Experience Urbana University

Urbana University was founded in 1850 by followers of the eighteenth century Swedish philosopher and scientist, Emanuel Swedenborg (1688-1772). To this day, the University maintains an informal relationship with the Swedenborgian General Convention of the Church of the New Jerusalem in the United States of America. From the founders, the University inherited its mission, philosophy of learning, and liberal arts traditions.

What makes Urbana University the best choice for a high-quality education? We offer small, personalized classes. Our classes are taught by highly qualified, professional faculty members, not graduate students or teaching assistants. The faculty and student support staff are available for one-on-one academic and personal counseling. Approximately forty programs of study offer a variety of career choices. Students who excel in academics, leadership, service and other areas may be recognized by invitation to membership in appropriate honor societies.

The Corporate Council on Liberal Arts surveyed 535 major corporations and found that “... students that graduate with liberal arts degrees bring exceptional communication, leadership, creative, and cognitive skills to the workplace.” Urbana University graduates are well-prepared, confident men and women who adapt to many professional and personal challenges.

Whether you are a resident or commuter student, you will find an Urbana University education to be a good value. A recent study listed Urbana University as one of the most affordable independent universities in Ohio. Through various means, most of our students receive some sort of financial aid. The aid may be obtained from state, federal, or institutional sources.

Our faculty members are drawn from the finest universities and colleges in the world. The majority of the full-time faculty members at Urbana University hold a Ph.D. or terminal degree in their field of expertise. Small class sizes enable you to interact with the instructor, creating a close relationship that often is not found at larger institutions. Our faculty also believes in an open door policy and post ample office hours. A personal academic advisor from the faculty will work with you throughout your college career to make sure your experience at Urbana University is a fulfilling one.

Although academics are the top priority, we know that there is more to college life than just attending classes. With this in mind, we furnish you with facilities and food service that make your stay an enjoyable experience. Our Commons is operated by Sodexo Food Services.

Tour our campus and you will discover a blend of modern and traditional architecture, creating a peaceful and safe environment for learning and interacting with faculty and other students. The campus includes academic and administrative buildings, athletic facilities, a dining hall, and White Family Grill snack bar. Residence halls offer both traditional rooms and suite-style accommodations.

Extracurricular activities also play an integral part of your growth as a student and as a person. The Campus Activities Board and Student Government Association work closely with our Student Affairs staff to schedule a full slate of activities throughout the year.

Urbana students also take pride in their involvement in the Urbana community, participating in field experience opportunities and volunteering for a number of projects. For example, students help tutor at area schools and serve in nursing homes and the local Caring Kitchen. Students who participate in the performing arts find enjoyment as members of our theatre group or as performers in the University choir and band. Our theatre productions include both well-known and original plays and readings. Those interested in the theatre or music programs can earn scholarships while majoring in a non-performing arts area.

The Urbana University Blue Knight athletic teams are currently associated with the NCAA Division II as a full member. Men's teams include baseball, basketball, cross-country, football, golf, soccer, and swimming. Women's teams compete in basketball, cross-country, golf, lacrosse, soccer, softball, swimming, and volleyball. Students may also participate in bowling as a club sport.

A variety of intramural sports also provides an opportunity to participate in friendly competition in basketball, racquetball, table tennis, or other individual/team sports.
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY INFORMATION</td>
<td>1-8</td>
</tr>
<tr>
<td>Academic Calendar • Campus Map • Facilities/Resources • Department Directory • Off Campus Sites • University Mission, Vision, Purpose • Accreditations and Affiliations • Institutional Effectiveness</td>
<td></td>
</tr>
<tr>
<td>UNDERGRADUATE ADMISSIONS</td>
<td>9-10</td>
</tr>
<tr>
<td>Policy • Degree and Non-Degree Applicants</td>
<td></td>
</tr>
<tr>
<td>STUDENT AFFAIRS</td>
<td>11-14</td>
</tr>
<tr>
<td>Academic Assistance • Campus Safety and Security • Firearms Policy • Career Services • Counseling • Disability Services • Dining Service • Health Services • Intercollegiate Athletics • Intramurals • Performing Arts • Residence Life • Housing Requirements • Student Activities • Academic Honor Societies • Campus Activities Board • Student Government • Student Organizations • Student Conduct • FERPA • Sexual Harassment Policy • Substance Abuse and Prevention Policy • Student Grievance Procedure</td>
<td></td>
</tr>
<tr>
<td>STUDENT ACCOUNTS</td>
<td>14-16</td>
</tr>
<tr>
<td>Payment Policies and Options • Deposits • Refund Policy • Tuition and Fees • Active Military Duty</td>
<td></td>
</tr>
<tr>
<td>STUDENT FINANCIAL AID</td>
<td>17-20</td>
</tr>
<tr>
<td>Philosophy • Financial Aid Policies, Programs • Grants, Scholarships • University Endowed Scholarships • Graduate or Professional Study Awards</td>
<td></td>
</tr>
<tr>
<td>GENERAL ACADEMIC POLICIES AND PROCEDURES</td>
<td>20-29</td>
</tr>
<tr>
<td>Advising • Credit • Credit by Examination • Credit Transfer • Forgiveness Policy • Academic Misconduct • Overloads • Academic Residence Requirements • Appeals Process • Articulation Agreements • Auditing Courses • Catalog Selection Policy • Class Attendance • Class Drop/Add/Withdrawal • College Assessment of Academic Proficiency • Competency Standards • Community Education • Cross Registration • Dean's List • Directed Studies • Enrollment • Evaluation of Instruction • Field Experience • Final Examinations • Grading System • Graduation Honors • Graduation Procedures and Commencement Ceremony • Commencement • Honor Societies • Independent Study • Leave of Absence • Mid-Term Grades • Military Training Evaluation • Pre-College Education • Pre-Professional Programs • Registration Procedures • Repeating a Class • Second Degree • Second Major • Student Classification • Transcripts • University Withdrawal</td>
<td></td>
</tr>
<tr>
<td>WARNING, PROBATION, AND SUSPENSION GUIDELINES</td>
<td>30-31</td>
</tr>
<tr>
<td>Reasonable Progress Policy • Full-Time/Part-Time Undergraduate Students • Grade Point Minimum • Academic Reasonable Progress • Athletic Eligibility • Admissions and Academic Standards Committee Academic Sanctions • Academic Warning • Academic Probation • Continued Academic Probation Suspension • Academic Appeals</td>
<td></td>
</tr>
<tr>
<td>UNDERGRADUATE PROGRAMS</td>
<td>32-34</td>
</tr>
<tr>
<td>General Baccalaureate Degree • General Associate Degree • William G. Edwards Honors Program • Self-Designed Major • Dual Major</td>
<td></td>
</tr>
<tr>
<td>UNDERGRADUATE MAJORS</td>
<td>35-65</td>
</tr>
<tr>
<td>College of Arts and Sciences • College of Professional &amp; Applied Studies • College of Education • Center for Adult and Professional Studies</td>
<td></td>
</tr>
<tr>
<td>UNDERGRADUATE COURSE DESCRIPTIONS</td>
<td>66-106</td>
</tr>
<tr>
<td>Accounting • Anthropology • Art • Astronomy • Biology • Business • Chemistry • Communication Arts • Computer Science • Criminal Justice Leadership • Criminal Justice • Economics • Education • English • English as A Second Language • Environmental Science • Exercise and Sports Studies • Finance • Fine Arts • Foreign Language Studies • Geography • Geology • Health Studies • Healthcare Management • History • Honors • Human Resource Management • Human Services Leadership • Interdisciplinary Studies • International Studies Program • Management • Marketing • Mathematics • Meteorology • Music • Nursing • Philosophy • Physical Education • Physics • Political Science • Psychology • Religion Studies • Science • Sociology • Special Education • Speech • Sports Management • Theatre • University Studies • Workshops • Special Studies • Independent Study • Senior Seminar</td>
<td></td>
</tr>
<tr>
<td>GRADUATE PROGRAMS AND COURSE DESCRIPTIONS</td>
<td>107-123</td>
</tr>
<tr>
<td>Graduate Programs Admission • Academic Policies and Procedures • Academic Reasonable Procedures and Standards • Master of Business Administration • Master of Arts in Criminal Justice Administration • Master of Education in Classroom Teaching • Master of Science in Nursing • Sustainability Management Certificate Program</td>
<td></td>
</tr>
<tr>
<td>BOARD OF TRUSTEES, ADMINISTRATION, AND FACULTY</td>
<td>124-127</td>
</tr>
<tr>
<td>Board of Trustees • Trustees Emeriti • University Administration • Faculty • Faculty Emeriti</td>
<td></td>
</tr>
<tr>
<td>GENERAL INFORMATION AND INDEX</td>
<td>128-136</td>
</tr>
</tbody>
</table>
Academic Calendar
This is the academic calendar used for Urbana University’s traditional on-campus undergraduate program. Separate calendars are used for the University’s graduate programs offered on-campus, off-campus locations, and online delivery, and, undergraduate Center for Adult and Professional Studies (CAPS) programs offered on-campus, off-campus locations, and online delivery. The academic calendar is subject to change.

<table>
<thead>
<tr>
<th>Spring Term</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Registration</td>
<td>January 9, 2015</td>
</tr>
<tr>
<td>First Day of Classes</td>
<td>January 12, 2015</td>
</tr>
<tr>
<td>Final Day to Change Classes</td>
<td>January 16, 2015</td>
</tr>
<tr>
<td>Martin Luther King Day Holiday</td>
<td>January 19, 2015</td>
</tr>
<tr>
<td>President's Day Holiday</td>
<td>February 16, 2015</td>
</tr>
<tr>
<td>Midterm Examinations</td>
<td>March 2-6, 2015</td>
</tr>
<tr>
<td>End of First Term Classes</td>
<td>March 6, 2015</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 9-13, 2015</td>
</tr>
<tr>
<td>Begin Second Term Classes</td>
<td>March 16, 2015</td>
</tr>
<tr>
<td>Registration Information Available</td>
<td>March 17, 2015</td>
</tr>
<tr>
<td>Registration for Fall Term</td>
<td>March 30 - April 3, 2015</td>
</tr>
<tr>
<td>Final Day for Course Withdrawal</td>
<td>April 6, 2015</td>
</tr>
<tr>
<td>Good Friday</td>
<td>April 3, 2015</td>
</tr>
<tr>
<td>First Day of Classes</td>
<td>May 1, 2015</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>May 4-8, 2015</td>
</tr>
<tr>
<td>Spring Commencement</td>
<td>May 9, 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Registration</td>
<td>August 22, 2014</td>
</tr>
<tr>
<td>First Day of Classes</td>
<td>August 25, 2014</td>
</tr>
<tr>
<td>Final Day to Change Classes</td>
<td>August 29, 2014</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 1, 2014</td>
</tr>
<tr>
<td>Midterm Examinations</td>
<td>October 13-17, 2014</td>
</tr>
<tr>
<td>End of First Term Classes</td>
<td>October 17, 2014</td>
</tr>
<tr>
<td>Begin Second Term Classes</td>
<td>October 20, 2014</td>
</tr>
<tr>
<td>Registration Information Available</td>
<td>October 21, 2014</td>
</tr>
<tr>
<td>Registration for Spring Term</td>
<td>November 3-7, 2014</td>
</tr>
<tr>
<td>Last Day for Course Withdrawal</td>
<td>November 10, 2014</td>
</tr>
<tr>
<td>Independent Reading Day</td>
<td>November 26, 2014</td>
</tr>
<tr>
<td>Thanksgiving Vacation</td>
<td>November 27-28, 2014</td>
</tr>
<tr>
<td>Final Day of Classes</td>
<td>December 5, 2014</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>December 8-12, 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May Term</th>
<th>2015</th>
<th>Summer Term</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>May Term Begins</td>
<td>May 11, 2015</td>
<td>Final Registration Day</td>
<td>June 5, 2015</td>
</tr>
<tr>
<td>May Term Ends</td>
<td>June 5, 2015</td>
<td>First Day of Classes</td>
<td>June 8, 2015</td>
</tr>
<tr>
<td>Final Day to Change Classes (First Term)</td>
<td>June 10, 2015</td>
<td>Final Day to Change Classes (Full Term)</td>
<td>June 11, 2015</td>
</tr>
<tr>
<td>Final Day to Change Classes (Second Term)</td>
<td>June 26, 2015</td>
<td>End of First Term</td>
<td>July 2, 2015</td>
</tr>
<tr>
<td>First Day of Classes (Second Term)</td>
<td>July 6, 2015</td>
<td>First Day of Classes (Second Term)</td>
<td>July 6, 2015</td>
</tr>
<tr>
<td>Final Day to Withdraw (First Term)</td>
<td>July 8, 2015</td>
<td>Final Day to Withdraw (Full Term)</td>
<td>July 17, 2015</td>
</tr>
<tr>
<td>Registration for Fall Term</td>
<td>July 20-24, 2015</td>
<td>Final Day to Withdraw (Second Term)</td>
<td>July 24, 2015</td>
</tr>
<tr>
<td>Final Day of Classes</td>
<td>July 31, 2015</td>
<td>Final Day of Classes</td>
<td>July 31, 2015</td>
</tr>
</tbody>
</table>
1. Main Entrance
2. Losch Hall
3. Blackmer Hall
4. Hickory Hall
5. Ross Hall
6. Lewis and Jean Moore Center for Mathematics and Science
7. North Hall
8. Urbana University Student Center
9. Memmott Hall
10. Harvey Chapel
11. Eaton Hall
12. Francis E. Hazard Hall
13. Dining Commons
14. East Hall
15. South Hall
16. Sycamore Hall
17. Warren G. Grimes Center
18. Blue Knight Baseball Field
19. Urbana University Stadium
20. McConnell Hall
21. The Hub-Black Box Theatre
22. Blue Knight Softball Field
23. Oak Hall
24. Swedenborg Memorial Library
25. Barclay & Bailey Halls
26. Williams Hall
27. Miller Center for Visual Arts in Browne Hall
28. North Entrance
   A. Practice Field
   B. Practice Field
   C. Basketball Court
   D. Volleyball Court

**Parking**

Simon Kenton Bike Trail

579 College Way | Urbana, OH 43078
(937) 772-9200 | www.urbana.edu
Our attractive campus is located on the southwest side of the City of Urbana. With a population of approximately 14,000 people, Urbana is located in west central Ohio at the juncture of U.S. Routes 68 and 36 and State Route 29. Only 14 miles south is I-70, the nation’s primary east-west artery. Urbana is 25 miles from I-75 and 40 miles from I-71, two major north-south freeways. Major airports at nearby Dayton (35 miles) and Columbus (45 miles) offer convenient, worldwide service.

The tree-covered campus includes 24 buildings on 128 acres. All buildings are within a short walking distance from one another.

While the Swedenborg Memorial Library, built in 1968, houses print books and periodicals, provides desktop computers and wireless Internet access, and offers seating and small group study areas, the majority of our library resources are available online. Students and faculty have access to more than 150,000 electronic journals and books through the library website. Urbana University is a member of the OhioLINK statewide academic library network, which allows Urbana University students to borrow materials from other Ohio colleges and universities. Library staff members provide instruction and assistance in the use of electronic, print, and other resources.

The Warren G. Grimes Center is a multipurpose facility that serves as the center of activity on campus. The Grimes Center features a 1,500-seat gymnasium, indoor swimming pool, handball and racquetball courts, weight room, athletics offices, and classrooms. The stage in the gymnasium has been the site of commencement programs, convocations, and cultural events. In addition to University events and activities, a number of community-sponsored events are held throughout the year in the Grimes Center.

In 1996, construction was completed on the Lewis and Jean Moore Center for Mathematics and Science. The 18,000-square-foot building houses biology, chemistry, and physics laboratories; two computer laboratories; the College of Business Administration and, the College of Arts and Sciences' Department of Mathematics and Science; classrooms, and faculty offices. The recently renovated Honda Lecture Hall, which seats 88, serves as a classroom and a location for community events.

In the summer of 2003, a major renovation project was completed at Barclay and Bailey Halls, two buildings of historic significance for the University. Bailey was the first building built on campus, and Barclay the third. Today, the two buildings included in the National Historic Registry provide modern classroom facilities. Bailey Hall also is the home of the Johnny Appleseed Educational Center & Museum. Barclay and Bailey are connected by an atrium and a second-story walkway.

The Urbana University Student Center opened in August of 2006. Open extended hours during each semester, the Student Center features the Bundy Wellness Center, White Family Grill, student mailboxes, campus bookstore, and lounge areas. Offices for student organizations are housed there. Conference rooms are available for meetings and special events. The Sara Landess Room is a large multi-purpose room that accommodates special events for the campus community and the public. The Urbana University Bookstore is located in the Student Center.

The Urbana University Stadium opened in August of 2006. It is the third outdoor facility on campus, joining Urbana’s varsity baseball and softball fields. The Blue Knights football team, men’s and women’s soccer teams, and women’s lacrosse team compete on the artificial surface turf in the Urbana University Stadium.
Department Directory

Main Campus Information: (937) 772-9200

When dialing from off campus, each extension should be preceded with the 937 area code and 772 prefix.

<table>
<thead>
<tr>
<th>Department</th>
<th>Location</th>
<th>EXT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Losch Hall</td>
<td>9200</td>
</tr>
<tr>
<td>Alumni</td>
<td>Blackmer Hall</td>
<td>9223</td>
</tr>
<tr>
<td>Athletics</td>
<td>Grimes Center</td>
<td>9307</td>
</tr>
<tr>
<td>Band (The Royal Blues)</td>
<td>Blackmer Hall</td>
<td>9227</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Student Center</td>
<td>9283</td>
</tr>
<tr>
<td>Campus Safety</td>
<td>Blackmer Hall</td>
<td>9213</td>
</tr>
<tr>
<td>Campus Services/Maintenance</td>
<td>Williams Hall</td>
<td>9289</td>
</tr>
<tr>
<td>Career Services</td>
<td>Student Center</td>
<td>9371</td>
</tr>
<tr>
<td>Center for Adult and Professional Studies</td>
<td>Blackmer Hall</td>
<td>9320</td>
</tr>
<tr>
<td>Chorus (University Singers)</td>
<td>Blackmer Hall</td>
<td>9212</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Oak and Losch Halls &amp; Moore Center</td>
<td>9272</td>
</tr>
<tr>
<td>College of Professional &amp; Applied Studies</td>
<td>Moore Center</td>
<td>9379</td>
</tr>
<tr>
<td>College of Education</td>
<td>North Hall</td>
<td>9341</td>
</tr>
<tr>
<td>Communications</td>
<td>Blackmer Hall</td>
<td>9222</td>
</tr>
<tr>
<td>Counseling</td>
<td>Blackmer Hall</td>
<td>9230</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Blackmer Hall</td>
<td>9228</td>
</tr>
<tr>
<td>Development</td>
<td>Blackmer Hall</td>
<td>9231</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Blackmer Hall</td>
<td>9251</td>
</tr>
<tr>
<td>Food Service</td>
<td>The Commons</td>
<td>9348</td>
</tr>
<tr>
<td>Health Services</td>
<td>Blackmer Hall</td>
<td>9214</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Oak Hall</td>
<td>6265</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Oak Hall</td>
<td>9265</td>
</tr>
<tr>
<td>Intramural Recreation</td>
<td>Student Center</td>
<td>9281</td>
</tr>
<tr>
<td>Library</td>
<td>Swedenborg Memorial Library</td>
<td>9313</td>
</tr>
<tr>
<td>Mailroom</td>
<td>Student Center</td>
<td>9369</td>
</tr>
<tr>
<td>Office of the Senior Vice President</td>
<td>Blackmer Hall</td>
<td>9346</td>
</tr>
<tr>
<td>Registrar</td>
<td>North Hall</td>
<td>9335</td>
</tr>
<tr>
<td>Residence Life</td>
<td>Student Center</td>
<td>9281</td>
</tr>
<tr>
<td>Sports Information</td>
<td>Grimes Center</td>
<td>9306</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>Oak Hall</td>
<td>9274</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Blackmer Hall</td>
<td>9229</td>
</tr>
<tr>
<td>Theatre</td>
<td>The Hub</td>
<td>9272</td>
</tr>
<tr>
<td>Work Study</td>
<td>Student Center</td>
<td>9371</td>
</tr>
<tr>
<td>Campus Building</td>
<td>Occupants</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Bailey Hall</td>
<td>Appleseed Education Center &amp; Museum, classrooms, and faculty offices</td>
<td></td>
</tr>
<tr>
<td>Barclay Hall</td>
<td>Classrooms</td>
<td></td>
</tr>
<tr>
<td>Blackmer Hall</td>
<td>Office of the Senior Vice President, Office of Institutional Advancement and Communications, Alumni Affairs, University Relations, Marketing &amp; Communications, Student Affairs, Campus Safety, Financial Aid, Center for Adult and Professional Studies offices</td>
<td></td>
</tr>
<tr>
<td>Browne Hall</td>
<td>Miller Center for Visual Arts and Art classroom</td>
<td></td>
</tr>
<tr>
<td>Commons</td>
<td>Central dining facility and President’s Dining Room</td>
<td></td>
</tr>
<tr>
<td>East Hall</td>
<td>Student housing</td>
<td></td>
</tr>
<tr>
<td>Eaton Hall</td>
<td>Campus Facilities</td>
<td></td>
</tr>
<tr>
<td>Francis E. Hazard Residence Hall</td>
<td>Student housing and Student Success Center</td>
<td></td>
</tr>
<tr>
<td>Harvey Chapel</td>
<td>Campus Facilities</td>
<td></td>
</tr>
<tr>
<td>Hickory Hall</td>
<td>Student housing</td>
<td></td>
</tr>
<tr>
<td>Hub</td>
<td>Band, Choir, and Theatre</td>
<td></td>
</tr>
<tr>
<td>Lewis and Jean Moore Center for Mathematics and Science</td>
<td>Department of Math &amp; Science faculty offices, Department of Business faculty offices, classrooms, labs, computer labs, and Honda Lecture Hall</td>
<td></td>
</tr>
<tr>
<td>Losch Hall</td>
<td>Admissions, Department of Social and Behavioral Sciences faculty offices, Department of Nursing and Allied Health faculty offices, Welcome Center, Pre College Program Office and Dean, Office of Institutional Effectiveness for Planning, Accountability and Research (PAR)</td>
<td></td>
</tr>
<tr>
<td>McConnell Residence Hall</td>
<td>Student housing</td>
<td></td>
</tr>
<tr>
<td>Memmott Hall</td>
<td>Campus Facilities</td>
<td></td>
</tr>
<tr>
<td>North Hall</td>
<td>College of Education faculty offices, Department of Sport Studies faculty offices, classrooms, International Studies office, and Registrar’s office</td>
<td></td>
</tr>
<tr>
<td>Oak Hall</td>
<td>Business office, Department of Humanities faculty offices, Human Resources, Information and Technology office</td>
<td></td>
</tr>
<tr>
<td>Ross Hall</td>
<td>Student housing</td>
<td></td>
</tr>
<tr>
<td>South Hall</td>
<td>Student housing</td>
<td></td>
</tr>
<tr>
<td>Student Center</td>
<td>Bookstore, Career Services, Campus Life office, conference and meeting rooms, White Family Grill</td>
<td></td>
</tr>
<tr>
<td>Swedenborg Memorial Library</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Sycamore Hall</td>
<td>Student housing and classroom</td>
<td></td>
</tr>
<tr>
<td>Warren G. Grimes Center</td>
<td>Gymnasium, pool, Athletics Department offices, Department of Sports Studies faculty offices, and classrooms</td>
<td></td>
</tr>
<tr>
<td>Williams Hall</td>
<td>Campus Facilities offices</td>
<td></td>
</tr>
</tbody>
</table>
Off Campus Sites

Urbana University conducts educational programs at two off-campus locations, providing evening and weekend classes for individuals who are not able to attend daytime classes. The Center for Adult and Professional Studies (CAPS) offers its academic program at sites in Dayton and on the main campus in Urbana.

In addition, Urbana University conducts programs at the London Correctional Institution, in cooperation with the Ohio Department of Rehabilitation and Correction.

Urbana University Nursing programs are approved to be taught at Miami Valley Hospital, Good Samaritan Hospital, and Springfield Regional Medical Center.

Directions to off-campus site locations may be obtained from the Center for Adult and Professional Studies, 937-772-9320.

Beavercreek:

3800 Pentagon Blvd. Beavercreek, OH 45431 937-705-6914
Courses in the following programs are offered in Beavercreek:
1. Bachelor of Science in Business Management Leadership
2. Bachelor of Science in Criminal Justice Leadership
3. Bachelor of Science in Human Services Leadership

London Correctional Institution:

Through the auspices of the Ohio Department of Rehabilitation and Corrections, Urbana University offers Business Certificate Programs.
Mission, Vision and Purpose

University Vision:
Urbana University exists to educate and develop individuals as whole persons preparing them for fulfilling careers, leadership, and service to humanity.

University Mission:
Urbana University provides a student-centered, quality education supported by a foundation in liberal arts, delivered by a committed faculty and staff emphasizing: a comprehensive educational experience, tailored academic programs, critical reflection skills, mutual respect, that prepares a diverse student population for fulfilling careers and responsible citizenship in a global society.

Institutional Core Values:

Excellence: We are committed to pursuing the highest standards intellectually, physically, socially, and spiritually.

Lifelong Learning: We recognize that vitality results from continuous self-development. We seek to produce optimistic graduates who possess creative and reflective thinking, strong analytical skills, and a passion for learning.

Service: We view service, the use of our time, energy and talents to help others as the duty and privilege of all, recognizing its positive impact on the one serving, those served and society as a whole.

Integrity: We promote honesty and transparency in all aspects of our lives. We assume responsibility for our academic and social actions, upholding the highest ethical and moral standards.

Respect for Others: We pledge to challenge each individual through education, while recognizing the uniqueness of everyone through attention, empathy, and encouragement. We value the dignity and worth of the communities that make up Urbana University and appreciate the different people, cultures and ideas they bring.
Accreditation Information

Urbana University is accredited by The Higher Learning Commission and is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 (Telephone: 800-621-7440). The University is authorized by the Ohio Board of Regents to offer degree programs in the State of Ohio. The University’s Teacher Education Programs are approved by the State of Ohio Department of Education. The College of Business Administration is accredited by the International Assembly for Collegiate Business Education, P.O. Box 25217, Overland Park, KS 66225 (Telephone: 913-631-3009). The University’s baccalaureate and master’s degree nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791. Other affiliations include the:

- American Association for Higher Education
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Colleges of Nursing
- American Council on Education
- Association of American Colleges
- Association of Independent Colleges and Universities of Ohio
- Association for Institutional Research
- Commission on Collegiate Nursing Education
- Council for the Advancement and Support of Education
- International Assembly for Collegiate Business Education
- National Association of College Admission Counselors
- National Association of College and University Business Officers
- National Association of Independent Colleges
- Ohio Association of Colleges for Teacher Education
- Ohio Association of Private Colleges for Teacher Education
- Ohio College Association
- Ohio Foundation of Independent Colleges
- Ohio Penal Education Consortium

Urbana University also maintains membership in the Southwestern Ohio Council for Higher Education (SOCHE), which includes 20 member institutions of higher learning and corporate members. Regularly enrolled full-time students of Urbana University may register for credit courses at any other member institution on a space-available basis at no extra charge. All SOCHE institutions are within easy driving distance. Membership in this consortium has permitted Urbana University to maintain a small-college atmosphere for its students while offering them many of the specialized benefits of larger universities.

