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) 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
- Pax Christi

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 effective with the 2010 Fall Semester. They 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.
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<tr>
<th>Key Events</th>
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<td>Grade Reports Issued</td>
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<td>May 28</td>
<td>May 28</td>
<td>May 28</td>
<td>May 28</td>
</tr>
</tbody>
</table>

### Fall 2010, Spring 2011 Holiday/Academic Breaks Information:

- **September 6** Labor Day: no classes (does not refer to online); offices closed
- **October 7-8** Fall Break: no classes (does not refer to online or weekend); offices open
- **November 24 – 26** Thanksgiving: no classes (does not refer to online); offices closed
- **January 17, 2011** Martin Luther King Day: no classes (does not refer to online); offices closed
- **February 28 – March 4, 2011** Spring Break: no classes (does not refer to online); offices open
- **April 21 – 25, 2011** Easter Break: no classes (does not refer to online or Monday evening classes); offices closed Good Friday, April 22

### Key Campus Events:

- **April 27, 2011** All College Honors Convocation
- **May 14, 2011** Baccalaureate and Commencement

### Spring 2011, Fall 2011 Registration Dates:

<table>
<thead>
<tr>
<th>Fall 2011</th>
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</tr>
</thead>
<tbody>
<tr>
<td>April 7, 2011 Senior, TEEL, Graduate Priority Day</td>
<td>November 11, 2010 Senior, TEEL, Graduate Priority Day</td>
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<td>April 8, 2011 Junior Priority Day</td>
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<td>April 13, 2011 Sophomore Priority Day</td>
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<td>April 14, 2011 Freshman Priority Day</td>
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<tr>
<td>April 15 – August 26, 2011 Open Registration</td>
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</tr>
<tr>
<td>August 26, 2011 Last Day Fall 2011 Registration</td>
<td>January 14, 2011 Last Day Spring 2011 Registration</td>
</tr>
</tbody>
</table>
INQUIRIES

See our Home Page at www.NotreDameCollege.edu

Send email to: admissions@ndc.edu

**Our mailing address is:**
Notre Dame College
4545 College Road
Cleveland, 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:**
2120 South Green Road, 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 jwindham@ndc.edu

**Financial aid, scholarship and loan inquiries:**
Office of Financial Aid, First Floor, Main Administration Building
216.373.5331 finaid@ndc.edu

**Housing inquiries:**
Office of Residence Life, Harks Hall Lobby
216.373.5274 rwiafe@ndc.edu

**Athletics inquiries:**
Office of Intercollegiate Athletics, Keller Center
216.373.5138 shlavacek@ndc.edu

**Academic advising:**
Advising Center, First Floor, Main Administration Building
216.373.5383 azaks@ndc.edu

**Career development, cooperative education, employment assistance:**
Career Services Center, Connelly Center
216.373.5290 klane@ndc.edu
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.¹

- 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 the renewal and refurbishing of our worship space, Christ the King Chapel.
- 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."² 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, Stretch Your Heart 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."³
- 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.

² ECE, II Art 2 4-5.
The campus

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

Cleveland, located on Lake Erie, offers a variety of cultural and recreational activities, from professional and amateur theater productions to professional sports. Notre Dame College is 15 minutes from University Circle, a center of cultural, educational, medical, religious and social service institutions. The Cleveland Museum of Art, the Museum of Natural History, the Cleveland Institute of Art, the Cleveland Institute of Music, the Cleveland Botanical Gardens and Severance Hall, home of the world-famous Cleveland Orchestra, are all located in the Circle. The Cleveland Play House, the oldest repertory company in the nation, operates three theaters in a major complex only 20 minutes from Notre Dame College. Downtown is home to Playhouse Square, a cluster of restored theaters with a combined capacity larger than Lincoln Center. Playhouse Square has been meticulously refurbished to house Opera Cleveland, the Great Lakes Theater Festival and top Broadway road companies. Cleveland has the beauty of the North Coast and the waters of Lake Erie for water sports. The Metro Parks system is Cleveland’s Emerald Necklace, providing more than 100 miles of park drive, picnic areas, ponds and hiking and biking trails. The College is located within walking distance of the Euclid Creek Reservation. In the winter, three area ski resorts located within a short drive of the city offer downhill and cross-country skiing. Cleveland also hosts a variety of professional sports teams for the enthusiastic spectator. Enjoy Browns football, Indians baseball and Cavs basketball.

THE ADMINISTRATION BUILDING
The College sits on a wooded 53-acre campus. The Tudor Gothic Administration Building houses most of the classrooms and offices, a Science Research Center, the Dwyer Learning Center, computer and multi-media labs, the Performing Arts Center and the Little Theater. Constructed in 1928, the Administration Building is listed on the National Register of Historic Places by the U.S. Department of the Interior.

THE DWYER LEARNING CENTER
The Dwyer Learning Center consists of an electronic classroom, a student computer lab, a writing lab, a test proctoring room and a tutoring room. This area provides students with access to multimedia computers, printers, scanning devices, the latest productivity software, course-related software, the Internet, and email. All computers in the Learning Center are connected to the campus-wide network. Tutors and lab assistants are available to assist students in using these tools in the learning process.

The writing lab and tutoring room are available for students to work one-on-one with professional and peer tutors in specific subject areas. Peer tutors, many of whom are education majors, are recommended by faculty. Additional networked computers are located in this area.

CLARA FRITZSCHER 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 theology, education, literature, art, nursing and intelligence analysis. In addition, the Library maintains a comprehensive juvenile collection, and a 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 89 academic libraries that provides access to over 48 million books and audiovisual materials and 140 databases containing thousands of journal titles and full text articles. In addition to these resources, the Library receives more than 250 periodicals in print form, which are housed on the ground floor. A microform reader/printer is available for viewing and duplicating periodicals kept on microfiche and
microfilm. In addition to periodical holdings, business students have access to an extensive collection of annual reports. Computers on both floors allow access to our electronic catalog, the Internet and numerous online services such as EBSCO, ERIC, MEDLINE, PsychINFO and Education Full Text.

The Library provides a variety of facilities conveniently located on the first floor. The Computer Room is a popular place for students to congregate. It contains six additional computer workstations that may be used for research, searching the Internet, email and word processing. The Seminar Room may be scheduled for meetings, quiet study, or video/DVD viewing. The Library also features an award-winning art gallery that may be booked for showings by local artists. The Falcon Café, conveniently located at the east entrance of the Library, offers an array of hot and cold drinks, breakfast items, salads, sandwiches, soups, snacks and desserts.

The Technology Classroom, located on the Library’s second floor, is a state-of-the-art 40-seat classroom, equipped with two Smart Boards and laptops for each student. Smart technology enables instructors to use a more interactive approach to teaching and to integrate graphics, PowerPoint slides, DVDs and videos seamlessly into their presentations. The Technology Classroom is already a popular place for classes, workshops, and meetings by faculty and staff trained in the use of the new technology available. Six additional classrooms are located on the second floor. One of these classrooms houses 20 computer workstations and functions as an additional computer lab at times when classes are not scheduled there.

The Clara Fritzsche Library also houses two special collections. The Tolerance Resource Collection, located on the second floor of the library, houses books, videos, journals and posters relating to the Holocaust, diversity and anti-bias issues. The Eastern Church Resource Center, located on the first floor, houses a unique collection of books, videos, and audio tapes relating to the Eastern Church and ecumenism. These rooms may also be reserved for meetings or quiet study.

The Library offers a spacious environment for research and study and is ADA compliant. Lounge areas are located on the first and second floors. Study carrels are scattered throughout the library and provide additional work areas for students.

The Clara Fritzsche Library is committed to being a “user-oriented” facility. A helpful and informed staff is available to provide assistance to all patrons. The Library offers bibliographic and information technology instruction programs throughout the year. These include a general orientation, subject specific instruction and individual instruction upon request. Interlibrary loan is provided if the items patrons are seeking are not in the Library’s collection. Through OhioLINK, students may request items themselves using their Notre Dame College I.D. barcode number. Materials not available through OhioLINK may be interlibrary loaned from Cleveland Public Library and other libraries throughout the country and will be provided in an efficient and timely manner. Library materials are loaned for a three-week period upon presentation of a current Notre Dame I.D. card. Library patrons may also use their I.D. to receive borrowing privileges at over eighty academic libraries throughout Ohio, including John Carroll University, Ursuline College, Case Western Reserve University, Cleveland State University and St. Mary Seminary.

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, 25 yard, six lane pool for collegiate competition, water exercise and lap swimming, six locker rooms, weight room, training room and coaches offices.
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, summer session or weekend term 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:

1. Application for Undergraduate Admission accompanied by the non-refundable $30 application fee,*
2. Official high school transcript stating date of graduation, and
3. Official ACT or SAT I score report.
* You may also apply online free of charge.

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
A student 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.

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

1. Application for Undergraduate Admission accompanied by the non-refundable $30 application fee,
2. Official high school transcript stating date of graduation or official GED Certificate,
3. Official academic transcripts from each college or university previously attended and
4. Personal interview with an Admissions Counselor.

Academic transcripts must be submitted directly to the Office of Admissions 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). Notre Dame College requires the following credentials from each adult student seeking admission:

1. Application for Undergraduate Admission accompanied by the non-refundable $30 application fee
2. Official high school transcript stating date of graduation or official GED certificate
3. Official academic transcripts from each college or university previously attended and
4. Personal interview with an Admissions Counselor.

Academic transcripts must be submitted directly to the Finn Center for Adult, Graduate and Professional Programs by the issuing high school or post-secondary institution 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 (most recent academic work) and
• Evidence of the potential for academic success as profiled on the academic transcript and in the personal interview.

PROVISIONAL ADMISSION
A 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.

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 by the Ohio Medical Board and Ohio Board of Nursing.
• Notre Dame College is an approved provider of Social Worker Continuing Professional Education (CPE) by the Ohio State Social Worker and Counseling Board.
• Notre Dame College is an approved provider for Counselor Continuing Professional Education (CPE) by the State of Ohio Counselor and Social Worker Board.
• 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.

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:

1. Application for Undergraduate Admission for international students accompanied by the non-refundable $30 application fee,
2. 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),
3. Competency in English – (see below – applicable only to non-native English speakers who graduated or will graduate from a secondary school outside the USA),
4. Declaration and Certification of Financial Support form,
5. International Student Financial Aid Form,
6. Verification of Country of Birth and Citizenship form, and
7. 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.

For International Athletes ONLY:
ATHLETES must achieve two of the three documented standards:
- Graduate in top half of class (confirmation from headmaster/guidance counselor)
- Earned a minimum of 2.00 GPA
- Obtain official results of the ACT/SAT test.

According to Immigration and Naturalization Service regulations, a completed Declaration and Certification of Financial Support is necessary to prove that the student has financial resources available for the cost of tuition, fees, room and board, supplies, personal expenses and transportation while enrolled at Notre Dame College for the first academic year and to give a reasonable guarantee that financial resources will be available at approximately the same rate for the remaining academic years.

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

FULL ADMISSION
A student will be granted Full Admission when the following conditions have been met:
- Competence in the English language as evidenced by one of the following:
  - TOEFL (Test of English as a Second Language) – a minimum score of 500 PB (paper-based)/173 CB (computer-based) (www.toefl.org)
  - IELTS (International English Language Testing System) – minimum score of 6.0 (www.ceii.org)
  - CAE (Cambridge Certificate of Advanced English) minimum score of C (pass)
  - ELS Language Centers - level 112 Proficiency Examination (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
A student 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.

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, or any consecutive combination of four weekend terms. The Director 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.
**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 Academic Competitiveness Grant
- Federal Smart Grant
- Federal Teach Grant

**State Financial Assistance Programs**
- Ohio College Opportunity Grant
- Ohio Academic Scholarship
- Ohio War Orphans Scholarship

**Institutional Funding Financial Assistance Programs**
- Valedictorian/Salutatorian Scholarship
- Presidential Honors Scholarship
- Family Plan Scholarship
- Notre Dame College Grant
- Sisters of Notre Dame Grant

**Private Assistance Programs**
- The John Huntington Fund for Education
- The Cleveland Foundation
- Ohio Foundation of Independent Colleges
- Laub Foundation
- Tuesday Study Club
- Cleveland Diocese
- Hille-Sposet
- Raymond Hills Charitable Remainder Unitrust
- Buenrostro Scholarship
- Black Professional Association

**Endowed Awards**
- Joseph M. and Aldemira Alfonso Award
- Notre Dame College Alumni Scholarship
- Arthur S. Armstrong Scholarship Fund
- Christopher Foundation Scholarship Fund
- Sister Mary Aquinas & Sister Mary Clotilda Award
- Daniel S. Connelly Scholarship
- Edward J. and Stella Gunn Corbett Award
- Sister Mary Cordelia Award
- Helen Adeline Corrigan and Marie Corrigan Scholarship Fund
- Sister Jeanmarie DeChant Award
- Helen Schaffer DeGulis Scholarship Fund
Anne L. De ming International Student Fund
Eleanor Durica Filak Endowment
Sister Mary LeRoy Finn Scholarship
Flynn Family Scholarship Fund
GAR Foundation Scholarship
Carl and Dorothy Harig English
and Communication Award
Sister Mary Patricia Hlivak Award
Reverend Henry Hofer Award
Elizabeth Cantillon Hruby Scholarship
Jean G. and Joseph H. Keller Scholarship
Fred A. Lennon Scholarship
Joseph and Eleanore Loehr Scholarship
Alice J. and Patricia A. McCann Endowment
The Helen and Michael Earl McCloskey Award
McHugh Award
Catherine and F. Jerome McKeever Scholarship
Ruth A. and Loretta E. Mersy Scholarship
Joseph and Caroline Mersy Scholarship
Dorothy and Eugene J. Murray Scholarship
Frances A. Noetzel Endowed Scholarship Fund
Sisters of Notre Dame Freshman Award
Grace K. O’Donnell Scholarship
Corinne O’Neill Scholarship
H.M. O’Neill Scholarship
O’Neill Science Scholarship
Pauline Palub Endowment
Bishop Anthony M. Pilla Scholarship Fund
Thomas Quinlan Award
Quinlivan/Burke Award
Dr. Robert & Rosemary Racek Scholarship Fund
Regis and Leona Reinhard Award
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 Dolories Abood Scholarship

**TUITION AND FEES**

**Undergraduate – Per Semester**

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>12-19</td>
<td>$11,540*</td>
</tr>
<tr>
<td>Part Time</td>
<td>1-11</td>
<td>$475 per credit hour</td>
</tr>
</tbody>
</table>

* Credits over 19 are charged per credit hour at $475

**Graduate**

$475 per credit hour, coursework 500 level or above

Students in the graduate program taking undergraduate classes will be charged the graduate price.

**TEEL Tuition**

$420 per credit hour undergraduate Education coursework level 499 or lower

**Non-Credit/Audit**

$65 a credit hour

**RESIDENCY CHARGES – PER SEMESTER**

<table>
<thead>
<tr>
<th></th>
<th>Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rooms</td>
<td></td>
</tr>
<tr>
<td>Double</td>
<td>24 Meal Plan</td>
</tr>
<tr>
<td>$1,967 per semester</td>
<td>$2,389 per semester</td>
</tr>
<tr>
<td>Single</td>
<td>19 Meal Plan*</td>
</tr>
<tr>
<td>$2,741 per semester</td>
<td>$1,943 per semester</td>
</tr>
<tr>
<td>North Hall</td>
<td>14 Meal Plan</td>
</tr>
<tr>
<td>$2,343 per semester</td>
<td>$1,792 per semester</td>
</tr>
<tr>
<td>South Hall</td>
<td>Commuter Meal Plan</td>
</tr>
<tr>
<td>$2,355 per semester</td>
<td>$716 per semester</td>
</tr>
</tbody>
</table>

*All freshmen are required to sign up for either the 24 or 19 meal plan.

Charges for remaining on campus during breaks:

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Thanksgiving</td>
<td>$40.00</td>
</tr>
<tr>
<td>Winter Break</td>
<td>$300.00</td>
</tr>
<tr>
<td>Spring Break</td>
<td>$70.00</td>
</tr>
<tr>
<td>Easter Break</td>
<td>$40.00</td>
</tr>
</tbody>
</table>
**SPECIAL FEES**

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation Fee</td>
<td>$100.00 one-time fee for traditional undergraduate students</td>
</tr>
<tr>
<td>Student Fee (Full-time students only)</td>
<td>$275.00 per semester, 12 or more credit hours per term.</td>
</tr>
<tr>
<td>Nursing Fee</td>
<td>$10.00 to $85.00 per term for students in the BSN program</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>$2,000.00 per term</td>
</tr>
<tr>
<td>Health Insurance Fee</td>
<td>$562.00 per year, billed in Fall Semester, subject to change</td>
</tr>
<tr>
<td>Student Teaching Fee</td>
<td>$300.00 for student teachers</td>
</tr>
<tr>
<td>Nursing Clinical Fee</td>
<td>$75.00 per courses for particular BSN nursing courses</td>
</tr>
<tr>
<td>Admission Application</td>
<td>$30.00 also covers evaluation of transcripts</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$5.00 per transcript</td>
</tr>
<tr>
<td>Diploma Processing Fee</td>
<td>$150.00</td>
</tr>
<tr>
<td>Credit by Exam or Assessment</td>
<td>$237.00 per undergrad credit; $237 per graduate credit</td>
</tr>
<tr>
<td>Return Check Fee</td>
<td>$30.00</td>
</tr>
<tr>
<td>Outstanding balance (late fee)</td>
<td>$100.00 per month</td>
</tr>
</tbody>
</table>

**Au Pairs**
Tuition is $85 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 $125.00 upon acceptance to the College. This deposit is NOT refundable after May 1, 2010. 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 2nd for Fall Semester, January 3rd 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 3:00 p.m. 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 a scheduled payment has not been made by the time the next statement of the semester is mailed, a $100 late fee will be charged. 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 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 the enrollment in the payment plan to be considered an acceptable arrangement. NDC CASHNet calculates equal monthly installment payment 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 request is submitted to the Accounting Office by the office of Student Accounts.

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 weekend or online Term will have their Financial Aid revised to part time funding levels. Tuition refunds are determined as follows:

Full Term Courses
Before the end of the first week of classes – 100%
Before the end of the 2nd week – 80%
Before the end of the 4th week – 40%
After the 4th week – NO REFUND

For courses that meet once a week, one class equals one week.

Shorter Term Courses
Before the 1st class meeting – 100%
Before EOB Tuesday following 1st class – 80%
Before EOB Friday following 1st class – 40%
After EOB Friday following 1st class – 0%
*EOB = End of Business

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 Office of Student Records. 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:
Resident students who officially withdraw from the residence halls during a semester will have their charges recalculated as indicated below:
• Room charges on the same percentage basis used for tuition refunds
• Board charges based on the number of weeks up to the official withdraw date from the residence hall

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 a check to make an electronic funds transfer, funds may be withdrawn from the account as soon as the same day the payment is made.
• A return check fee of $30.00, or maximum allowable by law, will be charged to an account in the event the electronic transfer is returned from the institution.

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

COLLECTIONS
Every semester all delinquent accounts are sent off to collections. If an account is sent to collections, students 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, students accept responsibility for payment by the due date of all college charges assessed to the student account, including tuition and fees, room and board and late fees. Students fully accept this educational debt as a 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 your account.

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

A signature on the registration form indicates that the payment conditions outlined above have been read and understood.

WITHDRAWING FROM CLASSES
If it is necessary to withdraw from a semester, a completed change of schedule (withdrawal) form must be submitted to the Registrar’s Office. Please note that non-attendance does not constitute official withdrawal.

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.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS* FOR FINANCIAL AID APPLICANTS
Federal regulations (HEA Sec. 484(a), 34 CFR 668.16(e), 668.32(f), 668.34) require that Notre Dame College review the academic progress of all students who apply and/or receive federal financial assistance. This regulation applies to each financial aid applicant, whether a previous recipient or not. A student’s entire academic record is included in the measurement. The measurement consists of three areas: Credit Hour, Grade Point Average, and Maximum Time Frame for eligibility.

Credit Hour Requirement
1. First year undergraduate students (0-31 hours attempted) must complete successfully a minimum of 60% of the number of credit hours attempted in each award year (or part thereof) at Notre Dame College.
2. All other undergraduate students must complete successfully a minimum of 75% of the total number of attempted credits each academic year (or part thereof) at Notre Dame College. Students attending only one semester will be evaluated on that semester’s work. Students who leave the college for an awarding year (or years) will be evaluated on their performance during the most recent year of attendance at Notre Dame College.
3. TEEL® or Graduate Students must complete successfully a minimum of 75% of the total number of hours attempted each academic year (or part thereof) at Notre Dame College.
4. Successfully completing a course requires a grade of A, B, B+, C, C+, C-, D, D+ or P. All other grades including NR, W, F and I are considered unsatisfactory and are unacceptable.

