary Aquinas & Sister Mary Clotilda Award
- F. J. Cole Scholarship
- Daniel S. Connelly Scholarship
- Albert & Veronica Conrad Award
- HCS Foundation Scholarship Fund
- Sister Mary Patricia Hlivak Award
- Reverend Henry Hofer Award
- Jean G. & Joseph H. Keller Scholarship

- Fred A. Lennon Scholarship
- Joseph and Eleanore Loehr Scholarship
- The Helen & Michael Earl McCloskey Award
- McHugh Award
- Catherine & F. Jerome McKeever Scholarship
- Sr. Mary Cesarie Miday Award
- Dorothy & Eugene J. Murray Scholarship
- Sr. Mary Patrice Award
- Sr. Mary Priscilla Award
- Regis & Leona Reinhard Award
- Mary Louise Ruffing Student Scholarship Fund
- Gertrude Schaefer Award
- Dan C. Smith Award
- Frank J. & Helena M. Smith Award
- Mary Strassmeyer Scholarship
- Marianne Artino Taylor Scholarship
- John and Alma Tercek Award
- Monsignor Angelo J. Trivisonno Award
- TRW Scholarship Fund
- John C. & Florence M. Wasmer Foundation Award
- Jeanne Ann Woessner Award
- Stella Scarana Zannoni Scholarship

#### **Private Assistance Programs**

- Batta Reading Fund
- The John Huntington Fund for Education Kathleen Kendel Scholarship
- The Laub Foundation
- Monaghan-Maher Scholarship Fund
- Ohio Foundation of Independent Colleges
- University Suburban Health Center Scholarship
- Sister Mary Marthe Reinhard Scholarship
- Stanley I. Roediger Award
- Gertrude Schaefer Award
- Marie M. Schoonmaker Scholarship
- Ruth M. Seegert Award
- Josephine Smutko Seymour Endowed Scholarship
- Frank J. & Helena M. Smith Award
- Mary Strassmeyer Scholarship Marianne
- Artino Taylor Scholarship
- John and Alma Tercek Award
- Monsignor Angelo J. Trivisonno Award
- Elizabeth Unkefer Award and Scholarship
- John C. and Florence M. Wasmer Foundation Award
- Timothy & Marie Welch Award
- Jeanne Ann Woessner Award
- Stella Scarano Zannoni Endowed Scholarship
- Edward Brandon Scholarship Fund
- James C. Sennett Endowment Fund

- Charles Schell Foundation Scholarship
- F.J. Cole Scholarship
- F.J. O'Neill Scholarship
- Sister Mary Margaret Harig Endowed Internship in Campus Ministry
- Eleanor Malburg
- Hoover-Takacs
- Naomi Dempsey
- Bernice Krumhansl
- Sister Dolores Abood Scholarship

## Tuition and Fees

Tuition and fees, residency charges and dining options are located at <http://notredamecollege.edu/admissions/financial-information/tuition-and-fees>

### Au Pairs

Tuition is \$90 per credit hour. Students must pay in full at the time of registration.

### Late Fees

Students making payments after the due date are subject to a late fee of \$100 per month.

### Deposits

New, full-time students to Notre Dame College are required to make an enrollment deposit of \$225.00 upon acceptance to the College. This deposit is NOT refundable after May 1, 2012. The deposit will be applied to the student's first term tuition balance.

All resident students are required to make a \$200 housing deposit. When the student formally withdraws from the residence halls, \$200 of this deposit will be returned upon the Director of Residence Life's recommendation. Please review the "Housing Terms and Conditions" as it appears on the housing contract.

### Payment

It is the policy of Notre Dame College that tuition, room, board, and fees for a given term are to be paid in full OR acceptable arrangements made by August 1st for Fall Semester, January 2nd for Spring Semester, and by the first day of classes for Summer Semester. Acceptable arrangements are payment in full or signing up for the payment plan (except summer term, no payment plan available) and making on-time payments. Students who register after the deadline are expected to make acceptable payment arrangements at the time of registration. Pending financial aid is not an acceptable payment arrangement. An unpaid balance is considered an educational debt that is not dischargeable in bankruptcy. An account is considered delinquent if the full payment is not received and posted to your account by 3pm on the payment due date listed on the statement. Please be advised that failure to read mail, email, or view online activity does not relieve a student of the responsibility to make on-time payments in the correct amount. If you have not made a scheduled payment by the time the next statement of the semester is mailed, you will be charged the \$100 late fee and 2% interest plus you could be removed from your classes and/or the residence halls. **Each semester's charges must be paid in full prior to registration for the next term.**

### **Notre Dame Deferred Payment Options**

The payment plan is available through My.NDC.edu via NDC CASHNet, Notre Dame College's online payment service. There is a \$25/per semester enrollment fee. The first installment and the enrollment fee must be paid for enrollment in the payment plan to be considered an acceptable arrangement. NDC CASHNet calculates equal monthly installment payments by taking the balance due after financial aid is posted and dividing it by five. All outstanding balances from the previous semester must be paid before participating in the payment plan for the new semester. Students must be current with payment plan prior to registration for the next term.

### **Payment Options**

Payments can be made in person or by mail using cash or check. Online payments can also be made using an electronic check or credit card. NDC CASHNet accepts MasterCard, American Express or Discover. There is a 2.75% convenience fee for online credit card use. There is no fee for an electronic check.

### **Employer Reimbursement**

Many students who are employed full-time receive tuition reimbursement from their employer. The benefits vary from company to company. It is the student's responsibility to inquire about his/her company's benefit policy. Please note, many employers' reimbursement plans may have specific GPA or grade requirements that must be met before money will be disbursed.

Many companies and agencies use the third party billing method to pay tuition bills for their employees or clients. Please be aware that the student is responsible for all tuition and fees and must make acceptable payment arrangements to cover the balance until the third party payment has been received.

### **Refunds**

Students with a credit balance resulting from Federal funds will be refunded within **TWO** weeks of either the aid being credited to the student's account or the first day of the semester, whichever is later. All other refunds will be available 14 days after the loans have been disbursed to the student's account.

### **Tuition**

Students who withdraw from classes during the semester will have refunds posted to their account as indicated below. Any unpaid balance will become due immediately. Refunds will be made after written notice of withdrawal is filed with the Registrar's Office. The amount of the refund will be calculated from the date appearing on the withdrawal form. Students who drop from full time (12 or more credit hours during Fall Semester or Spring Semester) to part time prior to the start of a semester or online term will have their Financial Aid revised to part time funding levels. Tuition refunds are determined by the official date of withdrawal. Please refer to the semester course booklet for the correct dates and percentages.

Refunds on non-credit courses will be made on the percentage basis listed above. Refunds will be made approximately one month after the date of withdrawal.

A student who withdraws from a course must give written notification to the Registrar's office. Non-attendance and/or non-payment DO NOT constitute official withdrawal from a course. If a student fails to withdraw officially, he/she will be responsible for all tuition and fee charges.



**Residency fees/meals:**

Please refer to your housing contract for meal and residency refund policies.

**Check Payment Policy**

When you provide a check as payment, you authorize us either to use information from your check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction.

When we use information from your check to make an electronic funds transfer, funds may be withdrawn from your account as soon as the same day you make your payment.

A return check fee of \$30.00, or maximum allowable by law, will be charged to your student account in the event your electronic transfer is returned from your institution.

**Return of Federal Financial Aid Funds Covered under Title IV Funding:**

As part of the Higher Education Amendment Act of 1998, Congress passed regulations that dictate what happens to a student's federal financial aid when a student 'completely' withdraws, officially or unofficially, from the college during any given semester. Even though students are awarded and have federal and/or state funds disbursed to them at the beginning of the semester, students are required to "earn" the financial aid disbursed to them by attending classes up the point that at least 60% of the semester has expired.

**Financial Holds**

The Office of Student Accounts will place financial holds on all delinquent accounts. The College will not issue transcripts until the student satisfies all financial obligations to the College. Students with financial holds are not permitted to register, move into residence halls or obtain official transcripts.

Graduating seniors must have their accounts paid in full before picking up their cap and gown, participate in commencement or receive their diplomas.

**Collections**

Every semester, all delinquent accounts are sent off to collections. If your account is sent to collections, you are responsible for paying the full balance plus the collection costs (1/3 of your balance) before obtaining transcripts or registering for courses.

**Registration Policy**

By registering for courses at Notre Dame College, you accept responsibility for payment by the due date of all college charges assessed to your student account, including tuition and fees, room and board and late fees. You fully accept this educational debt as your personal financial responsibility. You acknowledge that non-attendance does not relieve you of financial responsibility for the courses in which you are enrolled and you understand that you must adhere to college procedures for dropping or withdrawing from courses and the residence halls. You understand and agree that, should you fail to make the required full payment, or sign up for the NDC Payment Plan and not make on time payments each month or receive financial aid to meet the balance by the established deadline, you will be charged late payment fees, be restricted from registering for additional courses, receiving transcripts or diplomas, and a college wide hold will be placed on your account. Notre Dame College reserves the right to administratively withdraw from courses and/or remove students from housing for non-payment on their accounts.

Notre Dame College reserves the right to change at any time charges and fees as they appear here and in the current catalog.

Your signature on the registration form indicates that you have read and understand the payment conditions outlined above.

### **Withdrawing From Classes**

If you determine that it is necessary to withdraw from a semester, you must submit a completed change of schedule (withdrawal) form to the Registrar's Office. Please note that non-attendance does not constitute official withdrawal.

See page 41 for additional information.

### **Return of Title IV Federal Student Aid**

Students receiving Federal Financial Aid who withdraw from all classes or cease to attend prior to completing more than 60% of an enrollment term will have their eligibility for Federal aid recalculated based on the percentage of the term completed, which shall be calculated as follows: # Days completed by the student divided by Total # of days in the term. The total number of calendar days in a term excludes any scheduled breaks of more than 5 days.

If the College returns funds to the Title IV aid programs, the student MAY owe NDC charges that were originally paid at the time of disbursement. Students may also be required to return funds released to them for personal expenses. Students are responsible for any balance owed to Notre Dame because of the repayment of Federal Aid Funds

### **Satisfactory Academic Progress Policy for Financial Aid**

Federal regulations require that Notre Dame College establish and implement a policy to measure whether students applying for and/or receiving financial aid are making satisfactory academic progress (SAP) towards a degree. This regulation applies to all students applying for aid, whether or not financial aid has been previously received. There are three measurements that are used to determine eligibility: Credit Hour Requirement, Grade Point Average and Maximum Time Frame. Not meeting these requirements may result in loss of all financial aid. Below is an explanation of these requirements:

### **Monitoring of Academic Progress**

Students' progress will be reviewed after grades are finalized for each semester and a determination of eligibility to receive financial aid for subsequent enrollment periods will be made. Although Notre Dame College will send notification to the student, the student is fully responsible for monitoring their own academic progress as it relates to financial aid eligibility. The student should review their grade report each semester and compare it to the standards set forth in this SAP policy to determine if they are meeting (or failing to meet) the established criteria.

Evaluations will be done in a timely manner; however the next semester may be in progress at the time we are able to notify students of their ineligibility. Should the student be concerned that they may not have met the requirements, they may contact the Student Service Center during normal business hours. Students will be notified via their Notre Dame E-mail accounts if they have failed the measurement. Students may appeal the decision. The appeal form and directions will be located on our website. There are three (3) parts to the measurement and they are explained below:

## 1. Maximum Time Frame for Eligibility: Reviewed Each Semester

**Undergraduates:** Students are required to complete their degree requirements within a specific time frame. This time frame is a period no longer the 150% of the published length of the program. At Notre Dame College that would mean 182 attempted credit hours. The maximum time frame allowance for completion of the program is intended to be long enough to allow for changes in major, loss of credit due to transfer, withdrawn coursework, minor, double majors, etc.; therefore no extensions of the maximum time frame will be granted for those reasons.

**Graduates and TEEL\*:** Students have until they have attempted the number of credit hours required in their program. Additional courses unrelated to your major or licensure requirements will not be funded. A request for a list of remaining courses work maybe requested when you appear to be within a year of completion of the number of required courses as stated in the catalog.

**Transfer students:** Transfer students are awarded aid first semester without regard to probation status at the prior post-secondary institution. Academic progress will be reviewed to determine the status of each student in relationship to her/his program's maximum time frame. Once transfer credits are posted, they will be considered in our next SAP review. Transfer hours will be included in the cumulative number of hours earned and attempted.

## 2. Credit hour Requirement: Reviewed at the end of Spring Semester

### Undergraduates or TEEL:

Students must successfully complete a minimum of 70% of the total number of hours for which they have attempted after the drop/add period (first week of the semester). First-time freshmen with less than 32 credit hours attempted need only complete 60% of their attempted credit hours. All courses for which you are registered after the drop/add period of the semester are counted as an attempted course whether you withdraw from, receive a failing grade for, or otherwise fail to complete the course. An accumulative (all attempted coursework) completion rate of 70% must also be maintained. To determine the number of credit hours you are required to successfully complete during the academic year or cumulatively to remain in compliance, multiply the number of hours for which you are/have enrolled at the end of the drop/add period of the semester by 0.70 (70%) rounded down to the nearest whole credit hour. For example:

### All Undergraduates and TEEL\* Students

Total Registered (Attempted)	Hours Required (Earned)	Completion %	Calculation	Registered (Attempted)	Hours Required (Earned)	Completion %	Calculation
31	18	60%	1st time freshmen	60	42	70%	.70 x 60 = 42.00
12	8	70%	.70 x 12 = 8.40	75	52	70%	.70 x 75 = 52.50
15	10	70%	.70 x 15 = 10.25	90	63	70%	.70 x 90 = 63.00
32	22	70%	.70 x 32 = 22.40	105	73	70%	.70 x 105 = 73.50
45	31	70%	.70 x 45 = 31.50	120	84	70%	.70 x 120 = 84.00

Students must successfully complete a minimum of 70% of the total number of hours for which they have registered for each semester and cumulatively (summer, fall and spring). See Undergraduates above for more details.

**Graduate/Professional Students:**

Students must successfully complete a minimum of 75% of the total number of hours for which they are enrolled after the first week of the semester and cumulatively. Successful completion of a course for all students, for purposes of SAP calculations, are grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P (Pass Credit or Developmental Courses). All other grades, including F, W (Withdrawal), I (Incomplete), R, (Repeated), and NC or CR (No credit or Pass no credit) will not be counted as a successful completion. Incomplete (I) grades are counted as unsuccessful attempts. Only an incomplete that has been changed to an A, A-, B

+, B, B-, C+, C, C-, D+, D, D- or P can be added to the number of hours completed for the semester of the original registration. It is the students' responsibility to notify the Office of Financial Aid once an incomplete grade has been changed to a valid grade.

**3. Cumulative Grade Point Average Requirement: Reviewed Each Semester**

Your cumulative grade point average (GPA) must be equal to, or higher than, the standard established by Notre Dame College. The specific requirements are as follows:

	<b>Hours Attempted</b>	<b>GPA Required</b>
<b>Undergraduates</b>	62 or more	+ 2.00

**TEEL** students must maintain a minimum of at least a 2.0 GPA at all times. Students are reviewed each semester.

**Graduate students** must maintain a minimum of at least a 3.0 GPA at all times. Students are reviewed each semester.

**SAP Probation and Appeal Process**

Students who lose eligibility for financial aid may appeal the decision by following the procedures outlined below. Those wishing to utilize this process must indicate mitigating circumstances that occurred during the course of the semester in question, that could not have been anticipated prior to that period, and that adversely affected their ability to successfully complete their required coursework. (Events such as the death of an immediate family member, extended illness suffered by the student, or other unforeseeable events that may have caused significant hardship for the student may be considered as examples of mitigating circumstances.) To appeal, a student must:

1. Complete the NDC SAP APPEAL FORM. The form is available online. The appeal requires a signature from an advisor as indicated on the appeal form.
2. The appeal must contain an explanation as to why you were not able to complete your course work. If there were no family or personal problems affecting your progress, then please indicate what plans you have that will prevent this from happening again. Documentation should not only indicate the mitigating circumstance that caused you to have academic problems during the

semester, but also must clearly indicate that the circumstances that caused the problems have been rectified so that you will be able to successful in future semesters.

3. In most cases, the SAP Appeals Committee will render a decision within two weeks of receipt of a fully completed appeal. All decisions of the SAP Appeals Committee are final. Notification of the decision will be sent via the students Notre Dame E-mail account.
4. If the SAP appeal is approved, financial aid will be awarded for the next semester on a probation period with an Academic Plan.
5. If the SAP appeal is denied, financial aid will be cancelled. If you have been denied aid please review the section **Regaining Financial Aid Eligibility** below.
6. Semester and Academic Plans and/or other conditions of appeal approval will be included in the notification letter.
7. Mail or drop your completed and signed SAP appeal and documentation to:

Financial Aid Office, Notre Dame College, 4545 College Rd., South Euclid, OH 44121

### **Regaining Financial Aid Eligibility**

Students denied financial aid after completing the appeal process or fail to meet their Academic Plan can regain full eligibility for financial aid by:

1. Successfully completing coursework that will raise their cumulative GPA to meet or exceed the minimum required for their total attempted hours.
2. Raising their overall cumulative completion rate for all coursework attempted to the 70 % or 75% level as required by their program.

Students who have reached their maximum time frame are not able to regain eligibility. Students who are ineligible to receive financial aid may use one or more of the following payment options while attempting to regain eligibility: student's own resources, Notre Dame College Payment Plan, and/or Alternative/Private Educational Loans. Students who have taken the necessary measures to regain eligibility for financial aid must contact the Office of Financial Aid immediately upon doing so and apply for Reinstatement of Eligibility. Students' academic performance will then be reviewed, and if all required SAP criteria is met, full financial aid eligibility will be reinstated, effective the following semester.

### **Student Affairs**

The Division of Student Affairs provides leadership and coordination for the co-curricular programs and services for Notre Dame College students. These programs are designed to enhance the academic environment and promote student learning. The Dean of Students is responsible for supervising and coordinating the activities of the following units:

#### **Campus Activities**

Part of the Division of Student Affairs, the Campus Activities Office (CAO) strives to meet the various needs of the campus community. In addition to social programs, the CAO offers cultural events, holiday programs and service projects in order to enhance the holistic development of the students. The CAO works closely with Undergraduate Student Government (USG) in planning various campus events. The office is responsible for the authorization and coordination of student-sponsored extracurricular programming held on campus.

### **Campus Ministry**

Campus Ministry promotes the spiritual growth of the Notre Dame College community. Through the Catholic identity of the institution and the charism of the Sisters of Notre Dame, Campus Ministry seeks to foster personal and spiritual growth through which each person grows in understanding of themselves, God, and the world. This is accomplished through vibrant and welcoming worship, faith formation and theological reflection, justice education and advocacy, service, leadership development and community building.

The Campus Ministry program supports multiple service trips each year intended to immerse students in alternative cultures and offer them the opportunity to serve communities outside of their own. The Campus Ministry Office employs numerous work study students and interns and offers opportunities for students to use their gifts and develop as leaders.

The Campus Ministry Office exists to serve all who desire a deeper spiritual life. Our retreats, service opportunities and other programs are open and available to the entire Notre Dame family. In the true spirit of our Catholic heritage, all are welcome.

### **Career Services Center**

The mission of the Career Services Center is to coach, support, and prepare students to identify and pursue their career goals and to facilitate connections between employers and students through quality services, internships and programming. This mission parallels that of Notre Dame College which is to educate a diverse population in liberal arts for personal, professional and global responsibility. Regardless of the educational track or program – Undergraduate or Teacher Evening Education Licensure (TEEL®) – the Career Services Center is here to assist students and alumni with services like résumé and cover letter critiques, career assessments, individual counseling, an online job board and workshops and other events.

The Career Services Center also houses the College's Internship and Cooperative Education Program. Internships and cooperative education (co-op) experiences assist students in determining career direction, gaining on-the-job experience, training, and observation, providing lessons in professionalism and building their professional networks. Applying classroom learning to actual work experience provides students an opportunity to test their knowledge in specific areas while exploring career opportunities.

Specific information about the Career Services Center and the Internship and Cooperative Education Program can be found on the Career Services website: [www.NotreDameCollege.edu/careers](http://www.NotreDameCollege.edu/careers).

### **Counseling Center**

Counseling is a process through which a student can discuss any problems or concerns with a licensed professional counselor. This process may be voluntarily initiated by the student or as a result of referral by a faculty member, family member, friend or professional in the community who may already be working with the student.

The choice to begin, continue or terminate counseling is left to the student. Counseling services are free for all full- and part-time students. The counseling relationship is protected by law and is strictly confidential.

Referrals will be made to students who may require a special area of counseling or psychiatric care.

Counseling services include individual and group counseling, personal growth workshops and education about mental health topics.

### **Health Services**

Students needing health services may go to BowTie Medical, the on-campus health center which is located on the first floor of Harks Hall.

Emergency Room services are provided for all students by area hospitals. Students who are absent from classes because of illness or accident are expected to contact their professors to make up work missed.

Each residence hall student is required to complete a medical history form and submit an immunization record before attending classes. All students are required to have medical insurance.

A student's medical record is confidential and, except in an emergency, information from it is released only with the student's permission. Immunizations must be brought up to date; measles – mumps – rubella (MMR) second injections are mandatory for resident students.

### **Residence Life**

The Residence Life program is an integral part of the education of many students. The program is committed to facilitating and enhancing the academic, social and personal growth of students.

Residential life affords opportunities for growth and development outside of the classroom. Living on campus provides students innumerable opportunities to live with others who are different from themselves, to become leaders, to communicate well, to manage conflicts successfully, to make sound decisions and to broaden their perspective on the world. Student health records are kept in the Office of Residence Life.

### **Honors Scholar Program**

The Honors Scholar Program is a select community of individuals dedicated to independence of thought, engagement in creative endeavors, precision in analysis, commitment to the local and global community and the celebration of learning. Students will be chosen for the Honors Program on the basis of ACT/SAT scores and high school GPA in the top 10% of the entering freshman class. Through enhanced courses and enrichment opportunities in and out of the classroom, students and faculty will share academic, social, cultural and spiritual experiences that contribute to increased personal and professional development.

### **Academic Support Center**

Located in the Clara Fritzsche Library, the Academic Support Center (ASC) is designed to support students with documented learning differences such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and dyslexia. Services offered by the Center are voluntary and comprehensive, created to develop independence and self-advocacy.

In the ASC, Transfer to Action groups help students keep up academic momentum through goal setting. Instructional Advisors help students hone study and organizational skills. The ASC provides adaptive equipment and books on tape. The ASC's goal is to provide skills, support, services and strategies.

### **The Dwyer Learning Center**

The Dwyer Learning Center offers a program to assist students in achieving their academic ambitions and goals. The program provides extra academic support in the form of tutorial assistance for course-related problems. The Director and student tutors perform the tutorial services and communicate regularly with the students' instructors.

The Center assists with the coordination of Notre Dame College's placement testing in English, math and computer skills. The tests are given by appointment. Failure to take these tests at the earliest opportunity can delay a student's enrollment for specific classes. (See page 5 for more information.)

### **Student Disability Services**

Eligibility for Services: A qualified college student with a disability may request academic support services from the director of the Dwyer Learning Center to receive academic accommodations:

The student is responsible for identifying himself/herself as a person with a documented disability. Therefore, the student is required to make an "intake" appointment with the Director of the Dwyer Learning Center. This should be done within the first two weeks of the semester.

The student will meet with the Director of the Dwyer Learning Center, provide the required documentation and discuss possible reasonable academic accommodations. Once the student has provided appropriate documentation to the Director of the Dwyer Learning Center, an accommodation letter will be developed.

The student is responsible for picking up the accommodation letter(s) from the Director of the Dwyer Learning Center for each class every semester. A faculty member is not required to provide academic accommodations until he or she has received the accommodation letter from the student.

Students who are a part of the Academic Support Center may request academic accommodations from the Director of the Academic Support Center.

### **Student Organizations:** [NotreDameCollege.edu/student-life/activities-and-organizations](http://NotreDameCollege.edu/student-life/activities-and-organizations)

Every student is encouraged to experience our vibrant campus community by being involved in the many activities and organizations on campus. Activities and organizations on campus give students an opportunity to meet new people, develop leadership skills, make a difference on and off campus, network, and best of all...have fun!

### **Choral Ensemble**

The choral program at Notre Dame College provides students with the opportunity to learn and perform a variety of music, ranging from sacred choral classics to selections from musical theater, Disney, and the popular television shows. The choir is an auditioned ensemble, open to all students who can sing on pitch and who are willing to commit themselves to a weekly rehearsal. The Choir is comprised of credit and non-credit students as well as some faculty members and choral alumni.

### **Band**

The band is a dynamic organization of musical performance groups that enhance the arts culture on campus. Membership in band includes participation in all applicable performance arenas based on



instrumentation and choice of equipment/ensemble. The Notre Dame College Band program includes the Marching Band, Concert Ensembles, Pep Band, Indoor Percussion Ensemble, Indoor Color Guard and the Notre Dame College Concert Band. Membership in all aspects of the Notre Dame College Band program is subject to auditions and the needs of the ensemble. Attendance at all relevant rehearsals and performances is an integral part of the success of the ensembles and a cornerstone of the program. The Notre Dame College Band Program maintains a strict code of behavior for individuals as members of the ensemble both in uniform and as representatives of the band program. The Notre Dame College Band Program is committed to producing enjoyable performance experiences through performers who are dedicated, trained and excited about performing and being ambassadors of music for the College.

Students may receive academic credit for Choral Ensemble and/or band.

Information regarding these organizations may be found at <http://notredamecollege.edu/student-life/performing-arts>.

### **Undergraduate Student Government**

Notre Dame College recognizes that students are entitled to participate in the formulation of rules, regulations and policies directly affecting Student Life. Participation shall be provided through the Undergraduate Student Government and through student participation on College committees and councils.

The Undergraduate Student Government shall have primary responsibility for recognizing student organizations, enforcing Student Government rules, regulations and legislative actions, and budgeting and administering College funds allocated to it.

### **International Educational Travel**

Opportunities are provided for students to travel abroad and earn college credit. Educational travel experiences guided by full-time college faculty are open to all students. Members of the NDC community have traveled to Italy, Greece, France, Germany, the Czech Republic, Slovakia, Austria, Spain, the British Isles and Israel.

### **Traditions**

- Notre Dame College is a campus rich with traditions. Attendance at college-wide events is an integral part of the learning experience.
- All College Honors/Closing Convocation – This awards ceremony is held at the end of spring semester
- Annual Recognition Event – Each spring the College honors those students who were on the president's list and the Dean's list for the preceding spring and fall semesters.
- Christmas Gala – Near the close of fall semester, entertainment and a worship service are organized for Notre Dame College personnel, students, and their families to celebrate the holiday season.
- Club of the Year – This award is given to the campus organization that works most successfully to improve the quality of student life, both on campus and off.
- Earth Day – The Notre Dame College community joins forces during spring semester to focus on environmental issues and to beautify the campus landscape.
- Easter Dinner – During the Easter season, faculty and staff serve dinner to the students in the Connelly Center Dining Hall.
- Founders' Day – A week dedicated to celebrating the spirit of the founders of Notre Dame

College, the Sisters of Notre Dame.

- Homecoming Week – A week of exciting events, all designed to encourage school spirit and to welcome alumni back to the College.
- Opening Convocation – During the opening weekend, this program welcomes new students to join the community of learners.
- Senior Farewell – As a tribute to all graduating seniors, a reception is held in the spring semester.
- Thanksgiving Dinner – During the Thanksgiving season, faculty and staff serve students dinner in the Connelly Center Dining Hall.

### **Intercollegiate Athletics:**

Notre Dame College sponsors 26 varsity intercollegiate scholarship athletic teams. Falcon men's and women's teams compete throughout the Great Lakes Region and the nation in a busy schedule from August through May. Among 53 four-year colleges and universities in the state of Ohio, only The Ohio State University (33 teams) has more athletic teams than Notre Dame. Detailed information is at [NotreDameCollege.edu/athletics](http://NotreDameCollege.edu/athletics)

### **Academic Policies and Procedures**

Notre Dame College's Mission Statement: Notre Dame College, a Catholic institution in the tradition of the Sisters of Notre Dame, educates a diverse population in the liberal arts for personal, professional, and global responsibility.

#### **Graduation Requirements For Bachelor Degree Programs:**

A candidate for a bachelor's degree must meet the requirements listed below.

- The student shall have earned a minimum of 128 semester hours of credit
- have successfully completed courses fulfilling the Notre Dame College Core Curriculum (see below)
- have successfully completed courses and experiences fulfilling the chosen major field of study
- have earned a minimum overall cumulative GPA of 2.0
- have earned the minimum cumulative GPA required by their major (see specific programs for the GPA requirements)
- complete fifty percent of major coursework at Notre Dame College
- complete fifty percent of the last 32 credits at Notre Dame College
- have attended Notre Dame College for at least one year, preferably the senior year, and shall have completed a minimum of 32 semester credits of course work at Notre Dame College
- have earned a minimum of 45 credits of upper-biennium (300-400) courses

#### **Graduation Requirements for Associate Degree Programs:**

A candidate for an associate degree must meet the requirements listed below.

- The student shall have earned a minimum of 64 semester hours of credit
- Have successfully completed Core Curriculum courses in written, oral, and quantitative fluencies, and creative, literary, philosophical, scientific, and theological inquiries (see below).
- Have successfully completed 1) First Year Seminar *or* a Personal Responsibility and Growth course, and 2) a Global Learning designated course (see below).
- Have successfully completed courses and experiences fulfilling the chosen major field of study.
- Have attained a GPA of at least 2.0 by the end of the first year of study.
- Have maintained a minimum GPA of 2.0 in the major field.
- Have earned a minimum overall cumulative GPA of 2.0.

- Have attended Notre Dame College for at least one semester and shall have completed a minimum of 16 semester credits of course work at Notre Dame College.

### **Notre Dame Core Curriculum**

As a liberal arts college, Notre Dame College strongly affirms its belief in the value of the liberal arts as the learning foundation for both academic and professional pursuits. The Core Curriculum, which flows from the Notre Dame's mission, serves as a basis for students to share a common tradition of learning while pursuing an academic major.

### **Outcomes of the Notre Dame College Core Curriculum:**

Students will be able to:

- Think critically and express ideas effectively both orally and in writing
- assess their lives and the world with the broad perspective of a liberally educated citizen
- take responsibility for their personal, financial, career, and spiritual development
- analyze social issues critically and apply effective measures to promote human rights throughout their lives

To achieve these outcomes, students will, through courses and other experiences, gain enhanced written, oral, and quantitative fluency as well as engage in creative, literary, philosophical, scientific, and theological inquiries. Students will also take courses to encourage engaged personal, professional, and global responsibility. The Notre Dame Core Curriculum is described below.

### Summary of The Core Curriculum Architecture

Requirement	Requirements are achieved by successful completion of the following courses.	Credits
Engaged Responsibility	First Year Seminar for traditional-aged, First Time Freshmen students (FYS100) <i>or</i> Personal Responsibility and Growth course for non-traditional and transfer students	2  3
	A course designated as a Global Learning course. Consult the current listing of course offerings.	3
	Current Ethical Problems and Positions (PH 480)	3
	Social Justice: Issues and Actions (TH 450)	3
Written Fluency	EN110 or EN100/101 (determined by placement)	3 or 6
Oral Fluency	CA100 (Public speaking course)	3
Quantitative Fluency	MA120 or higher numbered mathematics course	3
Creative Inquiry	Consult the current listing of course offerings	3
Literary Inquiry	Literature (EN) course	3
Philosophical Inquiry	Philosophy (PH) course other than PH480	3
Scientific Inquiry	Science course with laboratory	4
Theological Inquiry	Theology (TH) course other than TH450	3
	<b>Total credits</b>	<b>36-41</b>

## Core Curriculum Descriptions and Outcomes

### Written Fluency

Outcomes:

Students will be able to:

- Construct sustained, coherent argument or presentation in more than one medium for general and specific audiences
- Work in collaboration with others to address a social, personal or ethical dilemma
- Demonstrate effective communication skills using conventions of standard English for academic writing.

### Oral Fluency

Outcomes:

Students will be able to:

- Demonstrate basic competence in outlining, preparing and delivering informative and persuasive speeches.

### Quantitative Fluency

Outcomes:

Students will be able to:

- Translate verbal problems into mathematical algorithms
- Construct valid arguments using the accepted symbolic system of mathematical reasoning
- Construct accurate calculations, estimates, risk analyses or quantitative evaluations of public information through presentations, papers or projects.

### Creative Inquiry

Outcomes:

Students will be able to:

- Develop both creative and analytical thinking through the exploration of the creative process
- Define and apply the vocabulary related to the elements, forms and styles of the respective media.

### Literary Inquiry

Outcomes:

Students will be able to:

- Explore the depth and breadth of the human experience expressed in classic and contemporary literature in a variety of genres
- Refine skills of inferential and critical reading, thoughtful and reasoned conversation, and analytical writing informed by research.

### Philosophical Inquiry

Philosophical inquiry introduces students to philosophical and critical thinking by exploring timeless questions that are central to a liberal arts education. Students acquire an understanding of fundamental philosophical questions that remain central to living a life of personal, professional, and global responsibility. Students further acquire interpretive and evaluative skills necessary for assessing answers to these timeless questions, along with an appreciation for philosophical self-reflection.

Outcomes:

Students will be able to:

- Demonstrate knowledge of the traditional themes in the discipline of philosophy, especially those relating to the human person and the liberal arts tradition, e.g., ethics, social philosophy, aesthetics, critical thinking, epistemology, and metaphysics

- Demonstrate an ability to interpret and analyze philosophical questions and proposed answers to them carefully and critically, using historical context and logical reasoning
- Demonstrate critical thinking and analysis skills in reading philosophical texts participate in activities that encourage students to develop an appreciation for philosophical self-reflection, e.g., Socratic class discussions, debates, journaling, reflective essays

### **Scientific Inquiry**

Science is more than a body of knowledge; it is also a process by which one can systematically gain knowledge of the natural world. Students will engage in the process of scientific inquiry and critical thinking, both in a classroom and laboratory.

Outcomes:

Students will be able to:

- Describe how science is a process to gain knowledge of natural phenomena (through the scientific method)
- Demonstrate factual knowledge in a specific discipline (depending on the course)
- Explore the role of science in society
- Critically evaluate the validity of scientific claims

### **Theological Inquiry**

Theological inquiry opens students to sources that have helped humans answer life's ultimate questions. Theology guides students to use sacred texts both from Christianity and other faith traditions, as well as use critical reasoning to examine the evidence of this world and the transcendent. Students will recognize their relationship with God, global communities and all God's creation.

Outcomes:

Students will be able to:

- Demonstrate skill in examining theological assumptions about themselves and the world
- Assess some responses to timeless questions about God, morality, and the life hereafter
- Compare their own beliefs with those of others to grow in clarity and depth
- Reflect on and deepen their quest for meaning and value

### **Engaged Responsibility**

The virtue of responsibility has two meanings: first, to account for one's actions; and second, to perform one's part in a common undertaking. Responsibility is a quality of character demonstrated by a dedicated effort to respond to the needs of self and others. The Notre Dame College mission is to develop in all students both types in the personal, professional, and global realms of students' lives.

Outcomes:

Students will be able to:

- Demonstrate awareness of responsibility for self and for others
- Analyze, interpret, and evaluate global issues
- Develop an appreciation for cultures other than their own to better participate as responsible world citizens
- Acquire and demonstrate use of the principles of living a purposeful and ethical life

The following are the courses that meet the Engaged Responsibility requirement:

**First Year Seminar for traditional-aged, first-time college students (FYS 100):**

The First Year Seminar course, required for first time college students and those who transfer into the college with fewer than 12 credits, is rooted in teaching students to take personal responsibility for being successful in college. Themes in the course will include the college's history and mission, academic literacy, career exploration, and financial responsibility.

Outcomes:

Students will take part in activities and experiences in the course designed to help them:

- Demonstrate knowledge of the Notre Dame College history and its mission
- Identify and begin to utilize the resources at Notre Dame College that assist students in achieving academic success
- Demonstrate personal responsibility by formulating two goals aimed at achieving academic success
- Identify an academic major to pursue following an exploration of personal strengths, interests, and life goals
- Apply principles of financial responsibility to personal monetary decisions (focusing on budgeting, short-term and long-term savings, and credit)
- Apply principles of academic inquiry to a topic related to personal, professional, or global responsibility

Students transferring from another college with more than 12 credits, or a nontraditional student (defined as a student 23 years of age or older, or takes all courses online) will complete a Personal Responsibility and Growth course (see below).

**Personal Responsibility and Growth course:**

We desire that our students develop a responsibility to self, in addition to responsibility to others. This requirement is to focus on responsibility to oneself, in health, finance, relationships, spirituality, etc.

Outcomes will be specific to the choice of courses. In general, the course that fulfills this requirement shall have students complete a tangible experience that relates to their lives, e.g., personal budget or health assessment.

**Global Learning Course:**

With enhanced communication technologies, our world has become smaller, and with that, we desire that our students have a sense of global responsibility, that is, to be good global citizens in this smaller world.

Outcomes:

Students will be exposed to experiences and activities in an effort to facilitate their ability to:

- Seek to become informed, open-minded, and responsible people who are attentive to cultural diversity,
- Seek to understand how their actions affect both local and global communities.
- Consider how they might address world issues collaboratively and equitably

**Current Ethical Problems and Positions (PH480)**

The course critically examines the major approaches to ethics given to us by the history of philosophy. The contributions of Aristotle, Aquinas, Kant, and Mill are studied first from a theoretical perspective. These theories are then applied to a variety of ethical issues which face us today. The student is introduced to the world of both the theory and practice of ethics. Junior status required; PH 180 recommended.

Outcomes:

Students will be able to:

- Recognize and critically analyze ethical problems
- Resolve ethical conflicts using critical thinking skills

- Explore ethical beliefs contrary to one's own philosophy
- Demonstrate knowledge of classical and modern ethical theories
- Argue an ethical position and critique opposing views

### **Social Justice: Issues and Actions (TH450)**

Fulfilling the Notre Dame mission, "to educate for global responsibility," this course introduces students to the Christian principles of social justice and their biblical base. Students will apply these principles to issues such as world poverty, racism, sexism, and other justice issues. Students will then seek out forms of action that are supported by faith-based principles. Junior status required.

Outcomes:

Students will be able to:

- Gain factual knowledge in what constitutes social justice (terminology, classifications, and trends)
- Apply the principles of Catholic social teaching to current international, national, and local realities
- Develop a clearer understanding of and commitment to personal values
- Engage in theological reflection related to social justice and social responsibility
- Demonstrate growing understanding of world realities, being able to articulate clear and informed positions about what they "see" and learn orally and in writing
- Move towards a commitment to keep informed of the need for justice in the world and to work for justice in their own sphere as their lives unfold

### **Associate Degree Programs**

Students who are in an associate's degree program will follow the first two years of the Core Curriculum found on page 26 of this catalog. See the graduation requirements for the Associate's degree on page 30.

### **Graduation Requirements:**

A candidate for an ASSOCIATE'S degree must meet the requirements listed below. The student shall:

- Have earned a minimum of 64 semester hours of credit
- Have successfully completed the requirements in the Core Curriculum , the major and any additional credits to reach 64 credits.
- Have attended Notre Dame College for at least one semester and have completed a minimum of sixteen (16) semester credits of coursework at Notre Dame College
- Have attained a grade point average of at least 2.0 by the end of the first year of study
- Have maintained a minimum 2.0 average in the major field
- Have maintained a minimum overall cumulative GPA of 2.0

Transfer students coming in with 28 or more credits will follow the Associate Degree Requirements listed in the 2015-2016 Catalog.

English Composition	1 or 2 courses
Literature	1 course
Fine Arts	1 course
Science with lab	1 course
Mathematics or Social Science	1 course
Oral Communication	1 course
Philosophy	1 course
Theology	1 course

If a course in the core s also a component of the student's major, it will usually fulfill both requirements. The credit hours, however, may be counted only once toward fulfilling the degree requirement of 128 semester credits for a baccalaureate degree or 64 semester credits for an associate degree.



### **Major Fields of Study**

The academic major deepens the student's knowledge in a particular field while meeting intellectual and career interests. Therefore, all Notre Dame students must choose a major area of study.

Degree candidates are encouraged to choose a major by the end of the sophomore year. In order to fulfill all requirements in four years, some majors require enrollment in major courses during the freshman year. This situation is particularly true in the natural sciences, mathematics, accounting and education.

Some programs have both entrance and graduation requirements of a specific grade point average during the time of study. See specific programs for entrance and continuation GPA requirements.

### **Degree Completion Time Frames**

Degree requirements must be completed within 10 years of the date from which the student first matriculated at Notre Dame College. Earned credits over 10 years old will only apply to a degree if the grade for that credit is C (2.0) or better and when accepted as applicable by the Vice President for Academic and Student Affairs or Division Chair.

### **Minor Fields of Study**

Notre Dame College provides a wide variety of disciplinary minors. Minors allow students to have a meaningful concentration of courses in areas that may be of value in support of the major. Carefully chosen minors can be an asset in obtaining employment and in facilitating career change.

Requirements for minors generally range from 18-24 credit hours.

### **Double Major**

Some students may wish to complete two majors while at Notre Dame College. The student completes all the requirements in effect in the catalog for each major.

If the two majors are listed under different degrees in this catalog, the student chooses to receive either a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree. Only one degree will be granted to any student at the time of graduation.

The student must be aware that it may not be possible to complete two majors in only four years.

### **Graduation Fee**

A graduation fee is charged to all degree applicants, and is payable prior to graduation. The fee is nonrefundable. This fee covers the cost of degree audits and evaluations, the diploma, diploma cover, and shipping supplies and expenses and the commencement ceremony.

### **Programs of Study**

Majors, minors and areas of licensure are listed here. See the indicated discipline's section of the catalog for specific requirements.

## **Degree Programs**

### **A Bachelor of Arts (BA) degree is available with these majors:**

- Accounting (Business Administration) Biology
- Chemistry Communication Education English
- Criminal Justice
- Environmental Science Graphic Design (Art) History
- Finance (Business Administration)
- Human Resources Development (Business Administration)
- Intelligence Studies
- International Business (Business Administration)
- Management Information Systems (Business Administration)
- Management (Business Administration) Marketing (Business Administration) Mathematics
- Political Science Psychology
- Sport Management (Business Administration) Studio Art
- Theology

### **Interdisciplinary Majors (Bachelor of Arts degree)**

- Political Science (Public Administration)
- Public Relations (Communication/Business)

### **Individually Designed Majors (Bachelor of Arts degree) and Minors**

The Individually Designed Major (IDM) or Minor is multi-disciplinary in nature and is available only to exceptional students (minimum 3.0 GPA) whose interests and career goals are not met by current majors or minors. A student wishing to design an IDM must work with two fulltime faculty members to develop a unique curriculum that does not duplicate substantial portions of existing programs.

With faculty endorsement, approval of the curriculum must be granted by the Office of Academic Affairs. This approval is required by the end of the sophomore year. Forms for Application are available in the Office of Student Records.

Areas of the IDM must be available at Notre Dame College.

### **A Bachelor of Science (BS) degree is available in these majors:**

- Biology
- Chemistry
- Mathematics

### **A Bachelor of Science in Nursing (BSN) is available in the Nursing major.**

### **Minors are available in these areas:**

- Accounting Art
- Art History (Art)
- Biblical Studies (Theology) Biology
- Chemistry
- Coaching (Health/Physical Education) Communication
- Economics
- Education: Adolescent/Young Adult (7 - 12) English
- Entrepreneurship (Business Administration)
- Financial Services Management (Business Administration)
- Fine Arts

- Health Education History
- International Business (Business Administration) Management (Business Administration)
- Management Information Systems (Business Administration)
- Marketing (Business Administration) Mathematics
- Multimedia (Art, Information Systems) Philosophy
- Political Science
- Programming (Business Administration) Psychology
- Public Relations (Communication) Sociology
- Spanish (Modern Languages) Theater
- Theology Women's Studies Writing (English)

### **Licensure Areas**

- Early Childhood Education (Pre-K - Gr. 3)
- Middle Childhood Education (Gr. 4 - 9) Areas of Concentration—choose two:
  - Mathematics
  - Reading and Language Arts
  - Science
  - Social Studies
- Adolescent/Young Adult Education (Gr. 7 - 12)
  - Integrated Language Arts
  - Integrated Mathematics
  - Integrated Social Studies Life Sciences
  - Life Sciences and Chemistry
- Multi-Age Education (K - 12) Mild/Moderate Intervention Specialist
- Spanish
- Visual Arts

### **Graduate Programs**

Graduate programs are offered in Education and in Security Policy Studies. For further information, contact The Finn Center for Adult, Graduate and Professional Programs at 216.373.5173 for a copy of the graduate bulletin, or visit [NotreDameCollege.edu/admissions/graduate](http://NotreDameCollege.edu/admissions/graduate).

### **Alternative Methods Of Learning Assessment**

Notre Dame College Acknowledges The Fact That Learning Acquired Outside the traditional classroom setting can be equivalent to college-level learning. Upon careful review, and appropriate documentation, academic course credit may be granted by the College.

The number of credits earned through alternate methods of learning assessment may not exceed 32 semester hours. Credits earned through this process must be requested before the beginning of the academic year in which the degree is to be granted. Credits granted in this manner will be listed as part of the student's official academic record only after all appropriate fees have been paid. All credits will be subject to the approval of the division chairperson and the Office of Academic Affairs.

### **Experiential Learning Credits**

Those who have acquired academic knowledge or skills through direct experience, in-service training or non-credit classes may have it validated for college credit.

Students apply for such credits through a process called portfolio assessment. Portfolio assessment may not be accepted for credit in certain disciplines or for certain courses. A student should contact the appropriate division chairperson for more information prior to preparing the portfolio.

### **Proficiency Examinations**

Examinations to demonstrate subject matter competency may be taken for credit or non-credit validation for a small fee. Such examinations may not be used to raise an existing grade. A grade of “C” is the minimum acceptable level for credits earned through examination. A student should contact the appropriate division chairperson for more information. All credits received through the Proficiency Examination will appear as PASS on the transcript.

### **College Level Examination Program (CLEP)**

Nationally-normed CLEP examinations are accepted at Notre Dame College to validate knowledge of both general and specific subject areas. CLEP exams may not be taken in areas already successfully completed for course credits. A student should contact the Registrar’s Office.

### **Independent Study and Laboratory Research**

To foster independent learning, Notre Dame College encourages talented students to pursue Independent Study Projects and Laboratory Research Projects.

A student with senior standing and a minimum grade point average of 3.0 both in his/her general studies and in the major field of study may qualify for these options.

For Independent Study, a student works with a faculty member who helps him/her define the project, and develop the learning objectives and the method of presentation for the project. A student who wishes to pursue a laboratory research project follows the same procedure and may choose to work with a faculty member who is carrying out a large research project.

The grade and credits earned for the project may be included in the academic major and general degree requirements for graduation. Such consideration must be addressed prior to enrollment.

### **Other Policies And Procedures**

#### **Classification of Students**

A DEGREE-SEEKING STUDENT is one who follows a planned program of studies at Notre Dame College leading to a degree. Minimum credit requirements for class standing are as follows:

Sophomores	28 semester credits
Juniors	62 semester credits
Seniors	92 semester credits

A FULL-TIME STUDENT is one who carries twelve (12) or more credits per semester. A student with a high scholastic average may, with the permission of the Office of Academic Affairs, carry more than nineteen (19) semester credits during a given semester. Additional charges will apply after 19 credits.

A PART-TIME STUDENT is one who is registered for fewer than twelve (12) semester credits per semester.

AN AUDITOR is a student permitted to attend classes on a non-credit basis. Requirements to be met by auditors are set by individual instructors. See Advising Center staff for registration information.

### **Academic Dishonesty**

Academic dishonesty includes but is not limited to the following: 1) the completion or attempted completion of any academic work by means other than those permitted; and 2) the alteration of a document relating to the grading process, including changing an instructor's grade book or changing answers on a test after the time to complete the test is over.

Examples of academic dishonesty include but are not limited to: unauthorized collaboration; copying another student's answers; unauthorized aids on a test; using purchased or pre-made term papers; plagiarism; and destroying another student's work.

Plagiarism occurs when an individual presents the ideas, thoughts or words of another as his or her own. Plagiarism includes, but is not limited to: using phrases, sentences or ideas from a published source, including the Internet, without citing that source; representing another's unpublished work as one's own; rewriting or paraphrasing the work of another without giving credit to that person by citation; and submitting a paper that has been copied, in whole or part, from another's work as one's own work.

Generally, the faculty decides upon sanctions for acts of Academic Dishonesty. Thus, Academic Dishonesty may carry specific penalties carried out by the faculty outside of the Judicial Procedure. Those penalties include but are not limited to: failure on the specific assignment, failure of the course, and/or a letter detailing the offense which is kept in the Office of Academic Affairs. Note that although deference is given to the faculty to handle matters of Academic Dishonesty, such action does not preclude further disciplinary action under the College Judicial Procedures.

### **Students with Disabilities**

Notre Dame College makes reasonable accommodations for students with disabilities. A qualified student with a disability may request support services from the Dwyer Learning Center on a yearly basis. In order to receive services at Notre Dame College, students with disabilities must provide documentation such as a statement from a medical doctor or licensed psychologist which meets state and federal standards for indicating the presence of a disability. (See page 22.)

### **Transfer Policies for Notre Dame College**

All potential transfer students to Notre Dame College must submit an application to the College. Applications can be found on the College website: [NotreDameCollege.edu](http://NotreDameCollege.edu).

Students under the age of 23 apply through the Admissions Office; students over 23 years of age apply through the The Finn Center for Adult, Graduate and Professional Programs. Official transcripts must be sent directly from the educational institutions to Notre Dame College. If the applicant received a GED, an official copy of the certificate with the testing scores must be sent directly to NDC by the State Department of Education where the GED was earned.