Institutional Effectiveness

The Urbana University Outcomes Assessment Plan is linked to the mission and vision of the institution, focusing on student learning and success. The assessment activities measure general education, course, major and program levels outcomes and other measures necessary to reflect the effectiveness of the University.

The assessment plan, established by the Academic Outcomes Assessment Committee includes direct, indirect, and applied measures, the results of which are used in improvement and are formally documented. This committee is under the direction of the Dean of Institutional Effectiveness and Research and the Institutional Effectiveness Committee. Both committees include faculty, administrative, and staff level participation.

The assessment plan is regularly evaluated and improved and is fully supported by the institution’s senior leadership.
URBANA UNIVERSITY UNDERGRADUATE ADMISSION

Office of Admissions
Losch Hall, (937) 772-9200, or 1-800-787-2262
E-mail: admissions@urbana.edu

Urbana University admits students without regard to race, color, religion, ethnic or national origin, age, disability, gender, sexual orientation, or veteran status. Urbana University seeks to admit applicants for admission who present evidence of past academic success and demonstrate the ability to benefit from the University’s academic programs.

Each applicant’s admission file is individually evaluated. Factors considered are past academic achievement, aptitude, extracurricular activities, and any additional evidence supporting the prospect of academic success.

ADMISSION POLICY
To qualify for admission, an applicant must present evidence of high school completion, and a required minimum 2.0 cumulative grade point average (GPA), in the form of a high school diploma or GED Certificate. Careful consideration is given to the applicant’s academic record to include the curriculum, courses, and/or state mandated graduation tests taken while in high school. Satisfactory completion of a college preparatory curriculum is expected, which includes a minimum of four units of English, three units of mathematics, 2 units of science, 2 units of social science, 1 additional unit in English, mathematics or science, and 4 additional units from English, mathematics, science, social science, foreign language or philosophy. Should the applicant’s preparation differ from the recommendation above, the applicant may be asked to supply additional information to be included in review. Results from standardized testing (either ACT or SAT) are required for those under 21 years of age. A minimum ACT composite score of 17 (or equivalent SAT score) is required. Students who wish to apply for admission, but do not meet the minimum ACT score or high school cumulative GPA requirements, may request consideration through the Admissions and Academic Standards Committee.

DEGREE CANDIDATE APPLICANTS
The following requirements apply to students seeking admission to Urbana University. At any time the university may require an applicant to meet with the admissions committee to address questions that arise in the application review process.

Freshman Applicants
The application portfolio includes:
1. A completed application for admission with the $25 application fee.
2. An official high school transcript.
3. Test results from the American College Test (ACT) or the Scholastic Assessment Test (SAT). Students who are twenty-one (21) years of age or older are not required to submit ACT or SAT test results.

Homeschool Applicants
The application portfolio includes:
1. A completed application for admission with the $25 application fee.
2. A high school transcript as well as a recognized high school diploma or GED certificate.
3. Test results from the ACT or SAT

Honors Program Applicants
Applicants seeking admission to the William G. Edwards Honors Program may indicate their interest on the Undergraduate Application. The Honors Committee recognizes and supports students who seek advanced opportunities to engage in unique learning experiences with University faculty. The committee will determine eligibility for participation in the William G. Edwards Honors Program. Eligible candidates will be informed in writing of their admission to this program.

Transfer Applicants
Students who have attended another college or university after high school may seek admission to transfer to Urbana University at any time. The application portfolio includes:
1. A completed application for admission with the $25 application fee.
2. An official high school transcript. Students who have earned an Associate’s Degree from a regionally accredited college or university will not need to provide a high school transcript.
3. Test results from the American College Test (ACT) or the Scholastic Assessment Test (SAT). Students who are twenty-one (21) years of age or older are not required to submit ACT or SAT test results.
4. Official transcripts from ALL colleges and/or universities previously attended are required. Credits earned from a regionally accredited college or university with a grade of “C” or better will be considered for transfer credit.

International Applicants
International student applicants must provide the materials listed below. The University reserves the right to require additional materials on a case by case basis. An I-20 will be issued upon acceptance to the University.
1. A completed International Student Application for Admission with the $25 application fee.
2. An official transcript, in English, of secondary school preparation and certification of a secondary school diploma or its equivalent.
3. Official transcripts from ALL colleges and/or universities previously attended (if any) directly from the institution attended.
The applicant is responsible for providing certified English translations of all documents to the University.

4. Official certification of financial ability to pay for one year of tuition, room and board, all fees and personal expenses. Bank statements must represent funds available in U.S. dollars.

5. Results of the Test of English as a Foreign Language (TOEFL) with a computer-based test score of 61 or higher for undergraduate applicants, and 79 or higher for graduate applicants OR an IELTS score of 5.5 or higher for undergraduate applicants or 6.0 or higher for graduate applicants. An alternative to the TOEFL/IELTS may be considered on a case by case basis.

6. An Immunization Record in English to include at least one DPT (diphtheria, pertussis, tetanus) and at least 2 MMR (measles, mumps, rubella).

Readmit Applicants
Former Urbana University students who have not attended the University during the past twelve months or those who have been academically suspended are required to apply for readmission to the University. The application portfolio includes:

1. A completed application for admission with a $15 application fee.
2. Official transcripts from ALL colleges and/or universities attended since leaving Urbana University. Credits earned from a regionally accredited college or university with a grade of “C” or better will be considered for transfer credit.
3. Former students of Urbana University who were academically suspended must provide a written proposal for their readmission that includes a clear plan for improving their academic performance.

Students readmitted after twenty-four months of non-attendance are subject to the catalog, academic policies and requirements in effect at the time of their readmission. All credits earned prior to readmission are subject to review. In some cases, requirements for graduation may have significantly changed as a result of changes in program accreditations.

NON-DEGREE CANDIDATE APPLICANTS

Certificate Applicants
Applicants for certificate programs should provide the following:

1. A completed application for admission with a $25 application fee.
2. An official high school transcript or the General Education Development (GED) certificate.
3. If required by the certificate program, official transcripts from ALL colleges and/or universities previously attended. Credits earned from a regionally accredited college or university with a grade of “C” or better will be considered for transfer credit.

Post Secondary Enrollment Option Applicants
Students currently enrolled in high school may apply for college level credit under the PSEOP (Post-Secondary Enrollment Option Program).

The application portfolio includes:

1. A completed Urbana University PSEOP/Dual Enrollment Application form. These may be obtained from the high school counselor.
2. An official transcript of high school courses taken to date.
3. ACT Plan/PSAT/ACT/SAT/COMPASS test results.

Dual Enrollment Applicant
Students currently enrolled in high school may apply for college level credit under the Dual Enrollment program. The application portfolio includes:

1. A completed Urbana University PSEOP/Dual Enrollment Application form
2. An official high school transcript
3. A written recommendation from a high school official

Acceptance and enrollment in the Dual Enrollment Program at Urbana University does not constitute regular acceptance to the University as a degree candidate.

Special Non-Degree Applicants
An applicant who wishes to take courses at Urbana University but who does not wish to pursue a formal degree may register for courses as a special student. For completed credits to become applicable to Urbana University degree programs, the student must complete a formal application for admission and be accepted. Students must be enrolled in degree programs to be eligible for financial aid.

The application portfolio includes:

1. A completed application for admission with a $25 application fee

Visiting Applicants
Students currently enrolled at another college or university may wish to take courses at Urbana University. Transfer of credit toward degree requirements at another college or university is the complete prerogative of that institution. Students are advised to secure written permission to transfer transient college credits in advance from their advisor at the home institution. The applicant’s portfolio includes:
1. A completed application for admission with a $25 application fee
2. A letter from the home college or university indicating the student is in academic good standing.

**URBANA UNIVERSITY STUDENT AFFAIRS**

Student Affairs provides programs, services, and environments that enhance the personal, social, and intellectual lives of all members of the University community. Coordinated through the Office of Student Affairs, the professionals in Student Affairs have special education and training and a sincere commitment to make your college experience the very best one possible.

The Office of Student Affairs is located in Blackmer Hall. The Career Services Office and the Campus Life office are in the Student Center. Services available to students include: counseling, career planning and placement, campus safety, health services, residence life, food services, student organizations, student activities, and educational programming. A professional staff is available to assist students with academic or personal concerns and problems.

**GENERAL STUDENT INFORMATION**

**Academic Assistance**

Urbana University offers a variety of services to assist students in their academic endeavors. The Student Success Center is located off the lobby of Hazard Hall and offers free peer/professional tutoring to Urbana students in most subjects and courses. Learning consultants are available to help students improve study skills and to answer general academic questions. In addition, the SSC houses the Writing Lab which is staffed by professors from the English department to help students with any writing assignment. Some textbooks are available for use at the SSC. Students can also take advantage of Tutor Tables, structured group study time usually held in the evening with tutors available for help.

**Campus Safety and Security**

Urbana University is concerned about the safety and welfare of all campus members and guests, and is committed to providing a safe and secure environment. Urbana University continually strives to identify areas of risk and potential problem areas, and to develop policies and procedures that are designed to ensure that every possible precautionary measure is taken to protect persons on campus. In accordance with the “Student Right to Know and Campus Security Act of 1990,” each institution is required annually to prepare security reports on campus crime statistics for the preceding year. Urbana University invites you to compare these statistics with those of other institutions and assess for yourself the safety and security of our campus. The Annual Security & Fire Report is located on the Urbana University website.

**Policy Regarding Firearms Pursuant to the Ohio Revised Code**

Notice: It is illegal to carry a firearm, deadly weapon, or dangerous ordnance anywhere on the premises of Urbana University. No person shall knowingly possess, have under the person’s control, convey, or attempt to convey a deadly weapon or dangerous ordnance on Urbana University property. Only law enforcement officers in the performance of their duty are exempt from this policy. In addition, Urbana University policy prohibits the possession of dangerous weapons and materials.

The use, possession, manufacture, or storage of fireworks, firecrackers, ammunition, firearms, knives, or any other dangerous articles capable of injury to person or property is prohibited on University property and at University-sponsored activities. Possession is defined as on or attached to a person, or belonging to a person; in the person’s room, automobile, or other vehicle.

Prohibited items include, but are not limited to:

| Air- or gas-powered BB and pellet guns | Any guns, rifles, or handguns |
| Slingshots | Bows and arrows |
| Knives with blades exceeding four inches | Switchblades or spring-loaded blades |
| Brass knuckles, chains, etc. | Martial arts weapons |

**Career Services**

Career planning is a process which includes self-assessment and exploration of career opportunities. Career counseling, resources, assistance with resume preparation, making application to graduate schools, and job interviewing are available through the Career Services Office.

**Counseling**

Counseling services are available to all students for personal or academic needs. Counselors will assist students in coping with personal issues such as stress, grief, depression, chemical dependency, or other emotional or interpersonal needs. Referral procedures and information services are also available. Confidentiality is maintained.
Disability Services

Urbana University provides accommodations and support services to students with disabilities to ensure that students are not denied the benefits of or excluded from participation in any program or activity offered by the University. To receive services, students with disabilities must identify their disabilities and provide diagnostic documentation from a licensed psychologist or medical doctor to the Associate Dean of Students for Counseling & Student Success. All documentation received is confidential. Students must identify their disabilities to each faculty member teaching a class in which they request accommodations. Accommodations are provided on an individual basis.

Dining Services

The main dining facility is located in The Commons, which is connected to East, South, and Francis E. Hazard residence halls. Food service is provided by Sodexo Services. Students who live on campus are required to participate in the board plan. The freshman board plan provides 19 meals per week. A 15-meal per week plan is available for sophomores, juniors, and seniors. No meals are served during vacation periods. Any student who requires a special diet plan should discuss this matter with the Director of Food Service. Resident students who have academic responsibilities (field experience or student teaching) that interfere with scheduled meals may request a boxed meal from the Director of Food Services. Commuter students are encouraged to eat meals in The Commons, paying on a per meal basis or by purchasing a commuter meal plan. The White Family Grill in the Student Center offers food service throughout the day and evening.

Health Services

The University nurse provides first aid and medical referral during the daytime hours to resident and commuter students. Workshops and seminars are given throughout the year on various health-related topics. Health-related material is also available. All entering full-time students are required to complete a health evaluation form and provide proof of current medical insurance coverage. Additionally, all entering residential students must meet minimum immunization requirements. Returning residential and commuter students must provide proof of medical insurance coverage to Health Services by the last business day of August of each academic year. Student health insurance is available through the Health Services office.

All full-time, day-time, main campus traditional age students who do not provide proof of insurance coverage to Student Health Services by University deadlines are required to purchase group accident and health insurance from the University. A supplemental insurance policy for student athletes is provided by the University. If you wish to decline purchase of the University insurance, you must send proof of insurance (a copy of your insurance card with the student’s name and date of birth) to Health Services by the last business day of August of each academic year. Insurance for all student athletes must meet all NCAA II requirements and well as University requirements.

Intercollegiate Athletics

Urbana University offers a program of intercollegiate athletics in fifteen sports. Men’s athletic teams are baseball, basketball, cross country, football, golf, soccer, and swimming. Women’s teams are basketball, cross country, golf, lacrosse, soccer, softball, swimming, and volleyball. The University is a member of the National Collegiate Athletic Association—Division II. Student athletes are assisted with conditioning and injury rehabilitation by a staff of certified athletic trainers.

Intramural and Recreational Sports

The intramural program offers a variety of men’s, women’s, and coed sports throughout the year. Residence hall, commuter, and faculty-staff teams compete in such sports as basketball, racquetball, and volleyball. Outdoor facilities include softball, baseball, and soccer fields, and basketball courts. The Bundy Wellness Center, located in the Student Center, is available for all current students, faculty, and staff of Urbana University. All residential students have access to the Champaign County YMCA as a benefit to living on campus. Commuter students can opt-in to the YMCA membership for a charge of $100 per semester on their Student Account. Students should contact the Campus Life office to learn how to join.

Performing Arts

Vocal, instrumental, and dramatic activities are offered for all interested students and members of the Urbana community throughout the academic year. Urbana University seeks to develop the talents of the student body and create a connection with the local region by working with community members in every facet of creative artistic activity. Scholarship assistance is offered to students engaged in the Performing Arts. More information may be obtained from the Choir Director, the Director of Theatre, or the Band Director.

Residence Life

University housing is available for all traditional students on the main campus. Both traditional residence halls and suite-styled housing are available. The Associate Dean of Students for Campus Life manages the residence life program and supervises the residence hall staff including Hall Directors and Resident Assistants. The Resident Assistants of each living unit plan educational and social activities in conjunction with the Office of Campus Life. The eligible student should note that residence hall space is reserved on a first-come, first-served basis. The date on which the application, agreement, and room reservation deposit are received will establish a priority. The University does not guarantee assignment to particular types of accommodations or with a specific roommate. Roommate requests are granted when space is available and the request is mutual. The University reserves the right to assign or reassign space for the benefit of
An individual student and/or living unit. The University reserves the right to refuse housing to any student who is delinquent in the payment of housing bills, who has demonstrated an unwillingness to abide by housing rules and regulations, or who exhibits behavior that is not conducive to a favorable study environment.

Housing Requirements

All Urbana main campus students who do not have senior status or are under 21 years of age, are not married, do not live with their parents or guardians who live within the established distance guidelines for commuters, or who do not have a valid medical reason to the contrary, are required to live on campus in a University residence hall and purchase a full board plan and provide proof of insurance or purchase university insurance. Board in the residence halls consists of a 19-meal per week plan. Sophomores, juniors and seniors are eligible for a 15-meal per week board plan. No meals will be served during vacation periods. Housing contracts are binding for an entire academic year.

Student Activities

Student activities are coordinated by the Campus Activities Board (CAB), the Student Government Association (SGA), and by the Office of Campus Life. All students, including commuters and nontraditional students, are encouraged to participate in the many cultural, educational, recreational, and social events offered.

Academic Honor Societies

The Urbana University Academic Honor Societies annually induct new members who meet or exceed the criteria set by each honor society. These organizations are nationally recognized for their excellence in a designated field of study or leadership. Becoming a member of an honor society is an honor that can lead to continued success outside of the university setting.

Urbana University Honor Societies include: Alpha Chi national junior/senior honor society, Alpha Psi Omega national honor society for theatre, Alpha Sigma Lambda national non-traditional student honor society, Iota Tau Alpha athletic training education honor society, Kappa Delta Pi international education honor society, Lambda Pi Eta national communication studies honor society, Sigma Beta Delta international honor society in business, management, and administration, Sigma Tau Delta international English honor society, Nursing Honor Society, and Urbana University Academic Honor Society. For more information on the honor societies, contact the individual advisor or the Campus Life Office. The contact information is available on the Student Activities section on the UU website: www.urbana.edu

Campus Activities Board (CAB)

The Campus Activities Board is the largest student-programming group on campus. They are responsible for producing a variety of activities and programming that enhances the quality of life for the Urbana University community.

Through involvement in CAB, student can develop their creativity, work cooperatively, build resource management skills, and improve communication skills. CAB involvement is an exciting and fun-filled way to make an impact on campus. For more information, contact the Campus Life Office located in the Student Center.

Student Government Association (SGA)

The Student Government Association provides a representative body of students to the Board of trustees, administration, and faculty of the University to insure student input on issues affecting the student body of Urbana University. The SGA leaders regularly meet with the Urbana University Senior Vice President and other administrators to serve as a voice for the student body. For more information, contact the Campus Life Office in the Student Center.

Student Organizations

Student Organizations have been a part of Urbana campus life and traditions for many years and bring students, faculty, and staff together to build a stronger University community. Urbana’s student organizations include clubs formed around common interests, committees that plan campus-wide programs, student government, organizations that relate to academic fields of study, and groups with a religious or cultural mission. For a complete listing of student organizations, visit the Urbana University website.

STUDENT CONDUCT, RIGHTS, and RESPONSIBILITIES

Student Code of Conduct

Admission to Urbana University is a voluntary entrance into the academic community. By such entrance, the student voluntarily assumes responsibility and obligations of performance and behavior reasonably imposed by the institution relevant to its lawful mission, process, and function. These responsibilities and obligations are much higher than those imposed upon all citizens by civil and criminal law.

Urbana University views discipline and student conduct proceedings as part of the total learning process. The intent of the proceedings is to arrive at fair and impartial decisions to ensure that students assume full responsibility for their actions, and ensure the rights, freedom, and safety of all members of this educational community. Procedures for student conduct proceedings are listed in the Urbana University Student Handbook. The handbook is available online at www.urbana.edu.
Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974 is a federal statute that protects a student’s educational record. This Act was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide for corrections to those records through hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Office concerning alleged failures by the institution to comply with the Act. Individual institutions may define directory information as those items that may be released or published regarding a student. Urbana University defines directory information as: name, address, current class schedule, degrees and honors received, dates of degrees, dates of enrollment, current enrollment status, most recent educational institution attended, verification of signature, e-mail, and name and address of parent(s) or guardian(s). Also included in such a compilation is information about participation in officially recognized activities and sports, records achieved, and the weight and height of members of athletic teams. Questions concerning the policy may be directed to the Registrar’s Office.

Sexual Harassment Policy
It is the policy of Urbana University that all faculty, employees, and students be able to enjoy an environment free of sexual harassment. Sexual harassment impedes the University’s efforts to establish an environment in which dignity and worth of all members of the institutional community is respected. It is unacceptable conduct and will not be tolerated. An individual found to be in violation of the University policy on sexual harassment is subject to appropriate sanction, depending on the circumstances, from a warning in his/her file up to and including expulsion. The student handbook has full details concerning this policy.

Student Substance Abuse and Prevention Policy
Urbana University strives to maintain an educational environment conducive to the personal development of each member of the student body, faculty, administration, and staff, and opposes substances that impair the learning process. The unlawful use of drugs and alcohol by students, faculty, administrators, and staff adversely affects the educational environment and is strictly prohibited. A complete policy statement and sanctions for misuse and/or abuse are found in the Student, Faculty and Staff Handbooks.

Student Grievance Procedure
Students are encouraged to act on problems, complaints, and grievances in a constructive manner. As a first step, students should discuss the situation informally with the person responsible. If the situation cannot be resolved informally, students should submit a formal grievance in writing. A copy of the formal grievance should be sent to the Dean of Students for tracking purposes. Students who require assistance with the grievance process should contact the Student Affairs office or their academic advisor for guidance.

Concerns of an academic nature should be discussed with the particular instructor. If the difficulty has not been resolved, the matter may be brought to the attention of the appropriate Dean. (The academic appeals process is found on page 29.)

Matters dealing with non-academic issues, such as parking, facilities, food service, etc., should be discussed directly with the person involved or with the person who is responsible for that particular area. Students who need assistance in identifying the appropriate person are encouraged to consult Student Affairs personnel. Any concern of a non-academic nature that is not resolved may be discussed with the Dean of Students.

The final appeal in any grievance situation is the University President. All decisions by the President are final.

Office of Student Accounts Financial Payment Policies and Fees

Financial and Payment Policies
The Student Accounts Office reviews its financial policies and procedures on a continual basis in order to operate in an efficient and effective manner. Policies contained in this section are those in effect as of publication and are subject to change as deemed necessary by the University.

Fee Payment
The Student Accounts Office is responsible for the assessment and collection of tuition and fees payable to Urbana University. Inquiries should be directed to the Student Accounts Office located in Oak Hall, or you may call (937)772-9274.

All prior financial obligations to the University must be paid in full before registration will be permitted for any new semester or session. Pre-registration may be allowed but, if payment or other arrangements are not made by the announced deadline, the Student Accounts Office has the option of canceling a student’s registration. University regulations prohibit the release of transcripts and diplomas for students whose accounts with the University are delinquent.

International Contract Students
A complete fee schedule of charges for contract international students may be obtained in the Student Accounts Office.

Payment Options
The University accept payments in cash, check, money order, traveler’s check, Visa MasterCard, Discover Card, or American Express. If payment is to be made directly by a student’s employer, appropriate company authorization paperwork must be submitted at the time of registration. A $50 deposit must be paid and a promissory note must be signed for the balance due at the time of registration.
All tuition and fees are payable in full before the first day of classes each semester. Statements are mailed 30 days prior to the due dates. Part-time and summer school students are required to pay tuition and fees on or before the first day of classes. Interest at an annual rate of 18% may be charged each month on any unpaid balance.

Urbana University has a payment plan available for the student to meet the costs of attending Urbana University. The first payment should be made before the semester begins.

**Deposits**

**Advanced Tuition Deposit**
Advanced tuition deposit of $125 is due within 30 days of notification of admission or at the time of registration, whichever occurs first. The deposit will be credited to the student’s account and will be deducted from the total bill at registration. This deposit is refundable through April 30, prior to the fall term.

**Room Security Deposit**
Rooms are contracted for the University’s academic year. A onetime $250 damage deposit is applied to the students’ when they initially move into University housing. This deposit is refundable upon request by the student when moving out of University housing permanently. If the deposit refund is not requested within 90 days of vacating University housing, it will be forfeited to Urbana University.

**Room Reservation Fee**
The room reservation fee of $125 is to secure a room in the residence halls. This fee is separate from the Room Security Deposit. The Room Reservation Fee may be refunded upon approval from the Campus Life office if the student has decided not to attend Urbana University.

**Registration and Late Registration**
All students who do not pre-register are required to pay 100 percent of tuition and fees at the time of registration or late registration except for student who are using the payment plan as described previously. Students who register late will be charged a late fee.

**Refund Policy**
Students who officially withdraw from the University or withdraw from class(es), (see withdrawal policies under “Academic Policies”) may be eligible for a refund according to the following schedule. A request for a refund must be made in person or in writing to the Student Accounts office.

- **Board** – prorated for period attended plus two weeks
- **Room** – the room deposit is refundable minus any damage assessments. Room is prorated for period attended plus two weeks and the room deposit
- **Other Fees** – all other fees are not refundable
- **Tuition** – the following schedule is applicable to fall and spring semesters:
  - Before the 1st day of class, 100% less advance tuition deposit
  - 1st – 7th calendar day of classes, 90% less advance tuition deposit
  - 8th – 21st calendar day of classes, 40% less advance tuition deposit
  - After 21st calendar day of classes, 0%
- **Tuition** – the following schedule is applicable to summer semester and any other eight-week programs:
  - Before the first day of class, 100% less advance tuition deposit
  - 1st-4th calendar day of classes, 90% less advance tuition deposit
  - 5th – 11th calendar day of classes, 40% less advance tuition deposit
  - After 11th calendar day of classes, 0%

All students who receive Federal Financial Aid must contact the Student Accounts Office for information about refunding Federal Aid that has not been earned by the student at the time of withdrawal. Students who withdraw before the 60% mark of each semester are subject to a Federal Refund Calculation that is provided by the US Department of Education. Please contact the Director of Financial Aid for more information.

In extraordinary circumstances, such as serious illness or injury, when a student is forced to withdraw from classes after the refund period has ended, a written appeal may be submitted to the Financial Aid Office or the Student Accounts Office requesting special consideration. Appropriate documentation is required with such an appeal.

**Active Military Duty**
Students who are called to active military duty in time of national conflict will not be charged for tuition if a grade is not able to be obtained in the course. If a grade is given, the full tuition will be charged. Room, board, student activity fee, and vehicle registration will be prorated for the period attended. Room Deposit is refundable, minus any damages that are assessed. All other FEES are not refundable except those listed above in this policy. A copy of military orders calling the student to active duty must be presented to the Student Accounts Office before any adjustments can be made to the student account.
Tuition and Fees 2014 - 2015
Rates are effective for classes beginning May 1, 2014.

TRADITIONAL STUDENTS – TUITION
Full-time (12-18 hrs – first time students) per semester $11,006.00
Overload (over 18 credit hrs – per credit hr) 661.00
Part-time (less than 12 hrs) per semester hr 450.00
Summer Term – per semester hr 450.00

CENTER FOR ADULT AND PROFESSIONAL STUDIES
Off Campus & CAPS per semester hr 450.00

GRADUATE PROGRAMS – TUITION per semester hr 515.00

RESIDENT HALL AND BOARD CHARGES
Resident Halls & Suites: per semester (if available)
South & East 1,584.00
Hazard, Sycamore, McConnell & Suites 1,717.00
Single rooms 2,273.00
Board: per semester
  19 meal plan includes $100 flex dollars 2,687.00
  15 meal plan includes $100 flex dollars 2,534.00

GENERAL FEES
Advance tuition deposit (new students only)
  Urbana Campus 125.00
  Off Campus 50.00
Admission application fee 25.00
Re-admission fee 15.00
Audit (per credit hr) 75.00
Credit by examination (per credit hr) 150.00
Credit for life experience (per credit hr) 150.00
Evaluation of CLEP/AP/NTL credit (per credit hr) 50.00
Field experience fee 65.00
Graduation fee – undergraduate (see below)# 0.00
  Late application fee – undergraduate 30.00
  Re-application graduation fee – undergraduate 35.00
  Late re-application fee – undergraduate 65.00
Graduation fee – graduate 145.00
  Late application fee – graduate 30.00
  Re-application graduation fee – graduate 40.00
  Late re-application fee – graduate 70.00
Health Insurance (see below)*
  Fall and Spring semesters (full year) TBA
  Spring semester only TBA
  International students TBA
Housing deposit (refundable) 250.00
Late diploma application 30.00
Late payment fee (per month) 20.00
Late registration fee 50.00
Return check charge 30.00
Room reservation credit (to reserve room for next school year) 125.00
Senior citizen registration (no tuition per semester) 50.00
Special examination fee 45.00
Student teaching fee 50.00
Transcript charge/fax transcript charge 8.00

*Proof of insurance must be provided to the nurse by August 31 of each school year. If not provided by August 31, any main campus traditional day student will be charged for health insurance.