5. An award year includes all semesters beginning with Summer Semester through the following Spring Semester.

**Grade Point Average (GPA Requirement)**

1. All undergraduate students who have attempted 62 credit hours must maintain an accumulative grade point average of 2.0. Students will be measured at the end of each term of enrollment.
2. Graduate Students must maintain a 3.00 GPA at all times.
3. TEEL® Students must maintain a 2.00 GPA at all times.

**Maximum Time Frame Requirement**

1. Undergraduate Students
   Undergraduate Students may continue to be considered eligible for assistance as long as they have not attempted (or registered for) more than 160 credit hours and/or have not completed more than 140 undergraduate credit hours. Transfer hours will be counted in the number of attempted/earned hours. Additionally, remedial and/or repeated course work will also be included in the maximum permissible number of hours attempted and earned.
2. Graduate Students
   Graduate Students may continue to be considered eligible for assistance as long as they have not attempted (or registered for) more than 60 graduate credit hours and/or have not completed (earned) more than 48 graduate credit hours. Transfer hours will be counted in the number of attempted/earned hours. Additionally, remedial and/or repeated course work will also be included in the maximum permissible number of hours attempted and earned.
3. TEEL® Students
   TEEL® Students may continue to be considered eligible for assistance as long as they have not completed student teaching.

**Transfer Students**

1. Transfer Students will not be measured against the Credit Hour Requirement or GPA Requirement until the end of the academic year in which they start.
2. Transfer Students will be measured against Maximum time frame for eligibility based on Hours transferred. (See appeal process)

**Monitoring**

1. Satisfactory academic progress will be measured at the end of each award year in most cases. However, in some instances, an evaluation will be conducted after each semester, EX: Students with 62 attempted hours will need a 2.00 GPA at the end of each semester of enrollment.
2. Evaluation will be done in a timely manner; however, the next term may already be in progress at the time of notification to students of their ineligibility. Students concerned that they may not have met the requirements, may contact the Office of Student Financial Assistance during normal business hours.
3. Students will be notified via their NDC email account and or the U.S. Mail if they have failed the measurement. Students may appeal the decision.

**Appeals**

1. Students may appeal their denial of assistance by completing the Appeal Form. The student and the academic advisor must sign the form. An appeal form will be sent to students not meeting the requirement or may be obtained from the Office of Student Financial Assistance.
2. Financial Aid appeals must be based on undue hardship caused by the death of a relative, personal injury, illness or other special circumstance supported with appropriate documentation.
   A plan as to how the student will improve his/her academic performance must be included in the appeal. An academic advisor must sign all appeals.
3. Appeals must be presented to the Office of Student Financial Assistance within 15 working days after the receipt of the denial letter. The appeal will be reviewed within 15 working days and written notification sent to the student.

* Please note that this policy is referred to on the back of the Financial Aid Award Letter.
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 for Student Affairs 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 activities are strongly encouraged and supported at Notre Dame College. Various activities are designed to include and to meet the needs of all types of students: residents and commuters, traditional and adult. The Campus Activities Office along with the Undergraduate Student Government sponsors many programs on and off campus including comedians, interactive entertainment, dances, speakers, Little Sibs & Kids Weekend and many more.

The College maintains a schedule of off-campus events that takes advantage of the many wonderful cultural resources of the Greater Cleveland area. These include performances by the Cleveland Orchestra, Cleveland Ballet, Cleveland Playhouse and the Ohio Chamber Orchestra. With a grant from the Kulas Foundation, the Notre Dame College community may purchase tickets at greatly reduced rates.

**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 Career Services Center can help students choose a career focus, research employers, put together a résumé and practice for job interviews. No matter what educational track or program one’s in – Undergraduate, or Teacher Evening Education Licensure (TEEL) – the Career Services Center is here to assist. Students are encouraged to begin using the Career Services Center during their first year at NDC to start their career planning.

Free career assessments, a resource center, an online job board, workshops and individual counseling are available to all students and alumni. Visit our website at: www.NotreDameCollege.edu under Resources and Services.

**INTERNSHIP/COOPERATIVE EDUCATION PROGRAM**

Cooperative Education and internships assist students in determining career direction, gaining on-the-job training and experience, observing professionals and providing lessons in human relations and earning money. Applying classroom learning to actual work experience provides students an opportunity to test their knowledge in specific areas while exploring career opportunities.
This work experience is either major or career-related, can last one semester or longer and can be paid or unpaid. A student may earn a maximum of six credit hours toward graduation with each credit hour requiring 45 hours of work. Tuition is the same as for all other courses. Co-op is required of all Bachelor of Arts candidates; however, all students are encouraged to participate in this program. Specific information about the Co-op/Internship program may be found at the Career Services website. All of the requirements and forms necessary for the class are located at this website. Students must complete all required forms prior to registration to the course.

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:
Senders Pediatrics located at:
2054 South Green Road
South Euclid, Ohio 44121
216.291.9210
www.senderspediatrics.com

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 at Notre Dame College is an integral part of the education of a student. 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.

STUDENT SUCCESS CENTER
The mission of the Student Success Center is to provide direction and support for students to connect to campus, establish their academic, personal and professional goals and discover their path to success. In order to assist students in reaching their goals and ensure the quality of student life and learning, the Student Success Center will focus on the combined efforts of retention, academic advising and academic support.

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 5% 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 disabilities 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 Dwyer Learning Center assists with the coordination of Notre Dame College’s placement testing in English, math and computer skills. The tests are given at scheduled dates during the summer and at the new student orientation each semester. 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. Once the student is admitted to Notre Dame College, to receive academic accommodations:

1. 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.

2. The student will meet with the Director of the Dwyer Learning Center, provide the required documentation and discuss possible reasonable academic accommodations.

3. Once the student has provided appropriate documentation to the Director of the Dwyer Learning Center, an accommodation letter will be developed.

4. 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.

FYI/FRESHMAN SEMINAR
The First Year Institute continues the student’s orientation to Notre Dame College during the first semester with a unique, small-group experience. In this seminar students meet regularly with faculty and staff mentors and work toward the common goals of achieving academic success and developing a sense of community.
STUDENT ORGANIZATIONS
African American Hope Society
Art Club
Biology Club
Black Scholars
Círculo Español
Choral Ensemble
Falcon Fanatics
Film Society
Future Educators
Gay Straight Alliance
Labre (Service Club)
Masquers (Drama Club)
Neurodiversity
Notre Dame News
Pivot (Literary Magazine)
Poetry
Professional Intelligence Education Society
Psychology
Public Relations & Communication Club
SPIES – Students
Student Nurses Association
Yearbook

Information regarding these organizations may be secured from the Director of Campus Activities and members of the Student Government.

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 and the British Isles.

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.

Christmas Celebration and Lighting Ceremony – 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.

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, a family style dinner is served by faculty and staff to the students in the Connelly Center Dining Hall.

Founders’ Day – A celebration of the spirit of the founders of Notre Dame College, the Sisters of Notre Dame.

Senior Farewell Event – As a tribute to all graduating seniors, a reception is held in the spring.

Thanksgiving Dinner – During the Thanksgiving season, a family style dinner is served by faculty and staff to the students in the Connelly Center Dining Hall.
INTERCOLLEGIATE ATHLETICS
Notre Dame College sponsors the following intercollegiate athletic teams:

**Women**
- Basketball
- Bowling
- Cross Country
- Golf
- Lacrosse
- Soccer
- Softball
- Swimming & Diving
- Track & Field
- Volleyball
- Water Polo

**Men**
- Baseball
- Basketball
- Bowling
- Cross Country
- Football
- Golf
- Soccer
- Swimming & Diving
- Track & Field
- Water Polo
- Wrestling

Notre Dame College sponsors 22 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 Ohio State (33 teams) has more athletic teams than Notre Dame.

Notre Dame competes in the American MidEast Conference (AMC). The AMC is comprised of small-college programs in Ohio, New York, and Pennsylvania and is the largest conference in the National Association of Intercollegiate Athletics (NAIA). Nearly 300 schools compete in the NAIA, which administers programs and championships in 23 sports.

Falcon student-athletes come to College Road from all around Ohio, the Midwest, the nation, and the globe. NDC competes against NAIA institutions as well as NCAA Division I, II, and III programs … and the Falcons are coming out on top.

In recent years, the Blue & White have earned many successes. Notre Dame student-athletes have attained All-America status on the playing field and Scholar-Athlete honors in the classroom. Falcon teams have garnered multiple conference championships and national championship appearances. In 2008-09, Notre Dame athletic programs ranked No. 34 in the nation, based on the NAIA Director’s Cup all-sports ranking as published by the National Association of Collegiate Directors of Athletics (NACDA). In July, 2009, NDC had its membership application for NCAA Division II approved. In 2009-10, Notre Dame is competing as a Candidacy Year-One institution in the NCAA-II membership process.

INTRAMURALS AND RECREATION
The intramurals and recreation program consists of individual and team activities for students of all skill levels. The Campus Activities Office sponsors these programs according to interest and facility availability. Below is a list of intramurals offered on campus:

1. 3-on-3 Basketball
2. Cardio Kickboxing
3. Corn Hole
4. Dodge Ball
5. Pool (Billiards)
6. Soccer
7. Step Aerobics
8. Table Tennis
9. Volleyball
10. Yoga
ACADEMIC POLICIES AND PROCEDURES

Academic policies and procedures

LIBERAL ARTS EDUCATION
As a liberal arts college, Notre Dame strongly affirms its belief in the value of the liberal and fine arts as the learning foundation for both academic and professional pursuits. The General Education Requirements serve as a basis for students to share a common tradition of learning while pursuing an academic major. These courses provide the means for understanding the intersection between God and humankind.

The General Education Requirements also lead students to address and develop the specific insights and competencies needed in our contemporary society.

One of the objectives of the General Education Requirements is to provide students with learning experiences in disciplines other than their academic major. However, if a course is used to complete a section of the General Education Requirements and it is also part 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 credit hours for an associate degree.

GENERAL EDUCATION REQUIREMENTS (GERs)
The following courses fulfill the 42-43 credit General Education Requirements for a Bachelor of Arts or a Bachelor of Science Degree. A course may be used only once to fulfill a General Education Requirement, although these requirements may overlap with requirements for major or minor areas of study. Equivalent courses from other institutions may fulfill the General Education Requirements pending approval of the Registrar. Selected Topics courses that fulfill the core requirements will be listed in the Schedule of Courses. (See pages 23 and 24.)

GRADUATION REQUIREMENTS
Students are personally responsible for meeting all academic requirements for their chosen major and degree. Questions should be referred to the Office of Academic Affairs or the Registrar.

A candidate for a BACHELOR’S degree must meet the requirements listed below. The student shall

- have earned 128 semester hours of credit. (A semester hour is defined as one weekly, fifty-minute class period for a semester of fifteen weeks. Two or three hours of laboratory work are equivalent to one class/lecture period. The weekend and online terms are semester equivalents, and the credit unit is a semester credit.)
- have successfully completed courses fulfilling the General Education Requirements and those in 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 requirement.
- complete fifty percent of major coursework at NDC.
- complete fifty percent of the last 32 credits at NDC.
- have attended Notre Dame College for at least one year, preferably the senior year, and shall have completed a minimum of thirty-two (32) semester credits of course work at Notre Dame College.
- have at least 45 credits of upper-biennium (300-400) courses.

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

- have earned 64 semester hours of credit.
- have successfully completed the Associate Degree General Education Requirements and those in the chosen major field of study.
- 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 attended Notre Dame College for at least one semester and have completed a minimum of sixteen (16) semester credits of course work at Notre Dame College.

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.
<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
<th>Courses Satisfying Requirement</th>
<th>Notre Dame College Course Options</th>
<th>Prerequisite or Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Composition</td>
<td>3</td>
<td>An English composition and writing course</td>
<td>EN 110 or EN 100/101</td>
<td>Placement at initial enrollment</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
<td>A Public Speaking course</td>
<td>CA 100</td>
<td></td>
</tr>
<tr>
<td>Information Systems</td>
<td>3</td>
<td>An introductory Computer course</td>
<td>IS 220</td>
<td>IS 120 or Placement</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
<td>• Art or Music History course</td>
<td>AR 101, AR 209, AR 221, AR 223, AR 280, AR 311, AR 312, AR 313, AR 314, AR 316, AR 377, MU 160, MU 211, MU 213, MU 320, MU 106*</td>
<td>*MU 106 must be taken two times to fulfill requirement</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
<td>A literature course (not Children’s Literature)</td>
<td>EN 255, EN 256, EN 261, EN 262, EN 281 or any literature course numbered EN 331 or above</td>
<td></td>
</tr>
<tr>
<td>Scripture-Inclusive Theology</td>
<td>2 or 3</td>
<td>A Theology course that includes the study of Scripture</td>
<td>TH 150, TH 321, TH 322, TH 325, TH 371, TH 373, TH 374, TH 381, TH 382, TH 383</td>
<td>TH 150 is the recommended introductory course. TH 150 is not a prerequisite for other TH courses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Pastoral Theology and Ministry Scripture course</td>
<td>PM 104, PM 105, PM 324, PM 327</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Justice: Issues and Action</td>
<td>TH 450</td>
<td>TH 450 must be taken at Notre Dame.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td>A Philosophy course</td>
<td>Any PH course</td>
<td>PH 180 or PH 200 is the recommended introductory course. PH 180 is not a prerequisite for other PH courses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current Ethical Problems</td>
<td>PH 480</td>
<td>PH 480 must be taken at Notre Dame.</td>
</tr>
<tr>
<td>Area</td>
<td>Credits</td>
<td>Courses Satisfying Requirement</td>
<td>Notre Dame College Course Options</td>
<td>Prerequisite or Comment</td>
</tr>
<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>Cross Cultural - International Studies</td>
<td>3</td>
<td>• A Modern Language course&lt;br&gt;• A cross cultural or international Anthropology, Business, Literature, Social Science or Theology course&lt;br&gt;• A course associated with travel abroad&lt;br&gt;• Nursing</td>
<td>See the annual schedule of course offerings for currently available cross-cultural courses.</td>
<td>NR 420, NR 475</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>A Biology, Chemistry, or Physics course with lab</td>
<td>BI 105/106, BI 110/111, BI 112/113, BI 200/201, BI 204/205, BI 230/231, BI 240/241, CH 100/101, CH 106/107, CH 111/113, CH 116/117, CH 220/221, CH 225/226, PS 150/151, PS 180/181, PS 200/201</td>
<td>Recommended courses for non-science majors are BI 105/106, BI 200/201, BI 230/231, CH 220/221, CH 225/226</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>A Math course appropriate to the major and beyond the developmental level</td>
<td>MA 120, MA 130, MA 131, MA 175, MA 220, MA 221</td>
<td>Placement</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
<td>A course in Economics, Geography, History, Political Science, Psychology or Sociology</td>
<td>Any EC, GO, HI, PO, PY or SO course</td>
<td></td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>3</td>
<td>A Health and Wellness course</td>
<td>HP 110 (traditional students)&lt;br&gt;HP 112 (adult students)&lt;br&gt;NR 200 (BSN students)</td>
<td></td>
</tr>
</tbody>
</table>
ASSOCIATE DEGREE PROGRAMS
The following General Education Requirements form the foundation for all associate in arts degree programs:

- English Composition 1 course
- Literature 1 course
- Fine Arts 1 course
- Health Education 1 course
- Science 1 course
- Mathematics or Social Science 1 course
- Oral Communication 1 course
- Philosophy 1 course
- Theology 1 course

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 Affairs.

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.

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
- Environmental Science
- Graphic Design (Art)
- History
- Human Resource Management (Business Administration)
- 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.

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.

An Associate in Arts (AA) degree is available with a major in Pastoral Ministry.

An Associate in Science (ASHS) is available with a major in Health Sciences.

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
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. For further information, please contact The Finn Center for Adult, Graduate and Professional Programs at 216.373.5173 for a copy of the graduate bulletin, or visit http://www.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 Vice President for 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 Office of Student Records for more information.

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.

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. First-year students are not encouraged to cross-register. For further information, students should contact the Office of Student Records.

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:

<table>
<thead>
<tr>
<th>Class</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomores</td>
<td>28 semester credits</td>
</tr>
<tr>
<td>Juniors</td>
<td>62 semester credits</td>
</tr>
<tr>
<td>Seniors</td>
<td>92 semester credits</td>
</tr>
</tbody>
</table>
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 Vice President for 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.

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: www.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.
In determining course transferability Notre Dame College follows the policies listed below:

1. Only courses with a grade of “C” or better will be considered; no course with a grade of “C-” or below will transfer.
2. Credit will be given for those courses that are equivalent in content to courses available at NDC.
3. Course and credit transfer; grades and cumulative grade point average do not transfer.
4. Courses considered remedial (below the 100 level) will not transfer.
5. 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 equivalences.
6. Courses not considered equivalent to a specific requirement at NDC will transfer in as electives; no more than the required number of electives needed to graduate will transfer unless a special request is made.
7. Course 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 with a “B” will be considered for transfer only after review by the department chair to determine that the content is in conformity to the Notre Dame College curriculum. Transfer credits from such institutions may be applied to fulfill lower biennium degree requirements. A maximum of 15 credits will transfer.
8. 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. Major courses older than 10 years must be reviewed by the division chair.
9. Computer courses older than five years will not transfer.
10. No more than six (6) credits in physical education will transfer.
11. Courses, such as band, choir, etc. repeated over several terms may be accepted up to six (6) credits.
12. Orientation, internship, co-op, practicum, life experience/portfolio, test out credits do not transfer; students may resubmit documentation for assessment at Notre Dame College.
13. All courses in the major will be assessed by the division before being eligible for transfer.
14. Nursing and education students must undergo a major review prior to admission to the major.
15. No more than 96 credits will be considered for transfer; students must earn a minimum of 32 credits at NDC to graduate.
16. Fifty percent of all major coursework must be completed at NDC.
17. Notre Dame College will transfer no more than 32 credits through alternate methods of assessment, e.g. portfolio assessment, proficiency exams, College Level Examination program (CLEP), AP credit, independent study and research.
18. The official evaluation of coursework will determine whether transfer students may enroll in courses with prerequisites.
19. Fifty percent of the last 32 credits must be completed at NDC.

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 Vice President for 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.

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:

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

Normally, courses which the student may take on a Pass/Fail basis must be outside

- the General Education Requirements of the College
- the requirements of the student’s major or area of certification.

Change of registration from CR/NC to a letter grade or vice versa must be carried out through the Office of Student Records 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.

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 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, or two weeks after the last day of examinations for weekend courses, the grade is automatically changed to an “F.”

W (Withdrawal) indicates the student has withdrawn with permission while passing and within a specified time limit.

Academic Grade Appeal Processes
Various protections are offered to students at the College to assure a fair and consistent treatment in academic matters.

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

1. Demonstrably arbitrary and unfair evaluation of student produced course work.
2. 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 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 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 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 VPAA. 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 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:

1. 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.
2. Paraphrasing the work of another without proper author acknowledgment.
3. 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, s/he 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 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 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 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 is given to the student at the close of each semester. 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. (Please see Reinstatement in the Admission section.)
Withdrawal from Courses
A student may drop a course and add another only during the first week of the semester. A student may drop a course after the opening week of classes until the 10th week of the semester with a designation of “W” with permission of the Office of Student Records. No new classes may be added. No weekend courses may be added once the term has begun. A course may be dropped with a designation of “W” before the 4th session of the course. The student also needs to examine the financial policies statement regarding any refunds for tuition.

Withdrawal from the College
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 readmission or new registration.

Transcripts of Record
Requests for official transcripts of record must be made in writing by the individual student concerned, presented in person, faxed, emailed or mailed to the Office of Student Records. For each transcript, the current fee should accompany the written request. Check the website for the current fee.

OffICIAL
TRANSCRIPTS AND GRADES WILL NOT BE ISSUED FOR PERSONS WHO HAVE A FINANCIAL OBLIGATION TO NOTRE DAME COLLEGE.

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.

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’ 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.
**Student Development Leadership Awards**
These awards are presented to students who have been leaders in a formal way as well as to those who contribute in a supportive, behind-the-scenes manner. Students selected for Who’s Who are ineligible.

**Student of the Month**
Each year a committee and Undergraduate Student Government select six students as Student of the Month. All nominees must be full-time students with a 3.0 GPA, who represent the ideals and values of Notre Dame College. All NDC faculty, staff, and students may submit the nomination materials.

**ACADEMIC AWARDS**
A number of disciplines have special awards for high achievement:

**Art**
- Senior Art Award for Excellence in the Fine Arts
- 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 Freshman Biology Student (for high achievement by a first-year student in the two-semester general biology course sequence)
- O’Neill Science Endowment Scholarship

**Business Administration**
- Outstanding Business Student Award
- Elizabeth Unkefer Award

**Chemistry**
- Outstanding Chemistry Undergraduate Award (awarded to a graduating chemist for high achievement)
- Outstanding Freshman Chemistry Student Award (for high achievement by a first-year student in the two-semester college chemistry course sequence)
- 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 Amtz 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
- Outstanding Student in Intelligence Analysis and Research
- 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 Pre-Licensure 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 Performance in Psychology (Highest GPA for Traditional Undergraduate)
- Outstanding Performance in Psychology (Highest GPA for Non-Traditional Undergraduate)

**Special Awards**
- President’s Award for Academic and Athletics Award (Male and Female)
- Taylor and Smith Scholarship Award
- The Tuesday Study Club Scholarship
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.