Transfer students to Notre Dame College must submit the NDC application which can be found on the website, an official copy of the high school transcript or GED certificate, official transcripts from all colleges previously attended, form on felony convictions.

An appointment with an admissions counselor is highly recommended. At the appointment the counselor will do an unofficial evaluation of the transcript(s). Upon receipt of all official academic transcripts a formal evaluation of course equivalences and transcripts will be completed by the Registrar's Office and mailed to the student. Transfer credits will appear on the student's Notre Dame transcript during the student's first semester of enrollment.

Only courses with a grade of “C” (including C-) or better will be considered for transfer. Individual courses and credits transfer; grades and quality points do not transfer. Courses considered remedial (below the 100 level) will not transfer. Credit will be given for those courses that are equivalent in content or rigor to courses available at NDC. Students may not earn credit for the same course twice. A course determined to be equivalent to a Notre Dame course does not need to be taken at NDC. The transfer evaluation will indicate all equivalencies.

Courses not considered equivalent to a core or major requirement at NDC will transfer in as electives; no more than the required number of electives needed to graduate will transfer unless a written request to the Registrar’s Office is made. Students must earn a minimum of 32 credits at NDC to graduate. Courses with a grade of C or better taken at a non-regionally accredited post-secondary institution will be considered for transfer only if the institution is accredited by an agency recognized by the U.S. Department of Education and legally authorized to grant specialized associate degrees or higher.

Courses older than 10 years will be considered for transfer on an individual basis; some may transfer in only as electives but not count toward general education requirements. Courses in the major older than 10 years must be reviewed by the division chair.

Computer courses older than five years will not transfer.  
No more than six (6) credits in physical education will transfer.  
Courses, such as band, choir, etc. repeated over several terms may be accepted up to six (6) credits.  
All courses in the major will be assessed by the division before being eligible for transfer.  
Nursing and education students must undergo a major review prior to admission to the major.

Students must complete 50% of their major course work at NDC.  
Notre Dame College will transfer credits earned through advanced placement (AP) courses or the College Level Examination Program (CLEP) based on the scores earned. AP test scores of 3, 4 or 5 will be considered for transfer. To determine if credit will be granted, the College uses the scoring guidelines recommended by CLEP. Generally a score of 50 or above is required for credit.  
No more than 32 credits earned through AP, CLEP, portfolio assessment, proficiency exams, independent study and research will be counted toward the 128 credits required for a bachelor’s degree at Notre Dame College. Orientation, internship, co-op, and practicum credits do not transfer.  
18. The official evaluation of coursework will determine whether transfer students may enroll in courses with prerequisites.

Thirty-two of the last 64 credits must be earned at NDC.

Notre Dame College will consider credits earned through or recommended by the military, ACE, DANTES and SMART (Sailor/Marine American Council on Education Registry Transcript) on an individual basis.

### **Cross-Registration**

Full-time students can broaden the scope of their educational opportunities through a system of cross-registration. Each term or semester, students in good academic standing may enroll in one undergraduate course at any of the participating colleges and universities in Greater Cleveland. There is no additional tuition charge, but cross registrants are responsible for their own transportation and any laboratory or special course fees required for the host institution’s course.

Grades from courses taken through cross-registration are part of a student’s Notre Dame transcript. First-year

students are not encouraged to cross-register. For further information, students should contact the Registrar's Office.

### **Academic Progress Standards**

Note: For purposes of definition, a sophomore is one who has earned at least 28 credits; a junior is one who has earned at least 62 credits; and a senior is one who has completed at least 92 credits.

Freshmen (less than 28 credits) are expected to earn a cumulative GPA of 2.0 or higher, which is considered satisfactory academic progress. A student earning lower than a 2.0 will be placed on academic probation. However, if the student does not pass the majority of his/her courses during any one semester he/she is subject to suspension.

Sophomores, Juniors, and Seniors may be placed on academic probation if their cumulative GPA falls below 2.0 during any semester at Notre Dame College. Upperclass students are also subject to suspension if their grades do not meet GPA minimums one semester following probation.

Students who have been suspended from the College for one semester for lack of academic progress may apply for readmission. A formal letter of request must be sent to the Office of Academic Affairs before the beginning of the semester in which the student seeks readmission. If the student is permitted to return, the conditions under readmission is granted will be fully indicated in a letter of readmission.

Students who have been suspended once and who continue to make less than satisfactory academic progress will be dismissed from the College for no less than one academic year. Readmission after dismissal is most unusual and only for compelling reasons.

### **Financial Aid Recipients**

If a student does not achieve a 2.00 GPA, and if it is judged that the student should be permitted to continue to attend classes, the student may be eligible for certain portions of the financial aid package if the other conditions for financial aid eligibility have been met. The student must demonstrate steady improvement toward the 2.0 GPA.

Definitions of academic progress for the award of financial aid may differ from academic policies. Each student should work closely with the financial aid office to ensure that there is an understanding of those standards and their implications for financial aid eligibility. (See page 10.)

### **Academic Standards and Grades**

Letter grades are used to indicate academic achievement in accord with the standards of scholarship maintained at Notre Dame College. The interpretation of each grade and its corresponding point values are specified below:

<b>NUMERICAL</b>	<b>EQUIVALENT</b>	<b>QUALITY POINTS</b>
A	93-100%	4.0 per credit hour
A-	90-92%	3.7 per credit hour
B+	87-89%	3.3 per credit hour
B	83-86%	3.0 per credit hour
B-	80-82%	2.7 per credit hour
C+	77-79%	2.3 per credit hour
C	73-76%	2.0 per credit hour
C-	70-72%	1.7 per credit hour
D	65-69%	1.0 per credit hour
F	0-64%	0.0 per credit hour

If a student earns an “F” as a final grade in a required course, the course must be repeated. If a student repeats a course in which an “F” or “D” grade was received, and in so doing earns a higher grade, that higher grade will replace the former in computing the GPA. A course may be counted only once toward graduation requirements. No course may be repeated more than once unless permission is obtained from the Office of Academic Affairs.

CR/NC (Pass/Fail) are grades which may be earned in specific instances. CR (Pass) means that a student has achieved a grade of “C” or higher in a course; however, the grade is not computed into the student’s grade point average. NC (Fail) means that a student has not earned academic credit. Ordinarily, a maximum of one course per semester may be taken on a Pass/Fail basis.

Change of registration from CR/NC to a letter grade or vice versa must be carried out through the Registrar’s Office during the first week of the semester.

Departments may declare which of their course offerings may be open for the Pass/Fail option, as well as the number of students who may be admitted on a Pass/Fail basis. The designation of “Incomplete” is not a grade. It denotes a limited period of time allotted for a student to complete a course after the end of the term because of extenuating circumstances. An Incomplete is granted only upon the student’s request and with permission of the instructor.

If the “I” is not removed within six weeks after the last day of examinations for semester courses, the letter “I” will be converted to an “F.”

The deadline to convert I’s to letter grades for online courses is four weeks after the end of the session.

### **Change of Grade**

Grades received in courses are not changed except for special circumstances in which teacher error is apparent. Grade change requests based on simple reevaluation of the instructor’s original judgment are not permitted.

Grade changes must be initiated within 45 days after the close of the term in which the grade was earned, with the exception of the spring term. Changes in the spring term must be initiated within 45 days after the fall term has begun. No grade changes may be made without the approval of the Office of Academic Affairs.

### **Academic Grade Appeal Processes**

Various protections are offered to students at the College to assure a fair and consistent treatment in academic matters. A student who wishes to contest a course grade must initiate the appeal process in writing no later than two weeks after the date the grade was issued. The form can be obtained in the Office of



Academic Affairs.

The two items of an academic nature that follow have specific procedures to address concerns:

- Demonstrably arbitrary and unfair evaluation of student produced course work.
- Accusations of plagiarism or other forms of academic dishonesty.

The processes for each of these follow.

### **Demonstrably Arbitrary and Unfair Evaluation of Student-Produced Course Work**

Students have a right to expect fair and consistent issuance of course grades. The grading policy employed in each class, including the comparative weight of each component used to determine the final grade, is outlined in each course syllabus. It is the student's responsibility to read and understand the grading policy outlined in that syllabus.

Students who have questions about grades on projects, tests or final grades for the semester are encouraged to meet with the faculty member to review the grades. In the case of a final grade only, if the student still does not understand the basis for the grade or believes that the composition of the semester grade conflicts with the grading policy stated in the syllabus, the student may request an additional meeting with the instructor and the appropriate department/division chairperson. (If the appropriate department/division chairperson is the instructor in question, the concern should be directed to the Office of Academic Affairs.) This meeting must be requested within two weeks of receipt of the final grade, and must take place no later than 30 days after the beginning of the next semester.

At this meeting, the student will be asked to provide evidence to substantiate the claim that the grade was either arbitrary or unfair. The role of the appropriate department/division chairperson is to facilitate communication and clarify understandings. At the faculty member's sole prerogative, the final grade may be modified or the assigned grade may be sustained. No grade may be lowered as a result of these meetings. If the dispute is resolved, this meeting is the final step of the review process.

If the dispute is not resolved, one last step may be utilized. The student may appeal the dispute to the Vice President for Academic and Student Affairs within one week of the initial meeting. The Vice President will consult with the appropriate department/division chairperson and will establish an appeal committee of three faculty members, one of whom may be recommended by the student bringing the appeal. A committee chairperson will be appointed by the Vice President for Academic and Student Affairs. The committee chairperson will notify the faculty member of the appeal and the composition of the committee.

The appeal committee will hear the student's complaint, interview the faculty member and study the information provided by both parties. If necessary, the committee may interview other students or faculty members in its efforts to determine the facts.

The committee will make a report to the Vice President for Academic and Student Affairs in which it reviews the issues and recommends a solution. This report is to be made within thirty days of when the appeal was made to the VPASA. In most cases this will be a recommendation to uphold the grade awarded by the instructor or to alter the grade which the student received. In some cases the recommendation may be to present the student with other alternatives such as the completion of additional work before a final grade is determined.

The Vice President for Academic and Student Affairs after consultation with the President will inform the faculty member and the student of the recommendations of the appeal committee and will take the steps necessary

to implement the recommendations.

The grade appeal process is not designed to address accusations of discrimination or harassment. If such concerns are the premise upon which the appeal is made, the student is directed to use the processes established by the College to resolve discrimination or harassment charges.

### **Accusations of Plagiarism or Other Forms of Academic Dishonesty**

Plagiarism is offering work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

- Complete or partial copying directly from a written publication or unpublished source in any form of media without proper acknowledgment to the author. Making minor changes in wording or syntax—without acknowledgment to the author— is not sufficient to avoid plagiarism charges.
- Paraphrasing the work of another without proper author acknowledgment.
- Submitting as one's own original work (however freely given or purchased), the original exam, research paper, manuscript, report, computer file, Internet information or other assignment that has been prepared by another individual.

The usual penalty for academic dishonesty is failure on the assignment for the first offense. All incidents of plagiarism are reported to the Office of Academic Affairs, and a letter citing the incident is included in the student's official file. Should a second incident of plagiarism occur during the student's pursuit of a degree, he/she will earn an "F" in that course, and a letter regarding the incident will be entered into the student's official file. Upon graduation, all relevant letters in the student's file will be destroyed. Should a third incident of plagiarism occur, the student will be dismissed from the College; her/his readmission is unlikely.

In all cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student or lying) where a faculty member observes or discovers the dishonesty, the faculty member may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the appropriate department/division chairperson. If the appropriate department/division chairperson is the instructor in question, the concern should be directed to the Vice President for Academic and Student Affairs. If the faculty member chooses to confront the situation alone with the student and the matter is satisfactorily resolved, the faculty member and the student should submit a joint statement of the details to the Vice President for Academic and Student Affairs, which will be included in the student's file. If the situation is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the appropriate department/division chairperson.

In either case, the appropriate department/division chairperson may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Vice President for Academic and Student Affairs. The findings, in either case, are final.

If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the appropriate department/division chairperson to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the appropriate department/division chairperson to either resolve or organize a hearing.

### **Class Attendance**

Regular attendance in classes is expected of all students; however, some College sponsored co- curricular and extra-curricular events may occasionally be scheduled during class hours. It is College policy that

students who are participants in a College sponsored event are excused from a class for the specific event. (Exceptions to this policy: students fulfilling nursing clinicals and student teaching requirements.)

Participants in College sponsored co-curricular and extra-curricular events:

- Are not excused for practice.
- Are expected to make-up all work they miss.
- Are not penalized by the instructor for their excused absence.
- Are expected to communicate with each faculty member before the date of the excused absence.
- Must meet individual faculty requirements to complete work due for each missed class.

College personnel who are responsible for the College sponsored co-curricular and extra-curricular events will inform faculty of the game/event schedules at the beginning of each semester.

When weather is a factor in College sponsored events and games, the event or game may result in cancellation and require rescheduling.

It is the student's responsibility to inform the faculty of any change in the original schedule.

Student-athletes are subject to the additional rules and procedures of the NCAA, Notre Dame College's Department of Athletics and their individual coaches.

### **Academic Probation**

A report of scholarship grades is available to students on the NDC portal. A student whose grade point average is below 2.0 is placed on academic probation. Unless the student gives evidence of scholastic improvement during the semester after being placed on probation, the student may be suspended from Notre Dame College.

Scholastic improvement means that the grade point average has been raised above the average of the previous semester. Students who have been suspended once and who continue to make less than satisfactory academic progress will be dismissed from the College for no less than one academic year. Readmission after dismissal is most unusual and only for compelling reasons.

### **Withdrawal from Courses**

Sometimes students may need to withdraw from Notre Dame College or from one or more courses. However, a student may drop a course and add another only during the "drop/add" period (typically the first week of classes.) A student may drop a full semester course after the first week of classes and up until the 10th week of classes with the designation of "W" with permission of the academic advisor, the Advising Center or the Office of Academic Affairs. Short term courses have different withdrawal dates and refund policies. Withdrawals could result in tuition charges and/or loss of financial aid and loss of athletic eligibility.

Different guidelines exist for students in the on-line program and in shortened sessions; please consult those applicable policies for more information.

To be official all withdrawals must be in writing and submitted to the Registrar's Office for processing.

### **Withdrawal from the College**

Students who wish to withdraw from Notre Dame College must meet with the Director of the Student Success Center to initiate the withdrawal process.

Any student who drops below full-time status may face eligibility issues for participation in intercollegiate athletics, living in the residence halls or participating in the Academic Support Center for Students with

Learning Differences, as well as participation in anything that requires full time student status. Students who withdraw from the College are subject to the refund policy established in the “refund” section of this catalogue and all other applicable financial policies.

Students who voluntarily withdraw must follow the admission and re-admission standards in place at the time of re-enrollment.

If a student withdraws from the College or is not enrolled for one academic year, he/she must follow catalog requirements and academic policies in effect at the time of the readmission or new registration.

Non-attendance and/or non-payment DO NOT constitute official withdrawal. If a student fails to withdraw officially, he/she will be responsible for all tuition and fee charges.

## **Honors and Awards**

### **Graduation with Honors**

To be eligible for graduation with honors, “cum laude,” a student must earn a grade point average of 3.50; for graduation “magna cum laude,” he/she must earn an average of 3.75; for “summa cum laude,” he/she must earn an average of 3.90. Furthermore, the student must have earned at least 128 semester credits, including 64 from Notre Dame College.

### **Honors Scholars Program**

Students in the Honors Scholars Program will receive the designation of **Honors Scholar** on the final transcript if 21 credits of honors courses have been successfully completed and the cumulative GPA is 3.5 or better

### **Dean’s List**

In recognition of academic excellence, a Dean’s List is compiled each academic semester. To qualify, a student must have an average of 3.50 or greater and must have completed 12 or more hours of graded course work by the end of that semester. An incomplete grade (I) precludes such recognition.

### **President’s List**

In recognition of a superior level of academic achievement, a President’s List is compiled each academic semester. To qualify, a student must have an average of 4.00 and must have completed 15 or more hours of graded course work by the end of that semester. An incomplete grade (I) precludes such recognition.

### **St. Catherine of Alexandria Medal**

The Medal of St. Catherine of Alexandria is awarded annually by Kappa Gamma Pi to a Master’s Degree candidate at Notre Dame College on the basis of unusual and unselfish service to the College.

### **Sr. Mary Agnes Bosche Award**

The Sr. Mary Agnes Bosche Award is presented to a traditional undergraduate student. The recipient is chosen based on his or her embodiment of the qualities evident in the life and service of Sr. Mary Agnes Bosche, SND. The recipient must demonstrate honesty and trustworthiness, a commitment to excellence and selfless service to Notre Dame and the larger community.

### **Sr. Mary LeRoy Finn Award**

The Sr. Mary LeRoy Finn Award is conferred upon an adult student who has demonstrated academic excellence and leadership qualities in and out of the classroom. The recipient must have attained a minimum

grade point average of 3.5. He or she must also embody the characteristics inscribed on the custom- made award presentation bowl: "Scholarly, Catalyst, Diligent, Spiritual, and Resilient."

### **Kappa Gamma Pi**

The national Catholic college graduate honor society admits ten percent of the graduating class to its membership. Graduating seniors are selected by the faculty. Criteria for membership include qualification for graduation with academic honors, demonstrated leadership and service during the undergraduate years and strong indications that the students will assume leadership in the future in their Church or larger civic or professional community.

### **Who's Who**

Each year seniors apply for membership to Who's Who Among Students in American Universities and Colleges. A committee of faculty and administrative staff reviews the applications. Students are chosen based on academics, character, involvement at Notre Dame College and the outside community. Students selected for this award are recognized at the annual All Honors' Convocation in the spring semester.

### **Mission Award**

The Mission Award is presented to a well-rounded student or students who in special ways display dedication to global issues and sustainability, care for others, commitment to spiritual or religious traditions and demonstrated personal growth made possible through Notre Dame.

This graduate will exemplify the Notre Dame mission by living the ideals of personal, professional and global responsibility in his or her daily life, and will have persisted through uncommon circumstances and displayed personal maturity by means of his or her education at the College.

### **Academic Awards**

A number of disciplines have special awards for high achievement:

#### **Art**

- Senior Art Award for Excellence in the Fine Arts
- Outstanding Award for Art Student
- Art Club Award
- Annual Student Art Show Awards: First, Second and Third Place
- Biology
- Outstanding Biology Undergraduate Student (awarded to a graduating biologist with the highest biology GPA)
- Sr. Patricia Hlivak Memorial Award (awarded for outstanding service to the biology department)
- Outstanding Student in General Biology)
- Outstanding Undergraduate Research
- O'Neill Science Endowment Scholarship

#### **Business Administration**

- Outstanding Business Student Award
- Elizabeth Unkefer Award

#### **Chemistry**

- Outstanding Student in General Chemistry
- Outstanding Chemistry Undergraduate Award
- O'Neill Science Endowment Scholarship

**Education**

- Joseph M. and Aldermira Alfonso Award for Excellence in Early and Middle Childhood Education
- The Hille-Sposet Family Middle School Award for Excellence in Middle Childhood Education
- Special Education Outstanding Student Teacher Award

**English/Communication/Theater**

- The Sr. Mary Luke Arntz Award for Excellence in English
- The Quinlivan-Burke Award for Excellence in English
- The Carl and Dorothy Harig Award in English and Communication
- The Hoover-Takacs Award for Excellence in English
- The Marguerita C. Banks Award for Excellence in Communication

**History/Political Science**

- Outstanding Student History/Political Science
- Outstanding Student in Criminal Justice
- The Jennifer C. Hrobuchak Memorial Award for the Outstanding Student in Intelligence Studies
- Membership in Phi Alpha Theta International Honor Society in History

**Mathematics**

- Sr. Mary Cleophas Award for Excellence in Mathematics

**Nursing**

- Most Outstanding RN to BSN Student Award
- Most Outstanding Graduating Senior in Nursing
- Outstanding Graduating Senior Presented by the Greater Cleveland Nursing Association

**Physics**

- Outstanding Physics Undergraduate Student  
(for high achievement in the two-semester physics course sequence)

**Psychology**

- Outstanding Scholarship in Psychology
- Outstanding Research in Psychology

**Special Awards**

- President's Award for Academic and Athletic Excellence  
(Male and Female)

**Distinguished Faculty Award**

Since 1981, the Distinguished Faculty Award has been presented annually to a full-time faculty member selected by a faculty committee from nominations made by students, alumni and faculty. The criteria include excellence in teaching, scholarship and College and community service.

**Outstanding Teaching Award**

In 1987, the Outstanding Teaching Award was instituted to recognize the excellent teaching done by part-time faculty who are a regular part of the teaching staff each year. Based on nominations from students, alumni and faculty, the criteria for selection include excellence in teaching, service, availability to students and a commitment to the mission of the College.

## Online Programs

Notre Dame College offers a variety of courses and, in some cases, entire degree programs in an online format. Online courses use the internet to deliver most, and often all, of the course to the student, increasing flexibility and removing geographic and time barriers that sometimes make it difficult for students to complete courses or programs. The delivery of educational content using the internet has improved markedly in its ability to help students achieve learning outcomes. In fact, a recent study conducted by the U.S. Department of Education concluded that "...on average, students in online learning conditions performed better than those receiving face-to-face instruction." Understanding that the delivery of education can greatly enhance the quality of learning at Notre Dame College (NDC), the college is expanding the opportunities for students to participate in online learning experiences.

## Distance Terms

Online courses at NDC are offered in eight week accelerated terms designated "D" terms. There are six "D" terms in an academic year. Within the fall semester, online courses are offered in terms D-1 and D-2 where D-1 courses run the first part of the semester and D-2 courses begin midway through the semester and run for the second half of the fall semester. Similarly, within the spring semester the D-3 term runs during the first half of the semester and D-4 begins midway through the spring semester and runs during the second half of the semester. Term D-5 and D-6 are summer online terms.

For students taking online courses along with traditional semester courses, it is important to bear in mind that if a D-2 or D-4 course is scheduled, the first part of the semester will seem relatively light since the online course will not begin until midway through the semester. Several weeks prior to the start of a D-2 or D-4 course, students will receive email reminding them of the upcoming course. Students should be prepared for the increased workload the online course will create during the remainder of that regular semester.

## What is an Online Course Like at NDC?

Online courses at Notre Dame College are accelerated and intensive, covering in eight weeks the same material the course normally covers during a 15 week semester. Most students find online courses more challenging than regular classroom courses because of the accelerated nature of the online course. The same objectives and academic content are taught in the online course, but the time in which one completes the workload is accelerated.

Most online courses are designed and scheduled as **eight (8) week term courses**. A student can expect to engage in the course, online, a minimum of 1 ½ hours per credit hour that a course earns, per week. The average student should plan on spending a minimum of **8-10 hours per week** of work (inside and outside of an online course) for a three credit course (not inclusive of field or lab work).

**Student Engagement:** Online courses must engage students in as much contact time as equivalent face-to-face courses. An eight week online course must engage students for about 4.5 hours per week in Moodle, in addition to reading textbook material and crafting assignments for submission.

## What counts toward course engagement?

- Time reading lesson lectures in the course outline. Additional fees may apply
- Time spent participating in surveys, quizzes and exams that are contained in the course
- Time spent posting in forums
- Time spent in synchronous activities such as live classrooms or chats
- Group work that normally would be conducted in-class

### **What does not count toward course engagement but is required activity of courses?**

- Reading required materials (textbooks, articles, etc.)
- Composing written assignments
- Work on projects
- Group work that normally would be required outside of face-to-face class

### **Synchronous vs. Asynchronous**

Online courses that have activities requiring students to be logged into a course at a specific day and time are referred to as synchronous. Most commonly, the synchronous activity in NDC courses is a virtual classroom that allows real-time voice, text, and in some cases, video chat between instructors and students.

Most online courses in the Division of Education contain synchronous activities and students should plan their schedules accordingly. In the course schedule booklets, courses with synchronous activities will list the days of the week and times students are expected to log into the online course.

Asynchronous courses are online courses where students do not have to log into the course at a specific time. Students still engage with the instructor and other students on a regular basis using activities such as forums (online threaded discussions) where, based on material in the lessons, students post an initial response to a question and then interact with the instructor and other classmates to develop their knowledge and ask questions. In course schedule booklets, asynchronous courses will list “NA” in columns for days and times.

### **Synchronous Classroom: Adobe Connect**

A secondary external system that students may be using is one referred to as either the Live Classroom or Meeting Room. This is where students will go when the course is meeting in real time for class discussions, etc. All meeting rooms are linked within the course, and the instructor will provide additional information regarding the live meeting.

All Education program courses (ED) have a scheduled, live meeting each week during the online term. Students are expected to login, attend and actively participate in all scheduled meetings. The general content courses do not have a specified, required live meeting session associated within the course, but instructors may use the Adobe Connect Live Classroom feature during the course term for office hours, tutoring or conferencing. Because the general education courses do not have a required live session each week, attendance in online courses is tracked based on login and engagement in forum activities.

NOTE: Students must have a headset with microphone plugged in to a computer in order to fully participate in synchronous meetings!! An expensive headset is not required. It can be either mono or stereo. Models that will work fine can be found for under \$30. Find a comfortable one.

### **Technical Support for Online courses:**

There is a 24/7 help desk available for fully online courses. Students can access all of the training without a login ID. At the left-hand side of the screen there is a hyperlink “Launch Help Center.” When the link is clicked, a new screen will open. There are several links on this page. Go through each; they don’t take long. Recommendation: begin with the link labeled “Browser Settings”; this helps set up the computer.

### **How do I know if I can succeed in an online course?**

Succeeding in accelerated online courses is much different from succeeding in traditional classroom courses. A different set of skills and habits is required for students to be successful in any accelerated course, especially those that are taken online. Research conducted over the years has demonstrated that students



who can identify with most of the characteristics listed below are likely to be successful in accelerated online courses:

- They are self-starters who do not procrastinate
- They are good at meeting deadlines
- They are motivated to read, write and participate in class activities
- They have the ability to work independently and in teams
- They are resourceful in solving routine technological problems
- They are strong in reading, writing and English language grammar skills
- They schedule specific time each week to participate in online courses
- They don't delay in asking questions when they don't understand something
- They have reliable and consistent access to the internet
- They are proficient in basic computer and email skills
- They are disciplined in managing their time and daily schedule

**What do I need to participate in an online course?** Taking online courses at NDC is very easy and most students already have everything required to access and participate in an online course.

Minimally students need the following:

- A desktop or laptop computer purchased in the last few years
- A recent version of Microsoft Office products including Word, PowerPoint and Excel
- An internet browser such as Internet Explorer, Safari or Firefox
- A recent version of Adobe Acrobat Reader (available free online)
- A media player such as Quick Time or Windows media Player
- Reliable high speed (cable or DSL) internet access
- A backup plan in the event the computer crashes

**How do I register for an online course?** Depending on a student's status, the approval process required to register for an online course differs slightly.

### **Traditional Students**

Traditional students at NDC are permitted to register for one online course each regular semester if they complete the following requirements:

Obtain the signature of their academic advisor on the registration form Complete the training module entitled "Is Online Learning for Me?" located at <http://moodle.ndc.edu>

Obtain a second signature Anna Zaks (azaks@ndc.edu) Success Center to obtain final approval.

Traditional students wanting to take an online course from the Division of Education must also have approval from the Chair of the Division of Education.

### **All Other Students**

Students not classified as traditional (i.e. TEEL®, Adult, Graduate, etc.) do not need approval from the Distance Learning Office to register for online courses. It is strongly recommended that anyone new to online courses at NDC complete the training module entitled, "Is Online Learning for Me?" located at <http://moodle.ndc.edu> prior to registering for an online course.

After registering for an online course, students will receive a welcome letter from the Department of Online Educational Services several weeks prior to the start of the course. The welcome letter will contain detailed information about accessing and logging into the course(s) for which the student has registered.

Students will also likely receive email from the course instructor with introductions and other information regarding the course. All information is sent to students using NDC email accounts. Students will NOT receive email from NDC at alternate email accounts.

If you feel that you have the desire and ability to be successful in an online course, start by contacting your advisor. After getting approval of your advisor, students are required to complete "Is Online Learning for Me?"; this is an orientation module. To enroll in and complete the module, you will go to <http://moodle.ndc.edu>. Log in using your NDC network login and your current password. In the Search box enter "Is Online Learning for Me?", Click "Go".

Search results will appear as a course to select for enrollments. Click on the title to self enroll. Should you need additional support, you can contact the Distance Learning Office to access this orientation module by emailing [onlineedservices@ndc.edu](mailto:onlineedservices@ndc.edu).

After completing all reading, viewing the video tutorials and completing the readiness assessment, you will need to meet with Anna Zaks ([azaks@ndc.edu](mailto:azaks@ndc.edu)) in the Student Success Center to obtain final approval. Both the academic advisor and Anna Zaks must clear you for registration of an online course.

### **Online Course Access**

You will be able to access your online course(s) through MyNDC portal on the landing page upon login to the portal, using your NDC issued network login. If you do not know how to login to MyNDC, please be sure to contact the IT Department as the Online Educational Services office is not able to assist with this process.

Once logged into MyNDC, you will need to view your schedule to access the course. If you are viewing your schedule prior to the official start date, you will need to view "Future Courses". Once the term is launched, you can view "Current Courses".

A listing of all registered courses will appear and the course number will be hyperlink. Use this link to access the course content.

### **Virtual Bookstore**

Required textbooks for all semester and online courses can be purchased through the Notre Dame College Bookstore at NDC Virtual Bookstore. Students are expected to have the required materials PRIOR to the first day of all online courses.

### **Enjoy your Online Course!**

Online courses are a great alternative for many traditional and non-traditional students. Whether you're a working adult trying to juggle many life demands or a traditional student trying to lighten part of a term to accommodate extra-curricular activities, online courses can provide the same quality educational experience in an accelerated and proven format. A great deal of technical and advising support is available to students taking online courses. Within each course is a link to a help center that provides immediate 24/7/365 access to assistance via phone, live chat or email. Online instructors are also experienced with most aspects of the course and can help students with many basic questions. The Distance Learning Office is also available to assist students with any questions or concerns regarding online education at NDC.

For further information about online education at Notre Dame College, contact the Finn Center for Adult, Graduate and Professional Programs, at 877.NDC.OHIO or [adultadmissions@ndc.edu](mailto:adultadmissions@ndc.edu).

# Academic Programs

## ART

Students interested in the visual arts have several options within the fine arts department: studio art, art education and graphic design. Studio art and graphic design have several optional areas of concentration. In studio art students can focus on marketing, entrepreneurship or psychology. Students who major in graphic design may choose to concentrate on public relations, marketing or studio art. Graduates in the fine arts program are prepared for graduate school or careers as working artists, designers, art educators and museum and gallery personnel.

Students prepared to major in the Art Department are expected to submit a portfolio upon admission to the department.

### STUDIO ART MAJOR

48 Credits

#### Student Learning Outcomes

Students completing a major in Studio Art should:

- Experiment with a variety of techniques and media and demonstrate mastery over several studio skills. Mastery of skills will be displayed in the form of a senior art exhibition.
- Develop, apply and create works which demonstrate their creativity and mastery skills in the form of a senior portfolio. This portfolio will prepare students for art competition or job interviews and serve as a record of technical range and style.
- Summarize their design and creative thinking process in both oral and written form as part of their senior portfolio review.

#### Total Credits for Studio Art: 48 Credits

#### Requirements: 42 credits

AR 101 Drawing  
 AR 114 Introduction to Graphic Design  
 AR 209 Photography I  
 AR 221 Basic Design  
 AR 222 Color and Design  
 AR 311 Art History I: Ancient to Medieval  
 AR 312 Art History II: Renaissance to Modern  
 AR 325 Printmaking I  
 AR 341 Painting I  
 AR 371 Three-Dimensional Design  
 AR 377 Ceramics I  
 AR 490 Professional Practices  
 AR 491 Senior Studio I  
 AR 492 Senior Studio II

#### Emphasis: Three Credits

All studio art majors are required to select an area of concentration after completing foundation courses and prior to AR 490 and AR 491. Students may select from the list below for a concentration.

AR 102 Drawing II

AR 210 Photography II  
AR 326 Printmaking II  
AR 342 Painting II  
AR 378 Ceramics II

**Required: Three Credits**

AR 480 Studio Emphasis

Studio art majors will receive a portfolio review after the completion of the foundation art courses: AR 101, 114, 209, 221, 222, 325, 341, 371 and 377 and before they are permitted to register for AR 491. **A professional portfolio is required as part of the course work in AR 491 and is presented before the entire art faculty.** A senior art show is required of all studio art majors and must be presented prior to graduation and after taking AR 491 and 492.

**STUDIO ART MAJOR  
WITH MARKETING CONCENTRATION**

Credits: 66 Studio art credits with marketing track: 48 credits in art plus 18 credits in marketing

**Student Learning Outcomes**

Students completing the major in Studio Art with a Marketing concentration should:

- Experiment with a variety of techniques and media and demonstrate mastery over these studio skills. Mastery of skills will be displayed in the form of a senior art exhibition. This exhibit may include a marketing strategy or a branding strategy for the student's own professional development plan.
- Develop, apply and create works which demonstrate their creativity and mastery skills in the form of a senior portfolio. This portfolio will prepare students for art competition, job interviews and serve as a record of technical range of skills and style.
- Summarize their design and creative thinking process in both oral and written form as part of their senior portfolio review. The student will be able to articulate a marketing strategy for their own work and provide visual evidence of the process.

**Requirements: 42 Credits**

AR 101 Drawing  
AR 114 Introduction to Graphic Design  
AR 209 Photography I  
AR 221 Basic Design  
AR 222 Color and Design  
AR 311 Art History I: Ancient to Medieval  
AR 312 Art History II: Renaissance to Modern  
AR 325 Printmaking I  
AR 341 Painting I  
AR 371 Three-Dimensional Design  
AR 377 Ceramics I  
AR 490 Professional Practices  
AR 491 Senior Studio I  
AR 492 Senior Studio II

**Emphasis: Three Credits**

All studio art majors are required to select an area of emphasis after completing foundation courses and prior to AR 490 and AR 491. Students may select from the list below for a concentration.

AR 102 Drawing II  
AR 210 Photography II  
AR 326 Printmaking II  
AR 342 Painting II  
AR 378 Ceramics II

**Required: Three Credits**

AR 480 Studio Emphasis

**Marketing: Total 18 Credits****Marketing Prerequisites: Three Credits**

EC 100 Economics and Contemporary Issues or EC 201 Principles of Microeconomics

EC 202 Principles of Macroeconomics or

**Recommended:**

BU 155 Accounting Principles I

**Core Marketing Requirements: Three Credits**

BU 230 Marketing Principles

**Additional Marketing Electives: Select 12 Credits**

BU 301 Consumer Behavior (preferred)

BU 375 Marketing Research

BU 385 Marketing Management

BU 390 Advertising (preferred)

BU 450 Global Marketing

Students will be advised to take MA 221 Statistics I to fulfill the Quantitative Fluency area of the Core Curriculum.

**STUDIO ART MAJOR WITH ENTREPRENEURSHIP CONCENTRATION**

Credits: 67 Studio art with entrepreneurship track: 48 credits in art plus 19 credits in entrepreneurship.

**Student Learning Outcomes**

Students completing a major in Studio Art with an Entrepreneurship concentration should:

- Experiment with a variety of techniques and media and demonstrate mastery over these studio skills. Mastery of skills will be displayed in the form of a senior art exhibition. The student will also explore other venues for exhibiting art work outside of the college community.
- Develop, apply and create works which demonstrate their creativity and mastery skills in the form of a senior portfolio. This portfolio will prepare students for art competition, job interviews and serve as a record of technical range of skills and style.
- Summarize their design and creative thinking process in both oral and written form as part of their senior portfolio review. The student will be able to formulate a business plan after interviewing successful gallery owners and others working on innovative art enterprises.

**Requirements: 42 Credits**

AR 101 Drawing

AR 114 Introduction to Graphic Design

AR 209 Photography I

AR 221 Basic Design

AR 222 Color and Design

AR 311 Art History I: Ancient to Medieval

AR 312 Art History II: Renaissance to Modern

AR 325 Printmaking I

AR 341 Painting I

AR 371 Three-Dimensional Design

AR 377 Ceramics I

AR 490 Professional Practices

AR 491 Senior Studio I

AR 492 Senior Studio II

**Emphasis: Three Credits**

All studio art majors are required to select an area of emphasis after completing foundation courses and prior to AR 490 and AR 491. Students may select from the list below for a concentration.

AR 102 Drawing II  
AR 210 Photography II  
AR 326 Printmaking II  
AR 342 Painting II  
AR 378 Ceramics II

**Required: Three Credits**

AR 480 Studio Emphasis

**Entrepreneurship Track Prerequisites: Seven Credits**

BU 155 Principles of Accounting I  
EC 100 Economics and Contemporary Issues

**Core Entrepreneurship Requirement: Three Credits**

BU 303 Entrepreneurship

**Entrepreneurship Requirements: Nine Credits (select three courses)**

BU 301 Consumer Behavior  
BU 380 Sales Management  
BU 390 Advertising  
BU 410 New Venture Creation (Permission of the department)

**STUDIO ART MAJOR WITH PRE- PROFESSIONAL CONCENTRATION IN PSYCHOLOGY (ART THERAPY)**

60 Credits: 48 credits in studio art and 12 credits in psychology

This program will prepare students interested in pursuing a graduate degree in art therapy and counseling.

**Student Learning Outcomes**

Students completing a major in Studio Art with the pre-professional concentration should:

- Experiment with a variety of techniques and media and demonstrate mastery over these studio skills. Mastery of skills will be displayed in the form of a senior art exhibition. The exhibit would serve as an opportunity to explore one medium in greater depth and serve as documentation of ability and mastery beyond foundation courses.
- Develop, apply and create works which demonstrate their creativity and mastery skills in the form of a senior portfolio. This portfolio will prepare students for art competition or job interviews and serve as a record of technical range and style. (Graduate school requires a portfolio of 24 works of art representing a variety of media and techniques).
- Summarize their design and creative thinking process in both oral and written form as part of their senior portfolio review.
- demonstrate a readiness to pursue graduate work in art therapy through an integrated senior studio project which may include a practicum in an art therapy setting.

**Requirements: 42 Credits**

AR 101 Drawing  
AR 114 Introduction to Graphic Design  
AR 209 Photography I  
AR 221 Basic Design  
AR 222 Color and Design  
AR 311 Art History I: Ancient to Medieval  
AR 312 Art History II: Renaissance to Modern  
AR 325 Printmaking I  
AR 341 Painting I

AR 371 Three-Dimensional Design  
AR 377 Ceramics I  
AR 490 Professional Practices  
AR 491 Senior Studio I  
AR 492 Senior Studio II

**Emphasis: Three Credits**

All studio art majors are required to select an area of emphasis after completing foundation courses and prior to AR 490 and AR 491. Students may select from the list below for a concentration.

AR 102 Drawing II  
AR 210 Photography II  
AR 326 Printmaking II  
AR 342 Painting II  
AR 378 Ceramics II

**Required: Three Credits**

AR 480 Studio Emphasis

Studio art majors will receive a portfolio review after the completion of the foundation art courses: AR 101, 114, 209, 221, 222, 325, 341, 371, and 377 and before they are permitted to register for AR 491. A professional portfolio is required as part of the course work in AR 491 and is presented before the entire art faculty. A senior art show is required of all studio art majors and must be presented prior to graduation and after taking AR 491 and 492.

**Psychology Track: Required 12 Credits**

PY 201 General Psychology  
PY 251 Lifespan Development  
PY 303 Counseling Theories and Practice  
PY 370 Psychology of the Abnormal

**GRAPHIC DESIGN MAJOR**

51 Credits

**Student Learning Outcomes**

Students completing a major in Graphic Design should:

- Engage in the design process to produce the most effective solutions in both visual communication and the studio arts.
- Use a variety of computer software and hardware to expand technical knowledge of graphic and studio art production for print and web.
- Study typography to gain an appreciation for the foundation of graphic design.
- Present work in formal and informal group settings.
- Prepare for an entry-level position or graduate school program by preparing a professional-quality portfolio.

**Core Art Requirements: 36 Credits**

AR 101 Drawing I  
AR 114 Introduction to Graphic Design  
AR 209 Photography I  
AR 221 Basic Design  
AR 222 Color and Design  
AR 223 Graphic Design I  
AR 224 Graphic Design II  
AR 300 Graphic Design III  
AR 314 Impressionism to Today  
AR 325 Printmaking I  
AR 371 Three Dimensional Design

AR 400 Graphic Design IV (Thesis and Packaging)

**Technology Requirements: Nine Credits**

IS 243 Multimedia Development

IS 245 Website Design and Development

AR 450 Senior Collaborative Projects

**Business Requirements: Three Credits**

BU 301 Consumer Behavior

BU 390 Advertising

**Internship Requirements: Three Credits**

AR 395 Internship

AR 495 Internship

**GRAPHIC DESIGN MAJOR WITH A CONCENTRATION IN STUDIO ART**

63 Credits

**Rationale:**

In addition to functioning as visual communication, the graphic arts also include the highest form of visual self expression. Many designers are known for their personal contributions in the field of design. Many designers think of themselves first as artists which is more inclusive of a broad range of visual endeavors. The creative life of a designer is essential and finds its muse in related artistic pursuits and supports the creative range of any designer called on to provide creative services.

**Student Learning Outcomes:** Please refer to the Graphic Design Major.

**Core Art Requirements: 36 Credits**

AR 101 Drawing I

AR 114 Introduction to Graphic Design

AR 209 Photography I

AR 221 Basic Design

AR 222 Color and Design

AR 223 Graphic Design I

AR 224 Graphic Design II

AR 300 Graphic Design III

AR 314 Impressionism to Today

AR 325 Printmaking I

AR 371 Three Dimensional Design

AR 400 Graphic Design IV (Thesis and Packaging)

**Studio Art Electives: Nine Credits in elective courses for a concentration in Studio Art**

AR 102 Drawing II

AR 210 Photography II

AR 326 Printmaking II

AR 342 Painting II

AR 378 Ceramics II

AR 480 Studio Emphasis

**Senior Studio: Three Credits**

AR 491 Senior Studio

**Technology Requirements: Nine Credits**

IS 243 Multimedia Development

IS 245 Website Design and Development



AR 450 Senior Collaborative Projects

**Business Requirements: Three Credits**

BU 301 Consumer Behavior

BU 390 Advertising

**Internship Requirements: Three Credits**

AR 395 Internship

AR 495 Internship

**GRAPHIC DESIGN MAJOR WITH A CONCENTRATION IN PUBLIC RELATIONS**

63 Credits

**Rationale:**

The Graphic Design Major often finds employment within Public Relations firms and often works closely with Public Relations in general. Graphic Designers who have specific interests in developing their experience and overall Public Relations focus within the Graphic Design discipline would be able to better take advantage of the Business Administration and Communication resources available here at Notre Dame College.

**Student Learning Outcomes:** Please refer to the Graphic Design Major.

**Core Art Requirements: 36 Credits**

AR 101 Drawing I

AR 114 Introduction to Graphic Design

AR 209 Photography I

AR 221 Basic Design

AR 222 Color and Design

AR 223 Graphic Design I

AR 224 Graphic Design II

AR 300 Graphic Design III

AR 314 Impressionism to Today

AR 325 Printmaking I

AR 371 Three Dimensional Design

AR 400 Graphic Design IV

**Public Relations Requirements: 12 Credits**

CA 220 Newswriting (this is a prerequisite for the following three courses)

CA 323 Media Writing

CA 380 Advanced Media Writing

CA 403 Public Relations

**Technology Requirements: Nine Credits**

IS 243 Multimedia Development

IS 245 Website Design and Development

AR 450 Senior Collaborative Projects

**Internship Requirements: Three Credits**

AR 395 Internship

AR 495 Internship

**Psychology Requirements: Three Credits**

PY 201 General Psychology

PY 225 Multicultural Psychology

PY 301 Psychology of Gender Differences

**GRAPHIC DESIGN MAJOR WITH A CONCENTRATION IN MARKETING**

60 Credits

**Rationale:**

Graphic Design is the vehicle by which business communicates visually. The graphic designer is often working closely with marketing to develop and implement branding strategies, communications, market development and presence and many other related business activities. A graphic designer who is familiar with marketing from a marketing point-of-view is better equipped to understand the role of graphic design as a vital component in the world of business.

**Student Learning Outcomes:** Please refer to the Graphic Design Major.

**Core Art Requirements: 36 Credits**

AR 101 Drawing I  
AR 114 Introduction to Graphic Design  
AR 209 Photography I  
AR 221 Basic Design  
AR 222 Color and Design  
AR 223 Graphic Design I  
AR 224 Graphic Design II  
AR 300 Graphic Design III  
AR 314 Impressionism to Today  
AR 325 Printmaking I  
AR 371 Three Dimensional Design  
AR 400 Graphic Design IV (Thesis)

**Business Requirements: Six Credits**

EC 100 Economics and Contemporary Issues or  
EC 201 Principles of Microeconomics or  
EC 202 Principles of Macroeconomics  
IS 260 Computer Decision-Making Applications

**Recommended:**

BU 155 Accounting Principles I

**Core Marketing Requirements: Three Credits**

BU 230 Marketing Principles

**Additional Marketing Requirements: Six Credits**

BU 301 Consumer Behavior (preferred)  
BU 375 Marketing Research (preferred)  
BU 380 Sales Management  
BU 385 Marketing Management  
BU 390 Advertising (preferred)  
BU 450 Global Marketing

**Technology Requirements: Six Credits**

IS 243 Multimedia Development  
IS 245 Website Design and Development  
AR 450 Senior Collaborative Projects

**Internship Requirements: Three Credits**

AR 395 Internship  
AR 495 Internship

Students will be advised to take MA 221 Statistics I for the Quantitative Fluency area of the Core Curriculum.

**GRAPHIC DESIGN MAJOR WITH A CONCENTRATION IN GAME DESIGN**

Game Design Concentration: 21 additional credits

### **Student Learning Outcomes**

In keeping with the mission and the purposes of Notre Dame College, the Graphic Design program offers students a liberal education that enables them to think critically, observe analytically and form interpretations in dealing with issues of visual communication and the culture and purposes that it serves. The course content provides students with the tools to develop professional visual communication competency and personal communication proficiency, so that they can interact with the industry and compete in the global community.

As a result of the concentration and in alignment with the Graphic Design major, students completing the program should:

- Understand the elements of game design: aesthetics, mechanics, story and technology.
- Understand the methods and rules of game design.
- Differentiate types of games, educational and entertainment.
- Analyze educational assessment of game design.
- Participate in and experience the creative process through teamwork.
- Participate in the processes of design including brainstorming.
- Gain insight into the creative process through improvisation.
- Design and implement a senior capstone collaborative project.

### **GRAPHIC DESIGN MAJOR: 51 Credits**

#### **Core Art Requirements: 36 Credits**

AR 101 Drawing I

AR 114 Introduction to Graphic Design

AR 209 Photography I

AR 221 Basic Design

AR 222 Color and Design

AR 223 Graphic Design I

AR 224 Graphic Design II

AR 300 Graphic Design III

AR 314 Impressionism to Today

AR 325 Printmaking I

AR 371 Three Dimensional Design

AR 400 Graphic Design IV

#### **Technology Requirements: 9 credits**

IS 243 Multimedia Development

IS 245 Website Design and Development

AR 450 Senior Collaborative Projects

#### **Business Requirements: 3 credits**

BU 301 Consumer Behavior or

BU 390 Advertising

#### **Internship Requirements: 3 credits**

AR 395 Internship

AR 495 Internship

#### **Game Design concentration prerequisites: 9 credits**

MA 221 Statistics

IS 222 Programming Logic and Design

PY 201 General Psychology

#### **Game Design Courses: 12 credits**

AR 215 Introduction to Game Production

AR 225 Fundamentals of Game Design  
AR 491 Senior Studio  
CA 260 Art of Improvisation

### **MULTI-AGE LICENSE IN VISUAL ARTS (Gr. P - 12)**

46 Credits

#### **Requirements: 45 Credits**

AR 101 Drawing I  
AR 102 Drawing II  
AR 114 Introduction to Graphic Design  
AR 209 Photography I  
AR 221 Basic Design or  
AR 280 Art Appreciation: A Studio Approach  
AR 222 Color and Design  
AR 311 Art History I: Ancient to Medieval  
AR 312 Art History II: Renaissance to Modern  
AR 325 Printmaking I  
AR 341 Painting I  
AR 360 Art Methods  
AR 361 Field Experience  
AR 371 Three-Dimensional Design  
AR 377 Ceramics I  
AR 490 Professional Practices  
AR 491 Senior Studio\*

#### **Recommended Course: 3 Credits**

AR 314 Impressionism to Today

Student teaching should reflect a broad range of developmental experience from elementary through secondary.

See EDUCATION for Professional Education Requirements.

Art education majors will receive a foundation portfolio review after completing foundation courses AR 101, 114, 209, 221, 222 and 325, 341, 371, 377 and before they are permitted to register for AR 491.

All students seeking a B.A. degree in art education (P-12) must present their portfolios as part of the course work in AR 491. The final review is presented before the entire art faculty.

\*Senior Show options: An art education major may also choose to present a senior art show after completing AR 492.