# Effective for December 2014 graduates, the undergraduate graduation fee will not be charged. Late fee and re-application fees remain.

Note: Beginning in May 2014, several former fees including parking fee and technology fee have been folded into the tuition rate.

Rates for tuition and fees are subject to change. Current rates are on the university’s website.
### URBANA UNIVERSITY STUDENT FINANCIAL AID

**PHILOSOPHY, POLICY, and PROGRAMS**

**Philosophy**

The Financial Aid Office at Urbana University is committed to the overall mission of Urbana University. While working collaboratively with all departments and maintaining federal and state regulations, the financial aid office provides services to students in order to help them pursue their educational and professional goals.

**How to Apply for Financial Assistance**

To be considered for any type of federal, state, or institutional financial aid, students are required to file a FAFSA online. Urbana University has a priority deadline of June 1 yearly. Students are encouraged to complete this process even if they feel that they will not be eligible for any need-based financial assistance. Nearly all full-time students who attend Urbana University receive some type of financial assistance.

To apply for aid, please go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). This is the Federal Government’s website for the Free Application for Federal Student Aid. Urbana University’s school code is 003133.

**Financial Aid Satisfactory Academic Progress Policy**

As a student attending Urbana University and receiving financial aid, it is your responsibility to understand the terms and conditions of the Financial Aid Satisfactory Academic Progress Policy. The purpose of student financial aid is to ensure students obtain the necessary financial resources to successfully achieve their educational goals. State and Federal regulations require institutions participating in student financial aid programs to establish standards that measure a student's progress towards their educational goals. The regulations require students to meet both qualitative and quantitative standards for satisfactory academic progress as it pertains to student financial aid. Cites: HEA Sec. 484(c), 34 CFR 668.16(e), 34 CFR 668.32 (f), 34 CFR 668.34

Urbana University is not authorized to administer state and federal financial aid for the following programs:

- Graduate workshop courses
- London Correctional Institute Certificate and Associate’s Degree programs

**Explanation of Financial Aid Satisfactory Academic Progress Policies**

<table>
<thead>
<tr>
<th>Qualitative Standard - Quality</th>
<th>The qualitative standard is based upon your performance in the classroom. You must achieve an acceptable GPA in order to maintain your financial aid each semester. All Urbana University students must maintain the following qualitative Minimum Cumulative Grade Point Average after attempting the stated hours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Hours Attempted</td>
<td>12</td>
</tr>
<tr>
<td>Minimum Undergraduate Cumulative Point Average</td>
<td>1.50</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>Must always maintain a 3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative Standard - Quantity</th>
<th>The quantitative standard is based upon the number of credit hours you complete each semester. You must achieve a minimum number of hours each semester/year in order to maintain your financial aid each semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Students</strong>: must pass all hours attempted each semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Full-time Undergraduate Students</strong>: Students must enroll in at least 12 hours to be considered full-time and are allowed a maximum of 12 semesters in which to complete their degree. The following chart indicates the minimum cumulative hours that must be completed within each academic year. This quantitative measurement for academic progress specifies the minimum required credits passed. An academic year is equal to two semesters.</td>
<td></td>
</tr>
<tr>
<td><strong>Part-time Undergraduate Students</strong>: Any student enrolling in fewer than 12 hours in any academic semester will be considered a part-time student. In general students attending on a part-time basis would be allowed a maximum of 12 years to complete requirements. Students attending on a part-time basis will have reasonable progress measured on a proportional basis according to the following chart:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years Completed</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Hours Successfully Completed</td>
<td>18</td>
<td>36</td>
<td>60</td>
<td>84</td>
<td>106</td>
<td>126</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Three quarter time (9-11 hours)</th>
<th>.75 of the Successfully Completed Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half-time (6-8 hours)</td>
<td>.50 of the Successfully Completed Hours</td>
</tr>
<tr>
<td>Less than half-time (1-5 hours)</td>
<td>.25 of the Successfully Completed Hours</td>
</tr>
</tbody>
</table>
Maximum Time Frame

No more than one and one half times (150%) of the number of units attempted in order to complete a degree. Once a student has met this time frame, they are no longer eligible to receive financial aid.

<table>
<thead>
<tr>
<th>Program</th>
<th>Normal Length</th>
<th>Maximum Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>8 semesters/4 years</td>
<td>12 semesters/6 years</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>4 semesters/2 years</td>
<td>6 semesters/3 years</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>6 semesters/3 years</td>
<td>9 semesters/4.5 years</td>
</tr>
</tbody>
</table>

Eligible Program of Study

Urbana University is authorized to administer financial aid to the following degree programs: Associate, Bachelor’s, Graduate, and Post-Baccalaureate Education Certification.

Remedial Coursework

Urbana University offers three courses of remedial work. Students who are recommended to take these courses will do so with advisor approval. A student can earn 9 credit hours maximum of remedial coursework.

Cumulative Grade Point Average

A student must maintain a grade point average that is consistent with the qualitative standard that is listed above. Urbana University’s grading system is on a 4.0 scale and grades are assigned as:

- A Excellent (4 quality points allowed for each credit hour)
- B Good (3 quality points allowed for each credit hour)
- C Average (2 quality points allowed for each credit hour)
- D Poor (1 quality point allowed for each credit hour)
- F Failure (No quality points allowed) Credit for a course in which “F” has been received can be obtained by repeating and passing the course.
- CR Credit
- NC No Credit
- P Pass

I Incomplete - In general, all requirements for completing a course must be met by the end of a semester. An incomplete grade may be given only if the student submits to the instructor a compelling reason, such as untimely illness, before the instructor submits the final grade report to the Registrar. The incomplete work from courses in which a grade of “I” is issued must be completed within eight weeks after the issuance of the Incomplete, or the “I” will be changed to whatever grade the student had earned at the time the “I” was issued. The “I” will remain on the transcript followed by the Final Grade. Special circumstances which indicate a need for extension of the time for completion of the course must be approved by the Instructor and the appropriate College Dean whose joint decision will be considered final. A reminder of the incomplete policy will be given to each student at the time the student receives the grade of “I.”

- PR Progress - To be used only for a graduate thesis or project course. It is assigned when a thesis or project is not completed in the semester of registration and the student will need one or more additional semesters to complete. The PR has 0 quality points per hour and does not affect the cumulative point average. It can be changed to a letter grade when the student completes the work of the thesis or project. A student with a PR grade must register for the thesis or project course in each subsequent semester until the thesis or project is finished. See course description for hour requirement.

- N No grade reported

- R Repeat - The grade of “R” will be used to replace the initial grade when a course has been repeated. The new grade will be the grade of record. The “R” grade does not indicate quality points or credit.

- AU Audit - No credit hours earned and no credit points. Students are permitted to audit courses upon the recommendation of an Urbana University faculty member.

- W Withdrawal (See “Class Withdrawal”)

- P/F Pass/Fail - The grade of “P” will not be calculated in the GPA and is equivalent to a passing grade. “F” is calculated in the GPA.

- EP Examination Passed - Credit by Examination courses.

Course Repetition

Course repeats will not be included in a student’s enrollment status for financial aid but are included in attempted units, if a student is repeating a course for more than the second time. A student may repeat a course one time if the student received a grade that was still passing, but wanted a higher grade. A student may repeat a course at least two times if the student failed the course at least once. After the student has maximized their class repeats, they will not be able to utilize financial aid funds to pay for any repeating coursework.

Educational Goal

A student must declare an educational goal at Urbana University. This doesn’t mean that they have to remain with the same major all the way through, however they must designate a plan of study and pursue it. All students who attend Urbana University can pursue an associate’s degree, bachelor’s degree, graduate degree, or post-baccalaureate certification in education.

Transfer Students and Residency Requirements for Degree Programs

Credit Transfer

Students who have been registered for one or more courses at another regionally-accredited college or university must have an official transcript sent from each college or university previously attended. The Registrar will evaluate each transcript received and determine which course or courses will be accepted as transfer credit. Technical coursework may be considered for transfer provided the coursework is appropriate to a liberal arts education. The evaluation of this credit is completed by the Registrar’s Office and is final. Evaluation of transfer credit is not recorded on the academic record until the person is actively enrolled as a degree candidate at Urbana University. A student may not be concurrently enrolled at another institution while attending Urbana University without permission of the V.P. of Academic Affairs. Credit will not be granted for courses completed in this manner. Graduate credit is not applicable toward an undergraduate degree.
Associate’s Degree
A candidate for an associate’s degree is required to earn a minimum of 30 semester hours of credit from Urbana University. The last 15 semester hours must be earned from Urbana University. Credits earned through the Credit for Life Experience option and other stated options may not be counted toward partial fulfillment of this residence requirement.

Bachelor’s Degree
A candidate for a bachelor’s degree is required to earn a minimum of 48 semester hours of credit at a baccalaureate degree-granting institution. At least 30 semester hours of credit must be earned through Urbana University, and the last 15 semester hours must be earned from Urbana University. Credits earned through the Credit for Life Experience option and other stated options may not be counted toward partial fulfillment of this residence requirement.

Financial Aid Satisfactory Academic Progress Notifications
At the end of each semester, each student’s qualitative and quantitative progress is measured (see page 18 for definitions). Written notifications are sent to students who do not meet standards of progress. There are two types of letters: probationary letters and suspension letters.

Probationary Letters: This letter is sent to students who have not met Satisfactory Academic Progress. Probation means that the student remains eligible to receive financial aid during their probationary semester. Their progress is closely monitored during the probationary semester.

Suspension Letters: This letter is sent to students who have not met Satisfactory Academic Progress. Suspension means that a student is no longer eligible to receive financial aid at Urbana University due to not meeting one or all of the Satisfactory Academic Progress measures. All aid for semesters after the suspension is canceled and an exit counseling notification will be sent to the student. A student does have the right to appeal a suspension, one time only. If the appeal is approved, the student is given one term of probation.

Please note: Any student, who has earned more than sixty (60) hours, must maintain at least a 2.0 Cumulative GPA for all terms in order to receive financial aid. If the Cumulative GPA is less than 2.0 for any given term, the student will automatically be placed on Financial Aid Suspension per Federal Regulations set forth by the US Department of Education. The student will not receive any financial aid for future terms until their Cumulative GPA is at least a 2.0. Students may appeal this suspension in writing to the Director of Financial Aid. The student is eligible to appeal the suspension one time. If after the one semester of probation, the student’s academic performance has not improved, they will be suspended indefinitely.

Appeal Process and Deadline
Students who do not comply with the Financial Aid Satisfactory Progress regulations have the opportunity to submit a written appeal to the Director of Financial Aid if extenuating circumstances have affected academic progress. The written appeal must include appropriate third party documentation. If the appeal is denied, the student must complete the needed credit hours or grades before he or she will become eligible for financial assistance. All financial aid appeals must be received 10 days of the date on the letter, in order to adjust your aid package accordingly. If an appeal is approved, written notification will be sent to the student and financial aid will be reinstated for one semester only. If the appeal is denied, written notification will be sent to the student. Late appeals will not be accepted.

Other Important Information
Students must attend their classes on a regular basis in order to maintain their financial aid each semester. If a student never attends any classes, all financial aid is canceled and/or returned to the government, lender, or sponsoring agency. If a student ceases to attend classes at any time during the semester, the student may be subject to a return of the Title IV financial aid.

Financial Aid Satisfactory Academic Progress Examples

Qualitative Example: A student has completed his first semester at Urbana University. He has never been enrolled at any other college before entering Urbana University. He receives a 0.25 GPA for the term and has earned 3 hours out of 15 attempted. This student has not met either quotient of the Satisfactory Academic Progress Standards and has been suspended from Urbana University both academically and for financial aid purposes. He will receive a letter from the Academic Standards Committee and from the Financial Aid Office regarding his suspension from the University. He can appeal this decision in writing before the Friday of the first week of the next semester.

Quantitative Example: A student has earned a 1.8 cumulative GPA after his second semester at Urbana University; however he only earned 16 credit hours of the 24 credit hours that he attempted. This student has not met one quotient of the Satisfactory Academic Progress Standards and has been placed on probation. He will receive a letter indicating that he is very close to losing his financial aid and that he must take proper steps in remedying his academic deficiencies. He will receive aid for one semester and his academic progress will be measured closely.

Maximum Time Frame Example: A student has just completed his twelfth (12) semester at Urbana University and has not completed all of the requirements for graduation. This student has now met the maximum time frame to complete an undergraduate degree. He is no longer eligible for financial aid at Urbana University other than privately funded loans. This student will receive a letter that indicates his loss of financial aid and the reason why he is no longer eligible.

Note: See the “academic” section of this catalog for details about financial aid reasonable progress, financial aid probation, grade point minimum, and appeals.
Qualitative Example 2: A student who has earned 64 credit hours and has a 1.75 cumulative GPA has just been suspended through the Satisfactory Academic Progress Standards for Financial Aid. Students who have earned at least 60 credit hours must always maintain a 2.0 cumulative GPA at all time. This is a federal requirement. This student will receive a letter from the Financial Aid Office of this suspension and indicate that he does have an opportunity for an appeal. This student has not been suspended before, so he can appeal one time. If the appeal is approved, he will receive one term of probation.

UBANA UNIVERSITY GENERAL ACADEMIC POLICIES AND PROCEDURES

Academic Advising / Declaration of Major
The academic advising program is based on the premise that significant learning and growth can occur within the context of a close relationship between a student and a faculty advisor. Freshmen are assigned an advisor for their first year, or until they declare a major and obtain an advisor within their academic college. Upperclassmen who have declared a major retain their college advisor. It is recommended that students declare a major by their sophomore year and education students make their declaration earlier. Students who wish to change their major or advisor must file the appropriate request available in the Registrar’s Office. The responsibility for planning an academic program rests with the student. Students must study the catalog and academic announcements carefully and arrange to take the required courses at the proper time. However, the services of faculty advisors, college deans, and the Student Affairs Office are available to students at all times. At off-campus sites, students meet with academic advisors and/or consult by telephone or online for the specific program(s) offered at each site.

Assessment of Academic Credit
A student often enters Urbana University with a variety of learning experiences and is interested in translating that learning into university credit. The assessment of academic credit from non-traditional means provides opportunity for a student to advance his or her degree program by translating that learning into university credit. No evaluation of academic credits through traditional or non-traditional avenues will be completed unless the student is currently enrolled in at least one course. Among the avenues a student may explore are:

College Level Equivalency Examinations: Advanced Placement
Urbana University participates in the Advanced Placement Program for secondary schools. The amount of credit awarded will be determined by the Office of the Registrar working with the appropriate college dean according to the following guidelines:

• A student must have applied for admission, been accepted and paid the appropriate fees before the initial evaluation of official documents is completed.
• The official evaluation of credit will be completed once the student has registered for courses, has completed the appropriate credit application, and has met all financial obligations to the University. Credit will appear with a notation of “AP” affixed to the evaluation and will be treated as transfer credit.
• The final score in the Advanced Placement Program examination must be 3 or better.
• No more than 15 semester hours of credit may be earned through the Advanced Placement Program. Additional credit may be awarded by petition to the Vice President for Academic Affairs.
• Advanced Placement Program credits may not be applied toward the Urbana University residency requirement.

Advanced Placement Examination: CLEP/DANTES
Urbana University awards credit for the College Level Examination Program based on scores earned. The amount of credit is determined by the Office of the Registrar working with the appropriate college dean according to the following guidelines:

• A student must have applied for admission, been accepted, and paid the appropriate fees before the initial evaluation of official documents is completed.
• The official evaluation of credit will be completed once the student has officially registered for classes, has completed the appropriate credit application, and has met all financial obligations to the University. Credit awarded in this manner will be treated as transfer credit with an appropriate CLEP designation. The academic advisor will determine how such credits apply to the student’s program of study.
• No more than 15 semester hours of CLEP and DANTES general/subject examination credits may be applied toward credit hours needed for graduation. General examination credit is awarded provided the tests are passed at the score level equivalent to at least a “C.”
• Subject examinations may be applied toward specific degree requirements. Prior approval of the Registrar’s Office must be obtained before subject examinations may be considered for specific degree requirements. Subject examinations must be passed at the CAPS recommended minimum passing score of “C.”
• College Level Examinations Program credits may not be applied toward the Urbana University residency requirement.
• In general, no more than 15 total hours in the CLEP/DANTES programs may be awarded.

Credit Transfer
Students who have been registered for one or more courses at another regionally-accredited college or university must have an official transcript sent from each college or university previously attended. The Registrar will evaluate each transcript received and determine which course or courses will be accepted as transfer credit. Technical coursework may be considered for transfer provided the coursework is appropriate to a liberal arts education. The evaluation of this credit is completed by the Registrar’s Office and is final. Evaluation of transfer credit is not recorded on the academic record until the person is actively enrolled as a degree candidate at Urbana University. A student may not be concurrently enrolled at another institution while attending Urbana University. Credit will not be granted for courses completed in this manner. Graduate credit is not applicable toward an undergraduate degree.
Transfer Policy for Associate of Applied Science Graduates
Community college graduates who have earned an Associate of Applied Science degree from a regionally accredited college or university may earn 63 semester hours in transfer to Urbana University toward a bachelor's degree. Individual courses will be assessed in relation to the university's core and graduation requirements. Any transfer courses that fulfill core and major requirements will be noted on the transfer evaluation and posted on the students' transcripts.

Credit for Life Experience: Credit by Examination
A student who can demonstrate ability and knowledge in a particular subject area may earn credit for certain courses through the Credit by Examination option. This process is administered through the appropriate college and the Office of the Registrar, according to the following policies:

- A student must have completed at least 15 semester hours of residence course work with Urbana University prior to the application.
- A student must have completed all necessary prerequisites before taking a proficiency examination and must be registered for at least one course at the time of testing.
- A student must obtain division approval before taking a proficiency examination. Exceptions to this rule are made at the discretion of the college dean.
- A student is permitted to challenge a course only once and may not challenge a course of previous or current enrollment. All evaluation decisions of the college are final and are not subject to appeal.
- A student will be awarded a final grade of “EP” and the hours will be counted as hours toward graduation. All entries on the official transcript will be clearly noted as earned through the Credit by Examination program.
- Formal application for Credit by Examination must be made to the Office of the Registrar who will certify eligibility to sit for the examination. Examinations are administered during the seventh week of the Fall and Spring semesters and only after all fees are paid.
- No more than fifteen semester hours of credit may be earned through this program.
- Credit by Examination fees are non-refundable.
- Credit by Examination credits may not be applied toward the Urbana University residency requirement.
- CAPS students may apply for credit via portfolio. See the section on the Center for Adult and Professional Studies for more information.

Academic Forgiveness Policy
The “Academic Forgiveness” policy allows a student, returning to Urbana University after an absence of at least three years, a one-time-only option of having his or her grade point recalculated from the point of re-enrollment without losing credit for successful previous course work. Conditions for participation in the Academic Forgiveness Policy include:

- To be eligible for Academic Forgiveness, the student must:
  1. Be re-enrolled at Urbana University as a degree candidate after an absence of at least three calendar years.
  2. Have successfully completed 9 semester hours of credit with a grade of “C” or better since re-enrollment.
  3. Request in writing to the Vice President for Academic Affairs that the Academic Forgiveness Policy be applied to adjust the cumulative grade point average prior to re-entry.
- The policy can be applied only once during a student's enrollment and only for courses taken prior to re-enrollment. Once the policy has been applied, the application to the student's record is irrevocable.
- Once the policy is applied, a notation will be placed on the student's official academic transcript stating that all Urbana credit earned prior to re-entry will be calculated as follows:
  1. All grades of “D” or “F” are eliminated from the calculation of the cumulative GPA.
  2. Credit earned in courses with a final grade of “C” or better or “P” is maintained as part of the cumulative GPA.
  3. Credit earned at Urbana with a grade of “D” is forfeited.
  4. Original grade entries will remain on the official Urbana University academic record.

Academic Misconduct
It is contrary to the purpose of every course at Urbana University for any student to represent another's work as his or her own. This is known as plagiarism. Academic misconduct includes using disallowed materials in quizzes, tests, or exams; letting someone else write his or her papers, homework exercises, or other work; copying another's test during a testing period; or failing to acknowledge the source of one's ideas or wording in papers. A student cannot submit a duplicate paper for two or more different classes unless a professor has given permission. Any student who engages in any of the above forms of academic misconduct may receive a grade of “F” for the specific material or for the course. Students who engage in any form of academic misconduct may not withdraw from the course. All cases of misconduct are to be reported in writing to the College Dean and Office of Academic Affairs. A student engaging in multiple incidents of plagiarism or other forms of academic misconduct may be expelled from the University.

Academic Overloads
Students may take an overload under the following conditions (no petition required):
- Up to and including 20 hours provided the cumulative point average at the University is 2.80 or better.
- Up to and including 21 hours provided the cumulative point average at the University is 3.00 or better.
- Up to 12 hours are allowed in the Summer Session.
A petition must be submitted if the indicated criteria above are not met and a compelling rationale must be given before students will be permitted to apply for an overloaded course schedule. All overload hours are charged according to the Tuition and Fee Table obtained from the Business Office. Under no conditions may a student take more than 24 semester hours of credit in a single semester.

**Academic Residence Requirement**

**Associate's Degree**
A candidate for an associate's degree is required to earn a minimum of 30 semester hours of credit from Urbana University. The last 15 semester hours must be earned from Urbana University. Credits earned through the Credit for Life Experience option and other stated options may not be counted toward partial fulfillment of this residence requirement.

**Bachelor's Degree**
A candidate for a bachelor’s degree is required to earn a minimum of 48 semester hours of credit at a baccalaureate degree-granting institution. At least 30 semester hours of credit must be earned through Urbana University, and the last 15 semester hours must be earned from Urbana University. Credits earned through the Credit for Life Experience option and other stated options may not be counted toward partial fulfillment of this residence requirement.

**Student Academic Appeals Process**

**Academic Expectations**
Urbana University protects the interests and rights of students and faculty by the procedures noted below. Students are obligated to exercise their rights with maturity and responsibility.

**Student Responsibilities**
Students have the responsibility to:
- know and follow the academic requirements of a course; a program of study and Urbana University as described in the Urbana University Catalog;
- maintain the standard of academic performance established for the individual courses and for programs of study;
- maintain the standards of conduct as outlined in the Urbana University Student Handbook;
- learn the content of any course of study;
- follow written classroom expectations as outlined in the course syllabus, including attendance, timely submission of work, classroom behavior and use of electronic devices;
- secure necessary course supplies such as textbooks;
- act in accordance with commonly accepted standards of academic conduct;
- initiate an investigation if they believe their academic rights have been violated;
- respect diverse ideas and opinions expressed in the academic environment;
- use their knightnet email account when communicating with University officials via email.

**Student Rights**
Students have the right to:
- be informed of course requirements;
- be evaluated fairly on the basis of their academic performance (their abilities and skills) as required by a professor as part of a course;
- experience free and open discussion, inquiry, and expression, both in classroom and in conference;
- review graded assignments, quizzes, examinations, and be provided an explanation for a grade;
- experience competent instruction and advisement;
- take exception to the data or views presented and reserve judgment about matters of opinion;
- expect protection against a professor’s improper disclosure of student information in violation of FERPA which may surface as a result of instructing or advising;
- expect protection, through established procedures, against prejudicial or capricious evaluation.

**Academic Appeals Process**
The following procedures should be used to appeal or resolve disputes concerning academic decisions, including but not limited to grades, attendance, conduct, and failure to complete work. The following procedure outlines the steps of the academic appeal process. It is expected that all of the parties involved at each step of the appeals process will make a good faith effort to resolve the issue. It is the responsibility of the student to initiate the appeals procedure at each step and to provide appropriate documentation to substantiate his/her claim that the appeal is warranted and deserves consideration. It is recommended, but not required, that the student first arrange a conference to discuss the appeal with the faculty member whose action is addressed in the student’s written description of the appeal and provide the faculty member with a copy of the written appeal.

**Step 1 – Chair**
In the event that a student feels he/she has not received adequate satisfaction from his/her discussion with the faculty involved or in the event that a student prefers not to discuss his/her concerns directly with the involved faculty, the student may arrange a conference to discuss the appeal with the Chair. The student must bring a completed copy of the Student Academic Appeals form to the meeting. This form is on file in the Registrar’s office. If the Chair is the involved faculty member, this step may be omitted.
Step 2 – Dean
In the even there is no chair in the school, or in the even the involved faculty member is the Chair, or in the event a student still feels aggrieved after consultation with the appropriate Chair, he/she may ask for a review by the appropriate Dean. If the involved faculty member is the Dean, this step may be omitted.

Step 3 – Appeals Committee
In the event the student is not satisfied with the result of the reviews by the Chair and the Dean, he/she may ask for an appeals committee to be formed. This request must be in writing to the Provost. A copy of the Request for appeals committee form is available in the Registrar’s Office. If the Provost has determined that an appeal committee is warranted, the Provost will appoint three faculty members to serve. If possible, the committee shall include a faculty member from the department of the involved faculty (other than the Chair/Dean). The committee shall interview the involved student and faculty member and any other individuals they feel are necessary. Based upon its findings, the committee will determine whether or not the appeal is dismissed or sustained. The student shall be informed in writing by the Provost of the decisions of the committee. The determination of this body is final.

Appeal of Academic Grade
If a student is dissatisfied with a grade received while taking a class, an appeal must be submitted and a compelling rationale must be given within 10 days after the grade is posted to self-service. In all instances, students are responsible to obtain a copy of the grade report through self-service or the Office of the Registrar. To appeal a grade received in a course, students may take the following measures:

- Contact the instructor responsible for the grade to explain his/her concern in written form and attempt a resolution of the problem.
- If dissatisfied, appeal in writing to the Chair of the academic college where the course resides.
- If still dissatisfied, appeal in writing to the Dean of the academic college where the course resides.
- If still dissatisfied, the student will follow Step 3 in the Appeals Process described above.

If an appeal of a final grade is pursued through Step 3, it is expected that, unless there are unusual circumstances, the request of a hearing will be submitted within 30 days from the last day of the semester in which the alleged violation arose. If the student fails to pursue the matter in the manner provided by this policy, after the conference with the Chair or Dean, the original academic decision will be final. The student should submit or bring to the various conferences and to the hearing all evidence on which he/she intends to rely.