Recent recipients of the award have been:

- Marilyn S. Jones, Ph.D. 1995
- Roslyn Scheer-McLeod, M.A. 1996
- Sr. Helen M. Burdenski, SND, D.B.A. 1997
- Rachel Morris, M.A 1998
- Sandra Grassman, M.B.A. 1999
- Sr. Beth Anne Tercek, SND, Ph.D. 2000
- Inge Schmidt, Ph.D. 2001
- Stephen M. Felch, Ph.D. 2002
- Barbara Sposet, Ph.D. 2003
- Sharon Balchak, Ph.D. 2004
- Bruce W. Jones, Ph.D. 2005
- Sr. Eileen Quinlan ’74, SND, Ph.D. 2006
- Natalie M. Strouse, M.B.A. 2007
- Sr. Jeanne Moenk ’68, SND, Ph.D. 2008
- Erica Stovall White, Ph.D. 2009
- Karen Groth, Ph.D. 2010

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.

Recent recipients of the award have been:

- Sr. Mary St. Martha Conrad, SND, M.S. 1995
- Marilyn Farinacci, M.F.A. 1996
- Kenneth Palko, M.A. 1997
- Francis Warnement, M.A. 1998
- Lisa Schonberg, M.F.A. 1999
- Martin Poluse, Ph.D. 2000
- Marilyn Farinacci, M.F.A. 2001
- Bernard S. Jesiolowski, Ph.D. 2002
- Kenneth Palko, M.A. 2003
- Amy Keseigich, Ph.D. 2004
- Sr. Mary Karita Ivancic, SND, Ph.D. 2005
- Carolyn Leitman, Ph.D. 2006
- Peter Manos, M.A. 2007
- Alan Braun, M.A. 2008
- Elisabeth Patch, M.A. 2010
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.

What is an Online Course Like at NDC?
Online courses at NDC are delivered via the internet. Students are provided unique login information and access their online course on a secure website. Anywhere students can access the internet, they can log into their online courses. In most cases at NDC, online courses are also accelerated. This means that the same content that students normally learn over fifteen weeks in a regular semester is covered in eight weeks in the online course. Students can expect to spend about double the time each week completing assignments and activities in an online course as compared to the same course in the traditional semester format. Online courses contain eight distinct lessons that last one week. Each one-week lesson contains lectures (either printed or audio/video recorded), online discussions (called forums) and a number of other educational activities such as virtual classrooms, surveys, web quests, assignments, projects and exams that ensure students learn the course content and meet the course objectives.

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 (i.e. courses with the EDD prefix) contain synchronous activities and students should plan their schedules accordingly. In course schedule booklets, courses with synchronous activities will list the days of the week and times students are expected to log into the online class.

Asynchronous courses are online courses where students do not have to log into the course at a specified time. Students still engage with instructors 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 “N/A” in columns for days and times.

Distance Terms
Online courses at NDC are offered in eight week accelerated terms designated “D” terms. There are five “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 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. Term D-5 is the summer online term.

For students taking online courses along with traditional semester courses, it’s 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.

How Much Time Will I Spend In an Online Course Each Week?
NDC is required to ensure that courses it offers meet certain participation standards. In traditional courses this is often measured in “seat time” or the amount of time students are scheduled to meet in the classroom each week. In online courses, participation is measured in engagement time. Engagement is measured by how much time students spend involved in the online course in activities such as virtual classroom sessions, reading or watching lectures, participating in forums and taking
exams. Three credit online courses that are eight weeks in length are designed to engage a student in the course for about 4 ½ to 5 hours each week. As with traditional courses, students in online courses should plan to spend additional time outside the course doing reading, research and preparation of papers and projects. As a rule-of-thumb, students should plan for ten hours of work (in and outside of class) for each three-hour online course.

**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 that can identify with most of the following list of characteristics 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 schedules

**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 to take online courses at NDC:
- 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 their registration form
- Complete the training module entitled “Is Online Learning for Me?” located at http://moodle.ndc.edu
- Obtain a second signature from the Department of Online Educational Services

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 Department of Online Educational Services to register for online courses. It is strongly recommended that anyone new to online courses at NDC complete the training module “Is Online Learning for Me?” 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 students are 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.

Determining Whether a Course is Online
There are several ways to identify an online course from the course schedules. First, in the column labeled “Term” the course will list the designation of “Online.” A second way to distinguish an online course from a traditional course is to look at the course prefix in the “Course/Section.” Online courses have three alpha characters with the third character always the letter “D” (for distance). Traditional classroom courses only have two alpha characters before the number. For instance, HI200 would be the traditional, fifteen week, classroom course for Themes in American History. The same course in an online delivery format would be listed as HID200. A final way to confirm that a course is online is to look at the “Additional information” column. Online courses will have the word “ONLINE” in that column.

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 your 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 Department of Online Educational Services 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:

Dr. Rob Davis
Dean of Online Educational Services
Phone: 216.373.6386
Email: rdavis@ndc.edu

Anne Marie Geckle
Associate Director of Online Programs
Phone: 216.373.6378
Email: ageckle@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.

STUDIO ART MAJOR

48 Credits

Program Outcomes:

1. Studio art majors will 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.

2. Studio art majors will 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.

3. Studio art majors will 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

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 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.

STUDIO ART MAJOR

WITH MARKETING EMPHASIS

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

Program Outcomes:

1. Studio art majors will 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.

2. Studio art majors will 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.

3. Studio art majors will 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.
STUDIO ART MAJOR WITH ENTREPRENEURSHIP EMPHASIS

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

Program Outcomes:
1. Studio art majors will 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.

2. Studio art majors will 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.

3. Studio art majors will 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 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

Marketing: Total 18 Credits

Marketing Prerequisites: Six Credits
BU 150 Accounting Basics
EC 100 Economics and Contemporary Issues

Core Marketing Requirements: Three Credits
BU 230 Marketing Principles

Additional Marketing Electives: Select Nine Credits
BU 301 Consumer Behavior (preferred)
BU 375 Marketing Research
BU 385 Marketing Management
BU 390 Advertising (preferred)
BU 450 International Marketing (cross cultural)

Students will be advised to take MA 221 Statistics to fulfill their General Education requirement in math.
**Required: Three Credits**
AR 480 Studio Emphasis

**Entrepreneurship Track Prerequisites: Six Credits**
BU 150 Accounting Basics
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 EMPHASIS IN PSYCHOLOGY (ART THERAPY)**

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

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

1. Studio art majors will 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.

2. Studio art majors will 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).

3. Studio art majors will summarize their design and creative thinking process in both oral and written form as part of their senior portfolio review.

4. Students will 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 370 Psychology of the Abnormal
PY 412 Counseling Theories
GRAPHIC DESIGN MAJOR
48 Credits
*Program Outcomes:*
Graphic Design majors will:
1. Expand technical knowledge by using a variety of computer software and hardware including multimedia and web design.
2. Master problem solving skills through the exploration and extensive use of graphic design software.
3. Gain an appreciation for the principles of visual communication by studying typography and design theory as well as designers who have contributed to our overall understanding and application of visual design.
4. Develop confidence in presenting work that is output from a computer through traditional graphic design studio presentation techniques.
5. Prepare for an entry-level position using a multitude of design tools and techniques by preparing a professional design portfolio for career proposes.

**Core Art Requirements: 33 Credits**
- AR 101 Drawing 1
- AR 114 Introduction to Graphic Design
- AR 209 Photography 1
- AR 222 Color and Design
- AR 223 Graphic Design 1 (Typography)
- AR 224 Graphic Design 2 (Type and Image)
- AR 300 Graphic Design 3 (Art of the Poster)
- AR 314 Impressionism to Now
- AR 325 Printmaking 1
- AR 371 Three Dimensional Design
- AR 400 Graphic Design 4 (Thesis and Packaging)

**Technology Required: Nine Credits in elective courses**
- IS 243 Multimedia Development
- IS 245 Website Design and Development
- IS 443 Advanced Multimedia Design

**Business Requirements: Three Credits**
- BU 301 Consumer Behavior
- BU 390 Advertising

**Co-op Requirements: Three Credits**
- AR 295
- AR 395
- AR 495

GRAPHIC DESIGN MAJOR WITH A CONCENTRATION IN STUDIO ART
60 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.

**Core Art Requirements: 33 Credits**
- AR 101 Drawing 1
- AR 114 Introduction to Graphic Design
- AR 209 Photography 1
- AR 222 Color and Design
- AR 223 Graphic Design 1 (Typography)
- AR 224 Graphic Design 2 (Type and Image)
- AR 300 Graphic Design 3 (Art of the Poster)
- AR 314 Impressionism to Now
- AR 325 Printmaking 1
- AR 371 Three Dimensional Design
- AR 400 Graphic Design 4 (Thesis and Packaging)

**Studio Art Electives: Nine Credits in elective courses for a concentration in Studio Art**
- AR 102 Drawing 2
- AR 210 Photography 2
- AR 326 Printmaking 2
- AR 342 Painting 2
- AR 378 Ceramics 2
- AR 480 (Studio area of concentration)

**Senior Studio: 3 Credits**
- AR 491 Senior Studio

**Technology Requirements: Nine Credits in elective courses**
- IS 243 Multimedia Development
- IS 245 Website Design and Development
- IS 443 Advanced Multimedia Design

**Business Requirements: Three Credits**
- BU 301 Consumer Behavior
- BU 390 Advertising

**Co-op Requirements: Three Credits**
- AR 295
- AR 395
- AR 495
GRAPHIC DESIGN MAJOR WITH A CONCENTRATION IN PUBLIC RELATIONS

60 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.

Graphic Design Program Outcomes: please refer to the Graphic Design Major.

Core Art Requirements: 33 Credits
AR 101 Drawing 1
AR 114 Introduction to Graphic Design
AR 209 Photography 1
AR 222 Color and Design
AR 223 Graphic Design 1 (Typography)
AR 224 Graphic Design 2 (Type and Image)
AR 300 Graphic Design 3 (Art of the Poster)
AR 314 Impressionism to Now
AR 325 Printmaking 1
AR 371 Three Dimensional Design
AR 400 Graphic Design 4 (Thesis and Packaging)

Public Relations Requirements: 12 Credits
CA 220 Newswriting (this is a prerequisite for the following three courses)
CA 403 Public Relations
CA 323 Media Writing
CA 380 Advanced Media Writing

Technology Requirements: Nine Credits in elective courses
IS 243 Multimedia Development
IS 245 Website Design and Development
IS 443 Advanced Multimedia

Co-op Requirements: Three Credits
AR 295
AR 395
AR 495

Psychology Electives: Three Credits in elective courses
PY 201 General Psychology
PY 255 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.

Graphic Design Program Outcomes: please refer to the Graphic Design Major.

Core Art Requirements: 33 Credits
AR 101 Drawing 1
AR 114 Introduction to Graphic Design
AR 209 Photography 1
AR 222 Color and Design
AR 223 Graphic Design 1 (Typography)
AR 224 Graphic Design 2 (Type and Image)
AR 300 Graphic Design 3 (Art of the Poster)
AR 400 Graphic Design 4 (Thesis)

Marketing Prerequisites: Nine Credits
BU 150 Accounting Basics
EC 100 Economics and Contemporary Issues
IS 260 Computer Decision-Making Applications

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 International Marketing (cross cultural)

Technology Requirements: Six Credits
IS 243 Multimedia Development
IS 245 Website Design and Development

Co-op Requirements: Three Credits
AR 295
AR 395
AR 495

Students will be advised to take MA 221 Statistics 1 for their general education math requirement.

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 Graphic Design
AR 209 Photography
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 Now

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 from:
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 from:
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 from:
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 320 Music and Art: Historical Survey

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

See EDUCATION for Professional Education Requirements.
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
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 223 Graphic Design I
AR 224 Graphic Design II
IS 243 Multimedia Development
IS 245 Website Design and Development
IS 443 Advanced Multimedia 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 3 cr.
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 photography. Fundamental camera and darkroom techniques are studied. Emphasis on photography as an interpretive and illustrative medium in art. Student supplies manual camera and film. Introduction to digital photography as well. 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 photography. Introduction to digital imagery and color. Student supplies manual camera and film. Two, two-and-one-half hour lab periods weekly. Prerequisite: AR 209.

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 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 handbuilding 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 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 resume 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  Cooperative Education  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.

The major program objectives for Biology majors are:
• Students will effectively communicate scientific information in both written and oral formats.
• Students will understand the central role evolution has in the field of science.
• Students will have a diverse background in the sciences that will help them to achieve their career goals.
• Students will correlate information learned in their science courses.
• Students will critically evaluate the validity of scientific claims.

BIOLOGY PROGRAM CORE FOR ALL BIOLOGY MAJOR CONCENTRATIONS

44 Credits
BI 110, 111, 112, 113 General Biology I and II and Labs
BI 270, 271 Cell Biology and Lab
CH 111, 113, 114, 115 College Chemistry I and II and Labs
CH 211, 213, 214, 215 Organic Chemistry I and II and Labs
PS 180, 181, 182, 183 Basic Physics I and II and Labs
PS 200, 201, 202, 203 College Physics I and II and Labs
MA 221 Statistics
BI 481, 482 or 483 Coordinating Seminar
(as dictated by concentration)

BIOLOGY MAJOR:

BACHELOR OF ARTS PROGRAM

EXERCISE SCIENCE CONCENTRATION

32 to 34 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, 302, 303 Mammalian Anatomy and Physiology I and II and Labs
BI 325 Exercise Physiology for Majors
BI 495 Cooperative Education or Internship
CH 305, 306 Biochemistry I and Lab
HP 115 Exercise and Conditioning
HP 153 Care and Prevention of Athletic Injuries
HP 215 Nutrition for Sports, Fitness and Health
HP 350 Applied Kinesiology
PY 201 General Psychology
PY 330 Health Psychology

BIOLOGY MAJOR:

BACHELOR OF ARTS PROGRAM

GENERAL BIOLOGY CONCENTRATION

13 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, a student choosing the general biology concentration will complete the following courses:

BI 395, 495 Cooperative Education
Students will also choose three courses from the following courses:

- BI 300, 301: Mammalian Anatomy and Physiology I and Lab
- BI 302, 303: Mammalian Anatomy and Physiology II and Lab
- BI 310, 311: Ecology and Lab
- BI 320: Evolution
- BI 322: Animal Behavior
- BI 340, 341: Parasitology and Lab
- BI 350: Genetics
- BI 360, 361: Microbiology and Lab
- BI 430: Immunology
- BI 460: Endocrinology
- CH 305, 306: Biochemistry I and Lab

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

**ECOLOGY/ENVIRONMENTAL SCIENCE CONCENTRATION**

29 to 31 additional credits to the Biology Program Core Credits

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

- BI 310, 311: Ecology and Lab
- BI 320: Evolution
- BI 360, 361: Microbiology and Lab
- OR
- BI 365, 366: Microbial Ecology and Lab
- BI 418, 419: Limnology and Lab
- CH 220, 221: Earth Science and Lab

Students will then choose three courses from the following list of electives:

- BI 315, 316: Plant Ecology and Lab
- BI 322: Animal Behavior
- BI 330, 331: Comparative Anatomy and Lab
- BI 340, 341: Parasitology and Lab
- BI 440, 441: Ornithology and Lab
- CH 308: Environmental Chemistry
- CH 310/311: Quantitative Analysis

**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.
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 110, 111,
112, 113 General Biology and Lab
BI 270, 271 Cell Biology and Lab
BI 430 Immunology

Plus eight additional credits from the following:
BI 300, 301 Mammalian Anatomy and Physiology I and Lab
BI 302, 303 Mammalian Anatomy and Physiology II and Lab
BI 350 Genetics
BI 360, 361 Microbiology and Lab
BI 460 Endocrinology
BI 475 Advanced Cell Biology
BI 481 or 482 Coordinating Seminar
CH 305, 306 Biochemistry I and Lab
CH 405, 406 Biochemistry II and Lab

ADOLESCENT TO YOUNG ADULT LICENSE IN LIFE SCIENCE (Gr. 7-12)
54 Credits
Biology Requirements:
BI 110, 111,
112, 113 General Biology and Lab
BI 270, 271 Cell Biology and Lab
BI 310, 311 Ecology and Lab

Eight credits from:
BI 300, 301 Mammalian Anatomy and Physiology I and Lab
BI 302, 303 Mammalian Anatomy and Physiology II and Lab
BI 320 Evolution
BI 420, 421 Developmental Biology and Lab

Eight credits from:
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

16 credits from:
CH 111, 113,
114, 115 College Chemistry and Lab
CH 211, 213,
214, 215 Organic Chemistry and Lab
PS 180, 181,
182, 183 Basic Physics 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 110, 111,
112, 113 General Biology and Lab
BI 270, 271 Cell Biology and Lab
BI 310, 311 Ecology and Lab

10 additional credits from:
BI 300, 301 Mammalian Anatomy and Physiology I and Lab
BI 302, 303 Mammalian Anatomy and Physiology II and Lab
BI 320 Evolution
BI 350 Genetics
BI 360, 361 Microbiology and Lab
BI 430 Immunology

Chemistry Requirements:
CH 111, 113,
114, 115 College Chemistry and Lab
CH 211, 213,
214, 215 Organic Chemistry and Lab
CH 305, 306 Biochemistry I and Lab

Four additional credits from:
CH 308 Environmental Chemistry
CH 310, 311 Quantitative Analysis and Lab

Eight additional credits from:
PS 180, 181,
182, 183 Basic Physics and Lab
CH 220, 221 Earth Science and Lab

See EDUCATION for Professional Education Requirements.
### AREA OF CONCENTRATION IN SCIENCE FOR MIDDLE CHILDHOOD LICENSE (Gr. 4 - 9)

**20 Credits**

**Requirements:**
- BI 110, 111, or 112, 113 General Biology and Lab
- BI 200, 201 Environmental Science and Lab
- CH 100, 101 General Chemistry or
- CH 111, 113 College Chemistry and Lab
- CH 220, 221 Earth Science and Lab
- PS 150, 151 Concepts in Physics and Lab

See EDUCATION for Professional Education Requirements.

### COURSE OFFERINGS

All laboratory courses must be taken concurrently with the corresponding lecture courses. 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 112, 113, or the equivalent is a prerequisite for all biology courses numbered 260 or higher.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 105</td>
<td>Introduction to the Biological Sciences</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BI 106</td>
<td>Introduction to the Biological Sciences Laboratory</td>
<td>1 cr.</td>
</tr>
<tr>
<td>BI 110, 112</td>
<td>General Biology I, II</td>
<td>3, 3 cr.</td>
</tr>
<tr>
<td>BI 111, 113</td>
<td>General Biology Laboratory I, II</td>
<td>1, 1 cr.</td>
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<tr>
<td>BI 200</td>
<td>Environmental Science</td>
<td>3 cr.</td>
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<tr>
<td>BI 201</td>
<td>Environmental Science Laboratory</td>
<td>1 cr.</td>
</tr>
<tr>
<td>BI 204</td>
<td>Human Anatomy and Physiology I</td>
<td>3 cr.</td>
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<tr>
<td>BI 205</td>
<td>Human Anatomy and Physiology I Lab</td>
<td>1 cr.</td>
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<tr>
<td>BI 206</td>
<td>Human Anatomy and Physiology II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BI 207</td>
<td>Human Anatomy and Physiology II Lab</td>
<td>1 cr.</td>
</tr>
<tr>
<td>BI 230</td>
<td>Basic Anatomy and Physiology</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
BI 231 Basic Anatomy and Physiology Laboratory 1 cr.
One three-hour laboratory period weekly, emphasizing human organ systems, their locations and functions.
Taken concurrently with BI 230.

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. Prerequisites: BI 204/5 and BI 206/7; must be taken concurrently with BI 241, General Microbiology Lab.

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. Prerequisites: BI 204/5 and BI 206/7; must be taken concurrently with BI 240, General Microbiology.

BI 270 Cell Biology 3 cr.
An introduction to eukaryotic cell morphology and function with special emphasis on membrane-bound organelles. Topics in macro-molecular synthesis and bioenergetics will also be covered. Prerequisite: BI 112 or CH 114 or the equivalent.

BI 271 Cell Biology Laboratory 1 cr.
This laboratory includes studies in cell morphology, growth of cell populations and assays for macromolecules and selected metabolic pathways. Taken concurrently with BI 270.