### **FINE ARTS MINOR**

18 Credits

#### **Art History Requirements: Six Credits**

AR 311 Art History I: Ancient to Medieval  
AR 312 Art History II: Renaissance to Modern  
AR 313 Women Artists: Historical Survey  
AR 314 Impressionism to Today  
AR 316 American Art  
PH 360 Philosophy of Art

#### **Studio Art Requirements: Six Credits**

AR 101 Drawing I  
AR 114 Introduction to Graphic Design

AR 209 Photography I  
AR 221 Basic Design or  
AR 280 Art Appreciation: A Studio Approach  
AR 222 Color and Design  
AR 223 Graphic Design I  
AR 325 Printmaking I  
AR 341 Painting I  
AR 371 Three Dimensional Design  
AR 377 Ceramics I

**Music Requirements: Six Credits**

MU 160 Music Appreciation  
MU 211 Music History I or  
MU 212 Music History II  
MU 213 Jazz Appreciation  
MU 214 Music Now and Then  
MU 311 Survey of Choral Literature  
MU 316 Survey of Instrumental Literature  
MU 320 Music and Art: Historical Survey

**ART HISTORY MINOR**

18 Credits

**Requirements:**

AR 311 Art History I: Ancient to Medieval  
AR 312 Art History II: Renaissance to Modern

**12 credits from the following:**

AR 280 Art Appreciation: A Studio Approach  
AR 313 Women Artists: Historical Survey  
AR 314 Impressionism to Today  
AR 316 American Art-Multicultural Crossroads  
PH 360 Philosophy of Art

**ART MINOR**

18 Credits

**Requirements:**

AR 101 Drawing I  
AR 221 Basic Design  
AR 222 Color and Design

**Nine credits from:**

AR 114 Introduction to Graphic Design  
AR 209 Photography I  
AR 223 Graphic Design I  
AR 325 Printmaking I  
AR 340 Painting I  
AR 371 Three-Dimensional Design  
AR 377 Ceramics I

**MULTIMEDIA MINOR**

18 Credits

**Required Courses:**

AR 114 Introduction to Graphic Design

**12 credits from:**

AR 215 Introduction to Game Design

AR 223 Graphic Design I

AR 224 Graphic Design II

AR 225 Fundamentals of Game Design

AR 450 Senior Collaborative Projects

IS 243 Multimedia Development

IS 245 Website Design and Development

**COURSE OFFERINGS****AR 101 Drawing I 3 cr.**

A foundation course requiring some drawing skills. Students will explore drawing techniques and media in a variety of observational problems. Emphasis will be placed on principles of line, shape, mass, light and shade, perspective and space, surface and structure. Two, two-and-one-half hour lab periods weekly.

**AR 102 Drawing II 3cr.**

Continuation of AR 101. Designed to further develop the student's perceptual and conceptual drawing skills. Students are encouraged to experiment and explore assigned problems. Two, two-and-one-half hour lab periods weekly. Prerequisite: AR 101.

**AR 103 Life Drawing 2 cr.**

An introduction to drawing the human figure emphasizing the fundamentals of structure. Includes the study of the human skeletal and muscular systems as they apply to drawing a likeness. One, two-and-one-half hour lab period weekly. Prerequisite: AR 101.

**AR 114 Introduction to Graphic Design 3 cr.**

This entry level course for the graphic design major provides the student a strong foundation in principles for visual communication problem solving. Vector concepts used in digital design and production will be utilized. There will be group critiques, demonstrations as well as class discussions. Two, two and one half-hour lab periods weekly. Prerequisite: AR 221.

**AR 191, 192, 193, 194 Selected Topics 1-3 cr.****AR 200 Calligraphy I 2 cr.**

Fundamentals of basic lettering, layout and composition. One two-hour lab period weekly.

**AR 201 Calligraphy II 2 cr.**

A continuation of lettering fundamentals with emphasis on mastering a chosen alphabet. Concentration on layout, composition and color. One two-hour lab period weekly. Prerequisite: AR 200.

**AR 209 Photography I 3 cr.**

An introduction to the basic elements of black and white and color photography. Digital camera techniques are studied. Emphasis on photography as an interpretive and illustrative medium in art. This course is designed to develop within the student the basic technical skills required to successfully practice photography with intention and as a uniquely powerful medium as well as a profoundly embedded phenomenon in contemporary life. It is expected that students will spend 2 to 3 hours, minimally, outside of the classroom/laboratory performing course related work such as reading, research, homework assignments, practice, studio work, and other academic work for every hour of instruction spent in the classroom/laboratory. Student supplies digital camera. Two, two-and-one-half hour lab periods weekly.

**AR 210 Photography II 3 cr.**

Continuation of AR 209. Designed to further develop the student's technical and interpretive understanding of black and white and color photography. I. Student supplies digital camera. Two, two-and-one-half hour lab periods weekly. Prerequisite: AR 209.

**AR 215 Introduction to Game Production 3 cr.**

Open communication is vital for a team's success. While understanding that each person communicates and receives communication in different fashions, the producer will learn to inspire, protect and motivate the group they are responsible for. The producer will foster trust and open communication throughout all levels of the team by being aware of the strengths and weaknesses specific to the team. The producer will also learn to focus on the requirements of a successful project while remaining aware of the needs of the team. No prerequisite.

**AR 221 Basic Design 3 cr.**

Study and practice of fundamental elements and principles of two-dimensional design using a variety of media. Two, two-and-one-half hour lab periods weekly.

**AR 222 Color and Design 3 cr.**

Study of color and its application to various design concepts as the continuation of design fundamentals and organization. Two, two-and-one-half hour lab periods weekly. Prerequisite: AR 221.

**AR 223 Graphic Design I 3 cr.**

Graphic Design I connects current digital typesetting practices to the rich typographic heritage that is a foundation in the graphic design discipline. Students become confident identifying type categorically, typesetting, white space and the ways all of these principles are employed in creating good and functional design. Some technical as well as creative pieces will be explored. Some traditional studio as well as Adobe InDesign will be the primary platforms for producing design. Two, two and one-half hour lab periods weekly. Prerequisites: AR 114 and AR 221.

**AR 224 Graphic Design II 3 cr.**

This course continues to develop typography in larger contexts including image and message. Project production phases will include thumbnail to final solution. Print media and the printing process will be explored. Projects generated will include more advanced design work and will develop production skills and tools helpful to preparing visual information for the print industry. Adobe Indesign and Photoshop are the primary digital tools for this class. Two, two and one-half hour lab periods weekly. Prerequisite: AR 223.

**AR 225 Fundamentals of Game Design 3 cr.**

There are many types and formats of games. This course is meant to introduce the processes and mechanics of game design through both reading about games and individually developing them. Offering best practices towards various game formats and also the opportunity to utilize those practices, the course allows students to design, iterate upon, play test and see designs through to completion. Prerequisite: AR 221 Basic Design or AR 114 Introduction to Graphic Design.

**AR 280 Art Appreciation: A Studio Approach 3 cr.**

A study of three visual arts disciplines through combined lecture and hands-on studio experience. This approach includes the study of artists, styles and techniques related to some of the following disciplines: drawing, painting, printmaking, ceramics, photography, sculpture or fibers. The emphasis will be on direct studio experience. Two, two-and-one-half hour lab periods weekly.

**AR 300 Graphic Design III 3 cr.**

This course continues the study of type, text and image. Students create professional multi-page layouts, creative posters and other focused portfolio building projects. Adobe Indesign and Photoshop are the primary digital tools for this class. Two, two and one-half hour lab periods weekly. Prerequisite: AR 224.

**AR 311 Art History I: Ancient to Medieval 3 cr.**

Civilization epochs in the light of environmental influences and the resultant fine and decorative arts. Where feasible, the philosophies of the related cultural subjects are introduced.

**AR 312 Art History II: Renaissance to Modern 3 cr.**

A survey of major monuments, paintings and sculpture that have shaped Western art—historical thought from the opening years of the Renaissance to the opening years of the twentieth century.

**AR 313 Women Artists: Historical Survey 3 cr.**

An historical survey of the roles, contributions and styles of women artists. Activities such as field trips to studios, galleries and museums and special lectures are arranged.

**AR 314 Impressionism to Today 3 cr.**

An historical survey from Impressionism through modern to contemporary art. Concentration on painting and sculpture with frequent field trips to area galleries and museums.

**AR 316 American Art – Multicultural Crossroads 3 cr.**

This course will begin with a discussion of western European influences on American art. However, the course will also deal with other less familiar influences on the appearance and history of American culture. Native American and African will also be presented in conjunction with American art. All of these influences have contributed to the unique appearance of American art, particularly in the 20th century.

**AR 325 Printmaking I 3 cr.**

An introduction to basic relief and intaglio printmaking processes with emphasis on traditional as well as contemporary methods. Includes woodcuts, etching and monoprints. Two, two-and-one-half hour lab periods weekly. Prerequisites: AR 101, 221.

**AR 326 Printmaking II 3 cr.**

A continuation of AR 325. Further exploration of relief and intaglio processes and techniques. Includes more advanced intaglio as well as involvement with mixed-media printmaking. Emphasis on individual exploration of ideas. Two, two-and-one-half hour lab periods weekly. Prerequisite: AR 325.

**AR 341 Painting I 3 cr.**

An introduction to painting dealing with technical and perceptual concepts. Two, two-and-one-half hour lab periods weekly. Prerequisites: AR 101, 222.

**AR 342 Painting II 3 cr.**

A continuation of AR 341. Further exploration of technical and perceptual concerns with the emphasis on the growth and development of individual concepts in painting. Two, two-and-one-half hour lab periods weekly. Prerequisite: AR 341.

**AR 360 Art Methods 3 cr.**

Study of curriculum and instruction appropriate to aesthetic/artistic growth and development from preschool through 12th grade. Methods, materials and approaches are examined for classroom use. Includes practice teaching and studio time. Prerequisite: AR 221 or AR 280.

**AR 361 Field Experience for AR 360 1 cr.**

Field experience component, to be taken in conjunction with AR 360, required for the observation and practice of art methods for preschool through 12th grade. The course consists of thirty hours of practice teaching at an appropriate site as determined by the instructor and/or Field Placement Director. Must be taken concurrently with AR 360.

TEEL® students seeking Visual Arts licensure should, whenever possible, take AR 360 and AR 361 rather than ED 342 and ED 343.

**AR 371 Three-Dimensional Design 3 cr.**

The dynamics of three-dimensional design principles based on the elements of form, space, shape, light and movement. Basic approaches to sculpture are covered, i.e., construction, modeling, carving, with various



tools appropriate for each method. Includes traditional and contemporary references. Two, two- and-one-half hour lab periods weekly. Prerequisite: AR 101 or 221.

**AR 377 Ceramics I 3 cr.**

An introduction to the concepts and skills necessary to work with clay. Basic methods of hand building will be covered, including related decorating and firing techniques. Two, two-and-one-half hour lab periods weekly.

**AR 378 Ceramics II 3 cr.**

Continuation of AR 377. With emphasis on beginning throwing skills, the human form and developing personal expression with the medium of clay. Including advanced decorating techniques and glaze chemistry. Two, two-and-one-half hour lab periods weekly.

Prerequisite: AR 377.

**AR 391, 392, 393, 394 Selected Topics 1-3 cr.**

**AR 398 Independent Study 1-3 cr.**

**AR 400 Graphic Design IV 3 cr.**

This course covers all aspects of creation and presentation of professional portfolio, emphasizing individual strengths and areas of specialization.

The course focuses on the development of personal design methodology. Emphasis based on developing concepts in a mature and thorough manner through research, brainstorming, conceptual development and execution of concept. Project refinement and a culminating project will be required. The senior portfolio will be required at the conclusion of this course. Prerequisite: AR 300.

**AR 450 Senior Collaborative Projects 3 cr.**

As a capstone course to the interactive entertainment media concentration, this course focuses on projects which explore what students can create while partnered with other students with different skill sets and backgrounds from their own. The idea is to create something that could not be achieved by one's individual talent. Students will use their previously learned skills to collaboratively attack specific challenges presented with the goal to create short rapid experiences. The best experiences created during the term, and voted on by faculty, will be showcased in an end of term campus wide event to celebrate the achievements of the class. Prerequisites: AR 215 and AR 225.

**AR 480 Studio Emphasis 3 cr.**

This course is designed for the advanced studio art major who has completed an emphasis in one of the following areas: drawing, photography, printmaking, painting or ceramics and wishes to pursue an advanced course of study with the instructor in the same discipline. A research and studio project will be determined prior to registration and with the written permission of the discipline instructor. Prerequisites: AR 101/102 or AR 209/AR 210; AR 325/AR 326 or AR 341/342 or AR 377/AR 378.

**AR 490 Professional Practices 3 cr.**

Practical concerns essential for an artist to make his/her work visible and marketable. Topics include preparing a résumé and artist statement, documenting one's work photographically, record keeping, exhibiting and working with galleries, news releases, graduate programs and other opportunities for professional growth, setting up a studio. One, two-and-one-half hour class weekly.

**AR 491 Senior Studio 3 cr.**

This course will provide art majors with both theoretical and practical application in the visual arts. The course will deal with issues of creative problem solving and self-motivation pertaining to the visual arts. Students will prepare professional portfolios for final class presentation. Students will explore individual approaches to creativity and apply their findings to a specialized art project that they will present to the class and to the art faculty prior to completion of the course.

**AR 492 Senior Studio 3 cr.**

Independent work in a particular field of interest in the visual arts: drawing, painting, sculpture, ceramics, printmaking or any other area or areas of specialization in which the student shows intermediate or advanced

level proficiency. At least two, two-and-one-half hour lab periods weekly. One- hour weekly seminar discussion and periodic critiques with advising instructor.

**AR 493, 494 Selected Topics 1-3 cr.**

**AR 295, 395, 495 Internship 1-6 cr.**

## BIOLOGY

The Biology programs are offered as Bachelor of Arts and Bachelor of Science. Within these programs, students can choose a concentration that meets their interest and career goals. For students choosing the Bachelor of Arts program, a choice of either the general biology or exercise science concentrations can be made. For students choosing the Bachelor of Science Program, a choice can be made between concentrations in comprehensive biology or ecology/environmental science.

### Student Learning Outcomes

Students completing a major in Biology should:

- Effectively communicate scientific information in both written and oral formats.
- Understand the central role evolution has in the field of science.
- Develop a diverse background in the sciences that will help them to achieve their career goals.
- Correlate information learned in their science courses.
- Critically evaluate the validity of scientific claims.

### BIOLOGY PROGRAM CORE FOR ALL BIOLOGY MAJOR CONCENTRATIONS

44 Credits

BI 114, 115	General Biology I and Lab: Molecular Biology
BI 116, 117	General Biology II and Lab: Organismal Biology
BI 307	Cell and Molecular Biology and Lab
BI 481, OR 482, OR 483	Coordinating Seminar (as dictated by concentration)
CH 118, 119	General Chemistry I and Lab
CH 120, 121	General Chemistry II and Lab
CH 211, 213	Organic Chemistry I and Lab
CH 214, 215	Organic Chemistry II and Lab
MA 221	Statistics
PS 180, 181	Basic Physics I and Lab
AND	
PS 182, 183	Basic Physics II and Lab
<b>OR</b>	
PS 200, 201	College Physics I and Lab
AND	
PS 202, 203	College Physics II and Lab

### BIOLOGY MAJOR: BACHELOR OF ARTS PROGRAM EXERCISE SCIENCE CONCENTRATION

31 additional credits to the Biology Program Core Credits

The exercise science concentration is designed to prepare students interested continuing their education through a graduate program to earn an advanced degree in physical therapy.

In addition to the core courses, the students choosing the exercise science concentration will complete the following requirements:

BI 300, 301	Human Anatomy and Physiology for Majors I and Lab
BI 302, 303	Human Anatomy and Physiology for Majors II and Lab
BI 325	Exercise Physiology for Majors
BI 495	Internship
CH 305	Biochemistry I
HP 115	Exercise and Conditioning
HP 153	Care and Prevention of Athletic Injuries
HP 215	Nutrition for Sport, Fitness and Health

HP 350 Applied Kinesiology  
PY 201 General Psychology  
PY 330 Health Psychology

**BIOLOGY MAJOR:**

**BACHELOR OF ARTS PROGRAM GENERAL BIOLOGY CONCENTRATION**

11 additional credits to the Biology Program Core Credits

The general biology program is designed for those students who plan careers in business, secondary education, technical support or other areas that relate to the Biological Sciences. It is not intended for students planning to enroll in graduate or professional programs in the Biological Sciences or related areas. Students are recommended to pursue a minor area of study, such as in chemistry or business.

In addition to the core courses, the students choosing the general biology concentration or the exercise science concentration will complete the following requirements:

BI 395, 495 Internship

Students will also take a minimum of 10 other credits or more at the BI 300 level or above, CH305/306 Biochemistry I and Lab, not otherwise specified in the major. Independent research (BI 486-489) may only count for up to 4 of these credits.

**BIOLOGY MAJOR: BACHELOR OF SCIENCE PROGRAM COMPREHENSIVE BIOLOGY CONCENTRATION**

26 additional credits to the Biology Program Core Credits

The comprehensive biology program will prepare students for graduate studies and research, medicine, podiatry, dentistry, veterinary medicine, allied health and applied biology. Graduates will have acquired a broad foundation of knowledge in the biological and physical sciences as well as the ability to use this knowledge.

**In addition to the core courses, a student choosing the comprehensive biology concentration will complete the following courses:**

BI 350 Genetics  
BI 360, 361 Microbiology and Lab  
CH 305, 306 Biochemistry I and Lab  
MA 175 Calculus I

Students will also take a minimum of 11 other credits or more at the BI 300 level or above, not otherwise specified in the major. Independent research (BI 486-489) may only count for up to 4 of these credits.

**BIOLOGY MAJOR: BACHELOR OF SCIENCE PROGRAM  
ECOLOGY/ENVIRONMENTAL SCIENCE CONCENTRATION**

24 to 27 additional credits to the Biology Program Core Credits

The ecology/environmental science program will prepare students for graduate studies and STEM careers in ecology, environmental science and related disciplines. Graduates will have acquired a broad foundation of knowledge and conceptual understanding of the biotic and abiotic factors interacting within ecosystems. Graduates will have developed the scientific research skills essential to conducting and/or contributing to scientific investigations related to ecology and environmental science.

**In addition to the core courses, the students choosing the ecology/environmental science concentration will complete the following requirements:**

- BI 310 Ecology
- BI 311 Ecology Lab
- BI 317 Plant Biology and Lab
- BI 320 Evolution
- BI 360 Microbiology
- BI 361 Microbiology Lab

**Students will also choose one course from the following list of research electives:**

- BI 415 Field Studies in Ecology and Environmental Science
- BI 465 Research Methods
- BI 466 Research Methods Lab
- BI 486 Independent Research (requires approval of research mentor and academic advisor)
- BI 489 Independent Research (requires approval of research mentor and academic advisor)

**Students will also choose one course from the following list of biotic electives:**

- BI 322 Animal Behavior
- BI 330 Comparative Vertebrate Anatomy
- BI 331 Comparative Vertebrate Anatomy Lab
- BI 340 Parasitology
- BI 341 Parasitology Lab
- BI 367 Microbial Ecology and Lab

**Students will also choose one course from the following list of abiotic electives:**

- BI 418 Limnology
- BI 419 Limnology Lab
- CH 308 Environmental Chemistry
- CH 310 Quantitative Analysis
- CH 311 Quantitative Analysis Lab

**Summer Laboratory Research Internships**

Notre Dame College is located in an area known for its major research universities and hospitals. Students are strongly encouraged to apply for summer research work in these facilities. These experiences provide the student with additional learning opportunities, work experience, summer employment, career exploration possibilities, and, in some circumstances, academic credit from Notre Dame College.

**ADOLESCENT TO YOUNG ADULT LICENSE IN LIFE SCIENCE (Gr. 7-12)**

54 Credits

**Biology Requirements:**

- BI 114, 115 General Biology I and Lab: Molecular Biology
- BI 116, 117 General Biology II and Lab: Organismal Biology
- BI 307 Cell and Molecular Biology and Lab

BI 310, 311 Ecology and Lab

**2 of the following: (lecture and lab must be taken concurrently)**

BI 300, 301 Human Anatomy and Physiology for Majors I and Lab  
BI 302, 303 Human Anatomy and Physiology for Majors II and Lab  
BI 320 Evolution  
BI 425 Developmental Biology and Lab

**2 of the following: (lecture and lab must be taken concurrently)**

BI 340, 341 Parasitology and Lab  
BI 350 Genetics  
BI 360, 361 Microbiology and Lab  
BI 430 Immunology  
BI 460 Endocrinology  
BI 470 Advanced Cell Biology

**4 of the following: (lecture and lab must be taken concurrently)**

CH 118, 119 General Chemistry I and Lab  
CH 120, 121 General Chemistry II and Lab  
CH 211, 213 Organic Chemistry I and Lab  
CH 214, 215 Organic Chemistry II and Lab  
PS 180, 181 Basic Physics I and Lab  
PS 182, 183 Basic Physics II and Lab

**Mathematics Requirement:**

MA 221 Statistics I

One additional Math course selected with academic advisor's approval. Recommended: MA 300 Statistics II.

See EDUCATION for Professional Education Requirements.

**DUAL FIELD ADOLESCENT TO YOUNG ADULT LICENSE IN LIFE SCIENCE AND CHEMISTRY (Gr. 7-12)**

58 Credits

**Biology Requirements:**

BI 114, 115 General Biology I and Lab: Molecular Biology  
BI 116, 117 General Biology II and Lab: Organismal Biology  
BI 307 Cell and Molecular Biology and Lab  
BI 310, 311 Ecology and Lab

**3 of the following: (lecture and lab must be taken concurrently)**

BI 300, 301 Human Anatomy and Physiology for Majors I and Lab  
BI 302, 303 Human Anatomy and Physiology for Majors II and Lab  
BI 320 Evolution  
BI 350 Genetics  
BI 360, 361 Microbiology and Lab  
BI 430 Immunology

**Chemistry Requirements:**

CH 118, 119 General Chemistry I and Lab  
CH 120, 121 General Chemistry II and Lab  
CH 211, 213 Organic Chemistry I and Lab  
CH 214, 215 Organic Chemistry II and Lab

CH 305, 306 Biochemistry I and Lab

**1 of the following: (lecture and lab must be taken concurrently)**

CH 308 Environmental Chemistry  
CH 310, 311 Quantitative Analysis and Lab

**2 of the following: (lecture and lab must be taken concurrently)**

CH 220, 221 Earth Science and Lab  
PS 180, 181 Basic Physics I and Lab  
PS 182, 183 Basic Physics II and Lab

See EDUCATION for Professional Education Requirements.

**AREA OF CONCENTRATION IN SCIENCE FOR MIDDLE CHILDHOOD LICENSE (Gr. 4 - 9)**

**At least 20 Credits Requirements: (lecture and lab must be taken concurrently)**

BI 114, 115 General Biology I and Lab: Molecular Biology  
BI 116, 117 General Biology II and Lab: Organismal Biology  
BI 200, 201 Environmental Science and Lab  
CH 102, 103 Introductory Chemistry and Lab  
CH 118, 119 General Chemistry I and Lab  
CH 220, 221 Earth Science and Lab  
PS 150, 151 Concepts in Physics and Lab

See EDUCATION for Professional Education Requirements.

**BIOLOGY MINOR**

24 Credits

This minor is proposed specifically for students who have a chemistry background and may already have requirements for certain biology courses.

**Requirements:**

BI 114, 115 General Biology I and Lab: Molecular Biology  
BI 116, 117 General Biology II and Lab: Organismal Biology  
BI 307 Cell and Molecular Biology and Lab

**Plus eight additional credits** from any BI 300 level or above, or CH 305, 306 Biochemistry I and Lab or CH 405, 406 Biochemistry II and Lab.

**COURSE OFFERINGS**

All laboratory courses must be taken concurrently with the corresponding lecture courses. A student must have the permission of the instructor to deviate from this policy. A student who withdraws from a lecture course may not continue the laboratory course except under unusual circumstances and with the permission of the instructor. BI 116-117 or the equivalent, is a prerequisite for all biology courses numbered 260 or higher.

**BI 105 Introduction to the Biological Sciences**

**3 cr.**

An introductory course designed for NON-SCIENCE majors to fulfill the Core Curriculum in Science or as an elective. Topics addressed include cell structure and function, genetics (including transmission of traits,

genetic diseases and genetic engineering), evolution, cell metabolism, diversity of life and ecology and environmental concerns.

**BI 106 Introduction to the Biological Sciences Laboratory 1 cr.**

One three-hour laboratory period weekly, which investigates the topics covered in the lecture.

**BI 114 General Biology I: Molecular Biology 3 cr.**

The topics covered include basic chemistry as it applies to biological systems, cell structure and division, an introduction to classical and molecular genetics and bioenergetics. Prerequisite for all biology courses numbered 260 or higher. Prerequisite: EN 100 or equivalent; MA 100 or equivalent. **Not recommended for non-science majors.**

**BI 115 General Biology Laboratory I: Molecular Biology 1 cr.**

One three-hour laboratory period weekly investigating concepts covered in the lecture material.

**BI 116 General Biology II: Organismal Biology 3 cr.**

An introductory course for biology majors. The topics covered include evolution, a survey of the taxonomic and phylogenetic organization of life with attention given to each of the biological Domains and an introduction into ecology and ecosystems. Prerequisite for all biology courses numbered 260 or higher. Prerequisite: BI 114.

**BI 117 General Biology Laboratory II: Organismal Biology 1 cr.**

One three-hour laboratory period weekly investigating concepts covered in the lecture material.

**BI 200 Environmental Science 3 cr.**

A study of the natural environment from the perspective of biology, chemistry and physics including studies of ecosystems, energy, pollution and its consequences in a technological society. Recommended for elementary education students or for any student to fulfill the Core Requirement in Science.

**BI 201 Environmental Science Laboratory 1 cr.**

One three-hour laboratory period weekly that includes the field study of ecosystems and stresses the scientific method applied to biological, chemical, and physical investigation.

**BI 204 Human Anatomy and Physiology I 3 cr.**

A study of normal structure and function of major body systems primarily designed for students in nursing and health sciences; also includes content related to cellular biology and basic principles of genetics.

**BI 205 Human Anatomy and Physiology I Lab 1 cr.**

One three-hour laboratory period weekly. Includes laboratory experiences that investigate concepts presented in Human Anatomy and Physiology I.

**BI 206 Human Anatomy and Physiology II 3 cr.**

A continuation of Human Anatomy and Physiology I; furthers the study of normal structure and function of major body systems. Prerequisites: BI 204/5.

**BI 207 Human Anatomy and Physiology II Lab 1 cr.**

One three-hour laboratory period weekly. Includes laboratory experience that investigate concepts presented in BI 206, Human Anatomy and Physiology II. Prerequisites: BI 204/5.

**BI 230 Basic Anatomy and Physiology 3 cr.**

A study of the structure and function of the systems of the human body; designed for students in elementary education, psychology and to fulfill the Core Requirement in Science.

**BI 231 Basic Anatomy and Physiology Laboratory 1 cr.**

One three-hour laboratory period weekly, emphasizing human organ systems, their locations and functions.



**BI 240 General Microbiology** **3 cr.**  
Introductory microbiology that introduces basic concepts and applications of medical microbiology. Includes morphology, immunology and physiology of microorganisms. Designed for students in nursing and the health sciences. Prerequisite: BI 206/7.

**BI 241 General Microbiology Lab** **1 cr.**  
One three-hour laboratory period weekly. Includes staining and culture techniques used for the identification of unknown microorganisms. Designed for students in nursing and the health sciences. Prerequisite: BI 206/7.

**BI 291, 292, 293, 294 Selected Topics** **1-3 cr.**

**BI 295, 395, 495 Internship** **1-6 cr.**  
An opportunity for on-the-job experience in a hospital or laboratory supervised by a professional in the area. Hours and credits arranged by the Division. Sophomore status and permission of faculty sponsor required.

**BI 300 Human Anatomy and Physiology for Majors I** **3 cr.**  
A study of mammalian anatomy and physiology with emphasis on how these two interrelated concepts contribute to homeostasis. Topics covered include cells, tissues, and the skeletal, muscular and nervous systems. Prerequisite: BI 307 (Cell Biology).

**BI 301 Human Anatomy and Physiology for Majors I Lab** **1 cr.**  
Laboratory studies will parallel the various systems covered in BI 300. The student will study these systems using dissections, 3-D models, computer simulations, observation of microscope slides and experimentation.

**BI 302 Human Anatomy and Physiology for Majors II** **3 cr.**  
A continued study of mammalian anatomy and physiology with emphasis on their role in homeostasis. Topics covered include the endocrine, cardiovascular, respiratory, urinary and reproductive systems. Prerequisites: BI 307 (Cell Biology) and BI 300.

**BI 303 Human Anatomy and Physiology for Majors II Lab** **1 cr.**  
Laboratory studies will parallel the various systems covered in BI 302. The student will study these systems using dissections, 3-D models, computer simulations, observation of microscope slides and experimentation.

**BI 307 Cell and Molecular Biology and Lab** **4 cr.**  
An introduction to prokaryotic and eukaryotic cellular functions. Topics include gene regulation, membrane structure, cellular structure, cytoskeleton dynamics, division and selected metabolic pathways. Lecture and lab also include common cellular and molecular techniques. Prerequisite: BI 116.

**BI 310 Ecology** **3 cr.**  
This course provides an overview of the science of ecology. Traditional topics of ecology such as energy flow, nutrient cycling, population growth and interactions and community dynamics are treated as a background from which to approach mathematical concepts and emerging areas of ecology. The latter include behavioral, physiological and evolutionary ecology. Current and controversial topics in ecology will be discussed. Prerequisites: BI 116, CH 120.

**BI 311 Ecology Laboratory** **1 cr.**

One three-hour laboratory weekly. Topics will parallel those discussed in lecture. Laboratory focus will be on experiments that exemplify ecological concepts and on the methodology ecologists use to obtain information on populations and communities. Assumptions, limitations and interpretation of information thus gained will be discussed.

**BI 317 Plant Biology and Laboratory** **4 cr.**  
A survey of the anatomy, physiology, genetics, evolution and ecology of plants. Concepts and principles emphasized will include plant evolution, structure and function, flow of information, transformation of energy, and the role of plants in ecosystems. The laboratory will include the examination of plant structure and

function of the cell, tissue, and organismal level and the exploration of local plant biodiversity and ecosystem function. Prerequisite: BI 116.

**BI 320 Evolution**

**3 cr.**

A study of the evidence, processes and paths of evolution. Areas of emphasis include gradualism, punctuated equilibrium, mass extinctions, endosymbiosis, molecular genetics and population genetics. Prerequisite: BI 116.

**BI 322 Animal Behavior**

**3 cr.**

A study of functional behavior of animals, such as mate choice, feeding, parental care, predation, communication and social behaviors. Discussions of journal articles dealing with current research in these areas are a major part of this class. Prerequisite: BI 116.

**BI 325 Exercise Physiology for Majors**

**3 cr.**

A study of the physiological responses to exercise as related to human performance limitations, training effects and health related benefits. The relationships between various organ systems, such as the cardiovascular, respiratory and muscular systems, during exercise will be examined. Prerequisites: BI 300, 302.

**BI 330 Comparative Vertebrate Anatomy**

**3 cr.**

A study of major vertebrate groups emphasizing structure, function, and evolution. Variations on the vertebrate body plan and functional morphology of anatomical systems are used as a basis for understanding major adaptive changes in vertebrate evolution. Prerequisite: BI 116.

**BI 331 Comparative Anatomy Laboratory**

**1 cr.**

Emphasis is on surveying and comparing the actual structures discussed in lecture. Organ and organ system similarities and differences are compared among the major vertebrate classes within the unifying concept of homology and evolutionary modification.

**BI 340 Parasitology**

**3 cr.**

A study of the morphology, life history, host-parasite relationships, and control of protozoan, helminth, and arthropod parasites as well as the evolution of parasitism. Prerequisite: BI 116.

**BI 341 Parasitology Laboratory**

**1 cr.**

One three-hour laboratory period weekly learning techniques of identifying parasites throughout the phases of their life cycles using living specimens, prepared slides, kodachromes and Internet sites.

**BI 350 Genetics**

**3 cr.**

A study of the chemical nature of the genetic material, Mendelian genetics, population genetics and current genetic research. Pre- or Co-requisite: BI 307.

**BI 360 Microbiology**

**3 cr.**

The morphology, nutrition, reproduction and growth of bacteria, fungi and viruses. Topics in medical and applied microbiology are also covered. Recommended prerequisite: BI 307.

**BI 361 Microbiology Laboratory**

**1 cr.**

One three-hour laboratory weekly. Laboratory includes the methods of culture, various staining techniques and methods of identifying bacteria.

**BI 367 Microbial Ecology and Laboratory**

**4 cr.**

A study of the interactions between microbes and their environment, the ecology of microorganisms, the dispersal of microbes into the environment and the effects of these microbes have on other organisms in the environment. Laboratory studies involve the practical applications of concepts learned in lecture. Some methods employed in this lab will include observing the organisms in their respective environments and the effects microbes have on other organisms found in their same ecosystem. Prerequisite: BI 310 or BI 360.

<b>BI 391, 392, 393, 394 Special Topics</b>	<b>1-3 cr.</b>
<b>BI 395, 495 Internship</b>	<b>3 cr.</b>
<b>BI 415 Field Studies in Ecology and Environmental Science</b>	<b>1 -3 cr.</b>
<b>BI 418 Limnology</b>	<b>3 cr.</b>
An interdisciplinary course dealing with physical, chemical and biological characteristics of lakes, rivers, reservoirs and wetlands. Prerequisite: one semester of introductory chemistry or biology. Prerequisite: BI 310 or permission of the instructor.	
<b>BI 419 Limnology in the Field</b>	<b>1 cr.</b>
One three-hour laboratory weekly. Application and investigation of the physical, chemical and biological aspects of aquatic habitats; provide training in basic limnological methods for data collection and analysis.	
<b>BI 425 Developmental Biology and Laboratory</b>	<b>4 cr.</b>
A comparative study of patterns (embryology) and process (genetic regulation) leading from fertilized egg to adult organism. Laboratory studies including embryogenesis in chordates and invertebrates; organogenesis in vertebrates. Prerequisite: BI 307.	
<b>BI 430 Immunology</b>	<b>4 cr.</b>
A comprehensive study of the fundamental principles and recent advances in immunology. Topics include the cellular and molecular control of the immune response, antibodies and immunogenetics, immune system dysfunction and methods of immunoassay and diagnosis. Prerequisite: BI 270.	
<b>BI 445 Wildlife and Ecology Lab</b>	<b>4 cr.</b>
Examination of the biodiversity of local fish, amphibians, reptiles, birds and mammals and their role in the ecosystem, with emphasis on animals in the Great Lakes region. The lab will include many off campus field trips. Prerequisites: Ecology 310 or Permission of the Instructor.	
<b>BI 460 Endocrinology</b>	<b>3 cr.</b>
A systems approach to the study of the role hormones play in controlling and coordinating organ development and function. Prerequisites: BI 307 and CH 214. Recommended: BI/CH 305, 306.	
<b>BI 465 Research Methods</b>	<b>1 cr.</b>
Lecture covering critical topics in the proper design and execution of scientific research. Prerequisite: Permission of instructor(s).	
<b>BI 466 Research Methods Laboratory</b>	<b>2 cr.</b>
Laboratory course covering application of research design, execution, data analysis and presentation. Prerequisite: Permission of instructor(s).	
<b>BI 470 Advanced Cell Biology</b>	<b>3 cr.</b>
Recent advances in molecular cell biology and molecular genetics in eukaryotes and prokaryotes including control of gene expression, RNA processing, oncogenesis and other relevant topics. Prerequisites: BI 307 and CH 214.	
<b>BI 481 Coordinating Seminar for Comprehensive Biology Concentration</b>	<b>1 cr.</b>
An in-depth study of some current aspects of biology not covered in the required courses, including discussion of recent journal articles plus an oral presentation of student research papers.	
<b>BI 482 Coordinating Seminar for Ecology Concentration</b>	<b>1 cr.</b>
An in-depth study of some current aspects of ecology and environmental science not covered in the required courses, including discussion of recent journal articles plus an oral presentation of student research papers.	
<b>BI 483 Coordinating Seminar for Exercise Science Concentration</b>	<b>1 cr.</b>

An in-depth study of some current aspects of exercise science not covered in the required courses, including discussion of recent journal articles plus an oral presentation of student research papers.

**BI 486, 487, 488, 489 Independent Research**

**1-3 cr.**

An opportunity for qualified and capable students to do independent research in the life sciences. Hours and credits arranged with faculty advisor. Prerequisites: BI 465, BI 466 and permission of faculty sponsor.

**BI 491, 492, 493, 494 Independent Study**

**1-3 cr.**

An opportunity for qualified students to pursue independent literature surveys of topics in the biological sciences. Hours and credits arranged with faculty sponsor.

## **BUSINESS ADMINISTRATION**

Students in the various Business Administration programs are prepared to function as creative, dynamic, morally responsible leaders in a global society. The business faculty strives to foster the ongoing development of the highest standards of personal integrity and the achievement of educational excellence through a challenging course of studies. Graduates of the program will have been educated in a liberal arts tradition to think critically, to analyze complex processes and to evaluate important issues with a commitment to respect the earth and all people. They will be ready to move into their chosen career field, to continue with graduate studies or to enter professional programs such as law or public administration.

### **Student Learning Outcomes**

Students completing the program in any Business Administration major should:

- Communicate effectively in both written and oral forms
- Critically evaluate, analyze and interpret information to solve problems and make business decisions
- Act ethically while adhering to the highest standards of personal, social and professional integrity
- Use technology to develop and enhance business processes
- Collaborate effectively in diverse teams across cultures

## **BUSINESS ADMINISTRATION**

Core Courses 44 Credits

There is a common core of courses taken by students majoring in most Business Administration programs, including Accounting, Business Administration, Finance, International Business, Management Information Systems, Management and Marketing. (This list does not apply to Sport Management or Human Resources Development.)

### **Requirements:**

BU 155 Accounting Principles I  
BU 156 Accounting Principles II  
BU 230 Marketing Principles  
BU 235 Management Information Systems  
BU 240 Management Principles  
BU 360 Corporate Finance  
  
BU 395 or 495 Internship  
BU 426 Strategic Management  
BU 473 Business Law I  
EC 201 Principles of Microeconomics  
EC 202 Principles of Macroeconomics  
IS 260 Computer Decision-Making Applications  
MA 220 Applied Finite Mathematics  
MA 221 Statistics I

In addition to these courses, it is strongly recommended that students complete a Communication course.

Each major program has its own specialized requirements. These are given in the following pages.

## **ACCOUNTING**

Students completing a major in Accounting are prepared to function as accounting professionals and to progress to positions of leadership in the profession. The program is designed to provide students with a thorough understanding of accounting principles; auditing, tax, and reporting practices and planning; and the management of business, accounting and financial activities. This program also prepares students to pursue

graduate study in the field. There are a number of professional certifications in the field of accounting that students majoring in the field may wish to pursue:

- Certified Public Accountant (CPA)
- Certified Internal Auditor (CIA)
- Certified Management Accountant (CMA)
- Certified Information Systems Auditor (CISA)
- Certified in Financial Management (CFM)

Individuals wishing to obtain the Ohio CPA Certificate must, under the Ohio Revised Code, graduate with a baccalaureate or higher degree that includes successful completion of one hundred fifty (150) semester hours of undergraduate or graduate education. Students are strongly urged to pursue a Master of Business Administration after receiving their baccalaureate degree to meet the semester hour requirement. The total educational program shall include an accounting concentration with related courses in other areas of business administration, as defined by the Accountancy Board of Ohio. These are included in the Business Administration Core Courses.

### **Student Learning Outcomes**

Students completing the major in Accounting should:

- Communicate effectively in both written and oral forms
- Demonstrate basic analytical and quantitative techniques for problem solving
- Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to accounting problems
- Identify ethical implications of the accounting profession and responsibilities toward end users
- Apply technology to accounting and business situations using computer tools and software
- Work effectively in teams and understand the role of the accountant as a member of the management team
- Have increased awareness of global economic and cultural influences on business and accounting based decisions
- Demonstrate knowledge and understanding of professional standards and the skills required to apply that knowledge in performing auditing and attestation tasks as certified public accountants
- Demonstrate knowledge and understanding of accounting principles and apply that knowledge in performing financial reporting
- Demonstrate knowledge and understanding of professional and legal responsibilities of certified public accountants and the legal implications of business transactions, particularly as they relate to accounting, auditing and financial reporting. In addition to demonstrating knowledge and understanding of these topics, students are required to apply this knowledge in performing their responsibilities as accountants
- Demonstrate knowledge and understanding of concepts and laws relating to federal taxation (income, gift, and estate) and apply that knowledge in providing tax preparation and advisory services and performing other responsibilities as accountants
- Demonstrate knowledge and understanding of cost accounting principles and apply that knowledge in a management/ cost accounting system

### **Requirements:**

#### **Business Administration Core Courses + 24 credits in the following:**

BU 255 Intermediate Accounting I  
BU 256 Intermediate Accounting II  
BU 315 Auditing  
BU 320 Cost Accounting  
BU 455 Advanced Accounting  
BU 458 Federal Income Tax I

#### **Recommended Coursework:**

BU 388 Business Ethics  
BU 459 Federal Income Tax II

## **BUSINESS ADMINISTRATION**

Students completing a major in Business Administration are prepared to function as professionals in the global business environment. The program is designed to provide the student with a broad-based knowledge of advanced business courses in a variety of areas in the business division. It will prepare students to continue their studies in graduate school as well as pursue a career in business.

### **Student Learning Outcomes**

Students completing the major in Business Administration should:

- Communicate effectively in both written and oral forms
- Critically evaluate, analyze and interpret information to solve problems and make business decisions
- Act ethically while adhering to the highest standards of personal, social and professional integrity
- Use technology to develop and enhance business processes
- Collaborate effectively in diverse teams across cultures

### **Requirements:**

Business Administration Core Courses + 24 upper biennium (300/400 level) credits from four of the eight fields listed below (some of the courses may have prerequisites).

- Accounting
- Economics
- Human Resources Development
- International Business
- Management Information Systems
- Management
- Marketing
- Sport Management

### **Recommended Coursework:**

BU 235 Management Information Systems  
BU 388 Business Ethics  
PH 200 Critical and Creative Thinking

### **A communication course such as:**

CA 201 Interpersonal Communication  
CA 374 Presentation Techniques  
CA 376 Intercultural Communication  
CA 380 Organizational Communication

## **FINANCE**

The Finance major prepares a student for a career as a financial professional. The program emphasizes a combination of studies in accounting, economics and mathematics to make financial decisions. Students will be introduced to financial theory, concepts and practices in financial management. Students will be prepared for financial management in fields such as banking, insurance, financial planning and analysis, real estate, government. In addition, students will be prepared for graduate studies in finance.

### **Student Learning Outcomes**

Students completing the major in Finance should:

- Communicate effectively in both written and oral forms
- Prepare, analyze and interpret financial information and apply financial and economic theories to make sound financial decisions
- Analyze risk and appropriate methods to mitigate financial exposure
- Evaluate financial strategies to align short and long-term operating requirements with financial

- instruments, markets, and financial capacities
- Prepare financial analysis and forecasts using appropriate information technology and analytical tools
- Demonstrate knowledge of professional ethics and values in financial decisions, their implications and their consequences on individuals and firms

**Requirements:**

**Business Administration Core Courses + 22 credits in the following:**

BU 255 Intermediate Accounting I  
 BU 320 Cost Accounting **OR**  
 BU 370 Investments  
 BU 400 Advanced Corporate Finance  
 EC 331 Money, Banking, & Global Financial Markets  
 EC 432 Public Finance  
 EC 442 International Finance  
 MA 120 Precalculus Mathematics

**Recommended Coursework:**

BU 256 Intermediate Accounting II  
 BU 388 Business Ethics  
 EC 350 Managerial Economics

**HUMAN RESOURCES DEVELOPMENT**

Students in Human Resources Development are prepared to work effectively as professionals whose focus is helping organizations maximize the investment made in employees. The Notre Dame graduate will possess excellent interpersonal communication skills and understand the Human Resource professional's role in working with the organization's management team and be able to carry out the functions of job analysis and design, recruitment, selection, orientation, performance appraisal and compensation.

**Student Learning Outcomes**

Students completing the major in Human Resources Development should:

- Organize, analyze, summarize and communicate information in order to solve abstract problems and formulate recommendations.
- Identify and apply leadership skills to employee-management situations and work teams.
- Condense complex business issues into coherent written statements and oral presentations.
- Recognize and analyze ethical issues and develop appropriate resolutions for situations that occur in personal and business environments.
- Demonstrate awareness of economic, environmental, political, cultural, ethical

**Requirements:**

All students take a core of courses in the fields of Business Administration and Human Resources Development.

**Selected Business Administration Core (38 Credits)**

BU 155 Accounting Principles I  
 BU 156 Accounting Principles II  
 BU 235 Management Information Systems  
 BU 240 Management Principles  
 BU 360 Corporate Finance  
 BU 395 or 495 Internship  
 BU 426 Strategic Management  
 BU 473 Business Law I



EC 201 Principles of Microeconomics  
EC 202 Principles of Macroeconomics  
IS 260 Computer Decision-Making Applications  
MA 221 Statistics I

**Human Resources Development Core (27 Credits)**

BU 300 Principles of Supervision  
BU 341 Human Resources Management  
BU 345 Organizational Behavior  
BU 355 Compensation and Benefits  
BU 436 Labor Relations  
PY 201 General Psychology  
PY 260 Industrial/Organizational Psychology  
SO 305 Minority Groups

**Select one (3 credits)**

CA 201 Interpersonal Communication  
SO 425 Conflict Management & Resolution

**Recommended Coursework:**

BU 388 Business Ethics  
PH 200 Critical and Creative Thinking

**A communication course such as:**

CA 201 Interpersonal Communication  
CA 374 Presentation Techniques  
CA 376 Intercultural Communication  
CA 380 Organizational Communication

**INTERNATIONAL BUSINESS**

Students completing a major in International Business are prepared to function as creative leaders in various positions in a global society. The Notre Dame College graduate possesses technical skills and is also capable of dealing with the many career changes that they will face. In most cases, students who major in international business must declare another major in business, as functional business skills such as accounting, information systems and marketing are important for initial career placement and emphasized more in the early stages of business careers. International skills are generally utilized after mastering functional skills.

**Program Outcomes:**

The International Business Program at NDC will develop in students a confidence in and the commitment to their own core values with a respect and appreciation of the beliefs, customs and values of peoples in individual countries and regions around our globe. Students will be able to conduct themselves personally and professionally with skills essential to communicating and functioning effectively in multicultural and international business organizations.

**Student Learning Outcomes**

Students completing the major in International Business should:

- Communicate effectively in both written and oral forms in multicultural venues
- Critically analyze the global inter-relationships of economic activities, markets and private and public sector entities in a global perspective
- Integrate personal ethics and values in economic decision making of multicultural and international organizations
- Apply technology to macro and micro-economic research, evaluation and conclusions
- Perform productively, both independently and collaboratively, within organizational structures to

achieve common goals

**Requirements:**

**Business Administration Core Courses + 24 credits in the following:**

**Six of the following eight courses (18 credits):**

BU 450 Global Marketing  
EC 305 Comparative Economic Systems  
EC 331 Money, Banking and Global Financial Markets  
EC 440 International Economics  
EC 442 International Finance  
PO 311 Comparative Politics  
PO 312 International Relations  
PO 411 International Law

**Plus ONE of the following three components (6 credits):**

1. Completion of the 3rd year of a second language.
2. At least one semester of study abroad including one upper biennium business course with the approval of the Department.
3. An international internship in a country other than one's home country with the approval of the Department Chair.

**Recommended Coursework:**

BU 388 Business Ethics  
HI 332 Transformation of Japan: From Feudalism to Nationhood  
HI 333 The Middle East: From Islam to Nationalism  
HI 334 The Making of Modern China  
HI 336 Latin America: A Regional History  
TH 370 Religions of the World

**MANAGEMENT INFORMATION SYSTEMS**

Students completing a major in Management Information Systems are prepared to function as professionals in the discipline or to continue their education in graduate school. The program is designed to provide students with a thorough understanding of the major aspects of information systems: problem analysis, solution generation, security concerns and the management of information systems in enterprises small and large. Learning outcomes for students are in accordance with recommendations from the Association for Computing Machinery's Curricula Report.

**Student Learning Outcomes**

Students completing the major in Management Information Systems should:

- Communicate effectively in oral, written and listening skills
- Analyze and think critically, including creative and ethical analysis
- Improve Organizational Processes
- Critically evaluate and specify actions on current ethical issues in the Information Systems field
- Collaborate and negotiate with others as well as perform successfully at the individual level
- Demonstrate the ability to integrate high performance in the design and implementation of information systems solutions
- Demonstrate knowledge and skills related to the management of ongoing information systems operations
- Investigate and apply opportunities created by technology innovations
- Identify and document information requirements
- Identify, design and evaluate solution and sourcing alternatives
- Demonstrate knowledge of how enterprise IT architecture is integrated, designed and managed
- Develop, test and debug simple applications

**Requirements:**

**Business Administration Core Courses + 24 credits in the following:**

BU 425 Project Management .  
IS 222 Programming Logic and Design  
IS 310 Systems Analysis  
IS 330 Information Technology Infrastructure  
IS 340 Security, Ethics and Intellectual Property  
IS 350 Database Management Systems  
IS 435 Enterprise Architecture  
Plus one upper level IS course

**Recommended Coursework:**

BU 388 Business Ethics  
Plus one upper level IS course

## **MANAGEMENT**

Students in Management are prepared to function as creative leaders in various positions in society. Students who major in Management will thoroughly understand the functions of management (planning, organizing, leading, controlling) in large and small, for profit and not-for-profit enterprises. They will be well equipped to work as a mid-level manager, to continue education in graduate school or to enter professional programs in law or business administration.

### **Student Learning Outcomes**

Students completing the major in Management should:

- Organize, analyze, summarize and communicate information in order to solve abstract problems and formulate recommendations.
- Apply and integrate reflective and critical thinking skills to assess and create business strategies appropriate for organizations in specified business environments.
- Recognize and analyze ethical issues and develop appropriate resolutions for situations that occur in personal and business environments.
- Demonstrate the ability to evaluate, analyze, and present quantitative data using technological instruments to make appropriate business decisions.
- Demonstrate awareness of economic, environmental, political, cultural, ethical, legal and regulatory contexts of business, both domestically and globally.
- Identify and apply leadership skills to employee management situations and work teams.
- Demonstrate the ability to meet deadlines for jobs/ assignments/ commitments.