Appeal of Academic Misconduct
In the event a faculty member believes that a student has engaged in cheating, the faculty member will submit a completed Academic Misconduct Report form and the evidence to his/her Chair. If the faculty member and the Chair agree that there is substantive evidence that cheating has occurred, they will submit the form and evidence to the Dean. If the Dean finds that the evidence supports a charge of cheating and/or plagiarism, he or she may offer the student a penalty. The penalty for academic cheating may range from an F for the assignment to suspension from the university, depending upon the magnitude of the offense and whether the student has previously been found to have violated the Academic Misconduct Policy. On the third offense of academic misconduct, at any time during a student’s enrollment at Urbana University, the penalty may be no less than suspension from the university.

A student may appeal the decision of the Dean to the Senior Vice President of Academic Affairs (SVPAA). This request must be in writing to the SVPAA. A copy of the Request for Appeals Committee form is available in the Registrar’s Office. If an appeal is filed, the SVPAA may appoint a committee of three faculty members, one of whom must be from the department in which the alleged infraction occurred (other than the Chair/Dean), to hear the case. If the SVPAA feels an appeals committee is warranted. The committee shall interview the involved student and faculty member and any other individuals they believe are necessary. The committee will render a decision of guilty or not guilty, and will forward to the SVPAA a recommended penalty in the event that the student is found to be guilty. The student shall be informed in writing by the SVPAA of the decisions of the committee. If the verdict is not guilty, the SVPAA will negotiate a resolution of the matter with the involved faculty, Chair, and Dean. The review by the above committee constitutes the final process in the appeal procedure. It is expected that the foregoing policy and procedure will be followed in all cases involving academic dishonesty.

Appeal of Academic Sanction
If the student is dissatisfied with an academic sanction (probation or suspension) against him/her, the following procedure may be taken:

- Appeal in writing to the Admissions and Academic Standards Committee within 72 hours after the notification of the sanction is received.
- The student is responsible for identifying the conditions that justify an appeal of the academic sanction (i.e., discrimination failure of University to follow established procedure, decision is considered capricious and arbitrary).
- The committee reserves the right to discuss the case with the student. The committee may consider testimony of others if it believes their comments would be relevant to the case. The initial decision may be successfully appealed or appeal may be denied. The committee’s appeal decision is given in written form to the student and the SVPAA.

Articulation Agreements
Urbana University continually maintains articulation agreements with other area colleges and universities. Detailed information concerning these agreements is maintained by each institution, including a listing of course equivalencies and specific program requirements for selected majors. Urbana University currently maintains articulation agreements with the following institutions: Clark State Community College, Columbus State Community College, Edison Community College, Kaplan (formerly Ohio Institute of Photography and Technology), Miami-Jacobs College, and Sinclair Community College. Since the development and revision of such agreements is an ongoing process, students are encouraged to check with the Office of the Registrar for the most current listings of institutions with which
Urbana maintains such agreements as well as for the most recent course and program listing. The following general policies apply to the evaluation of credits earned through institutions in which Urbana has an articulation agreement:

- A student must have applied for admission, been accepted, and paid the appropriate fees before the initial evaluation of official documents is completed.
- The official evaluation of credits will be completed and affixed to the official academic record once the student has been officially admitted, registered for classes, and met financial obligations to the University. This evaluation will be done according to the stated stipulations of the agreement.
- The official evaluation of credit will be sent to the student’s academic advisor who will translate the credit award to a program of study in the student’s selected major. Some college restrictions may apply to the ultimate use of such credit in individual degree programs.
- Credits earned through articulation agreements do not apply toward the University’s residency requirement. It is anticipated that up to 63 semester hours may be transferred for Associate of Arts and Associate of Science degrees; however, it is expected that all college and university requirements will be met in pursuit of an Urbana University degree.

Auditing Courses
Auditing a course means attending class without obligation to do regular class assignments or take examinations. The student desiring “audit” status in a class must notify the Registrar of this intention prior to registration. Students register for audit courses in the same manner as for credit courses. Students who audit a course receive the grade of “AU” on their official academic record. This grade is not calculated in the Grade Point Average (GPA) and no credit is awarded for that course. Once a course has been audited, the student may not complete the course for credit. Fees may apply.

Catalog Selection Policy
A student must plan course work according to the catalog in effect when entering the University, even though requirements may be changed. A student has the option of accepting changes in requirements put into effect while still a student and pursuing work under the new catalog. A choice must be made and only one catalog may be selected. When a degree is conferred—A.A., B.A., B.S.—and a student enrolls to complete a second undergraduate degree or certificate program, any subsequent academic work at the university will be subject to the policies of the current catalog in effect.

Credit Hour Definition
One semester credit hour will be awarded for a minimum of 1 hour of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction. It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution’s standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution’s standard semester calendar as long as the criteria for awarding such credit is met.

Class Attendance
Urbana University is committed to the value of regular class attendance and all instructors are accordingly held responsible for maintaining an accurate record. Each syllabus must contain the attendance policy for the class. Faculty will contact any student not attending the first week of a course. Faculty verifying any student as not expecting to attend or receiving no student response must report the student in writing (email) to the Counselor/Student Development Specialist and the Office of the Registrar for confirmation of enrollment. Students are expected to report and explain any absence(s) to their instructor(s). Students requesting an excused absence must substantiate the reason for their absence (physician’s note, job supervisor’s letter, etc.). Students expecting to be absent should notify and be excused by their instructor(s) in advance whenever possible. If a student has three consecutive unexcused absences (two consecutive absences for those courses meeting once a week) or erratic attendance, the instructor must promptly notify in writing the Counselor/Student Development Specialist. That office will determine and report the reason(s) for immediate transmittal to the instructor concerned. Where necessary paperwork is required to complete a schedule change, the Counselor/Student Development Specialist will work with the Registrar’s Office to resolve all schedule changes and secure necessary approvals. The student may be removed from class(es) by the administration for continued non-attendance. A registration/deregistration fee may be assessed for a late Drop/Add according to the current fee schedule.

Class Drop/Add
It is possible to drop or add a class with the appropriate approvals through the first five days of the semester, or as listed on the published calendar. A fee may be assessed.

Class Load
Students may take as few as 12 hours and still be considered full-time students. However, for most academic programs to graduate with an Associate of Arts degree or a Bachelor of Arts or Bachelor of Science degree, one must average 16 hours of credit each semester. Students desiring to take more than 19 hours in one semester should read the section titled Academic Overload in this catalog.

Class Withdrawal
Students may withdraw from a class with the official academic record showing as follows:
- Until the fifth day of the semester: no entry.
- From the sixth day through the end of the eleventh week of classes for the semester: “W” only as a result of a petition approved by both the appropriate faculty member and the Advisor, “F” if the above approval is not forthcoming or if the
correct withdrawal procedure is not followed.

- No withdrawal is permitted between the beginning of the twelfth week of the semester and the final day of classes. Students will be awarded a grade based upon the work completed in the course.
- A student on financial aid should be aware that a withdrawal resulting in part time status may affect the amount of aid received. Any student receiving financial aid should withdraw only after conferring with the Financial Aid Office.
- A student on veterans’ benefits should also be aware that part-time status will affect the amount of benefits received. These students must process withdrawal through the Registrar’s Office.

Notice: Ceasing to attend class or merely informing the instructor that the student will no longer be attending is not sufficient notice of withdrawal. The student is responsible for contacting the Registrar’s Office and completing the necessary form.

Competency Standards
Competency in basic skills at Urbana University shall be determined by passing English 106, Mathematics 105 or higher, and Speech 201, each with a grade of “C” or better; or by placing out of the above courses by showing equivalent skills on the placement tests or speech examination. Restrictions and conditions for placement testing are available through the College of Arts and Sciences. Fees may be applicable.

Community Education
Urbana University offers non-credit courses for the citizens of the Urbana area. These courses are designed for skill acquisition, personal enrichment, and professional growth.

Cross Registration
Urbana University’s membership in the Southwestern Ohio Consortium for Higher Education (SOCHE) offers additional opportunities for academic enrichment to students in member schools. Regularly enrolled full-time students of Consortium institutions may register for credit courses at other member institutions on a space available basis at no extra charge provided they meet the Consortium rules and regulations. To apply for cross registration, students should consult the Office of the Registrar at the host school for course offerings, class schedules, and cross registration dates. After selecting the desired course(s), the cross registration form must be completed and given to the Registrar at Urbana University for signature. The student may wish to check with the host school’s Registrar by phone to determine whether the course is still open. The student should retain a copy to demonstrate proof of cross registration. The student should become familiar with the rules and procedures of the host school and be sure these are compatible with the rules and procedures of the home school. Problems should be discussed with the University Registrar.

Dean’s List
Any student taking 12 or more credit hours for a semester and who attains a Grade Point Average (GPA) of 3.60 or higher, with no grade lower than a “C,” is placed on the Dean’s List for that semester, providing there are no incomplete grades.

Directed Study
A directed study is individual study for a course listed in the Urbana University curriculum involving prearranged conferences between an instructor and a student. The directed study allows discussion and study of material in a particular course during a semester when the course is not on the schedule. It is expected that the student taking a directed study course will commence and complete the course within the normal time frame for the semester in which the course is taken. Applications for directed study courses may be considered for students who have achieved advanced standing, who are registered for a canceled class, or who are in the final semester of a degree program. In general, directed study courses are not available for a course offered every semester, for a core course, for a course in which a final grade of “F” or “W” was earned, or for an elective course. One directed study per term per student is permitted upon approval of the Dean of the College in which the course resides. The Directed Study application must be approved prior to the end of the Drop/Add period and each directed study must meet for a minimum of eight times during the semester. All directed study courses should be listed on the student registration form at the time of registration.

Enrollment
A full-time student is one who carries at least 12 semester hours of university credit. Part-time students carry 1-11 hours of credit. Hours in excess of 18 constitute an academic overload.

Evaluation of Instruction
Students will be given opportunity to evaluate courses on forms distributed through each college office. The forms are to be distributed in class and class time used for students to complete them. They are then to be returned, by a student, to the appropriate College Dean. They will be tabulated by that office and a report will be given to each instructor with an evaluation summary for each course. No reports will be distributed to faculty until grades are processed. Faculty will not receive original forms completed by students.

Field Experience
Field Experience is required in many academic programs. Consult your advisor for specific field experience requirements for degree programs. The student must pay regular tuition and may pay an additional field experience fee.

Final Examinations
Times and locations for final exams are printed in each semester’s class schedule. Time and/or location change for a class may be made only with approval by the Vice President for Academic Affairs. Students may request changes if they have more than three examinations in one day. These requests must be made of the instructor and then the appropriate college dean.
Grading System
Credit Hour Policy
Urbana University operates on the semester-hour system. Approximately 750 minutes of instruction are required for one semester hour of credit. A quarter hour equals two-thirds of a semester hour. A semester hour equals one and one-half quarter hours.

Credit - No Credit Provision
The purpose of this provision is to relieve the curtailing effect of grades and thereby encourage students to investigate areas of academic interest which they might otherwise avoid. Any student not on academic probation may take up to 12 hours of electives on a Credit-No Credit basis. The student will obtain a “Petition for Credit-No Credit” from the Registrar and will, by his/her signature, assure the Registrar that the course is purely elective, being neither a general requirement nor a part of his or her major or minor. At the end of the semester, the Registrar shall convert any grade of “D” or above to a credit “CR” and a grade of “F” to a no-credit “NC.” Credit or no-credit grades will not be included in the Grade Point Average. Credit—No Credit agreements will be known only to the Registrar and student. The student’s decision to exercise this option shall be permanently binding upon the lapse of two weeks into the semester.

Grade Changes
Once grades are submitted they are final and cannot be changed unless a formal appeal can be presented. Grades cannot be changed by arranging to do additional work. No grade may be changed after the end of the subsequent semester.

Grade Reporting and Grade Point Average
Grades are reported at the end of each semester according to the following:

- A Excellent (4 quality points allowed for each credit hour)
- B Good (3 quality points allowed for each credit hour)
- C Average (2 quality points allowed for each credit hour)
- D Poor (1 quality point allowed for each credit hour)
- F Failure (No quality points allowed) Credit for a course in which “F” has been received can be obtained by repeating and passing the course.
- CR Credit
- NC No Credit
- P Pass
- I Incomplete - In general, all requirements for completing a course must be met by the end of a semester. An incomplete grade may be given only if the student submits to the instructor a compelling reason, such as untimely illness, before the instructor submits the final grade report to the Registrar. The incomplete work from courses in which a grade of “I” is issued must be completed within eight weeks after the issuance of the Incomplete, or the “I” will be changed to whatever grade the student had earned at the time the “I” was issued. The “I” will remain on the transcript followed by the final grade. The special circumstances which indicate a need for extension of the time for completion of the course must be approved by the instructor and the appropriate college dean whose joint decision will be considered final. A reminder of the incomplete policy will be given to each student at the time the student receives the grade of “I.”
- PR Progress - To be used only for graduate thesis or project course. It is assigned when a thesis or project is not completed in the semester of registration and the student will need one or more additional semesters to complete. The PR has 0 quality points per hour and does not affect the cumulative point average. It can be changed to a letter grade when the student completes the work of the thesis or project. A student with a PR grade must register for the thesis or project course in each subsequent semester until the thesis or project is finished. See course description for hour requirement.
- N No grade reported
- R Repeat - The grade of “R” will be used to replace the initial grade when a course has been repeated. The new grade will be the grade of record. The “R” grade does not indicate quality points or credit.
- AU Audit - No credit hours earned and no credit points. Students are permitted to audit courses upon the recommendation of an Urbana University faculty member.
- W Withdraw (See “Class Withdrawal”)
- P/F Pass/Fail - The grade of “P” will not be calculated in the GPA and is equivalent to a passing grade. “F” is calculated in the GPA.
- EP Examination Passed - Credit by examination courses.

Graduation Honors
Graduation with honors is granted in recognition of academic excellence. To be awarded these distinctions, students receiving a Bachelor’s degree must have completed at least 63 hours with Urbana University while those receiving an Associate degree from Urbana must have completed at least 40 hours with Urbana University. (Credit for life experience will not be counted toward the credit hour requirement.) Honor citations are inscribed on diplomas as follows:

- 3.90 - 4.00 = Summa Cum Laude
- 3.75 - 3.89 = Magna Cum Laude
- 3.60 - 3.74 = Cum Laude

Graduation Procedures and Commencement Ceremony
Students must file with the registrar intent to graduate two semesters prior to the anticipated graduation date. Graduating students must be registered for at least one course during the term of graduation. The student’s academic advisor will then complete a degree audit with the student through the Registrar’s Office to determine what courses must be scheduled during the student’s last two semesters of enrollment. All students must file the formal Application for Degree and pay the appropriate fee in the Registrar’s Office according to
the following schedule:

<table>
<thead>
<tr>
<th>Semester of Graduation</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>First Day of Summer Semester</td>
</tr>
<tr>
<td>Spring</td>
<td>First Day of Fall Semester</td>
</tr>
<tr>
<td>Summer</td>
<td>First Day of Spring Semester</td>
</tr>
</tbody>
</table>

Any student filing an application after the due date will be assessed a late application fee. Students not graduating on the expected date must re-apply for graduation and pay the appropriate reapplication fee. Graduating students must be registered for at least one course during the term of graduation.

**Commencement**

Urbana University has Commencements in May each year for those students who have completed all degree requirements during the preceding academic year.

**Honor Societies**

**Academic Society of Urbana University**
The Academic Society of Urbana University is an honorary organization designed to recognize students for outstanding academic achievement. Selections for the society are made during the Spring semester. To be considered, the currently enrolled student must have completed at least 63 credit hours at Urbana University by the end of the preceding Fall semester and have a cumulative grade point average of 3.60 or better. Formal induction into the Society takes place during the Honors Convocation and recognition is given at the student’s graduation.

**Alpha Chi**

Alpha Chi is an interdisciplinary, national scholastic honor society that promotes academic excellence and exemplary character for students attending colleges and universities. Nominations are made by the chapter advisor in accordance with the criteria established by the National Alpha Chi Office.

**Alpha Psi Omega**

Alpha Psi Omega is a national theatrical honorary society. Membership is earned through participation in University Theatre productions and is an achievement that remains in effect for a lifetime. Nominations are made by the chapter officers.

**Alpha Sigma Lambda**

Alpha Sigma Lambda is the national honor society for nontraditional/adult students. The society acknowledges adult students who achieve academic excellence while facing competing interests of family, community and work.

**Kappa Delta Pi**

Kappa Delta Pi is a national honor society for students of education who are pursuing the bachelor’s degree at the main campus. Membership in the honor society is by invitation only and is extended to undergraduate and graduate students, faculty, and professional educators who have demonstrated superior scholarship and leadership achievements.

**Lambda Pi Eta**

Lambda Pi Eta is the official honor society of the National Communication Association. Membership recognizes outstanding academic achievement in the discipline of communications.

**Nursing Honor Society**

This honor society was established to recognize superior achievement and the development of leadership qualities, to foster high professional standards, to encourage creative work, and to strengthen commitment to ideals and purposes of the profession. Members represent current Urbana University BSN and MSN students, Urbana University BSN alumni, and nurse professionals who met the eligibility criteria. This Nursing Honor Society is the initial step to having a formally recognized chapter of Sigma Theta Tau International Honor Society of Nursing.

**Sigma Beta Delta**

Sigma Beta Delta is a national honor society for students of business who are pursuing the bachelor’s degree at the main campus. Students are tapped for membership based on excellence in academic achievement and character.

**Sigma Tau Delta**

Sigma Tau Delta is the international English honor society. A member of the Association of college Honor Societies, it strives to promote interest in literature, writing, and the English language. National conferences, journal publications for scholarly and creative writing, scholarships, and participation in national and local events are among the benefits available to Sigma Tau Delta members. Society membership is open to all students who meet the requirements for English credits and grade point average.

**Independent Study**

An independent study course is individual study involving informal conferences between an instructor and a student. The conferences allow discussion and research on a specific topic that is not available through the University’s normal curricular offerings. At the culmination of the study, students receive credit for an “Independent Study” in the appropriate discipline. This course of study is always numbered 480.
In addition to registering for such a course, students must obtain the approval of the instructor, their academic advisor and the college dean. It is expected that the student taking an independent study course will commence and complete that course within the normal time frame for the semester in which the course is being taken.

Leave of Absence
Students in good academic standing who intend to complete a degree with Urbana University, but who find they need to take a break from their educational pursuits may request an authorized Leave of Absence (LOA). This leave may be requested for personal, financial or medical reasons subject to approval by the advisor, college dean, and Senior Vice President of Academic Affairs. This allows the student to leave school for a term while still maintaining an official connection with the University. While on authorized LOA, the student remains on the University mailing list and receives official announcements and notices of the next term’s registration. A student on LOA does not receive academic advising and no student work may be processed during the absence. A Leave of Absence may not exceed 180 days in any 12-month period. A new leave must be requested if the student elects not to return to Urbana at the conclusion of the initial leave period.

Students desiring a LOA must complete an official Leave of Absence Form and obtain signatures from their advisor, college dean, and SVPAA. Additionally, signatures are required from the Financial Aid Office and the Business Office. Taking a Leave of Absence from classes may negatively impact a student’s ability to meet Satisfactory Academic Progress. A student who does not meet these standards may jeopardize eligibility to receive financial aid in future terms. Students are advised to consult with the Students Accounts Office and the Office of Financial Aid regarding a requested Leave of Absence. The final completed form with all approvals will be placed in the student’s permanent academic record in the Registrar’s Office.

Students who leave school for a period of 12 months without securing an approved Leave of Absence are considered withdrawn from Urbana University and must apply for readmission.

Midterm Grades
For all Urbana University students, midterm grades of “D” or “F” are reported by faculty and made available to the students, their academic advisors, and the Dean of Students.

Military Training Evaluation
Military training will be evaluated according to the American Council on Education recommendations. Evaluation of all military credit will be made by the Office of the Registrar according to the following policies:

- A student must have applied for admission, been accepted, and paid the appropriate fees before the initial evaluation of official documents is completed.
- The official evaluation of credit will be completed once the student has registered for courses and met all financial obligations to the University.
- Only original documents or notarized, certified true copies of documents will be accepted for evaluation. The DD214 form is required to complete the evaluation.
- Credit will be awarded only for those learning experiences which are liberal arts in nature, including basic training.
- Credit awarded will be treated as transfer credit, and the official evaluation will be sent to the academic advisor who will determine how the credit will be applied to the program of study.
- Credit will not be awarded if the student has received or transferred credit for a comparable course.
- No more than 30 semester hours of credit may be awarded for all military experiences.
- Credits earned through military experiences may not be applied toward the Urbana University residency requirement.

Pre-College Education
Pre-College Education Programs permit qualified students to enroll in college coursework that will allow them to earn college credit while still in high school. Urbana University offers two different pathways. Each program has specific guidelines that outline criteria for the programs and tuition requirements. High School students do not qualify for Financial Aid. Students will consult their individual high schools to ascertain participation guidelines for each of the following options. Students in both programs must be accepted into the Pre-College Program at the University.

Post-Secondary Enrollment Options Applicants
Students currently enrolled in high school may apply for college level credit under the PSEOP (Post-Secondary Enrollment Option Program). The application portfolio includes:

- A completed PSEOP/Dual Enrollment Application form. These may be obtained from the high school counselor.
- An official transcript of high school courses taken to date.
- ACT Plan/PSAT/ACT/SAT/COMPASS test results.

Dual Enrollment
Urbana University’s Dual Enrollment Program is a state-authorized program that permits academically qualified high school students to enroll in college courses and earn college credit by taking Urbana University courses at their respective high schools during the school day. The courses offered at the high schools by Urbana University are selected by the school district with the approval of the University. High School Faculty meeting established criteria are trained by the University to teach the selected courses for the University.

Pre-Professional Programs
Professional schools recognize the value of a broad education in the liberal arts. Most professional schools seek individuals with a
diversity of educational backgrounds and a wide variety of interests. While no single pattern of study is required, a strong foundation in the natural sciences, highly developed skills in communication, and a solid background in the humanities and social sciences are desirable.

Pre-Law
The Urbana University Pre-Law Certificate is designed to guide students through a comprehensive distribution of studies that will prepare them for success in taking the LSAT test and in applying for admission to law school programs. While political science is the home major for the Pre-Law Program, the Program has been designed to allow students to take the broadest possible array of liberal arts courses useful in preparation for post-baccalaureate study of the law. Students in any major may complete the Pre-Law Certificate. Successful completion of the Pre-Law Program will be noted on the student’s record.

As part of the advisory process, the Pre-Law advisor will arrange LSAT practice tests at the appropriate time for Pre-Law students as they near the end of the program of study. The Pre-Law advisor will work with students in the program to help direct applications for law school to appropriate institutions.

Pre-Dentistry, Pre-Medicine, and Pre-Veterinary
Urbana University recommends its program in comprehensive science for students who intend to apply for admission to a college of medicine or dentistry. Medical schools encourage liberal arts graduates who have a strong preparation in biology, physics, and chemistry to apply. During their freshman year, Urbana University students who are interested in a medical career are encouraged to examine the requirements of several medical colleges.

Registration Procedures
Approximately two weeks before the scheduled registration, all enrolled students will begin consultation with their academic advisor. The academic advising period begins upon release of the course schedule for the following semester. During this period, students consult with academic advisors who assist in the planning of students’ academic schedules for the following semester. Each student must have his/her advisor’s approval in order to be registered and is expected to register within published dates. It is the student’s responsibility for registering in appropriate classes, scheduling, and fulfilling all university and program requirements for graduation.

Repeating a Class
A student may elect or be required to repeat a course in order to improve the grade. Only the most recent grade obtained will be considered in the Grade Point Average (GPA), but no course listing will be deleted from the Official Academic Record (transcript). If a student elects to repeat a course, he/she should do so within two years of the date the original course was taken. The student who intends to repeat a course must indicate his intention at the time of registration. All grades and academic actions for earlier term will remain unchanged. The Cumulative Grade Point Average at the end of the semester in which the course was repeated will reflect the drop of previous grade and quality points of the repeated course.

Second Degree
A second bachelor’s degree may be granted to an Urbana University graduate or to a graduate of another accredited institution who successfully completes a minimum of one year’s additional work (at least 30 semester hours) and meets the major, core competency, and residency requirements of Urbana University. A second bachelor’s degree must be awarded in a different major.

Second Major
A second major may be granted to an Urbana University graduate who has graduated within the past academic year and who has declared during their first degree to return after graduation for a second major. The student must re-enroll by making reapplication to the university within one year of his/her graduation and will take less than two years to finish the major. The second major will receive a certificate of completion and be added to the student’s transcript as a second major.

<table>
<thead>
<tr>
<th>Student Classifications</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29 hours</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59 hours</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89 hours</td>
</tr>
<tr>
<td>Senior</td>
<td>90 (and above) hours</td>
</tr>
</tbody>
</table>

Transcripts
The student’s signature is necessary to release a transcript. Requests for transcripts will be honored in the order in which the requests are received and students should expect at least a 72-hour processing period. Each transcript costs eight dollars ($8.00), paid in advance. Transcripts that must be faxed will cost an additional eight dollars ($8.00), payable in advance. No official transcript of any record will be issued for a student whose financial obligations to the University have not been satisfied.

Withdrawal from the University
Students voluntarily withdrawing from the University must process the withdrawal through the Registrar’s Office. Non-attendance in class
is not to be assumed as constituting withdrawal from the University. Withdrawing from the University should be considered only after consultation with the academic advisor. Grade designation is determined by the policies in effect at the time of the student's withdrawal. Any refunds are determined by Student Accounts Office policies.
URBANA UNIVERSITY WARNING, PROBATION AND SUSPENSION GUIDELINES

The Admissions and Academic Standards Committee convenes at the conclusion of every semester to consider academic sanctions. All decisions are made according to the University’s Reasonable Progress Policy; however, the committee reserves the right to apply any sanction if warranted, and includes:

Reasonable Progress Policy
To demonstrate satisfactory, reasonable progress, a student must, at specified times, meet certain criteria in three areas: (1) credits attempted, (2) credits completed, and (3) cumulative GPA according to the charts listed below. Reasonable progress standards are to be applied to all Urbana University students to determine academic standing, athletic eligibility, and financial aid eligibility as well as eligibility to participate in designated extracurricular activities.

1. Incomplete - When a student receives an “I” for a course, Reasonable Progress cannot be determined until a grade is given for the completed work. Students will be granted this period of grace unless their record indicates the impossibility of this grade raising the GPA to the required level.

2. Repeating a Course - A student may choose to repeat a course to improve a grade. The new grade will be recorded and counted as quality points and credit. Hours earned in repeating a course are not counted as hours attempted and therefore are not considered as (graduation credits) credits earned toward meeting Reasonable Progress.

3. Class Withdrawal - To receive most types of financial aid a student must maintain full-time status of at least 12 hours. Students need to be aware that withdrawing from classes will impede their overall progress and that their funds are considered used for that semester. Students are permitted to accumulate 20 hours of “W” before this grade is considered toward reasonable progress standards.

Full-time Undergraduate Students
Students must enroll in at least 12 hours to be considered full-time and are allowed 12 semesters in which to complete their degree. The following chart indicates the minimum cumulative hours that must be completed within each academic year. This quantitative measurement for academic progress specifies the minimum required credits passed. An academic year is equal to two semesters.