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

BI 295, 395, 495 Cooperative Education 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, 302 Mammalian Anatomy and Physiology I, II 3, 3 cr.
A study of mammalian anatomy and physiology with emphasis on how these two interrelated concepts contribute to homeostasis. Topics covered in part I include cells, tissues, and the skeletal, muscular, nervous and endocrine systems. Systems covered in part II include the cardiovascular, respiratory, immune, digestive, urinary and reproductive systems.

BI 301, 303 Mammalian Anatomy and Physiology Laboratory I, II 1, 1 cr.
Laboratory studies will parallel the various systems covered in the lecture. The students will study these systems using dissections, 3-D models, computer simulations, microscope slides and experimentation. Taken concurrently with BI 300 and 302.

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 112, CH 114.

BI 311 Ecology Laboratory 1 cr.
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. One three-hour laboratory weekly taken concurrently with BI 310.

BI 315 Plant Ecology 3 cr.
The course will deal with the development, structure and function of plant tissues and organs. Primary emphasis will be placed on anatomical, morphological and physiological features of various plant types. Prerequisites: BI 310 or Permission of the Instructor.
BI 316 Plant Ecology Lab 1 cr.
The lab will examine the development, structure and function of plant tissues and organs. Primary emphasis will be placed on the plant structures. **One three-hour laboratory weekly taken concurrently with BI 315.**

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 112, 113 or equivalent.

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.

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 112.

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. **Taken concurrently with BI 330.**

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 110, 111 or equivalent.

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. **Taken concurrently with BI 340.**

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 270

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 270 or CH 214 or equivalent.

BI 361 Microbiology Laboratory 1 cr.
Laboratory includes the methods of culture, various staining techniques and methods of identifying bacteria. One three-hour laboratory period weekly. **Taken concurrently with BI 360.**

BI 365 Microbial Ecology 3 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. Prerequisite: BI 310 or BI 360

BI 366 Microbial Ecology Lab 1 cr.
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. **One three-hour laboratory weekly taken concurrently with BI 365.**

BI 391, 392, 393, 394 Special Topics 1-3 cr.

BI 418 Limnology 3 cr.
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.
BI 419 Limnology in the Field 1 cr.
Application and investigation of the physical, chemical and biological aspects of aquatic habitats; provide training in basic limnological methods for data collection and analysis. **One three-hour laboratory weekly taken concurrently with BI 418.**

BI 420 Developmental Biology 3 cr.
A comparative study of patterns (embryology) and process (genetic regulation) leading from fertilized egg to adult organism. Prerequisite: BI 270.

BI 421 Developmental Biology Laboratory 1 cr.
Laboratory studies including embryogenesis in chordates and invertebrates; organogenesis in vertebrates. **One three-hour laboratory weekly. Taken concurrently with BI 420.**

BI 430 Immunology 4 cr.
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 or equivalent.

BI 440 Ornithology 3 cr.
The morphology, anatomy, physiology, taxonomy, life histories, distribution and adaptations of birds. Prerequisites: BI 112.

BI 441 Ornithology Lab 1 cr.
Topics will include structural features, identification and classification of the different families of birds. The lab will include many off campus field trips. One three-hour laboratory weekly taken concurrently with BI 440.

BI 460 Endocrinology 3 cr.
A systems approach to the study of the role hormones play in controlling and coordinating organ development and function. Prerequisites: BI 270 and CH 214. Recommended: BI/CH 305, 306.

BI 465 Research Methods 1 cr.
Lecture covering critical topics in the proper design and execution of scientific research. Prerequisite: Permission of instructor(s).

BI 466 Research Methods Laboratory 2 cr.
Laboratory course covering application of research design, execution, data analysis and presentation. Prerequisite: Permission of instructor(s).

BI 470 Advanced Cell Biology 3 cr.
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 270 and CH 214 or the equivalent.

BI 481, 482 Coordinating Seminar 1, 1 cr.
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.

BI 483 Coordinating Seminar for Exercise Science Concentration 1 cr.
An in-depth study of some current aspects of biology related to 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.

BUSINESS ADMINISTRATION

Core Courses
41 Credits
There is a common core of courses taken by students majoring in most Business Administration programs, including Accounting, Business Administration, International Business, Management Information Systems, Management, and Marketing. (This list does not apply to Sport Management or Human Resources Development.) Several of these courses fulfill General Education Requirements as well.

Requirements:

- BU 155, 156 Accounting Principles I, II
- BU 230 Marketing Principles
- BU 240 Management Principles
- BU 360 Corporate Finance
- BU 425 Project Management
- BU 473 Business Law I
- BU 395 or 495 Cooperative Education
- 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.

ACCOUNTING

Program Outcomes:
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 Masters 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.

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
- BU 474 Business Law II
BUSINESS ADMINISTRATION

Program Outcomes:
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.

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

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

Selected Business Administration Core (32 Credits)
- BU 155 Accounting Principles I
- BU 156 Accounting Principles II
- BU 240 Management Principles
- BU 425 Project Management
- BU 473 Business Law I
- BU 395 or 495 Cooperative Education
- EC 201 Principles of Microeconomics
- EC 202 Principles of Macroeconomics
- IS 260 Computer Decision-Making Applications
- MA 221 Statistics I

Human Resources Development Core (30 Credits)
- BU 235 Management Information Systems
- 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 385 Tests and Measurements
- SO 305 Minority Groups
- SO 425 Conflict Management
- CA 201 Interpersonal Communication

Recommended Coursework:
- BU 388 Business Ethics
- PH 200 Critical and Creative Thinking
- Communication Course

A communication course such as:
- CA 201 Interpersonal Communication
- CA 374 Presentation Techniques
- CA 376 Intercultural Communication
- CA 380 Organizational Communication

HUMAN RESOURCES DEVELOPMENT

Program Outcomes:
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. Students educated in the liberal arts tradition will think critically, analyze complex processes, evaluate important issues and work collaboratively in a team setting.
INTERNATIONAL BUSINESS

Program Outcomes:
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.

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

Six of the following seven courses (18 credits):
BU 450  International Marketing
EC 305  Comparative Economic Systems
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 Division

Recommended Coursework:
BU 388  Business Ethics
HI 332  Transformation of Japan: 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

Program Outcomes:
Students completing a major in Information Systems are prepared to function as professionals in the discipline or to continue their education in graduate school. In accordance with the Association for Computing Machinery’s Computing Curricula Report, students who successfully complete the major in Information Systems will be able to analyze information requirements and business processes and be able to specify and design computing infrastructures and information systems that are aligned with corporate strategic missions and goals. They will understand both technical and organizational factors, enabling them to help an organization determine how information and technology-enabled business processes can provide a competitive advantage. They will exhibit strong analytical and critical thinking skills, ethical principles and interpersonal communication and team skills.

Requirements:
Business Administration Core Courses + 18 credits in the following:
BU 235  Management Information Systems
IS 222  Programming Logic and Design
IS 310  Systems Analysis
IS 323  Information Technology Hardware and Software
IS 335  Network Essentials
IS 350  Database Management Systems

In addition, the MIS student is encouraged to complete either the Programming or Multimedia minor.

Recommended Coursework:
BU 388  Business Ethics
MANAGEMENT

Program Outcomes:
Students in Management are prepared to function as creative leaders in various positions in society. The Notre Dame College graduate possesses technical skills and is also capable of dealing with the many career changes that they will face. A management graduate educated in a liberal arts tradition will think critically, analyze complex processes, evaluate important issues and work collaboratively in a team setting. 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.

Requirements:
Business Administration Core Courses + 21 credits in 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
  OR
- BU 426 Strategic Management
- BU 303 Entrepreneurship
  OR
- BU 436 Labor Relations

One Upper Biennium in Business Administration or Economics

Recommended Coursework:
- BU 388 Business Ethics
- PH 200 Critical and Creative Thinking
  Communication Course

MARKETING

Program Outcomes:
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.

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 International Marketing

Including one of the following courses:
- AR 209 Black and White 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

Program Outcomes:
Provide an interdisciplinary curriculum that permits students to develop strengths in specific fields involving the management of sports, a growing industry in the United States. Students who are interested in careers in sport management, sports facilities management, sports information or sports marketing will find that this course of study prepares them well for employment or for graduate study.

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

Selected Business Administration Core (35 Credits):

- BU 155 Principles of Accounting I
- BU 156 Principles of Accounting II
- BU 230 Marketing Principles
- BU 240 Management Principles
- BU 425 Project Management
- BU 395, 495 Cooperative Education
- 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  
  Applied Exercise Physiology*
- PY 201  
  General Psychology
- PY 235  
  Sports Psychology

* Prerequisite is BI 230/231 Basic Anatomy and Physiology which fulfills the student’s GER for Science with a lab.

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, Communications, Management, Marketing and Psychology.

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**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
- EC 100  
  Economics and Contemporary Issues
- BU 301  
  Consumer Behavior
- BU 303  
  Entrepreneurship
- BU 380  
  Sales Management
- BU 410  
  New Venture Creation

**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 FINANCIAL SERVICES MANAGEMENT**

*Lower Biennium Prerequisites (14 Credits):*

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

+ Required Upper Biennium Courses (12 Credits):

- BU 370  
  Investments
- EC 331  
  Money and Banking
- EC 432  
  Public Finance
- EC 442  
  International Finance

**MINOR IN INTERNATIONAL BUSINESS**

*Lower Biennium Prerequisites (17 Credits):*

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

+ Required Upper Biennium Courses (12 Credits):

- BU 450  
  International 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 (12 Credits):
BU 300 Principles of Supervision
BU 341 Human Resources Management
BU 345 Organizational Behavior
BU 303 Entrepreneurship
OR
BU 436 Labor Relations

Recommended Electives:
BU 388 Business Ethics
PH 200 Critical and Creative Thinking Communications course

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 International 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
18 Credits
Required Courses (Six Credits):
IS 222 Programming Logic and Design
MA 332 Introduction to Discrete Mathematics

+ 12 Credits from the following:
IS 223, 224 Visual Basic Programming and Lab
IS 333, 334 Java Programming and Lab
IS 336, 337 C++ Programming and Lab

Other Special Topics programming classes such as Advanced Visual Basic, Game Programming, JavaScript, etc.

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: IS 220.

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 Cooperative Education 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 256.

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, junior standing.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 345</td>
<td>Organizational Behavior</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BU 348</td>
<td>Sports Events, Sponsorship and Promotions</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BU 355</td>
<td>Compensation and Benefits</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BU 360</td>
<td>Corporate Finance</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BU 370</td>
<td>Investments</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BU 375</td>
<td>Marketing Research</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BU 380</td>
<td>Sales Management</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BU 385</td>
<td>Marketing Management</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BU 388</td>
<td>Business Ethics</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BU 390</td>
<td>Advertising</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BU 391-394</td>
<td>Selected Topics</td>
<td>1-3</td>
<td>Advanced topics in business. Specific credit hours and topics to be arranged with division approval.</td>
</tr>
<tr>
<td>BU 395</td>
<td>Cooperative Education</td>
<td>1-3</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

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 regulations. 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 International 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 256.

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 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  Cooperative Education  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 credits in Cooperative Education 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.

The major objectives for students in the Chemistry
programs are as follows:
• Students will develop a broad foundation in the
  chemical and physical sciences.
• Students will analyze and synthesize solutions to
  chemical problems.
• Students will demonstrate laboratory skills necessary to
  function as a professional chemist.
• Students will critically evaluate validity of scientific
  claims.

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 111, 113,
114, 115    College Chemistry and Lab
CH 211, 213,
214, 215    Organic Chemistry 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, 176  Calculus I, II
PS 200, 201,
202, 203    College Physics and Lab
COMPREHENSIVE CHEMISTRY EMPHASIS
18 Additional Credits to Chemistry Core 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 277 Calculus III
OR
MA 221 Statistics I

BIOCHEMISTRY EMPHASIS
18 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:
CH 362, 363 Physical Chemistry II and Lab
CH 405, 406 Biochemistry II and Lab
CH 407 Advanced Topics in Biochemistry
BI 112, 113 General Biology II and Lab
BI 270, 271 Cell Biology and Lab

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 EMPHASIS
23 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
CH 405, 406 Biochemistry II and Lab
BI 112, 113 General Biology II and Lab
BI 270, 271 Cell Biology and Lab
BI 300, 301 Mammalian Anatomy and Physiology I and Lab
BI 302, 303 Mammalian Anatomy and Physiology II and Lab
BI 350 Genetics

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 295 Cooperative Education

Although an emphasis area is not required, students in the Bachelor of Arts degree in chemistry may choose to complete the Chemistry/Business Emphasis.

CHEMISTRY/BUSINESS EMPHASIS
78 Credits
Requirements: Bachelor of Arts program requirements plus:
EC 201 Principles of Microeconomics
EC 202 Principles of Macroeconomics
EN 220 News writing
+ 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 International Marketing

Management Sequence:
BU 240 Management Principles
CA 232 Professional Communication
Plus six credits from the following:
BU 300 Principles of Supervision
BU 305 Management Information Systems
BU 341 Human Resources Management
BU 345 Organizational Behavior
BU 435 Business and Government
BU 436 Labor Relations
CHEMISTRY MINOR
28 Credits
Requirements:
CH 111, 113, 114, 115 College Chemistry and Lab
CH 211, 213, 214, 215 Organic Chemistry 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 110, 111, 112, 113 General Biology and Lab
BI 270, 271 Cell Biology and Lab
Plus ten additional credits from:
BI 300, 301 Mammalian Anatomy and Physiology I and Lab
BI 302, 303 Mammalian Anatomy and Physiology 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 111, 113, 114, 115 College Chemistry and Lab
CH 211, 213, 214, 215 Organic Chemistry and Lab
CH 305, 306 Biochemistry I and Lab
Plus four additional credits from:
CH 308 Environmental Chemistry
CH 310, 311 Quantitative Analysis and Lab
Plus eight additional credits from:
PS 180, 181, 182, 183 Basic Physics and Lab
PS 220, 221 Earth Science and Lab

AREA OF CONCENTRATION IN SCIENCE FOR MIDDLE CHILDHOOD LICENSE (GR. 4 - 9)
20 - 22 Credits
BI 110, 111, or 112, 113 General Biology and Lab
BI 200, 201 Environmental Science and Lab
CH 100, 101 General Chemistry and Lab or
CH 111, 113 College Chemistry and Lab
CH 220, 221 Earth Science and Lab
PS 150, 151 Concepts in Physics & 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 100 General Chemistry 3 cr.
An introductory treatment of fundamental principles of chemistry, designed for non-science majors as well as preparation for CH 111.

CH 101 General 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 100, high school chemistry.

CH 107 Principles of Inorganic Chemistry Laboratory 1 cr.
One, three-hour laboratory period weekly.
Corequisite: CH 106.

CH 111, 114 College 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 100, and MA 110 or equivalent.

CH 113, 115 College Chemistry Laboratory I, II 1, 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.
Corequisite: CH 116.

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 111 and 114 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 General Education 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 Cooperative Education 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 270, 271.
CH 306  Biochemistry I Laboratory  1 cr.
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. One, three-hour laboratory period weekly.

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: 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 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. Corequisite: CH 405.

CH 406  Biochemistry II Laboratory  1 cr.
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. One, three-hour laboratory period weekly. Corequisite CH 405.

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 114. Recommended: CH 360.

CH 414  Advanced Inorganic Chemistry Laboratory  1 cr.
Laboratory designed to apply principles of Advanced Inorganic Chemistry. One, three-hour laboratory period weekly.

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.
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. Two three-hour laboratory periods weekly.

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 270 and BI 302.

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

Program Goals:
Graduates of the communication program 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

Program Goal:
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  Cooperative Experience or 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)
- EN 210  Critical Writing
- EN 314  Workshop in Advanced Grammar
- EN 318  Creative Writing
- CA 323  Media Writing
- CA 324  Advanced Media Writing
- CA 380  Organizational Communication

Performance Studies Track
(15 credits from the following)
- EN/TR 261  The Drama and Theater
- EN/TR 262  Modern Drama and Theatre
- CA 212  Oral Interpretation
- CA 305  Film Studies
- CA 309  Acting and Directing
- CA 313  Event/Play Production Apprenticeship
- CA 410  TV/Radio
COMMUNICATION MINOR
18 Credits
Program Goal:

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
Program Goal:
Graduates of the public relations program are prepared for entry level positions in PR for businesses and organizations, through an applied approach to the field of communication, and coursework in best practices and key skills. Students choose one public relations professional track in business or design.

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 Cooperative Experience or 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. Primary goals are to increase confidence and reduce anxieties about 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 209 Black and White Photography I  3 cr.
An introduction to the basic elements of black and white photography. Fundamental camera and darkroom techniques are studied. Emphasis on photography as an interpretive and illustrative medium in art, communication and journalism. Student supplies manual camera and film. Two, two-and-one-half hour lab periods weekly.

CA 212 Oral Interpretation  3 cr.
Also listed as TR 112
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.

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 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 Cooperative Education  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.

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 Department 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 Department 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.

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.

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 department 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.

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 fulfill the social science requirement in the General Education Requirements and 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. 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.
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 Education Handbook.

Program Goals:
Driving the conceptual framework for the teacher education division at Notre Dame College is 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.

Changing the Classroom, One Teacher at a Time

The teacher education division of Notre Dame College believes that, in order for its program completers to impact classrooms, candidates must possess the appropriate knowledge bases in the content areas in which they will be asked to teach. They will also need the skills necessary to engage students of diverse backgrounds, and they will need to collaborate with all members of the school community.

Through its undergraduate licensure programs, Notre Dame College’s teacher candidates will:
• Be well-grounded in general studies (e.g., human development and learning) and in the specific disciplines (e.g., mathematics, special education).
• Be familiar with students in a variety of settings.
• Be able to use multiple teaching strategies to work effectively with learners of diverse abilities, learning styles and cultural backgrounds.
• Possess the skills to collaborate effectively with parents, colleagues and other stakeholders.
• Be reflective in their education practices.
These five outcomes are the foundation of the coursework, classroom activities, assessments and field experiences prescribed for each licensure program. Together, the five outcomes form the three essential themes of the division’s conceptual framework: the importance of culturally-relevant teaching, a variety of field experiences and the importance of collaboration within the school community.

Division Note:
Students seeking licensure in education must receive a grade of C- or better in all education (ED) courses.

Student Teaching:
Students who are seeking a bachelor’s degree will take twelve (12) hours of student teaching. Students who participate in graduation in May and student teach the following fall will take twelve (12) hours of student teaching. The degree will be earned and the diploma will be presented upon the completion of student teaching.

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)
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.
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)
Spanish (Pre-K - 12)
Visual Arts (Pre-K - 12)

Licensure for Early Childhood Education (ECE) (Pre-K - 3)
The Early Childhood Education (ECE) field-based licensure program prepares undergraduates and post baccalaureate Pre-K - 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, NCATE standards and requirements for the EC licensure in the State of Ohio. The State of Ohio expects EC candidates to pass Praxis II Education of Young Children with a score of 166 or better. They must also pass the Principles of Learning and Teaching Test for grades Pre-K - 3 with a qualifying score of 166 or better.

Throughout their preparation program, the teacher candidates relate their developing 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.

General Content Requirement:
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 200/201 Environmental Science and Lab
 OR
BI 105/106 Introduction to Biological 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)
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 Introduction to Education
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 Pre-K - 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 PRAXIS II Test.

LICENSURE FOR MIDDLE CHILDHOOD EDUCATION (MCE) (GR. 4 - 9)
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 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.

Candidates must pass the Praxis II subject assessment in each area of their concentration. They must also pass the Principles of Learning and Teaching Test for grades 5-9 with a qualifying score of 168 or better. Ohio requires that 80% of program completers must pass the Praxis.

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. Candidates are prepared to create effective learning experiences for a diverse student population. Ohio requires all middle childhood candidates to complete 12 semester hours of reading, including a three-hour course in phonics. The phonics course, along with content area reading, reading across the curriculum, and assessment and correction of reading disabilities, requires the candidates to demonstrate understanding of the interdisciplinary nature of learning and the role reading plays in learning.

Professional Education Core (11 courses)
ED 202 Introduction to Education
ED 203 Field Experience for Introduction to Education
ED 204 Educational Psychology
ED 205 Psychology of Student 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

Middle Childhood Education Courses (8)
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 Childhood 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):
BI 105 and 106 OR 110 and 111 OR 112 and 113;
BI 200 and 201;
CH 100 and 101 OR CH 111 and 113;
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 and 131; Biological and Earth Science and Labs; EN 110, CA 100 and ED 332 Language Arts and Reading; HI 110 and 200 Social Studies) and the passage of the early childhood content area PRAXIS II test.

LICENSURE FOR ADOLESCENT TO YOUNG ADULT EDUCATION (GR. 7 - 12)
AND MULTI-AGE EDUCATION (PRE-K - 12)
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. Candidates must pass the Praxis II Content Test for their teaching major. Candidates must pass the PLT Test for grades 7-12 with a qualifying score of 165. Ohio requires 80% of program completers to pass the Praxis.