### **Requirements:**

#### **Business Administration Core Courses + 21 credits in the following:**

BU 300 Principles of Supervision  
BU 341 Human Resources Management  
BU 345 Organizational Behavior  
BU 386 Operations Management  
BU 425 Project Management

#### **Plus two courses from the following electives:**

BU 303 Entrepreneurship  
BU 410 New Venture Management  
BU 435 Business and Government  
BU 436 Labor Relations

### **Recommended Coursework:**

BU 388 Business Ethics  
PH 200 Critical and Creative Thinking  
Communication Course (CA201, CA232, CA374, CA376, CA380)

## **MARKETING**

Students completing a major in marketing are prepared to function as creative leaders in society. Students who major in marketing will demonstrate knowledge and application of marketing principles and will demonstrate the skills necessary to present marketing data in a clear and convincing manner. They will be well prepared to pursue a career in marketing, to continue their education in graduate school or to enter professional programs such as law or public administration.

### **Student Learning Outcomes**

Students completing the major in Marketing should:

- Communicate effectively in both written and oral forms
- Demonstrate basic analytical and quantitative techniques for problem solving
- Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to marketing problems
- Identify ethical implications of the marketing arena and responsibilities toward suppliers, employees,

- and customers
- Apply technology to marketing situations using computer tools and software
- Work effectively in teams and understand the role of the marketer as a member of the management team
- Have increased awareness of global economic and cultural influences on marketing based decisions

**Requirements:**

**Business Administration Core Courses + 21 credits in the following courses:**

BU 301 Consumer Behavior  
 BU 375 Marketing Research  
 BU 380 Sales Management  
 BU 385 Marketing Management  
 BU 390 Advertising  
 BU 450 Global Marketing

**Including one of the following courses:**

AR 209 Photography I  
 AR 223 Graphic Design I  
 CA 220 Newswriting  
 CA 323 Media Writing  
 CA 403 Public Relations  
 IS 243 Multimedia Development  
 IS 245 Website Design and Development

**SPORT MANAGEMENT**

Students completing a major in Sport Management are prepared to function as professionals in the field. Students will develop strengths in specific fields involving the management of sports. They will be prepared for graduate study or employment in sport management, sports facilities management, sports information or sports marketing.

**Student Learning Outcomes**

Students completing the major in Sport Management should:

- Effectively apply a variety of oral and written business and professional communications styles.
- Develop and use critical thinking models in order to analyze and solve problems in the sport industry.
- Identify ethical dilemmas within the sport industry and display the conviction to act responsibly to one's self, organization, and to the end users.
- Effectively apply technology to analyze and interpret data and understand its power within the sport industry.
- Work effectively in teams and appreciate and promote individual differences in all dimensions of diversity including ethnicity, gender, age, physical and abilities, sexual orientation, race, and religion.

**Requirements:**

All students take a core of courses in the fields of Business Administration and Sport Management.

**Selected Business Administration Core (41 Credits):**

BU 155 Principles of Accounting I  
 BU 156 Principles of Accounting II  
 BU 230 Marketing Principles  
 BU 235 Management Information Systems  
 BU 240 Management Principles  
 BU 360 Corporate Finance  
 BU 395, 495 Internship  
 BU 425 Project Management  
 BU 473 Business Law I  
 EC 201 Microeconomics  
 EC 202 Macroeconomics

IS 260 Computer Decision-Making Applications  
MA 221 Statistics

**Sport Management Core (24 Credits):**

BU 270 Sport Industry: Cultural and Sociological Perspectives  
BU 348 Sports Events, Sponsorship and Promotions  
BU 462 Legal Issues in Sports  
BU 463 Sport Program Administration  
BU 465 Sport Facilities Management  
HP 321 Exercise Science\*  
PY 201 General Psychology  
PY 235 Sports Psychology

\* Prerequisite is BI 230/231 Basic Anatomy and Physiology which fulfills the student's Scientific Inquiry requirement of the Core Curriculum.

In addition to the above courses, each student is encouraged to complete one or more minors in specific, related interest areas. Typical minors include Coaching, Communication, Management, Marketing and Psychology.

**ASSOCIATES IN ARTS DEGREE WITH A MAJOR IN BUSINESS MANAGEMENT**

Students seeking to earn an Associate in Arts degree with a major in Business Management will take courses in the Core Curriculum and in the major.

CORE CURRICULUM for the AA in Business Management:

Requirement	Requirements are achieved by successful completion of the following courses:	Credits
Engaged Responsibility	Personal Responsibility and Growth course for transfer students (more than 12 credits), non-traditional and online students  A course designated as a Global Learning course. Consult the current listing of course offerings.	6
Written Communication Fluency	Placement EN110 OR EN 100 and 101	3-6
Oral Fluency	CA 100	3
Quantitative Inquiry	MA 220	3
Creative Inquiry	Consult current listing of course offerings	3
Literary Inquiry	Consult current listing of course offerings	3
Philosophical Inquiry	PH 180 or PH 200	3
Scientific Inquiry	Science course with Laboratory	4
Theological Inquiry	Theology (TH) course other than TH 450	3
<b>Total</b>		<b>31-34</b>

**Major Curriculum for the AA in Business Management: (32 credits)**

BU 155	Accounting Principles I	4 credits
BU 156	Accounting Principles II	4 credits
BU 230	Marketing Principles	3 credits
BU 235	Management Information Systems	3 credits
BU 240	Management Principles	3 credits
BU 303	Entrepreneurship	3 credits
EC 201	Principles of Microeconomics	3 credits
EC 202	Principles of Macroeconomics	3 credits
IS 260	Computer Decision Making Applications	3 credits
MA 221	Statistics I	3 credits

\*Associate's Degree requires 64 credit hours for completion.

The AA in Business Management is available only online at this time.

### **MINOR IN ACCOUNTING**

#### **Lower Biennium Prerequisites (Eight Credits):**

BU 155 Accounting Principles I  
BU 156 Accounting Principles II

#### **+ 16 Credits from the following:**

BU 255 Intermediate Accounting I  
BU 256 Intermediate Accounting II  
BU 315 Auditing  
OR  
BU 320 Cost Accounting  
BU 455 Advanced Accounting

### **MINOR IN ENTREPRENEURSHIP**

#### **Requirements – Business Majors (12 Credits):**

BU 301 Consumer Behavior  
BU 303 Entrepreneurship  
BU 380 Sales Management  
BU 410 New Venture Creation

#### **Requirements – Non-Business Majors (18 Credits):**

BU 150 Accounting Basics  
BU 301 Consumer Behavior  
BU 303 Entrepreneurship  
BU 380 Sales Management  
BU 410 New Venture Creation  
EC 100 Economics and Contemporary Issues

### **MINOR IN FINANCIAL SERVICES MANAGEMENT**

#### **Lower Biennium Prerequisites (14 Credits):**

BU 155 Accounting Principles I  
BU 156 Accounting Principles II  
EC 201 Principles of Microeconomics  
EC 202 Principles of Macroeconomics

#### **+ Required Upper Biennium Courses (12 Credits):**

BU 370 Investments  
EC 331 Money, Banking and Global Financial Markets  
EC 432 Public Finance  
EC 442 International Finance

### **MINOR IN INTERNATIONAL BUSINESS**

#### **Lower Biennium Prerequisites (17 Credits):**

BU 155 Accounting Principles I  
BU 156 Accounting Principles II  
BU 230 Marketing Principles  
EC 201 Principles of Microeconomics  
EC 202 Principles of Macroeconomics

#### **+ Required Upper Biennium Courses (12 Credits):**

BU 450 Global Marketing  
EC 305 Comparative Economic Systems  
EC 440 International Economics  
EC 442 International Finance



## **MINOR IN MANAGEMENT**

### **Lower Biennium Prerequisites (Three Credits):**

BU 240 Management Principles

### **+ Required Upper Biennium Courses (15 Credits):**

BU 300 Principles of Supervision

BU 341 Human Resources Management

BU 345 Organizational Behavior

BU 386 Operations Management

BU 426 Strategic Management

### **Recommended Electives:**

BU 388 Business Ethics

PH 200 Critical and Creative Thinking

Communication course

## **MINOR IN MANAGEMENT INFORMATION SYSTEMS**

### **Required Courses (15 Credits):**

BU 235 Management Information Systems

IS 222 Programming Logic and Design

IS 260 Computer Decision-Making Applications

IS 310 Systems Analysis

IS 350 Database Management Systems

### **Plus one course from the following (3 or 4 Credits):**

Any IS course numbered 223 or higher, or

BU 425 Project Management

## **MINOR IN MARKETING**

### **Lower Biennium Prerequisites (Six Credits):**

BU 230 Marketing Principles

EC 201 Principles of Microeconomics OR

EC 202 Principles of Macroeconomics

### **+ Required Upper Biennium Courses:**

#### **12 Credits from the following:**

BU 301 Consumer Behavior

BU 375 Marketing Research

BU 380 Sales Management

BU 385 Marketing Management

BU 390 Advertising

BU 450 Global Marketing

## **MULTIMEDIA MINOR**

### **Required Courses (Six Credits):**

AR 114 Introduction to Graphic Design

AR 221 Basic Design

### **+ 12 Credits from the following:**

AR 223 Graphic Design I

AR 224 Graphic Design II

IS 243 Multimedia Development

IS 245 Website Design and Development

IS 443 Advanced Multimedia Development

## **PROGRAMMING MINOR**

19 Credits

### **Student Learning Outcomes for the minor:**

Students completing the minor in programming should:

- Demonstrate competency in programming specific to their chosen track
- Design programs/applications according to accepted principles of software engineering

### **Core (13 Credits):**

IS 222          Programming Logic and Design  
IS 235          Software Engineering  
IS 336, 337    C++ Programming and Lab  
MA 332          Introduction to Discrete Mathematics

### **Advanced Programming (Six Credits):**

IS 345          Contemporary Languages  
IS 436          Advanced C++

## **COURSE OFFERINGS**

### **BU 150 Accounting Basics      3 cr.**

Introductory course in basic accounting principles designed for non-business majors. Financial and managerial accounting topics relevant to the individual or small business owner are presented. Students who have completed BU 155 are not eligible to take this course.

### **BU 155 Accounting Principles I      4 cr.**

Introductory course in financial accounting. Presents basic accounting theory, principles and practices related to double-entry system. Accounting cycle including journalizing and posting entries, preparing worksheet, making adjusting, closing, and reversing entries and preparing periodic statements is covered.

### **BU 156 Accounting Principles II      4 cr.**

Continuation of BU 155. Application of basic principles of accounting to partnerships and corporations, owner's equities, cost systems, management reports and financial statement analyses are presented. Prerequisite: BU 155.

### **BU 192, 193, 194 Selected Topics      1-3 cr.**

Topics to be arranged by the department and student. Hours and credits to be arranged by the department.

### **BU 230 Marketing Principles      3 cr.**

Introduction to the social foundations of marketing, the marketing management process, the role of marketing research, the analysis of market opportunities, the selection of target markets, and the development of the marketing mix. Prerequisites: EC 100, EC 201 or EC 202.

### **BU 235 Management Information Systems      3 cr.**

Focus upon ways in which information systems can be created to give competitive advantages to businesses. Emphasis on effective management of information technology and organizational issues in information systems. Exploration of these issues through case studies. Prerequisite: placement.

### **BU 240 Management Principles      3 cr.**

An examination of the basic principles, processes and functions of management, including planning, organizing, leading and controlling. A look at contributions from key classical theorists and present applications of these theories. Topics also include ethics, globalization and decision making. Application assignments are used to assist the development of student written communication skills. Prerequisite: EN 110 or equivalent.

**BU 255 Intermediate Accounting I 4 cr.**

Emphasis on accounting functions; advanced problems of asset and liability valuation, cash flow, and application of funds are presented. Prerequisite: BU 156.

**BU 256 Intermediate Accounting II 4 cr.**

Continuation of BU 255. Emphasis on stockholder's equity, theory of income determination and presentation and analysis of financial statements. Prerequisite: BU 255.

**BU 270 Sport Industry: Cultural and Sociological Perspectives 3 cr.**

An introduction to commercial recreation and sports and their function in the leisure service delivery system. Focus on socio/historical perspectives and ethical issues. Discussion of resources, financing, pricing, programming and marketing.

**BU 295 Internship 1-3 cr.**

An on-campus initial work experience designed to introduce the student to the discipline of the workplace. Prerequisite: Sophomore standing and permission of advisor.

**BU 300 Principles of Supervision 3 cr.**

An examination of the importance of supervising people in the workplace, including the role of the supervisor in understanding human resources problems. Emphasis on the role of the supervisor in handling labor problems, improving communication in the organization, directing, staffing and training. Prerequisite: BU 240.

**BU 301 Consumer Behavior 3 cr.**

The decision-making processes which consumers use in selecting and purchasing goods and services and the psychological, sociological, and cultural factors which influence these decisions. An analysis of the marketing mix with strategies and policies in a behavioral context is covered.

**BU 303 Entrepreneurship 3 cr.**

Principles and techniques of owning, operating and managing a small business are introduced. Students examine how to obtain financing, determine location, investigate expansion, franchising, facilities and resource management and legal considerations. Students develop a business plan.

**BU 315 Auditing 4 cr.**

Concepts and objectives of auditing with emphasis on duties and responsibilities of the external auditor. Auditing standards, procedures and terminology are presented. Problems relating collection of evidence, evaluation of internal control, verification and preparation of working papers and reports. Prerequisite: BU 255.

**BU 320 Cost Accounting 4 cr.**

Theory and practice of cost accounting procedures as applied to job cost systems, process cost systems and standard cost systems. Price setting, determination of profitability and management systems for accountability. Prerequisite: BU 156.

**BU 341 Human Resources Management 3 cr.**

Specific techniques used in managing human resources, such as employee recruiting, selecting, development and training, job analysis, wage and salary administration, performance appraisal, equal employment, safety, security, recreation, communications, employee and labor relations and collective bargaining relating to the function of management within a business enterprise. Focus will also be placed on the importance of managing human resources to add long-term value to a corporation in order to meet competitive challenges. Prerequisite: BU 240.

**BU 345 Organizational Behavior 3 cr.**

Study of motivation, leadership, and other various factors which affect individual and group behaviors as they relate to performance, productivity and satisfaction in work organizations. Students analyze the application of these concepts in a number of organizations and examine the challenges and ethical concerns related to managing workers within a global and virtual work environment. Prerequisite: BU 240, junior standing or permission from the division chair.

**BU 348 Sports Events, Sponsorship and Promotions 3 cr.**

An analysis of techniques and strategies for publicizing and marketing sport and recreation programs. Focus on public relations and promotion, factors affecting consumer behavior, market management and development of information and marketing plans. Prerequisites: BU 230, BU 270.

**BU 355 Compensation and Benefits 3 cr.**

A study of the principles and procedures for the determination of compensation levels, benchmark positions, wage structures and methods of payment. The course will also examine fringe benefits, their cost evaluation and the impact that benefits have on employee satisfaction and retention. Prerequisites: BU 156, BU 341.

**BU 360 Corporate Finance 3 cr.**

Study of how business corporations can plan for, acquire and make maximum utilization of funds available to them. Extensive review of time value of money calculations and concepts. Investigate effects of taxes on types of business ownership, analysis of financial ratios, capital budgeting, rates of return and risk analysis. Prerequisites: BU 155, EC 201-202, MA 220 or MA 221.

**BU 370 Investments 3 cr.**

Study of common and preferred stocks, corporate bonds, government bonds and other financial investments. Techniques in determining investment objectives and strategies analyzing investment opportunities, and initial development of an investment portfolio are presented. Prerequisite: BU 360.

**BU 375 Marketing Research 3 cr.**

Fundamentals of collection, analysis, interpretation, presentation and application of data for the solution of marketing problems. Survey research and experimental design with emphasis on problem definition, research design, primary and secondary data collection, sampling, statistical analysis and decision making are presented. Prerequisites: BU 230, MA 221.

**BU 380 Sales Management 3 cr.**

Covers the role of the sales manager in sales training programs, motivating, compensating, and supervising the sales force and various aspects of sales planning. Prerequisite: BU 230.

**BU 385 Marketing Management 3 cr.**

Emphasizes the decision-making role of the marketing manager in analyzing market opportunities, selecting target markets, and planning, implementing, and controlling marketing programs (product, price, distribution and promotion decisions) to reach those markets. Prerequisites: BU 230, MA 221.

**BU 386 Operations Management 3 cr.**

Examines the processes used by a company to produce and distribute valuable products and services to its customers. Operations management appraises the methods that aid in management decision-making. Course topics addressed are strategy and value, capability, capacity, supply chain, quality tools, inventory management, project management and value creation. Prerequisite: BU 235.

**BU 388 Business Ethics 3 cr.**

Provides a framework for integrating ethics into decision-making in the context of a business/ professional environment that is complex, dynamic and increasingly global in scope. Will focus on actual case problems and companies that have developed ethically sound policies in a number of areas, for example, community service, environmental responsibility, work- family programs, labor practices, conflict of interest, falsification of information, Internet privacy, legal compliance, etc. Prerequisite: junior or senior status.

**BU 390 Advertising 3 cr.**

Examines the place of advertising in the marketing of goods and services, the planning of effective advertising, the use of media in advertising and the management of advertising.

**BU 391-394 Selected Topics 1-3 cr.**

Advanced topics in business. Specific credit hours and topics to be arranged with division approval.

**BU 395 Internship 1-3 cr.**

A work experience designed to integrate course objectives with a practical experience in an off-campus work environment. Prerequisites: Permission of advisor and junior standing.

**BU 400 Advanced Corporate Finance 3 cr.**

This course expands on the fundamentals of corporate finance and introduces students to integrated financial analysis and issues relating to investment decisions, financing decisions, pay-out estimations, and borrowing and leasing alternatives. Modern financial markets and instruments such as options and derivatives are examined as well as dividend and retention decisions to optimize shareholder value. The subjects of risk management, diversification and valuation will also be addressed.

**BU 410 New Venture Management 3 cr.**

This capstone course completes the study of owning, operating and managing a small enterprise. Through the use of case studies, emphasis is placed on planning the product or service, screening opportunities, developing financial projections, obtaining capital and managing growth. The issues surrounding business dissolution are also discussed. The student may complete a business plan for their own venture. Prerequisite: permission of division.

**BU 425 Project Management 3 cr.**

Capstone course for all Business majors. Includes exploration of Project Management through case studies and projects. This course examines both the technical and behavioral aspects of project management. Students will participate in project teams throughout the semester. Prerequisite: senior standing or permission of instructor.

**BU 426 Strategic Management 3 cr.**

Provides students the opportunity to enhance their skills to analyze and understand the strategic use of resources, how organizations adapt to rapid technology changes as well as how they restructure and operate in a culturally diverse market. Students work on a number of case studies to develop their skills, knowledge and abilities. Emphasis is placed on the strategic importance of social responsibility and ethics. Issues include sustainability, community relations and the global environment. Prerequisites: BU 240, BU 150 or BU 155, EC 201/202; BU 345 is strongly recommended, Senior standing.

**BU 435 Business and Government 3 cr.**

An historic as well as current investigation into the roles and relationships between business enterprises and the governmental sector. Governmental regulation and regulatory bodies related to business, antitrust and other related topics are presented. Emphasis is placed on the strategic importance of social responsibility and ethics. Issues include sustainability community relations and the global environment. Prerequisites: BU 240, EC 201/202.

**BU 436 Labor Relations 3 cr.**

An analysis of the current relationship between labor and management including an historical view of the relationship through an understanding of current labor laws and regulation. Students examine collective bargaining in both the private and public sectors as well as strategies used by labor and management to address the challenges of today's workplace. Prerequisites: BU 240, EC 201/202 and junior standing.

**BU 450 Global Marketing 3 cr.**

Modification of basic marketing concepts to the global perspective. Differences among markets due to geography, culture, politics, economics, government laws and regulations, and commercial policy and trade practices are emphasized. Prerequisite: BU 230.

**BU 455 Advanced Accounting 4 cr.**

Concepts, principles, theories and problems in accounting for business combinations, stock investments, partnerships, branch operations, foreign currency transactions, international operations and in the preparation of consolidated financial statements. Accounting and reporting by governmental units. Prerequisite: BU 255.

**BU 458 Federal Income Tax I 4 cr.**

Study of federal income tax laws, regulations and procedures as related and applied to individuals. This will include federal taxation of property transactions as they relate to individuals. Students will be required to complete a Form 1040, utilizing available software.

Prerequisite: BU 156.

**BU 459 Federal Income Tax II 3 cr.**

Study of federal income tax laws, regulations and procedures as related and applied to entities. This will include federal taxation of property transactions as they relate to entities. Includes coverage of partnerships, corporations, estates and trusts. There will be an introduction to research techniques. Prerequisite: BU 458.

**BU 462 Legal Issues in Sports 3 cr.**

The interaction and application of law to particular topics in sports and recreation, including contractual and business obligations, drug testing, sports violence, labor relations, regulation of intercollegiate and amateur sports and gender discrimination. Contracts, torts, professional responsibility and constitutional law issues are explored. Strategies for reducing risks and minimizing litigation will be discussed.

**BU 463 Sport Program Administration 3 cr.**

An in depth study of recreational programming including assessment of need, scheduling, budgets, hiring and supervision of personnel, equipment management and evaluation. Prerequisites: BU 240, BU 270.

**BU 465 Sport Facilities Management 3 cr.**

Principles of financing, operating and managing a sport and recreation facility. Overview of planning, design, construction, operation, maintenance, security, evaluation and risk management. Prerequisites: BU 240, BU 270.

**BU 473 Business Law I 3 cr.**

Nature, purpose and functions of law with special emphasis on its relation to business. Fundamentals of the law of contracts, agency, sales, commercial paper, banking, property, partnerships, corporations, bankruptcy, trade regulations, secured transactions, investment securities and documents of title.

Administrative, criminal, torts and employment law. Prerequisite: junior standing.

**BU 474 Business Law II 3 cr.**

Expansion of Business Law I with emphasis on forms of business organizations, agency, sales, negotiable instruments, regulations of business, accountant liability, and environmental law and property. Prerequisites: BU 473 and junior standing.

**BU 475 Fraud Examination 3 cr.**

The study of the principles and methodology used in the examination, identification and detection of fraud. The course will examine the most common schemes used by executives, managers and employees to commit fraud against their organizations. It provides an analysis of various types of fraud and includes cases that illustrate and help the student understand each type of fraud. Prerequisites: BU 256 and BU 315.

**BU 491- 494 Independent Study 1-3 cr.**

Opportunity for the student to study specific topics of interest not covered in curriculum which would aid in overall content knowledge of business or help better prepare student for career. Must have approval of division. Prerequisite: junior standing.

**BU 495 Internship 1-6 cr.**

An advanced work experience with clear career or project orientation designed for juniors and seniors with prior on-the-job-training. Prerequisite: permission of advisor.

A maximum of six Internship credits may be used toward fulfilling the major requirements or the general degree requirements.

## CHEMISTRY

Notre Dame College offers two degree programs in chemistry: Bachelor of Science and Bachelor of Arts. These two degree programs give students a choice in the extent of the chemistry they would like to pursue relative to other areas of study outside the major, for example, in the liberal arts or business.

**Program Mission:** Students majoring in chemistry at Notre Dame College will seek to understand their world at the atomic level. Students will broadly explore chemistry theory and practice, through both didactic and laboratory study. The chemistry graduate will be prepared to enter the chemistry workplace, to pursue graduate studies in chemistry and related fields or to pursue professional studies in medicine. Furthermore, graduates will be empowered to use their knowledge of chemistry responsibly in a global society.

### Student Learning Outcomes

Students completing a major in Chemistry should:

- Demonstrate current knowledge in the major disciplines in chemistry.
- Critically evaluate current chemical theory.
- Demonstrate standard laboratory techniques including wet chemistry, instrumentation, molecular modeling, experimental design and in keeping a laboratory notebook.
- Communicate scientific information effectively in written, oral and other informational technologies.
- Engage in the process of discovery through literature review, hypothesis formulation, research design, experimentation and analysis.
- Incorporate The Chemical Professional's Code of Conduct as outlined by the American Chemical Society in their work within the major.

### CHEMISTRY MAJOR: BACHELOR OF SCIENCE PROGRAM

Graduates in the Bachelor of Science degree program in chemistry will have acquired broad foundation knowledge in the chemical and physical sciences, and the knowledge and skills to either continue graduate education or obtain employment in their professional fields.

Students in the Bachelor of Science degree program in chemistry choose one of three emphasis areas. Each emphasis consists of a common core and specialized coursework in the emphasis of choice.



## **CHEMISTRY CORE**

54 Credits

CH 118, 119	General Chemistry I and Lab
CH 120, 121	General Chemistry II and Lab
CH 211, 213	Organic Chemistry I and Lab
CH 214, 215	Organic Chemistry II and Lab
CH 305, 306	Biochemistry I and Lab
CH 310, 311	Quantitative Analysis and Lab
CH 344, 345	Analytical Chemistry I and Lab
CH 360, 361	Physical Chemistry I and Lab
CH 427, 428	Coordinating Seminar
MA 175	Calculus I
MA 176	Calculus II
PS 200, 201	College Physics I and Lab
PS 202, 203	College Physics II and Lab

## **COMPREHENSIVE CHEMISTRY CONCENTRATION**

Chemistry Core plus 18 additional credits

This program offers a comprehensive background for students wishing to pursue industrial chemical careers or graduate school in the chemical sciences.

### **Requirements: Chemistry Core plus**

CH 362, 363	Physical Chemistry II and Lab
CH 413, 414	Advanced Inorganic Chemistry and Lab
CH 417	Introduction to Polymers
CH 444, 445	Analytical Chemistry II and Lab
MA 221	Statistics I
OR	
MA 227	Calculus III

## **BIOCHEMISTRY CONCENTRATION**

15 Additional Credits to Chemistry Core Credits

This program offers a comprehensive background for students wishing to pursue research careers in biochemistry, pharmacology, medicinal chemistry, pharmaceutical chemistry, toxicology, immunology, clinical chemistry, and other areas of biochemical and biomedical research. All these areas require graduate work.

### **Requirements: Chemistry Core plus:**

BI 116, 117	General Biology II and Lab: Organismal Biology
BI 307	Cell and Molecular Biology and Lab
CH 362, 363	Physical Chemistry II and Lab
CH 405	Biochemistry II

It is recommended that students in the biochemistry emphasis take the following courses:

BI 350	Genetics
BI 460	Endocrinology
MA 221	Statistics I

## **CHEMISTRY PRE-PROFESSIONAL CONCENTRATION**

22 Additional Credits to Chemistry Core Credits

This program offers a comprehensive background for students wishing to attend Medical, Dental, Veterinary or Graduate Schools.

### **Requirements: Chemistry Core plus**

BI 116, 117      General Biology II and Lab: Organismal Biology  
BI 300, 301      Human Anatomy and Physiology for Majors I and Lab  
BI 302, 303      Human Anatomy and Physiology for Majors II and Lab  
BI 307            Cell and Molecular Biology and Lab  
BI 350            Genetics  
CH 405            Biochemistry II

## **CHEMISTRY MAJOR: BACHELOR OF ARTS PROGRAM**

57 Credits

The Bachelor of Arts degree in chemistry is designed for those students who seek a strong background in chemistry, but who anticipate a career in a related area such as health sciences, pharmacology, chemical management, secondary education, chemical information systems, technical publications/ communication, patent law or environmental technology.

### **Requirements: Chemistry Core plus:**

CH 395 or 495 Internship

Although an emphasis area is not required, students in the Bachelor of Arts degree in chemistry may choose to complete the Chemistry/Business Concentration.

## **CHEMISTRY/BUSINESS CONCENTRATION**

78 Credits

### **Requirements: Bachelor of Arts program requirements plus:**

CA 220 Newswriting  
EC 201 Principles of Microeconomics  
EC 202 Principles of Macroeconomics

+ 12 additional credits from either the Marketing or the Management sequence.

### **Marketing Sequence:**

BU 230 Marketing Principles

### **Plus nine credits from the following:**

BU 301 Consumer Behavior  
BU 375 Marketing Research  
BU 380 Sales Management  
BU 385 Marketing Management  
BU 390 Advertising  
BU 450 Global Marketing

### **Management Sequence:**

BU 240 Management Principles  
CA 232 Professional Communication

### **Plus six credits from the following:**

BU 235 Management Information Systems  
BU 300 Principles of Supervision  
BU 341 Human Resources Management  
BU 345 Organizational Behavior  
BU 435 Business and Government  
BU 436 Labor Relations

### **CHEMISTRY MINOR**

28 Credits

#### **Requirements:**

CH 118, 119 General Chemistry I and Lab  
CH 120, 121 General Chemistry II and Lab  
CH 211, 213 Organic Chemistry I and Lab  
CH 214, 215 Organic Chemistry II and Lab  
CH 310, 311 Quantitative Analysis and Lab

Plus six credits from any upper biennium chemistry courses except CH 427, 428.

### **DUAL FIELD ADOLESCENT TO YOUNG ADULT LICENSE IN LIFE SCIENCES AND CHEMISTRY (GR. 7 - 12)**

60 - 62 Credits

#### **Biology Requirements:**

BI 114, 115 General Biology I and Lab: Molecular Biology  
BI 116, 117 General Biology II and Lab: Organismal Biology  
BI 307 Cell and Molecular Biology and Lab

#### **Plus 3 of the following: (lecture and lab must be taken concurrently):**

BI 300, 301 Human Anatomy and Physiology for Majors I and Lab  
BI 302, 303 Human Anatomy and Physiology for Majors II and Lab  
BI 310, 311 Ecology and Lab  
BI 320 Evolution  
BI 350 Genetics  
BI 360, 361 Microbiology and Lab  
BI 430 Immunology

#### **Chemistry Requirements:**

CH 118, 119 General Chemistry I and Lab  
CH 120, 121 General Chemistry II and Lab  
CH 211, 213 Organic Chemistry I and Lab  
CH 214, 215 Organic Chemistry II and Lab  
CH 305, 306 Biochemistry I and Lab

#### **Plus one of the following(lecture and lab must be taken concurrently):**

CH 308 Environmental Chemistry OR  
CH 310, 311 Quantitative Analysis and Lab

#### **Plus two of the following lecture and lab courses must be taken concurrently):**

CH 220, 221 Earth Science and Lab  
PS 180, 181 Basic Physics I and Lab  
PS 182, 183 Basic Physics II and Lab

See EDUCATION for Professional Education Requirements.

## **AREA OF CONCENTRATION IN SCIENCE FOR MIDDLE CHILDHOOD LICENSE (GR. 4 - 9)**

20 - 22 Credits

BI 105, 106 Introduction to the Biological Sciences and Lab OR  
BI 114, 115 General Biology I and Lab: Molecular Biology OR  
BI 116, 117 General Biology II and Lab: Organismal Biology  
AND  
BI 200, 201 Environmental Science and Lab  
AND  
CH 102, 103 Introductory Chemistry and Lab  
OR  
CH 118, 119 General Chemistry I and Lab  
AND  
CH 220, 221 Earth Science and Lab  
AND  
PS 150, 151 Concepts in Physics and Lab

See EDUCATION for Professional Education Requirements.

### **BINARY PROGRAM IN ENGINEERING**

Students who are interested in pursuing a career in engineering may enter the Binary Program in Engineering. Students who major in mathematics or science at Notre Dame College can apply for admission to a binary program at Case Western Reserve University. The application should be made during the junior year. However, a freshman entering Notre Dame College should make known to the academic advisor the intent to enter the binary program so that appropriate course selection may occur.

At the conclusion of the engineering degree requirements the student will receive a B.S. degree from Notre Dame College and a B.S. degree from the School of Engineering, Case Western Reserve University. The program takes a minimum of five years.

Students who wish to pursue engineering after graduation can do this with an undergraduate major in chemistry or mathematics. During the sophomore year the student should know the program requirements of the planned graduate school so that appropriate course electives can be made.

### **SUMMER LABORATORY RESEARCH INTERNSHIPS**

Notre Dame College is located in an area known for its major research universities and hospitals. Students are strongly encouraged to apply for summer research work in these facilities. These experiences provide the student with additional learning opportunities, work experience, summer employment, career exploration possibilities, and, in some circumstances, academic credit from Notre Dame College.

### **COURSE OFFERINGS**

All laboratory courses must be taken concurrently with the corresponding lecture courses. A student must have the permission of the instructor to deviate from this policy. A student who withdraws from a lecture course may not continue the laboratory course except under unusual circumstances and with the permission of the instructor.

- CH 102 Introductory Chemistry** **3 cr.**  
An introductory treatment of fundamental principles of chemistry, designed for non-science majors as well as preparation for CH 106 or CH 111. Prerequisite: MA 105.
- CH 103 Introductory Chemistry Laboratory** **1 cr.**  
One three-hour laboratory period weekly.
- CH 106 Principles of Inorganic Chemistry** **3 cr.**  
Introduction to inorganic chemistry, including fundamental concepts, tools and techniques. The course content will include: atomic structure, bonding, reactions, solutions, reaction dynamics, equilibrium and gases. This course is not designed for students majoring in chemistry, biology or environmental science. Prerequisites: MA 105, high school chemistry or CH 102.
- CH 107 Principles of Inorganic Chemistry Laboratory** **1 cr.**  
One three-hour laboratory period weekly.
- CH 116 Principles of Organic and Biological Chemistry** **3 cr.**  
Continuation of the introduction to chemistry with emphasis on organic and biological chemistry. The course content will include: hydrocarbons, alcohols, carbonyls, organic acids and their derivatives, carbohydrates, lipids, proteins, hormones, vitamins, metabolism, and body fluids. This course is not designed for students majoring in chemistry, biology or environmental science. Prerequisite: CH 106/107.
- CH 117 Principles of Organic and Biological Chemistry Laboratory** **1 cr.**  
One three-hour laboratory period weekly.
- CH 118, 120 General Chemistry I, II** **4, 4 cr.**  
An introduction to the principles of inorganic chemistry with emphasis on quantitative relationships, atomic and molecular structure, solutions, chemical equilibrium and chemical kinetics. A weekly one-hour problem/recitation session is required. Prerequisites: One-year high school chemistry or CH 102, and MA 110 or equivalent.
- CH 119, 121 General Chemistry Laboratory I, II** **1, 1 cr.**  
One three-hour laboratory period weekly.
- CH 191, 192, 193, 194 Selected Topics** **1-3 cr.**
- CH 211, 214 Organic Chemistry I, II** **3, 3 cr.**  
Treatment of fundamental concepts of aliphatic and aromatic organic chemistry, structural theory, reaction mechanisms, and synthetic methods. An introduction to structure determination using spectroscopic methods. Prerequisites: CH 118 and 120 or their equivalent.
- CH 213, 215 Organic Chemistry Laboratory I, II** **1 cr.**  
One three-hour laboratory period weekly.
- CH 220 Earth Science** **3 cr.**  
Study of the structure of the earth, rocks and minerals, continents and ocean basins, weather and climate, and stars and planets.
- CH 221 Earth Science Laboratory** **1 cr.**  
One three-hour laboratory period weekly.
- CH 225 Science for Living** **3 cr.**  
Presentation of physical and life science discoveries which impact our way of life and their application in today's world. Intended to fulfill the Core Requirement in Science.
- CH 226 Science for Living Laboratory** **1 cr.**

Development of an understanding of the experimental nature of science and an introduction to data analysis and scientific reporting.

**CH 295, 395, 495 Internship** **1-6 cr.**

A program which enables students to receive credit for work, paid or volunteer, related to their academic studies in their major field, both to make these studies more practical and to open possibilities for employment after graduation. Prerequisite: sophomore status.

**CH 305 Biochemistry I** **3 cr.**

This course is a study of the structure and function of biological important molecules from a chemistry perspective. Major topics will include carbohydrates, lipids, nucleotides, proteins, and enzymes. Thermodynamic considerations and kinetic analysis of biochemical systems will be emphasized. Prerequisites: CH 211, 214. Recommended: BI 307.

**CH 306 Biochemistry I Laboratory** **1 cr.**

One three-hour laboratory period weekly. This laboratory course will focus on the theory and application of basic biochemical techniques used in the study of proteins including biological buffers, chromatography, spectrophotometry, gel electrophoresis and centrifugation.

**CH 308 Environmental Chemistry** **3 cr.**

A survey of chemical phenomena in the earth's environment. The study of sources, reactions, transport, effects and fates of chemicals in the water, soil and air, and how humans influence these processes. Prerequisite: CH 211.

**CH 310 Quantitative Analysis** **3 cr.**

A study of the quantitative and statistical aspects of chemical analysis. Prerequisite: CH 114.

**CH 311 Quantitative Analysis Laboratory** **1 cr.**

Laboratory will focus on volumetric and gravimetric techniques, some use of instrumentation and computer treatment of data.

**CH 344 Analytical Chemistry I** **3 cr.**

An introduction to the theory and practice of instrumental methods of analysis including electrochemistry, chromatography and spectroscopy. Prerequisites: CH 211, 214, 310.

**CH 345 Analytical Chemistry I Laboratory** **1 cr.**

Laboratory practice using basic electrochemical, chromatographic and spectroscopic instrumentation.

**CH 360 Physical Chemistry I** **3 cr.**

An integrated classical and quantum approach to thermodynamics, statistical mechanics, dynamics, atomic and molecular structure. Prerequisites: CH 118, 120; PS 200, 202; MA 175.

**CH 361 Physical Chemistry I Laboratory** **1 cr.**

One three-hour laboratory period weekly.

**CH 362 Physical Chemistry II** **3 cr.**

An integrated classical and quantum approach to thermodynamics, statistical mechanics, dynamics, atomic and molecular structure. Prerequisite: CH 360.

**CH 363 Physical Chemistry II Laboratory** **1 cr.**

One three-hour laboratory period weekly.

**CH 381 Technical Writing** **3 cr.**

Development of organizational and writing techniques for preparing technical communications, scientific research papers, publications, grant proposals, etc.

**CH 395, 495 Internship** **3 cr.**

- CH 405 Biochemistry II** **3 cr.**  
This course is an in-depth study of the intermediary metabolic pathways responsible for life. Prerequisites: CH 305 or the equivalent.
- CH 406 Biochemistry II Laboratory** **1 cr.**  
One three-hour laboratory period weekly. This laboratory course will focus on theory and application of molecular biology techniques including the preparation and analysis of DNA and RNA and polymerase chain reaction.
- CH 407 Advanced Topics in Biochemistry** **2 cr.**  
This course is a study of contemporary topics of biochemistry through application of basic principles of biochemistry. Prerequisites: CH 405 or the equivalent.
- CH 410 Toxicology** **3 cr.**  
The study of clinical and pharmacological aspects of toxins, their biochemical action and interaction with the body. Prerequisite: CH 305.
- CH 413 Advanced Inorganic Chemistry** **3 cr.**  
The study of chemical bonding, structure and reaction mechanism in inorganic chemistry based on modern physical chemical concepts. Organometallic complexes are stressed. Prerequisite: CH 120. Recommended: CH 360.
- CH 414 Advanced Inorganic Chemistry Laboratory** **1 cr.**  
One three-hour laboratory period weekly. Laboratory designed to apply principles of Advanced Inorganic Chemistry.
- CH 417 Introduction to Polymers** **3 cr.**  
The study of synthesis, analysis, properties and uses of polymers. Prerequisites: CH 211, 214.
- CH 421, 422, 423, 424, 425, 426 Special Topics** **1-3 cr.**  
Advanced topics in Chemistry to be arranged by the instructor and students. Hours and credits arranged by the instructor.
- CH 427, 428 Coordinating Seminar** **1, 1 cr.**
- CH 432 Coordinating Seminar: Environmental Science** **1 cr.**
- CH 444 Analytical Chemistry II** **2 cr.**  
Advanced theory and analytical techniques in electrochemistry, chromatography and spectroscopy, including hyphenated techniques. Prerequisite: CH 344.
- CH 445 Analytical Chemistry II Laboratory** **2 cr.**  
Two three-hour laboratory periods weekly. Laboratory practice in advanced analytical techniques using sophisticated chemical instrumentation and hyphenated methods, such as GC-MS and carbon-13 NMR. Prerequisites: CH 344, 345.
- CH 465 Research Methods** **1 cr.**  
Lecture covering critical topics in the proper design and execution of scientific research.
- CH 466 Research Methods Laboratory** **2 cr.**  
Laboratory course covering application of research design, execution, data analysis and presentation.
- CH 473, 474 Research Topics** **1-3 cr.**  
An opportunity for students to undertake laboratory research under faculty direction. Hours and credit arranged by the department. Participation in the research seminar and a written report are required.

Prerequisite: CH 465/466 or permission of faculty sponsor.

**CH 480 Vitamins and Minerals**

**3 cr.**

Study of the biochemistry of vitamins and minerals. Topics include deficiency and toxicity symptoms, mechanism of vitamin and mineral action, and vitamins and cancer. Prerequisite: CH 305. Recommended: BI 307 and lab.

**CH 491, 492, 493, 494 Independent Study**

**1-3 cr.**

An opportunity for qualified and capable students to do independent work in chemistry. Hours and credit arranged by the instructor.



# COMMUNICATION

Graduates of both communication programs are qualified to pursue graduate studies or a variety of careers requiring problem-solving, critical thinking, critical listening and inferential reading. Graduates demonstrate effective speaking and writing skills in a variety of contexts.

## COMMUNICATION MAJOR

36 Credits

### Student Learning Outcomes

Students completing a major in communication should demonstrate:

- Effective writing skills that achieve a variety of specific purposes fluently and ethically.
- Different ways communication can be conceptualized within and among interpersonal, organizational, intercultural, and mass communication contexts.
- Facility in preparing and performing creative and cohesive oral presentations.
- Effective critical and appreciative listening skills that contribute to understanding and sharing meaningfully with others.

With a broad and integrated approach to the field of communication, including coursework in process and theory, students will be prepared for graduate study in the field as well as for related areas such as journalism, performance studies, law, mediation and other disciplines. Students choose one professional communication track in Media Writing or Performance Studies.

### Core Communication Requirements (21 credits):

CA 201 Interpersonal Communication  
CA 220 Newswriting  
CA 250 Mass Communication  
CA 374 Presentation Techniques  
CA 376 Intercultural Communication  
CA 401 Communication Theory  
CA 495 Internship

### Professional Track Requirement (15 credits):

Students select one professional track in Media Writing or Performance Studies and complete 15 credits in that track as indicated:

#### Media Writing Track (15 credits from the following)

CA 323 Media Writing  
CA 324 Advanced Media Writing  
CA 380 Organizational Communication  
EN 210 Critical Writing  
EN 314 Workshop in Advanced Grammar  
EN 318 Creative Writing

#### Performance Studies Track (15 credits from the following)

CA 212 Oral Interpretation  
CA 305 Film Studies  
CA 309 Acting and Directing  
CA 313 Event/Play Production Apprenticeship  
CA 410 TV/Radio  
EN/TR 261 The Drama and Theater  
EN/TR 262 Modern Drama and Theatre

## COMMUNICATION MINOR

18 Credits

**Requirements (12 credits):**

CA 201 Interpersonal Communication  
CA 220 Newswriting  
CA 250 Mass Communication  
CA 374 Presentation Techniques

**Two of the following (six credits):**

CA 212 Oral Interpretation  
CA 305 Film Studies  
CA 309 Acting and Directing  
CA 313 Event/Play Production Apprenticeship  
CA 323 Media Writing  
CA 324 Advanced Media Writing  
CA 410 TV/Radio

**PUBLIC RELATIONS MAJOR**

51 Credits

Students in the Communication Public Relations programs are prepared to function as creative, critical and ethical communicators within personal or professional settings. The Communication PR faculty coordinates with the Business Division and Art to foster student learning, student integrity and student success. Graduates of the program will have been educated in a liberal arts tradition to think critically, to analyze complex processes, and to communicate effectively (oral and written) for themselves and others. They will be ready to move into their chosen career field or continue studies.

**Student Learning Outcomes**

Students completing the Communication Public Relations major should:

Communicate effectively in both written and oral forms  
Write effectively for various publics using different technologies  
Understand the key functions and standard processes of Business and/or Design  
Critically evaluate, analyze and interpret information to solve problems for business and personal situations  
Use PR appropriately for different business goals, within different formats, and across various platforms  
Behave and think ethically while adhering to high standards for personal, social and professional integrity  
Collaborate effectively in diverse teams across cultures

**Core Communication Requirements (21 credits):**

CA 201 Interpersonal Communication  
CA 220 Newswriting  
CA 250 Mass Communication  
CA 374 Presentation Techniques  
CA 376 Intercultural Communication  
CA 401 Communication Theory  
CA 495 Internship

**Public Relations Requirements (18 credits):**

BU 390 Advertising  
CA 323 Media Writing  
CA 324 Advanced Media Writing  
CA 380 Organizational Communication/PR Case Studies  
CA 403 Public Relations Practicum  
CA 410 TV/Radio

**Professional Track Requirements (12 credits)** Students select one professional track in business or design and complete 12 credits in that track as indicated:

**Business Track (12 credits from the following)**

BU 230 Marketing Principles  
BU 235 Management Information Systems  
BU 240 Management Principles  
BU 301 Consumer Behavior  
BU 341 Human Resources Management  
BU 345 Organizational Behavior  
EC 100 Economics and Contemporary Issues  
EC 201 Principles of Microeconomics  
EC 202 Principles of Macroeconomics  
IS 260 Computer Decision-Making Applications

**Design Track (12 credits from the following)**

AR 101 Drawing I  
AR 114 Introduction to Graphic Design  
AR/CA 209 Photography I  
AR 210 Photography II  
AR 221 Basic Design  
AR 223 Graphic Design I  
AR 224 Graphic Design II  
AR 300 Graphic Design III  
IS 243 Multimedia Development  
IS 245 Website Design and Development

**PUBLIC RELATIONS MINOR**

18 Credits

**Core Requirements (12 credits):**

CA 201 Interpersonal Communication  
CA 220 Newswriting  
CA 250 Mass Communication  
CA 374 Presentation Techniques

**Two of the Following (six credits):**

CA 313 Event/Play Production Apprenticeship  
CA 323 Media Writing  
CA 324 Advanced Media Writing  
CA 380 Organizational Communication/PR Case Studies  
CA 410 Public Relations Practicum

## COURSE OFFERINGS

\* A college level composition course is a prerequisite to most communication courses.

### **CA 100 Elements of Speech 3 cr.**

Introduces the speech communication process, both theory and practice. The purpose of this course is to develop an understanding of oral communication as a fundamental element of being an educated person in our society. The focus is on the principles, skills, and responsibilities of speaking with a purpose, interpreting and adapting to an immediate (live) audience, and critically responding to our own and others' speaking. The course increases confidence in public speaking.

### **CA 152, 252, 352, 452 Study Tours 1-6 cr.**

### **CA 171, 271, 371, 471 Workshops 1-3 cr.**

### **CA 191, 192, 193, 194 Selected Topics 1-3 cr.**

### **CA 201 Interpersonal Communication 3 cr.**

Studies interpersonal levels of communication and their applications. Skills developed and topics explored include verbal and non-verbal effectiveness; self-disclosure and assertiveness; active and empathic listening; and a variety of dyadic transactions.

### **CA/AR 209 Black and White Photography I 3 cr.**

An introduction to the basic elements of black and white photography. Digital camera techniques are studied. Emphasis on photography as an interpretive and illustrative medium in art. Student supplies digital camera. Two, two-and-one-half-hour lab periods weekly.

### **CA 212 Oral Interpretation 3 cr.**

Explores basic theory and practice in the art of communicating literature: prose, poetry and drama. Selection, analysis and performance are the primary areas of focus. (Also listed as TR 112)

### **CA/EN 220 Newswriting 3 cr.**

Introductory journalism course teaching basic skills in writing news for print, broadcast and web. Students learn to write clearly, concisely and accurately under deadline and will submit articles to the student newspaper, *Notre Dame News*.\*

### **CA 232 Professional Communications 3 cr.**

Study of written and oral communication theory and its importance in accomplishing organizational objectives. Practical exercises will be reviewed to build on basic skill requirements.

### **CA 250 Mass Communication 3 cr.**

An introduction to mass communication through study of the commercial, historical and social underpinnings of American mass media and information industries.\*

### **CA 260 Art of Improvisation 3 cr.**

An introduction to the basic elements and techniques of "improv," this course will focus on performance, writing and communication skills used in creating sketch comedy. This course applies to many disciplines as it emphasizes the value of collaboration, listening and analytical thinking from a perspective of generosity.

### **CA 261 The Drama and Theater 3 cr.**

Study of dramatic literature, acting, stage design, production, and theatrical styles and trends from the classical age of Greece to the middle of the nineteenth century. Recommended preparation for CA 262.\*

### **CA 262 Modern Drama and Theater 3 cr.**

Study of dramatic literature, acting, stage design, production, and theatrical styles and trends from Ibsen to the present. Recommended preparation: CA 261.\*

**CA 295, 395, 495 Internship 1-6 cr.**

**CA 305 Film Studies 3 cr.**

Explores film as an art form, treating its language, history and genres with special emphasis on the roles of those under-represented in the film industry. Many films, arranged around various themes and styles of directing, are viewed as primary texts in the course. International films are integrated into the course as well.

**CA 309 Acting and Directing 3 cr.**

Provides basic laboratory training in techniques of acting and directing through practical exercises with short scenes and plays. Work on voice and movement. Interpretation skills, performance analysis, and the planning and conducting of rehearsals are used to achieve an individual approach to acting and directing.

**CA 313 Event/Play Production Apprenticeship 3 cr.**

Offers practical experience in event and theatrical production. Includes class work and participation in the stages of an actual event or production. Hands-on activities are required of all students. All aspects of producing are explored, including research, design, promotion, execution, management and evaluation. Prerequisite: Junior/Senior standing.

**CA/EN 323 Media Writing 3 cr.**

Offers practice in professional writing skills needed for careers in advertising, public relations, radio and television. Prerequisite: CA/EN 220 or departmental permission.

**CA/EN 324 Advanced Media Writing 3 cr.**

An advanced professional writing course, providing intensive practice in writing blogs, commentaries and features for publication in print and web. Prerequisite: CA/EN 220 or departmental permission.