<table>
<thead>
<tr>
<th>Years Completed</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Successfully Completed</td>
<td>18</td>
<td>36</td>
<td>60</td>
<td>84</td>
<td>106</td>
<td>126</td>
</tr>
</tbody>
</table>

Part-time Undergraduate Students
Any student enrolling in fewer than 12 hours in any academic semester will be considered a part-time student. In general, students attending on a part-time basis would be allowed 12 years to complete requirements. Students attending on a part-time basis will have reasonable progress measured on a proportional basis according to the following chart:

<table>
<thead>
<tr>
<th>Three quarter time (9-11 hours)</th>
<th>.75 of the Successfully Completed Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half-time (6-8 hours)</td>
<td>.50 of the Successfully Completed Hours</td>
</tr>
<tr>
<td>Less than half-time (1-5 hours)</td>
<td>.25 of the Successfully Completed Hours</td>
</tr>
</tbody>
</table>

Grade Point Minimum
In addition to the above standards, all Urbana University students must maintain the following qualitative minimum Cumulative Grade Point Average after attempting the stated hours.

<table>
<thead>
<tr>
<th>Hours Attempted</th>
<th>12</th>
<th>24</th>
<th>48</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Point Average</td>
<td>1.50</td>
<td>1.80</td>
<td>1.90</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Academic Reasonable Progress
The Admissions and Academic Standards Committee will meet at the conclusion of each semester to review the academic records of all enrolled students and will employ the listed reasonable progress standards to make determinations of appropriate academic sanctions. These recommendations are made to the Vice President for Academic Affairs whose office notifies students of the sanctions. See Warning, Probation and Suspension Guidelines.

Athletic Eligibility
Students who participate in intercollegiate athletics will be expected to maintain reasonable academic progress as well as to conform to Urbana University and NCAA standards of participation. Specific rules of eligibility may be found in the NCAA handbook in the Athletic Director’s Office.

Financial Aid Satisfactory Progress – please refer to the Financial Aid section
Admissions and Academic Standards Committee Academic Sanctions
The Admissions and Academic Standards Committee convenes at the conclusion of every semester to consider academic sanctions. All decisions are made in accordance with the University’s Reasonable Progress Policy. Students are afforded due process in academic matters and may utilize the Appeals Process outlined elsewhere in the catalog. Students not meeting the minimum standards will have the stated sanctions applied:

Academic Warning
Students whose Grade Point Average (GPA) for any one semester falls below 2.00 or students whose Cumulative Grade Point Average (GPA) falls below 2.00 but above probation guidelines in the first semester will be placed on Academic Warning by the Admissions and Academic Standards Committee. Academic Probation guidelines apply once a student completes 12 or more hours.

Academic Probation
Students whose Grade Point Average after 12 credit hours at Urbana University falls below the following standards will be placed on academic probation for a period of one academic term. Academic Probation places a student on notice that satisfactory academic progress has not occurred and that the student is in jeopardy of being suspended if progress is not apparent. If a student is placed on Academic Probation, the student may be ineligible to participate in recognized student activities, including intercollegiate athletics or club sports.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-23</td>
<td>1.50</td>
</tr>
<tr>
<td>24-47</td>
<td>1.80</td>
</tr>
<tr>
<td>48-59</td>
<td>1.90</td>
</tr>
<tr>
<td>60 and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Continued Academic Probation
Students on academic probation may be continued on probation if they are making progress toward reasonable academic standards. Failure to show improvement in the GPA will result in dismissal for academic performance.

Suspension
Non-transfer students who fail to achieve a 1.00 Cumulative GPA in their first full-time semester at Urbana University will be subject to academic suspension. Sanctions for transfer students will be applied according to the total number of academic credits attempted. Students who fail to meet the conditions of academic probation or continued academic probation in subsequent terms will be subject to suspension. The period of suspension, to be not less than one academic semester, will be set by the Admissions and Academic Standards Committee. Students may apply for readmission to the University at the end of the suspension period. Readmission is not automatic, but is dependent upon evidence that the student will successfully pursue and complete a program of study.

Academic Appeals
Students who have been placed on Academic Sanctions for a given term may appeal that sanction according to the guidelines set forth in the Urbana University catalog under the heading General Academic Policies and Procedures, Appeals Process.
General Academic Degree Requirements
The curriculum at Urbana University is designed to reflect the values of liberal arts and career education. The liberal arts component of the curriculum is provided by courses in the humanities, the natural sciences, and the social sciences. In addition, many courses and programs are directed toward acquiring the knowledge, skills, and attitudes appropriate to effectively pursue selected careers. Degree programs are designed to provide the basic preparation for a career. The entire curriculum reflects an emphasis on personal development, an emphasis directly related to the University’s historic commitment to liberal education. This approach to learning seeks to broaden the perspective of an individual toward his or her career while also providing an intellectual foundation for personal development through life. Specific academic degree requirements are determined by the college in which the major program resides.

The General Baccalaureate Degree Requirements
• Completion of 126 or more credit hours
• Minimum Grade Point Average of 2.00
• Successful demonstration of competence in mathematics, speech, and writing
• Fulfillment of the requirements of a major program
• Fulfillment of residency requirements
• Participation in Institutional Effectiveness activities
• Completion of the following courses, which comprise the Bachelor’s core

Bachelor's Core Curriculum
Core Curriculum requirements compose 47-49 semester hours of the degree program. The core is structured according to the liberal arts mission of the university and includes:

Communications: 9 Semester Hours
Liberally educated persons need to be able to express their thoughts effectively in writing and in speech.
• English 102
• English 106
• Speech 201

Mathematics and Science: 12-13 Semester Hours
Liberally educated persons should have exposure to the scientific method of experimentation and logical reasoning provided through science and mathematics courses.
• Laboratory Science course*
• Mathematics 105 or higher*
• Computer Science 101 or higher
• Additional course in Mathematics at the appropriate level or Science*

Humanities: 13 Semester Hours
Liberally educated persons will reflect critically on fundamental values of human existence in the global community, giving rise to their own personal development and to an understanding and appreciation of cultures different from their own. This will further enable them to function effectively and responsibly in an open society.
• English 202
• Fine Arts 102 or Fine Arts 103, Music 205, Art 211 or Art 212
• Philosophy 492
• Any additional Philosophy or Religion Course*
• UNI 101 (for online degree students, UNI 102)

All entering first-time freshmen or transfer students with fewer than 12 hours must successfully complete UNI 101. All students in online degree programs must complete UNI 102. Remedial courses may not be used to fulfill core or major requirements. The Health and Physical Activity Requirement is waived for Center for Adult and Professional Studies (CAPS) students.

Social Sciences: 12 Semester Hours
Liberally educated persons need to have an understanding of the society in which they live and of individual relationships in society.
• Psychology 200 or Sociology 201*
• Anthropology 201 or Geography 201*
• Economics 201 or Political Science 201, 204, or 206*
• History (American History or World Civilization; HST 201, 202, 221, 222)*

Health and Physical Activity: 2-3 Semester Hours
In addition to the common core of basic liberal knowledge, each candidate for a degree is required to complete at least two credits in
• “maintaining physical fitness.”
• Two hours from: Physical Education 101-113, PED 120, PED 205 or
• Health 152

*Particular courses to meet degree requirements may be specified within a major
The General Associate Degree Requirements
Students intending to graduate with the Associate of Arts degree must register their intention and be accepted into the program before completing 30 semester hours of university work.

• Completion of 63 or more credit hours
• Minimum Grade Point Average of 2.00
• Successful demonstration of competence in mathematics, speech, and writing
• Fulfillment of requirements of a major program
• Fulfillment of residency requirements
• Completion of the following courses which comprise the Associate core curriculum

Associate Core Curriculum
Associate Core Curriculum requirements compose 32-35 semester hours of the degree program. The core is structured according to the liberal arts mission of the university and includes:

Communications: 9 Semester Hours
Liberally educated persons need to be able to express thoughts effectively in writing and in speech.

• English 102
• English 106
• Speech 201

Mathematics & Science: 6-7 Semester Hours
Liberally educated persons should have exposure to the scientific method of experimentation and logical reasoning provided through a laboratory science and mathematics.

• Laboratory Science course
• Mathematics 105 or higher

Humanities: 10 Semester Hours
Liberally educated persons need to have an awareness of the importance of human beings, their culture and their personal, ethical, and moral values.

• Any Philosophy or Religion course
• Fine Arts 102, Fine Arts 103, MUS 205, Art 211, or Art 212
• English 202
• UNI 101
• All entering first-time freshmen or transfer students with fewer than 12 hours must successfully complete UNI 101. All students in online degree programs must complete UNI 102. Remedial courses may not be used to fulfill core or major requirements. The Health and Physical Activity Requirement is waived for Center for Adult and Professional Studies (CAPS) students.

Social Science: 6 Semester Hours
Liberally educated persons need to have an awareness of the society in which they live and of relationships in that society.

• Psychology 200
• One course from the following areas: Economics 201 or History 201 or 221

Health, Physical Education and Recreation: 2-3 Semester Hours
In addition to the common core of basic liberal knowledge, each degree candidate is required to complete at least two credits in

• “maintaining physical fitness.”
• Two hours from: Physical Education 101-113, PED 120, PED 205 or
• Health 152

The William G. Edwards Honors Program
The Honors program provides a strong background in reading, writing, and critical thinking skills, abilities that are increasingly valued in all fields and professions. The expanded academic and extracurricular opportunities of the program are also of great value for enhancing students’ resumes, conducting individual and collaborative research in their chosen fields, securing internships, and crafting materials for graduate programs and job applications. Employers and graduate schools love to see Honors courses on student transcripts, as this indicates strong intellectual skills and good leadership potential. Participation in the Honors program not only prepares students for the future, it sets them apart from the competition when they get there.

Educational Outcomes:
• Broad knowledge in the areas of art, history, culture, literature, philosophy, and science
• Strong skills in research, writing, analysis, and critical thinking
• Preparation for leadership positions in career fields or graduate programs

For more information on the Honors program and its requirements, see the Honors Handbook.
The William G. Edwards Honors Program has the following requirements:
1. A maintained minimum overall grade point average of 3.3
2. A residency requirement of a minimum 85 hours of coursework taken at the University
3. Completion of the following:
   - Honors 18 Semester Hours
     - HON 103, 121, 203, 305, 350, 361 and 492
   - Electives 4-10 Semester Hours
     - Two accepted Honors elective courses from the University’s course offerings

Self-Designed Major
Students may develop a self-designed program of study, called a self-designed major, before 50 hours have been completed. For transfer students the self-designed major must be submitted by the end of the first semester of study. Final written acceptance is granted by college deans of the respective major. Classes offered in any academic area may be used in developing a personalized program of study. Guidelines to be followed in the development of an acceptable self-designed major proposal are available in the Registrar’s Office.

Dual Major
The student who wishes to earn a dual major involving two disciplines within the University may do so by adhering to the following requirements:
- Secure permission to pursue a dual major program from the appropriate academic advisors before the end of the junior year.
- Meet the general education requirements of both majors.
- Meet all major requirements of both programs of study.
- Students with a dual major will be expected to complete a minimum of 126 semester hours toward graduation.
- Students will receive only one degree (BA or BS).
URBANA UNIVERSITY UNDERGRADUATE MAJORS

COLLEGE OF ARTS AND SCIENCES
Dean: Dr. Sylvia Wirsing-Bryant

The College of Arts and Sciences offers a variety of degree programs from which students may select. Through the Department of Humanities students have available degrees in Communication, English, Liberal Studies, and Philosophy and Religion. The Department of Mathematics and Science offers degrees in Mathematics and Comprehensive Science. Pre-Medical, Pre-Veterinary, and Pre-Dental programs are also available. Programs are designed to prepare graduates for entry-level positions on a variety of career paths as well as to be excellent preparation for further graduate study. The Department of Social and Behavioral Sciences offers bachelor’s degrees in Family Studies, History, Political Science, Psychology, Sociology, and an associate’s degree in Social Service. The Department also offers the Pre-Law and Gerontology Certificate Programs.

In addition to the various degree programs, the College of Arts and Sciences offers a wide variety of courses for students in all majors to insure a broad-based liberal arts education in keeping with the University mission. It also provides instruction in the content areas required by students pursuing degrees in education. The William G. Edwards Honors Program is part of this college. For more information, see pages 32, 33, 89 and 90.

DEPARTMENT OF HUMANITIES
Faculty: Elliott, Garrison, George, James, Piatt, Smith, Wirsing-Bryant

The Department of Humanities encompasses a variety of academic disciplines from which students may select a program. The overall objectives of the Humanities programs are not only to teach the basic subject matter for careers in the humanities, but also to provide students with the skills most desired by employers such as analytical thinking, articulate writing, and resourceful problem-solving. Humanities graduates are increasingly sought after in private business and public agencies. A major in one of the disciplines in humanities also provides a solid basis for entering graduate school in the respective disciplines and law school.

The Department of Humanities offers the following degrees:
- A Bachelor of Arts degree with a major in Communication Arts.
- A Bachelor of Arts degree with a major in English.
- A Bachelor of Arts degree with a major in Liberal Studies.
- An Associate of Arts degree with a major in Liberal Studies.
- A Bachelor of Arts degree with a major in Philosophy and Religion Studies.
- In addition, by using the Self-Design option, a student may tailor a course of studies to meet personal goals. Courses must be selected from two or more of the University’s disciplines, major and minor areas must be defined, and two faculty members in the disciplines to be studied must endorse the self-design proposal. The proposal must then be approved by the College Deans. For further information, consult the College Deans.

The Bachelor of Arts degree with a major in Communication Arts

The Communication Arts major seeks to provide the student with a marketable degree in the growing and changing field of communication. The solid liberal arts foundation of the program will prepare the student to adjust to and succeed in an ever-changing job market. Career opportunities for Communication Arts graduates are available in advertising, broadcasting, journalism, public relations, performing arts, and fields such as business, education, health, social and human services, and government agencies. A degree in Communication Arts is also an excellent preparation for law school and other graduate programs.

The Communication Arts major offers the interested student a group of foundation courses that introduce the basic principles of various communication areas, such as mass media, theatre, public relations, interpersonal relations, media writing, and business communication. The advanced student may choose one or two of three areas of concentration: Journalism/Public Relations, Performance, and Business/Marketing Communication.

In addition to the sequence of communication courses, the student has the opportunity to gain practical experience and earn up to 8 credits for working with the campus media. A 12-hour field experience (with a required 3-hour minimum) offers the student with junior or senior standing an opportunity to work in a communication-career-related field with a local organization.

Educational Outcomes
Graduates will:
- Demonstrate a solid content knowledge with regard to the major communication content areas.
- Demonstrate their ability to be employable in their chosen field.
- Be prepared for graduate programs in communication or for law school.
- Be able to address questions of ethics and responsibility in their field.

The Bachelor of Arts degree with a major in Communication Arts has the following requirements:

1. Completion of 126 or more credit hours.
2. A minimum overall grade point average of 2.5 in required courses for the major.
3. Completion of baccalaureate degree core requirements.
4. Completion of the Foundation Courses: 36 Semester Hours
   • COM 201, 202, 220, 260, 301, 350, 380
   • ENG 205, and 306 or 450
   • PHI 300
   • PSY 410
   • THE 100

5. Completion of one Field of Emphasis:
   Journalism/Public Relations Field of Emphasis 18 Semester Hours
   • COM 340, 420, 470
   • ENG 406
   • COM 240 or COM 425
   • One additional COM, ENG, SPE, or THE course
   Performance Field of Emphasis 18 Semester Hours
   • THE 102, 202, 204, 350
   • SPE 210
   • One additional COM, ENG, SPE, or THE course
   Business/Marketing Communication Field of Emphasis 21 Semester Hours
   • MGT 207, MKT 206, MKT 453
   • COM 240, 280, 390

6. Other Requirements:
   • COM 200
   • MUS 302
   • MUS 303 or
   • THE 375
   • 2-4 Semester Hours (1 per yr min., 1 per semester max.)

Field Experience 3-12 Semester Hours
   • COM 421

Electives: 9-24 Semester Hours
   • Students should consult with their academic advisor for recommendations about elective courses.

The Bachelor of Arts degree with a major in English

The major in English gives students the opportunity to develop critical reading, writing and thinking skills. It also offers a solid foundation for students seeking careers in such fields as civil service, business communication, technical writing, publishing, personnel management, public relations, teaching, law, and in other kinds of work requiring skillful management of the written word.

Educational Outcomes
Graduates will be:
   • Prepared for a career with a publishing company or for work as a technical writer, journalist, or creative writer.
   • Prepared to enter graduate school or law school.

The Bachelor of Arts degree with a major in English has the following requirements:

1. Completion of 126 or more credit hours.
2. A minimum overall grade point average of 2.5.
3. Completion of baccalaureate degree core requirements.
4. Completion of the following English courses: 40-42 Semester Hours:
   • ENG 306, 309, 310, 311, 312, 313, 320, 330, 340, 350, 406, 421, 450, 499
5. Electives: Students should consult with their academic advisor for recommendations about elective courses.

The Bachelor of Arts degree with a major in Liberal Studies

The courses which constitute the flexible program in liberal studies offer each student the opportunity to study various aspects of contemporary American life and the tools to engage in a productive search for meaning.

Educational Outcomes
Graduates will be:
   • Able to reason critically, analyze and solve problems objectively, and think creatively.
   • Proficient in written and oral communication.
   • Able to think critically about their own personal moral and ethical values as well as societal values.
   • Well prepared for employment, advancement in their career, or the pursuit of advanced studies.

The Bachelor of Arts degree with a major in Liberal Studies has the following requirements:

1. Completion of 126 or more credit hours.
2. A minimum overall Grade Point Average of 2.5.
3. Completion of baccalaureate degree core requirements. Within the baccalaureate core, students must choose the following options:
Mathematics/Sciences
- Laboratory Science: SCI 111
- Additional Math or Science: SCI 101, SCI 112, or SCI 200

Social Sciences
- ANT 201, ECO 201, HST 221, and PSY 200

4. Completion of the following foundation courses:

   Humanities 21 Semester Hours
   - COM 202
   - ENG 309
   - ENG 310
   - PHI 208, REL 201
   - Six hours from: ART 102, 105, 107 and THE 100 or THE 102

   Mathematics and Natural Sciences 7 Semester Hours
   - BIO 207
   - MAT 106 or higher

   Social Sciences 12 Semester Hours
   - GEO 201
   - HST 222
   - POS 200
   - SOC 201

5. Completion of one of the following fields of emphasis with courses not duplicated above:

   Humanities/Social Sciences Field of Emphasis 36-39 Semester Hours
   - Two Courses from: HST 202, HST 325, HST 412, POS 305, PSY 202
   - Two courses from: ENG 306, ENG 311, ENG 312, ENG 313, ENG 406 or other 300/400 ENG course
   - PHI 301, PHI 302
   - Two FLA courses
   - PHI 499, Senior Project
   - Electives

   Mathematics/Sciences Field of Emphasis 34-39 Semester Hours
   Students will choose 2 of 3 sequences from A, B or C:
   A. Choose 3 courses from: BIO 227, BIO 405, BIO 406, SCI 200
   B. Choose 3 courses from: AST 213, GEL 211, GEO 301, MET 212
   C. MAT 220, MAT 241, MAT 361
   D. Two FLA courses
   E. SCI 499, Senior Project
   F. Electives

**Courses used to meet core requirements cannot be used to fulfill major requirements.

**The Bachelor of Arts degree with a major in Philosophy & Religion Studies**
The major in Philosophy and Religion Studies gives students opportunities to deepen their knowledge of the religious and philosophical traditions of the world, to foster their own search for meaning, and to clarify their values and their responsibilities to the larger community. The major in Philosophy and Religion Studies provides a foundation for further graduate studies, for integration with other disciplines of study, and for careers in ministry. Students who choose the Philosophy and Religion Studies major can pursue an additional area or areas of concentration outside of Philosophy and Religion Studies. The option of majoring in either Philosophy or Religion Studies is also open to students.

**Educational Outcomes**
Graduates will:
- Be equipped with the basic tools of philosophical analysis and methods of inquiry in other disciplines.
- Gain an understanding of the basic ideas that influence the development of cultures.
- Be prepared to utilize opportunities for self-reflection, a skill valuable for leadership positions in all professions.

The Bachelor of Arts degree with a major in Philosophy and Religion Studies has the following requirements:
1. Completion of 126 or more credit hours.
2. A minimum overall grade point average of 2.5.
3. Completion of baccalaureate degree core requirements. Within the core students will take:
   - PHI 100 or REL 102

   Philosophy 15 Semester Hours
   - PHI 208, 300, 301, 302, 350

   Religion 15 Semester Hours
   - REL 201, 204, 205, 220, 321

   Electives 9 Semester Hours
   - Students should consult with their academic advisor for recommendations about elective courses.

   Capstone 3 Semester Hours
   - REL 499 or PHI 499
All Philosophy and Religion Studies courses not taken by the student to satisfy other requirements in the major are available to the student as electives. In conjunction with a faculty member in Religion Studies or Philosophy, all students are required to develop a written plan for their education, taking into account the probable use of the major (for example, ministry, graduate work in Religion or Philosophy, religious education or other work in a denominational setting). An additional concentration of courses in a field outside the major is recommended.

**The Associate of Arts degree with a major in Liberal Studies**

Students intending to graduate with the Associate of Arts degree in Liberal Studies must register their intention and be accepted into the program before completing 30 semester hours of university work.

**Educational Outcomes**

Graduates will be:

- Able to reason critically, analyze and solve problems objectively, and think creatively.
- Proficient in written and oral communication.
- Able to think critically about their own personal moral and ethical values as well as societal values.
- Well prepared for employment or advancement in their career.

The Associate of Arts degree with a major in Liberal Studies has the following requirements:

1. Completion of 63 or more credit hours.
2. A minimum overall Grade Point Average of 2.5.
3. Completion of Associate of Arts core requirements.
4. Completion of the following:
   - **Humanities – 9 Semester Hours**
     - ART 102, 105 or 107
     - PHI 208 or REL 201
     - FIA 101 or FIA 102
   - **Math & Science – 11 Semester Hours**
     - BIO 106 or BIO 227
     - AST 213, GEL 211 or MET 212
     - MAT 106 or higher
   - **Social Sciences – 12 Semester Hours**
     - HST 201, 202, or 222
     - SOC 201
     - ANT 201, GEO 201 or POS 200
     - PSY 202
   - **Electives – 2 to 4 Semester Hours**
     - Students should consult with their academic advisor for recommendations about elective courses.

*Courses used to meet core requirements cannot be used to complete major requirements.

**DEPARTMENT OF MATHEMATICS AND SCIENCES**

Faculty: Andaloro, Cai, Daniel, Frazee, Paul

The Department of Mathematics and Sciences offers several academic disciplines from which students may select their program.

The Department of Mathematics and Sciences offers the following majors:

- A Bachelor of Science Degree in Science with fields of emphasis in Biology, Chemistry, Biology with Pre-Health Professional, and Chemistry with Pre-Health Professional
- A Bachelor of Science Degree in Mathematics
- A Self-Designed major. Students can tailor a curriculum to meet their individual needs. A program of study must be developed using two or more disciplines of the University offerings. It must define major and minor areas, have the endorsement of two faculty members who represent the disciplines to be studied and be approved by the appropriate College Deans. For further information, see the College Deans.

**The Bachelor of Science degree with a major in Mathematics**

The Mathematics major prepares students for entry into the quantitative professions in government, industry and education as well as entry into graduate school. Students have ample opportunity to enhance their preparation for their chosen career by complementing the Mathematics major with electives in computing, science, and business. Among the many career choices for graduates with a liberal arts degree in Mathematics are business, education, science, computing, actuary work and statistics.

**Educational Outcomes**

Graduates will:

- Have in-depth knowledge of mathematics to prepare them for further study or employment in the quantitative professions.
- Understand the necessity of, and demonstrate an appreciation for, the axiomatic nature of mathematics, and be able to
construct a rigorous mathematical proof.
• Be able to apply modern technology to mathematical applications and research.

The Bachelor of Science degree with a major in Mathematics has the following degree requirements:

1. Completion of 126 or more credit hours.
2. A minimum grade point average of 2.5 with a “C” or better in all courses included in the major. Completion of baccalaureate degree core requirements
3. Completion of major requirements
   • MAT 241, 242, 255, 320, 330, 343, 361, 418, 427, 446, 450, 451
   • COS 201, 251 (students choose COS 201)
4. Electives. Students should consult with their academic advisor for recommendations about elective courses.
5. Completion of Senior Seminar
   • MAT 499

Bachelor of Science degree with a major in Science

The objectives of the science major are (1) to prepare students for a definite career track in industry; (2) to prepare students, in cooperation with the Education and Allied Program Division, for teaching careers in integrated science; (3) to prepare students to move into science-allied fields or paraprofessional fields such as physical therapy, medical technology, X-ray technology, and pharmacy; (4) to develop the technical skills necessary for laboratory work in the areas of biology or chemistry; and (5) to prepare students to enter graduate schools or medical, dental or veterinary professional schools.

Student may choose from the following options:
• Biology
• Biology with Pre-Dental, Pre-Medical, or Pre-Veterinary emphasis
• Chemistry
• Chemistry with Pre-Dental, Pre-Medical, or Pre-Veterinary emphasis

The Bachelor of Science degree with a major in Science has the following requirements:

1. Completion of 126 or more credit hours.
2. A minimum grade point average of 2.5 with a “C” or better in all courses included in the emphasis and major field. A 3.0 GPA or higher is strongly recommended for students who intend to enter graduate school. Completion of baccalaureate degree core requirements
   • Students choose MAT 220
   • Students choose COS 201
3. Completion of Science foundation requirements:
   • BIO 207, 208, 330
   • CHE 216, 217, 221, 222
   • MAT 226 or 227, 241
   • PHY 201, 202 301
4. Completion of one field of emphasis:
   Biology Field of Emphasis
   • BIO 251, 252, 405, 406, 420, 428
   • Highly recommended courses for the biology Emphasis include upper-level biology and/or chemistry courses.
   • Biology/Pre-Medical, Pre-Veterinary or Pre-Dental Studies Field of Emphasis
   Chemistry Field of Emphasis
   • CHE 240, 331, 332, 442, 480 or SCI 421
   • MAT 242
   Chemistry/Pre-Medical, Pre-Veterinary, or Pre-Dental Studies Field of Emphasis
   • BIO 251, 252, 406, 420, 428
   • CHE 240, 331, 332, 442, 480
   • MAT 242
   Biology/Pre-Medical, Pre-Veterinary, or Pre-Dental Studies Field of Emphasis
   • BIO 251, 252, 405, 406, 420, 428
   • CHE 240
   • MAT 242
5. Completion of Science Senior Seminar
   • SCI 499

SCIENCE/PRE-DENTAL, PRE-MEDICAL, OR PRE-VETERINARY

Students who select the Biology/Pre-Medical, Pre-Veterinary or Pre-Dental or Chemistry/Pre-Medical Pre-Veterinary or Pre-Dental fields of emphasis may work with the Pre-Health Professions Advisory Committee for help designing a curriculum to meet the students’ individual needs.
Medical school admissions are extremely competitive and usually require a high score (>24) on the Medical School Admissions Test (MCAT) and a minimum undergraduate GPA of a 3.00 or higher. The MCAT is given in the spring and the fall of each calendar year and is usually taken the spring term of the student’s junior year of study or when the Comprehensive Science Degree’s Foundation Courses are completed. The Pre-Health Professions Committee Chair may assist you in identifying dates, times and locations for the MCAT.