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 semester hours of content 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)
MAJOR FIELD
Students pursuing Adolescent/Young Adult and Multi-Age licensure must complete a major field of study AND all certification requirements of the teaching field.

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 or Chemistry)
Integrated Mathematics (See Mathematics)
Integrated Social Studies (See History/Political Science)
Spanish: Pre-K - 12 (See Modern Languages)
Visual Art: Pre-K - 12 (See Art ) AR 360, AR 361

MILD MODERATE INTERVENTION SPECIALIST (MMIS) (K - 12)
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 and 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, NCATE standards and requirements for licensure as a Mild Moderate Intervention Specialist in the State of Ohio. Candidates complete 61 credit hours of course work in professional and special education, pass the Principles of Learning and Teaching Test with a qualifying score of 168 and the Praxis II Special Education: Core Knowledge and Applications. Ohio requires that 80% of program completers pass the Praxis.

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. Notre Dame College’s MMIS program has set the bar high.

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 200/201 Environmental Science and Lab
OR
BI 105/106 Introduction to Biological 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)
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 Student 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 Reading Core
ED 414 Student Teaching: Mild Moderate Intervention Specialist

READING ENDORSEMENT
A Reading Endorsement K-12 may be added to licensure areas.

Reading Endorsement Course Requirements for each Licensure Area (Courses marked with an “*” are required as part of the major):

Early Childhood Education Pre-K - 3
ED 221 The Role of Phonics in Reading*
ED 325 Foundations of Reading
ED 332 Reading Across the Curriculum*
ED 355 Assessment and Correction of Reading Disabilities*
ED 380 Field Experience for Reading*
ED 365 Undergraduate Reading Practicum
ED 376 Developmental Reading*

Middle Childhood Education (Gr. 4 - 9)
ED 221 The Role of Phonics in Reading*
ED 325 Foundations of Reading
ED 332 Reading Across the Curriculum*
ED 335 Content Area Reading*
ED 355 Assessment and Correction of Reading Disabilities*
ED 380 Field Experience for Reading*
ED 365 Undergraduate Reading Practicum

Adolescent/Young Adult/Spanish/Visual Arts
ED 221 The Role of Phonics in Reading
ED 325 Foundations of Reading
ED 335 Content Area Reading*
ED 355 Assessment and Correction of Reading Disabilities
ED 365 Undergraduate Reading Practicum
ED 380 Field Experience for Reading

Mild Moderate Intervention Specialist Core
ED 221 The Role of Phonics in Reading*
ED 325 Foundations of Reading
ED 335 Content Area Reading*
ED 355 Assessment and Correction of Reading Disabilities*
ED 380 Field Experience for Reading*
ED 365 Undergraduate Reading Practicum
ED 376 Developmental Reading*

TEACHER EDUCATION EVENING LICENSURE PROGRAM (PRE-K 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 www.notredamecollege.edu/adult/teel.

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). Placements are made as an integral part of each of the professional education courses taken.

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 GPA and a 2.75 GPA in education courses.
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** .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 Student 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 Placement Component 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 are 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. Prerequisites: IS 220 and basic computer literacy.
ED 325 Foundations in Reading  
3 cr.
A study of theory and teaching methods for best literacy practices as determined by current research in the field of reading. Students will become knowledgeable of education theory and how theory is applied to the classroom focusing on literacy components. Prerequisites: Reading Core Courses – as listed on page 80.

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 test 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.

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. (Replaces ED 343). 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 your area of licensure (PK-3, MCE, or AYA-Secondary), you will learn to evaluate intervention strategies and how to design a classroom management plan that makes sense for students. 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 365 Reading Practicum 3 cr.
The last course in the reading endorsement sequence is the practical application of all the required reading courses. Students will apply knowledge of literacy by diagnosis, remediation or enrichment of a student in a field-based tutorial situation. Understanding the varied roles of the reading teacher within the K-12 classroom, school and community is explored. Research as it applies to literacy through on-line journals, professional development, and writing a reading proposal for workshop presentations comprise essential elements of 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: Department 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: Department 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: Department 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: Department 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.

ED 491, 429, 493, 494 Special Projects 1-3 cr.

ENGLISH

Program Goals:
Graduates of the English program are prepared for employment and/or graduate studies with skills in reading, problem solving, critical thinking, effective writing and ethical decision making. In addition, they are engaged with and enjoy literature and the performing arts.

English majors are 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 Cooperative Education (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 News Writing
EN 318 Creative Writing
EN 324 Advanced Media Writing
### Academic Programs/English

#### English Minor

**24 Credits**

**Requirements:**
- CA 212 Oral Interpretation
- EN 462 Shakespeare’s Histories and Tragedies
- EN 480 Great Books Seminar

**One of the following:**
- EN 210 Critical Writing
- EN 220 News Writing
- EN 318 Creative Writing

**One of the following:**
- 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 courses in British, American, or world literature.*

#### Writing Minor

**21 Credits**

**Requirements for all Emphases (12 Credits):**
- EN 210 Critical Writing
- EN 220 News Writing
- EN 318 Creative Writing
- EN 482 English Studies

**Drama/Screenwriting Emphasis:**
- 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:**
- 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:**
- 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 cooperative education are not required.

See Education for Professional Education Requirements.

#### 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 News Writing
- 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
**ENGLISH MAJOR WITH**

**A PRE-LAW EMPHASIS**

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. To fulfill the General Education Requirement for Written Communication, 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 General Education Requirement for Written Communication.

**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 General Education Requirement for Written Composition.

**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.
Also listed as TR 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 EN 262.*

**EN 262 Modern Drama and Theater** 3 cr.
Also listed as TR 262.
Study of dramatic literature, acting, stage design, production and theatrical styles and trends from Ibsen to the present. 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 Cooperative Education 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 3 cr.
Develops skill in imaginative writing: poetry, fiction and/or non-fiction.*

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.
Also listed as CA 323.
Offers instruction and practice in professional writing skills needed for careers in advertising, public relations, radio and television. Prerequisite: EN 220.

EN 324 Advanced Media Writing 3 cr.
Also listed as CA 324.
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.

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.*

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.
Also listed as TR 461.
Reading and analysis of Shakespeare’s comedies; study of comedy techniques and poetic development. Junior-senior standing required or departmental permission.*

EN 462 Shakespeare’s Histories and Tragedies 3 cr.
Also listed as TR 462.
Reading and analysis of Shakespeare’s histories and tragedies; study of Shakespeare’s development as tragic dramatist and poet. 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 resumes. 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

Students in the environmental science program will 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.

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.

ENVIRONMENTAL SCIENCE MAJOR

62 Credits

Requirements:
BI 110, 111, 112, 113 General Biology and Lab
BI 200, 201 Environmental Science and Lab
BI 260, 261 Ecology and Lab
BI 360, 361 Microbiology and Lab
BI 322 Animal Behavior
BI 295 Cooperative Education
OR
CH 295 Cooperative Education
CH 111, 113, 114, 115 College Chemistry 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 Newwriting
MA 221 Statistics I
MA 300 Statistics II
PH 380 Bioethics*

* Fulfills GER in Philosophy

Recommended Electives:
PY 201 General Psychology**
EC 100 Economics and Contemporary Issues**
EN 324 Writing for Publication
IS 260 Microcomputer Applications in Business

** Either course fulfills GER in Social Sciences
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:

<table>
<thead>
<tr>
<th>Minor</th>
<th>Required Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>24 (8 additional)</td>
</tr>
<tr>
<td>Business Administration</td>
<td>28</td>
</tr>
<tr>
<td>Chemistry</td>
<td>28 (9 additional)</td>
</tr>
<tr>
<td>Communication</td>
<td>21</td>
</tr>
<tr>
<td>Economics</td>
<td>18</td>
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<tr>
<td>Information Systems</td>
<td>18</td>
</tr>
<tr>
<td>Management</td>
<td>18</td>
</tr>
<tr>
<td>Marketing</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
</tr>
<tr>
<td>Multimedia</td>
<td>18</td>
</tr>
<tr>
<td>Writing</td>
<td>15</td>
</tr>
</tbody>
</table>

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.

General education requirements include a personal health and wellness course for all entering students. Additional opportunities exist for a more in-depth study of health-related fitness and wellness.

**Program Goals:**

Students who have completed coursework will be able to:

1. Define, understand and value health and wellness as the dynamic interaction of the following dimensions: physical, emotional, social, spiritual, occupational and environmental.
2. Demonstrate knowledge of health concepts and skills in all six dimensions.
3. Value and integrate new behaviors that will promote lifelong health and wellness.
4. Develop skills to critically evaluate and analyze health information with regard to its potential benefit to self and society.

**MINOR IN HEALTH EDUCATION**

**22-25 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 Anatomy and Physiology/Lab
- HP 110 Wellness for College Life
- OR
- HP 112 Lifetime Wellness
- HP 213 Stress Management
- HP 215 Nutrition for Sport, Fitness, Health
- HP 310 Health Psychology
- HP 315 Understanding Sexuality
- HP 321 Applied Exercise Physiology
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

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:
HP 153 Care and Prevention of Athletic Injuries
HP 215 Nutrition for Sport, Fitness, and Health
HP 230 Skills for Coaching Team and Individual Sports
HP 388 Psychology and Ethics of Coaching
HP 400 Practicum in Coaching
BU 462 Legal Issues in Sports

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 420 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 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 Applied Exercise Physiology 3 cr
The study of systemic adaptations that occur during training, conditioning and sports competition; techniques for measurement and assessment of physiologic capacities; discussion of physical and psychological aids to performance. Prerequisites: HP 110 or 112 and BI 230 or 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.

HEALTH SCIENCES

ASSOCIATE OF SCIENCE IN HEALTH SCIENCES AND A DIPLOMA IN NURSING
98 Credits
This is a joint program between Notre Dame College and Huron School of Nursing.

MISSION STATEMENT CLEVELAND CLINIC
The mission of Cleveland Clinic is to provide compassionate health care of the highest quality in a setting of education and research.

MISSION STATEMENT HURON SCHOOL OF NURSING
The mission of Huron School of Nursing is to educate individuals to assume the role of entry level nurse generalist prepared to function in a variety of health care settings. Our goal is to provide competent, caring nurses to meet the nursing service needs of Cleveland Clinic hospitals and family health centers and the community at large.

SCHOOL PHILOSO PHY
The faculty of Huron School of Nursing believes that:

Nursing is a profession and a discipline which focuses on assisting the person, as a member of a family and community, in achieving fulfillment of physiological and psychosocial needs. Nursing is both an art and a science. The practice of nursing utilizes and integrates knowledge from the arts and humanities, as well as from the physical and behavioral sciences, medicine and technology into nursing practice. Nurses synthesize and apply knowledge to achieve core practice competencies in communication, professional behaviors, nursing process, integration of knowledge, management of care, health promotion and teaching, critical thinking and human caring and relationships.

The nurse uses the nursing process in collaboration with the client and health team members. This problem solving process enables the nurse and client to share in the development, implementation and evaluation of a plan of care designed to assist the client to achieve the level of health possible within the client’s developmental and/or functional state and environment. The nurse assists clients to achieve their health potential through activities of health promotion, maintenance and restoration. Integral to the nursing process is the
establishment of the nurse-client relationship and the demonstration of caring by the nurse. The nurse uses an understanding of the person's culture and perception of the world to individualize care.

Each person is a holistic, complex being with interdependent physiological and psychosocial needs. A person's functioning within the environment of family and community is dependent upon the degree of attainment of these needs. Each person has rights to dignity, respect, the fulfillment of human needs and self-determination of his/her own health care choices.

Health is a dynamic state of being defined by the individual. Health status is influenced by access to care, genetics, environment and personal behaviors. The environment, which encompasses the world around and within the person, is constantly changing and can positively or negatively affect individual and community health.

Nursing education is a purposeful, organized and ongoing process designed to assist the student in achieving the competency outcomes essential for contemporary nursing practice. Nursing education is a lifelong process and the curriculum is designed to promote educational mobility. The curriculum is developed, implemented and designed by the nursing faculty. The nurse educator assists the student in the use of the nursing process and the application of theory to nursing practice, and promotes self-direction of the learner toward achieving independence. Faculty have the responsibility to involve the student in the learning process and to actively assess and evaluate student achievement. The relationship between students and faculty is a partnership characterized by mutual respect, support and a spirit of inquiry.

Curricular outcomes are achieved through active engagement in the learning process and a commitment to the intellectual rigor required for synthesis and application of nursing knowledge. Students demonstrate engagement in the learning process through a variety of cognitive and behavioral strategies including concentrating and thinking about the science of nursing, discovering analogies between and among nursing concepts, actively participating in learning activities, performing at one’s personal best while fulfilling program requirements and demonstrating a spirit of inquiry through dialogue with faculty and peers. Students utilize the processes of reflection and introspective thinking to promote learning and the development of critical thinking. The student is responsible for ongoing and progressive achievement of competent nursing practice and assumes accountability for the development of professional self-image and behavior.

Huron School of Nursing educates competent and caring professional nurses prepared to begin practice in a variety of settings. Care is provided to individuals, families and groups of clients with identified health needs. Through achievement of program outcomes, graduates are prepared with the necessary knowledge, skills, attitudes and judgment to function in a complex, changing health care system. The graduate assumes the roles of caregiver, teacher, counselor, client advocate, coordinator of care and member of the profession. The graduate functions collaboratively within a multidisciplinary health care team, and practices according to established standards of care and within an ethical and legal framework. The graduate applies research findings to enhance his/her practice. Graduates are accountable and responsible for initial competence as nurses and for their on-going development of professional competency.

ORGANIZING FRAMEWORK

The organizing framework for the curriculum in the School of Nursing is derived from outcomes theory. Utilizing competencies defined by the National League for Nursing, the Pew Commission and Lenburg’s COPA model (2001), the faculty have identified eight core concepts that define the registered nurse’s professional practice. These core concepts are: communication, professional behaviors, health promotion and education, nursing process, human caring and relationships, integration of knowledge, management of care and critical thinking. These eight core concepts are operationalized to form the semester and program outcomes. Acquisition of knowledge is organized from the perspective of human response to illness according to body systems and along nursing specialty areas. Progression in complexity across the four semesters of nursing study can be seen from basic to advanced concepts as well as in the various settings utilized for concurrent clinical experiences.

Students demonstrate achievement of outcomes through successful performance on key assessment measures throughout the curriculum. In addition to demonstrating the competencies/skills which define each outcome, students are required to develop and maintain an academic portfolio which demonstrates growth, outcomes achievement and proficiency of select nursing skills.
<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Semester Credits</th>
<th>Clock Hours</th>
<th>Theory</th>
<th>Clinical/Lab</th>
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<td><strong>First Semester</strong></td>
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<tr>
<td>BI 204/205 Anatomy and Physiology I/Lab</td>
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<td>CH 106/107 Principles of Inorganic Chemistry/Lab</td>
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<td>MA 110 Intermediate Algebra (placement required)</td>
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<td>PY 201 General Psychology</td>
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<td>EN 100 or EN 110 English Composition</td>
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<td>BI 206/207 Anatomy and Physiology II/Lab</td>
<td>4</td>
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<tr>
<td>HP216 Nutrition in Health and Disease</td>
<td>3</td>
<td>45</td>
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<td>CA 100 Elements of Speech</td>
<td>3</td>
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<td>SO 201 Introduction to Sociology</td>
<td>3</td>
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<td>EN 101 English Composition</td>
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<td>(for those taking EN 100)</td>
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<td><strong>Third Semester:</strong></td>
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<tr>
<td>BI 240/241 Microbiology/Lab</td>
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<td>English Literature Choice</td>
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<tr>
<td>N 1000 Pharmacology in Nursing Practice</td>
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<td>N 1010 Health Assessment</td>
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<td>N 1020 Fundamentals of Nursing</td>
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<td><strong>Fourth Semester</strong></td>
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<td>PY 251 Lifespan Development</td>
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<td>N 2010 Medical-Surgical Nursing I</td>
<td>5</td>
<td>45</td>
<td>90</td>
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<tr>
<td>N 2020 Psychosocial Nursing</td>
<td>4</td>
<td>30</td>
<td>90</td>
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<td><strong>Fifth Semester</strong></td>
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<td>PH 380 Bioethics</td>
<td>3</td>
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<tr>
<td>N 3010 Medical Surgical Nursing II</td>
<td>5</td>
<td>45</td>
<td>90</td>
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<tr>
<td>N 3020 Maternal-Child Nursing</td>
<td>4</td>
<td>30</td>
<td>90</td>
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<td><strong>Sixth Semester</strong></td>
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<tr>
<td>Theology Choice</td>
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<tr>
<td>N 4010 Advanced Concepts in Med-Surg Nursing</td>
<td>5</td>
<td>45</td>
<td>90</td>
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<td>N 4020 Nursing Leadership</td>
<td>4</td>
<td>30</td>
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<tr>
<td><strong>Electives</strong></td>
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<tr>
<td>N 3000 Peri-Operative Nursing</td>
<td>3</td>
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</table>

All nursing courses are completed at Huron School of Nursing. Credits for nursing courses may not transfer to institutions of higher learning.
Program Outcomes
Upon completion of the program, the graduate:
1. Integrates strategies, principles and modes of communication in a self-directed manner.
2. Demonstrates professional behaviors, a commitment to the profession and an awareness of responsibility for community involvement.
3. Integrates the nursing process to comprehensively address needs of clients and groups of clients throughout the life span and in various settings.
4. Integrates knowledge from the sciences, technology, the arts and humanities into nursing practice.
5. Manages care of clients and groups of clients through effective and efficient use of resources.
6. Advances the health of clients, families and self through health promotion activities.
7. Integrates critical thinking into the clinical decision making process.
8. Demonstrates caring and culturally sensitive behaviors that create an environment of dignity and respect for clients, families, self and others.

Semester Outcomes
Upon completion of the first semester, the student:
1. Applies an understanding of the principles of communication in interactions with clients, family, staff, faculty and others.
2. Incorporates professional nursing behaviors in interactions with clients, family, staff, faculty and peers.
3. Uses the nursing process to meet basic health related client needs.
4. Utilizes principles from the sciences, technology, arts and humanities to formulate nursing practice.
5. Demonstrates accountability in the organization and delivery of safe care to individual clients and in providing continuity of care through cooperation with health team members.
6. Assesses client, family and own knowledge, learning needs and style to determine needed health education.
7. Develops an awareness of the critical thinking process and its relevance to nursing practice.
8. Demonstrates caring and respect for self and others.

Upon completion of the second semester, the student:
1. Utilizes constructive communication techniques in interactions with clients, families, staff, faculty and others.
2. Develops a professional nursing identity.
3. Uses the nursing process in collaboration with the client and health care team to achieve optimal level of health.
4. Recognizes the relationship between knowledge of the sciences, technology, arts and humanities to client status and care needs.
5. Demonstrates ability to prioritize and delegate care according to standards of practice.
6. Demonstrates understanding of principles of teaching and learning to assist clients, families and self in health education and health promotion behaviors.
7. Demonstrates behaviors reflective of critical thinking.
8. Demonstrates caring and culturally sensitive behaviors within interactions with clients and others.

Upon completion of the third semester, the student:
1. Applies effective communication techniques within the increasing complexity of interactions with clients, families, staff, faculty and others.
2. Demonstrates active involvement in one’s own professional growth.
3. Uses the nursing process to provide care that assists the client to achieve the level of health possible within client’s developmental and/or functional state and environment.
4. Incorporates knowledge from the sciences, technology, arts and humanities into nursing care.
5. Collaborates with the health care team to provide care to groups of clients and assist clients and families to access health care resources.
6. Applies principles of teaching and learning to effect health education and behavioral change in clients, families and self.
7. Incorporates critical thinking into the planning and delivery of nursing care.
8. Demonstrates sensitivity to differences and awareness of the impact of caring behaviors upon outcomes of care received by clients, families and others.

Program and Semester Competencies
Faculty have identified knowledge, behavior and skills students demonstrate when semester and program outcomes have been achieved. For each semester, knowledge, skills and/or behaviors (i.e. competencies) have been identified that describe how the student demonstrates achievement of semester and program outcomes. These behaviors, skills and knowledge can be traced to the courses via course outcome statements, clinical evaluations tools and student portfolio activities.
COURSE OFFERINGS AT THE
HURON SCHOOL OF NURSING

NR 111/N 1000 Pharmacology in Nursing Practice 1 cr.
One classroom hour per week. This course provides an overview of the nurse's responsibility in safe medication administration. Emphasis is on principles of pharmacotherapeutics through study of major drug classifications. Students will demonstrate skill in mathematics required in clinical practice. Prerequisites: CH 106/107, BI 204/205, BI 206/207, PY 201, EN 100/101 or EN 110, MA 110 or higher.