**CA 374 Presentation Techniques 3 cr.**

Practice in a variety of public speaking forms serves as focus: advanced work in the extemporaneous mode, as well as an introduction to manuscript, memorized and impromptu styles. Experiences with special occasion speaking take students beyond the confines of the classroom into settings involving larger spaces, technical considerations and other challenges. Prerequisite: Junior/Senior standing or departmental permission.

**CA 376 Intercultural Communication 3 cr.**

Probes the influence of individuals' backgrounds on cross-cultural experiences. The roles of ethnicity, gender, race, religion and sexual orientation are explored by examining how verbal and non-verbal messages are generated and interpreted. Practice with specific skills will empower students to become competent intercultural communicators. Prerequisite: Junior/Senior standing or departmental permission.

**CA 380 Organizational Communication 3 cr.**

Explores organization communication theory and its application to real world public relations cases involving business, nonprofit and governmental organizations.\*

**CA 391, 392, 393, 394 Selected Topics 1-3 cr.**

**CA 401 Communication Theory 3 cr.**

Surveys the different ways in which communication has been conceptualized, described and explained. Explores the powers and limitations of various theories and perspectives.\* Junior/senior standing.

**CA 403 Public Relations 3 cr.**

Studies the historical antecedents and contemporary practice of public relations in America. Special emphasis is placed on day-to-day tasks, skills and responsibilities of practitioners. Opportunity for juniors and seniors to explore specific issues and meet professionals in the multi-faceted field of public relations.\* Prerequisite: CA 220 or departmental permission.

**CA 410 Television and Radio 3 cr.**

An in-depth analysis of the video and audio industries such as TV and cable networks, AM and FM radio, the music industry and the developing integration of video and computer networks. Special attention is paid to the role of advertising, the impact of video and audio in popular culture and ethical dilemmas.\* Recommended preparation: CA 220.

**CA 491, 492, 493, 494 Independent Study 1-3 cr.**

Offers opportunities for junior and senior level students in good academic standing and possessing the necessary skills to pursue a research topic or to develop a project. Closely directed by a faculty member.

# CRIMINAL JUSTICE STUDIES

45 Credits

Criminal justice at Notre Dame College is a broad interdisciplinary approach to the study of crime and justice. Grounded in the liberal arts, students will learn to formulate policy responses to a myriad of important issues including crime, violence, delinquency, and victims' rights. Criminal Justice graduates will find a healthy industry job outlook. This degree prepares students for careers in law enforcement, federal service agencies, the courts, corrections, homeland security, victim advocacy, and the security industry.

## Student Learning Outcomes

Students completing the major in Criminal Justice Studies should:

- Describe and analyze the basic structure of the U.S. Criminal Justice System including police, courts, corrections, and victims.
- Critique the criminal justice system including the legal, theoretical, and public policy issues that impact it.
- Compare and contrast contemporary justice issues through the application of current theories and literature as they impact the American CJ system.
- Construct and evaluate research designs and methods that evaluate agency programs, or investigate empirical or theoretical issues relating to justice studies.
- Articulate knowledge and appreciation for diversity (including, but not limited to race, culture, ethnicity, gender, religion) and its effects within the context of the criminal justice system.

## REQUIREMENTS

**39 credits**

CJ 131 American Criminal Justice  
CJ 231 Courts and Justice  
CJ 233 Criminal Law  
CJ 235 Theory and Applied Criminology  
CJ 333 The Role of Police in Contemporary Society  
CJ 334 Corrections in America  
CJ 430 Criminal Justice Policy Analysis & Planning  
CJ 432 Ethics in Criminal Justice  
CJ 450 Senior Research Seminar  
CJ 495 Senior Practicum  
CJ 499 Victimology  
PO 210 State and Local Government and Politics  
PO 350 Introduction to Social Science Research

## ELECTIVES:

**6 credits**

Students must choose 6 credits from the list below. Other upper level courses may be approved as an appropriate elective by department and/or division chair.

IP 350 Terrorism  
PO 415 Politics of Homeland Security

## COURSE OFFERINGS

### Criminal Justice

#### CJ 131 American Criminal Justice

**3 cr.**

Overview of the criminal justice system that discusses the historical development and operations of the contemporary justice system in the United States, with an emphasis on emerging trends in the concepts and practices of the relevant agencies.

**CJ 231 Courts and Justice****3 cr.**

An overview and examination of the functions, operations, and decision-making processes of the American court system. Prerequisite: sophomore standing or departmental permission.

**CJ 233 Criminal Law****3 cr.**

An investigation and evaluation of the growth of legal relationships between the individual and government with special attention paid to the problems of law enforcement, including the adjudication of law and the impact of these decisions on both the citizen and the criminal justice system. Prerequisite: sophomore standing or departmental permission.

**CJ 235 Theory & Applied Criminology****3 cr.**

Provides an introduction into the history of crime, the sociology of criminal law, and the operation of the criminal justice system. Offender types, theories of causation, and current issues in criminology are explored. Prerequisite: sophomore standing or departmental permission.

**CJ 333 The Role of Police in Contemporary Society****3 cr.**

An examination of the behavior and life of the line officer within the police subculture. Among the topics presented are the influence of coercive power, subcultural influences, and personal issues related to loyalty, stress, health, critical incidents, family, and faith. Prerequisite: sophomore standing or departmental permission.

**CJ 334 Corrections in America****3 cr.**

An examination of the correctional institution, including the history of penology, structure and organization, personnel, and inmate social world within American prisons. Also studied are the areas of probation and parole, and their place in the overall concept of rehabilitation and community corrections in modern society. Prerequisite: sophomore standing or departmental permission.

**CJ 335 Organized and White Collar Crime****3 cr**

The purpose of this course is to provide the student with a realistic understanding of organized and white-collar crimes in the United States as well as the globalization of both types of criminal activity. The history, business, and attempts by the government to fight both types of crimes will be explored. Prerequisite: sophomore standing or departmental permission.

**CJ 430 Criminal Justice Policy Analysis & Planning****3 cr.**

An examination of the historical and contemporary efforts to control or prevent crime. Major policies, programs, and strategies will be reviewed and critically analyzed. An emphasis will be placed on the development of analytical skills and the appropriate use of evaluation techniques on real world criminal justice issues. Prerequisite: junior standing or departmental permission.

**CJ 432 Ethics in Criminal Justice****3 cr.**

An examination of ethical behavior that will provide criminal justice students with the relevant decision-making skills that will enhance the practitioner's duty performance as well as the public interest. The emphasis will be on making moral, rational and responsible decisions which will lead to ethical professional behavior. (Must be taken at Notre Dame College.) Prerequisite: junior standing or departmental permission.

**CJ 450 Senior Research Seminar****3 cr.**

This course examines research methodology and allows the students to develop a research project based on their interests and needs. Prerequisites: Twelve hours of criminal justice courses and senior standing.

**CJ 495 Senior Practicum****3 cr.**

The senior practicum provides students with field experience at a criminal justice agency of their choice. Students work closely with NDC Career Services in completing both the on-site and written requirements. Prerequisites: Twelve hours of criminal justice courses and senior standing.



**CJ 499 Victimology**

**3 cr.**

Overview of the scientific study of victimology and the rediscovery of crime victims by the current justice system. Emphasis is placed on victim's rights and the criminal justice response. Prerequisite: junior standing or departmental permission.

## ECONOMICS

Economics is a discipline that examines society's responses to the problem of scarcity. This necessitates that people make choices, and hence, deals with decision-making, problem-solving and critical thinking.

Economics courses are offered to support the various majors offered by the Business Administration Division and various interdisciplinary majors. Although there is no major offered in Economics, students may obtain a minor.

### MINOR IN ECONOMICS

#### Lower Biennium Prerequisites (6 Credits):

EC 201 Principles of Microeconomics

EC 202 Principles of Macroeconomics

12 additional credits in Upper Biennium Economics courses.

### COURSE OFFERINGS

#### **EC 100 Economics and Contemporary Issues            3 cr.**

A general introduction to the study of economics, including both micro-and macroeconomics concepts and ideas, as reflected in current domestic socioeconomic and global issues. NOTE: This course is not open to students who have successfully completed the Principles sequence (EC 201, 202).

#### **EC 201 Principles of Microeconomics            3 cr.**

The second of a two-course sequence; this course introduces students to the social science of economics, and then examines the behavior of individual consumers and firms, as well as the role of government, in the product and resource markets. On what bases are decisions made to buy (demand) and sell (supply)? How are these markets structured? What if the market system does not work, or is not allowed to work? What is the proper role of the government in a market-based economy? Prerequisite: EC 202, or permission of instructor.

#### **EC 202 Principles of Macroeconomics            3 cr.**

The first of a two-course sequence in Principles of Economics; this course examines the goals of the macroeconomy (full employment, domestic price stability, economic growth, and stable international economic relations) and how they are promoted by the government's use of fiscal and monetary policy; the course concludes with a formal introduction to international economics, including the micro-based topics of international trade theory and commercial policy, as well as international finance and open-economy macroeconomics. Prerequisite: MA 110 or equivalent recommended.

#### **EC 304 Economic History of the United States            3 cr.**

A topical approach, within a chronological context, to the development of the American economy; topics examined include agriculture, industry, finance, transportation and communication, commerce, labor and the role of the government in the economy.

#### **EC 305 Comparative Economic Systems            3 cr.**

A non-quantitative course that examines the bases for comparing economies and economic systems; studies the cultural and historic development of economies ranging from open-market capitalistic systems to centrally planned economies, and the hybrid of market socialism; analyzes examples of each of these at various levels of maturity and development. Prerequisite: EC 201-202 or permission of instructor.

#### **EC 331 Money, Banking and Global Financial Markets            3 cr.**

An examination of the various forms of money and other financial assets and the global markets in which they are traded; the roles of banks and other financial intermediaries, the instruments which they trade, and the effect of their behavior on their customers and the economy; the governments' monetary policies and their

impact on the economic activity of their respective countries. Prerequisite: EC 201-202 or permission of instructor.

**EC 350 Managerial Economics            3 cr.**

An application of microeconomic theory and methods to business and administrative decision-making; both the neoclassical approach, including a detailed treatment of supply and demand, the theory of the firm, and efficiency in a general equilibrium framework, and modern contributions of economics in the areas of coordination, motivation, organization, and strategy, e.g., the economics of transactions costs and information problems, are presented. Historical and international comparisons of management issues are made. Prerequisites: BU 360, EC 201-202 or permission of instructor.

**EC 391, 392, 393, 394 Selected Topics            1-3 cr.**

Possible topics include the economics of gender issues, health economics and the economics of environmental issues. Prerequisite: EC 201-202 or permission of instructor.

**EC 432 Public Finance            3 cr.**

An examination of the role of the public sector (government) in the economy, especially how it spends and raises money: the traditional functions of government economic policy; how government spending and taxing policies are made; public expenditure programs such as welfare, social insurance, and health care; principles of government financing; the practice of taxation, especially by the national government; and intergovernmental financial relations. Prerequisite: EC 201-202 or permission of instructor.

**EC 440 International Economics            3 cr.**

An examination of key issues facing the global economy, including trade theory and policy, protectionism and trade blocs, the mobility of labor and capital through multinational corporations and otherwise, various exchange rate systems and how they affect international business, issues of economic development and transition to market economies. Prerequisite: EC 201-202 or permission of instructor.

**EC 442 International Finance            3 cr.**

A study of the international monetary system and the balance of payments; foreign exchange markets and their implications for businesses involved in global decision-making; the issues surrounding foreign investment; international banks and other global financial resources. Prerequisite: EC 201-202 or permission of instructor.

**EC 480 Labor Economics            3 cr.**

A study of the workings and outcomes of the market for labor: the factors determining the demand for labor, and the labor supply decisions of workers; issues relating to the structure of wages and compensation; the incentives for and effects of educational and training investments; the effects of unions on wages, productivity, etc; the employment and wage effects of such social policies as minimum wage, OSHA, and antidiscrimination laws; the problems of unemployment and the impact of wages on inflation. Prerequisite: EC 201-202 or permission of instructor.

**EC 491, 492, 493, 494 Independent Study            1-3 cr.**

Opportunity to work on a special project or investigation designed by the student and approved by the faculty sponsor. Prerequisite: Senior standing.

# EDUCATION

## TEACHER EDUCATION

Notre Dame College has a long tradition of teacher education. Students may pursue programs leading to Ohio licensure in early childhood, middle childhood, special education, adolescent/young adult and multi-age education. Those pursuing adolescent/young adult and multi-age licensure also pursue an academic major. The detailed organization of the teacher education program and its specific directives are outlined in the Teacher Candidate Handbook.

### Education Unit Vision

The Division of Professional Education educates teacher candidates for personal, professional and global responsibility so that they are willing in their role as teachers to take a stand for human rights and social justice. The willingness to take a stand is critical in local communities and in a world where the disparities in access to goods and resources can threaten human relationships. This aligns with the conceptual framework for the teacher education division at Notre Dame College which is driven by the institutional mission statement of educating “a diverse population...for personal, professional and global responsibility” and the College motto, “Changing the world, one student at a time.” Current theory and research, state and national standards, the standards of specialized professional associations and the concerns of the division’s PK-12 partners have further aided the division in reshaping and redefining its conceptual framework, summarized as “changing the classroom, one teacher at a time.” The major themes articulated by the conceptual framework guide candidate performance outcomes and the system by which the division, its programs and its candidates are assessed.

While the Notre Dame College community embraces and lives out of a carefully articulated and well documented values list (Notre Dame College, 2007), four values stand out in the Notre Dame Education tradition for the Division of Professional Education. The dignity of the whole person and that individual’s right to an education are fundamental to the Notre Dame College teacher preparation program. The Division values the range of diversity among our teacher candidates, in our partnership schools and among the core and adjunct faculty. Collaboration is highly valued in the Division as we recognize the social nature of learning, work, and the importance of student voice in the education process. Fairness, honesty, respect, and ethical behavior are aspects of responsible professional engagement that the Education Faculty seeks to model for and cultivate in the teacher candidates.

### Admission to the Division of Professional Education

Education Program admission is open to students who demonstrate that they have the intellectual ability, emotional stability, dispositional and professional skills needed to be a professional teacher. Students wishing to apply to the Education Program must first be admitted to the College through the regular Admissions Office application process. Students planning to major in Education will be classified a pre-education until their formal acceptance into the Education program. Formal application should be submitted to the Division during ED 205.

### Prerequisites needed for admission to the Professional Education Division are:

ED 202/203	Introduction to Education/Field Experience
ED 204	Educational Psychology
ED 205/206	Psychology of Special Needs/Field Experience
EN 100/101	College Composition I and II
OR	
EN 110	Advanced Composition: Expository Writing
MA 110	Intermediate Algebra
PY 201	General Psychology

**Applicants must achieve a 2.75 GPA in the professional education coursework AND in their cumulative coursework/overall GPA.**

They must also display competency in oral and written communication and mathematics through the successful completion with a grade of “B” or better in the appropriate freshman English sequence and mathematics course beyond the developmental level (see course catalog for further information).

Students who have not met this benchmark must work with the Division of Professional Education, The Dwyer Learning Center or The Academic Support Center to strengthen their math and composition skills. Students admitted provisionally must achieve a 2.75 in the following semester so that they can move from provisional to a full acceptance.

All teacher candidates must give evidence of the physical, emotional and dispositional abilities required of teachers that include (but are not limited to) the following:

- Ability to communicate effectively in verbal and written form.
- Emotional stability to function in stressful situations and to accept personal responsibility and accountability for his/her actions and the safety of students in his or her charge.
- Demonstration of initiative and the ability to complete assignments independently.
- Responsiveness to constructive feedback/supervision as evident in behavioral changes that manifest elements of the feedback.
- Positive rapport with peers and faculty.
- Evidence of high ethical and professional standards, as exhibited in honesty with, and respect for others

#### **Requirements for Continuing in the Program:**

To be retained after formal admission to the program, teacher candidates are required to

- earn a B average or better in education classes. To maintain this average, teacher candidates may typically only carry one C in their education coursework. Any C- or below earned in any education course requires that the class be taken again. Typically, a candidate is not allowed to repeat more than two different education classes.
- give evidence of continuing growth in the knowledge, skills and dispositions required
- maintain the 2.75 GPA and other specified qualifications [see catalog] required for the program
- maintain work in TK 20
- comply with College-wide Academic Policies and Procedures

#### **Education Unit Outcomes:**

The teacher education division of Notre Dame College believes that teacher candidates must possess deep and rich content and pedagogical knowledge in order to successfully create, present and evaluate meaningful learning experiences for students P-12. The teacher candidates must possess the skills and dispositions necessary to engage P-12 students of diverse backgrounds and various learning needs in challenging yet attainable learning goals. This kind of professional work can only be successfully accomplished with the help of the P-12 parents/caregivers and the collaboration of all members of the school community.

Through its undergraduate licensure programs, the Notre Dame College teacher candidates follow a program of studies that develops their ability to meet the expectations of the Ohio Standards for the Teaching Profession. The teacher candidates will:

- Give evidence of understanding student learning and development and the ability to create learning experiences that correspond to P-12 students’ cultural, linguistic, and developmental differences.
- Give evidence of depth and breadth in their content knowledge and the content specific instructional strategies to effectively facilitate learning P-12.
- Plan and deliver effective instruction that advances the learning of each student.
- Understand, create, use, and evaluate varied formal and informal assessments to inform instruction and ensure student learning.
- Create physically and emotionally safe learning environments that promote high levels of achievement for all students.
- Effectively collaborate and communicate with students, parents, other educators and administrators to support and further student learning.
- Give evidence of assuming responsibility for ongoing professional dispositions, behaviors, and ethics

- that are marks of professional conduct.
- Create reflection papers that indicate the ability to articulate their teaching/presentation strengths and weaknesses following a teaching segment.
- Knowledge of theorists and how theories apply to teaching and learning contexts

**Student Teaching:**

Teacher candidates may only register for the 15 week student teaching experience in the fall or spring semesters. All teacher candidates must have a completed criminal record and background check prior to beginning student teaching. Teacher candidates must assume all costs associated with the background checks/fingerprinting. The results of the criminal background check may impact the candidate's ability to complete the clinical component of the program.

Teacher candidates must have completed all required coursework prior to student teaching. The 15 week student teaching experience is considered a full time 40 hour-a-week position. Student teachers must attend the required seminar and successfully complete a performance assessment of 3 to 5 professional tasks designed to measure their effectiveness in the classroom.

Students who are seeking a bachelor's degree will take twelve (12) credits of student teaching. Students who participate in the May graduation and who plan to complete student teaching the following fall will take twelve (12) credits of student teaching. The degree earned and the diploma will be presented upon the successful completion of student teaching.

If the student teacher independently and voluntarily chooses to terminate the student teaching placement and removes himself/herself from the student teaching classroom, the candidate will not receive an additional placement during the same semester or any subsequent semesters through Notre Dame College. If a student teacher is removed from a placement due to the request of the cooperating teacher or the school, the Division of Professional Education in consultation with the Office of Academic Affairs will determine whether an additional placement is warranted.

**LICENSURE AREAS**

**Early Childhood Education (Pre-K - Gr. 3)**

**Middle Childhood Education (Gr. 4 - 9)**

**Areas of Concentration – choose two:**

- Mathematics
- Reading and Language Arts Science
- Social Studies
- Science

**Adolescent/Young Adult Education (Gr. 7 - 12)**

Students pursuing an Adolescent/Young Adult or Multiage license in one of the areas listed below must complete a major field of study and all certification requirements of the teaching field.

**Majors:**

- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Life Sciences
- Life Sciences and Chemistry

**Multi-Age Education (K - 12)**

- Mild Moderate Intervention Specialist (K-12)
- Visual Arts (PreK-12)

## **LICENSURE FOR EARLY CHILDHOOD EDUCATION (ECE) (PRE-K - 3)**

### **ECE Program Outcomes**

The Early Childhood Education (ECE) field-based licensure program prepares undergraduates and post baccalaureate P - 3 candidates with the knowledge, skills and dispositions required to successfully meet the educational needs of young children. The program is designed to meet the National Association for the Education for Young Children (NAEYC) initial accreditation standards, CAEP standards and ODE requirements. In order to be licensed to teach in Ohio, candidates are required to pass the Ohio Assessments for Educators. The Ohio Assessments for Educators assesses the content-area and professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio Academic Content Standards and Common Core State Standards. See the Ohio Department of Education website for a complete list of tests, qualifying scores and registration information.

### **General Content Requirements:**

#### **Natural Sciences (2)**

Biological Science: one course with lab

AND

Physical Science: one course with lab

### **Courses in the following areas or their equivalents are HIGHLY RECOMMENDED:**

BI 105/106 Introduction to Biological Science and Lab

OR

BI 200/201 Environmental Science and Lab AND

CH 220/221 Earth Science and Lab

### **Social and Behavioral (4)**

GO 200 World Geography

HI 110 Western Cultures from 1500

HI 200 Themes in American History

PY 201 General Psychology

### **Mathematics (2)**

MA 130 Elementary Number Theory

MA 131 Geometry, Probability and Statistics from an Elementary Point of View

### **Fine Arts (1) (Highly Recommended)**

AR 221 Basic Design OR

AR 280 Art Appreciation: A Studio Approach

### **Professional Education Core (11 courses)**

ED 202 Introduction to Education

ED 203 Field Experience for ED 202

ED 204 Educational Psychology

ED 205 Psychology of Students with Special Needs

ED 206 Field Experience for ED 205

ED 301 Integrating Technology Across the Curriculum

ED 341 Curriculum Principles Pre-K - 12

ED 342 Integrated Teaching Methods Pre-K - 12

ED 343 Field Experience for ED 342

ED 358 Classroom Management

ED 475 Issues in Education

**Early Childhood Education Core (8 courses)** ED 221 Role of Phonics in Reading  
ED 265 Foundations of Early and Middle Childhood Education  
ED 332 Reading Across the Curriculum in Early Childhood Education and Middle Childhood Education  
ED 355 Assessment and Correction of Reading Disabilities  
ED 376 Developmental Reading  
ED 379 Music, Creative Arts and Physical Movement in Early Childhood Education  
ED 380 Reading Field Experience for Early Childhood Education, Middle Childhood Education and Mild Moderate Intervention Specialist  
ED 413 Student Teaching in Early Childhood Education

**Advantage Plus:** Students earning their initial P - 3 license may add a 4-9 endorsement in ONE of the four concentration areas by completing the content requirements for that concentration area and the successful passage of the appropriate section(s) of The Ohio Assessment for Educators provided by Evaluation Systems group of Pearson.

## **LICENSURE FOR MIDDLE CHILDHOOD EDUCATION (MCE) (GR. 4 - 9)**

### **MCE Program Outcomes**

The Notre Dame College Middle Childhood Education (MCE) field-based licensure program prepares undergraduates and post-baccalaureate middle school (MS) teachers with the knowledge, skills and dispositions required to successfully meet the educational needs of grades 4-9 students. The State of Ohio has outlined expectations for MS candidates. Candidates are required to select two of the following content areas for a concentration: Language Arts, Mathematics, Science or Social Studies. In order to be licensed to teach in Ohio, candidates are required to pass the Ohio Assessments for Educators. The Ohio Assessments for Educators assesses the content-area and professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio Academic Content Standards and Common Core State Standards. See the Ohio Department of Education website for a complete list of tests, qualifying scores and registration information.

### **Professional Education Core (11 courses)**

ED 202 Introduction to Education  
ED 203 Field Experience for ED 202  
ED 204 Educational Psychology  
ED 205 Psychology of Students with Special Needs  
ED 206 Field Experience for ED 205  
ED 301 Integrating Technology Across the Curriculum  
ED 341 Curriculum Principles Pre-K - 12  
ED 342 Integrated Methods Pre-K - 12  
ED 343 Field Experience for ED 342  
ED 358 Classroom Management  
ED 475 Issues in Education

### **Middle Childhood Education Courses (7)**

ED 221 The Role of Phonics in Reading  
ED 265 Foundations of Early and Middle Childhood Education  
ED 332 Reading Across the Curriculum in Early Childhood Education and Middle Childhood Education  
ED 335 Reading in the Content Areas  
ED 355 Assessment and Correction of Reading Disabilities  
ED 380 Field Experience for Reading in Early Childhood Education and Middle Education  
ED 412 Student Teaching in Middle Childhood Education

### **AND one mathematics course:**

MA 130 Elementary Number Theory

OR

MA 131 Geometry, Probability and Statistics from an Elementary Point of View



**Content Area Requirements: (Choose two areas)**

**Mathematics (5):**

MA 120, MA 130, MA 131, MA 221 and MA 330

**Reading & Language Arts (7):**

CA 212, CA 250, EN 312,  
CA 220 OR EN 210 OR EN 318  
EN 331 OR EN 332  
EN 341 OR EN 342

**Choose one:**

EN 255, EN 256, EN 281, EN 381, EN 382

**Recommended but NOT required:**

EN 314

**Science (5): (Lecture and lab must be taken concurrently)**

BI 105 and 106 (OR 114 and 115 OR 116 and 117);  
BI 200 and 201;  
CH 102 and 103 OR CH 118 and 119;  
CH 220 and 221;  
PS 150 and 151

**Social Sciences (6):**

HI 110, HI 200, EC 100, GO 200, PO 111, SO 201

**MIDDLE CHILDHOOD GENERALIST (GR. 4 - 6)**

For students whose initial licensure is in middle childhood, the generalist license enables the teacher to be the single classroom teacher for grades 4, 5 and 6. The license requires six hours of coursework in each of the two remaining concentration areas (e.g. Math 130 & 131; Biological & Earth Science & Labs; EN 110, CA 100 & ED 332 Language Arts & Reading; HI 110 & 200 Social Studies) and the passage of The Ohio Assessments for Educators provided by Evaluation Systems group of Pearson.

**LICENSURE FOR ADOLESCENT TO YOUNG ADULT (GR. 7 - 12) AND MULTI-AGE EDUCATION (PRE-K - 12)**

**AYA Program Outcomes**

The Notre Dame College Adolescent to Young Adult (AYA) field-based, licensure programs prepare undergraduates and post-baccalaureate candidates for teaching grades 7-12. Candidates acquire the knowledge, skills and dispositions required to successfully meet the educational needs of 7-12 students. The State of Ohio outlines expectations for AYA candidates. Candidates complete content courses and education courses that prepare them to meet the thematic standards, the disciplinary standards and the pedagogical standards for their particular major. In order to be licensed to teach in Ohio, candidates are required to pass the Ohio Assessments for Educators. The Ohio Assessments for Educators assesses the content-area and professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio Academic Content Standards and Common Core State Standards. See the Ohio Department of Education website for a complete list of tests, qualifying scores and registration information.

Throughout their preparation, the candidates relate their practice to the Ohio Standards for the Teaching Profession. The standards cluster in three categories: teaching and learning, conditions for teaching and learning and professional work. Candidates are prepared to create effective learning experiences for a diverse student population. Ohio requires all AYA teacher candidates to complete three (3) semester hours of content area reading. The course helps the candidates understand the value of specific reading strategies to use in response to the literacy skills students bring to the AYA classroom. In the reading, curriculum,

methods, and management classes, the candidates develop and implement a repertoire of methods and techniques to use in the AYA classroom to teach diverse learners in a myriad of educational contexts.

**General Content Requirement:**

**Social & Behavioral Sciences (1)**

PY 201 General Psychology

**Professional Education Core (8)**

ED 202 Introduction to Education

ED 203 Field Experience for ED 202

ED 204 Educational Psychology

ED 205 Psychology of Students with Special Needs

ED 206 Field Experience for ED 205

ED 301 Integrating Technology Across the Curriculum

ED 358 Classroom Management

ED 475 Issues in Education

**Adolescent to Young Adult Education Core (5 courses)**

ED 335 Reading in the Content Areas

ED 341 Curriculum Principles Pre-K - 12

ED 342 Integrated Methods Pre-K - 12

ED 343 Field Experience for ED 342

ED 421 Student Teaching: Adolescent to Young Adult (AYA)

**Students pursuing Adolescent/Young Adult and Multi-Age licensure must complete a major field of study AND all certification requirements of the teaching field.**

**Students pursuing Adolescent/Young Adult licensure in Integrated Language Arts must also complete three additional professional education courses: ED 221, ED 355 and ED 380.**

**Additional content credits needed for Licensure and Major: (Choose one)**

Integrated Language Arts (See English)

Life Science (See Biology)

Life Science and Chemistry (See Biology and Chemistry)

Integrated Mathematics (See Mathematics)

Integrated Social Studies (See History/Political Science)

Visual Art: Pre-K - 12 (See Art )

**MILD MODERATE INTERVENTION SPECIALIST (MMIS) (K- 12)**

**MMIS Program Outcomes**

Notre Dame College's Mild Moderate Intervention Specialist (MMIS) License, a field-based program, prepares Special Education teachers with the knowledge, skills and dispositions required to successfully meet the educational needs of students with mild to moderate disabilities in K-12 inclusion, resource and intervention classrooms. The program is designed to meet the Council for Exceptional Children (CEC) initial accreditation standards, Council for the Accreditation of Education Preparation (CAEP) standards and requirements for licensure as a Mild Moderate Intervention Specialist in the State of Ohio. Candidates complete course work in professional and special education, In order to be licensed to teach in Ohio, candidates are required to pass the Ohio Assessments for Educators. The Ohio Assessments for Educators assesses the content-area and professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio Academic Content Standards and Common

Core State Standards. See the Ohio Department of Education website for a complete list of tests, qualifying scores and registration information.

Throughout their preparation program, the candidates relate their practice to the Ohio Standards for the Teaching Profession. The Ohio standards cluster in three categories: teaching and learning, conditions for teaching and learning and professional work. A faculty team works together to create a cohesive learning experience for the candidates that reflects the real world work of the special education intervention specialist and builds on research-based best practice. The teacher candidates focus on the CEC Standards and the Ohio Office of Exceptional Children and Ohio Department of Education (ODE) recommendations for licensure.

**General Content Requirements: Natural Sciences (2)**

Biological Science: one course with lab  
AND  
Physical Science: one course with lab

**Courses in the following areas or their equivalents are HIGHLY RECOMMENDED:**

BI 105/106 Introduction to Biological Science and Lab  
OR  
BI 200/201 Environmental Science and Lab  
AND  
CH 220/221 Earth Science and Lab

**Social and Behavioral (4)**

HI 110 Western Cultures from 1500  
HI 200 Major Themes in American History  
GO 200 World Geography  
PY 201 General Psychology

**Mathematics (2)**

MA 130 Elementary Number Theory  
MA 131 Geometry, Probability and Statistics from an Elementary Point of View

**Fine Arts (1) (Highly Recommended)**

AR 221 Basic Design  
OR  
AR 280 Art Appreciation: A Studio Approach

**Professional Education Core (9 courses)**

ED 202 Introduction to Education  
ED 203 Field Experience for ED 202  
ED 204 Educational Psychology  
ED 205 Psychology of Students with Special Needs  
ED 206 Field Experience for ED 205  
ED 301 Integrated Technology Across the Curriculum  
ED 341 Curriculum Principles Pre-K - 12  
ED 342 Integrated Methods Pre-K - 12  
ED 475 Issues in Education

**Mild Moderate Intervention Specialist Core (11 courses)**

ED 221 The Role of Phonics in Reading  
ED 330 Collaborative Teaming  
ED 335 Reading in the Content Areas  
ED 352 Student Class Management  
ED 353 Assessment of Special Needs  
ED 354 Instructional Strategies in Mild Moderate  
ED 355 Assessment and Correction of Reading Disabilities  
ED 357 Field Experience for ED 354

ED 376 Developmental Reading Instruction in Early Childhood Education  
ED 380 Field Experience for ED 355  
ED 414 Student Teaching: Mild Moderate Intervention Specialist

## **TEACHER EDUCATION EVENING LICENSURE PROGRAM (TEEL) (P- 3; 4 - 9; 7 - 12; MULTI-AGE)**

This program is designed for those students who already hold a baccalaureate degree and wish to pursue a career in teaching. For further information, please contact the Finn Center for Adult, Graduate and Professional Programs at 216.373.5173 or visit [notredamecollege.edu/adult/teel](http://notredamecollege.edu/adult/teel).

### **Admission to the Education Division**

Degree-seeking students in education must apply and be accepted to the division before taking 300 and 400 level education courses. To apply, the student must have taken ED 202, 203, 204, 205 and 206, complete an application (available from the Education Office or ED 205 instructor) and have a 2.75 cumulative GPA and a 2.75 GPA in education courses. TEEL students are expected to have a 2.75 GPA for full admittance. TEEL students may be considered for admission on a provisional basis with a 2.5 to 2.74 GPA.

### **Field-Based Experience**

The Professional Education program includes field-based experiences that provide for observation and practice. They are designed to meet the current Ohio Teacher Education and Licensure Standards. Each student completes field-based experiences in diverse settings (cultural, racial and socioeconomic). Field experiences are an integral part of each of the professional education courses taken.

## **COURSE OFFERINGS**

### **ED 202 Introduction to Education 3 cr.**

Introduction to the historical, sociological and philosophical foundations of education, including an understanding of the moral, social and political dimensions of classroom teaching and schools. The focus is on education as a profession. Designed to facilitate career exploration.

### **ED 203 Field Experience for ED 202 .5 cr.**

Field placement component for ED 202. Twenty hours (20) of observation, one-on-one tutoring or other classroom-related activities on three separate visits to classrooms representing the ECE, MCE and AYA licensure areas. Must be taken concurrently with ED 202.

### **ED 204 Educational Psychology: Learning and Human Abilities 3 cr.**

Study of development, learning and instructional theory and its practical application to effective teaching of diverse populations. Explores the psychological foundations of student variability, behavioral and cognitive learning theories, information processing, motivation theories, practices of grading and the evaluation of student learning. The findings of research and current best practices in the above areas are explored in relation to creating a positive classroom environment for learning. Prerequisite: PY 201 or equivalent.

### **ED 205 Psychology of Students with Special Needs 3 cr.**

Overview of the life-span of students with special learning needs. Focus will be placed on the characteristics in mental, sensory, physical, communicative, social and emotional development which affect learning and adaptive behavior. Discussion of issues related to education, family life, federal and state legislation. Focus will be on the thirteen disabilities in law and how accommodations are made for those students. Prerequisite: PY 201

### **ED 206 Field Experience for ED 205 .5 cr.**

Approximately ten (10) hours of observation at an appropriate site as determined by the instructor and/or Field Placement Director. This course provides time to organize and reflect upon the field experience in classrooms with students with learning differences. Must be taken concurrently with ED 205.

**ED 221 The Role of Phonics in Reading 3 cr.**

An understanding of the nature and the role of word recognition literacy. This course analyzes phonological awareness, phonemic awareness, phonics, structural analysis and morphemic units in decoding, spelling and their application in reading and writing. Knowing how to assess and intervene in word recognition through informal assessments are also investigated. This course should be the first reading course taken. Prerequisites: ED 202, 203, 204, 205, 206.

**ED 265 Foundations of Early and Middle Childhood Education 3 cr.**

This initial course includes an overview of the history, philosophy and goal of teaching students in grades P-9. It emphasizes the study of developmentally-appropriate curriculum organization, the need for integrating the curriculum, and multiple strategies for evaluating and assessing student performance. Prerequisite: ED 202.

**ED 291, 292, 293 Special Topics 1-3 cr.**

**ED 301 Integrating Technology Across the Curriculum 3 cr.**

An intermediate-level course in integrating technology into the classroom, which includes assistive technology that targets diverse and special needs students. Teacher candidates are exposed to basic technology operations for personal and professional use, address the social, ethical and human issues of living in a digital society, and implement teaching methodology that promotes technology as a tool in the learning process.

**ED 330 Collaborative Teaming 3 cr.**

This course is designed to develop collaborative skills and effective communication practices in working with families of children with disabilities. Specific strategies to more effectively develop collaboration with regular classroom teachers and other school and community personnel will be explored as well as opportunities to practice elements of successful and effective team relationships. The student will demonstrate a working knowledge of the Individual Education Plan team including the consultative role of professionals in related services. Ten (10) hours of field experience required. Prerequisite: It is recommended that ED 354 be taken before ED 330.

**ED 332 Reading Across the Curriculum in ECE and MCE 3 cr.**

A study of genres of literature in teaching reading in all areas of the PK-3 and 4-9 curriculum. Includes use of both expository text- and content-oriented literature. Strategies and methods of employing literature to enhance learning are explored.

**ED 335 Reading in the Content Areas 3 cr.**

This course is designed to explore the techniques used in the development of successful student reading of subject matter content. This course studies the components of word study, comprehension, writing, teaching for diverse learners, technology applications, assessment and collaborative techniques for teaching content area materials. Prerequisites: ED 202, 203, 204, 205, 206.

**ED 341 Curriculum Principles P-12 3 cr.**

An examination of curriculum principles that impact upon planning instructional activities for students. Emphasis placed on the Backward Design concept. Prerequisites: Completion of ALL other education coursework and 90% of content work. Must be ready to student teach in the one or two semesters following the completion of this course. ED 341 precedes ED 342.

**ED 342 Integrated Teaching Methods P – 12 3 cr.**

Effective teaching methodology is introduced that addresses the needs of today's diverse classroom. Prerequisites: Completion of ALL other education coursework and 95% of content work. Must be ready to student teach in the next semester following the completion of this course. Prerequisite: ED 341.

**ED 343 Field Experience for ED 342 1 cr.**

Field placement component for the ED 342 methods class required of education majors/minors, except MMIS majors (MMIS students take ED 354/ED 357). The planning, teaching and reflection of multiple

lessons taught at an off-site location determined by the instructor and/or Field Placement Director. Must be taken concurrently with ED 342.

**ED 352 Student Class Management – MMIS 3 cr.**

Behavior management techniques and methods of positive behavior support are discussed as well as the theories used to develop basic standards of reinforcement for children with disabilities. Individual and classroom management plans are discussed including methods of obtaining baseline data to document observable behavior and to initiate problem solving methods to change inappropriate behavior. Twenty (20) hours of field experience required.

**ED 353 Assessment of Special Needs 3 cr.**

The student will demonstrate a working knowledge of terminology associated with the assessment of individuals with disabilities including formal and informal measures used to explore a student's eligibility and referral for special education. Basic methods of referral, screening and placement will be analyzed. Twenty-five (25) hours of field experience required.

**ED 354 Instructional Strategies for Mild/Moderate 3 cr.**

Instructional strategies and methods of differentiating for the student with mild and moderate disabilities provide both the theoretical and practical aspects of developing an Individual Education Plan for the student with special needs. Included in the course is the use of accommodations, methods for planning and monitoring instruction, choosing and developing materials and integrating technology to ensure that student abilities are acknowledged. (25 hours field, see ED 357)

**ED 355 Assessment and Correction of Reading Disabilities 3 cr.**

A study of assessment and intervention procedures for classroom diagnosis and remediation of reading. There is an emphasis on methods and materials for the correction of reading problems. Last course in ECE, MCE, MMIS reading core. Should be taken with ED 380.

**ED 357 Field Experience for ED 354 1 cr.**

Field placement component for the ED 354 course. (MMIS students do not take ED 343; they take ED 354 instead). The planning, teaching and reflection of multiple lessons taught in classrooms or resource rooms to students on Individual Education Plans. Under the direction of an Intervention Specialist or classroom teacher. Determined by the instructor and/or field placement director. Must be taken concurrently with ED 354.

**ED 358 Classroom Management 3 hrs.**

A study in the principles and applications of classroom management. This course will cover the reasons why students misbehave and how to effectively respond to common behavioral issues. Practical experiences, case examples and exercises will promote increased skills in defining and assessing the environment, the student, the inappropriate behaviors, and individual teaching styles/philosophy's influence on classroom management. Through field experiences in the area of licensure (PK-3, MCE, or AYA-Secondary), students in this course will learn to evaluate intervention strategies and how to design a classroom management plan that makes sense for students in their classrooms. Content will cover strategies for parent/ professional collaboration. The information provided will allow participants to immediately implement strategies across a variety of school, mental health, and human services settings and gain familiarity to social, behavioral and academic needs of students in the major area. This course has ten hours of field work embedded within the course.

**ED 376 Developmental Reading Instruction in ECE 3 cr.**

A comprehensive approach to the development of reading with a focus on language development, oral communication skills and reading/writing through developmentally, individually and age-appropriate activities for young children. Emphasis on children's progress in literacy development, appropriate teaching methodologies and the holistic approach throughout literature and content materials for young learners.

Prerequisites: ED 202, 203, 204, 205, 206, 221.

**ED 379 Music, Creative Arts and Physical Movement Activities in ECE 3 cr.**

This course focuses on appreciation for and the integration of art, music and physical movement activities into the classroom learning environment. Students will learn strategies and techniques to meet the needs of students with diverse needs and cultural backgrounds in the context of developmentally appropriate practice. This course has five hours of field work embedded within the course. Prerequisites: ED 204, ED 265.

**ED 380 Field Experience for Reading for ECE, MCE & MMIS Licensure 1 cr.**

Field placement component for the reading core required for all licenses. Thirty (30) hours of observation/activities at an appropriate site as determined by the instructor and/or Field Placement Director. The study and the administration of multiple assessments from an informal reading inventory for primary, middle, and high school students. Prerequisites: This is the last of the reading core courses. Should be taken with ED 355.

**ED 391, 392, 393, 394 Selected Topics 1-3 cr.**

**ED 412 Student Teaching: Middle Childhood 12 cr.**

Fifteen (15) weeks of student teaching in a chartered school in middle childhood classrooms (4-9) in one or both areas of concentration under the supervision of cooperating teachers and a college supervisor. Prerequisite: Departmental approval. ALL education coursework and content-area coursework must be completed prior to student teaching. Formal application made one semester prior to student teaching.

**ED 413 Student Teaching: Early Childhood 12 cr.**

Fifteen (15) weeks of student teaching in a chartered school in the early childhood classroom (Pre-K - 3) under the supervision of a cooperating teacher and a college supervisor. Prerequisite: Departmental approval. ALL education coursework and content-area coursework must be completed prior to student teaching. Formal application made one semester prior to student teaching.

**ED 414 Student Teaching: MMIS 12 cr.**

Fifteen (15) weeks of student teaching in a chartered school in the early childhood classroom (Pre-K - 3) under the supervision of a cooperating teacher and a college supervisor. Prerequisite: Departmental approval. ALL education coursework and content-area coursework must be completed prior to student teaching. Formal application made one semester prior to student teaching.

**ED 421 Student Teaching: Adolescent to Young Adult (AYA) 12 cr.**

Fifteen (15) weeks of student teaching in a chartered school in adolescent/young adult classrooms (7-12) under the supervision of a cooperating teacher and a college supervisor. Prerequisite: Departmental approval. ALL education coursework and content-area coursework must be completed prior to student teaching. Note: Multi-age teaching can be done at either the early, middle or secondary levels. Formal application made one semester prior to student teaching.

**ED 475 Issues in Education 3 cr.**

An integrative seminar which focuses on an understanding of current issues affecting education and educational practices in the United States, and the role of the professional educator in responding to these issues. Students are required to complete and submit an electronic portfolio prior to the completion of this course. Senior status required. Must be taken immediately before student teaching

**ED 412, 413, 414, 421 6 cr.**

Student teaching for TEEL® students. Formal application must be submitted one semester prior to student teaching.

**ED 491, 429, 493, 494 Special Projects 1-3 cr.**



# ENGLISH

## English Department Mission Statement:

The Notre Dame College English Program strives to develop students' skills in writing, reading, researching, and critical thinking, while promoting personal responsibility and fostering appreciation for literature.

## Student Learning Outcomes

Students completing the major in English should:

- Demonstrate effective writing skills that show their understanding of audience, fluency in vocabulary, effective organization, syntactic clarity and mastery of standard written English.
- Demonstrate knowledge of inferential and critical reading of primary and secondary texts.
- Demonstrate effective literary and critical research skills, including using relevant print and electronic sources in texts they produce. Student writing will also demonstrate competency in MLA style.
- Demonstrate understanding of the changing nature of language, and the structure, functions, and history of the English language, especially American and British dialects.
- Demonstrate refined public speaking skills.
- Demonstrate an understanding of diverse cultural values by analyzing literature that has shaped and continues to influence the culture of English speaking people.
- Demonstrate knowledge of major authors and literary movements in Great Britain and the United States.
- Demonstrate knowledge and understanding of literary theory, criticism and genre study in their analyses of texts.
- Be prepared for employment and/or graduate studies with refined skills in reading, problem solving, critical thinking, effective writing and ethical decision making. In addition, they are engaged with and appreciate literature and the performing arts.
- Be ready to apply to master's programs in literary or composition studies or to law school. They are also ready to enter wide variety of careers including writing, developing fields of journalism (print, broadcast and electronic), advertising, sales and marketing, human resources and non-profits.
- An English major who also earns Licensure in Integrated Language Arts is ready to teach literature and writing in grades 7-12, as well as classes and extracurricular activities in speech, drama, media and journalism. Some English/ILA majors earn master's degrees in English literature or composition studies, and others earn advanced degrees in Education.

## ENGLISH MAJOR

49-51 Credits

### Requirements:

CA 212 Oral Interpretation

EN 210 Critical Writing

EN 312 History of the English Language

EN 314 Grammar for Teachers and Writers

EN 321 Introduction to Literary Theory and Criticism

EN 331 British Literature to 1700

EN 332 British Literature 1700-1900

EN 341 American Literature to 1900

EN 342 Seminar in American Literature

EN 395 or 495 Internship (1-3 cr.) (Not needed for the Integrated Language Arts Licensure)

EN 462 Shakespeare's Histories and Tragedies

EN 480 Great Books Seminar  
EN 482 English Studies (Not needed for the Integrated Language Arts Licensure)

**One of the following:**

EN 220 Newswriting  
EN 318 Creative Writing  
EN 324 Advanced Media Writing

**One of the following:**

EN 343 Major African American Writers  
EN 382 Women Writers  
EN 459 Postcolonial Literature  
EN 460 Literature of Continental Europe

**One of the following:**

CA 305 Film Studies  
CA 309 Acting and Directing  
CA 313 Event/Play Production Apprenticeship

**One of the following:**

CA 250 Mass Communication  
CA 323 Media Writing  
CA 410 TV/Radio

**ENGLISH MINOR**

24 Credits

**Requirements: (9 credits)**

CA 212 Oral Interpretation  
EN 462 Shakespeare's Histories and Tragedies  
EN 480 Great Books Seminar

**One of the following: (3 credits)**

EN 210 Critical Writing  
EN 220 Newswriting  
EN 318 Creative Writing

**One of the following: (3 credits)**

EN 255 Introduction to Western Literature: Epics and Poetry  
EN 256 Introduction to Western Literature: Prose  
EN 261 The Drama and Theater  
EN 262 Modern Drama and Theater  
EN 281 The Short Story

**Three additional courses in** British, American, or world literature (9 credits).

**WRITING MINOR**

21 Credits

**Requirements for all Emphases (12 Credits):**

EN 210 Critical Writing  
EN 220 Newswriting  
EN 318 Creative Writing

EN 482 English Studies

**Drama/Screenwriting Emphasis: Add three of the following (9 credits):**

CA 305 Film Studies  
EN 261 The Drama and Theater  
EN 262 Modern Drama and Theater  
EN 381 Women Playwrights  
EN 461 Shakespeare's Comedies  
EN 462 Shakespeare's Histories and Tragedies

**Poetry Emphasis: Add three of the following (9 credits):**

EN 255 Introduction to Western Literature: Epics and Poetry  
EN 332 British Literature 1700-1900  
EN 342 Seminar in American Literature  
EN 370 20th Century British and American Poetry

**Fiction Emphasis: Add three of the following (9 credits):**

EN 256 Introduction to Western Literature: Prose  
EN 281 Short Story  
EN 342 Seminar in American Literature  
EN 369 British and American Novels since 1800

**ADOLESCENT TO YOUNG ADULT LICENSE (GR. 7 - 12) IN INTEGRATED LANGUAGE ARTS**

Students preparing for Adolescent to Young Adult licensure in Integrated Language Arts complete the requirements of an English major with two exceptions: EN 482 and the credits in internship are not required.

**AREA OF CONCENTRATION IN READING AND LANGUAGE ARTS FOR MIDDLE CHILDHOOD LICENSE (GR. 4 - 9)**

24 Credits

**Requirements:**

CA 212 Oral Interpretation  
CA 250 Mass Communication  
EN 312 History of the English Language

**Highly recommended:**

EN 314 Grammar for Teachers and Writers

**One of the following:**

CA 220 Newswriting  
EN 210 Critical Writing  
EN 318 Creative Writing

**One of the following:**

EN 331 British Literature to 1700  
EN 332 British Literature 1700-1900

**One of the following:**

EN 341 Main Currents in American Literature to 1900  
EN 342 Seminar in American Literature

**One of the following:**

EN 255 Introduction to Western Literature: Epics and Poetry

EN 256 Introduction to Western Literature: Prose  
EN 281 The Short Story  
EN 381 Women Playwrights  
EN 382 Women Writers

**Highly recommended:**

EN 314 Grammar for Teachers and Writers

See EDUCATION for Professional Education Requirements.

**ENGLISH MAJOR WITH A PRE-LAW CONCENTRATION**

Students interested in preparing for law school are wise to choose a rigorous English major which will help develop exceptional strength in critical reading and writing, logical reasoning, analytical thought and moral responsibility to oneself and others. Because there is no specific pre-law major, the student must establish regular communication with an advisor as soon as possible to ensure the best possible preparation through course work, co-operative education, advising and pre-professional testing.

**COURSE OFFERINGS**

\* A college level composition course is a prerequisite to all other English courses.

**EN 100/101 College Composition I and II 3, 3 cr.**

An intensive treatment of fundamental forms of composition, principles of grammar, sentence structure, followed by the preparation of a research paper. This is a two-semester course sequence. To fulfill the Core Requirement for Written Communication Fluency, the student must complete both semesters of the course.