Students who wish to obtain support from the Pre-Health Professions Committee must submit letters of recommendation, the required autobiography, or mock interviews using the American Medical College Application Service (AMCAS) and have a Quality Point Average of 3.50 or higher. An information packet for Pre-Health Professions at Urbana University is available in the main office of the Lewis and Jean Moore Center for Mathematics and Sciences.

Comprehensive Science, Biology Emphasis (BS) Program Educational Outcomes
Graduates will:
• Have knowledge of biological concepts and principles, and basic knowledge in foundation areas of mathematics, physics, and chemistry; and demonstrated ability to use skills of synthesis and analysis for problem solving and experimentation.
• Possess the technical skills necessary for laboratory work in biological sciences or related fields using accurate and written expression with the scientific method.
• Be prepared for definite career tracks in the biological sciences or a related field in industry, teaching, or entrance into allied-science, paraprofessional fields or graduate study.

Comprehensive Science, Biology/Pre-Medical, Pre-Veterinary or Pre-Dental Emphasis (BS) Program Educational Outcomes
Graduates will:
• Have in-depth knowledge of biology and basic knowledge in foundation areas of mathematics, physics and chemistry, anatomy and physiology; and demonstrated ability to use skills of synthesis and analysis for problem solving and experimentation.
• Possess the technical skills necessary for laboratory work in biological sciences or related fields using accurate and written expression with the scientific method.
• Be prepared for definite career tracks or advanced study in the biological sciences and entrance into medical school.

Comprehensive Science, Chemistry/Pre-Medical, Pre-Veterinary or Pre-Dental Emphasis (BS) Program Educational Outcomes
Graduates will:
• Have in-depth knowledge and mastery of chemical principles, their application, and basic knowledge in the areas of biology, anatomy, physiology, mathematics and physics; and demonstrated ability to use skills of synthesis and analysis for problem solving.
• Possess the technical skills necessary for laboratory work in the chemical sciences or related fields with accurate written and oral expression demonstrating appropriate use of the scientific method in experimentation.
• Be prepared for definite career tracks or advanced study in the chemical sciences or related fields in industry, teaching, graduate programs or entrance into medical school.

Comprehensive Science, Chemistry Emphasis (BS) Program Educational Outcomes
Graduates will:
• Have in-depth knowledge and mastery of chemical principles, their application, and a demonstrated ability to use skills of synthesis and analysis for problem solving.
• Possess the technical skills necessary for laboratory work in the chemical sciences or related fields with accurate written and oral expression demonstrating appropriate use of the scientific method in experimentation.
• Be prepared for definite career tracks in chemistry or related fields in industry, teaching, or entrance into allied science, paraprofessional fields or graduate school.

DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES
Faculty: Basinger, Burnett, Enlow, Grimes, and Rhyne

The Department of Social and Behavioral Sciences encompasses a wide variety of academic disciplines from which students may select a program. The objectives of the Social and Behavioral Sciences programs include preparation for a career in criminal justice, human services, civil service, health care, or business. The Department of Social and Behavioral Sciences also provides the basic subject matter for a career in teaching the Social Sciences. A major in Social and Behavioral Sciences also provides a solid basis for entering graduate school in the respective discipline.

The Department of Social and Behavioral Sciences offers the following degrees:
• A Bachelor of Science degree with a major in Family Studies.
• A Bachelor of Arts degree with a major in History.
• A Bachelor of Arts degree with a major in Political Science.
• A Bachelor of Science degree with a major in Psychology.
• A Bachelor of Arts degree with a major in Sociology.
• An Associate of Arts degree with a major in Social Services.
• In addition, by using the Self-Design option, a student can tailor a course of study to meet personal goals. A program of study must be developed using two or more disciplines of the University offerings. The Self-Design option must define major and minor areas, have the endorsement of two faculty members who represent the disciplines to be included, and be
approved by the college deans. For further information, obtain a copy of the self-design form and consult the college dean.

- Gerontology Certificate.
- Pre-law Certificate.

**The Bachelor of Science with a major in Family Studies**

The American family has undergone significant change in the past 50 years, resulting in increasingly complex family forms, greater vulnerability of families, and difficulties establishing and maintaining family structures. These changes have also created difficulties in relating families and family members to social structures in greater society and also create barriers to access for critical services. The Family Studies student will develop knowledge in family functioning and understanding of the family and its members from a holistic and ecological approach. Students will understand how the needs of families and individuals are addressed through the linking of family research and theory to the provision of services, the creation of policy, and the administration of educational programs for families and individuals. The Family Studies major is multidisciplinary and provides students with a wide array of skills and a broad base of knowledge to enable them to work with individuals, families, or systems in areas such as social services, government, and community programs.

**Education Outcomes**

Graduates Will:

- Have knowledge of the broad discipline of Family Studies in preparation for entry-level careers in public or private sector occupations or entry into graduate school programs.
- Apply the principles, concepts, and theories studied to the issues, problems, and concerns of families and individuals in families.
- Demonstrate fundamental research and critical thinking skills and problem solving ability.

The Bachelor of Science degree with a major in Family Studies has the following requirements:

1. Completion of 126 or more credit hours.
2. Minimum overall Grade Point Average of 2.5. A 3.00 Grade Point Average or higher is strongly recommended for students who plan to enter graduate school.
3. Completion of baccalaureate degree core requirements; within the core options the student will choose:
   - PHI 208
   - POS 206
4. Completion of required Psychology courses:
   - PSY 200, 203, 204, 209, 214, 320
5. Completion of required Sociology courses:
   - SOC 201, 202, 203, 225, 310, 401
6. Completion of the following required courses:
   - COM 201
   - ECO 201
   - MKT 345
   - FIN 216
   - BUS 251
7. Students will complete Field Experience and Integrative Seminar I and II:
   - SOC 421, 422
8. Electives: Students should consult with their academic advisor for recommendations about elective courses.

**The Bachelor of Arts degree with a major in History**

Historical study enables us to study the past, thus providing opportunities to recognize the complex interactions occurring within world societies and cultures. Historical study contributes to the student’s development of a broader perspective and strengthens the student’s capacity for critical thinking when challenged by different points of view. An historical consciousness is integral to every free mind in strengthening its capacity to debate and discuss the world and our place in it. Students majoring in history are offered a flexible program that permits a double major in interdisciplinary area of concentration to meet their interests and vocational goals. History majors pursue careers in numerous fields. These include education, law, government, archives and museums. History majors can acquire teacher certification in social studies through the College of Education.

**Educational Outcomes**

Graduates will:

- Demonstrate an understanding of the dynamics of historical change and continuity through the use of event chronology and periodization.
- Be able to make analytic comparisons of secondary source authors that treat the same or similar events (historiography).
- Demonstrate the ability to identify and interpret primary source data.
- If intent upon careers in teaching and/or professional research, become acquainted with the requirement for entry into graduate studies in history and related social science/studies programs.
- Appreciate that interpretations based upon the findings of recognized scholars and numerous primary sources are still subject to reexamination and potential revision.
The Bachelor of Arts degree with a major in History has the following requirements:

1. Completion of 126 or more credit hours.
2. A minimum overall Grade Point Average of 2.5. A 3.00 GPA or higher is strongly recommended for students who plan to enter graduate school.
3. Completion of baccalaureate degree core requirements.
4. Completion of the following history foundation courses:
   • HST 201, 202, 203, 205, 221, 222 and 499
5. Completion of upper level history electives:
   • HST 301, 310, 312, 314, 325, 341, 350, 351, 412, and 421

The Bachelor of Arts degree with a major in Political Science

The major in Political Science provides an understanding of institutional structures and functions of governance, relations of power, and patterns of social decision making in human society. The Political Science major offers students rigorous training in qualitative and quantitative analysis, normative and philosophical evaluation of political theory, the rule of law, and background in the areas of the structural dynamics of republics, democratization, citizenship, civil rights and liberties, and justice. Students will gain the skills and knowledge necessary for the pursuit of careers in applied research and analysis, academia, service organizations, government, and law. The B.A. in Political Science provides excellent preparation for advanced study in the Social Sciences at the Master’s and Ph.D. levels.

Educational Outcomes

Graduates Will:

• Gain basic knowledge of the institutional structure of government in the United States. Students will also gain familiarity with current theories of politics in the United States.
• Understand general theories and cases of comparative politics in societies outside the United States.
• Be familiar with theories, cases, and the history of international relations.
• Be conversant with the major debates and solutions to the problems of political order and the social good as found in the Western tradition of political philosophy.
• Gain facility in methods of qualitative and quantitative research and analysis in the social sciences.
• Become acquainted with the requirements for entry into graduate degree studies in Political Science and related social sciences.

The Bachelor of Arts degree with a major in Political Science has the following requirements:

1. Completion of 126 or more credit hours.
2. A minimum overall Grade Point Average of 2.5. A 3.00 Grade Point Average or higher is strongly recommended for students who plan to enter graduate school.
3. Completion of baccalaureate degree core requirements. Within the core options the student will choose:
   • ANT 201
   • HST 202
   • POS 200
   • PSY 200
4. Completion of Political Science major requirements: 18 Semester Hours
   • POS 204, 300, 302, 305, 323, 425
5. Completion of four major elective courses chosen from: 12 Semester Hours
   • POS 206, 250, 307, 320, 405, 408, 410, 421 (field experience)
   • PHI 208, PHI 300
   • ENG 406
6. Completion of related required courses: 18 Semester Hours
   • HST 222
   • PSY 202
   • SOC 201, 225, 300, 401
7. Completion of Senior Seminar: 3 Semester Hours
   • POS 499
8. Electives: Students should consult with their academic advisor for recommendations about elective courses

The Bachelor of Science degree with a major in Psychology

The major in Psychology provides a fundamental and broad introduction to the discipline of psychology. The student is afforded considerable exposure to the science of describing, explaining, controlling, predicting, and understanding human behavior. The student will study psychological concepts, theories, research methods, and explore applications of contemporary psychology within a variety of career settings. The student will develop knowledge and skills needed for a variety of positions within private or public sector occupations. Also, the major in psychology is excellent preparation for Master’s and Ph.D. level study in psychology, social work, human ecology, and other disciplines.

Educational Outcomes

Graduates Will:

• Have knowledge of the broad discipline of psychology in preparation for entry-level careers in public or private sector
occupations or entry into graduate schools.

- Apply psychological principles and concepts.
- Demonstrate critical thinking, problem solving, and fundamental research skills.
- Demonstrate APA writing style.

The Bachelor of Science degree with a major in Psychology has the following requirements:

1. Completion of 126 or more credit hours.
2. A minimum overall Grade Point Average of 2.5. A 3.00 grade point average or higher is recommended for students who plan to enter graduate school.
3. Completion of baccalaureate degree core requirements. Within the core options, the student will choose:
   - BIO 207 or 251
   - SOC 201
   - MAT 106 or higher
   - HEA 152
4. Completion of Psychology foundation courses (30 Semester hours):
   - PSY 200, 201, 202 or 410, 203 or 204, 209 or 214, 290, 233, 403, 407
   - SOC 225
5. Completion of at least one of the following field of emphasis (9-12 Semester hours):
   - Research Experience:
     - PSY 301, 422 (3 to 6 credits)
     - SOC 401
   - Field Experience:
     - PSY 395, 421 (3 to 6 credits)
     - SOC 310 or 430
6. Electives: Students should consult with their academic advisor for recommendations about elective courses.

The Bachelor of Arts degree with a major in Sociology

A major in Sociology provides an understanding of individuals, groups, and the relationships among individuals, groups, social structures and organizations. Sociologists are found in a wide range of careers in which people need an understanding of social behavior and human interactions. Examples include positions in research, policy making, administration, and business, as well as service organizations and government at all levels. This degree is also excellent preparation for graduate school.

Educational Outcomes

Graduates Will:

- Demonstrate knowledge of social structures and processes, social relationships between individuals and groups, and sociological theory and methods.
- Apply their knowledge of concepts and social contexts in effective living and problem solving.
- Prepare either for careers in which people need an understanding of social behavior and human interactions (including research, policy making, administration, business, and work in service and government organizations) or for further study in graduate school.

The Bachelor of Arts degree with a major in Sociology has the following requirements:

1. Completion of 126 or more credit hours.
2. A minimum overall Grade Point Average of 2.5. A 3.00 GPA or higher is strongly recommended for students who plan to enter graduate school.
3. Completion of baccalaureate degree core requirements; within the core the student will choose:
   - ANT 201
   - HST 222
   - PHI 208
   - SOC 201
4. Completion of major required sociology courses:
   - SOC 202, 203, 225, 300, 310, 401, 422
5. Completion to three courses chosen from:
   - CMJ 299, 309, 420
   - POS 250
   - SOC 430 – junior/senior status
6. Completion of related require courses:
   - COM 201
   - PSY 200, 202, 203 or 204, 209, 410
7. Electives: Students should consult with their academic advisor for recommendations about elective courses.

The Associate of Arts degree with a major in Social Services

The Associate of Arts degree with a major in Social Services is designed to provide knowledge of the basic concepts of sociology and psychology as they relate to social and mental health services. This degree option serves people seeking a terminal A.A. degree as well
as those who ultimately aspire to achieve a B.A. or B.S. degree. Students who wish to graduate with this degree must register their intentions and be accepted into the program before completing 30 hours of academic work.

**Educational Outcomes**

Recipients Will:

- Have intermediate level competence in social science.
- Demonstrate evidence of the ability to apply social science concepts and theories in social services context.
- Have entry-level career or further study preparation.

The Associate of Arts degree with a major in Social Services has the following requirements:

1. Completion of 63 or more credit hours.
2. A minimum grade point average of 2.5.
3. Completion of Associate of Arts core requirements; within the core, students will choose:
   - ANT 201
4. Completion of Major Requirements (27 Semester hours):
   - PSY 200, 202, 209, 233, 403
   - SOC 201, 202 401
   - CMJ 299 or SOC 310
5. Electives: 2-4 Semester Hours Students and their academic advisors will select elective courses based on the student’s career goals.

**Gerontology Certificate Program**

Urbana University offers a certificate in gerontology that is available to all students of the University regardless of major. The program is designed to provide a comprehensive understanding of the aging process and older persons in society. The prerequisites for the gerontology courses include successful completion of PSY 200 General Psychology and SOC 201 Introduction to Sociology.

**Educational Outcomes**

Recipients Will:

- Describe the characteristics of the older adult population and recent and expected demographics.
- Understand the aging process from a physiological, psychological, and sociological perspectives.
- Identify barriers to successful aging and appropriate interventions or remedial processes.

The certificate program consists of the following courses:

**Prerequisites:** Psychology 200 and Sociology 201 6 hours

**Psychology 214 Introduction to Gerontology** 3 hours

An exploration of human aging and the influence of social, psychological, and biological factors on development during the later years of life. The myths and stereotypes surrounding aging will also be examined in light of current gerontological research and knowledge.

**Sociology 216 Social Gerontology** 3 hours

An introduction to social gerontology and the influence of social forces on the aging process. The demographic and social characteristics of the elderly will be examined as well as social trends. Research processes and contemporary views of aging in society will be presented.

**Psychology 216 Psychology of Aging** 3 hours

An examination of the psychological processes of older adults including intelligence, perception, memory and cognition, and personality. Theoretical perspectives and research methodologies will be reviewed and the contextual influences on late life development will also be presented.

**Health 216 Physiology of Aging** 3 hours

An overview of the physical changes that accompany the aging process and the influences of environment and behavior on these processes. The maintenance of health will be discussed as well as the role and response of the health care system to aging.

An additional 3 hours of field experience as either Psychology 421 or Sociology 421 is required for completion of the certificate program.

**Pre-Law Certification Program**

The Urbana University Pre-Law Certification program is designed to guide students from any major through a comprehensive distribution of studies specifically intended to prepare one for success in both the law school admissions process and as a practicing student of Jurisprudence.

While there is no path that will singularly prepare one for a legal education, students who become successful as post-baccalaureate law students typically benefit from the completion of a broad-based set of liberal arts courses as undergraduates. Thus the Pre-Law Certification assures that students have refined core and auxiliary skills/values within the following areas (as recommended by the American Bar Association):
• Analytic/Problem solving skills
• Critical reading
• Writing skills
• Oral communication/Listening abilities
• General research skills
• Task organization/Management skills
• Public service and Promotion of justice

Furthermore, it is required that students seeking the Pre-Law Certification shall maintain a minimum cumulative grade point average of 3.0 on a 4 point scale. Additionally, the pre-law advisor will work with students seeking the certification, in order to help direct their applications to appropriate institutions at appropriate times.

Educational Outcomes
Recipients Will:
• Possess the necessary core and auxiliary skills (listed above) that facilitate a smooth transition toward both the admission to accredited colleges of law and to the successful post-baccalaureate study of Jurisprudence at large.
• Have registered with the Law School Admissions Council (LSAC), for the purpose of an expedited standardized testing process (LSAT); the creation of an acceptable “personal statement,” and the procurement of academic and personal recommendations.
• Have maintained a high level of personal integrity and a minimum GPA of 3.0.

The certificate program consists of the following courses:

1. General Education Requirements
   • PHI 208, PSY 200, ANT 201, POS 206, and HST 201
2. Additional Course Requirements
3. Additional courses for the Pre-Law Certificate include:
   • SOC 201, PHI 300, POS 405, HST 202, 499, and ENG 406

COLLEGE OF EDUCATION
Interim Dean: W. Dean Pond

The College of Education provides programs of study for prospective teachers. Programs associated with the preparation of teachers are described in Department of Teacher Education. Programs are designed to prepare graduates for entry-level positions on a variety of career paths as well as to be excellent preparation for further graduate study.

DEPARTMENT OF TEACHER EDUCATION
Faculty: Boldman, Forsthoefel, Howell, Judge, Kearney-Green, Leugers, Pond, Power, Schumacher, Terry

The purpose of the Teacher Education Program is to prepare teacher candidates to become professional educators. Teacher Candidates will be evaluated to ensure they have the knowledge, skills, attitudes, and values which will enable them to welcome all learners, expect high outcomes, and inspire greatness in all students.

The Teacher Education Program provides students with opportunities to become skilled and knowledgeable early childhood (PK-3), middle childhood (4-9) or adolescent (7-12) teachers or intervention specialists: mild/moderate (K-12).

The Department of Teacher Education offers the following:

• A Bachelor of Science degree with a major in Early Childhood (PK-3).
• A Bachelor of Science degree with a major in Middle Childhood (4-9) Education with concentration in any two of the following teaching fields:
  — Reading/Language Arts
  — Social Studies
  — Science
  — Mathematics
• A Bachelor of Science degree with a major in Adolescent (7-12) Education in the following teaching fields:
  — Integrated Mathematics
  — Integrated Language Arts
  — Integrated Social Studies
• A Bachelor of Science degree with a major in Special Education as an Intervention Specialist (K-12) working with students with mild and moderate disabilities.
• A Bachelor of Science degree with a major in American Education Studies (non-licensure).
• Endorsements:
  — Early Childhood Generalist (added to PK-3 license)
  — Middle Childhood Generalist (added to 4-9 license)
Post Baccalaureate Education Program

Urbana’s post baccalaureate initial licensure program offers students who have completed a bachelor’s degree the opportunity to complete the pedagogical and content coursework needed to apply for a Resident Educator initial license. The number of courses needed to complete these licensure programs varies by individual and licensure requirements. Students submit transcripts to the College of Education for evaluation and are given a personalized program of study to meet the application requirements for their selected licensure.

Post Baccalaureate students can work toward licensure and endorsements in:
- Early Childhood (PK to Grade 3)
- Middle Childhood (Grades 4 to 9)
- Adolescence to Young Adult (Grades 7 to 12)
- Intervention Specialist: Mild to Moderate (K to Grade 12)
- Early Childhood Generalist Endorsement (9 Semester Hours)
- Middle Childhood Generalist Endorsement (12 Semester Hours)

Post Baccalaureate courses are offered in eight week terms during fall and spring semesters and four week terms during summer semester. All EDP courses and post baccalaureate sections of EDU courses are offered in a hybrid delivery format consisting of one evening class per week on campus and web-assisted assignments.

Educational Outcomes
Teacher Candidates Will:
- Understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful for students.
- Understand how students learn and develop, provide learning opportunities that support intellectual, career, social, and personal development.
- Understand how students differ in their approaches to learning and create learning opportunities that are equitable and are adaptable to diverse learners.
- Plan instruction based upon knowledge of subject matter, students, the community, curriculum goals, and Ohio curriculum models.
- Understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Use knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Be reflective practitioners who continually evaluate the effects of their choices and actions on students, parents, and other professionals in the learning community, and who actively seek opportunities to grow professionally.
- Foster relationships with parents, school, colleagues, and organizations in the larger community to support students’ learning and development.
- Know the importance of the role an educator plays.
- Understand the challenge of the role an educator plays.
- Know the role and function of professional organizations appropriate to his/her discipline.
- Comprehend that submitting a written plan will allow continued professional growth.
- Understand the value of relevant professional websites and research databases in order to improve professional practice in his/her discipline.
- Be able to exhibit professional demeanor.
- Be able to dress and behave appropriate to the professional task and community expectation.
- Be able to explain the role and function of professional organizations to his/her discipline and belong to at least one professional group.
- Be able to demonstrate the use of self-reflection and data analysis to improve practice in his/her discipline.
- Be able to describe the process and standards relative to credential and licensure within his/her discipline.
- Be able to consistently research appropriate and relevant theory and practice to improve educational/clinical student-learning.
- Be able to actively seek out opportunities to grow professionally by attending professional conferences and meetings, as well as having memberships in the professional organizations within the teaching levels and discipline the candidate will have licensure.
- Value the need of reflection, collaboration, communication, inquiry, research, professional development, life-long learning, service, and problem-solving.
- Embrace the importance of self-reflection.
- Appreciate the impact of his or her choices and actions upon students, parents, and professional in the learning community.
Entry Standards
All students admitted to Urbana University may apply for admission to the Department of Teacher Education. All Teacher Education Program policies, procedures, and deadlines must be followed and met by teacher candidates in order to be considered for admission to the programs, retained in the programs, and receive the University’s recommendation for licensure. The College of Education and Sports Studies faculty and staff will communicate in writing all decisions and actions of the Teacher Education faculty regarding program admission, retention, and recommendation for licensure to teacher candidates.

Questions concerning any of the Teacher Education Programs should be directed to the Department of Teacher Education, North Hall 937-772-9341.

Consult the Graduate Education section of this catalog for complete information about the Master in Education Degree Programs.

Requirements for Admission to Teacher Education Undergraduate Programs

- Complete a minimum of 30 semester hours of course work including the following courses with a grade of ‘C’ or better:
  - EDU 110
  - ENG 102
  - ENG 106
  - MAT 105 or 111 or higher
  - PSY 200
- Have an overall GPA of 2.30 or better
- Attain qualifying scores in Mathematics, Reading, and Writing on the Stanford 10 Assessment.
- Complete an interview with Teacher Education faculty and/or members of the Teacher Education Advisory Council demonstrating satisfactory interpersonal relations, skills and attitudes.
- Sign and submit a Statement of Good Moral Character.
- Complete Department of Teacher Education application.
- Submit 3 letters recommending admission to the Teacher Education Program.
- Submit an essay outlining reasons for choosing the teaching profession.
- Complete a BCII/FBI background check and have results sent to the Department of Teacher Education.

Requirements for Admission to Post Baccalaureate Licensure Program
All post baccalaureate students must hold a bachelor’s degree from a regionally accredited college or university with an earned undergraduate grade point average of at least 2.5 on a 4.0 scale, or its equivalent. Post Baccalaureate students must complete the 18 semester hour professional education component in addition to professional and pedagogical courses for their licensure area. Middle Childhood Education (Grades 4-9), Intervention Specialists (K-12 Mild/Moderate), and Adolescence to Young Adult students must also meet the content area course requirements as indicated.

Retention in the Teacher Education Program
Once a teacher candidate has been admitted to the Teacher Education Program, every attempt will be made to assist a teacher candidate in completing his or her professional preparation program, insofar as certain criteria are met throughout the program.

Criteria:
All Department of Teacher Education initial licensure programs have a series of gateways with coursework requirements and assessment criteria. Teacher Candidates must successfully complete all courses, benchmark assessments, and meet the requirements assigned to a gateway in order to process to the next gateway. Gateway requirements are outlined in a teacher candidate’s program of study and are reviewed with each teacher candidate by his or her advisor at each advising session. Failure to meet gateway requirements will prevent a teacher candidate from progressing to the next gateway until requirements are met.

Recording Faculty Concerns:
Should any faculty member, advisor, field supervisor, or K-12 partner school teacher/administrator have a particular concern about a teacher candidate’s attitude or behavior which might inhibit his or her effectiveness in the classroom, the concerned person will initiate a “Concern Conference” to discuss these observations with the teacher candidate and the teacher candidate’s advisor. (In the event the concerned person is the teacher candidate’s advisor, the Chair of the Department of Teacher Education will select an additional faculty member to attend.) The emphasis of such a conference is to help resolve any problem which might hinder the teacher candidate’s success. A written record of the conference, including both the teacher candidate’s and the faculty members’ understanding of the recommended resolutions, will be forwarded to the Chair of the Department Teacher Education and filed in the teacher candidate’s permanent file.

Selective Retention Panel:
A Selective Retention Panel is created whenever a Teacher Candidate has accumulated three reports of unresolved concerns. The goals of the panel are to assist the teacher candidate in recognizing the causes of his or her unresolved concerns and to determine whether education is the best profession for him or her. The purpose of the panel meeting is to come to an agreement as to how to reconcile the previously unresolved concerns or recommend expulsion from the teacher education program.

A Teacher Candidate with three reports of unresolved concerns is required to meet with the Dean of the College of Education and Sports Studies to present his or her perspective. The Dean will explain the function of the selective retention panel and inform the teacher candidate that meeting with this panel is required prior to registering for additional professional and/or pedagogical courses.
The Chair of the Department of Education will appoint two department faculty members and the teacher candidate will select an additional faculty member as voting panel members. A date is set once the panel has been selected and the teacher candidate is notified. The teacher candidate may ask any person of his or her choice, and any other concerned faculty member to attend in a nonvoting capacity. This panel will consider the teacher candidate’s perspective and those of the faculty and K-12 teachers/administrators in making a decision to allow the teacher candidate to continue in or be expelled from his or her program. (NOTE: If the teacher candidate brings legal counsel, then other parties involved must be represented by counsel.)

Permission to Student Teach
Student teaching applications will be approved if the following conditions are met:

- All professional education and content courses are completed with a grade of “C” or better in each course.
- Overall GPA of 2.50 or better.
- Coursework in a teacher candidate’s licensure area completed with a GPA of 2.50.
- Fingerprinting is completed and BCII and FBI clearance has been granted for the current year.
- Praxis II Content area tests for license sought passed per the state of Ohio’s stated pass scores prior to August 31, 2013. After August 31, 2013, Ohio Assessment for Educators (OAE) content tests for license sought passed per state of Ohio’s stated pass scores.