NR 112/N 1010 Health Assessment 2 cr.
One classroom hour and three lab hours per week. This course introduces students to the principles and skills required to obtain the health history and perform a focused and comprehensive physical assessment of the adult. Students develop and apply skills through practice on an adult lab partner. Emphasis is placed on the acquisition of medical terminology necessary to accurately communicate findings. Prerequisites: CH 106/107, BI 204/205, BI 206/207, PY 201, EN 100/101 or EN 110, MA 110 or higher. Corequisite: NR 112/N 1010.

NR 113/N 1020 Fundamentals of Nursing 6 cr.
Three classroom hours and nine lab/clinical hours per week. This course introduces the student to eight core competencies defining nursing practice: communication, professional behaviors, nursing process, integration of knowledge, management of care, health promotion and teaching, critical thinking, and human caring and relationships. The student begins to develop patterns of thinking which guide nursing care. Emphasis is placed on the development of skills necessary to meet basic care needs of adults and older adults. Concurrent clinical experience is offered in the nursing skills lab (three hours per week) and sub-acute care and long term care settings (six hours per week). Prerequisites: CH 106/107, BI 204/205, BI 206/207, PY 201, EN 100/101 or EN 110, MA 110 or higher. Corequisite: NR 112/N 1010.

NR 121/N 2010 Medical-Surgical Nursing I 5 cr.
Six classroom hours and 12 lab/clinical hours per week for 7.5 weeks. This course focuses on implementation of the nursing process in diverse adult populations. Emphasis is placed on concepts of care for medical-surgical clients with health alterations involving the cardiovascular, respiratory, gastrointestinal, musculoskeletal, and reproductive systems as well as select endocrine alterations. Students begin to develop skills necessary to promote critical thinking and demonstrate constructive communications and professionalism. Concurrent clinical experience is offered in acute in-patient settings and/or community settings. Prerequisites: NR 111/N 1000, NR 112/N 1010, NR 113/N 1020.

NR 122/N 2020 Psychosocial Nursing 4 cr.
Four classroom hours and 12 clinical/lab hours per week for 7.5 weeks. In this course, the student applies the nursing process to the care of the mental health client and the dying client. The student develops skills required to address psychosocial (mental health) needs in adolescent, young adult and adult populations. Study of end of life care promotes understanding of the physiological and psychosocial aspects of the dying process. Concurrent clinical experience is offered in in-patient, community mental health and hospice settings. Prerequisites: NR 111/N 1000, NR 112/N 1010, NR 113/N 1020.

NR 231/N 3010 Medical-Surgical Nursing II 5 cr.
Six classroom hours and 12 lab/clinical hours per week for 7.5 weeks. In this course, students collaborate with all members of the health care team to address needs in multifaceted care situations. Emphasis is placed on concepts of care for medical-surgical clients with health alterations involving the immune, hematological, renal/urinary, neurological and endocrine systems. Students utilize the nursing process, evidenced based practice and critical thinking to develop clinical decision making skills. Students engage in self-directed activities to foster professional growth. Concurrent clinical experiences are provided in acute in-patient and/or community settings. Prerequisites: NR 121/N 2010, NR 122/N 2020.
NR 232/N 3020  Maternal – Child Nursing  4 cr.
Four classroom hours and 12 clinical/lab hours per week for 7.5 weeks. This course focuses on the use of the nursing process to apply and integrate knowledge of nursing science to address the needs of clients in family maternity and pediatric settings. Emphasis is placed on adaptation of nursing care based on physical and psychosocial development and family dynamics. Care is approached from a health promotion perspective. Students collaborate with members of the health care team to assist families in accessing resources. Concurrent clinical experience is provided in family maternity and pediatric settings. Prerequisites: NR 121/N 2010, NR 122/N 2020.

NR 241/N 4010  Advanced Concepts in Medical-Surgical Nursing  5 cr.
Six classroom hours and 12 lab/clinical hours per week for 7.5 weeks. In this course, students apply the nursing process to address the advanced care needs of acutely ill clients. Emphasis is placed on the knowledge and skills required to provide safe care during acute and life-threatening events. Legal issues and ethical dilemmas encountered in emergent and critical situations are discussed. Concurrent clinical experience is provided in acute, critical and emergent settings. Prerequisites: NR 231/N 3010, NR 232/N 3020.

NR 242/N 4020  Nursing Leadership  4 cr.
Four classroom hours and 12 clinical/lab hours per week for 7.5 weeks. This course integrates leadership and management principles into professional nursing practice. Major legal, ethical, social, economic and political trends are studied. Concurrent clinical experience is provided which focuses on role development, application of nursing knowledge, critical thinking and evaluation of care provided for individuals and/or groups of clients. Prerequisites: NR 231/N 3010, NR 232/N 3020.

NR 212/N 3000  Peri-Operative Nursing (elective)  3 cr.
Two classroom hours per week, total of 13 hours in skills lab and 32 hours precepted clinical experiences. The course focuses on the roles of the registered nurse in meeting the needs of clients and significant others who are facing the potential or actual performance of an invasive procedure in any operative setting. Emphasis is placed on applying the nursing process to assist the surgical client in reaching a level of health equal to, or greater than, their pre-operative state. Concurrent clinical experience is offered in in-patient perioperative settings. Prerequisites: NR 111/N 1000, NR 112/N 1010, NR 113/N 1020, NR 121/N 2010, NR 122/N 2020 or with administrative approval.

NR 123/N 2015  Medical Surgical Nursing for the LPN  3 cr.
Two classroom hours per week with 45 hours clinical experience. This course uses the eight core competencies of professional nursing practice to expand upon concepts of medical-surgical nursing for the LPN seeking advanced placement in the program. Emphasis is placed on the use of the nursing process, evidenced practice and critical thinking to develop clinical decision making skills. Students engage in self-directed activities to foster professional growth. Course consists of 45 hours of clinical experience provided in acute in-patients and/or community settings. Prerequisites: CH 106/107, BI 204/205, BI 206/207, EN 100/101 or EN 110, MA 110 or higher, PY 201, PY 251 and an ONAM Transition Course. Students may take the ONAM transition course and PY 251 concurrently with NR 123/N 2015.
HISTORY/POLITICAL SCIENCE

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

Program Outcomes:

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. Their work will be clear, precise, and well-reasoned. They will demonstrate the ability to use historical analogies effectively, show a command of key historical terms and distinctions, and will have the ability to identify and discuss fundamental historical problems knowledgeably.

Students will demonstrate the ability to analyze historical questions and issues clearly and precisely, formulate historical information accurately, recognize and evaluate key historical assumptions, use key historical concepts effectively, use historical language in keeping with established professional usage, identify relevant competing historical points of view, and reason carefully from clearly stated historical premises. They will recognize and evaluate important historical implications and consequences. They will demonstrate excellent historical reasoning and problem-solving.

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 Cooperative Education Project

An additional eighteen (18) credits in history are required. Six credits (6) credits must be completed in political science. Three (3) of the eighteen (18) credits in history must be from the following courses. 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 will complete 12 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.
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 program. Three (3) credits must be in a non-European and non-American content area.

MAJOR IN HISTORY WITH AN EMPHASIS IN INTELLIGENCE STUDIES
Students may enter the Intelligence Studies program by declaring a major in History with a concentration in Intelligence Studies. Students in the Intelligence Studies program will complete the required history coursework along with coursework listed below, including a senior project and an internship. In addition, they will complete the College’s General Education Requirements and round out their coursework by choosing a variety of electives from a grouping of recommended courses listed below. Students may also select a minor field of study designed to complement the Intelligence Studies program.

Program Outcomes:
Students in the Intelligence Studies program will have developed the skills and abilities described above for History majors. In addition, they will be able to write and deliver oral reports consistent with the expectations of the intelligence community, will understand the intelligence cycle and the intelligence process, and will recognize the various federal agencies that make up the national intelligence community and their respective missions.

Course Requirements:
HI 450    Senior Research Project
HI 495    Cooperative Education
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 453    Advanced Research and Analysis

Plus 12 credits in a foreign language

The following courses are recommended but not required for students in the Intelligence Studies Program. In consultation with an academic advisor, students will select that combination of courses that best fits their interests and goals in pursuing a career in intelligence in the public or private sector. Several of the courses listed below will also satisfy the College’s general education requirements.

CA 374    Presentation Techniques
CA 376    Intercultural Communication
CA 380    Organizational Communication
EC 202    Principles of Macroeconomics
EC 305    Comparative Economic Systems
EN 318    Creative Writing
EN 323    Media Writing
EC 440    International Economics
EC 442    International Finance
EN 480    Great Books Seminar
GO 200    Introduction to Geography
HI 200    Major Themes in American History
HI 312    America Ascendant: The United States from 1914 to the Present
HI 325    The Passing of the Old Order: Europe in the 20th Century
HI 330    Africa: A Continental History
HI 332    The 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
HI 401    Historical Methodology
HI 410    American Diplomacy
IS 260    Computer Decision Making Applications
PH 200    Critical and Creative Thinking
PO 210    American Government
PO 220    Introduction to Political Thought
PO 311    Comparative Politics
PO 312    International Relations
PO 313    Public Policy in America
PO 345    Politics and the Media
PO 411    International Law
PY 200    General Psychology
HISTORY MAJOR WITH A PRE-LAW EMPHASIS

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, cooperative education, 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 Cooperative Education Project

An additional eighteen (18) hours in History are required. Six (6) credits must be completed in Political Science. Three of the eighteen (18) credits in History must be from the following courses: HI 210, HI 330, HI 332, HI 333, HI 334.

Although only one social science class is required, students planning to study law need a strong background in the social sciences and the humanities. Therefore, it is strongly recommended to choose as many courses as possible from this list:

- PO 111 Introduction to Politics and Government
- PO 210 American Government
- HI/PO 315 American Constitutional Law (highly recommended)
- SO 201 Introduction to Sociology
- SO 310 Social Institutions
- SO 425 Conflict Management and Resolution (recommended)
- PY 201 General Psychology (highly recommended)
- PY 210 Social Psychology
- PY 375 Psychology of Personality

Any 300 level or higher course in literature.

The following electives are also recommended:

- BU 155, 156 Accounting Principles I and II
- BU 435 Business and Government
- CA 201 Interpersonal Communication
- CA 374 Presentation Techniques (recommended)

Political Science Majors (ALL)

Program Outcomes:

Students completing a degree in Political Science, Political Science with an Emphasis in Criminal Justice, and Political Science with an Emphasis in Public Administration will be able to identify and explain leading theories, literature, and approaches to the subfields of political science (with a strong focus on policy implications and consequences).

Students will be able to formulate and analyze effective argumentation in written and oral forms for public service and policy solutions. They will demonstrate a strong understanding and appreciation of the knowledge and civic responsibilities required for effective participation in public service and political life.

POLITICAL SCIENCE MAJOR

36 Credits

Program Outcomes:

The political science major requires students to appreciate, comprehend and critique political systems of underdeveloped, developing and developed countries. Emphasis is placed on the development, implementation and evaluation of policy at the local, national and international level. The program prepares students 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. It cultivates and refines the student’s research, reading, writing and critical thinking skills.

Requirements:

Core Courses

- 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

American Politics

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

Two of the following:

- PO 311 Comparative Politics
- PO 312 International Relations
- PO 410 American Diplomacy
- PO 411 International Law
Public Policy/Public Administration

One of the following:
- PO 313 Public Policy in America
- PO 325 Public Administration: Concepts and Practices
- NR 410 Health Care Policy

An additional nine (9) credits in political science is required.

MINOR IN POLITICAL SCIENCE
18 Credits

Requirements:
- PO 111 Introduction to Politics and Government
- PO 210 American Government
- PO 312 International Relations

An additional nine (9) credits (one selection from each subfield) are required for completion of the minor in Political Science.

POLITICAL SCIENCE MAJOR WITH AN EMPHASIS IN CRIMINAL JUSTICE
48 Credits

The concentration in Criminal Justice is a multidisciplinary program designed to prepare students for careers in corrections, law enforcement, justice administration or any of the many career paths in this area. Students will benefit from coursework that will prepare them to be leaders in the field by stressing applied problem solving and critical reasoning skills in a fast-paced, highly competitive, and rapidly changing environment. Through completion of the core requirements of the program and various electives, students will receive a well-rounded, values-based liberal arts education that will prepare them for success in the workplace or in graduate school.

This is a program with a conscience. The curriculum is consistent with the mission of the College, and is unique among similar programs for the following reasons:

1. Students will be made aware of the ethical principles of Catholic Social Justice teaching and its emphasis on the dignity of the human person.
2. Students will explore current trends and issues of criminal justice as they relate to personal, professional and global responsibility.

Core Courses in Political Science:
- 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

Additional Courses for Completion of the Program:
- PO 131 American Criminal Justice
- PO 235 Theory and Applied Criminology
- PO 313 Public Policy in America
- PO 432 Ethics in Criminal Justice

Law and Administration of Justice:
- PO 331 Courts and Justice
- PO 332 Criminal Law

Police Studies:
- PO 333 The Role of Police in Contemporary Society
- PO 334 Corrections in America

Crime and Society:
- PO 430 Criminal Justice Policy Analysis and Planning
- PO 499 Victimology

POLITICAL SCIENCE MAJOR WITH AN EMPHASIS 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

Political Science Coursework for Completion of the Program:
- PO 313 Public Policy in America
- PO 317 American Presidency and Congress
- PO 325 Public Administration: Concepts and Practices

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

Economics Coursework for Completion of the Program:
- EC 201 Principles of Microeconomics
- EC 202 Principles of Macroeconomics
- EC 432 Public Finance

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 and Banking
  - 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 WITH AN EMPHASIS 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.
## ADOLESCENT TO YOUNG ADULT LICENSE (GR. 7 - 12) AND MAJOR IN INTEGRATED SOCIAL STUDIES

### 54 Credits

**Requirements:**

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<td>EC 201</td>
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<td>EC 202</td>
<td>Principles of Macroeconomics</td>
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<td>HI 110</td>
<td>Western Cultures from 1500</td>
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<tr>
<td>HI 200</td>
<td>Major Themes in American History</td>
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<tr>
<td>HI 450</td>
<td>Senior Research Seminar</td>
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<td>PO 111</td>
<td>American Government and Politics</td>
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<td>PO 210</td>
<td>State and Local Government and Politics</td>
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<td>PO 311</td>
<td>Comparative Politics</td>
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**Geography:**

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<td>GO 200</td>
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**American History:**

Choose two from the following:

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<th>Title</th>
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<tbody>
<tr>
<td>EC 304</td>
<td>Economic History of the United States</td>
</tr>
<tr>
<td>HI 310</td>
<td>From Colonies to Nation</td>
</tr>
<tr>
<td>HI 311</td>
<td>Forging the American Nation</td>
</tr>
<tr>
<td>HI 312</td>
<td>America Ascendant</td>
</tr>
<tr>
<td>HI/PO 315</td>
<td>American Constitutional Law</td>
</tr>
<tr>
<td>HI 410</td>
<td>American Diplomacy</td>
</tr>
<tr>
<td>HI 411</td>
<td>African-American History</td>
</tr>
</tbody>
</table>

**European History:**

Choose one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HI 320</td>
<td>The Classical World and the Transition to Feudalism</td>
</tr>
<tr>
<td>HI 321</td>
<td>Renaissance to Revolution</td>
</tr>
<tr>
<td>HI 322</td>
<td>&quot;Isms&quot;, Revolution and Imperial Expansion</td>
</tr>
<tr>
<td>HI 325</td>
<td>The Passing of the Old Order</td>
</tr>
</tbody>
</table>

**World Civilizations:**

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HI 210</td>
<td>Anthropology</td>
</tr>
<tr>
<td>HI 330</td>
<td>Africa: A Continental History</td>
</tr>
<tr>
<td>HI 332</td>
<td>The Transformation of Japan</td>
</tr>
<tr>
<td>HI 333</td>
<td>The Middle East: From Islam to Nationalism</td>
</tr>
<tr>
<td>HI 334</td>
<td>The Making of Modern China</td>
</tr>
</tbody>
</table>

**American Political Development:**

Choose one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EC 432</td>
<td>Public Finance</td>
</tr>
<tr>
<td>PO 313</td>
<td>Public Policy in America</td>
</tr>
<tr>
<td>PO/HI 315</td>
<td>American Constitutional Law</td>
</tr>
</tbody>
</table>

### The Interconnected World:

Choose two from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EC 305</td>
<td>Comparative Economic Systems</td>
</tr>
<tr>
<td>EC 440</td>
<td>International Economics</td>
</tr>
<tr>
<td>PO 312</td>
<td>International Relations</td>
</tr>
<tr>
<td>PO 410</td>
<td>American Diplomacy</td>
</tr>
<tr>
<td>PO 411</td>
<td>International Law</td>
</tr>
</tbody>
</table>

### The Modern Society:

Choose one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SO 201</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SO 222</td>
<td>Problems of Contemporary Society</td>
</tr>
<tr>
<td>SO 305</td>
<td>Minority Groups</td>
</tr>
</tbody>
</table>

See EDUCATION for Professional Education Requirements.

## AREA OF CONCENTRATION IN SOCIAL STUDIES FOR MIDDLE CHILDHOOD LICENSE (GR. 4 - 9)

### 18 Credits

**Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HI 110</td>
<td>Western Cultures from 1500</td>
</tr>
<tr>
<td>HI 200</td>
<td>Major Themes in American History</td>
</tr>
<tr>
<td>EC 100</td>
<td>Economics and Contemporary Issues</td>
</tr>
<tr>
<td>GO 200</td>
<td>Geography</td>
</tr>
<tr>
<td>PO 111</td>
<td>American Government and Politics</td>
</tr>
<tr>
<td>SO 201</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

See EDUCATION for Professional Education Requirements.

### COURSE OFFERINGS

#### History

**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 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 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 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 or departmental permission.

HI/PO 315 American Constitutional Law 3 cr.
This course includes a study of the origins and development of the American constitutional system, focusing on Supreme Court decisions through a case study approach to the politics of judicial review, intergovernmental relations, the commerce, taxing and treaty and war powers and the Bill of Rights and their influence on American government and society. Prerequisite: sophomore or departmental permission.

HI 318 Ohio History 3 cr.
Examines the history of Ohio from pre-colonial times to the present. Prerequisite: sophomore 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 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 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 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 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 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 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 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 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 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 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 or departmental permission.

HI/PO 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 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 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 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 Cooperative Education (Junior Status) 3 cr.
COURSE OFFERINGS

Intelligence Analysis and Research

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 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.

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 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PO 311</td>
<td>Comparative Politics</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>This course examines one of the subfields of political science: comparative</td>
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<td>political analysis. Various political systems are studied including:</td>
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<td>European, Asian and African governmental systems. Prerequisite: sophomore</td>
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<td></td>
<td>or departmental permission.</td>
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<tr>
<td>PO 312</td>
<td>International Relations</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>This course examines the basic factors which motivate nations in their</td>
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<td>contact with one another, including the modern state system, nationalisms</td>
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<td>and militarism. Problems are discussed arising from conflicting national</td>
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<td></td>
<td>policies, international institutions and implications for war and peace.</td>
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<td>Prerequisite: sophomore or departmental permission.</td>
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<tr>
<td>PO 313</td>
<td>Public Policy in America</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>This course examines public policy and the policy making process at all</td>
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<td></td>
<td>levels of government. Emphasis is on the roles of various participants</td>
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<td></td>
<td>in the executive and legislative branches as well as private individuals</td>
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<td></td>
<td>and groups. Prerequisite: sophomore or departmental permission.</td>
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<tr>
<td>PO/HI 315</td>
<td>Supreme Court and Constitutional Law</td>
<td>3 cr.</td>
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<td></td>
<td>This course examines the judicial branch of the federal government and the</td>
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<td></td>
<td>interpretation of the Constitution by the Supreme Court. This course utilizes</td>
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<td></td>
<td>a case study approach through landmark decisions of the Supreme Court. The</td>
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<td>politics of the Court, judicial review, and the impact on American government</td>
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<td></td>
<td>and society will also be examined. Prerequisite: junior or departmental</td>
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<td>permission.</td>
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<tr>
<td>PO 317</td>
<td>American Presidency and Congress</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>This course examines the structure and function of the executive and</td>
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<td></td>
<td>legislative branches of American government. Emphasis is placed on conflict</td>
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<td>that arises between the President and Congress as well as the role of</td>
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<td></td>
<td>leadership and policy. Prerequisite: sophomore or departmental permission.</td>
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<tr>
<td>PO 325</td>
<td>Public Administration: Concepts and Practices</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>This course examines the the field of public administration. It introduces</td>
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<td>the student to public service through current administrative theories and</td>
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<td>their application to public bureaucracies. Emphasis is placed on practices</td>
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<td></td>
<td>to improve the quality of public sector administration. Topics include:</td>
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<td>budgeting, personnel administration, non-profit sector management and</td>
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<td>performance measurement. This course is especially designed for students</td>
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<td></td>
<td>interested in public sector employment. Prerequisite: sophomore or</td>
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<td></td>
<td>departmental permission.</td>
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<tr>
<td>PO 340</td>
<td>American Political Parties and Interest Groups</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>This course examines the development, structure, and function of political</td>
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<td></td>
<td>parties and interest groups in the United States. Prerequisite: sophomore or</td>
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<td></td>
<td>departmental permission.</td>
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<tr>
<td>PO 345</td>
<td>Politics and the Media</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>This course examines the relationships between the press, news media and</td>
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<td>political decision-makers. Emphasis is on the impact the media has on</td>
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<td>government and society. Prerequisite: sophomore or departmental permission.</td>
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<tr>
<td>PO 350</td>
<td>Introduction to Social Science Research</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>This course examines the research process through the logic of social</td>
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<td>science inquiry and contemporary techniques of analysis. Prerequisite:</td>
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<td></td>
<td>sophomore or departmental permission.</td>
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<tr>
<td>PO/HI 410</td>
<td>American Diplomacy</td>
<td>3 cr.</td>
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<td></td>
<td>This course examines the evolution of American foreign policy from</td>
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<td>isolationism to the assumption of international responsibilities. Special</td>
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<td>attention will be paid to the increasing role of the executive in the</td>
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<td></td>
<td>making of American foreign policy. Prerequisite: sophomore or departmental</td>
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<td></td>
<td>permission.</td>
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<tr>
<td>PO 411</td>
<td>International Law</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>This course examines the evolution of international law and its role in</td>
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<td>international relations. The historical development of systems of</td>
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<td>international law will be traced and major facets of international law,</td>
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<td>including treaties, maritime law, the rules of war and human rights</td>
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<td>issues will be examined. Prerequisite: sophomore or departmental permission.</td>
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<tr>
<td>PO 450</td>
<td>Senior Research Seminar</td>
<td>3 cr.</td>
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<td>This course examines research methodology and allows the students to</td>
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<td>develop a research project based on their interests and needs. Prerequisites:</td>
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<td></td>
<td>Twelve hours of political science and senior standing.</td>
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<tr>
<td>PO 495</td>
<td>Cooperative Education (junior status)</td>
<td>3 cr.</td>
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</tbody>
</table>
COURSE OFFERINGS

Criminal Justice

PO 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.