**EN 108 English as a Second Language 3 cr.**

A college-level course in English for international students which focuses on developing skills in listening, speaking, and writing needed for success in college. International students take this course, followed by EN 110, to complete the Core Requirement for Written Communication Fluency.

**EN 110 Advanced Composition: Expository Writing 3 cr.**

Extensive work in expository writing, some treatment of grammar and style, and the completion of an acceptable research paper in MLA format. This course fulfills the Core Requirement for Written Composition Fluency.

**EN 152, 252, 352, 452 Study Tours 1-6 cr.**

**EN 171, 271, 371, 471 Workshops 1-3 cr.**

**EN 191, 192, 193, 194 Selected Topics 1-3 cr.**

**EN 207 Writing Practicum 3 cr.**

Extended instruction and practice in grammar and expository writing, intended for students who have earned credits in composition but who need additional training and skill development.

**EN 210 Critical Writing 3 cr.**

Expository, analytic and critical writing based on reading in major literary genres. Required for English majors.\*

**EN 220 Newswriting 3 cr.**

Introductory journalism course teaching basic skills in writing news for print, broadcast and web. Students learn to write clearly, concisely and accurately under deadline and will submit articles to the student newspaper, *Notre Dame News*.\*

**EN 255 Introduction to Western Literature: Epics and Poetry 3 cr.**

A study of representative epics and poems with an emphasis on their relevance to the development of Western civilization.\*

**EN 256 Introduction to Western Literature: Prose 3 cr.**

A course focusing on selected prose works, including selections from a variety of literary periods and genres.\*

**EN 261 The Drama and Theater 3 cr.**

Study of dramatic literature, acting, stage design, production and theatrical styles and trends from the classical age of Greece to the middle of the nineteenth century. Also listed as TR 261. Recommended preparation for EN 262.\*

**EN 262 Modern Drama and Theater 3 cr.**

Study of dramatic literature, acting, stage design, production and theatrical styles and trends from Ibsen to the present. Also listed as TR 262. Recommended preparation: EN 261.\*

**EN 281 The Short Story 3 cr.**

Analysis and discussion of selected short stories by authors from different cultures and countries.\*

**EN 283 Ohio Writers 3 cr.**

Reading, analysis, and writing about selected fiction, poetry and/or drama by authors with strong Ohio connections. Texts may include works by fiction writers such as Toni Morrison, Sherwood Anderson, Charles W. Chesnutt or Les Roberts; and poets such as Mary Oliver, James Wright, Rita Dove, and Langston Hughes.\*

**EN 295, 395, 495 Internship 1-6 cr.**

**EN 312 History of the English Language 3 cr.**

An introduction to the origins, history and structure of the English language. Study of the function of language in society. Required for English majors and those preparing for AYA and Middle Childhood licensure, and recommended for English minors.\*

**EN 314 Grammar for Teachers and Writers 3 cr.**

A systematic study of traditional grammar with applications to writing, revising and editing, literary analysis and teaching English language arts. Required for English majors and those preparing for AYA licensure, and recommended for English minors and those preparing for Middle Childhood licensure in Language Arts.\*

**EN 318 Creative Writing: Poetry 3 cr.**

Develops skills in writing poetry, including free verse and metered verse; traditional forms including the sonnet, the villanelle, and the ballad; non-traditional forms including the prose poem and the found poem. Students will also work on refining their skills in creating vivid sensory imagery and figurative language.

**EN 319 Creative Writing: Fiction 3 cr.**

Develops skill in writing fiction, specifically the short story. Writers will work on developing characters, plot, and point of view, as well as sensory imagery and figurative language.

**EN 320 Creative Writing: Non-Fiction 3 cr.**

Develops skill in writing creative non-fiction, including autobiography, memoir and research-based imaginative pieces.

**EN 321 Introduction to Literary Theory and Criticism 3 cr.**

An introduction to critical methodology and issues in literary criticism and contemporary theory, using both theoretical and literary texts. Prerequisite: EN 210.\*

**EN 323 Media Writing 3 cr.**

Offers instruction and practice in professional writing skills needed for careers in advertising, public relations, radio and television. Also listed as CA 323. Prerequisite: EN 220.

**EN 324 Advanced Media Writing 3 cr.**

An advanced professional writing course, providing intensive practice in writing blogs, commentaries, and features for publication in print and web. Also listed as CA 324 Prerequisite: CA/EN 220 or Departmental permission.

**EN 331 British Literature to 1700 3 cr.**

A chronological survey of British literature and its historical and social background from the earliest times to 1700, with readings from the highlights of major works.\*

**EN 332 British Literature 1700-1900 3 cr.**

A chronological survey of British literature and its historical and social background during the 18th and 19th centuries. Readings include samples of major works of the period.\*

**EN 341 Main Currents in American Literature to 1900 3 cr.**

A historical survey of American literature from its Native American and colonial beginnings to the end of the nineteenth century, with emphasis on themes, images, stylistic techniques and cultural assumptions in the works of major literary figures.\*

**EN 342 Seminar in American Literature 3 cr.**

A concentration on 20th century American literature, with emphasis on the relationship between literature and its cultural and intellectual contexts.\*

**EN 343 Major African-American Writers 3 cr.**

Analysis and discussion of selected works of major African-American authors.\*

**EN 369 British and American Novels since 1800 3 cr.**

Reading and discussion of significant British and American novels.\* Novelists such as Norris, Hemingway, Woolf and Greene may be studied.

**EN 370 20th Century British and American Poetry 3 cr.**

Poetry, theory and techniques of modern poets such as Hopkins, Yeats, Eliot, Pound, Frost, Brooks, Plath, Heaney, Collins.

**EN 381 Women Playwrights 3 cr.**

Analysis and discussion of the works of selected women playwrights of the twentieth century.\*

**EN 382 Women Writers 3 cr.**

Analysis and discussion of works of selected women writers with emphasis on exploration of vital issues from women's perspectives.\*

**EN 391, 392, 393, 394 Selected Topics 1-3 cr.**

**EN 459 Postcolonial Literature 3 cr.**

Reading and analysis of literature reflecting the hybridity of cultures in nations which were once part of European empires. Some introductory study of postcolonial theory. Junior-senior standing required or departmental permission.\*

**EN 460 Literature of Continental Europe 3 cr.**

Study of the structures and themes in the principal works of representative European writers. Junior-senior standing required or departmental permission.\*

**EN 461 Shakespeare's Comedies 3 cr.**

Reading and analysis of Shakespeare's comedies; study of comedy techniques and poetic development. Also listed as TR 461. Junior-senior standing required or departmental permission.\*

**EN 462 Shakespeare's Histories and Tragedies 3 cr.**

Reading and analysis of Shakespeare's histories and tragedies; study of Shakespeare's development as tragic dramatist and poet. Also listed as TR 462. Junior-senior standing required or departmental permission.\*

**EN 480 Great Books Seminar 3 cr.**

The reading and discussion of selected texts, important for their literary genres and their impact on the history of ideas. An examination of the themes and values of western civilization. Junior-senior standing required.\*

**EN 482 English Studies 3 cr.**

Analysis and synthesis of the practice of English studies, including canon formation, research, methodologies, pedagogy and issues concerning graduate study and other professional options. Work will include in-depth analysis of great works of literature and refining of portfolios and résumés. Normally, senior standing is required.\*

**EN 491, 492, 493, 494 Independent Study 1-3 cr.**

An opportunity for junior and senior level students in good academic standing and possessing the necessary skills to pursue a research topic or to develop a project. Closely directed by a faculty member.

## ENVIRONMENTAL SCIENCE

The Bachelor of Arts Degree in Environmental Science is designed for students who plan to seek employment in an environmentally related vocation immediately upon graduation. It is not intended to prepare the student for further graduate studies in the life or physical sciences or as preparation for medical, dental or veterinary programs.

### Student Learning Outcomes

Students completing a major in Environmental Science should:

- Gain a broad perspective in the physical and life sciences as related to environmental applications and issues.
- Coupled with an appropriate minor, graduates of this interdisciplinary program will be prepared for careers in environmental areas such as education, ecology, conservation, consulting, monitoring, communication, illustration and health sciences.

### ENVIRONMENTAL SCIENCE MAJOR

62 Credits

#### Requirements:

BI 114, 115	General Biology I and Lab: Molecular Biology
BI 116, 117	General Biology II and Lab: Organismal Biology
BI 200, 201	Environmental Science and Lab
BI 260, 261	Ecology and Lab
BI 360, 361	Microbiology and Lab
BI 322	Animal Behavior
BI/CH 395, 495	Internship
CH 118, 119	General Chemistry I and Lab
CH 120, 121	General Chemistry II and Lab
CH 211, 213	Organic Chemistry I and Lab
CH 220, 221	Earth Science and Lab
CH 308	Environmental Chemistry
CH 310, 311	Quantitative Analysis and Lab
CH 432	Coordinating Seminar
EN 220	Newswriting
MA 221	Statistics I
MA 300	Statistics II
PH 380	Bioethics*

\* Fulfills the Core requirement in Philosophical Inquiry

#### Recommended Electives:

EC 100 Economics and Contemporary Issues  
EN 324 Writing for Publication  
IS 260 Microcomputer Applications in Business  
PY 201 General Psychology

Students are strongly encouraged to select a minor or a second major that would enhance their studies and job opportunities. Some possible minors include the following:



<b>Minor</b>	<b>Required Credits</b>
Biology	24 (8 additional)
Business Administration	28
Chemistry	28 (9 additional)
Communication	21
Economics	18
English	24
Information Systems	18
Management	18
Marketing	18
Mathematics	20
Multimedia	18
Writing	15

Consult the catalog listing in the appropriate discipline for specific requirements.

#### **COURSE OFFERINGS**

Required courses for the Bachelor of Arts Degree in Environmental Science are offered primarily through the biology and chemistry departments. Consult the catalog listing in the appropriate discipline for a description of course offerings.

## HEALTH EDUCATION/ PHYSICAL EDUCATION

The ultimate goal of health education is to enable individuals to use knowledge in ways that promote positive behavioral change; therefore, the mission of the department is to empower students to make healthful choices in all dimensions of their lives. Students are encouraged to explore health-related problems confronting contemporary society so as to enable them to make effective decisions concerning their own health and that of their family and community.

### Student Learning Outcomes

Students who have completed the minor in health education should:

- Define, understand and value health and wellness as the dynamic interaction of the following dimensions: physical, emotional, social, spiritual, occupational and environmental.
- Demonstrate knowledge of health concepts and skills in all six dimensions.
- Value and integrate new behaviors that will promote lifelong health and wellness.
- Develop skills to critically evaluate and analyze health information with regard to its potential benefit to self and society.

### MINOR IN HEALTH EDUCATION

22 Credits

This is an excellent minor for individuals interested in positively influencing the health behavior of individuals and communities in the public or private sector. Students completing a minor in health education will demonstrate evidence of achieving the program goals stated above.

#### Requirements:

BI 230, 231 Basic Anatomy and Physiology and Lab  
HP 110 Wellness for College Life  
OR  
HP 112 Lifetime Wellness  
HP 213 Stress Recognition and Management  
HP 215 Nutrition for Sport, Fitness, and Health  
HP 315 Understanding Sexuality  
HP 321 Exercise Science  
HP 330 Health Psychology

#### Recommended Electives:

HP 153 Care and Prevention of Athletic Injuries  
PY 254 Psychology of the Adolescent  
PY 351 Adult Development and Aging  
SO 425 Conflict Management and Resolution

### MINOR IN COACHING

18-21 Credits

An excellent minor for education majors and anyone interested in coaching in a school or recreational setting. Upon completing the minor students will be able to demonstrate the skills and abilities needed to coach a variety of sports. This minor includes CPR and a First Aid Certificate as required by the State of Ohio for School Athletic Coaches.

#### Requirements:

BU 462 Legal Issues in Sports  
HP 153 Care and Prevention of Athletic Injuries

HP 215 Nutrition for Sport, Fitness, and Health  
HP 230 Coaching Team and Individual Sports  
HP 388 Psychology and Ethics of Coaching  
HP 400 Practicum

**Recommended Electives:**

BI 230/231 Basic Anatomy and Physiology and Lab  
CA 201 Interpersonal Communication  
HP 107 Water Safety Instruction  
HP 213 Stress Recognition and Management  
SO 425 Conflict Management and Resolution

**MAJOR IN SPORT MANAGEMENT**

68-69 Credits

For information on this major, please refer to the Business Administration section of this catalog.

**COURSE OFFERINGS**

**HP 107 Water Safety Instruction 2 cr.**

This course prepares and certifies individuals in American Red Cross and Water Safety. Content includes primary and advanced swimming skills, stroke refinement and proficiency, basic and emergency water safety skills.

**HP 110 Wellness for College Life 3 cr.**

A lifestyle approach to fitness and wellness emphasizing primary prevention and mind/body relationship. Content focuses on topics of interest to traditional-age students.

**HP 112 Lifetime Wellness 3 cr.**

A holistic approach to fitness and wellness which emphasizes topics of interest to adult women and men with life experience. Content integrates our physical, psychological, social and spiritual selves.

**HP 115 Exercise and Conditioning 1 cr.**

Designed to increase cardiovascular efficiency, flexibility, strength and endurance through an individually planned exercise program.

**HP 153 Care and Prevention of Athletic Injuries 3 cr.**

Methods of preventing common athletic injuries, sport-specific conditioning techniques, First Aid, CPR, Safety Education and discussion of blood borne pathogens. American Red Cross and Ohio Certification granted if all criteria are met.

**HP 191, 192, 193, 194 Selected Topics 1-3 cr.**

**HP 213 Stress Recognition and Management 3 cr.**

The stress response and its effects on body organs and systems, consequences of unmanaged stress for personal health and relationships. Examination of a holistic perspective on internal and external stressors. Techniques for identifying and effectively managing lifestyle stressors.

**HP 215 Nutrition for Sport, Fitness, and Health 3 cr.**

Basic principles of nutrition, stressing components necessary for the maintenance of good health, optimal athletic performance and disease prevention. Prerequisite: HP 110 or 112.

**HP 216 Nutrition in Health & Disease 3 cr.**

Provides health care students with the theory and practical application for nutritional intervention to prevent disease, promote health and manage health alterations. Prerequisites: BI 206/207 or BI 300/301 or BI 302/303.

**HP 230 Coaching Team and Individual Sports 3 cr.**

Development of a foundation of coaching techniques, strategies and organizational skills for coaching.

**HP 291, 292, 293, 294 Selected Topics 1-3 cr.**

**HP 315 Understanding Sexuality 3 cr.**

A holistic health and psychosocial perspective on understanding sexuality as a composite of one's total being. Topics include physiology and health of the reproductive system; sexual behavior, components of sexual choice; gender issues, sexuality and the life cycle. This course can be chosen as an elective for the Women's Studies Minor.

**HP 321 Exercise Science 3 cr.**

Study of the science of exercise and its sub disciplines of exercise physiology, biomechanics, sports psychology, motor learning and nutrition and health fitness. Students will learn techniques for health, fitness and body composition assessments, physical and psychological aids to performance. Students will review and synthesize research literature in the field of exercise science. Prerequisites: HP 110 or 112 and BI 230/231.

**HP 330 Health Psychology 3 cr.**

The contributions of the discipline of psychology to the promotion and maintenance of health related issues. Topics include the biopsychosocial view of health, pain management, stress management and the relationship between lifestyle choices and optimal physical and psychological health. Prerequisite: PY 201.

**HP 350 Applied Kinesiology 3 cr.**

Study of the scientific basis of human movement. Structure and analysis of muscular-skeletal systems and dynamics of movement. Application to individual fitness programs, lifetime physical activity and coaching. Prerequisite: BI 230/231.

**HP 388 Psychology and Ethics of Coaching 3cr.**

An exploration of the psychology and philosophy of the coaching experience and the player/coach relationship. Topics include: team and player motivation and leadership, communication, goal setting and performance evaluation. Ethical considerations in coaching.

**HP 391, 392, 393 Selected Topics 1-3 cr.**

**HP 400 Practicum 1-3 cr.**

Supervised coaching experience in a school or recreational setting.

# HISTORY

One of the most common questions History students are asked is: "Why are you majoring in History?" On the surface, this seems like a simple question, but once you think about it you may find that it isn't all that easy to answer. History is different things to different people, and even historians debate the meaning of historical events among themselves.

Ultimately, history is personal. History is a part of everyone's life, and it affects us in ways we may not always think about. We live in a society that is the result of generations of development. The decisions, actions, attitudes, beliefs, knowledge, fears, hopes, and feelings of people who have come before us have brought about the world we live in today. Knowing about the past can help us both appreciate the present and understand how we as a people and a society have come to this point in time. Past experience, if carefully considered, may offer lessons for dealing with present-day situations. Some might even argue that the past may offer clues to the future.

But what can you do with a degree in History? The simple answer is anything you want to do. People in widely diverse careers attribute their success to studying history as undergraduates. For example, people with undergraduate degrees in History work as attorneys and paralegals, in business, as writers and journalists, government officials, intelligence analysts, researchers, policy analysts, politicians, broadcasters, museum curators and teachers. A list of career opportunities can be found here: <http://www.historians.org/pubs/Free/careers/Index.htm>

History majors at Notre Dame College also have the opportunity to work in numerous internships related to these careers. NDC History majors have interned in law offices, courts, libraries and historical societies, banks, fusion centers, think tanks and foreign embassies. And many NDC students who complete their undergraduate degrees in History eventually go on to earn graduate degrees.

## HISTORY MAJOR

39 Credits

Students successfully completing a major in History will have developed a range of historical thinking, skills and abilities which they will use in the acquisition of knowledge.

### Student Learning Outcomes

Students completing a major in History should:

- Demonstrate a command of key historical terms and distinctions.
- Use historical language in keeping with established professional usage.
- Apply key historical concepts effectively.
- Demonstrate the ability to use historical analogies effectively.
- Analyze historical questions and issues clearly and precisely.
- Formulate historical information accurately, recognize and evaluate key historical assumptions.
- Identify and discuss fundamental historical problems knowledgeably.
- Recognize and evaluate important historical implications and consequences.
- Identify and compare relevant competing historical points of view, evaluate them and argue effectively in support of a specific historical perspective or interpretation.
- Demonstrate excellent historical reasoning and problem-solving.
- Produce clear, precise, and well-reasoned work.

### Requirements:

EN 210 Critical Writing  
HI 110 Western Cultures from 1500  
HI 200 Major Themes in American History  
HI 450 Senior Research Seminar  
HI 495 Internship

In addition to the specific courses listed above, students must complete the following:

\*Eighteen (18) credits in history AND

Six (6) credits in political science

\*Three (3) of the eighteen (18) credits in history must be from the following: HI 210, HI 330, HI 332, HI 333, HI 334.

A student who desires to do so may also declare an area of special interest within the History major. These areas of special interest include U.S. History, European History or Non-Western History. Students choosing a special area of interest will complete 12 out of the 18 required history credit hours of coursework in the area of special interest, as well as completing the other requirements for the major.

Outstanding students with a major or minor in History may be inducted into the Omicron Iota chapter of Phi Alpha Theta, the national history honorary society.

### **HISTORY MAJOR WITH A PRE-LAW CONCENTRATION**

39 Credits

Students interested in preparing for law school are wise to choose a rigorous History major which will help develop exceptional strength in critical reading and writing, logical reasoning, analytical thought, research skills and moral responsibility to oneself and others. Because there is no specific pre-law major, students are encouraged to establish regular communication with an academic advisor as soon as possible in order to ensure the best possible preparation through course work, an internship, advising and pre-professional testing.

#### **Requirements:**

##### **History:**

EN 210 Critical Writing

HI 110 Western Cultures from 1500

HI 200 Major Themes in American History

HI 450 Senior Research Seminar

HI 495 Internship Project

In addition to the specific courses listed above, students must complete eighteen (18) credits in history and six (6) credits in political science. Three (3) of the eighteen (18) credits in history must be selected from the following courses: HI 210, HI 330, HI 332, HI 333, HI 334.

Students planning to study law need a strong background in the social sciences and the humanities. Therefore, it is strongly recommended that students choose electives from the social sciences and the humanities in consultation with the student's academic adviser.

### **ADOLESCENT TO YOUNG ADULT LICENSE (GR. 7 - 12) AND MAJOR IN INTEGRATED SOCIAL STUDIES**

51 Credits

#### **Requirements:**

EC 201 Principles of Microeconomics

EC 202 Principles of Macroeconomics

HI 110 Western Cultures from 1500

HI 200 Major Themes in American History

HI 450 Senior Research Seminar

PO 111 American Government and Politics

PO 210 State and Local Government and Politics

PO 311 Comparative Politics

**Geography:**

GO 200 World Geography

**American History:****Choose two from the following:**

EC 304 Economic History of the United States  
HI 310 From Colonies to Nation  
HI 311 Forging the American Nation  
HI 312 America Ascendant  
HI 410 American Diplomacy  
HI 411 African-American History  
PO 315 American Constitutional Law

**European History:****Choose one from the following:**

HI 320 The Classical World and the Transition to Feudalism  
HI 321 Renaissance to Revolution  
HI 322 "Isms", Revolution and Imperial Expansion  
HI 325 The Passing of the Old Order

**World Civilizations:****Choose one of the following:**

HI 210 Anthropology  
HI 330 Africa: A Continental History  
HI 332 The Transformation of Japan  
HI 333 The Middle East: From Islam to Nationalism  
HI 334 The Making of Modern China

**American Political Development:****Choose one from the following:**

EC 432 Public Finance  
HI 315 American Constitutional Law  
PO 313 Public Policy in America

**The Interconnected World:****Choose two from the following:**

EC 305 Comparative Economic Systems  
EC 440 International Economics  
PO 312 International Relations  
PO 410 American Diplomacy  
PO 411 International Law

**The Modern Society:****Choose one from the following:**

SO 201 Introduction to Sociology  
SO 222 Problems of Contemporary Society  
SO 305 Minority Groups

See EDUCATION for Professional Education Requirements.

## **MINOR IN HISTORY**

18 Credits

### **Requirements:**

EN 210 Critical Writing

HI 110 Western Cultures from 1500

HI 200 Major Themes in American History

An additional nine (9) credits in upper level history courses are required for completion of the minor. Three (3) of the nine (9) credits must be in a non-European and non-American content area. Students must choose one course from this group: HI 330, HI 332, HI 333, HI 334, HI 336.

## **AREA OF CONCENTRATION IN SOCIAL STUDIES FOR MIDDLE CHILDHOOD LICENSE (GR. 4 - 9)**

18 Credits

### **Requirements:**

EC 100 Economics and Contemporary Issues

GO 200 Geography

HI 110 Western Cultures from 1500

HI 200 Major Themes in American History

PO 111 American Government and Politics

SO 201 Introduction to Sociology

See EDUCATION for Professional Education Requirements.

## **COURSE OFFERINGS**

### **HI 110 Western Cultures from 1500 3 cr.**

This course will examine the development of the Western World from 1500 to the present. Emphasis will be placed on the interaction between European culture and the culture of Africa, Latin America, the Middle East and Asia during the periods of colonialism, imperialism and after independence.

### **HI 200 Major Themes in American History 3 cr.**

A thematic survey of the political, economic, cultural development of American civilization from its inception to the present time. Themes will include the colonial experience, the development of the American nation, the national schism, American expansion, the evolution of American foreign policy, the American reform impulse, the growth of presidential power and American diversity.

### **HI 301/WS 301 History and Themes of the Women's Movement 3 cr.**

A course aimed at exploring how women have shaped and are shaping their own lives and the world. It begins with an overview of the role of women in Western culture since Paleolithic times. Then writers in the First Wave of Feminism (1840-1920) and from the Second Wave (1970 to the present) are surveyed. The course will focus on themes relevant to students and to important current developments for women. Teaching is marked by collaboration, a key element in feminist methodology. Prerequisite: sophomore standing or departmental permission.

### **HI 310 From Colonies to Nation: American History from 1600-1820 3 cr.**

An examination of the emergence of the American nation, from the colonial experience through the revolutionary period and the early national period. Prerequisite: sophomore standing or departmental permission.

### **HI 311 Forging the American Nation: The United States from 1820-1914 3 cr.**



This course traces the growth of the United States during the 19th century. Major themes to be explored include expansion, slavery and sectionalism, reconstruction, industrialism, and imperialism through the Progressive Movement. Prerequisite: sophomore standing or departmental permission.

**HI 312 America Ascendant: The United States from 1914 to the Present 3 cr.**

Examines the development of the United States into a world superpower, focusing on the reforms of the New Deal, New Frontier/Great Society and the Civil Rights Movement. Also considered is the assumption of international responsibility through two world wars and the Cold War. Attention is also paid to issues in American diversity and the divisions in the nation resulting from the Vietnam conflict along with recent issues of significance. Prerequisite: sophomore standing or departmental permission.

**HI 318 Ohio History 3 cr.**

Examines the history of Ohio from pre-colonial times to the present. Prerequisite: sophomore standing or departmental permission.

**HI 320 The Classical World and the Transition to Feudalism 3 cr.**

This course explores the development of the European world between 500 BCE and 1000 CE. The development of the classical ancient world and its subsequent collapse is examined, followed by the Dark Ages and the emergence of feudalism, with special attention paid to the political, economic and social aspects of feudal Europe. Prerequisite: sophomore standing or departmental permission.

**HI 321 Renaissance to Revolution 3 cr.**

This course examines the reawakening of Europe beginning with the Renaissance, followed by the Age of Discovery, the Scientific Revolution, the Enlightenment and Industrial Revolution, concluding with the origins and effects of the French Revolution. Special attention is given to the spread of European culture globally and its initial impact on non-European societies. Prerequisite: sophomore standing or departmental permission.

**HI 322 "Isms", Revolution and Imperial Expansion 3 cr.**

Explores the "long century" of European history following the end of the Napoleonic Wars to the eve of World War I. New themes in European thinking are examined, along with the spread of industrialism, the rise of nationalism and the resurgence of imperialism. Prerequisite: sophomore standing or departmental permission.

**HI 325 The Passing of the Old Order: Europe in the 20th Century 3 cr.**

An examination of the end of the Balance of Power system and the devastating effects of the two world wars on Europe's place in the world. Beginning with the origins of World War I through the end of the Cold War, the reduction of western Europe's dominant position in the world will be investigated. Special attention will be given to the failure of the Treaty of Versailles, the rise of fascism, the Holocaust and the origins and effects of the Cold War on Europe. Prerequisite: sophomore standing or departmental permission.

**HI 330 Africa: A Continental History 3 cr.**

Examines African history from earliest times to the present, with emphasis on the 19th and 20th centuries; the ancient African civilizations, the impact of Europe, the colonial era and the development of the modern independent African states. Prerequisite: sophomore standing or departmental permission.

**HI 332 The Transformation of Japan: From Feudalism to Nationhood 3 cr.**

An investigation into the transition of Japan from a feudal, agrarian society dominated by a military dictatorship to a modern, western-style nation and the world's second leading economic power. The major aspects of traditional Japanese society, culture and politics will be examined first, followed by a study of the creation of the modern Japanese state. Consideration will be given to the speed with which this transformation was accomplished, Japanese expansion and militarism and Japan's

“economic miracle” following the World War II. Prerequisite: sophomore standing or departmental permission.

**HI 333 The Middle East: From Islam to Nationalism 3 cr.**

This course examines Middle Eastern history from the time of Muhammad to the present, with emphasis on the 19th and 20th centuries: the origins and spread of Islam, the rise and fall of the Ottoman and Safavid Empires, the era of European imperialism, and the development of the contemporary Middle East. Prerequisite: sophomore standing or departmental permission.

**HI 334 The Making of Modern China 3 cr.**

Focuses on the struggle to remake Chinese society in light of the effects of western imperialism on China. Traditional China is examined briefly, then the course focuses on China’s struggles in the 19th and 20th centuries to throw off foreign encroachment and transform itself into a modern nation. Prerequisite: sophomore standing or departmental permission.

**HI 336 Latin America: A Regional History 3 cr.**

An overview of the development of Latin America from the arrival of the indigenous population to the present day. The focus will be on the diversified culture of the region, its role within the Western Hemisphere, and its relationship with the United States. Prerequisite: sophomore standing or departmental permission.

**HI 401 Colloquium on Historical Methodology 3 cr.**

An exploration of the development of historiography as represented in the works of the world’s great historians from ancient times to the present. Consideration will be given to methods of research, evaluation of historical evidence and historical interpretation. Prerequisite: sophomore standing or departmental permission.

**HI 410 American Diplomacy 3 cr.**

An examination of the evolution of American foreign policy from isolationism to the assumption of international responsibilities. Special attention will be paid to the increasing role of the executive in the making of American foreign policy. Prerequisite: sophomore standing or departmental permission.

**HI 411 African-American History: The Struggle for Freedom and Equality 3 cr.**

An investigation of the role of Black Americans in the history of the United States through the years of slavery, the transition from servitude to freedom and the struggle to acquire equal rights within American society and the special contributions Black Americans have made to the development of the American nation. Prerequisite: sophomore standing or departmental permission.

**HI 421 The Holocaust 3 cr.**

A consideration of key issues and events which led to the Holocaust, 1939-1945, the World War II era. The course examines the history of Europe between the world wars, focusing on Jews, Gentiles and Germans. The impact of the rise of the Third Reich and passage of the Nuremberg laws will be discussed, and attention is paid to the condition of Gentiles and Jews at the outbreak of the war and the shadow of death that enveloped them in Germany and the occupied countries. The implementation of the Final Solution is traced along with its ramifications for Europe. The course concludes with the process of liberation of the concentration camps by the Allies and the destiny of those who survived. Prerequisite: sophomore standing or departmental permission.

**HI 450 Senior Research Seminar 3 cr.**

This course explores research methodology and allows the students to develop a research project based on their interests and needs. Prerequisites: Twelve hours of history and senior standing.

**HI 495 Internship (Junior/Senior Status) 3 cr.**

This course requires students to complete an internship related to the academic discipline of history. Prelaw students may complete an internship related to the profession of law; integrated social studies majors will complete ED 421, student teaching, in place of the internship.

# INTELLIGENCE STUDIES

## MAJOR IN INTELLIGENCE STUDIES

45 Credits

Students may enter the Intelligence Studies program by declaring a major in Intelligence Studies. Students in the Intelligence Studies program will complete the required coursework listed below. In addition, they will complete the College's Core Curriculum Requirements and round out their coursework by choosing a variety of electives best reflecting their goals and interests as they prepare for a career in intelligence. These courses will be chosen in consultation with the student's academic adviser. Students may also select a minor field of study designed to complement the Intelligence Studies program.

### Student Learning Outcomes

Students completing the major in Intelligence Studies program should:

- Write and deliver oral reports consistent with the expectations of the intelligence community
- Identify, describe, and discuss the intelligence cycle and the intelligence process knowledgeably
- Recognize the various federal agencies that make up the national intelligence community and discuss their respective missions.

### Course Requirements:

IP 150 Introduction to Intelligence  
IP 250 Methods of Research and Analysis  
IP 253 Writing for Intelligence  
IP 350 Terrorism  
IP 351 Competitive Intelligence  
IP 352 Methods of Financial Investigation and Research  
IP 353 Intelligence and National Security  
IP 452 Strategic Intelligence  
IP 455 Advanced Research and Analysis  
IP 450 Senior Research Project  
IP 495 Internship

**Plus 12 credits in a foreign language**

## COURSE OFFERINGS

### **IP 150 Introduction to U.S. Intelligence 3 cr.**

An overview of the scope, elements and history of intelligence activities, with special emphasis on the American experience. Particular attention is paid to the role of intelligence in a democratic society.

### **IP 250 Methods of Research and Analysis 3 cr.**

An integrated lecture and applications course that will develop basic skills in writing for intelligence, analysis, presentation and technology. Prerequisite: IP 150.

### **IP 253 Writing for Intelligence 3 cr.**

An introduction into the fundamentals of effective intelligence writing and presentation. Emphasis is placed on the variety of forms of intelligence writing, briefing styles, evaluation of intelligence products for form and substance and application of various advanced analytic techniques. Prerequisites: IP 150 and EN 110 or equivalent.

### **IP 350 Terrorism 3 cr.**

An examination of the origins of terrorism and its evolution in order to develop an understanding of the roots, development, and impact of contemporary worldwide terrorism, especially in the United States. Prerequisite: sophomore or departmental permission.

**IP 351 Competitive (Business) Intelligence 3 cr.**

Explores the actionable information needs of modern business for competitive intelligence and business analysis with an emphasis on practical exercises and the use of open sources. Prerequisite: sophomore or departmental permission.

**IP 352 Methods of Financial Investigation & Research 3 cr.**

An examination of the tools and some of the financial background used by accountants and others in identifying financial fraud. Included is the examination of various types of records (bank, personal, etc.), which are at the center of financial investigation and analysis. Although some attention is paid to “white collar” crime, the course emphasizes the technical aspects involved in the investigation of financial crimes and the analysis of financial data necessary to make a financial case. Prerequisite: sophomore or departmental permission.

**IP 353 Intelligence and National Security 3 cr.**

An introduction to the process of national security decision-making in the United States with a special emphasis on the role of intelligence in formulating policy. Included is an historical overview of national security politics and practices since World War II, a description of major institutions and processes in national security policy-making, and a survey of significant national security problems and their changing nature in the 21st century. Prerequisite: sophomore or departmental permission.

**IP 450 Senior Research Seminar 3 cr.**

This course explores research methodology and allows the students to develop a research project based on their interests and needs. Prerequisites: Twelve hours of Intelligence Studies (IP) courses and senior standing.

**IP 452 Strategic Intelligence 3 cr.**

This course is divided into three parallel tracks that will cover strategic theory, the practice of strategic intelligence, and the application of those principles to a “real life” problem. Students will participate throughout the course as the member of a group in a large-scale estimative project. This project will require a minimum of two graded papers and two graded presentations, as well as a variety of more modest assignments. Prerequisite: junior or departmental permission.

**IP 455 Advanced Research and Analysis 3 cr.**

A continuation of the introductory course, which strives to develop enhanced skill levels, research processes and analytical products. Prerequisites: IP 150, IP 250, IP 253, junior standing.

**IP 495 Internship (Junior Status) 3 cr.**

# MANAGEMENT INFORMATION SYSTEMS

## Student Learning Outcomes

Students completing the major in Management Information Systems should:

- Communicate effectively in oral, written and listening skills.
- Analyze and think critically, including creative and ethical analysis.
- Improve organizational processes.
- Critically evaluate and specify actions on current ethical issues in the Information Systems field.
- Collaborate and negotiate with others as well as perform successfully at the individual level.
- Demonstrate the ability to integrate high performance in the design and implementation of information systems solutions.
- Demonstrate knowledge and skills related to the management of ongoing information systems operations.
- Investigate and apply opportunities created by technology innovations.
- Identify and document information requirements.
- Identify, design and evaluate solution and sourcing alternatives.
- Demonstrate knowledge of how enterprise IT architecture is integrated, designed and managed.
- Develop, test and debug simple applications.

## MANAGEMENT INFORMATION SYSTEMS MAJOR

### Requirements:

#### Business Administration Core Courses + 24 credits in the following:

BU 425 Project Management  
IS 222 Programming Logic and Design  
IS 310 Systems Analysis  
IS 330 Information Technology Infrastructure  
IS 340 Security, Ethics and Intellectual Property  
IS 350 Database Management Systems  
IS 435 Enterprise Architecture  
Plus one upper level IS course

### Recommended Coursework:

BU 388 Business Ethics  
Plus one upper level IS course

## PROGRAMMING MINOR

19 Credits

### Student Learning Outcomes for the minor:

- Students should demonstrate competency in programming specific to their chosen track
- Students should design programs/applications according to accepted principles of software engineering

### Core (13 Credits):

IS 222 Programming Logic and Design  
IS 235 Software Engineering  
IS 336, 337 C++ Programming and Lab  
MA 332 Introduction to Discrete Mathematics

### Advanced Programming (Six Credits):

IS 345 Contemporary Languages  
IS 436 Advanced C++

## COURSE OFFERINGS

**IS 180 Introduction to Computer Desktop Skills 3 cr.**

This course will introduce beginning computer concepts, including computer functions, hardware devices, software types and using a network. It also includes exposure to Windows and Internet Explorer. It concentrates on instruction in word processing, using spreadsheets, presentation graphics, and other online collaboration tools. Computer placement test required.

**IS 222 Programming Logic and Design 3 cr.**

Language-independent course introducing the computer program design and development process. Identification and solution of business problems emphasized. Concepts include program structures, decision-making, flow control, algorithm development and arrays. Techniques include structured flow charts, hierarchy charts, and the use of pseudocode in program design. Prerequisite: MA 110 or concurrent.

**IS 235 Software Engineering 3 cr.**

The software engineering process involves all of the steps of the Systems Development Life Cycle (SDLC), from requirements modeling to design, from design to development, and from development through testing to implementation. This course will examine all of those aspects as well as modern methodologies for software development, team collaboration, and quality assurance. Prerequisite: IS 222.

**IS 243 Multimedia Development 3 cr.**

Introduction to the concepts of multimedia software, hardware, development concepts and basic visual and human interface design issues. Hands-on experience with multimedia hardware and software.

**IS 245 Website Design and Development 3 cr.**

Emphasizes general principles of designing and building web sites. Use of HTML and web page editors to build complete web sites. Use of scripting languages to tie web sites to databases and add other features to the website.

**IS 260 Computer Decision-Making Applications 3 cr.**

Focus on intermediate level skills in spreadsheet and database management packages. Emphasis on using the software tools to solve problems. Prerequisite: Placement.

**IS 310 Systems Analysis 3 cr.**

Introduction to business systems analysis. The phases of the systems analysis and design cycle are examined using an approach that provides the student with a practical method for the application of systems techniques in the analysis, design, implementation, and evaluation of business information systems.

Prerequisites: BU 235 and IS 260.

**IS 330 Information Technology Infrastructure 3 cr.**

This course introduces students majoring in Management Information Systems to the concepts and issues of Information Technology infrastructure, particularly, hardware, operating systems, and networking, with an emphasis on how they are selected and used to support business functions. It prepares students to work effectively with both IT professionals in the enterprise and external vendors and to design processes and solutions that depend on that infrastructure

**IS 336 C++ Programming 3 cr.**

Introduction to the object-oriented computer programming language C++. Emphasis on the syntax of C++ and techniques for developing, debugging and documenting programs. Taken concurrently with IS 337 C++ Programming Lab. Prerequisite: IS 222.

**IS 337 C++ Programming Lab 1 cr.**

One 2.75 hour lab period weekly taken concurrently with IS 336 C++ Programming. Lab provides hands-on experience working with the C++ language.

**IS 340 Security, Ethics, and Intellectual Property 3 cr.**

In this case study-based course, students will examine the context, implications, and mechanics of information systems security at both the micro (individual system and network) and macro (enterprise) levels. In addition, ethical considerations of information technology and its use in modern enterprises will be investigated, as well as the growing issue of intellectual property rights and responsibilities.

Prerequisite: BU 235.

**IS 345 Contemporary Languages 3 cr.**

This course will introduce students who already have a programming foundation in C++ to a number of the other popular contemporary languages, such as Java, C#, and Objective-C. The emphasis is on the structural and syntactic differences between them, as well as explaining the circumstances in which one language is preferable to another. Lab exercises will provide coding experience in each language.

Prerequisite: IS 336/337.

**IS 350 Database Management Systems 3 cr.**

A study of problems in managing data as a valuable resource of an organization. Topics include data structures, data models (hierarchical, network, inverted, relational), database management systems, database administration, data dictionaries, database design, and issues related to data management (ownership, integrity, sharing, security, privacy). Exposure to microcomputer database management systems.

Prerequisites: IS 222, IS 260 and IS 310.

**IS 391 - 394 Selected Topics in Info Systems 3 cr.**

Study of selected topics in Information Systems. Topics will vary; title will reflect topics covered in a particular offering. Some possibilities are Advanced Website Development, Using VBA with Microsoft Office, Advanced Spreadsheet Analysis. Prerequisite varies with topic.

**IS 435 Enterprise Architecture 3 cr.**

This course explores the design, selection, implementation and management of enterprise IT solutions. The focus is on application and infrastructure and their fit within the business. Students learn frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, emerging technologies, and IT investment analysis. These topics are addressed both within and beyond the organization, with attention paid to managing risk and security within audit and compliance standards. It also prepares students to communicate technology architecture strategies concisely to a general business audience.

Prerequisites: BU 235, IS 330.

**IS 436 Advanced C++ 3 cr.**

This course builds on the intermediate-level skills learned in IS 336/337 to include advanced topics such as object-oriented design, data structures, and database integration. The main focus of this class is a semester-long project intended to showcase the student's programming skills. Prerequisite: IS 336/337.

**IS 443 Advanced Multimedia Development 3 cr.**

Focus on the physical design, testing and implementation of a multimedia module developed with an authoring program. Prerequisites: IS 222 and 243.

**IS 491-494 Independent Study 1-3 cr.**

Opportunity for the student to study specific topics of interest not covered in curriculum which would aid in overall content knowledge of business or help better prepare student for career. Must have approval of department. Prerequisite: junior or senior standing.



# MATHEMATICS

The Mathematics Program Mission is to educate students with a foundation in mathematical knowledge, applications and aesthetics for preparation for careers, graduate school and personal enrichment. The mathematics program provides students with a broad foundation in mathematical knowledge, applications and aesthetics for the purpose of preparation for careers, graduate school and personal enrichment. Students pursuing either a Bachelors of Arts or a Bachelors of Science in mathematics must complete the common major requirements as well as an area of concentration chosen from one of the areas below. In addition, it is recommended that students complete PH 200 Critical and Creative Thinking, which fulfill Philosophical Inquiry in the Core Curriculum.

## **Student Learning Outcomes**

Students completing a major in Mathematics will:

- Analyze problems and use critical thinking.
- Solve problems with a willingness to find multiple strategies.
- Complete proofs successfully.
- Communicate mathematical concepts clearly.
- Show an appreciation and knowledge of historical developments in mathematics and the people who accomplished them.
- Demonstrate acquisition of mathematical habits of mind.

## **Common Major Requirements (27 Credits):**

MA 175 Calculus I  
MA 176 Calculus II  
MA 277 Calculus III  
MA 280 Differential Equations I  
MA 330 Modern Geometry  
MA 331 Linear Algebra and Matrix Theory  
MA 332 Introduction to Discrete Mathematics  
MA 432 Modern Algebra  
MA 481 Coordinating Seminar

The Bachelors of Arts degree also requires an Internship experience (MA 295, 395, or 495) or a Student Teaching Experience (see requirements under Education).

## **PREPROFESSIONAL MATHEMATICS CONCENTRATION**

39 Credits

This area of concentration will provide the students with the opportunity for personal growth by preparing them for further studies in graduate school as well as for entry level positions in various mathematical and other related professions, and will show the students how they can use their individual skills to better our society as a whole.

### **Common Major Requirements plus the following:**

MA 363 Numerical Analysis I  
MA 410 Differential Equations II  
MA 452 Discrete Structures  
Plus one elective 300 level and above

## **AREA OF CONCENTRATION IN MATHEMATICS FOR ADOLESCENT TO YOUNG ADULT LICENSE (GR. 7 - 12)**

39 Credits

### **Common Major Requirements plus the following:**

MA 221 Statistics I  
MA 310 Number Theory  
Two upper-biennium math electives

See EDUCATION for Professional Education Requirements.

## **AREA OF CONCENTRATION IN MATHEMATICS FOR MIDDLE CHILDHOOD LICENSE (GR. 4 - 9)**

15 Credits

### **Requirements:**

MA 120 Pre-Calculus  
MA 130 Elementary Number Theory  
MA 131 Geometry, Probability and Statistics from an Elementary Point of View  
MA 221 Statistics I  
MA 330 Geometry

See EDUCATION for Professional Education Requirements.

## **MATHEMATICS MINOR**

23 Credits

### **Requirements:**

MA 175 Calculus I  
MA 176 Calculus II  
MA 277 Calculus III  
MA 330 Modern Geometry  
MA 331 Linear Algebra and Matrix Theory  
Plus two electives (one at 200-level and one at 300/400-level)

### **Mathematics Placement Test**

A student who intends to register for any of the following courses is required to have successfully completed the prerequisite for that course within two years prior to registration or to have demonstrated proficiency by taking a mathematics placement test within two years prior to registration.

MA 100	MA 120	MA 175
MA 105	MA 130	MA 221
MA 110	MA 131	MA 330

**Binary Program in Engineering**

Students who are interested in pursuing a career in engineering may enter the Binary Program in Engineering. Students who major in mathematics or science at Notre Dame College can apply for admission to a binary program at Case Western Reserve University. The application should be made during the sophomore year so that course arrangements can be made by the beginning of the junior year. However, a freshman entering Notre Dame College should make known to the academic advisor the intent to enter the binary program.

At the conclusion of the engineering degree requirements, the student will receive a BS degree from Notre Dame College and a BS degree from the School of Engineering, Case Western Reserve University. The program takes a minimum of five years.

Students who wish to pursue engineering after graduation can do this with an undergraduate major in chemistry or mathematics. During the sophomore year the student should know the program requirements of the planned graduate school so that the appropriate course electives can be chosen.

## COURSE OFFERINGS

MA 100, 105 and 110 are developmental courses; they count toward the 128 credit hours required for graduation, but do not fulfill the quantitative inquiry of the foundational outcomes of the Core Curriculum. All courses beyond the developmental series count toward the 128 credit hours required for graduation and fulfill the quantitative inquiry requirement of the Core Curriculum.

### **MA 100 Introductory Algebra 3 cr.**

Sets, real numbers, basic algebraic operations and polynomial arithmetic, factoring, linear equations and inequalities, rectangular coordinate systems, solution of linear systems, algebraic fractions, exponents and radicals, solution of quadratic equations and applications. (Placement test required)

### **MA 105 Beginning/Intermediate Algebra 3 cr.**

This course will reinforce the development of algebraic concepts in order to prepare students for further mathematical application in various disciplines. Topics covered will include sets, real numbers, algebraic operations, polynomial arithmetic, factoring, rectangular coordinate systems, solution of linear systems, algebraic fractions, exponents and radicals, solution of quadratic equations and applications, inequalities and their graphs, introduction to conic sections, introduction to functions, exponential and logarithmic functions, problem solving techniques and applications. This is a developmental course. Placement is by math ACT score. Students must earn a C or higher to receive credit for the course.

### **MA 110 Intermediate Algebra 3 cr.**

Algebraic operations, solving equations and inequalities, lines, inequalities and their graphs, introduction to conic sections, introduction to functions, exponential and logarithmic functions, systems of equations, problem solving techniques and applications. Prerequisite: MA 100 or both of the following: one unit of high school algebra and one unit of high school geometry. (Placement test required)

### **MA 120 Precalculus Mathematics 3 cr.**

Functions, exponential and logarithmic functions, trigonometric functions and their inverses, identities, equations and applications and analytic geometry. Prerequisite: MA 110 or equivalent. (Placement test required)

### **MA 130 Elementary Number Theory 3 cr.**

General preparation in mathematics for elementary educators. Set theory, problem solving strategies, pattern recognition, numeration systems, number theory, properties of and operations with real numbers. Prerequisite: MA 110 or equivalent. (Placement test required)

### **MA 131 Geometry, Probability and Statistics from an Elementary Point of View 3 cr.**

General preparation in mathematics for elementary educators. Geometry with emphasis on shapes and measurement, transformational geometry and symmetry, logic, counting methods, permutations and combinations, an introduction to probability and statistics. Prerequisite: MA 110 or equivalent. (Placement test required)

### **MA 175 Calculus I 4 cr.**

Review of functions and graphs, limits and continuous functions, the derivative, differentiation of algebraic and transcendental functions, applications, anti-derivatives, definite integrals and applications.

Prerequisite: MA 120 or equivalent.

### **MA 176 Calculus II 4 cr.**

Continuation of MA 175. The definite integral, computation of anti-derivatives, techniques of integration, the Fundamental Theorem of Calculus, applications, introduction to convergence or divergence of sequences. Prerequisite: MA 175.

**MA 191, 192 Selected Topics****1-3 cr.****MA 220 Applied Finite Mathematics****3 cr.**

Introduction to mathematical modeling, usage and arithmetic of matrices, linear programming, counting techniques, probability, Markov processes and the mathematics of finance. Prerequisite: MA 110 or equivalent.

**MA 221 Statistics I****3 cr.**

Descriptive statistics, probability, normal and binomial distributions, sampling concepts, sampling distribution, estimation, hypothesis testing, confidence intervals and linear correlation. Prerequisite: MA 110 or equivalent.

**MA 277 Calculus III****3 cr.**

Continuation of MA 176. Sequences, series, Taylor series, multivariable calculus, analytic geometry in  $R^3$ , partial derivatives, applications of the derivative, multiple integrals, applications of multiple integrals, vector functions and their derivatives. Prerequisite: MA 176.

**MA 280 Differential Equations I****3 cr.**

First-order equations and applications, higher-order linear equations, linear systems, series solution of linear equations, Laplace transform solution of linear equations and introduction to numerical methods of solution. Prerequisite: MA 277.

**MA 295, 395, 495 Internship****1-6 cr.**

A program which enables students to receive credit for work, paid or volunteer, related to their academic studies in their major field, both to make these studies more practical and to open possibilities for employment after graduation. Prerequisite: sophomore status.

**MA 300 Statistics II****3 cr.**

Continuation of estimation and hypothesis testing, correlation, simple and multiple regression, inferences on variances and proportions, analysis of variance (ANOVA), nonparametric tests, index numbers, time series and introduction to decision theory. Prerequisite: MA 221.

**MA 310 Number Theory****3 cr.**

Divisibility properties of integers, prime numbers, linear and quadratic congruences, Diophantine equations, special number theory functions and quadratic residue theory. Corequisite: MA 332.

**MA 330 Modern Geometry****3 cr.**

Axiomatic foundations to Euclidean and non-Euclidean geometries and contemporary approaches to the study of geometry. Prerequisite: MA 120 or equivalent.