Student Teaching Evaluation
The evaluation of student teaching is the joint responsibility of the cooperating teacher, the university supervisor, and the teacher candidate. The university supervisor and the Chair of Teacher Education will determine the grade after reviewing the teacher candidate’s evaluations, student study project, and edTPA assessment score. The final student teaching evaluation form will become part of the teacher candidate’s placement credentials.

Recommendation for Teacher Licensure
A student will be recommended for a four-year Resident Educator initial teaching license upon the completion of:

- All professional education courses, including student teaching, with a GPA of 2.50 or better.
- All degree requirements with an overall GPA of 2.50 or better.
- All course work in the student’s licensure area(s)/concentration(s) with a GPA of 2.50 or better.
- Passage of Praxis II Principles of Learning and Teaching per the state of Ohio’s stated pass scores prior to August 31, 2013. After August 31, 2013 Ohio Assessment for Educators (OAE) Principles of Learning and Teaching tests for license sought passed per state of Ohio’s stated pass scores.
- Completion of appropriate application for licensure, including licensure fee(s) to The Ohio Department of Education per current rates.

Field-based and Clinical Experiences
Field experience provides teacher candidates with authentic teaching and learning experiences prior to student teaching. Field experiences give teacher candidates an opportunity to apply academic content, professional and pedagogical course content, and methodology while participating in day-to-day classroom activities. Field assignments vary depending on the goals and learning objectives of the related course. Teacher Candidates are given opportunities to implement and demonstrate the knowledge, skills, and dispositions related to their field experience course in addition to observing, assisting, tutoring, instructing, and interacting with K-12 students, in-service teachers, and their administrators. Teacher Candidates receive constructive feedback from the Director of Field Placement, University faculty, cooperating teachers, and building administrators during and after each field experience placement.

Teacher Candidates are required to spend a substantial amount of time with PK-12 students and teachers in urban, suburban, and rural socioeconomic settings prior to student teaching as part of program of study course work requirements.

Education majors must spend all of their clinical and field-based experience time in classroom settings directly related to their selected teaching field(s) (e.g. Biology, Early Childhood Grades PK-3, Middle Grades 4-9). Field-based and clinical experiences are supervised through multiple on-site visits by teacher education faculty and the Director of Field Placement. Placements for field-based and clinical experiences must be approved and arranged by the Director of Field Placement and K-12 partner school coordinator. Teacher Candidates may not secure their own placement.

The Bachelor of Science degree with a major in Early Childhood (PK-3)
The Bachelor of Science degree in Education has the following requirements:

1. Completion of 126 or more credit hours. (See specific programs of study)
2. A minimum overall Grade Point Average of 2.50, with a “C” or better in all courses in the Professional Education Component.
3. Completion of baccalaureate degree core requirements, including completion of competency courses with “C” or better (ENG 106, MAT 111, and SPE 201).
4. Completion of all courses listed in the Professional Education Component and Major Teaching Fields.
5. Students must be admitted to the Teacher Education program in order to register for any education courses except EDU 110, EDU 112, SED 200, and 201.
6. General Education/Liberal Arts Component: 50-51 Total Hours
    - Communications 9 Semester Hours
The Bachelor of Science degree with a major in Middle Childhood (4-9) Education with Concentration

The Bachelor of Science degree in Education has the following requirements:

1. Completion of 126 or more credit hours. (See specific programs of study)
2. A minimum overall Grade Point Average of 2.50, with a “C” or better in all courses in the Professional Education Component, and Middle Grades Content Concentrations (4-9).
3. Completion of baccalaureate degree core requirements, including completion of competency courses with “C” or better (ENG 106, MAT 111, and SPE 201).
4. Completion of all courses listed in the General Education/Liberal Arts Component, Professional Education Component, and Major Teaching Fields or Middle Grades Concentration Components of the Major and/or Minor chosen.
5. Students must be admitted to the Teacher Education program in order to register for any education courses except EDU 110, EDU 112, SED 200, and SED 201.
6. General Education/Liberal Arts Component: 48 Total Hours

Communications 9 Semester Hours
- ENG 102, 106
- SPE 201

Health Physical Education & Recreation 3 Semester Hours
- HEA 152

Humanities 12 Semester Hours
- FIA 102, 103, MUS 205, ART 211 or 212
- ENG 202
- PHI 492
- Any Additional Philosophy or Religion Course

Social Science 12 Semester Hours
- Geography or Anthropology course
- HST 201 or 202
- PSY 200
- ECO 201

Mathematics & Science 13 Semester Hours
- COS 101
- MAT 106
- MAT 220
- ENV 101

Mathematics & Science 13 Semester Hours
- COS 101
- MAT 106
- MAT 220
- ENV 101

Social Science 12 Semester Hours
- Geography or Anthropology course
- HST 201 or 202
- PSY 200
- ECO 201

Professional Education Component Total Courses 28 103 Total Hours
- Required: C or better grades and 2.50 cumulative GPA for all courses in this component.
- HST 205
- PSY 203
- SCI 111, 112
- SED 200, 201

Early Childhood Generalist Endorsement “optional”
- EDU 440, 441, 442
8. Middle Childhood Teaching Fields: (Each student chooses 2 areas for a minimum of 24 hours.)

Language Arts 24 Semester Hours
- ENG 102, 106, 202, 306, 309 or 310, 312 or 313, 311 or 330, 406, 450
- EDU 230, 331, 332, 431

Mathematics 24 Semester Hours
- MAT 106, 220, 226, 241, 320, 361, 418

Science 22 Semester Hours
- BIO 207, 208
- CHE 216
- ENV 101
- GEL 211
- SCI 101

The Bachelor of Science degree with a major in Adolescent (7-12) Education

The Bachelor of Science in Education has the following requirements:

1. Completion of 126 or more credit hours. (See specific programs of study)
2. A minimum overall Grade Point Average of 2.50 with a “C” or better in all courses in the Professional Education Component and Major Teaching Field Component (7-12).
3. Completion of baccalaureate degree core requirements, including completion of competency courses with “C” or better (ENG 106, MAT 106 and SPE 201).
4. Completion of all courses listed in the General Education/Liberal Arts Component, Professional Education Component, and Major Teaching Fields or Adolescence to Young Adult Concentration Components of the Major and/or Minor chosen.
5. Students must be admitted to the Teacher Education program in order to register for any education courses except EDU 110, EDU 112, SED 200, and SED 201.
6. General Education/Liberal Arts Component 48-50 Total Hours:

   Communications 9 Semester Hours
   - ENG 102, 106
   - SPE 201

   Humanities 12 Semester Hours
   - FIA 102, 103, MUS 205, ART 211 or 212
   - ENG 202
   - PHI 492
   - Any Additional Philosophy or Religion Course

   Mathematics & Science 12-14 Semester Hours
   AYA Integrated Language Arts majors (12 hours)
   - COS 101
   - MAT 105
   - Any Laboratory Science
   - Any additional Mathematics or Science course
   AYA Integrated Mathematics Majors (12 hours)
   - COS 101
   - MAT 106
   - MAT 220

   AYA Integrated Social Studies majors (12 hours)
   - COS 101
   - MAT 105
   - ENV 101
   - GEL 101

   Social Science 12 Semester Hours
   AYA Integrated Language Arts majors (12 hours)
   - GEO 201 or ANT 201
   - HST 201 or 202
   - PSY 200
   - POS 200

   AYA Integrated Mathematics majors (12 hours)
   - GEO 201 or ANT 201
• HST 201 or 202
• PSY 200
• ECO 201
AYA Integrated Social Studies majors (12 hours)
• GEO 201
• HST 201
• PSY 200
• POS 200
Health, Physical Education & Recreation  3 Semester Hours
• HEA 152

7. Professional Education Component  (51 Semester hours)
Secondary: (7-12)
• EDU 110, 112, 228, 270, 309,332, 338, 369, 402, 425, 493
• PSY 200, 204
• SED 200, 201
• Plus one EDU 471, 472, 473, 474 (area of major)

8. Adolescent/Young Adult Teaching Areas  (60 Semester hours)
Integrated Language Arts: (preparation to teach all subjects in the field)
• ENG 102, 106, 202, 306, 309, 310, 311, 312, 313, 320, 330, 406, 450
• SPE 201, 410
• THE 100
• COM 202, 220, 280, 301, 350 420
Integrated Mathematics: (preparation to teach all subjects in the field)  (61 Semester hours)
• COS 201, 251
Integrated Social Studies: (preparation to teach all subjects in the field)  (63 Semester hours)
• ANT 201
• ECO 201, 202, 301
• ENV 101, GEL 101, GEO 201
• History: HST 201, 202, 203, 205, 221, 222, 341
  Choose 1: 301, 350 or 351
  Choose 2: 310, 312, 314, 325, or 412
• Political Science: POS 200, 204, 206, 410
  Choose 1: 300, 302, or 323
  Choose 1: 305, 405, 408
• PSY 202
• SOC 201, 300

The Bachelor of Science degree with a major in American Education Studies

The Bachelor of Science degree in Education has the following requirements:

1. Completion of 126 or more credit hours. (See specific programs of study)
2. A minimum overall Grade Point Average of 2.50, with a “C” or better in all courses in the Professional Course, Phase I, Professional and Pedagogical Courses, Phase II, Professional and Pedagogical Courses, Phase III, Electives.
3. Completion of baccalaureate degree core requirements.
4. Completion of all courses listed in the General Education/Liberal Arts Component, Professional Education Component, and Major Teaching Fields.
5. Students must be admitted to the Teacher Education program in order to register for any education courses except EDU 110, SED 200, SED 201 and SED 202.

American Education Studies (non-licensure)
General Education/Liberal Arts Component  52-53 Total Hours

Communications  9 Semester Hours
• ENG 102, 106
• SPE 201
Humanities  12 Semester Hours
• FIA 102, FIA 103, MUS 205, ART 211 or 212
• ENG 202
• PHI 492
  Additional Philosophy or Religion course
Health, Physical Education, & Recreation  3 Semester Hours
• HEA 152
Mathematics & Science:  13-14 Semester Hours
• COS 101 or higher
The Bachelor of Science degree with a major in Special Education Intervention Specialist (K-12)

The Bachelor of Science degree in Education has the following requirements:

1. Completion of 126 or more credit hours. (See specific programs of study)
2. A minimum overall Grade Point Average of 2.50 with a “C” or better in all courses in the Professional Education Component and Major Teaching Field Component.
3. Completion of baccalaureate degree core requirements, including completion of competency courses with “C” or better (ENG 106, MAT 111, and SPE 201).
4. Completion of all courses listed in the General Education/Liberal Arts Component, Professional Education Component, and Major Teaching Fields of the Major and/or Minor chosen.
5. Students must be admitted to the Teacher Education program in order to register for any education courses except EDU 110, EDU 112, SED 200, and SED 201.
6. General Education/Liberal Arts Component Total Hours: 55-56
   Communications 9 Semester Hours
   - ENG 102, 106
   - SPE 201
   Mathematics and Science 14 Semester Hours
   - COS 101
   - MAT 111
   - SCI 111
   - SCI 112
   Humanities 12 Semester Hours
   - ENG 202
   - FIA 102, FIA 103, MUS 205, ART 211 or 212
   - PHI 492
   - Any additional Philosophy or Religion course
   Social Science 12 Semester Hours
   - Any Geography or Anthropology course
   - HST 201 or 202
   - PSY 200
   - POS 200
   Health, Physical Education & Recreation 3 Semester Hours
   - HEA 152
   7. Professional Education Courses Total Hours: 37
      - EDU 110, 112, 230, 309, 330, 331, 332, 369, 431
      - EDU 260
      - EDU 360
      - EDU 336, 338
      - SED 200, 201
   8. Mild Moderate Content Area Total Hours: 65
      - ENG 406
      - HST 205
      - MAT 111, 112
      - PSY 200, 203, 204
      - SED 203, 300, 405, 411, 412, 413, 414, 491
      - SCI 111, 112
   Language Arts 24 Semester Hours
• ENG 102, 106, 202, 306, 309 or 310, 312 or 313, 311 or 330, 406, 450
• EDU 230, 331, 332, 431

**Mathematics 24 Semester Hours**
- MAT 106, 220, 226, 241, 320, 361, 418

**Science 22 Semester Hours**
- BIO 207, 208
- CHE 216
- ENV 101
- GEL 211
- SCI 101

**Social Studies 24 Semester Hours**
- HST 201, 202, 203, 205, 221 or 222
- POS 204, 206
- ECO 201
- GEO 201 or ANT 201

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**Post Baccalaureate Education Program**

Professional Education Component for all majors: 18 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 401</td>
<td>Education in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>EDP 403</td>
<td>Nature &amp; Needs of Mild/Moderate Students</td>
<td>3</td>
</tr>
<tr>
<td>EDP 405</td>
<td>Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDP 421</td>
<td>Child and Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDU 309</td>
<td>Technology in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 429</td>
<td>Research, Data Management and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Early Childhood Education (PK to Grade 3) concentration: 42 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 220</td>
<td>Principles of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 230</td>
<td>Phonics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 330</td>
<td>Principles of Emergent Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDU 331</td>
<td>Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 431</td>
<td>Diagnostic Reading and Remediation</td>
<td>3</td>
</tr>
<tr>
<td>EDP 425</td>
<td>Early Childhood Curriculum, Instruction &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 451</td>
<td>Early Childhood Language Arts Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 452</td>
<td>Early Childhood Science Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 453</td>
<td>Early Childhood Social Studies Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 454</td>
<td>Early Childhood Mathematics Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 491</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>

Intervention Specialist: Mild/Moderate (K to 12) concentration: 12 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 203</td>
<td>Role of the Intervention Specialist</td>
<td>3</td>
</tr>
<tr>
<td>EDU 230</td>
<td>Phonics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 331</td>
<td>Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 431</td>
<td>Diagnostic Reading and Remediation</td>
<td>3</td>
</tr>
<tr>
<td>EDP 426</td>
<td>IS Curriculum, Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDP 441</td>
<td>Instructional Strategies for Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SED 413</td>
<td>Management Strategies for Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SED 414</td>
<td>Professional and Collaborative Practices</td>
<td>3</td>
</tr>
<tr>
<td>SED 405</td>
<td>Transition and Career Skills</td>
<td>3</td>
</tr>
<tr>
<td>SED 491</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>

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Intervention Specialist (Mild/Moderate) license requires teachers to be highly qualified in reading or one of the four major content areas: English Language Arts, Mathematics, Science and Social Studies. Intervention Specialist post baccalaureate students can use content courses completed as part of their undergraduate degree with a grade of “C” or better to satisfy content requirements.

Middle Childhood Education (Grades 4 to 9) concentration: 36 Semester Hours

Two content areas: 48 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 225</td>
<td>Principles of Middle Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 230</td>
<td>Phonics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 331</td>
<td>Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 431</td>
<td>Diagnostic Reading and Remediation</td>
<td>3</td>
</tr>
<tr>
<td>EDP 427</td>
<td>Middle Childhood Curriculum, Instruction &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDP 471</td>
<td>Collaboration and Management</td>
<td>3</td>
</tr>
<tr>
<td>EDP 472</td>
<td>Differentiating Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU 492</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>
Middle Childhood Education (Grades 4 to 9) license requires teachers to be highly qualified in two of the four major content areas: English Language Arts, Mathematics, Science and Social Studies. Middle Childhood post baccalaureate students can use content courses completed as part of their undergraduate degree with a grade of "C" or better to satisfy content requirements.

**English Language Arts**  
**EDU 461**  Middle Childhood Language Arts Methods  3 hours  
Plus a minimum of 24 semester hours (36 quarter hours) divided among the following areas:  
- Advanced Composition  
- American Literature  
- British Literature  
- Contemporary World Literature  
- English Grammar  
- English Language & Linguistics  
- World Literature

**Mathematics**  
**EDU 464**  Middle Childhood Mathematics Methods  3 hours  
Plus a minimum of 24 semester hours (36 quarter hours) divided among the following areas:  
- Algebra  
- Calculus & Analytic Geometry  
- Discrete Mathematics  
- Geometry  
- History of Mathematics  
- Pre-Calculus  
- Statistics

**Science**  
**EDU 462**  Middle Childhood Science Methods  3 hours  
Plus a minimum of 24 semester hours (36 quarter hours) divided among the following areas:  
- Biology: Botany  
- Biology: Zoology  
- Chemistry  
- Environmental Science or Ecology  
- Geology  
- Physical Science  
- Physics

**Social Studies**  
**EDU 463**  Middle Childhood Social Studies Methods  3 hours  
Plus a minimum of 24 semester hours (36 quarter hours) divided among the following areas:  
- American Government  
- American History  
- Cultural Anthropology  
- Geography  
- Macro Economics  
- Ohio History  
- World Civilization

**Adolescence to Young Adult Education (Grades 7-12) concentration:**  27 Semester Hours  
One content area:  30 Semester Hours  
- **EDU 228**  Principles of Adolescence to Young Adult Education  3 hours  
- **EDU 332**  Reading in the Content Areas  3 hours  
- **EDP 428**  AYA Curriculum, Instruction & Assessment  3 hours  
- **EDP 471**  Collaboration and Management  3 hours  
- **EDP 472**  Differentiating Curriculum and Instruction  3 hours  
- **EDU 493**  Student Teaching  12 hours

**Integrated Language Arts**  
**EDU 471**  AYA Language Arts Methods  3 hours  
Students working towards AYA licensure in Integrated Language Arts must have a minimum of 30 semester hours (45 quarter hours) divided among the following areas:  
- Advanced Composition  
- American Literature  
- British Literature  
- Contemporary Literature  
- English Grammar  
- English Language & Linguistics  
- Journalism  
- Mass Communication  
- Media Criticism  
- Reader’s Theatre
World Literature

Integrated Mathematics
EDU 474 AYA Math Methods 3 hours
Students working towards AYA licensure in Integrated Mathematics must have a minimum of 30 semester hours (45 quarter hours) divided among the following areas:
- Algebraic Structures
- Calculus & Analytic Geometry
- Computer Programming
- Differential Equations
- Discrete Mathematics
- Geometry
- History of Mathematics
- Linear Algebra
- Multivariate Calculus
- Pre-Calculus
- Real Analysis
- Statistics

Integrated Social Studies
EDU 473 AYA Social Studies Methods 3 hours
Students working towards AYA licensure in Integrated Social Studies must have a minimum of 30 semester hours (45 quarter hours) divided among the following areas:
- American Foreign Policy
- American Government
- American History
- Cultural Anthropology
- Ecology
- European History
- Geography
- Geology
- Global Political Economy
- Macro Economics
- Micro Economics
- Ohio History
- Political Science
- Sociology
- State & Local Government
- Third World Politics
- World Civilization

ENDORSEMENTS
Early Childhood Generalist 9 Semester Hours
EDU 440 Instructional Strategies for 4th and 5th Grades 3 hours
EDU 441 Language Arts & Social Studies Content, Materials & Assessment for 4th & 5th Grades 3 hrs
EDU 442 Mathematics and Science Content, Materials and Assessment for 4th and 5th Grades 3 hrs

Middle Childhood Generalist (two of following 6 hour courses) 12 Semester Hours
EDU 481 Language Arts Content and Methods for 4th, 5th, and 6th Grades 6 hours
EDU 482 Science Content and Methods for 4th, 5th, and 6th Grades 6 hours
EDU 483 Social Studies Content and Methods for 4th, 5th, and 6th Grades 6 hours
EDU 484 Mathematics Content and Methods for 4th, 5th, and 6th Grades 6 hours

COLLEGE OF PROFESSIONAL & APPLIED STUDIES
Dean: Dr. Jeffrey Kalbus

DEPARTMENT OF BUSINESS
Faculty: Blizzard, Brinnon, Evans-Wilson, Gordon, Hasan, Kalbus, Pettibone, Seeley, and Thomas

The Department of Business course offerings provide students with an opportunity to approach systematically, on a collegiate level, the study of business concepts and practices and the global economic environment in which we live and work. A major in Business discipline provides a solid foundation for entering graduate school. The business majors in the Department of Business are accredited by the International Assembly for Collegiate Business Education (IACBE).

The Department of Business offers the following degrees:
- A Bachelor of Science degree (BS) with majors and minors in Accounting, Entrepreneurial Management, General Management,
The Bachelor of Science degree in Business administration, human resource management, and marketing.

- An Associate of Arts degree with an emphasis in Business (AA).
- Self-designed majors are a possibility and may be discussed with the advisor and approved by the Dean.

The offerings of the Department of Business are planned to achieve the following goals, arranged in order of importance:

- Prepare Bachelor of Science degree graduates for entry-level managerial positions.
- Prepare Bachelor of Science degree graduates to enter graduate levels of business study.
- Provide Associate of Arts degree students the opportunity to pursue a Bachelor of Science degree.
- Provide adult degree offerings to those students who aspire to higher occupational levels.
- Provide electives in business and economics for non-business majors; including at least one course in general education.

**Requirements for Admission to the Department of Business**

**Undergraduate Programs**

- BUS 100, MGT 207, and ECO 201 must be completed with a GPA of 2.5 or better.
- Complete a minimum of 32 hours of business core courses with a grade of “C” or better.
- Have an overall grade point average (GPA) of 2.25 or better in the business major.

**Retention in the Department of Business Administration**

- Maintain a 2.25 GPA in the major.
- Maintain an overall 2.00 GPA to meet University graduation requirements.
- Adherence to all Department of Business guidelines.

**Statement of Purpose**

The primary focus in the business major at the undergraduate level is on nurturing the personal development of the individual student. The purpose is not only to develop an understanding of, and an evaluation of, the methods and practices which are utilized in successful businesses, but to bring the student to an increased awareness of the needs of other members of an organization, and the importance of ethical and moral values in decision making. Emphasis is on exploring alternatives and understanding “why” rather than “how.” Students are prepared to develop their potential, to adapt to change, and to make significant individual contributions to the success of the total team effort.

Upon graduation, successful students will have been exposed to a breadth and depth of understanding that prepares them for responsible positions in the global business environment.

**The Bachelor of Science degree with majors in the Department of Business**

A Department of Business major is designed to meet the needs of students seeking careers in business or in management level positions in service organizations. The requirements of the major carefully integrate a variety of liberal arts courses with a strong sequence of career-oriented Business courses. The liberal arts courses are designed to develop personal values, communication skills, understanding of interpersonal relationships, logical thinking, and an appreciation of the global imperatives of business and commerce. The business courses emphasize what is involved in making responsible business decisions. The sequence of Business courses, integrated with broadening courses in the liberal arts areas, prepares students either for positions in accounting, information systems, marketing, human resources, management positions, or for admission to graduate schools of business.

Students enrolled in the Department of Business majors first develop a foundation of understanding of basic business concepts, institutions, and related required skills through courses designed to enable them to become acquainted with each of the principal areas involved in organizing and operating a business within the contemporary global economy. They follow this with a concentration within one specialized field elected from the Department of Business for a major, and may select another field from within the Department of Business (or from another field from outside the Department after permission from the Dean) for the minor. The major is completed with higher-level courses in values, applications, and decision-making around one of the functional areas of business. All Department of Business majors elect ECO 201 and either GEO 201 or ANT 201 in the CORE requirements for a bachelor’s degree. They must also elect MAT 115 as the “MAT 105 or higher” requirement. Many graduate schools in Business are mathematically oriented and courses in calculus are often prerequisites for entrance to graduate study in Business.

The Bachelor of Science degree in the Department of Business has the following degree requirements:

1. Completion of 126 or more credit hours.
2. A minimum overall grade point average of 2.00.
3. A minimum grade point average of 2.25 in all courses included in the Business major.
4. Completion of the Baccalaureate degree core requirements.
5. Completion of Business Foundation courses:
   - ACT 221, ACT 222
   - BUS 100, BUS 251, BUS 305, BUS 491, and BUS 498
   - COS 285*
   - ECO 201, ECO 202
   - ENG 305
   - FIN 308
   - MAT 115, MAT 227
*Students who do not have basic knowledge of computer word processing, spreadsheets and database must first pass COS 101.

6. Completion of one of the following Major course offerings beyond the Business core:

**Accounting Major**  
24 Semester Hours
- ACT 224, 310, 315, 316, 324, 325, 417, 430

**Accounting Minor**  
9 Semester Hours
- ACT 221, 222, 315, 316
- And your choice of one of the following: ACT 224, 310, or 325

Accounting Majors who are planning to sit for the CPA exam are encouraged to take the full array of Accounting and Finance offerings. See your academic advisor for full details. Accounting majors may also petition to take graduate level courses during their last year of undergraduate coursework. To be eligible Accounting Majors must have an overall grade point average of 3.50 and a grade point average of 3.50 in their Major. Students must have 150 credits hours to fulfill the CPA exam requirement.

**Entrepreneurial Management Major**  
21 Semester Hours
- BUS 307, BUS 313, BUS 317
- ECO 301
- HRM 310
- MGT 315
- MKT 310

**Entrepreneurial Management Minor**  
9 Semester Hours
- BUS 307
- Choose two (2) from BUS 313, BUS 317, ECO 301, or MKT 310

**General Management Major**  
21 Semester Hours
- FIN 420
- HRM 310, 311, 415
- MGT 315, 370
- MKT 360

**General Management Minor**  
15 Semester Hours
- HRM 310
- MAT 227
- MGT 207, 315, 370

**Healthcare Administration Major**  
29-30 Semester Hours
- ATP 290
- BUS 359/HCM 410
- COS 380
- FIN 420
- HCM 420, 430, 460
- HSV 355, 456

**Human Resource Management Minor**  
9 Semester Hours
- MGT 207
- HRM 310, 311, 312

**Marketing Major**  
21 Semester Hours
- MKT 307, 344, 345, 360, 370, 447, 449

**Marketing Minor**  
9 Semester Hours
- MKT 206, 307, 345, 360

**Accounting Educational Outcomes**
Graduates Will:
- Have awareness and understanding of general business practices and specialized knowledge and skill in accounting, which prepares them for responsible positions in the business environment or entry into graduate school.
- Be successful in securing employment in their chosen field and/or qualify to sit for post-graduate exams.
- Be satisfied with their undergraduate program and feel confident they are prepared to seek employment or enter graduate school.

**Entrepreneurial Management Educational Outcomes**
Graduates Will:
- Have awareness and understanding of general business practices and specialized knowledge and skill in human resource management, which prepares them for responsible positions in the business environment or entry into graduate school.
- Be successful in securing employment in their chosen field, entry into graduate school and/or qualify to sit for post-graduate exams.
- Be satisfied with their undergraduate program and feel confident they are prepared to seek employment or enter graduate school.
General Management Educational Outcomes
Graduates Will:
• Have awareness and understanding of general business practices and specialized knowledge and skill in general management, which prepares them for responsible positions in the business environment or entry into graduate school.
• Be successful in securing employment in their chosen field or entry into graduate school.
• Be satisfied with their undergraduate program and feel confident they are prepared to seek employment or enter graduate school.

Healthcare Administration Educational Outcomes
Graduates Will:
• Obtain a thorough understanding of and specialized knowledge in the general management of healthcare enterprises.
• Demonstrate business knowledge, skills and competencies related to successful management of organizations.
• Evidence increased competencies to facilitate advancement in their chosen career.
• Demonstrate a commitment to continuing professional learning and service to the community.