PO 235 Theory & Applied Criminology 3 cr.
An introduction into the history of crime, the sociology of criminal law, the operation of the criminal justice system, focusing on the roles of the police, prosecutors, defense attorneys and judges. Offender types, including conventional, white collar and organized crime are also considered as are theories of causation, victimology, prison, probation, and parole, and current trends and issues in criminology.

PO 331 Courts and Justice 3 cr.
An overview and examination of the functions, operations, and decision-making processes of the American court system. Prerequisite: sophomore or departmental permission.

PO 332 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 or departmental permission.

PO 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 or departmental permission.

PO 333 The Role of Police in Contemporary Society 3 cr.
An examination of the role behavior and life of the line officer within the police subculture and in modern society. 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 or departmental permission.

PO 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 statistical techniques. Computer applications and other practical methods will be presented. Prerequisite: sophomore or departmental permission.

PO 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: sophomore or departmental permission.

PO 499 Victimology 3 cr.
This course serves as an introduction to the study of victimology. Crime victims and their interactions with the criminal justice system, society and the media will be examined. The concept of victim precipitation, victim-blaming and the movement to empower victims will be addressed. Prerequisites: PO 131 and junior status.

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.
MANAGEMENT
INFORMATION SYSTEMS

Program Outcomes:
Students completing a major in Information Systems are prepared to function as professionals in the discipline or to continue their education in graduate school. In accordance with the Association for Computing Machinery’s Computing Curricula Report, students who successfully complete the major in Information Systems will be able to analyze information requirements and business processes and be able to specify and design computing infrastructures and information systems that are aligned with corporate strategic missions and goals. They will understand both technical and organizational factors, enabling them to help an organization determine how information and technology-enabled business processes can provide a competitive advantage. They will exhibit strong analytical and critical thinking skills, ethical principles, and interpersonal communication and team skills.

COURSE OFFERINGS

IS 120 Basic Computer Skills 3 cr.
This course will introduce the student to basic computer skills including: using a keyboard, using a mouse, word processing, using email, introduction to Web-based classroom management software, online discussion groups, other online collaboration tools and accessing information on the Internet. Computer placement test required.

IS 220 Computer Productivity Applications 3 cr.
Introduction to computers and information systems. Overview of computer hardware, software, and use in society. Instruction in advanced features of Windows, advanced word processing, and using spreadsheets, presentation graphics and web page development software. Prerequisite: IS 120 or placement test.

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 223 Visual Basic Programming 3 cr.
Introduction to the programming language Visual Basic as it is applied to business problems. Emphasis on the syntax of Visual Basic and techniques for developing, debugging and documenting programs. Taken concurrently with IS 224 Visual Basic Programming Lab. Prerequisite: IS 222.

IS 224 Visual Basic Programming Lab 1 cr.
One 2.75 hour lab period weekly taken concurrently with IS 223 Visual Basic Programming. Lab provides hands-on experience working with the Visual Basic language.

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. Prerequisite: IS 220.

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 web site. Prerequisite: IS 220.

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: IS 220.

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 323  Info Technology Hardware & Software  3 cr.
Principles and application of telecommunication and computer systems hardware and software will be presented through lecture, installation, configuration and operations experiences. The course provides the hardware-software technology background to enable systems development personnel to understand tradeoffs in computer architecture for effective use in the business environment. Prerequisite: IS 220.

IS 333  Java Programming  3 cr.
Introduction to the Java programming language. Emphasis on the syntax of Java and techniques for developing, debugging and documenting Java applications and Java applets. Taken concurrently with IS 334 Java Programming Lab. Prerequisite: IS 222.

IS 334  Java Programming Lab  1 cr.
One 2.75 hour lab period weekly taken concurrently with IS 333 Java Programming. Lab provides hands-on experience working with the Java language.

IS 335  Network Essentials  3 cr.
Introduction to network technology for local area networks (LANs), wide area networks (WANs) and the Internet. Emphasis on planning, implementing, managing and troubleshooting a network. Prerequisites: IS 220 and IS 323.

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 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 Web Site Development, Using VBA with Microsoft Office, Advanced Spreadsheet Analysis. Prerequisite varies with topic.

IS 443  Advanced Multimedia Development  3 cr.
Focus on the physical design, testing and implementation of a multimedia module developed with an authoring program such as Macromedia Director. 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 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 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 fulfills a General Education Requirement.

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.

Our mathematics program objectives include incorporating activities that will help students be able to:
1. Analyze and use critical thinking.
2. Solve problems with a willingness to find multiple strategies.
3. Complete proofs successfully.
4. Communicate mathematical concepts clearly.
5. Show an appreciation and knowledge of historical developments in mathematics and the people who accomplished them.
6. Demonstrate acquisition of mathematical habits of mind.

Common Major Requirements (27 Credits):
MA 175 Calculus I 4 cr.
MA 176 Calculus II 4 cr.
MA 277 Calculus III 3 cr.
MA 280 Differential Equations I 3 cr.
MA 330 Modern Geometry 3 cr.
MA 331 Linear Algebra and Matrix Theory 3 cr.
MA 332 Introduction to Discrete Mathematics 3 cr.
MA 432 Modern Algebra 3 cr.
MA 481 Coordinating Seminar 1 cr.

The Bachelors of Arts degree also requires a Cooperative Education 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 3 cr.
MA 410 Differential Equations II 3 cr.
MA 452 Discrete Structures 3 cr.
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 3 cr.
MA 310 Number Theory 3 cr.
Two upper-biennium math electives 6 cr.

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 3 cr.
MA 130 Elementary Number Theory 3 cr.
MA 131 Geometry, Probability and Statistics from an elementary point of view 3 cr.
MA 221 Statistics I 3 cr.
MA 330 Geometry 3 cr.

See EDUCATION for Professional Education Requirements.
MATHMATICS MINOR
23 Credits

Requirements:
MA 175 Calculus I 4 cr.
MA 176 Calculus II 4 cr.
MA 277 Calculus III 3 cr.
MA 330 Modern Geometry 3 cr.
MA 331 Linear Algebra and Matrix Theory 3 cr.
Plus two electives (one at 200-level and one at 300/400-level) 6 cr.

MATHMATICS 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 130 MA 221
MA 110 MA 131 MA 330
MA 120 MA 175

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 and 110 are developmental courses; they count toward the 128 credit hours required for graduation, but do not fulfill the General Education Requirement. All courses beyond the developmental series count toward the 128 credit hours required for graduation and fulfill the General Education Requirement.

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 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. (Placement test required)

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 Topic 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. (Placement test required)

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. (Placement test required)

MA 277 Calculus III 3 cr.
Continuation of MA 176. Sequences, series, Taylor series, multivariable calculus, analytic geometry in R3, 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 Cooperative Education 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, analysis 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. (Placement test required)

MA 331 Linear Algebra and Matrix Theory 3 cr.
Algebra of matrices, systems of linear equations, Gaussian-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 departmental 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 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 final semester before graduation.

MA 491, 492 Independent Study 1-3 cr.

MODERN LANGUAGES

Program Outcomes:
1. To enable the student to experience a different way of structuring human communication and thought patterns.
2. To provide access to another culture and stimulate curiosity about how languages and cultures function.
3. To understand some of the literature written in the language and appreciate the artistic achievements and historical richness of the language and culture.

SPANISH MINOR

24 Credits
Requirements:
SP 201, 202 Intermediate Spanish I, II
SP 315, 316 Advanced Oral and Written Expression I, II

Two courses from the following:
SP 363, 364 Contemporary Hispanic Culture and Civilization I, II
SP 385, 386 Hispanic Civilization I, II

One course from the following:
SP 321, 322 Readings in Modern Hispanic Literature I, II
SP 334 Latin American Literature
SP 367 The Spanish Classic Period
SP 473, 474 Cervantes and the Masterpieces of Spanish Literature

One course from the following:
SP 365 Spanish for Business
SP 420 Introduction to Professional Translating
SP 430 Practicum: Literary and Technical Translating
SP 440 Commercial Translating
One course from the above literature offerings.
MULTI-AGE LICENSE IN SPANISH
(Gr. P - 12)

45 Credits

Program Outcomes:
To prepare effective teachers with strong proficiency skills, adequate to professional preparation and positive attitudes toward their students and the subject area they will teach.

Requirements:
SP 201, 202  Intermediate Spanish I, II
SP 203, 204  Intermediate Expression I, II
SP 315, 316  Advanced Oral and Written Expression I, II
SP 363, 364  Contemporary Hispanic Culture and Civilization I, II
SP 385, 386  Hispanic Civilization I, II
ED 342  Integrated Teaching Methods P-12
ED 343  Field Experience for ED 342

Choose four from the following:
SP 321, 322  Readings in Modern Hispanic Literature I, II
SP 365  Spanish for Business
SP 367  The Spanish Classic Period
SP 473, 474  Cervantes and the Masterpieces of Spanish Literature I, II

See EDUCATION for Professional Education Requirements.

SPANISH COURSE OFFERINGS

SP 101, 102  Basic Spanish I, II  4, 4 cr.
Essentials of the language for understanding, speaking, reading, writing.

SP 191, 192, 193, 194  Selected Topics  1-3 cr.

SP 195, 295, 395, 495  Cooperative Education  1-6 cr.
On-the-job experience using Spanish as a tool; hours and credits to be arranged with the department.

SP 201, 202  Intermediate Spanish I, II  3, 3 cr.
Oral expressions, short readings in literature, culture and other areas of interest, grammar review, creative activities. Prerequisite: SP 102 or two years of high school or equivalent proficiency.

SP 203, 204  Intermediate Oral Expression I, II  3, 3 cr.
Practical active vocabulary building, oral expression areas of contemporary interests, use of authentic recordings. Prerequisite: SP 201 or three years of high school Spanish or demonstrated proficiency.

SP 271, 371  Workshops  1-3 cr.

SP 315, 316  Advanced Oral and Written Expression I, II  3, 3 cr.
Intensive writing practice, finer points of syntax, and creative work. Grammar review as needed. Frequent discussion, vocabulary building, individual work in phonetics.

SP 321, 322  Readings in Modern Hispanic Literature I, II  3, 3 cr.
Representative works by contemporary Latin American writers, opportunity for creative imitation through written assignments.

SP 334  Latin American Literature  3 cr.
Readings of the outstanding Latin American writers whose works have influenced the literary and philosophic thought of both hemispheres.

SP 363, 364  Contemporary Hispanic Culture and Civilization I, II  3, 3 cr.
Analysis of social and political systems in Latin America. Development, foreign department, basic industries, the role of international corporations, relations of dependence and alterations in daily life. One unit analyzes modern Spain, its political structures, lifestyles, etc. Course is taught in Spanish. Prerequisite: SP 202 or equivalent.

SP 365  Spanish for Business  3 cr.
An introduction to Spanish business terminology, documents and procedures. Students analyze commercial documents and use Spanish in oral and written business communication. Prerequisite: SP 202 or the equivalent.

SP 367  The Spanish Classic Period  3 cr.
Selected readings from El Cid to Calderon.

SP 385, 386  Hispanic Civilization I, II  3, 3 cr.
Spanish and Latin American life and culture from its earliest forms to the present. Course is taught in Spanish.
SP 391, 392, 393, 394 Selected Topics 1-3 cr.

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 430 Practicum: Literary and Technical Translating 3 cr.
Practice in translating from Spanish to English and from English to Spanish. Approximately one quarter is devoted to literary texts and one quarter to technical or scientific topics, depending on the professional needs of the students enrolled.

SP 440 Commercial Translating 3 cr.
Practice in translating documents, papers, and letters used in international trade. Spanish to English and English to Spanish. Some computing skill is necessary.

SP 473, 474 Cervantes and the Masterpieces of Spanish Literature I, II 3, 3 cr.
Intensive study of the Quijote and the Novelas Ejemplares, as well as representative work of other Spanish literary masters.

SP 491, 492, 493, 494 Independent Study 1-3 cr.
An opportunity for qualified and capable students to work on special topics by 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.

Course Outcomes:
Students electing music courses will:
1. Perform and/or attend performances of a variety of music representing both classical and contemporary styles.
2. Use musical vocabulary accurately to describe musical styles and performances and to critique musical events.
3. Recognize and respect the artistic creativity and professional discipline of composers, performers and various types of artists.

General Education Requirement in Fine Arts
This requirement is satisfied by completing any of the following music courses: MU 106, MU 160, MU 211, MU 212, MU 213, MU 214, MU 320.

COURSE OFFERINGS

MU 103, 104 General Musicianship and Theory 3, 3 cr.
Fundamentals of music theory, ear training, sight singing, form and analysis, and written keyboard harmony.

MU 105, 205 Performing Groups 1-3 cr.
Vocal and/or instrumental groups rehearsing weekly and performing at least once a semester.

MU 106 Performing Groups 1.5 cr.
Vocal and/or instrumental groups rehearsing weekly and performing at least once per semester. In addition, the student will write a research paper. Must be taken two times to fulfill fine arts general education requirement.

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 Independent Studies: 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 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

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 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 RN to BSN Post-Licensure 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:
1. 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.
2. Communicate effectively using oral, written and other forms of information technology.
3. Demonstrate competence in technological skills used in professional nursing practice.
4. Apply critical thinking to evaluate alternatives and make decisions that effect the health and well-being of self and others.

5. Integrate personal and professional values to practice within the legal and ethical standards of the profession.

6. Respect human diversity in the provision of health care to populations of different gender, socioeconomic, religious or cultural traditions.

7. Demonstrate leadership and management in the delivery of health care within complex adaptive systems.

8. Support a commitment to life-long learning for personal and professional development.

9. Use evidence-based practice in the provision of health care services for individuals, groups, communities and populations in a variety of settings.

10. Participate in political processes that influence the economic, legal and social direction of health care policies.

ADMISSION TO THE BSN PROGRAM

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:

- 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

The nursing application process is competitive with preference given to current Notre Dame students and graduates of the Notre Dame Associate of Science in Health Sciences Program. 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:

1. 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),

2. Complete the course prerequisites for the nursing program with a grade of C or greater,

3. Submit ACT or SAT scores (students who have not taken SAT or ACT scores must take the Nursing Entrance Test (NET) OR Test of Essential Academic Skills (TEAS)),

4. Submit a 1-2 page essay describing their personal/professional goals, and

5. Provide documentation of physical and emotional ability to meet the requirements of the program from their health care provider.

Registered Nurse (RN) students in the Post-Licensure RN to BSN Track must also show evidence of graduation from a pre-professional nursing program accredited by the National League for Nursing Accrediting Commission (NLNAC) and evidence of current valid licensure as a registered nurse in the state of Ohio. RN students must meet the same requirements as traditional students in the generic track, with the exception of the ACT/SAT requirement.

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, based on mid-term grades. 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.

Readmission/Re-Enrollment 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 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.

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.

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. Nursing courses completed more than five years before admission may not transfer and may need to be repeated. Students may be required to take proficiency tests in identified subjects to validate learning.

The transfer policy for students enrolled in the Notre Dame College Associate of Science in Health Sciences Program that wish to transfer into the Notre Dame College Bachelor of Science in Nursing Program is provided in the BSN Student Handbook.

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.

Graduates of the Associate of Science in Health Sciences Program who wish to articulate into the Bachelor of Science in Nursing Program must possess current valid licensure as a registered nurse in the state of Ohio. Credit for the following courses taken in the Associate of Science in Health Sciences Program will also apply toward meeting the requirements of the Bachelor of Science in Nursing: EN 100/101 OR EN 110, CA 110, MA 110, BI 204/205, BI 206/207, BI 240/241, CH 106/107, HP 215, PY 201, SO 201, PY 251, PH 380, EN 261 (or other English literature course taken at Notre Dame) and TH Theology course (must include a study of scripture). Credit for the following Bachelor of Science in Nursing courses will be awarded upon completion of the NR 300 course: NR 215, NR 216, NR 225, NR 320, NR 330, NR 340, NR 461.
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 73% in each nursing course and complete all course requirements as specified in the 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 73% exam average in a nursing course, the student must repeat the theory, lab and clinical component (if included) of the nursing course. Extra credit points achieved in a course may not be applied toward the exam average.

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 less than C is achieved. No more than two nursing courses may be repeated.

Progression:
Students must attain a final semester grade of C or better in all nursing prerequisites, support courses and required nursing courses; have a 2.5 cumulative GPA; and must achieve a satisfactory clinical/lab rating for their clinical/lab experience to progress in the program.

Registered nurse students must maintain a current, valid license as a registered nurse in the state of Ohio throughout their enrollment in the program.

Students will be placed on academic probation in the nursing program if the cumulative GPA is less 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.

Graduation:
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. The student shall
- have earned a minimum of 129 semester hours of credit
- have successfully completed courses fulfilling the General Education Requirements
- have successfully completed the courses fulfilling the requirements of the baccalaureate nursing major
- have maintained a cumulative 2.5 GPA
- have attended Notre Dame College for at least one year
- have 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
- have at least 45 credits of upper-biennium (300-400) courses.

Pre-Licensure Track Requirements
Prerequisites (25-28 Credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BI 204/205</td>
<td>Human Anatomy and Physiology I/Lab</td>
</tr>
<tr>
<td>BI 206/207</td>
<td>Human Anatomy and Physiology II/Lab</td>
</tr>
<tr>
<td>CH 106/107</td>
<td>Principles of Inorganic Chemistry/Lab</td>
</tr>
<tr>
<td>CH 116/117</td>
<td>Principles of Organic and Biological Chemistry/Lab</td>
</tr>
<tr>
<td>EN 100/101</td>
<td>College Composition I and II</td>
</tr>
<tr>
<td>EN 110</td>
<td>Advanced Composition: Expository Writing</td>
</tr>
<tr>
<td>MA 110</td>
<td>Intermediate Algebra</td>
</tr>
<tr>
<td>PY 201</td>
<td>General Psychology</td>
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</tbody>
</table>

Support Courses (16 Credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BI 240/241</td>
<td>General Microbiology/Lab</td>
</tr>
<tr>
<td>HP 216</td>
<td>Nutrition in Health and Disease</td>
</tr>
<tr>
<td>MA 221</td>
<td>Statistics</td>
</tr>
<tr>
<td>PY 251</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>SO 201</td>
<td>Introduction to Sociology</td>
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</table>

NURSING MAJOR
63-64 Credits

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NR 200</td>
<td>Health Assessment Across the Lifespan</td>
</tr>
<tr>
<td>NR 215</td>
<td>Foundations of Nursing I</td>
</tr>
<tr>
<td>NR 216</td>
<td>Foundations of Nursing II</td>
</tr>
<tr>
<td>NR 225</td>
<td>Pharmacology and Pathophysiology</td>
</tr>
<tr>
<td>NR 310</td>
<td>Evidence Based Practice</td>
</tr>
<tr>
<td>NR 320</td>
<td>Adult Nursing Practice</td>
</tr>
<tr>
<td>NR 330</td>
<td>Mental Health Nursing</td>
</tr>
<tr>
<td>NR 340</td>
<td>Family Nursing</td>
</tr>
</tbody>
</table>
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 440  Professional Issues
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 470/471  Complementary/Alternative Health
NR 472/473  Selected Topics in Nursing
NR 474/475  International Nursing in a Developing Country

Post-Licensure RN to BSN Requirements:
A Registered Nurse (RN) student who is a graduate of a nursing program accredited by the National League for Nursing Accrediting Commission (NLNAC) will receive a minimum of 31 semester credits for previous nursing courses. These credits will be awarded upon completion of the NR 300 Professional Transitions course.