**MA 331 Linear Algebra and Matrix Theory****3 cr.**

Algebra of matrices, systems of linear equations, Gauss-Jordan reduction, inverses, discriminants, eigen values, linear spaces and subspaces, spanning sets, linear independence, basis, null space, change of basis, orthogonal bases, linear transformations, matrix representation and composition of transformation. Prerequisite: MA 176 or MA 120 with departmental approval, or MA 220 with department approval.

**MA 332 Introduction to Discrete Mathematics****3 cr.**

Logic and set theory, proof techniques, relations and functions, algorithms, elementary properties of integers, counting techniques and probability. Prerequisite: MA 175 or MA 120 with department approval or MA 220 with department approval.

**MA 350 Math History****3 cr.**

A study of algebra, number theory, irrational numbers, analytical geometry, the Calculus, non-Euclidean geometries and infinite sets from an historical perspective. Prerequisite: MA 120.

- MA 363 Numerical Analysis I** **3 cr.**  
Theory and techniques of numerical computation, interpolation by Lagrange and difference methods, numerical differentiation and integration and numerical solution of differential equations. Prerequisite: MA 176.
- MA 391, 392 Selected Topics** **1-3 cr.**
- MA 395, 495 Internship** (required for BA) **3 cr.**
- MA 410 Differential Equations II** **3 cr.**  
Infinite series, complex variables, vector analysis, Fourier series, curvilinear coordinates and partial differential equations. Prerequisite: MA 280.
- MA 416 Advanced Probability and Statistics** **3 cr.**  
This course will encounter topics such as sample space, discrete and continuous probability functions, special distributions, combinatorics, random variables, expected values, moment-generating functions and estimation. Prerequisites: MA 176 and MA 300.
- MA 432 Modern Algebra** **3 cr.**  
Groups, rings, fields, normal subgroups, congruence, quotient groups, ideals, quotient rings, equivalence relations, abstract algebraic structures. Prerequisite: MA 332 (or corequisite).
- MA 452 Discrete Structures** **3 cr.**  
Graph theory, Boolean algebras, logic, networks, structures, morphisms and finite state machines. Prerequisite: MA 332.
- MA 463 Numerical Analysis II** **3 cr.**  
Matrix computations and solutions of linear equations, iterative solutions of systems of equations, computer methods of optimization and simulations. Prerequisite: MA 280.
- MA 481 Coordinating Seminar** **1 cr.**  
Special topics in mathematics are explored in an interdisciplinary format. Preparation of a research paper for public presentation is required. No prerequisite. Taken in the final semester before graduation.
- MA 491, 492 Independent Study** **1-3 cr.**

## MODERN LANGUAGES

### ARABIC

In keeping with the mission of Notre Dame College, Arabic language courses offer students studies that enable them to think critically, read analytically, and write clearly in the Arabic language while learning about its literature and culture. The coursework in these areas provides students with the tools to develop communicative and intercultural competency and proficiency, so that they can interact, engage, and compete in the global community.

Arabic courses are open to all students, and the study of this language has applications for those students majoring in intelligence studies. The intelligence and law enforcement communities are seeking candidates for employment who have some proficiency in Arabic in order to effectively counter potential international terrorist threats. Accordingly, some level of Arabic proficiency can be useful for candidates seeking employment with the Departments of State, Treasury, Defense, Homeland Security, and other federal, state and local agencies. Students majoring in international business may also find Arabic study useful.

### Student Learning Outcomes

Upon completing 12 credits of Arabic, students should:

- Demonstrate sufficient comprehension to understand most factual material in nontechnical prose
- Possess an active reading vocabulary
- Initiate and maintain predictable face-to-face conversations and satisfy limited social demands such as travel and accommodation needs
- Demonstrate understandable pronunciation
- Demonstrate ability to write routine social correspondence
- Produce writing that is legible to native readers
- Comprehend short conversations in common social and emergency situations

### SPANISH

In keeping with the mission of Notre Dame College, the Spanish program offers students a minor that enables them to think critically, read analytically, and write clearly in the Spanish language while also learning about literature and culture. The coursework in these areas provides students with the tools to develop communicative and intercultural competency and proficiency, so that they can interact, engage, and compete in the global community.

As with Arabic, Spanish has applications for those enrolled in Intelligence Studies as the language aids intelligence professionals who have a particular interest in the areas of law enforcement and border security.

### Student Learning Outcomes

Students completing the minor in Spanish should:

- Be able to communicate appropriately in Spanish in real-life situations.
- Distinguish, interpret and produce the grammatical structures of Spanish in writing, speaking, listening and reading in a coherent way.
- Demonstrate appropriate linguistic decorum by assessing the setting, the topic and the relationships among people communicating in Spanish.
- Organize a message in Spanish effectively and to compensate, via strategies such as inference, paraphrasing and repetition, for any difficulties. This skill refers to the ability to overcome potential communication problems in interaction.
- Identify and explain the historical significance of principal figures, works, and tendencies in literature, film and other forms of cultural production throughout the major historical periods of the Spanish-speaking world.
- Demonstrate critical, analytical and coherent reading and writing about literature produced in the Spanish-speaking world.
- Recognize, describe and evaluate the major historical events and developments within the

Spanish-speaking nations and cultures.

## **SPANISH MINOR**

24 Credits

### **Requirements: General**

**(9 credits)**

SP 201 Intermediate Spanish I

SP 202 Intermediate Spanish II

SP 315 Advanced Grammar and Conversation I

### **Two (2) CULTURE courses from the following (one Latin American, one Peninsular Spanish) (6 credits)**

SP 346 Peninsular Spanish Culture and Civilization to 1900

SP 347 Contemporary Peninsular Spanish Culture and Civilization

SP 350 Latin American Culture and Civilization to 1900

SP 351 Contemporary Latin American Culture and Civilization

### **Two (2) LITERATURE courses from the following (one Latin American, one Peninsular Spanish): (6 credits)**

SP 321 Introduction to Literature: Latin American Short Stories

SP 334 Latin American Literature to 1900

SP 335 Latin American Literature of the 20th Century

SP 345 Peninsular Spanish Literature of the 19th and 20th Centuries

SP 367 Spanish Medieval Literature: Origins to 1500

SP 368 Spanish Golden Age: Renaissance and Baroque

SP 473 Cervantes and the Masterpieces of Spanish Literature

SP 474 Cervantes: Don Quijote de la Mancha

### **One (1) LANGUAGE course from the following: (3 credits)**

SP 316 Advanced Grammar and Conversation II

SP 320 Spanish for Health Care Providers II

SP 365 Spanish for Business

SP 420 Introduction to Professional Translating

## **COURSE OFFERINGS**

### **ARB 200: Introduction to Arabic I**

This course is designed for students with no previous knowledge of Modern Standard Arabic. Students will learn the Arabic alphabet, basic writing and conversational skills, and entry-level Arabic grammar, including gender of nouns and verbs and regular conjugations. Students will also be exposed to Arabic culture and social customs. Prerequisite: none

### **ARB 201: Introduction to Arabic II**

Building upon skills introduced in ARB 200, students are expected to enhance the four language skills of speaking, listening, reading and writing in Modern Standard Arabic. This class will introduce hollow, double-root, and defective verbs, absolute negation, and conditional tense. Students will continue learning about Arab culture. Prerequisite: ARB 200.

### **ARB 300: Intermediate Arabic I**

Students will begin to develop an intermediate knowledge of Modern Standard Arabic. Through the introduction of new vocabulary, the course will provide opportunities for students to solidify and augment the grammar learned in the introductory courses. It will focus on the development of the ability to use



Modern Standard Arabic orally and in reading and writing. The oral component will enable students to practice and improve upon their Arabic oral communication skills. Assessment will be through specific presentations and projects, which will allow the students to further develop and build on the oral aspect of the Arabic language. Prerequisite: ARB 201.

**ARB 301: Intermediate Arabic II**

This course continues building the students' intermediate knowledge of Modern Standard Arabic. The continued introduction of new vocabulary will provide opportunities for students to solidify and augment the grammar learned in the three previous courses. The course will continue to focus on the development of the ability to use Modern Standard Arabic orally and in reading and writing. The oral component will allow students to practice and improve upon their Arabic oral communication skills. Assessment will be through specific presentations and projects, which will allow the students to further develop and build on the oral aspect of the Arabic language.

Prerequisite: ARB 300.

**SP 101 Basic Spanish I 4 cr.**

Introduction to the Spanish language and Hispanic cultures through interactive and communicative reading, writing, listening, and speaking activities to develop language and cultural proficiency.

**SP 102 Basic Spanish II 4 cr.**

Continuation of Spanish 101.

**SP 120 Spanish for Health Care Providers I 2 cr.**

The main goal of this introductory class is to gain confidence approaching and effectively interacting with Spanish-speaking patients and their families. Basic medical vocabulary, practical language skills (written and oral communication) and dialogues related to specific medical tasks are learned in this class through role playing, mock medical situations, etc. The students will be introduced to important issues in the care of the Hispanic patients: culture, values, beliefs, and their health status. Prerequisites: Jr. or Sr. Nursing major or permission of instructor.

**SP 191, 192, 193, 194 Selected Topics 1-3 cr.**

**SP 195, 295, 395, 495 Internship 1-6 cr.**

On-the-job experience using Spanish as a tool; hours and credits to be arranged with the Department.

**SP 201 Intermediate Spanish I 3 cr.**

Continuation of SP 102. Integration of grammar, oral, and written practice in exercises, conversation and readings which evolve within a cultural context. Prerequisite: SP 102 or 2 years of high school Spanish or equivalent proficiency.

**SP 202 Intermediate Spanish II 3 cr.**

Continuation of SP 201. Prerequisite: SP 102 or 2 years of high school Spanish or equivalent proficiency.

**SP 315 Advanced Grammar and Conversation I 3 cr.**

Study and utilization of grammar in speech and writing. Spanish phonetics. Development of advanced vocabulary and cultural awareness. Discussion of current events and oral analysis of readings. Conducted in Spanish. Prerequisite: SP 202 or 3 years of high school Spanish or demonstrated proficiency.

**SP 316 Advanced Grammar and Conversation II 3 cr.**

Study of grammar on a more advanced level through the intensive practice of speeches, conversation, and writing. Development of broad vocabulary, coherent discourse and cultural awareness. Discussion of current events and oral analysis of readings. Conducted in Spanish. Prerequisite: SP 315 or 4 years of high school Spanish or demonstrated proficiency.

**SP 320 Spanish for Health Care Providers II 3 cr.**

This course is designed for intermediate/advanced students. The class aims to improve the communication skills with the Spanish-speaking patients and their families, building upon the knowledge and skills acquired in the introductory course. A broader vocabulary and more complex grammar structures will be taught in a medical context. Oral communication will be emphasized (listening and speaking). Migration patterns, cultural topics and other important issues will be explored in order to improve understanding of and communication with the Hispanic patient to achieve better health outcomes. Conducted in Spanish. Prerequisite: SP 315 or equivalent.

**SP 321 Introduction to Literature: Latin American Short Stories 3 cr.**

An introduction to literary analysis in representative works by Latin American writers. Selections of Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, Juan Rulfo, Gabriel García Márquez, Carlos Fuentes, María Luisa Valenzuela, Isabel Allende and others. Conducted in Spanish. Prerequisite: SP 315 or demonstrated proficiency.

**SP 334 Latin American Literature to 1900 3 cr.**

An introduction to Latin American literature from the beginning of the narrative (Diario de Cristóbal Colón) to the end of the nineteenth century, with emphasis in understanding the social and historical context in which the works took shape. Conducted in Spanish. Prerequisite: SP 315 or demonstrated proficiency.

**SP 335 Latin American Literature of the 20th Century 3 cr.**

An introduction to Latin American literature from roughly 1900 to the present, with attention to principal literary trends in Spanish. The readings include essays, poetry, short stories, plays, and novels by the most prominent authors such as José Martí, Rubén Darío, Pablo Neruda, Jorge Luis Borges, Octavio Paz, Gabriel García Márquez, Julio Cortázar, and others. There would be emphasis in understanding the social and historical contexts in which the works took shape. Conducted in Spanish. Prerequisite: SP 315 or demonstrated proficiency.

**SP 345 Peninsular Spanish Literature of the 19th and 20th Centuries 3 cr.**

An introduction to modern Peninsular Spanish literature and to basic concepts of literary analysis. Plays, poetry, and novels of nineteenth and twentieth century Spain will be read and discussed in relation to the history and the culture of the period. The course will focus on literary movements of Spain, representative works, and their critical analysis: Romanticism, Realism, The Generation of 1898 (Miguel de Unamuno, Valle Inclán), The Generation of 1927 (Federico García Lorca), and the post-Civil War novel, poetry and theatre.

Conducted in Spanish. Prerequisites: SP 315 or demonstrated proficiency.

**SP 346 Peninsular Spanish Culture and Civilization to 1900 3 cr.**

Study the development and construction of Spanish culture and civilization from pre-Roman times to the beginning of the twentieth century, focusing on history, geography, art, literature, and other cultural manifestations. Conducted in Spanish. Prerequisite: SP 315 or demonstrated proficiency.

**SP 347 Contemporary Peninsular Spanish Culture and Civilization 3 cr.**

The students will acquire a basic knowledge of history, geography, literature and will examine some of the social, cultural, and political issues in contemporary Spain in order to develop alternative ways of seeing, feeling, and understanding another culture. Conducted in Spanish. Prerequisite: SP 315 or demonstrated proficiency.

**SP 350 Latin American Culture and Civilization to 1900 3 cr.**

Latin America before the discovery of the New World to the beginning of the twentieth century: history, literature, art, music. Pre-Colombian cultures, the Discovery of America, the Conquest, the colonial period, independence, Latin America identity. Conducted in Spanish. Prerequisite: SP 315 or demonstrated proficiency.

**SP 351 Contemporary Latin American Culture and Civilization 3 cr.**

The students will acquire a basic knowledge of the cultural diversity of the Latin American countries, including geography, literature, social and political issues in a historical context in order to develop alternative ways of seeing, feeling, and understanding other cultures. Conducted in Spanish. Prerequisite: SP 315 or demonstrated proficiency

**SP 365 Spanish for Business 3 cr.**

Spanish for basic business and legal transactions and correspondences. Terminology used in banking, commerce, accounting and marketing. Students will analyze commercial documents and use Spanish in oral and written communication. Conducted in Spanish. Prerequisite: SP 315 or equivalent.

**SP 367 Spanish Medieval Literature: Origins to 1500 3 cr.**

An introduction to the masterworks in Spanish Literature from the beginning to 1500: epic poems, lyric and narrative. Students will gain insight into significant socio-historical transformations. Conducted in Spanish. Prerequisite: SP 315 or demonstrated proficiency.

**SP 368 Spanish Golden Age: Renaissance and Baroque 3 cr.**

Study of representative works of the sixteenth and seventeenth centuries: pastoril poetry (Garcilaso de la Vega), mystic poetry (Santa Teresa de Jesús, Juan de la Cruz), picaresque genre (Lazarillo de Tormes), Baroque drama, poetry, and narrative: Lope de Vega, Quevedo, Góngora. Emphasis will be in understanding the cultural, intellectual and historical forces that shaped the literary production. Conducted in Spanish.

Prerequisite: SP 315 or demonstrated proficiency.

**SP 391, 392, 393, 394 Selected Topics 1 –3 cr.**

Conducted in Spanish. Prerequisite: SP 315 or demonstrated proficiency.

**SP 420 Introduction to Professional Translating 3 cr.**

General principles, procedures, theory, and tools for translating; some basic principles of linguistics. Practice in translating from Spanish to English.

**SP 473 Cervantes and the Masterpieces of Spanish Literature 3 cr.**

Intensive study of the Novelas ejemplares as well as representative work of other Spanish literary masters. Conducted in Spanish. Prerequisite: SP 315 or demonstrated proficiency.

**SP 474 Don Quijote de la Mancha – Miguel de Cervantes 3 cr.**

A detailed study of the Spanish masterpiece. Conducted in Spanish. Prerequisite: SP 315 or demonstrated proficiency.

**SP 491, 492, 493, 494 Independent Study 1-3 cr.**

An opportunity for qualified and capable students to work on special topics via independent reading, study, and research in Spanish. Hours and credits arranged by the department.

# MUSIC

Although not offered as a major or minor program of study at Notre Dame College, music is integral to our liberal arts curriculum. The study of music not only introduces students to the culture of various peoples, especially in the Western world, but also stimulates both creative and critical thinking.

## Student Learning Outcomes

Students electing music courses should:

- Perform and/or attend performances of a variety of music representing both classical and contemporary styles.
- Use musical vocabulary accurately to describe musical styles and performances and to critique musical events.
- Recognize and respect the artistic creativity and professional discipline of composers, performers and various types of artists.

## General Education Requirement Creative Inquiry

This requirement may be met by various courses in music as specifically listed on the course schedule each semester.

## COURSE OFFERINGS

### **MU 103, 104 General Musicianship and Theory I, II 3, 3 cr.**

Fundamentals of music theory, ear training, sight singing, form and analysis, and written keyboard harmony.

### **MU 105 Performing Groups Choir 1-3 cr.**

Vocal groups rehearsing weekly and performing at least once a semester.

### **MU 106 Performing Groups Research 1.5-3 cr.**

Vocal and/or instrumental groups rehearsing weekly and performing at least once per semester. In addition, the student will write a research paper.

### **MU 160 Music Appreciation 3 cr.**

A historical overview of the role and function of music in Western civilization. Emphasis on listening. Field trips to hear live concerts are part of the course content. Ability to read music notation is not necessary for this course.

### **MU 191, 192, 193, 194 Selected Topics 1-3 cr.**

### **MU 195, 196 Applied Music**

Private lessons available in piano, voice or instruments, for credit or non-credit. Credit amounts arranged and granted on the basis of an evaluated performance at the end of the semester. Other special projects in music may be arranged.

### **MU 205 Performing Groups Band 1-3 cr.**

Instrumental groups rehearsing weekly and performing at least once a semester.

### **MU 211, 212 Music History I, II 3, 3 cr.**

Survey of the development of Western music from ancient to modern times, with emphasis on listening skills.

### **MU 213 Jazz Appreciation 3 cr.**

A development and an understanding of jazz as a uniquely American art form through listening to recorded and live performances. Emphasis on aural perception.

**MU 214 Music Now and Then 3 cr.**

An exploration of various contemporary musical styles and forms as they are traced back to their historical ("classical") roots. Attendance at live concerts, including one off-campus performance, is required.

**MU 320 Music and Art: Historical Survey 3 cr.**

A survey of music and visual art forms from the perspective of basic elements such as line, harmony, texture, timbre and form. Includes the development of artistic styles in music and art through various historical periods. Attendance at live concerts and visits to the art museum are an integral part of the course.

**MU 391, 392, 393, 394 Selected Topics 1-3 cr.**

**MU 395, 396 Independent Study: Applied Music**

# PERFORMING ARTS MINOR

## PROGRAM AND REQUIREMENTS

18 Credits

### Student Learning Outcomes

Students completing a minor in the Performing Arts should:

- Effectively demonstrate performance excellence in a college-based ensemble.
- Understand the history of musical/theatrical development with emphasis on contemporary trends in Music and Theatre.
- Evaluate and appreciate different modes of creativity and expression from both Music and/or Theatre.

### PREREQUISITES

Audition/Interview with Director of specific Performing Group

#### Performance Requirement

- Performing Arts Minor Students must participate in a Notre Dame College based Performing Arts Program (Band, Choir, or Theatre) during each semester of attendance.
- *\*Alternative approval for this requirement can be reviewed by the Director of Performing Arts.*

### Course Requirements

**18 Credits from any of the following courses (at least 6 credits must be from Upper Biennium courses):**

#### Music Courses

MU 103, 104	Intro to Musicianship	(2 Credits)
MU 195	Applied Music <i>**through an approved instructor/institution</i>	(up to 3 Credits)
MU 203	Music Theory—Diatonic	(3 Credits)
MU 211/212	Music History I, II	(3-6 Credits)
MU 213	Jazz Appreciation	(3 Credits)
MU 214 or MU160	Music Now and Then/Music Appreciation	(3 Credits)
MU 311	Survey of Choral Literature	(3 Credits)
MU 316	Survey of Instrumental Literature	(3 Credits)

#### Theatre Courses

CA212/TR212	Oral Interpretation	(3 Credits)
EN261/TR261	Drama and Theatre	(3 Credits)
EN262/TR262	Modern Drama and Theatre	(3 Credits)
CA260	Improvisation	(3 Credits)
CA309/TR309	Acting and Directing	(3 Credits)
CA313/TR313	Event and Play Production	(3 Credits)
CA305	Film Studies	(3 Credits)

#### Performance Courses

*(Course level based on progression in the specific performance area)*

MU #10	Concert Choir	(1 Credit)
MU #12	Chamber Singers	(.5 Credit)
MU #15	Band	(1 Credit)
TR #05	Theatre	(1 Credit)

*\*MU#15/#10/and TR#05, Performing Groups – Band, Choir, Theatre (Course level based on progression in the specific performance area) are all 1 credit per semester courses that can be taken every semester. The identification of “up to 3 credits” is meant to limit the application of credits taken in these courses towards the minor. While the student can earn credits in every semester they take part in a performing group, only 3 of those credits can be used towards the minor, thereby ensuring that students will gain a well-rounded experience in the other coursework offered.*

*NB: Three credits of the same Performing Groups will meet Creative Inquiry requirement for the College Core Curriculum.*

# NURSING

The mission of the Bachelor of Science in Nursing (BSN) Program is derived from the institutional mission statement of the College. The mission of the Notre Dame College Nursing Program is to prepare a professional nurse who is responsive to the health needs of a diverse global society.

This mission is implemented through fostering personal, professional and social responsibility within the context of a values based faith environment. Liberal arts and the sciences serve as the foundation for the professional education and the development of core competencies. The baccalaureate nursing program provides unique opportunities for service to meet the health needs of society, especially the vulnerable and underserved. International educational opportunities are also integrated throughout the program to prepare students for practice in a rapidly changing global health care environment. The baccalaureate nursing program prepares individuals for practice in a variety of health care settings and serves as a foundation for further graduate education.

## **Tracks:**

Multiple entry levels for the program are designed to meet the needs of the life-long learner. The Commission on Collegiate Nursing Education (CCNE) accredited Bachelor of Science in Nursing Program has two tracks. The Pre-Licensure Track is designed to prepare the student to become a professional nurse. Upon completion of the program the graduate is eligible to take the National Council Licensing Exam (NCLEX-RN®) to become a registered nurse.

The second track is the Post-Licensure RN to BSN Track. This track is designed for the registered nurse (RN) who has a diploma in nursing or an Associate of Science degree with a major in nursing and who wants to complete a Bachelor of Science in Nursing degree.

## **Program Outcomes:**

Graduates of the BSN Program will:

- Synthesize concepts and theories from the liberal arts, sciences and the discipline of nursing to promote the health and well being of individuals, groups, communities and populations.
- Communicate effectively using oral, written and other forms of information technology.
- Demonstrate competence in technological skills used in professional nursing practice.
- Apply critical thinking to evaluate alternatives and make decisions that affect the health and well-being of self and others.
- Integrate personal and professional values to practice within the legal and ethical standards of the profession.
- Respect human diversity in the provision of health care to populations of different gender, socioeconomic, religious or cultural traditions.
- Demonstrate leadership and management in the delivery of health care within complex adaptive systems.
- Support a commitment to life-long learning for personal and professional development.
- Use evidence-based practice in the provision of health care services for individuals, groups, communities and populations in a variety of settings.
- Participate in political processes that influence the economic, legal and social direction of health care policies.

## **Transfer and Advanced Standing:**

- Students transferring into the Bachelor of Science in Nursing Program must abide by the College policies regarding transfer students/credits. Not all qualified transfer students may be accepted into the program. The best qualified applicants will be selected each year based on the number of seats available. All courses transferred into the Nursing Program, including nursing courses, must have a grade of C or greater for transfer credit to be granted. Courses older than 10 years will be considered for transfer on an individual basis; some may transfer in only as electives but not count toward general education requirements.



- Nursing pre-requisite and nursing major courses more than five years before admission may not transfer and may need to be repeated. The Division Chair and Admission Committee of Nursing will determine the transfer status of such courses. The policies for transfer credits are the same for both the pre-licensure and RN-BSN tracks.
- Faculty of the Notre Dame Bachelor of Science in Nursing Program will evaluate content of nursing courses to determine if the course is comparable to one offered in the Notre Dame Bachelor of Science in Nursing Program. Students may be asked to submit course syllabi or other evidence for evaluation of transfer credit. Students may be required to take proficiency tests in identified subjects to validate learning.
- Transfer students must submit a nursing application to the Bachelor of Science in Nursing Program and must meet all prerequisites for entry into the Program.
- Any student admitted to the Nursing Program with advanced standing must meet current college and nursing program curriculum and graduation requirements at the time of admission to the program.

### **Graduation Requirements**

Students in the Pre-Licensure Track must demonstrate satisfactory performance on a comprehensive exit examination as described in the Nursing Division Student Handbook in order to graduate from the program. All Candidates for the Bachelor of Science in Nursing Degree must meet the requirements listed below.

### **Candidates for the Bachelor of Science in Nursing must have:**

- earned a minimum of 128 semester hours of credit
- successfully completed courses fulfilling the Core Curriculum
- successfully completed the courses fulfilling the requirements of the baccalaureate nursing major (refer to NDC College Catalog)
- maintained a minimum cumulative 2.5 GPA in the nursing major
- attended Notre Dame College for at least one year
- completed a minimum of thirty-two (32) semester credits of course work at Notre Dame College, including a minimum of sixteen (16) semester credits of nursing courses
- at least 45 credits of upper-biennium courses (300 or 400 level).

### **Pre-Licensure BSN Track Policies**

#### **Pre-Licensure BSN Track Admission Requirements:**

Nursing Program admission is open to all students who demonstrate that they have the intellectual ability, emotional stability and personal qualifications needed to be a professional nurse. Students wishing to apply to the BSN Program must first be admitted to the College. This is a separate application process conducted through the Admissions Office.

#### **Prerequisites needed for admission to the BSN Program are:**

FYS 100	First Year Seminar
BI 204/BI 205	Human Anatomy and Physiology I/Lab
BI 206/BI 207	Human Anatomy and Physiology II/Lab
CH 106/107	Principles of Inorganic Chemistry/Lab
CH 116/117	Principles of Organic and Biological Chemistry/Lab
EN100/101	College Composition I and II
OR	
EN 110	Advanced Composition: Expository Writing
MA110	Intermediate Algebra
PY 201	General Psychology

The nursing application process is competitive with preference given to current Notre Dame students. Not all qualified students may be accepted into the program.

Current Notre Dame College students may apply to the Pre-Licensure Track of the BSN program Spring semester for entry beginning the following academic year. Students applying to the nursing program must:

- Have a cumulative grade point average (GPA) of 2.75 or higher (grades earned over 10 years ago will not be used to calculate the GPA),
- Complete the course prerequisites for the nursing program with a grade of C or greater,
- Submit ACT or SAT scores (not required for students age 23 or over),
- Provide documentation of physical and emotional ability to meet the requirements of the program from their health care provider,
- Submit a separate application for the BSN program through the Nursing Centralized Application Service (CAS) at <https://portal.nursingcas.org>

A direct entry option allows select high school seniors who meet certain criteria to be admitted both to the College AND directly admitted to the BSN Program. After direct admission, nursing majors are expected to maintain the same progression policy as other nursing majors in order to retain their status in the nursing program. Following are the criteria for direct admission to the BSN Program at Notre Dame College:

- Composite ACT score of 22 or higher (or equivalent SAT scores)
- Minimum cumulative high school GPA of 3.5 on a 4.0 scale (i.e. unweighted GPA)
- Completed, with a grade of C or higher, the following high school courses: chemistry, biology and pre-calculus

Once directly admitted into the BSN Program, nursing majors must successfully complete, with grades of C or higher, all prerequisite and support courses required of pre-nursing students. Direct Admit BSN students must maintain a cumulative GPA of 2.75 or higher during their freshman year at NDC. If those criteria are met, Direct Admit BSN students will progress to the first year (sophomore level) of the BSN program, bypassing the competitive application process required of pre-nursing students.

Conditional acceptance for students in the Pre-Licensure track may be given for those students who are currently enrolled in nursing program prerequisites at the time of application. All nursing course prerequisites must be completed with a grade of C or better and all other requirements must be met for full acceptance into the program. Students in the Pre-Licensure Track will be notified of final acceptance into the program once grades are received for Spring semester and the cumulative GPA is determined. Students in the RN to BSN Post-Licensure Track may be given conditional acceptance pending completion of nursing program prerequisites.

Physical and emotional capabilities required for applicants to the Nursing Program include (but are not limited to):

- Visual acuity with or without corrective lenses to read small print on medication labels and/or physician's orders, calibrate equipment, perform physical assessment and recognize when a patient is in imminent danger.
- Hearing ability with or without auditory aids to understand the normal speaking voice without seeing the person's face, hear emergency alarms, student/patient's calls for help, call bells and stethoscope sounds originating from body systems.
- Physical ability to perform cardiopulmonary resuscitation, pulling, pushing, stooping and kneeling.
- Ability to communicate effectively in verbal and written form.
- Manual dexterity and fine motor skills, including the ability to draw up medication in a syringe.
- Emotional stability to function in stressful situations and to accept personal responsibility and accountability for his/her actions.

All students must have a completed criminal record and background check prior to beginning any clinical experience. Students must assume all costs associated with the background checks/ fingerprinting. The results of the criminal background check may impact the student's ability to complete the clinical component of the program. Clinical affiliating agencies may refuse access to clinical sites for students

with a criminal record. The results of the background check are used, along with other components of the student's academic and personal record, to determine the ability of the person to fulfill the requirements of the program.

In accordance with section 504 of the Rehabilitation Act of 1973 Notre Dame College will make reasonable accommodations to assist a student with a disability to advance through the program.

### **Re-Enrollment Policy**

A student in the Pre-Licensure BSN Track who fails a nursing course or withdraws from the nursing sequence for a semester for any reason, including verified illness, personal crisis, or military service, must make a request to the Admission and Retention Committee for re-enrollment. The written request must include a completed Nursing Division Re-enrollment form (available online or in the Nursing Division office) and an Action Plan developed in collaboration with the student's advisor. Students who fail or withdraw from a nursing course may not take nursing electives without applying and being accepted for re-enrollment. Re-enrollment in nursing courses is based upon a space available basis and cannot be guaranteed. The re-enrolled student must meet current College and nursing program curriculum and graduation requirements at the time of re-enrollment to the program, regardless of the number of credits earned under a previous catalog.

Students who have two unacceptable grades in any combination of nursing courses including nursing electives are dismissed from the program and not eligible for re-enrollment.

### **Readmission Following Absence of One Year or More Policy**

If a student has not been enrolled in classes at Notre Dame College for one calendar year, the student must apply for readmission to the college and to the nursing program. Students seeking readmission are expected to follow the same admission process as those prospective students who will be attending Notre Dame College for the first time. The student must meet current College and nursing program curriculum and graduation requirements in place at the time of readmission to the program, regardless of the number of credits earned under a previous catalog.

### **Grading:**

A minimum cumulative GPA of 2.5 is required for all students in the baccalaureate nursing program.

A minimum grade of "C" is required in all nursing prerequisites, support courses and nursing courses in the nursing major. Students must achieve a minimum exam average of 75% in each nursing course and complete all course requirements as specified in the course and clinical syllabus, in order to satisfactorily pass the nursing course with a grade of C or greater. ATI exams are included as part of the exam average. If a student achieves less than a 75% exam average in a nursing course, the student must repeat the theory, lab and clinical component (if included) of the nursing course. The nursing program grading scale for exams differs from the College grading scale. See the Nursing Student Handbook for additional information.

If a nursing course has a clinical/lab component, students must achieve a satisfactory rating in the clinical/lab component, as well as meet all other course requirements, in order to successfully pass the course. Students who receive an unsatisfactory clinical/lab rating, but maintain an overall average of 70% or greater for ALL course assignments (including tests and quizzes) will receive a grade of C-. Prerequisite courses and support courses may be repeated only once if a grade lower than C is achieved. Two unacceptable grades in any combination of nursing courses (NR) including Nursing Elective courses will be grounds for dismissal from the nursing program.

### **Progression:**

Students must attain a final semester grade of C or better in all nursing prerequisites, support courses and required nursing courses; must have a 2.5 cumulative GPA; and must achieve a satisfactory clinical/lab rating for their clinical/lab experience to progress in the program. See the Nursing Student

Handbook for additional information about progression related to course grading policies.

Nursing program students may only withdraw from the same nursing course (NR) one time due to a failing grade, that is, a course grade average lower than 73 % and/or unsatisfactory clinical performance. The withdrawal policy applies if the student withdraws from a course due to the 75% exam average policy. See the Nursing Student Handbook for additional information about progression related to course grading policies.

Students will be placed on academic probation in the nursing program, by the Nursing Division, if the cumulative GPA is lower than 2.5 at the end of any semester in the program. If the student does not show progress or raise the GPA to 2.5 or above by the following semester, the student will be dismissed from the program.

### **Pre-Licensure Track Requirements**

Prerequisites (28-31 Credits):

FYS 100	First Year Seminar
BI 204/205	Human Anatomy and Physiology I/Lab
BI 206/207	Human Anatomy and Physiology II/Lab
CH 106/107	Principles of Inorganic Chemistry/Lab
CH 116/117	Principles of Organic and Biological Chemistry/Lab
EN 100/101	College Composition I and II
OR	
EN 110	Advanced Composition: Expository Writing
MA 110	Intermediate Algebra
PY 201	General Psychology

### **Support Courses (16 Credits):**

BI 240/241	General Microbiology/Lab
HP 216	Nutrition in Health and Disease
MA 221	Statistics I
PY 251	Lifespan Development
SO 201	Introduction to Sociology

### **Nursing Major (63-64 Credits):**

NR 200	Health Assessment Across the Lifespan
NR 215	Foundations of Nursing I
NR 216	Foundations of Nursing II
NR 225	Pharmacology and Pathophysiology
NR 310	Evidence Based Practice
NR 320	Adult Nursing Practice
NR 330	Mental Health Nursing
NR 340	Family Nursing
NR 410	Health Care Policy in Complex Adaptive Systems
NR 420	Community/Populations Nursing Practice
NR 430	Nursing Care of Adults/Families with Complex Multisystem Health Alterations
NR 450	Gerontology
NR 460	Health Care Leadership/Management in Complex Adaptive Systems
NR 461	Professional Practicum

### **Nursing Elective (2-3 Credits)**

**Select one:**

NR 391	Nursing Informatics
NR 470/471	Holistic Nursing
NR 472/473	Selected Topics in Nursing
NR 474/475/476	International Nursing: A Global Perspective

## **RN to BSN Post-Licensure Track Policies**

### **RN to BSN Post-Licensure Track**

The RN-BSN Program at Notre Dame College is delivered in a fully online format designed to accommodate the needs of working nurses. Online courses are eight weeks in length and the entire program can be completed in as little as sixteen months.

A RN-BSN program student who is a graduate of a nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN) or Commission for Nursing Education Accreditation (C-NEA) will receive a minimum of 31 semester credits for previous nursing courses. No more than 96 credits will be considered for transfer; students must earn a minimum of 32 credits at NDC to graduate.

RN students who submit evidence of current certification in gerontology from the American Nurses Credentialing Center (ANCC) will receive credit by examination for NR 450. This credit will be applied during the student's last semester before graduation.

### **RN to BSN Post-Licensure Track Support Courses**

BI 204/205	Human Anatomy and Physiology I/Lab
BI 206/207	Human Anatomy and Physiology II/Lab
CH 106/107	Principles of Inorganic Chemistry/Lab
EN 100/101	College Composition I and II
OR	
EN 110	Advanced Composition: Expository Writing
PY 201	General Psychology
BI 240/241	General Microbiology/Lab
HP 216	Nutrition in Health and Disease
MA 221	Statistics I
PY 251	Lifespan Development
SO 201	Introduction to Sociology

### **Nursing Major (29 Credits):**

NR 200	Health Assessment across the Lifespan
NR 300	Professional Transitions
NR 310	Evidence Based Practice
NR 410	Health Care Policy in Complex Adaptive Systems
NR 420	Community/Populations Nursing Practice
NR 450	Gerontology
NR 460	Health Care Leadership/Management in Complex Adaptive Systems
NR 464	RN to BSN Capstone Practicum

### **Nursing Electives (3 Credits)**

Select one:

NR 391	Nursing Informatics
NR 472/473	Selected Topics in Nursing

### **RN to BSN Post-Licensure Track Admission Requirements:**

- Graduated from an Associate Degree or Diploma nursing program that is accredited by the Accreditation Commission for Education in Nursing (ACEN) or Commission for Nursing Education Accreditation (C-NEA) with a minimum cumulative GPA of 2.00 or higher.
- Current, valid licensure as a registered nurse in the state in which the clinical practice experiences will be completed.
- RN to BSN students are exempt from the ACT/SAT requirements

### **RN to BSN Post-Licensure Track Reenrollment/Readmission Policy**

A student in the baccalaureate program who interrupts enrollment in the nursing sequence of courses for any reason, must apply for re-enrollment. Re-enrollment in nursing courses is based upon a space available basis and cannot be guaranteed. If a student has not been enrolled in classes at Notre Dame College for one calendar year, the student must apply for readmission to the College and to the nursing program. Students seeking readmission are expected to follow the same admission process as those prospective students who will be attending Notre Dame College for the first time. The student must meet current College and nursing program curricular and graduation requirements at the time of readmission to the program, regardless of the number of credits earned under a previous catalog.

### **RN to BSN Post-Licensure Track Grading Policy**

A final semester grade of B- or better to successfully complete a nursing course is required. A minimum cumulative GPA of 2.5 is required for all students in the baccalaureate nursing program.

### **RN to BSN Post-Licensure Track Progression Policy**

RN to BSN Post-Licensure Track students must attain the following for course progression:

- A final semester grade of B- or better to successfully complete a nursing course.
- If a grade of B- is NOT attained, the student must repeat the course before enrolling in any other nursing course.
- A minimum 2.5 cumulative GPA.
- Achieve a satisfactory evaluation for their clinical/lab experience to progress in the program. See Nursing Student Handbook for additional information about progression related to course grading policies.
- RN to BSN Post-Licensure Track students must show evidence of and maintain a current, valid license as a registered nurse in the state in which field and clinical experiences will be completed.
- Two unacceptable grades in any combination of nursing courses (NR) including Nursing Elective courses will be grounds for dismissal from the nursing program.

## **COURSE OFFERINGS**

### **Level I (Sophomore)**

#### **NR 200 Health Assessment Across the Life Span for BSN Licensure Program 3 cr.**

Didactic, and lab with two and one-half class hours/week, one and one-half lab hours/week. A systems approach is used to provide students with a comprehensive approach for basic health assessment of the individual. Cross cultural approaches for interviewing and communication principles are presented. Collection of data and identification of patterns and relationships provide a foundation for personal health assessment and the nursing care planning process. Developmental theories across the lifespan serve as a framework for assessment of normal growth and development. Prerequisites: Admission to the Bachelor of Science in Nursing Program, BI 240/ 241 and PY 251 (or concurrent).

#### **NR 200 Health Assessment Across the Life Span for RN to BSN Program 3 cr.**

Didactic with three class hours/week. A systems approach is used to provide students with a comprehensive approach for basic health assessment of the individual. Cross cultural approaches for interviewing and communication principles are presented. Collection of data and identification of patterns and relationships provide a foundation for personal health assessment and the nursing care planning process. Developmental theories across the lifespan serve as a framework for assessment of normal growth and development. Prerequisites: Admission to the RN-BSN Program.

#### **NR 215 Foundations of Nursing I 4 cr.**

Didactic, lab, clinical with two class hours/week, three lab hours/week and forty-five (45) hours clinical/semester. Introduction to the theoretical foundations of nursing and conceptual framework of the curriculum. Concepts include critical thinking and the nursing process, basic health care needs of the individual, diversity, systems theory, communication, and evidence based practice. The process of values clarification is discussed. Legal, professional, and ethical standards of the profession are introduced. Service learning required in this course. Prerequisites: Admission into the BSN program, BI 240/241 (or

concurrent).

**NR 216 Foundations of Nursing II**

**5 cr.**

Didactic, lab, clinical with two class hours/week, three lab hours/week and ninety (90) hours clinical/semester. Builds on concepts, knowledge and skills introduced in Foundations of Nursing I. Establishes a foundation for safe nursing practice in meeting basic care needs for individuals with common disruptions of body systems. Presents scientific principles and evidence base for skill development, including medication administration. Opportunities for self mastery and application of skills are provided in a variety of settings. Use of critical thinking in application of skills is stressed. Prerequisites: NR 200; NR 215; NR 225 (or concurrent).

**NR 225 Pharmacology and Pathophysiology**

**3 cr.**

Didactic with three class hours/week. Pharmacokinetics and clinical applications of a variety of classes of drugs based on pathophysiological alterations and clinical concepts are presented. Drug interactions with living systems are examined. Role of the nurse is discussed, including legal and ethical issues related to medication administration. Opportunities to develop skill in drug calculations are provided. Prerequisites: NR 200, NR 215, BI 240/241, NR 216 (or concurrent).

**Level II (Junior)**

**NR 300 Professional Transitions (RN-BSN ONLY)**

**3 cr.**

Didactic with 3 class hours/week. Introduction to the philosophy and curriculum framework for BSN completion program. Theoretical foundations of nursing practice are presented. Systems theory and complexity theory are introduced. Process of values clarification is introduced. Current nursing issues are discussed. Examines scope and standards for the nursing profession and ethical issues related to the practice of nursing. Law regulating the practice of nursing is reviewed. Current, valid license as a registered nurse; evidence of satisfactory completion of an accredited diploma or associate of science in nursing program. Prerequisites: Admission to the RN-BSN Program.

**NR 310 Evidence-Based Practice**

**3 cr.**

Didactic with three class hours/week. Sources, levels and strength of evidence for best practice are reviewed. Process for critiquing evidence is discussed. Methods and tools for implementation of evidence-based practice to achieve optimal patient outcomes are examined. Relationship of health care policy to evidence-based practice is discussed. Service learning required in this course. Prerequisites: NR200, NR215, NR 216, NR 225; MA 221 (or concurrent) for students enrolled in the BSN Pre-licensure track; NR 300 (or concurrent) for students enrolled in the Post-Licensure RN to BSN Track.

**NR 320 Adult Nursing Practice**

**7 cr.**

Didactic, clinical with four and one-half class hours/week, one and one-half lab hours/week and one hundred thirty-five (135) hours clinical/semester. Study of health alterations of the adult through the lifespan. Application of critical thinking and the nursing process in the care of adults with short-term acute and/or chronic health alterations. Interrelationships of body systems are emphasized as well as interrelationships with other complex adaptive systems. Application of strategies for health promotion, maintenance and restoration of the adult. Prerequisites: HP 216, NR200, NR215, NR 216, NR 225, NR 310 (or concurrent). (Students admitted to the College prior to 2014 are subject to credit hour requirements as listed in the catalog of their admittance year.)

**NR 330 Mental Health Nursing**

**5 cr.**

Didactic, clinical with four class hours /week and forty-five hours clinical/semester. Focus is on promotion and maintenance of mental health and care of individuals and groups experiencing mental health alterations. Emphasis is placed on vulnerable populations and the context in which mental health alterations occur. Health care policy implications of mental health issues are discussed. Service-learning opportunities are provided with vulnerable populations experiencing or at high risk for mental health alterations. Prerequisites: NR 310, NR 320.

**NR 340 Family Nursing** **6 cr.**

Didactic, clinical with three and one-half class hours/week, one and one-half lab hours/week and ninety hours clinical/semester. Family assessment and diversity of family styles. Issues related to providing health care services for vulnerable family populations are compared with issues related to healthy families. Strategies to minimize health risk and to promote health and well being of the family are discussed. Care of parents, including pregnancy, and children from newborn through adolescence are presented in the context of a childrearing family as a complex adaptive system. Service learning opportunities are provided with vulnerable family populations. Prerequisites: NR 310 and NR 320.

**Level III (Senior)**

**NR 410 Health Care Policy in Complex Adaptive Systems** **3 cr.**

Didactic with three class hours/week. Analyses of economic, legal and social factors impacting health care policies. Discussion of relationship between emerging social issues/trends and health care disparities. Discussion of social justice and equity in access and delivery of health care services. Opportunities are provided to participate in political processes impacting nursing and health care policy. Service learning required in this course. Prerequisites: NR 330, NR 340 for students enrolled in the BSN Pre-Licensure Track. NR 300 (or concurrent) for students enrolled in the Post- Licensure RN to BSN Track. Open to non-nursing majors with permission of instructor.

**NR 420 Community/Populations Nursing Practice** **3/5 cr.**

Introduces concepts and strategies to promote culturally sensitive care for communities and populations. Diversity and culture are examined in relation to social systems and patterns of interconnected relationships. Epidemiological concepts are integrated throughout. Examines the role of the nurse in caring for communities and populations. Emergency preparedness and bioterrorism are introduced. Collaboration and coordination with community members and agencies is emphasized. Pre-licensure track requirements: Prerequisites: NR330, NR 340 and NR 410 (or concurrent). 5 Credit hours; Didactic three hours/week and 90 clinical practicum hours/semester. Post- licensure RN/BSN track requirements: Pre-Prerequisites: NR 300 or concurrent, 3 Credit hours; Didactic two hours/week and 45 clinical practicum hours/8/wk. session.

**NR 430 Nursing Care of Adults/Families with Complex Multisystem Health Alterations** **6 cr.**

Didactic, clinical with two and one-half class hours/week, three lab hours every other week and ninety (90) clinical hours/semester. Application of critical thinking and use of the nursing process with adults/families experiencing complex, multisystem health alterations. Role of technology in the assessment and management of acutely ill adults is discussed. Prerequisites: NR 330, NR 340. (Students admitted to the College prior to 2014 are subject to credit hour requirements as listed in the catalog of their admittance year.)

**NR 450 Gerontology** **3 cr.**

Didactic, Clinical/Practice experience with two class hours/week and forty-five (45) clinical hours in the pre-licensure BSN program. For post-licensure RN-BSN students, the credit hour distribution is the equivalent of three class hours per week. Study of theories of aging and systems impacting older adults. Literature, art and/or film are used as mediums to examine issues related to aging. Discussion of end-of-life concepts and theories. Examines responses of the older adult in health and illness from an interdisciplinary perspective. Prerequisites: NR 330 and NR 340 for students enrolled in the BSN Pre-Licensure Track; Junior or senior status is required; NR 300 (or concurrent) for students enrolled in the Post-Licensure RN to BSN Track.

**NR 460 Health Care Leadership/Management in Complex Adaptive Systems** **3 cr.**

Didactic course with three class hours/week. Exploration of leadership and management theories/concepts applied to the role of the nurse as a leader, manager and coordinator of care. Examines



concepts and theories related to negotiation, conflict management and delegation. Legal implications of documentation and delegation are emphasized. Strategies to improve cost, safety and quality of care, based on evidence-based practice, are applied within complex adaptive health care systems.

Prerequisites: NR 430 for students enrolled in the BSN Pre-Licensure track. Corequisite: NR 461 for students enrolled in the BSN Pre-Licensure Track. NR 300 (or concurrent) for students enrolled in the RN to BSN Track.

**NR 461 Professional Practicum** **5 cr.**

Seminar, clinical with one class hour/week and one hundred eighty (180) hours clinical/semester. Role development of the professional nurse. Prepares students for transition to practice as a professional nurse. Students develop an individualized program of study to integrate concepts/theories of the nursing program into their professional practice. Includes discussion of strategies for organization and time management. Open to students enrolled in the BSN Pre-Licensure Track only. Prerequisites: NR 410, NR 420, NR 430, NR 450, NR 460. NR 450 and NR 460 may be taken concurrently.

**NR 464 RN to BSN Capstone Practicum** **5 cr.**

Didactic with one class hour/week, two class seminar hours/week and ninety (90) Clinical Practice Experience hours. This course provides an integrated experience with opportunities to apply baccalaureate level nursing competencies. Role development of the baccalaureate nurse is stressed. Students develop an individualized program of study to integrate concepts/theories of the nursing program into their professional practice. The capstone includes a clinical practice experience consisting of the development, implementation and evaluation of a clinically focused project. Prerequisites: Open to students in the RN to BSN Track only. In order to enroll in NR 464 all nursing courses must be completed and students may only have three credits of RN-BSN support courses remaining which must be taken with NR 464.

## **NURSING ELECTIVES**

**NR 391 Nursing Informatics** **3 cr.**

This course is designed to examine computer technology and health information systems by successfully managing data, information, knowledge, and technology to provide safe and effective patient care. The utilization of tools, databases, Internet, and the World Wide Web is explored to further enhance the quality of patient care, and inform practice decisions. A focus on data management, telecommunication, legal and ethical issues, and educational applications are discussed within the course and how they impact nursing administration, evidence based research as well as the future of nursing. Actual problem-solving, computer competencies and web-based projects will be emphasized and how they can be used to improve the efficiency of the nursing care delivery system. Prerequisites: NR 300 for RN-BSN program students; Junior or Senior standing for pre-licensure BSN students.

**NR 470/471 Holistic Nursing** **2 cr./3 cr.**

Didactic with two class hours/week (2 cr.) An additional credit may be earned for service learning component. Introduction to use of complementary and alternative health modalities (CAM). Analysis of evidence base for selected CAM. Prerequisites: Junior or senior level status for nursing majors. Junior or senior status and permission of the Chair of the Division of Nursing.

**NR 472/473 Selected Topics in Nursing** **2 cr./3 cr.**

Didactic with two class hours/week (2 cr.) An additional credit may be earned for service learning component. Focus is a special topic related to nursing. Course is taught in seminar format. Topic for seminar to be announced. Prerequisites: Level II (Junior) or Level III (Senior) status in the nursing program.

**NR 474/475 International Nursing: A Global Perspective** **2 cr./3 cr.**

Didactic with two class hours/week (2 cr.) An additional credit may be earned for service learning component. Comparison of health care systems in developing countries versus the United States.

Introduction to global diseases including malaria, tuberculosis and HIV. Cultural beliefs impacting health care are explored. May include a travel abroad component. Prerequisites: Level II (Junior) or Level III (Senior) status in the nursing program or permission of the Chair of the Division of Nursing.

**NR 476 International Nursing: A Global Perspective**

**1 cr.**

Travel abroad component only. Must be a Junior or Senior level nursing program student, or obtain special permission of the Chair of the Division of Nursing. Prerequisite or concurrent: NR 474.

# PHILOSOPHY

Philosophy courses at Notre Dame College challenge students to think critically about our world and the human condition, providing a strong foundation for a liberal arts curriculum. Philosophy is an important part of our liberal arts tradition because it directly fosters a life-long pursuit for truth, beauty and goodness.

Notre Dame College students are required to take two philosophy courses. All students are required to take the ethics course (PH 480) to learn how to analyze critical questions of right and wrong in our time and to identify and apply various philosophical positions in response to these questions. Although the History of Western Philosophy course (PH 180) is recommended at the beginning of one's college career, a student is free to choose among the various philosophy electives to satisfy the Philosophical Inquiry requirement.

Philosophical thinking can be applied in any life situation because it teaches general problem solving, clear and persuasive communication, and writing that is ordered, coherent and complete. For this reason, one can argue that a philosophy minor is an invaluable compliment to any academic discipline. Careers that are especially dependent on philosophy and philosophical thinking include law, politics, the sciences, theology, journalism, communication, management and education.

## Student Learning Outcomes

Students completing a minor in philosophy should:

- Identify, comprehend, analyze and evaluate philosophical arguments in oral and written discourse.
- Understand, analyze, interpret and apply major works in the areas of the History of Philosophy, Ethics and contemporary topics.
- Be able to develop and express philosophical positions using the insights of philosophers and other thinkers

## MINOR IN PHILOSOPHY

18 Credits

Requirements:

PH 180 History of Western Philosophy

PH 480 Current Ethical Problems and Positions

12 additional credits in philosophy courses

## COURSE OFFERINGS

### **PH 180 History of Western Philosophy            3 cr.**

A study of the history of western philosophy which chronicles the major thinkers and their key thoughts. The history of philosophy is understood as an ongoing conversation which continues in our own day. The course sketches the main contours of the way in which the conversation has taken shape since its beginnings with the ancient Greeks.

### **PH 200 Critical and Creative Thinking            3 cr.**

Thinking is both a skill and an art, with its own purposes, principles, strategies and precautions. This course is designed to develop and strengthen one's thinking by exploring the creative processes involved in problem identification and solution, the role of argument formation and criticism, and finally, communicating one's thinking. Both current events and timeless philosophical questions will be explored. Critical and Creative Thinking is a strong foundational course for all academic disciplines and majors.

### **PH 320 Philosophy of Person 3 cr.**

A close look at human nature and personal identity. Questions like “Who am I, really?” and “How free am I?” will be explored, along with love and our relationship with the natural world. Study of both classical and contemporary authors. Prerequisite: Sophomore standing; PH 180 recommended.

**PH 340 Philosophical Perspectives on Woman 3 cr.**

A survey of various notable models of female nature which have been expressed in the history of western thought, from the ancient period to the present. The latter part of the course will be devoted to readings in the feminist critique of these historical models and will look at contemporary views of female nature. This course is an elective in the Women's Studies minor. Prerequisite: Sophomore standing; PH 180 recommended.

**PH 355 Political Philosophy 3 cr.**

A study of the major approaches to the questions surrounding the political nature of human beings. The key thoughts of the major political philosophers, both classical and contemporary, will be analyzed. Prerequisite: Sophomore standing; PH 180 recommended.

**PH 360 Philosophy of Art 3 cr.**

An investigation into the nature of art. What is art? Is beauty subjective? What role should an artist play in society? These are a few of the timeless questions that will be explored. Students will also develop a language of art that will assist in defining their own aesthetic values. Prerequisite: Sophomore standing; PH 180 recommended.

**PH 380 Bioethics 3 cr.**

An investigation of ethical issues raised by technological advances in the health care sciences. Issues to be studied include the beginnings and endings of life, genetic research, organ transplants, reproductive technologies, the right to health care and the allocation of scarce resources. In addition, the relation of humans to the life of the planet and to their more specific environment will be studied. Prerequisite: Sophomore standing; PH 180 recommended.

**PH 391, 392, 393, 394 Selected Topics 1-3 cr.**

**PH 480 Current Ethical Problems and Positions 3 cr.**

A critical examination of the major approaches to ethics given to us by the history of philosophy. The contributions of Aristotle, Aquinas, Kant and Mill are studied first from a theoretical perspective. These theories are then applied to a variety of ethical issues which face us today. The student is introduced to the world of both the theory and practice of ethics. Junior status required; PH 180 recommended.

**PH 481, 482 Seminar 1-3 cr.**

Research and reports on selected periods or areas of philosophy. Conferences as the instructor directs. Open to qualified students who have had introductory courses in philosophy. Hours and credit arranged by the instructor, with the approval of the division head.

**PH 491, 492, 493, 494 Independent Study 1-3 cr.**

An opportunity for qualified and capable students to do independent work in the field of philosophy. Topics, hours and credits arranged by the instructor, with the approval of the division head.

# PHYSICS

## COURSE OFFERINGS

All laboratory courses must be taken concurrently with the corresponding lecture courses. A student must have the permission of the instructor to deviate from this policy. A student who withdraws from a lecture course may not continue the laboratory course except under unusual circumstances and with the permission of the instructor.

### **PS 150 Concepts in Physics 3 cr.**

This course, intended for Middle Childhood Education students and non-science majors wishing to fulfill the science section of the Analytical Inquiry requirement of the Core Curriculum, will explore a wide variety of topics in physics, including the scientific method, linear and circular motion, Newton's laws of force, momentum, energy, electricity and magnetism. Prerequisite: MA 110.

### **PS 151 Concepts in Physics Laboratory 1 cr.**

One three-hour laboratory period weekly.

### **PS 180 Basic Physics I 4 cr.**

A general physics course covering the principles of mechanics and heat with emphasis on applications to biological systems. Includes a weekly problem/recitation session. Prerequisite or co-requisite: MA 120.

### **PS 181 Basic Physics I Laboratory 1 cr.**

One three-hour laboratory period weekly.

### **PS 182 Basic Physics II 4 cr.**

A general physics course covering optics, electricity, magnetism, atomic and nuclear physics. Includes a weekly problem/recitation session. Prerequisite: PS 180, 181.

### **PS 183 Basic Physics II Laboratory 1 cr.**

One three-hour laboratory period weekly.

### **PS 191, 192, 193, 194 Selected Topics 1-3 cr.**

### **PS 200 College Physics I 4 cr.**

Study of linear and angular kinematics and dynamics for point masses and systems of masses; conservation of momentum; simple harmonic motion. Includes a weekly problem/recitation session. Prerequisite: MA 175.

### **PS 201 College Physics I Laboratory 1 cr.**

One three-hour laboratory period weekly.

### **PS 202 College Physics II 4 cr.**

Electricity, introduction to Maxwell's equations, electromagnetic waves, introduction to optics. Includes a weekly problem/recitation session. Prerequisites: PS 200, 201.

### **PS 203 College Physics II Laboratory 1 cr.**

One three-hour laboratory period weekly.

### **PS 391, 392 Special Topics 1-3 cr.**

### **PS 491, 492 Independent Study 1-3 cr.**

An opportunity for students who meet the requirements to do independent studies. Permission required.

# **POLITICAL SCIENCE**

## **POLITICAL SCIENCE MAJOR**

The study of political science provides students with an understanding of the political forces that shape our lives. The political science major at Notre Dame College combines the study of government and the political process with an academic and practical understanding of the creation and implementation of public policies. Through several concentrations, this program offers an interdisciplinary approach to the study of governments, politics and policy at local, state, national and international levels.

### **Student Learning Outcomes**

Students completing a major in Political Science and Political Science with a Concentration in Public Administration will:

- Identify and explain leading theories, literature, and approaches to the subfields of political science (with a strong focus on policy implications and consequences).
- Formulate and analyze effective argumentation in written and oral forms for public service and policy solutions.
- Demonstrate a strong understanding and appreciation of the knowledge and civic responsibilities required for effective participation in public service and political life.
- Appreciate, comprehend and critique political systems of underdeveloped, developing and developed countries.
- Analyze, assess and discuss the development, implementation and evaluation of policy at the local, national and international level.
- Develop and refine research, reading, writing and critical thinking skills.
- Be prepared for graduate work in political science, law and policy studies as well as for work in politics, government and certain fields within the private sector.

## **POLITICAL SCIENCE MAJOR**

42 Credits

### **Requirements:**

#### **Core Courses**

#### **18 credits**

PO 111 American Government and Politics  
PO 210 State and Local Government and Politics  
PO 220 Introduction to Political Thought  
PO 350 Introduction to Social Science Research  
PO 450 Senior Research Seminar  
PO 495 Senior Practicum

In addition to the major core requirements, students must complete coursework in three additional areas: American Politics, Comparative/International Relations and Public Policy/Public Administration.

#### **American Politics**

#### **6 credits**

#### **Two of the following:**

PO 315 Supreme Court and Constitutional Law  
PO 317 American Presidency and Congress  
PO 340 American Political Parties and Interest Groups  
PO 345 Politics and the Media

#### **Comparative Politics/International Relations**

#### **6 credits**

#### **Two of the following:**

PO 311 Comparative Politics

PO 312 International Relations  
PO 410 American Diplomacy  
PO 411 International Law

**Public Policy/Public Administration**

**3 credits**

**One of the following:**

PO 313 Public Policy in America  
PO 325 Public Administration: Concepts and Practices  
NR 410 Health Care Policy

**Plus Nine (9) additional credits in political science.**

## **POLITICAL SCIENCE MAJOR WITH A CONCENTRATION IN PUBLIC ADMINISTRATION**

54 Credits

The program in public administration is an interdisciplinary concentration within the department of History and Political Science. The program is designed to give the students the necessary background that will enable them to pursue careers in public service, non-profit organizations, and also provides a basis for subsequent graduate work in MPA (Master of Public Administration) and other professional programs. Students will take coursework from political science, business as well as three courses from economics.

### **Course Requirements Political Science Core:**

PO 111 American Government and Politics  
PO 210 State and Local Government and Politics  
PO 220 Introduction to Political Thought  
PO 350 Introduction to Social Science Research  
PO 450 Senior Research Seminar  
PO 495 Senior Practicum

Students will take the required core courses for the political science major as well as the following additional courses from political science and business.

### **Required Additional Political Science Coursework for Completion of the Program:**

PO 313 Public Policy in America  
PO 315 Supreme Court and Constitutional Law  
PO 317 American Presidency and Congress  
PO 325 Public Administration: Concepts and Practices

### **Required Business Coursework for Completion of the Program:**

BU 240 Management Principles  
BU 341 Human Resource Management  
BU 345 Organizational Behavior  
BU 388 Business Ethics  
BU 435 Business and Government

### **Required Economics Coursework for Completion of the Program:**

EC 201 Principles of Microeconomics  
EC 202 Principles of Macroeconomics  
EC 432 Public Finance

## **MAJOR IN POLITICAL SCIENCE WITH A CONCENTRATION IN INTERNATIONAL STUDIES**

57 Credits

The international studies concentration provides students with the opportunity to pursue a focused multidisciplinary study of international topics within a global context. International studies majors will be immersed in the politics, culture and history of various parts of the world to appreciate the cultural diversity of our increasingly boundless societies.

Students will take the required seven (7) core courses for political science as well as four (4) courses from history, two (2) from economics, foreign language (12 credits), plus two (2) courses from the list of selected electives.

### **Political Science Requirements:**

PO 111 American Government and Politics  
PO 311 Comparative Politics  
PO 312 International Relations  
PO 410 American Foreign Policy  
PO 411 International Law



PO 450 Senior Research Project  
PO 495 Internship

### **History**

#### **Select four courses:**

HI 330 Africa: A Continental History  
HI 332 The Transformation of Japan  
HI 333 The Middle East: From Islam to Nationalism  
HI 334 The Making of Modern China  
HI 336 Latin America: A Regional History  
IP 350 Terrorism

#### **Economics Requirements:**

EC 201 Principles of Microeconomics  
EC 202 Principles of Macroeconomics

### **Electives**

#### **Select two courses:**

BU 450 International Marketing  
EC 305 Comparative Economic Systems  
EC 331 Money, Banking, and Global Financial Markets  
EC 440 International Economics  
EC 442 International Finance  
TH 370 Religions of the World

**Plus 12 hours of a foreign language or equivalent.**

### **MINOR IN POLITICAL SCIENCE**

18 Credits

#### **Requirements:**

PO 111 Introduction to Politics and Government  
PO 210 American Government  
PO 312 International Relations

**Plus Nine (9) additional credits (one selection from each subfield listed above).**

### **MINOR IN POLITICAL SCIENCE WITH A CONCENTRATION IN INTERNATIONAL RELATIONS/STUDIES**

21 Credits

#### **Requirements:**

PO 111 American Government and Politics  
PO 311 Comparative Politics  
PO 312 International Relations  
PO 410 American Foreign Policy

#### **Plus nine (9) hours from the following courses:**

BU 450 International Marketing  
EC 305 Comparative Economic Systems  
EC 440 International Economics  
EC 442 International Finance  
HI 330 Africa: A Continental History  
HI 332 The Transformation of Japan  
HI 333 The Middle East: From Islam to Nationalism  
HI 334 The Making of Modern China  
HI 336 Latin America: A Regional History

IP 350 Terrorism  
PO 411 International Law  
TH 370 Religions of the World

Students may supplement their studies in this area with literature courses such as EN 459 and EN 460.

## **COURSE OFFERINGS**

### **Political Science**

#### **PO 111 American Government and Politics 3 cr.**

This course examines the American political system with emphasis on the fundamental principles, ideas, institutions and processes of modern government.

#### **PO 210 State and Local Government and Politics 3 cr.**

This course examines the institutions, processes and intergovernmental relations at a state and local level. Particular attention will be paid to contemporary issues and problems of state and local governments.

#### **PO 220 Introduction to Political Thought 3 cr.**

This course examines the field of political science through an introduction to the major ideas and concepts of political thought. Topics covered include: western political theory from pre-Socrates through the enlightenment and modern times. Relationship of various thinkers to current political climate will also be explored.

#### **PO 311 Comparative Politics 3 cr.**

This course examines one of the subfields of political science: comparative political analysis. Various political systems are studied including: European, Asian and African governmental systems. Prerequisite: sophomore standing or departmental permission.

#### **PO 312 International Relations 3 cr.**

This course examines the basic factors which motivate nations in their contact with one another, including the modern state system, nationalism and militarism. Problems are discussed arising from conflicting national policies, international institutions and implications for war and peace. Prerequisite: sophomore standing or departmental permission.

#### **PO 313 Public Policy in America 3 cr.**

This course examines public policy and the policy making process at all levels of government. Emphasis is on the roles of various participants in the executive and legislative branches as well as private individuals and groups. Prerequisite: sophomore standing or departmental permission.

#### **PO/HI 315 Supreme Court and Constitutional Law 3 cr.**

This course examines the judicial branch of the federal government and the interpretation of the Constitution by the Supreme Court. This course utilizes a case study approach through landmark decisions of the Supreme Court. The politics of the Court, judicial review, and the impact on American government and society will also be examined. Prerequisite: junior standing or departmental permission.

#### **PO 317 American Presidency and Congress 3 cr.**

This course examines the structure and function of the executive and legislative branches of American government. Emphasis is placed on conflict that arises between the President and Congress as well as the role of leadership and policy. Prerequisite: sophomore standing or departmental permission.

#### **PO 325 Public Administration: Concepts and Practices 3 cr.**

This course examines the field of public administration. It introduces the student to public service through current administrative theories and their application to public bureaucracies. Emphasis is placed on practices to improve the quality of public sector administration. Topics include: budgeting, personnel administration, non-profit sector management and performance measurement. This course is especially designed for students interested in public sector employment. Prerequisite: sophomore standing or departmental permission.

**PO 340 American Political Parties and Interest Groups 3 cr.**

This course examines the development, structure, and function of political parties and interest groups in the United States. Prerequisite: sophomore standing or departmental permission.

**PO 345 Politics and the Media 3 cr.**

This course examines the relationships between the press, news media and political decision-makers. Emphasis is on the impact the media has on government and society. Prerequisite: sophomore standing or departmental permission.

**PO 350 Introduction to Social Science Research 3 cr.**

This course examines the research process through the logic of social science inquiry and contemporary techniques of analysis. Prerequisite: sophomore standing or departmental permission.

**PO/HI 410 American Diplomacy 3 cr.**

This course examines the evolution of American foreign policy from isolationism to the assumption of international responsibilities. Special attention will be paid to the increasing role of the executive in the making of American foreign policy. Prerequisite: sophomore standing or departmental permission.

**PO 411 International Law 3 cr.**

This course examines the evolution of international law and its role in international relations. The historical development of systems of international law will be traced and major facets of international law, including treaties, maritime law, the rules of war and human rights issues will be examined. Prerequisite: sophomore standing or departmental permission.

**PO 415 Politics of Homeland Security 3 cr.**

The events of September 11, 2001 forever changed the way we perceive national security in this country. The "homeland security enterprise" (HSE) has become the "catch all" phrase encompassing activities and coordination at the federal, state, and local levels. This course will explore the HSE and the politics involved in the efforts to ensure safety and security in our nation. Topics covered include all-hazards emergency response and recovery, intelligence and counterterrorism, border security, transportation safety and security, cybersecurity and critical infrastructure protection.

Pre-requisite: Junior status

**PO 450 Senior Research Seminar 3 cr.**

This course examines research methodology and allows the students to develop a research project based on their interests and needs. Prerequisites: Twelve hours of political science and senior standing.

**PO 495 Internship (junior status) 3 cr.**

**COURSE OFFERINGS**

**Geography and Anthropology**

**GO 200 Introduction to World Geography 3 cr.**

This course studies the physical, political and economic aspects of the geography of three major regions of the world.

**HI 210 Anthropology 3 cr.**

Prehistoric and contemporary primitive society; implications for advanced societies.

# PSYCHOLOGY

## PSYCHOLOGY MAJOR

A student completing the major in psychology will be prepared for graduate-level work in clinical, experimental and/or applied psychology and for entry level positions in the mental health care field and/or behavioral research laboratories. Psychology coursework is also appropriate for students planning careers in education, law, nursing, business, criminal justice and intelligence analysis.

**Mission Statement:** Students majoring in psychology at Notre Dame College will seek to understand behavior and mental processes by exploring the individual in a biopsychosocial context free of biases and judgment. One main goal of the psychology major is the development, in the student, of a healthy skepticism and intellectual curiosity by asking questions about the causes of human behavior. Most importantly, we encourage application of knowledge to empower students to make responsible and thoughtful decisions in all areas of life to enhance the mind, the body and the spirit.

### Student Learning Outcomes

Students completing the major in psychology should:

- Characterize the nature of psychology as a discipline (1).
- Understand and apply basic research methods in psychology including research design, data analysis and data interpretation (2).
- Think critically and synthesize information that characterizes the discipline of psychology (3).
- Understand and apply psychological principles to personal, social and organizational issues (4).
- Value empirical evidence, tolerate ambiguity, act ethically and reflect the values that are the underpinning of psychology as a science (5).
- Demonstrate competence in seeking information (academic peer-reviewed literature) and technological literacy (word processing, Excel, PowerPoint) (6).
- Communicate effectively in written and oral form with emphasis on APA format for written communication (7).
- Recognize, understand and respect the complexity of sociocultural and international diversity (8).
- Develop insight into their own and other's behavior and mental processes and apply effective strategies of self-management and self improvement (9).
- Actively participate in their career planning and development (10).

## PSYCHOLOGY MAJOR

49 Credits

### Requirements:

#### Psychology Core:

PY 201 General Psychology  
PY 202 Psychology Foundations  
PY 222 Behavioral Science Statistics  
PY 251 Lifespan Development  
PY 307 Behavioral Science Research Methods  
PY 325 Biopsychology  
PY 385 Psychological Tests and Measurements  
PY 498 Senior Seminar

Two courses from each of the four areas of concentration

### Psychology Concentrations:

#### Clinical/Counseling

PY 303 Counseling Theories and Practice  
PY 355 Psychology of Family Systems  
PY 370 Psychology of the Abnormal  
PY 375 Psychology of Personality  
PY 406 Group Dynamics and the Problem Solving Process

### **Psychology of Special Populations**

PY 253 Child Psychology  
PY 254 Psychology of the Adolescent  
PY 255 Multicultural Psychology  
PY 301 Psychology of Gender Differences  
PY 351 Adult Development and Aging  
PY 378 Mental Health and Aging  
PY 399 Developmental Psychopathology

### **Psychology as a Science**

PY 210 Social Psychology  
PY 340 Learning and Memory  
PY 380 Cognitive Psychology  
PY 425 Sensation and Perception

### **Applied Psychology**

PY 235 Sport Psychology  
PY 260 Industrial/Organizational Psychology  
PY 330 Health Psychology  
PY 360 Forensic and Law Psychology  
PY 390 Applied Cognition and Human Factors

### **Psychology Electives:**

Courses in the Psychology Electives section are optional for students who are interested in pursuing Research or Practical Experiences in preparation for graduate training and/or a career in counseling.

## **PSYCHOLOGY MINOR**

22 Credits

### **Requirements:**

#### **Psychology Core:**

PY 201 General Psychology  
PY 222 Behavioral Science Statistics  
PY 251 Lifespan Development  
PY 307 Behavioral Science Research Methods

**Plus three courses (9 credits) from any three of the four different areas of concentration**

## **COURSE OFFERINGS**

### **PY 201 General Psychology 3 cr.**

This course provides an introduction to the science of human behavior and mental processes. Emphasis is placed on the principles, methods and theories of modern psychology. Major topics covered include research design, learning, memory, thinking, intelligence, personality, psychopathology and social psychology. (Student learning outcomes 1, 3, 4, 9)

### **PY 202 Psychology Foundations 3 cr.**

This course will introduce students to the discipline of psychology. It will cover a broad range of topics including the nature of the science of Psychology, the current state of the field including career

opportunities and development, scientific methodology, and an introduction to the applied fields of Psychology. Students will be required to complete individual and small group projects applying and synthesizing the information introduced in the course. (Student learning outcomes 1,2,3,4,5,6,7,8,9,10)  
Prerequisite: Psychology major.

**PY 210 Social Psychology 3 cr.**

This course is an introduction to the psychological study of how thoughts, feelings and behaviors of individuals are influenced by group settings. Students will learn social psychological methodology as well as the application of social psychology to historical and current events. The course will explore topics such as aggression, interpersonal attraction, attitude formation and change, conformity and obedience to authority.

Prerequisite: PY 201. (Student learning outcomes 3, 4, 7, 8, 9)

**PY 222 Behavioral Science Statistics 3 cr.**

This course will provide instruction in the application of descriptive and inferential statistics to the analysis and interpretation of data in the social sciences with an emphasis on hypothesis testing. Students will develop skills in the communication of statistical information. Students learn theory and application of statistical hypothesis testing, learning to test for significance of relationships between variables and differences between groups in a variety of situations. Students will learn to clearly and accurately communicate findings and accurately interpret the presentation of statistical findings encountered in research. Prerequisites: PY 201, MA 110; MA 221 strongly recommended. (Student learning outcomes 1, 2, 3, 5, 6, 7) Open to Psychology majors and minors only.

**PY 225 Multicultural Psychology 3 cr.**

This course provides an introduction to theories and research in the study of psychosocial issues of racial, ethnic and cultural groups. Students will examine the relationship of race, culture and social class and discuss the research implications for the multicultural study of psychology. Students will learn major theoretical perspectives in multicultural psychology and begin to build cultural competence, a critical skill in the application of psychology in today's world. Students will demonstrate skills through evaluation of research and application of new skills through critical writing and a comprehensive class project.

Prerequisite: PY 201. (Student learning outcomes 3, 4, 7, 8, 9)

**PY 235 Sport Psychology 3 cr.**

This course is an introduction to the psychological study of people and their behavior in sport environments. Emphasis will be on the mental skills associated with high-level performance in sport as well as in other areas of life. The course will address the question, "How can sports participation contribute to a person's overall psychological health and well-being?" Prerequisite: PY 201. (Student learning outcomes 3, 7, 9)

**PY 251 Lifespan Development 3 cr.**

The course will provide an overview of current research and theories of human development from conception to death with an emphasis on physical, cognitive and social development. The student will be able to conduct theory evaluation and comparison, and be able to identify and evaluate contemporary and global aspects of development. (Student learning outcomes 1, 3, 4, 7, 9)

**PY 253 Child Psychology 3 cr.**

This course will provide students with a thorough understanding of infant and child development. The course will cover child development research and the ways that such research can be used to enhance the lives of children and their families. Major child development theories will be discussed and provide the foundation for understanding the sequence of child development and the processes that underlie it. In addition, this course will highlight the impact of contact and culture on child development. Prerequisite: PY 201. (Student learning outcomes 1, 3, 7)

**PY 254 Psychology of the Adolescent 3 cr.**

This course will provide students with knowledge about the biological, cognitive and socioemotional processes that are characteristic of adolescence. The course will be a comprehensive overview of the

history of the field of adolescent development and of current lifespan developmental issues pertinent to this field of study. Students will be familiarized with the various theories of adolescent development and the field of adolescent development research. Students in the course will be able to discuss the biological, cognitive, socioemotional and cultural aspects of the development of adolescent behavior. Prerequisite: PY 201. (Student learning outcomes 1, 3, 7)

**PY 260 Industrial/Organizational Psychology 3 cr.**

This course will provide an introduction to the methods used by industrial/organizational psychologists to increase organizational effectiveness. The emphasis is on understanding employees, employee management relationships and behaviors. Topics include job analysis, employee selection and training, performance appraisal, job attitudes, workplace motivation, organizational culture and work environment. Prerequisite: PY 201. (Student learning outcomes 1, 3, 4, 6, 7, 8)

**PY 291, 292, 293 Selected Topics**

**PY 301 Psychology of Gender Differences 3 cr.**

This course will provide an introduction to the study of the psychological differences and similarities between women and men. Students will examine gender-related beliefs, stereotypes and behavior. In addition, they will study the evidence for male-female similarities and differences and understand the mutual links between gender roles and the structure of relationships. Students will demonstrate skills through personal reflection and critical writing and reading. Prerequisites: PY 201 and sophomore standing or departmental permission. (Student learning outcomes 3, 4, 7, 8)

**PY 303 Counseling Theories and Practice 3 cr.**

This course will provide a comprehensive overview of major approaches to counseling and psychotherapy including the therapeutic process, the client-therapist relationship and specific techniques used in practice.

The historical origins of theories will be examined in addition to the specific application of theory to counseling and other settings. Students will become knowledgeable about ethical, legal and professional issues in counseling practice. Prerequisites: PY 201. (Student learning outcomes 1, 3, 4, 7, 8, 9)

**PY 307 Behavioral Science Research Methods 4 cr.**

This course will provide students with an introduction to research methods most commonly used in the behavioral sciences. Also, emphasis will be placed on the ethical issues involved in human subject research. An important aspect of the course is getting students prepared to read academic, peer-reviewed journal articles and to write an APA formatted research proposal or research report. Prerequisites: PY 201 and PY 222. (Student learning outcomes 1, 2, 3, 5, 6, 7, 10)

**PY 325 Biopsychology 3 cr.**

This course will introduce the student to the idea that behavior is controlled by neurophysiological processes. Three content areas covered in the course include: 1) an in-depth examination of neurons and the electrical and chemical events that underlie neural transmission, 2) the structure and function of the peripheral and central nervous systems and 3) the involvement of the central nervous system in various behavioral phenomena including learning and memory, drug addiction and consciousness. Students will demonstrate mastery of the material through written assessments geared toward the integration of the information provided in class as well as information from other primary sources. Prerequisite: PY 201. (Student learning outcomes 1, 3, 4, 5, 7)

**PY 330 Health Psychology 3 cr.**

This course explores the contributions of the discipline of psychology to the promotion and maintenance of health related issues. Topics include the biopsychosocial view of health, pain management, stress management, and the relationship between lifestyle and health maintenance. Prerequisite: PY 201. (Student learning outcomes 1, 3, 4, 9)

**PY 340 Learning and Memory 3 cr.**

This course introduces the student to theory and research in the area of learning processes and memory processes and systems. The course focuses on the historical movement of research and theory in the area of learning and memory from behaviorism to the cognitive revolution up to the more modern day research on the neurobiology of learning and memory. Prerequisites: PY 201 and PY 325. (Student learning outcomes 1, 2, 3, 4, 7)

**PY 351 Adult Development and Aging 3 cr.**

The goal of this course is to introduce students to adult development and aging. The course will emphasize the many issues facing the adult as he or she ages with an emphasis on things we can do as young adults to prepare for successful aging. Topics covered will include age-related physical changes, changes in mental health, cognitive changes with advanced age, changes in personality and ways to deal with approaching death. Questions addressed will include: Is age-related decline in functioning inevitable? Are there things we can do to prevent some of the negative aspects of the aging process? How is the concept of aging different among different cultures? Prerequisite: PY 201 (Student learning outcomes 1, 4, 8, 9)

**PY 355 Psychology of Family Systems 3 cr.**

This course will provide a study of the full scope of family therapy including its history, the classic schools and the latest developments in the field. Students will understand and define key terms and relevant concepts and issues related to family therapy. The emphasis will be on clinical practice including clinical techniques and contemporary influences on the field. Students will acquire an understanding of the basic models of family therapy and apply the specific models to analyze patterns of family interaction. In addition students will appreciate the complexities of how individual behavior affects the family system and how the family system affects the development of individuals within the family. Prerequisite: PY 201 and PY 303. (Student learning outcomes 1, 3, 4, 9)

**PY 360 Forensic and Law Psychology 3 cr.**

This course will survey a wide range of psychological principles and research findings that have been applied to the criminal justice system. It will encompass both the contributions of the more basic psychological fields (i.e., the area of Law and Psychology) and the more applied psychological fields (i.e., the area of Forensic Psychology). Topics will include expert witnesses, lie detection, police psychology, correctional psychology, police lineups, false memories, juries, and investigative psychology / psychological profiling. Students will read and discuss textbook chapters, original research articles, and case studies, and relate them to each other. Prerequisites: none (Student learning outcomes 4, 9, 10)

**PY 370 Psychology of the Abnormal 3 cr.**

This course will provide an introduction to the definition and classification of abnormal behavior. In addition, the course will explore various theoretical approaches to the causes and treatments of psychopathology. Students will receive a comprehensive overview of the symptoms, demographic features and typical progression of major forms of psychopathology. Additionally, they will address several constructs that enhance the study of human mental distress including: the importance of the context in which disordered behavior occurs, the connection between the mind and body, and the multiple causality of psychopathology.

Prerequisite: PY 201 (Student learning outcomes 1, 3, 4, 9)

**PY 375 Psychology of Personality 3 cr.**

This course will assist students in understanding personality – both their own and others – through an understanding of the field of personality psychology. The course is designed to create a sense of the total functioning of the individual by understanding how the parts of personality interact to bring functioning about. In this course, the student will learn how to describe personality and the discipline of personality psychology. They will learn how to examine parts of personality through understanding its structural and dynamic nature. Personality development in children, adolescents and adults will be examined.

Prerequisites: PY 201 and sophomore standing or departmental permission (Student learning outcomes 1, 3, 4, 9)

**PY 378 Mental Health and Aging 3 cr.**



This course focuses on the nature and problems of old age, including change and stability associated with the aging process; mental health issues; assessment and treatment of emotional and organic brain disorders in later life and long-term care versus home-care issues. Students will gain knowledge of the issues that are germane to the area of aging and they will consider things they can do today to prevent or prepare for the issues and problems experienced in later life through the development of a plan for successful aging. This plan will include the students integrating the information learned in the course and developing plans not only for themselves but for others, based on a case study approach, in order to simulate a counseling/clinical role. Prerequisite: PY 201. (Student learning outcomes 3, 4, 7, 8, 9)

**PY 380 Cognitive Psychology 3 cr.**

This course provides the student with an introduction to research and theory on the nature of cognitive processes from an information processing perspective. The focus is on the processes used to transform, store, manipulate and retrieve information. A neurocognitive emphasis is given as well. Topics include attention, pattern recognition, memory and language. Students will do a mini-experiment in which they collect data, analyze and interpret the data and present the results of their research to the class. Prerequisite: PY 201. (Student learning outcomes 1, 2, 3, 6, 7)

**PY 385 Psychological Tests and Measurements 3 cr.**

This course provides a survey and evaluation of current psychological tests with a focus on the areas of personality testing, intelligence/achievement tests and neuropsychological test batteries. Test construction, reliability, validity and ethical issues will be addressed at length for all tests studied. Prerequisite: PY 201. (Student learning outcomes 2, 3, 4)

**PY 390 Applied Cognition and Human Factors 3 cr.**

This class will provide a survey of our current knowledge of the capabilities and limitations of human operators. It will focus on how this knowledge can be used to guide the design of systems and human-system interfaces. It will link theories of human performance with the real world and will also include specific examples of human factors failures and what has changed in light of these failures (Wickens, Lee, Liu, & Gordon-Becker, 2003). In addition, students will find and design a human factors project, including a cost/benefit analysis, and present their project. Prerequisites: PY 201 and PY 380 (Student learning outcomes 4, 9,10)

**PY 399 Developmental Psychopathology 3 cr.**

This course provides an introduction to the definition and classification of abnormal behavior occurring from infancy through adolescence. The course will explore various contexts for development as well as models of the etiology of childhood psychopathology. Students will understand and identify psychological disorders and major theoretical approaches to the causes and treatment of psychopathology in children and adolescents. Prerequisites: PY 201 and PY 370. (Student learning outcomes 1, 3, 4, 9)

**PY 400 Practical Experience 3 cr.**

This course offers the psychology major supervised application of psychological principles and techniques in appropriate mental health settings. Prerequisites: must have senior standing or completion of most course requirements for the psychology major. Admission granted on an individual basis by the department chairperson. The psychology department chairperson must approve the practicum site before the student makes a commitment for the 75 hours. (Student learning outcomes 3, 7, 9, 10)

**PY 406 Group Dynamics and the Problem Solving Process 3 cr.**

This course will provide a study of the field of group dynamics. Students will incorporate classic and modern theory and research on group dynamics to deepen their understanding of basic group processes and essential concepts. Students will use their knowledge to enhance their own group skills and effectiveness. They will become familiar with group structure, communication and development. They will demonstrate understanding of conflict, group decision making and productivity. Prerequisites: PY 201 and junior standing or departmental permission. (Program outcomes 3, 4, 7, 8, 9)

**PY 425 Sensation and Perception 3 cr.**

This course provides the students with an in-depth look at how the sensory systems (visual and auditory systems) and the brain transform physical stimuli into mental representations. The course will follow the physical stimulus of light or sound from the external world through the sensory organ and into the areas of the brain designed to process the information. Individual differences in perceptual processes are emphasized. A major component of the course is an analysis of a specific area of sensation and perception through a literature review and the writing of an APA formatted literature review. Prerequisites: PY 201 and PY 325. (Student learning outcomes 1, 2, 3, 6, 7)

**PY 498 Senior Seminar 3 cr.**

This course focuses on the integration of psychological methods and theories. Psychology majors, with faculty assistance, choose a major issue in psychology to investigate and discuss on an ongoing basis in seminar sessions. This work culminates in a major class presentation and theoretical paper written in APA format. Prerequisite: Senior Standing or Departmental approval. (Student learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10)

**Independent Research and Professional Development Practicum 3 cr.**

PY 195 and 196: Freshman (fall and spring semesters, respectively)

PY 295 and 296: Sophomore (fall and spring semesters, respectively)

PY 395 and 396: Junior (fall and spring semesters, respectively)

PY 495 and 496: Senior (fall and spring semesters, respectively)

This course will provide the student with practical experiences and training regarding the entire research process in the science of psychology. To this end, the student will learn about and, if she/he is advanced enough, participate in the design of research studies, literature searches for these research studies, data collection and analysis, write up, and publication at conferences. The student can earn authorship on conference publications if sufficiently involved in the project as per American Psychological Association (APA) guidelines. Furthermore, the student will learn how to apply to graduate degree programs after the conclusion of their studies at Notre Dame College. Prerequisite: Psychology major or permission from Practicum instructor. (Student learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)

# SOCIOLOGY

## MINOR IN SOCIOLOGY

18 Credits

### Requirements:

SO 201 Introduction to Sociology

SO 222 Problems of Contemporary Society

SO 320 Marriage and Family in a Diverse Society

**Plus nine credits from upper biennium offerings in Sociology.**

## COURSE OFFERINGS

### **SO 201 Introduction to Sociology 3 cr.**

This introductory course examines the science of social relationships and organizations, presents basic social concepts and examines the culture and complex functioning of humans in groups and institutions. Suggested as a prerequisite for all sociology courses.

### **SO 215 Gender Roles 3 cr.**

Examination of current perspectives on gender roles in American social institutions. Gender role socialization, development and cultural variations.

### **SO 222 Problems of Contemporary Society 3 cr.**

Examines major social problems facing contemporary American social institutions and explores alternative solutions.

### **SO 305 Minority Groups 3 cr.**

An examination of diversity in the United States; historical antecedents; dynamics of assimilation, prejudice and discrimination.

### **SO 310 Social Institutions 3 cr.**

An overview of major American social institutions (economy, family, education, religion, politics) and an examination of their role in the formation and maintenance of society.

### **SO 320 Marriage and Family in a Diverse Society 3 cr.**

The family as a social institution; history, current status, and evolution. Linkages between interpersonal dynamics and social structure. Multi-ethnic and cross cultural perspectives on relationships. Application of social theory to everyday life.

### **SO 391, 392, 393, 394 Selected Topics 1-3 cr.**

### **SO 410 Social Theory 3 cr.**

Analysis of major historical and contemporary theories and their impact on the discipline of sociology.

### **SO 425 Conflict Management & Resolution 3 cr.**

Discussion of sources and dynamics of conflict in interpersonal and group settings. Identification of conflict management strategies including mediation and negotiation. Development of skills for conflict management and resolution.

### **SO 491, 492, 493, 494 Independent Study 1-3 cr.**

# THEATER

## THEATER MINOR

21 Credits

### Requirements:

CA/TR 112 Oral Interpretation  
EN/TR 261 The Drama and Theater  
EN/TR 262 Modern Drama and Theater

### One of the following:

EN 461 Shakespeare's Comedies  
EN 462 Shakespeare's Histories and Tragedies

### Two of the following:

CA/TR 309 Acting and Directing  
CA/TR 313 Event/Play Production Apprenticeship  
CA/TR 374 Presentation Techniques  
TR 395/495 Internship (Three credits maximum)

### One of the following:

CA 201 Interpersonal Communication  
CA 305 Film Studies  
CA 323 Media Writing  
CA 324 Advanced Media Writing  
CA 403 Public Relations  
EN 318 Creative Writing  
EN/TR 381 Women Playwrights

## COURSE OFFERINGS

\* A college-level composition course is a prerequisite to theater literature courses.

### TR 112 Oral Interpretation

**3 cr. (Also listed as CA 212)**

Explores basic theory and practice in the art of communicating literature: prose, poetry and drama. Selection, analysis and performance are the primary areas of focus.

### TR 261 The Drama and Theater

**3 cr. (Also listed as EN 261, CA 261)**

Study of dramatic literature, acting, stage design, production, and theatrical styles and trends from the classical age of Greece to the middle of the nineteenth century. Recommended preparation for TR 262.\*

### TR 262 Modern Drama and Theater

**3 cr. (Also listed as EN 262, CA 262)**

Study of dramatic literature, acting, stage design, production, and theatrical styles and trends from Ibsen to the present. Recommended preparation: TR 261.\*

### TR 309 Acting and Directing

**3 cr. (Also listed as CA 309)**

Provides basic laboratory training in techniques of acting and directing through practical exercises with short scenes and plays. Work on voice and movement. Interpretation skills, performance analysis and the planning and conducting of rehearsals are used to achieve an individual approach to acting and directing.

### TR 313 Event/Play Production Apprenticeship

**3 cr. (Also listed as CA 313)**

Offers practical experience in event and theatrical production. Includes class work and participation in the stages of an actual event or production. Hands-on activities are required of all students. All aspects of producing are explored, including research, design, promotion, execution, management and evaluation.

**TR 374 Presentation Techniques**

**3 cr. (Also listed as CA 374)**

Practice in a variety of public speaking forms serves as focus: advanced work in the extemporaneous mode, as well as an introduction to manuscript, memorized, and impromptu styles. Experiences with special occasion speaking take students beyond the confines of the classroom into settings involving larger spaces, technical considerations, and other challenges.

**TR 381 Women Playwrights**

**3 cr. (Also listed as EN 381)**

Analysis and discussion of the works of selected women playwrights of the twentieth century.\*

**TR 461 Shakespeare's Comedies**

**3 cr. (Also listed as EN 461)**

Reading and analysis of Shakespeare's comedies; study of comedy techniques and poetic development. Junior-senior standing required.\*

**TR 462 Shakespeare's Histories and Tragedies**

**3 cr. (Also listed as EN 462)**

Reading and analysis of Shakespeare's histories and tragedies; study of Shakespeare's development as tragic dramatist and poet. Junior-senior standing required.\*

**TR 295, 395, 495 Internship**

**3 cr.**

# THEOLOGY

## THEOLOGY MAJOR

36 Credits

Students with a major in theology are prepared for employment in pastoral ministry or religious education as well as for graduate studies. The combination of theology and pastoral ministry courses adds a practical, service and justice-oriented focus that enriches students' study of theology. Theology majors desiring to teach religion in high school consult with the Director of the Center for Pastoral Theology and Ministry for current licensing requirements in the Catholic Diocese of Cleveland.

### Student Learning Outcomes

Students completing a major in Theology will:

- Understand and appreciate scripture, doctrine, liturgy, and moral theology in the light of Vatican Council II.
- Be articulate spokespersons for critical thought in theological matters and for spiritual growth.
- Apply theological knowledge in a specific ministerial setting.
- Respond in practical ways to the needs of people and the earth.

### Requirements:

PM 301 Sacraments in Christian Life  
PM 311 Church History  
PM 332 Nature of the Church  
TH 321 Faces of God in the Hebrew Scriptures  
TH 322 New Testament Theology  
TH 327 Prayer and Spirituality  
TH 410 Christian Moral Living  
TH 420 The Jesus of History, The Christ of Faith  
TH 495 Internship

**Plus additional credits in Upper Biennium Theology or Pastoral Ministry to total 36 credits. TH 450 is included in the 36 credits.**

Pastoral Ministry (PM) courses with theology content fulfill theology requirements.

## MINOR IN THEOLOGY

18 Credits

### Requirements:

**One course on the Bible using the historical/critical method**

### Choose one:

TH 321 Faces of God in the Hebrew Scriptures  
TH 322 New Testament Theology  
TH 325 An Arts Approach to the Bible  
TH 373 Biblical Wisdom for People Today  
TH 382 Portraits of Christ in the Gospels and Acts

### Choose one doctrine course:

TH 327 Prayer and Spirituality  
TH 370 Religions of the World  
TH 420 The Jesus of History, The Christ of Faith  
Others as offered

TH 450 Social Justice: Issues and Action is included in the 18 credits.

TH 150 can be included in the 18 credits but is not required of all students.

Plus additional courses to total 18 credits.

## **COURSE OFFERINGS**

**TH 150 Living the Ultimate Questions** 3 cr.

This course deals with the questions humans have asked since the beginning of humankind: what happens after death? Is there a god? Why is there suffering in the world? These ultimate questions most likely gave rise to religious rituals and beliefs. The course offers insights from major world religions while focusing on Christianity's answers, especially found in the Bible and in Jesus.

**TH 191, 192, 193, 194 Selected Topics** 3 cr.

**TH 281, 282 Seminar** 3 cr.

**TH 321 Faces of God in the Hebrew Scriptures** 3 cr.

A study of Hebrew Scriptures that focuses on how the biblical authors understood and described the actions of God in the lives of the Chosen People. Selected books and passages will consider the God of Abraham, the God of the Exodus, the God of the Covenant, the Promised Land, the God of Job and the God who spoke through the prophets. This course considers the nature of divine revelation, some Jewish history and literary forms in the chosen passages.

**TH 322 New Testament Theology** 3 cr.

New Testament writings in the context of the emerging Church, tracing the literary-historical evolution, societal influences, and themes of the Gospels, Acts, and the Pauline and Johannine writings. Students will also apply gospel wisdom to questions in their own lives.

**TH 325 An Arts Approach to the Bible** 3 cr.

An exploration of Hebrew and Christian scriptural themes, including creation, suffering and conversion, from two perspectives: literary forms in the Bible and also imaginative expressions in music, visual art, literature and film. This course aims to open up the meaning of biblical stories and to encourage an experience of the Sacred through the arts. No previous background in Scripture or the arts is necessary.

**TH 327 Prayer and Spirituality** 3 cr.

A practical course introducing students to spirituality and to ways of praying. Based on Christian tradition and the Bible, the course will also open the riches of prayer and meditation, sacred texts and spiritual giants in world religions. Students will reflect on their own spirituality and practice ways of praying. In short, they will learn how to care for their soul.

**TH 370 Religions of the World** 3 cr.

A survey of the major religions of the world in the light of the documents of Vatican II. Included are the teachings, practices and prayer of each religion, together with current developments.

**TH 373 Biblical Wisdom for People Today** 3 cr.

A study of the Wisdom Movement in Israel, as seen in the books of Job, Proverbs, Ecclesiastes, Sirach, Song of Songs, the Wisdom of Solomon and the Wisdom psalms. The focus is on the relevance of these texts to people's lives today.

**TH 374 The Prophets: Spokespersons for God** 3 cr.

A study of biblical prophecy from its origins to Malachi with special emphasis on its relation to established religion and government. Attention is given to an in-depth study of the literary forms and themes of the "major prophets," Isaiah, Jeremiah, and Ezekiel, and selected "minor" voices.

**TH 381 Pauline Writings: Life in Christ** 3 cr.

A study of Pauline Christianity, its background of Jewish and Hellenistic influences, and its place in the early Church. Reading and analysis of selected passages of the Pauline and the deuterio-Pauline letters highlight the great Pauline themes and theology as well as contrast the picture of Paul in the letters and in Acts.

**TH 382 Portraits of Christ in the Gospels and Acts** **3 cr.**

An in-depth reading and analysis of selected passages of Matthew, Mark, Luke, and Acts. Special attention is paid to the varying presentations of the Christian message, to literary structure and history, and to the theological concerns of the evangelists in their unique expressions of the traditions about Jesus.

**TH 383 Johannine Writings: The Christology that Overtook the Church** **3 cr.**

A close reading of the Gospel of John and the Johannine letters to explore their sources, characteristics, motifs, theology, pedagogy and relation to the synoptic gospels.

**TH 391, 392, 393, 394 Selected Topics** **1-3 cr.**

**TH 410 Christian Moral Living** **2-3 cr.**

A theological approach to Christian moral living which explores fundamental concepts such as personhood, freedom, and conscience, from the viewpoint of Scripture, Catholic tradition, and natural law. The Catholic perspective on issues relevant to students is also clarified.

**TH 420 The Jesus of History, The Christ of Faith** **3 cr.**

A study of the central Christian faith-affirmation that Jesus Christ is truly and fully divine, and truly and fully human. The information provided by the Bible in the gospels and epistles is examined. The theological statements made by the early Councils of the Church are studied. The advances made in the study of the Bible during the twentieth century are employed to assist the students in their personal appropriation of the knowledge about the Jesus of history and the Christ of faith.

**TH 450 Social Justice: Issues and Action** **3 cr.**

Fulfilling the Notre Dame mission, "to educate for global responsibility," this course introduces students to the Christian principles of social justice and their biblical base. Students will apply these principles to issues such as world poverty, racism, sexism, and other justice issues. Students will then seek out forms of action that are supported by faith-based principles. Junior status required.

**TH 491, 493, 494 Independent Study** **1-3 cr.**

**TH 495 Internship** **1-6 cr.**



## WOMEN'S STUDIES

Students who minor in Women's Studies will explore women's contributions, women's experiences, and feminist theory and be able to integrate these insights into their academic major and their view of the world. Students interested in a Women's Studies minor are encouraged to choose elective courses which complement their major fields of study and to discuss course selection with their academic advisor and with the director of the Women's Studies Program.

### WOMEN'S STUDIES MINOR

15 Credits

#### Student Learning Outcomes

Students completing a minor in Women's Studies should:

- Be familiar with the history of women from prehistoric times to the present.
- Appreciate the achievements of women in academics, in the arts, and in diverse areas of culture and morality.
- Explore issues flowing from the social construct of gender.
- Awaken women and men to reflect on their own sense of self and on interrelationships.
- Prepare persons of competence and compassion for a more just and equitable society.

#### Requirements:

WS 301/HI 301 History and Themes of the Women's Movement

#### 12 credits from the following:

AR 313 Women Artists: Historical Survey

EN 381 Women Playwrights

EN 382 Women Writers

PH 340 Philosophical Perspectives on Woman

PY 301 Psychology of Gender Differences

SO 320 Marriage and Family in a Diverse Society

Other courses designated as electives for the Women's Studies minor may be offered as selected topics or seminars and will be announced in a timely fashion.

## COURSE OFFERINGS

### WS 301/HI 301 History and Themes of the Women's Movement 3 cr.

A course aimed at exploring how women have shaped and are shaping their own lives and the world. It begins with a discussion of how gender expectations and roles are constructed by a society, and how these affect all women and men in that society. Students then consider the roles of women and men in Western culture from Paleolithic times to the present. The course includes other themes and issues relevant to students and to significant current events. Teaching is marked by collaboration, a key element in feminist methodology.