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 upon completion of the program.

Prerequisites (25-28 Credits):
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
PY 201  General Psychology
MA 110  Intermediate Algebra

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 (31-32 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 Elective (2-3 Credits), Select one:
NR 470/471  Complementary/Alternative Health
NR 472/473  Selected Topics in Nursing
NR 474/475  International Nursing in a Developing Country

COURSE OFFERINGS
Level I (Sophomore)

NR 200  Health Assessment Across the Life Span  3cr.
Didactic, lab with 2 1/2 class hours/week, 1 1/2 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. Theoretical frameworks across the lifespan serve as a framework for assessment of normal growth and development. Fulfills Health and Wellness General Education requirement. Prerequisites: Admission to the Bachelor of Science in Nursing Program, BI 240/241 and PY 251 (or concurrent).

NR 215  Foundations of Nursing I  4 cr.
Didactic, lab, clinical with two class hours/week, three lab hours/week and 45 hours clinical/semester. Introduction to the theoretical foundations of nursing and conceptual framework of the curriculum. Concepts presented 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. Prerequisites: Admission to the Bachelor of Science in Nursing Program, BI 240/241 (or concurrent).
NR 216 Foundations of Nursing II 4 cr.
Didactic, lab, clinical with two class hours/week, three lab hours/week and 45 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 3 cr.
(For RN's ONLY)
Didactic with three class hours/week. Introduction to the philosophy and curriculum framework for BSN completion track. 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. Prerequisite: Valid Ohio license as a registered nurse; evidence of satisfactory completion of an accredited diploma or Associate of Science in Nursing program; admission to the Post-Licensure RN to BSN Track.

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. Prerequisites: NR 216, NR 225; MA 221 (or concurrent); 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 4 1/2 class hours/week, 1 1/2 lab hours/week and 90 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, NR 216, NR 225, NR 310 (or concurrent).

NR 330 Mental Health Nursing 5 cr.
Didactic, clinical with four class hours/week and 45 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 3 1/2 class hours/week, 1 1/2 lab hours/week and 90 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. 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**  
4 cr.

Didactic, clinical with three class hours/week and 45 hours clinical/semester. 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/populations. Emergency preparedness and bioterrorism are introduced. Collaboration and coordination with community members and agencies is emphasized. Fulfills General Education Cross-Cultural requirement. Prerequisites: NR 330, NR 340 and NR 410 (or concurrent) for students enrolled in the BSN Pre-Licensure Track. NR 300 (or concurrent) for students enrolled in the RN to BSN Track.

**NR 430 Nursing Care of Adults/Families with Complex Multisystem Health Alterations**  
5 cr.

Didactic, clinical with 2 1/2 class hours/week, three lab hours every other week and 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.

**NR 440 Professional Issues**  
3 cr.

Didactic with three class hours/week. Analyses of economic, legal, historical and social issues affecting the practice of nursing and health care within complex adaptive systems. Discussion of the role of the nurse as a provider of care, a designer/manager/coordinator of care and a member of the profession. Examines scope and standards for the nursing profession and ethical issues related to the practice of nursing. Emerging trends in practice, education and delivery of care are discussed. Law regulating the practice of nursing is reviewed. Prerequisites: Open to students enrolled in the BSN Pre-Licensure Track only; NR 330, NR 340.

**NR 450 Gerontology**  
3 cr.

Didactic, Clinical/Service Learning with two class hours/week and 45 clinical/service learning hours/semester. 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; NR 300 (or concurrent) for students enrolled in the Post-Licensure RN to BSN Track; permission of instructor and PY 251 for non-nursing majors. Junior or senior status is required.

**NR 460 Health Care Leadership/Management in Complex Adaptive Systems**  
5 cr.

Didactic, clinical with three class hours/week and 90 clinical hours/semester. 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. NR 300 (or concurrent) for students enrolled in the RN to BSN Track. Corequisite: NR 461 for students enrolled in the BSN Pre-Licensure Track.
NR 461 Professional Practicum 3 cr.
Seminar, Clinical with one class seminar hour/week and 90 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. Prerequisites: Open to students enrolled in the BSN Pre-Licensure Track only; NR 410, NR 420, NR 430. Prerequisite or concurrent: NR 440, NR 460.

NR 464 RN to BSN Capstone Practicum 5 cr.
Didactic with one class hour/week, two class seminar hours/week and 90 clinical hours/semester. 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 the development, implementation and evaluation of a clinically focused project. Prerequisites: Open to students in the RN to BSN Track only, NR 300, NR 310, NR 410, NR 420, NR 460 (or concurrent).

NURSING ELECTIVES

NR 470/471 Complementary/Alternative Health 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 HP 110 or 112 or equivalent for non-nursing majors.

OR

NR 472/473 Selected Topics in Nursing 2cr./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.

OR

NR 474/475 International Nursing in a Developing Country 2cr./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 a developing versus developed country. Introduction to tropical and other diseases seen in developing countries. Cultural beliefs impacting health care are discussed. May include a travel abroad component. Fulfills General Education Cross-Cultural requirement. Prerequisites: Level II (Junior) or Level III (Senior) status in the nursing program.

PASTORAL THEOLOGY AND MINISTRY

The overall goal of the following pastoral ministry programs is to provide students with a basic background in systematic theology, sacred scripture, and ministry skills that will prepare them for parish type ministries in the Catholic Christian tradition.

BASIC CERTIFICATE IN PASTORAL MINISTRY

This program is designed for those who serve their parish as part-time or volunteer ministers. It provides a college level background in Catholic theology and pastoral skills.

Program Outcomes:
Students will:
1. Have a grasp of basic theological concepts in the areas of Scripture, liturgy, morality, ecclesiology, and Christian anthropology, bringing this knowledge when interacting with others in a parish setting.
2. Develop listening skills needed in a ministerial setting.
3. Understand the nature and parameters of their role as one engaging in pastoral ministry.

Required Courses:
PM 104 Hebrew Scriptures
PM 105 Christian Scriptures
PM 235 Counseling Skills for Pastoral Ministers
PM 301 Sacraments in Christian Life
PM 321 Principles of Morality and Moral Response
PM 332 The Nature of the Church
PM 334 Nature, Sin and Grace
PM 335 Theology and Spirituality for Ministry

Note: All of these courses can be applied to the Advanced Certificate in Pastoral Ministry. Each of these courses is a two (2) credit course and may be taken for credit or audited.

ADVANCED CERTIFICATE IN PASTORAL MINISTRY

This program is for those who hope to pursue a career in pastoral ministry. The Advanced Certificate in Pastoral Ministry from Notre Dame College fulfills most of the academic requirements needed for pastoral ministry certification in the Catholic Diocese of Cleveland.
Program Outcomes:
Students will:
1. Demonstrate a solid grasp of Scripture, theology, the nature of ministry and Christian anthropology
2. Be articulate in the areas of theology and spirituality with everyone with and for whom they minister
3. Apply ministerial skills in a pastoral setting
4. Respond in practical, supportive ways to the people they serve.

Required Courses:
Scripture
PM 104 Hebrew Scriptures
PM 105 Christian Scriptures
One elective in Scripture (PM 324 The Gospels, PM 327 Acts and Letters or an upper biennium theology course in scripture fulfill this elective requirement.)

Systematics
PM 221 Knowing Jesus Then and Now
PM 301 Sacraments in Christian Life
PM 311 Church History
PM 332 The Nature of the Church
PM 334 Nature, Sin and Grace

Morality
PM 204 Introduction to Social Justice Ministry
PM 321 Principles of Morality and Moral Response

Pastoral/Ministerial Skills
PM 235 Counseling Skills for Pastoral Ministers
PM 240 Management Skills for Pastoral Ministers
PM 295 Cooperative Education for Pastoral Ministry
PM 335 Theology and Spirituality for Ministry
(PM 335 is a required course for those not in the Catholic Diocese of Cleveland pastoral ministry program and an approved elective for those who are in the diocesan program.)
PM 346 Canon Law for Ministry
PM 365 Applied Moral Theology

Note: These courses, if taken for credit, may be applied towards a degree program at Notre Dame College. Each course is a 2 credit course, except PM 346 which is 3 credits.

ASSOCIATE DEGREE WITH A MAJOR IN PASTORAL MINISTRY
Advanced Certification Program courses taken for credit can be applied to an Associate Degree. See Associate of Arts Degree, pages 22 and 25 for other requirements.

BACHELOR OF ARTS DEGREE WITH A MAJOR IN THEOLOGY
Advanced Certification courses may be applied to a BA degree with a Theology Major. See Theology for more information.

COURSE OFFERINGS
PM 104 Introduction to the Hebrew Scriptures 2 cr.
Overviews the historical, literary and theological context out of which the scriptures developed. The basic skills needed to interpret the scriptures as well as major themes developed in their theology are covered.

PM 105 Introduction to the Christian Scriptures 2 cr.
Examines the context out of which the Christian scriptures developed, the coming of the Kingdom in the Person of Jesus Christ, and the literary history of the various books.

PM 204 Introduction to Social Justice Ministry 2 cr.
Gives a basic theological foundation of social justice ministry in scripture and the social teachings of the Church. Discusses the role of the Church in society as well as the prophetic and pastoral roles of the Christian minister in relating social justice issues to gospel values.

PM 221 Knowing Jesus Then and Now 2 cr.
Traces the formulation of doctrine about the nature of Jesus. Seeks to understand how the Church, beginning with the faith portraits of Jesus in the Gospels, has answered the Christological question, “Who do you say that I am?”

PM 235 Counseling Skills for Pastoral Ministers 2 cr.
Investigates the principles and types of pastoral counseling with special attention to the contemporary skills used in supportive ministry to the bereaved, elderly, sick, youth, and those in need of healing. Techniques of creative and active listening and available counseling resources in the community are stressed.
PM 240 Management Skills for Pastoral Ministers 2 cr.
Provides skills to enhance the efficiency and effectiveness of pastoral ministers. Topics such as strategic and financial planning, volunteer empowerment, office organization and time management are addressed.

PM 295 Cooperative Education for Pastoral Ministry 2 cr.

PM 301 Sacraments in Christian Life 2 cr.
Explores the concept of sacramentality. Discusses the historical and theological development and liturgical traditions of each of the seven sacraments. Emphasis is placed on the preparation for and the liturgical celebration of each sacrament. Special attention is given to the celebration of the Eucharist and to the Rite of Christian Initiation.

PM 311 Church History 2 cr.
Traces the major movements of the growth of the Church and its influence in the world from New Testament times through the Fathers, the Middle Ages, the Reformation, colonial expansion and Vatican Council II. Some attention is given to the Church’s approach to the modern world.

PM 321 Principles of Morality and Moral Response 2 cr.
Introduces morality in the Catholic tradition including sources and purpose of moral norms, understanding of the human person as morally responsible and the function of conscience. Practical applications of moral principles to current issues will be illustrated through case study and discussion.

PM 324 The Gospels 2 cr.
Compares and contrasts the origins and themes of the four Gospels of the New Testament.

PM 327 Acts and Letters 2 cr.
Brings to life a picture of the church as it emerged in the first century.

PM 332 The Nature of the Church 2 cr.
Studies the nature of the Church as the sacrament of God’s presence in history. Examines the Church experienced as institution, as community, as Catholic, renewing itself to minister to the modern world. Also addressed: ecumenical efforts and the vision of the Church articulated in the documents of Vatican II and beyond.

PM 334 Nature, Sin and Grace 2 cr.
Studies and reflects upon what the Christian message of salvation teaches about our human nature, history, and destiny. Combines theological anthropology with a theology of grace to better understand how God interacts with human subjects and human subjects with their God.

PM 335 Theology and Spirituality for Ministry 2 cr.
Gives a theological, scriptural and psychological overview of the role, responsibility and spirituality of the pastoral minister. Discusses areas of focus such as family ministry, bereavement, evangelization, youth, the ill and elderly. Connects with current issues in ministry: collaboration, communication, ethics and the spiritual nurturing of the minister.

PM 340 Adolescent Catechesis 1 cr.
Enriches the high school religion teacher with psychological principles and teaching methods based on the needs of adolescents.

PM 346 Canon Law for Ministry 3 cr.
Introduces Church law according to the Code of 1983. Focus is on general norms, structures and application on the parish level.

PM 365 Applied Moral Theology 2 cr.
Discusses applications of ethical principles to current issues.
PHILOSOPHY

The Philosophy Department Mission: 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 philosophy 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 complement 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.

Program Outcomes:
1. Students will identify, comprehend, analyze and evaluate philosophical arguments in oral and written discourse.
2. Students will understand, analyze, interpret and apply major works in the areas of the History of Philosophy, Ethics and contemporary topics.
3. Students will 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. 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. 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. 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.

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. 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. PH 180 recommended. Junior status required.

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 GER, 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. Corequisite: PS 151.

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 corequisite: 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  
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 or corequisite: MA 175.

PS 201 College Physics I Laboratory  
One three-hour laboratory period weekly.

PS 202 College Physics II  
Electricity, introduction to Maxwell’s equations, electromagnetic waves, introduction to optics. Includes a weekly problem/recitation session. Prerequisite: PS 200.

PS 203 College Physics II Laboratory  
One three-hour laboratory period weekly.

PS 391, 392 Special Topics  
An opportunity for students who meet the requirements to do independent studies.

PS 491, 492 Independent Study  
An opportunity for students who meet the requirements to do independent studies.

PSYCHOLOGY

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 working in 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.

Program Goals for the Psychology Major:
When students complete the psychology major they will be able to:

1. Characterize the nature of psychology as a discipline.
2. Understand and apply basic research methods in psychology including research design, data analysis and data interpretation.
3. Think critically and synthesize information that characterizes the discipline of psychology.
4. Understand and apply psychological principles to personal, social and organizational issues.
5. Value empirical evidence, tolerate ambiguity, act ethically and reflect the values that are the underpinning of psychology as a science.
6. Demonstrate competence in seeking information (academic peer-reviewed literature) and technological literacy (word processing, excel, PowerPoint).
7. Communicate effectively in written and oral form with emphasis on APA format for written communication.
8. Recognize, understand and respect the complexity of sociocultural and international diversity.
9. Develop insight into their own and other’s behavior and mental processes and apply effective strategies of self-management and self improvement.
10. Actively participate in their career planning and development.
PSYCHOLOGY MAJOR

49 Credits

Requirements:

A. Psychology Core:
PY 201 General Psychology
PY 222 Behavioral Science Statistics
PY 251 Lifespan Development
PY 307 Behavioral Science Research Methods
PY 325 Biopsychology
PY 400 Practicum
OR
PY 498 Senior Seminar

B. Two courses from each of the four areas of concentration:

1. 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

2. Psychology of Special Populations
PY 204 Educational Psychology
PY 253 Child Psychology
PY 254 Psychology of the Adolescent
PY 351 Adult Development and Aging
PY 255 Multicultural Psychology
PY 301 Psychology of Gender Differences
PY 378 Mental Health and Aging
PY 399 Developmental Psychopathology

3. Psychology as a Science
PY 340 Learning and Memory
PY 380 Cognitive Psychology
PY 425 Sensation and Perception

4. Social/Organizational
BU 240 Management Principles
BU 345 Organizational Behavior
PY 210 Social Psychology
PY 235 Sport Psychology
PY 260 Industrial/Organizational Psychology
PY 330 Health Psychology
PY 385 Psychological Tests and Measurements

C. Six additional credits in upper biennium

Psychology electives:
1. Any upper biennium courses from the four areas of concentration not used to fulfill requirement B.

PSYCHOLOGY MINOR

22 Credits

Requirements:

A. Psychology Core:
PY 201 General Psychology
PY 222 Behavioral Science Statistics
PY 307 Behavioral Science Research Methods
PY 375 Psychology of Personality

B. 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. (Program goals 1, 3, 4, 9)

PY 204 Educational Psychology 3 cr.
See description for ED 204.

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. (Program goals 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. (Program goals 1, 2, 3, 5, 6, 7)
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. (Program goals 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. (Program goals 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. (Program goals 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. (Program goals 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. (Program goals 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. (Program goals 1, 3, 4, 6, 7, 8)

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. (Program goals 1, 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. (Program goals 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. (Program goals 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. (Program goals 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. (Program goals 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. (Program goals 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 (Program goals 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 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. Prerequisites: PY 201 and PY 303 (Program goals 1, 3, 4, 9)

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 (Program goals 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 (Program goals 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. (Program goals 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. (Program goals 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. (Program goals 2, 3, 4)

PY 391, 392, 393 Selected Topics 3 cr.

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. (Program goals 1, 3, 4, 7, 9)

PY 400 Practicum 3 cr.
A capstone course for psychology majors. It is the 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. (Program goals 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 goals 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. (Program goals 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: Departmental approval. (Program goals 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10)

SOCIOLOGY

MINOR IN SOCIOLOGY
18 Credits
Requirements:
SO 201  Introduction to Sociology  3 cr.
SO 222  Problems of Contemporary Society  3 cr.
SO 320  Marriage and Family in a Diverse Society  3 cr.

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:
TR 112 Oral Interpretation
TR 261 The Drama and Theater
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:
TR 309 Acting and Directing
TR 313 Event/Play Production Apprenticeship
TR 374 Presentation Techniques
TR 395/495 Cooperative Education
(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
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 Cooperative Education 3 cr.

THEOLOGY

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.

THEOLOGY MAJOR

36 Credits

Program Outcomes:

Students with a theology major will:
1. Understand and appreciate scripture, doctrine, liturgy, and moral theology in the light of Vatican Council II.
2. Be articulate spokespersons for critical thought in theological matters and for spiritual growth.
3. Apply theological knowledge in a specific ministerial setting.
4. 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 Old Testament Theology
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 Cooperative Education

Plus additional credits in Upper Biennium Theology or Pastoral Ministry to total 36 credits. TH 450 is included in the 36 credits.

Pastoral Ministry courses with theology content fulfill theology requirements.

MINOR IN THEOLOGY

18 Credits

Requirements:

TH 150 Introduction to Theology
TH 321 Old Testament Theology
TH 322 New Testament Theology
TH 420 The Jesus of History, The Christ of Faith
Plus additional credits in Upper Biennium Theology to total 18. TH 450 is included in the 18 credits.

Courses taken through the Pastoral Ministry program, if in the content areas above, fulfill the requirements for a minor in theology. PM courses can also be taken as theology minor electives.

MINOR IN BIBLICAL STUDIES

18 Credits

Requirements:
TH 321 Old Testament Theology
TH 322 New Testament Theology

Plus additional credits in upper biennium Scripture courses to total 18 credits. TH 450 is not included in these 18 credits.

Courses taken through the Pastoral Ministry program, if in the area of Scripture, fulfill the requirements for a minor in Biblical Studies.

COURSE OFFERINGS

TH 150 Introduction to Theology 3 cr.
A broad course for students of all religious backgrounds. Students consider the experience of the sacred and the meaning of faith. The heart of the course is the study of the history of salvation through the texts of the Bible. Core Christian beliefs and the interpretation of the Bible as God’s word written in human language are also analyzed.

TH 191, 192, 193, 194 Selected Topics 3 cr.

TH 281, 282 Seminar 3 cr.

TH 321 Old Testament Theology 3 cr.
A historical, literary, and theological study of the Old Testament. Selected writings are studied in relation to the key themes of sacred history: creation, fall, promise, exodus, covenant, land settlement, Davidic kingship, prophecy, wisdom, law and apocalypse. Students will also apply the wisdom of the biblical message to today’s world.

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.

A reading and literary analysis of select portions of the Pentateuch, treating theories of authorship, historical and literary settings and main themes, with special emphasis on the place of liturgy in the history of the ancient biblical peoples.

TH 373 The Writings: Judaeo Wisdom, Human and Divine 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 Christian living 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 deutoro-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  Synoptic Gospels and Acts: Different Faces of Christ and the Church  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  Cooperative Education  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

Program Outcomes:
Students with a minor in Women’s Studies will:
1. Be familiar with the history of women from prehistoric times to the present.
2. Appreciate the achievements of women in academics, in the arts, and in diverse areas of culture and morality.
3. Explore issues flowing from the social construct of gender.
4. Awaken women and men to reflect on their own sense of self and on interrelationships.
5. 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 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.

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.
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