Marketing
Graduates Will:
• Have awareness and understanding of general business practices and knowledge and skill in marketing which prepares them for responsible positions in the business environment or entry into graduate school.
• Be successful in securing employment in their chosen field, entry into graduate school and/or qualify to sit for post-graduate exams.
• Be satisfied with their undergraduate program and feel confident they are prepared to seek employment or enter graduate school.

The Associate of Arts degree with an emphasis in Business
The student may opt to pursue an Associate of Arts degree with an emphasis in Business. This program's curriculum is structured to concentrate on courses which provide excellent career preparation in the limited period of two years or four semesters of full-time college level study. In addition to concentration in career-oriented courses, the program is designed to contribute to the student's personal enrichment through the inclusion of basic courses in the humanities, social sciences, and natural sciences. Students intending to graduate with the Associate of Arts degree must register their intentions and be accepted into the program before completing 30 semester hours of university work.

The Associate of Arts degree with an emphasis in Business has the following requirements:

1. Completion of 69 or more credit hours.
2. A minimum grade point average of 2.00
3. Completion of the AA core
4. Completion of Foundation courses: 12 Semester Hours
   • COS 285
   • ECO 201, ECO 202
   • MAT 227
5. Completion of Professional requirements:
   • ACT 221, ACT 222
   • BUS 100, BUS 251, BUS 305
   • ENG 305
   • MGT 207
   • FIN 308
   • MKT 206

DEPARTMENT OF CRIMINAL JUSTICE

The Bachelor of Science degree with a major in Criminal Justice
Students receive a sound preparation for entering a variety of professions in law enforcement or corrections. Graduates might take positions in a state, municipal, or county law enforcement agency, a correctional institution, or the field of parole and probation supervision. Additionally, graduates could seek opportunities in state or federal investigative agencies or within the private sector in companies providing security or crime/loss prevention services. Others might choose instead to enter a graduate or professional school for additional preparation.

Educational Outcomes
Graduates Will:
• Have the knowledge necessary to enter professions of law enforcement or corrections.
• Have skills in solving problems with diverse societal groups.

The Bachelor of Science degree with a major in Criminal Justice has the following requirements:

1. Completion of 126 or more credit hours.
2. A minimum overall Grade Point Average of 2.00 and Major Field Test.

3. Completion of baccalaureate degree core requirements; within the core, students will choose:
   • ANT 201
   • PHI 208
   • POS 206
   • PSY 200
   • SOC 201
   • SCI 200

Criminal Justice major course requirements 60 Semester Hours
   • CMJ 299, 305, 306, 309, 325, 420, 421
   • FLA 101 or FLA 102
   • PSY 200, 202, 209, 233, 403, 407, 410, 496
   • SOC 201, 202, 203, 225, 300, 401, 430

Field Experience 1-6 Semester Hours
   • CMJ 421

Electives
   • Students should consult with their academic advisor for recommendations about elective courses.

DEPARTMENT OF NURSING AND ALLIED HEALTH
Faculty: Green (BSN Program Chair), Miville (MSN Program Chair), Sweeney (Director)

The mission of the Department of Nursing and Allied Health is to prepare liberally educated graduates with a strong foundation in the sciences and clinical practice. These graduates will serve the health care needs of the community as healthcare experts, leaders and managers. Programs of study also provide career advancement opportunities for healthcare professionals in the region. Our vision is to become a Center of Excellence for educational advancement in the healthcare professions through lifelong learning.

The Department of Nursing and Allied Health offers the following undergraduate degree majors:
   • Bachelor of Science in Health Care Management (Completion Program for graduates with an Associate Degree in Allied Health)
   • Bachelor of Science in Nursing (RN-BSN Program for Registered Nurses)

Allied Health Programs through Allied Health Education Consortium of Northwest Ohio
Urbana University has engaged in a collaborative agreement with Rhodes State College in Lima, Ohio, Marion Technical College in Marion, Ohio, and Northwest State Community College in Archbold, Ohio to offer Allied Health Programs. Through the Allied Health Education Consortium of Northwest Ohio, Associate Degree program in several Allied Health disciplines are available through a special articulation agreement. General education and sciences courses needed to complete the associate degree are taken from Urbana University. Professional courses are available via distance learning on the Urbana University main campus. Once professional courses begin, students transfer to Rhodes State College and are required to travel to Lima once per week to engage in supervised laboratory classes on that campus. Clinical experiences are arranged with local healthcare agencies in the Springfield/Urbana area. Programs currently available include:
   • Radiographic Imaging
   • Respiratory Therapy
   • Occupational Therapy Assistant
   • Physical Therapy Assistant

The number of spaces available is limited due to the constraints of clinical placement. There is a dual admission process:
   • Admission to Urbana University as an Associate Degree student for completion of the pre-professional programs;
   • Admission to Rhodes State College for acceptance into the professional program.

Transfer students must complete a minimum of 18 semester credits from Urbana University in order to be eligible for this program. Students must complete all of the qualifications established by Rhodes State College for the respective clinical program prior to being accepted for placement. Acceptance is based on the date of the Rhodes State application and the date of completion of the admission qualification.

The Bachelor of Science with a major in Healthcare Management
This program is an upper division completion program designed to assist graduates with an Associate Degree in Allied Health to obtain a Bachelor of Science degree. Time to completion will depend upon the number of transfer credits students achieve from their respective allied health associate degree programs. Block credit will be granted for the discipline-specific courses. General education requirements will be based on the CORE curriculum for all Urbana University graduates. An estimated time to completion is approximately two academic years. This program will provide career enhancement opportunities within allied health disciplines that include supervision and management and preparation for allied health faculty positions.

Students admitted to this program must meet admission requirements to Urbana University and have completed an Associate Degree in an Allied Health major. All materials for clinical clearances must also be submitted.
Educational Outcomes
Graduates Will:

• Explore the contemporary problems and solutions of the health care industry from a managerial and administrative perspective.
• Develop management skills and knowledge of the complex issues facing health care systems.
• Understand the fundamentals of health care reimbursement systems, financial accounting, and marketing.
• Use evaluation strategies effectively to assess program and care outcomes in concert with major stakeholders.
• Demonstrate a commitment to life-long learning and service to the profession and the community.

The Bachelor of Science degree in Healthcare Management has the following requirements:
1. Completion of 126 or more credit hours.
2. A minimum overall grade point average of 2.00.
3. A minimum overall grade point average of 2.25 in all courses included in the Healthcare Management Program major.
4. Completion of an Associate of Arts degree or significant credit hours in general education. In an allied health major.
5. Completion of all general education and residency requirements.
6. Completion of Support Courses.
   • BIO 360
   • MAT 226/BUS 456
   • CJL/HSV 355
7. Completion of Allied Health Courses.
   • HCM 410, 420, 430, 450, 460 and 491
   • HSV 350
   • BUS 457

The Bachelor of Science in Nursing degree with a major in Nursing (RN-BSN Program)
The mission of the RN-BSN Program is to prepare liberally educated graduates with a strong foundation in nursing science and practice who will serve the health care needs of the community as clinical nursing experts, leaders and managers.

Educational Outcomes
Graduates Will:

• Make complex clinical decisions based on critical thinking and compassion using technology effectively to obtain scientifically valid information.
• Incorporate individual, family and community needs and preferences in clinical pathways and plans of care.
• Use evaluation strategies effectively to assess program and care outcomes in concert with major stakeholders.
• Demonstrate a commitment to life-long learning and service to the profession and the community.

The Bachelor of Science degree in Nursing (RN-BSN Program) has the following requirements:
1. Completion of 126 or more credit hours.
2. A minimum overall Grade Point Average of 2.00.
3. A minimum overall Grade Point Average of 2.25 in all courses included in the Nursing major.
4. Verification of current, unrestricted and unencumbered Ohio registered nurse (RN) license and completion of a nursing diploma or associate degree in nursing for transfer credit including block credit for pre-licensure nursing courses.
5. Completion of all general education requirements.
6. Completion of Support Courses.
   • BIO 360
   • MAT 226/BUS 456
   • CJL/HSV 355
   • HSV 350
   • NUR 440
7. Completion of Nursing Courses.
   • NUR 320, 350, 410, 430, 450 and 491
8. A minimum grade of “C” or better in BIO 360 and all Nursing major courses.
9. Completion of a standardized exam for BSN program assessment and an Exit interview.

Requirements for admission to the RN-BSN Program
BSN students must meet the admission requirements of the University. They are also required to submit the following:
• Verification of current, unrestricted and unencumbered Ohio registered nurse (RN) license.
• Evidence of a satisfactory background check in compliance with the Ohio Revised Code.
• Health assessment by physician or advanced practice nurse.
• Validation of immunizations (including Hepatitis B) and TB screening.
• Current CPR certification.
• Verification of individual professional liability insurance.
Forms and directions are available from the BSN Program Chair. These materials are due to the BSN Program Chair within 30 days of application for admission or by the end of the second week of the first UU class whichever is earliest. Upon matriculation in the Nursing major, the student will receive an acceptance letter from the BSN Program Chair.

Required Nursing major courses are primarily offered in eight-week terms meeting once per week. The two required clinical practicum courses, NUR 450 and NUR 491, meet for the full semester.

DEPARTMENT OF SPORTS STUDIES
Faculty: Gresson, Moxley, and Terry

These programs provide opportunity within the sports, recreational and physical fitness areas, a non-degree coaching certificate, and offers physical education activities and health coursework for all students.

This program offers the following degrees:
- Bachelor of Science with a major in Exercise Science
- Bachelor of Science with a major in Sports Management

The Bachelor of Science degree with a major in Exercise Science
The Exercise Science major prepares students for leadership positions in sport, health and fitness and other allied health professions. Graduates will recognize the challenges that come with performing in public and private sector, for-profit and not-for-profit, corporate or educational settings. Graduates will have demonstrated an understanding and mastery of applied physiology, including but not limited to, human movement, bioenergetics, sport performance, motivation and organizational leadership.

The Bachelor of Science degree with a major in Exercise Science has the following requirements:

1. The completion of 126 or more credit hours
2. Completion of 3 field experiences
3. A minimum GPA of 2.50
4. Grades of “C” or better in all major courses
5. Completion of the baccalaureate degree core requirements. Within the core the student will choose:
   - BIO 251, 252
   - MAT 226
   - PSY 200
   - HEA 152
6. Completion of the Exercise Science major course requirements:
   - ATP 208, 290, 380, 408
   - EXS 125, 140, 203, 204, 335, 351, 400, 423, 452, 460, 490, 491, 492, 493
   - HEA 206, 254
   - PSY 204, 209
   - SED 200
   - SPM 351
7. Completion of a minimum of 11 hours from the following choices:
   - CHE 216, 217
   - ENG 305
   - PHY 201
   - PSY 496
   - SOC 203

The Bachelor of Science degree with a major in Sports Management
The intent of this major is to prepare students for leadership positions in public, private, and commercial employment settings within the sports, recreational, and physical fitness areas. Students in the sports administration and management major will find job opportunities in promotions, public relations, fundraising, management of sports franchises, public recreational directorships, athletic directors in the public schools and colleges, and in media.

The Bachelor of Science degree with a major in Sports Management has the following requirements:

1. The completion of 126 or more credit hours
2. Completion of a field experience
3. A minimum GPA of 2.5
4. Grades of “C” or better in all major courses
5. Completion of the baccalaureate degree core requirements. Within the core the student will choose:
   - ECO 201
   - HEA 152
6. Completion of the Sports Management major course requirements: 59 Semester Hours
   - ENG 305
   - EXS 140, 203, 204, 423
• HEA 206  
• PSY 204, 496  
• SED 200  
• SOC 203 [must take SOC 201 in the core] or PSY 202 [Must take PSY 200 in the core]  
• SPM 207, 306, 340, 351, 430, 491  
7. Completion of one Sports Management field of emphasis:
   Athletic Administration  22 Semester Hours  
   • ATP 208  
   • HEA 254  
   • Three courses from PED 334-340  
   • SPM 450  
   Sports Business  21 Semester Hours  
   • ACT 221, 222  
   • BUS 100  
   • ECO 202  
   • FIN 308  
   • SPM 450  
   Sports Information  21 Semester Hours  
   • COM 202, 220, 240, 260, 380  
   • SPE 210  
   • SPM 320  

CENTER FOR ADULT AND PROFESSIONAL STUDIES  (937)772-9226

CAPS Operations Manager: Bill Chan

Urbana University’s Center for Adult and Professional Studies (CAPS) creates a learning environment that centers on student success. In small class sizes, students engage in career-relevant studies, taught by accomplished and accessible faculty whose open-door policies foster a mentor relationship that helps keep our students focused and motivated through their college career and beyond.

Our goal is to prepare students to make a difference in their careers as well as their communities. Our academic programs prepare students for success in their chosen career through a combination of personal classroom instruction, real world experiences, and community relationships.

CAPS Programs

• Associate of Arts in Management  
• Bachelor of Science in Business Management  
• Bachelor of Science in Criminal Justice Leadership  
• Bachelor of Science in Human Service Leadership  

CAPS Features

The CAPS accelerated bachelor’s degree completion program is designed to serve the needs of the adult learner who has previous college credit and significant life experiences. The courses in each major are unique to CAPS and are based on courses offered in the traditional daytime program. Our programs are designed for the working adult learner with classes offered in the evenings and online.

CAPS Locations

Courses in the CAPS program are offered on the main campus and at the Beavercreek site location. The academic advisor and enrollment representatives are available to meet with current and prospective students.

CAPS Admission Requirements

• The Bachelor of Science degrees offered through CAPS are designed for individuals with significant previous college credit and life experiences. The preference is for 57 transferable semester hours or an Associate of Arts degree. Individuals with fewer credits may apply for admission after meeting with an enrollment representative.  
• For the associate’s degree, significant work experience is required for admission. Previous college credit may be transferred, but it is not required for admission to the associate’s degree program.

Credit for Life Experience (Portfolio)

Students pursuing a bachelor’s degree have the opportunity to apply for academic credit for previous life and work experiences in a non-academic setting. Urbana University utilizes a portfolio process for evaluating credit for life experience. Students seeking credit via portfolio are required to complete the Portfolio Development course and be enrolled in at least one course at the time of portfolio submission. Students can acquire a maximum of 30 semester hours of credit. Students can demonstrate learning and earn credit for (1) a specific course, and demonstrate that all objectives of a course have been mastered (maximum of 15 hours) and (2) prior work experience (maximum of 15 hours). Contact the Center for Adult and Professional Studies for more information.

63
The Bachelor of Science degree with a major in Business Management
With an emphasis in Organizational Leadership (CAPS)

This major provides students with the traditional knowledge and skills in general business and administration practices and specialized knowledge in general management that prepares them for employment in business professions. It is designed for individuals with an associate's degree or equivalent and significant work experience in a business/administration-related profession.

Educational Outcomes
Graduates Will:

• Have an experiential applications orientation combined with the traditional knowledge and skills in general business practices and specialized knowledge in general management which prepares them for employment in business professions.
• Demonstrate increased competencies to facilitate advancement in their chosen career.
• Be satisfied that their undergraduate program has prepared them to advance in their chosen career.

The major consists of nine courses (36 semester hours). Classes required for the major meet four hours per week and have at least one hour of directed study for a total of 40 hours.

The Bachelor of Science degree in Business Management has the following requirements:

1. Completion of 126 or more credit hours.
2. A minimum overall Grade Point Average of 2.00.
3. A minimum overall Grade Point Average of 2.25 in all courses included in the Business Management major.
4. Completion of an Associate of Arts degree or significant credit hours in general education.
5. Completion of all general education requirements.
6. Completion of Business Courses
   • BUS 355, 356, 357, 358, 359, 455, 456, 457, 458
7. Completion of BUS 300 when Credit for Life Experience is sought.
8. Acceptance and evaluation of portfolio credits will occur only during a term in which the student has an active Urbana University registration for at least one course.

An Associate of Arts degree with an emphasis in Management (CAPS)

This program is designed to provide students with knowledge and skills in general management practices that help prepare them for employment in business professions. It is designed for adults with little or no previous college credits.

Required Urbana University Business courses meet four hours per week and have at least one hour of directed study for a total of 40 hours per class.

Educational Outcomes
Graduates Will:

• Have an experiential application orientation combined with knowledge and skills in general management practices which help prepare them for employment in business professions.
• Demonstrate increased competencies to facilitate advancement in their chosen career.
• Be satisfied that their undergraduate program has prepared them to advance in their chosen career.

The Associate of Arts degree with an emphasis in Management has the following requirements:

1. Completion of 63 or more credit hours. Residency requirements of a minimum of 30 credit hours from Urbana University
2. A minimum grade point average of 2.00.
3. Completion of Associate of Arts core requirements.
5. Completion of Business Courses
   • BUS 355, 356, 357, 358, 359, 455
6. Completion of a minimum of 30 hours of Business credits to including classes listed above, BUS 300 if completed, and transfer credit. Portfolio credits cannot be applied to the AA degree.

Students intending to graduate with the Associate of Arts degree must register their intention and be accepted into the program before completing 30 semester hours of university work.

The Bachelor of Science with a major in Criminal Justice Leadership (CAPS)

This major provides students with an understanding of social behavior and human interactions with specialized knowledge in criminal justice that prepares them for management positions in criminal justice and social service organizations. It is designed for individuals with an associate's degree or equivalent and with significant work experience in a criminal justice-related profession.

The major consists of nine courses (36 semester hours). Classes required for the major meet four hours per week and have at least one hour of directed study for a total of 40 hours. For all CJL courses, the prerequisite is PSY 200 or SOC 201.
Educational Outcomes
Graduates Will:
- Have an experiential application orientation combined with an understanding of social behavior and human interactions and specialized knowledge in management and criminal justice which prepares them for leadership positions in criminal justice professions.
- Demonstrate increased competencies to facilitate advancement in their chosen career.
- Be satisfied with their undergraduate program and feel confident they are prepared to advance in their chosen career.

The Bachelor of Science degree in Criminal Justice Leadership has the following requirements:
1. Completion of 126 or more credit hours.
2. A minimum overall grade point average of 2.00.
3. A minimum overall grade point average of 2.25 in all courses, included in the Criminal Justice Leadership major.
4. Completion of an associate’s degree or significant credit in general education.
5. Completion of all general education requirements.
6. Completion of Courses
   - CJL 350, 355, 356, 358, 410, 420, 455, 458
   - BUS 356
7. Completion of CJL 300 when Credit for Life Experience is sought.
8. Acceptance and evaluation of portfolio credits will occur only during a term in which the student has an active Urbana University registration for at least one course.

The Bachelor of Science degree with a major in Human Services Leadership (CAPS)
This major provides students with an understanding of social behavior and human interactions and specialized knowledge in management and human services that prepares them for management positions in social services organizations. It is designed for individuals with an associate’s degree or equivalent and with significant work experience in a social services-related profession.

The major consists of nine courses (36 semester hours) that can be completed in nine accelerated terms. Classes required for the major meet four hours per week and have at least one hour of directed study for a total of 40 hours. For all HSV courses, the prerequisite is PSY 200 or SOC 201.

Educational Outcomes
Graduates Will:
- Have an experiential applications orientation combined with an understanding of social behavior and human interactions and specialized knowledge in management and human services which prepares them for leadership positions in social service organizations.
- Demonstrate increased competencies to facilitate advancement in their chosen career.
- Be satisfied their undergraduate program has prepared them to advance in their chosen career.

The Bachelor of Science degree in Human Services Leadership has the following requirements:
1. Completion of 126 or more credit hours.
2. A minimum overall grade point average of 2.5.
3. A minimum overall grade point average of 2.25 in all courses included in the Human Services Leadership major.
4. Completion of an Associate of Arts degree or significant credit hours in general education.
5. Completion of all general education requirements.
6. Completion of Courses
   - HSV 355, 356, 357, 358, 455, 456, 457, 458,
   - BUS 356
7. Completion of HSV 300 when Credit for Life Experience is sought.
8. Acceptance and evaluation of portfolio credits will occur only during a term in which the student has an active Urbana University registration for at least one course.

Urbana University Business Certificate at London Correctional Institution
Urbana University and the Ohio Department of Rehabilitation and Corrections have partnered since 1975 to provide career-oriented, college level programs at the London Correctional Institution. Teaching courses at London is central to Urbana University’s mission of offering a liberal arts education in a small college environment emphasizing student learning through individual attention, excellence in instruction, career-oriented programs, and critical reflection on moral and ethical values.

Once students leave London, many seek to start their own business or continue with additional schooling. To better prepare our students for success after leaving London, beginning in the Fall of 2013, course offerings will focus on management and entrepreneurship.

Enterprise Management Certificate (Year 1)
FALL
- ENG 102
- COS 205
• Foundation Skills Certificate

SPRING
• MGT 207
• MAT 105
• FIN 216
• Management & Finance Certificate

SUMMER
• MKT 206
• ENG 106
• BUS 307
• Business Development Certificate

Business Entrepreneurship Certificate (Year 2)
FALL
• ENG 205
• COS 330
• Fundamental Applications Certificate

SPRING
• SPE 201
• HRM 310
• BUS 251
• Professional Communications Certificate

SUMMER
• BUS 491
• BUS 498
• Applied Business Methods Certificate

Pathway to Advancement Career Enhancement Certificate
This is an optional, additional certification for students who have demonstrated strong academic achievement and possess a desire for additional educational opportunities.

To be accepted into this program, students must have successfully completed both certificate programs with a GPA of 3.65, submit a teacher recommendation, and a personal statement highlighting your career goals. Acceptance is based upon committee review and is not guaranteed.

Courses to be offered include: BUS 355, BUS 356, and PSY 200.

London Educational Advancement Program (LEAP)
LEAP is a four class program, consisting of entry level classes in Lab Science, Fine Arts, Literature, and Philosophy, offered to students who have successfully completed both Job Training Certificates while enrolled at the Urbana University London site. This program, when coupled with the two 1-year certificates, enable students to earn an Associate of Arts degree with a concentration in Business Management. A GPA of 2.0 is required for admission/participation in the program.
ACCOUNTING (ACT)

ACT 221 Principles of Accounting I FALL, SPRING  3 hours
This course covers fundamental principles of accounting, basic accounting terminology, techniques and practices, financial record keeping, typical accounts for proprietorship and partnerships, income determination, expenditures and budgets, introductory financial statements. Prerequisite: Sophomore standing, BUS 100, ECO 201, MGT 207

ACT 222 Principles of Accounting II FALL, SPRING  3 hours
A continuation of Accounting 221 with emphasis on accounting theory, principles, concepts and procedures as they apply to balance sheet and income statement accounts, development of corporation accounts, problems of terminology, manufacturing evaluation and analysis. Computerized accounting procedures are introduced. Prerequisite: ACT 221

ACT 224 Income Taxation of Individuals FALL  3 hours
An examination of the fundamentals of individual income taxation. Topics include: gross income, adjusted gross income, itemized and business deductions, tax credits, exemptions, tax rates, computation of federal income tax, the tax implications of various forms of business, planning for the acquisition and disposition of property, tax advantaged investments, and tax planning for the family. Students will research tax issues and provide written reports about their findings. Practical application of the tax law will be emphasized with proper consideration given to the historical, economic, and political perspectives of the law. Prerequisite: ACT 222

ACT 310 Accounting Information Systems SPRING  3 hours
Analysis of manual and computer-based systems, with emphasis on internal controls required to ensure the integrity of data collection and processing. Prerequisite: ACT 222

ACT 315 Intermediate Accounting I FALL  3 hours
This course places emphasis on the application of accounting concepts and theory, analysis of assets, liability and stockholder’s equity accounts, and preparation and analysis of various types of financial reports for management. Computer applications using an industry-standard spreadsheet program are included. Prerequisite: ACT 222

ACT 316 Intermediate Accounting II SPRING  3 hours
A continuation of Accounting 315 with an emphasis on financial accounting theory as it applies to investments, long-lived assets, intangibles, liabilities (including contingent liabilities), and corporate equity accounts. The course will also include studies of current accounting problems such as income tax allocation, correction of errors made in prior periods, price level adjusted accounts, capitalization of leases and determination of pension liability. Computer applications using an industry-standard spreadsheet program are included. Prerequisite: ACT 315

ACT 324 Income Taxation of Corporations, Partnerships, Estates, and Trusts SPRING  3 hours
A presentation of the tax knowledge necessary to make decisions regarding corporations, partnerships, estates, and trusts. Topics examined for corporations, partnerships and S-corporations include the tax implications of their organization, their capital structure, tax effects and computation of their earnings and profits, distribution to owners, redemptions, and liquidations. The course also briefly examines tax rules pertaining to estates and trusts with an emphasis on family tax planning. Students will research tax issues and provide written reports about their findings. Practical application of the tax law will be emphasized with proper consideration given to the historical, economic, and political perspectives of the laws. Prerequisite: ACT 224

ACT 325 Cost Accounting FALL  3 hours
A study of accounting principles governing material, labor and manufacturing overhead costs, job order, process cost, and standard cost systems. Computer applications using an industry-standard spreadsheet program are included. Prerequisite: ACT 222

ACT 417 Advanced Accounting FALL  3 hours
Covers theory and practice relating to advanced accounting topics, with emphasis on consolidated financial statements. Prerequisite: ACT 316

ACT 430 Auditing SPRING  3 hours
Methods for verifying financial data with emphasis on adequacy of internal controls is studied. Exploration of the evolving role auditors perform in this process including analysis of professional ethics and legal liability. Prerequisite: ACT 310, ACT 316

ANTHROPOLOGY (ANT)

ANT 201 Cultural Anthropology FALL, SPRING  3 hours
An introductory course in cultural anthropology. Among the topics to be covered are definitions of cultural and societal concepts, methods of research in cultural anthropology, fundamental insights from anthropological research, and case studies.

ART (ART)

ART 102 Drawing FALL  3 hours
This course focuses on developing an awareness of tone, color, shape, and line in the process of creating an organized sketch. No prior artistic experience is needed if the student is willing to experiment with drawing what is seen. Fee applies.
ART 105 Basic Design     SPRING EVEN     3 hours
A basic course in the principles and elements of design as applied to two- and three-dimensional surfaces, including line, mass, space, texture, value, and color. Fee applies.

ART 107 Basic Painting and Drawing     SPRING ODD     3 hours
Oil and watercolor from still life, landscape, and living models. Emphasis on composition and color. Fee applies.

ART 211 Art Appreciation: Ancient Art     FALL     3 hours
An appreciation of the visual arts based on discussing what is conveyed by specific works of art and how each artist communicated to his or her audience. Artistic traditions covered in the course are Egyptian, Greek, Roman, Medieval, and Renaissance.

ART 212 Art Appreciation: Modern Art     SPRING     3 hours
An appreciation of the modern tradition in the visual arts based on an examination of what artists of the 19th and 20th centuries have chosen to say and how they have chosen to say it.

ASTRONOMY (AST)
AST 213 Astronomy     SPRING EVEN     4 hours
An introduction to astronomy. Topics studied include the Earth and moon, the sun, the solar system, stellar astronomy, galaxies, and cosmology. Three one-hour lectures and one two-hour laboratory per week. Fee applies.

BIOLOGY (BIO)
BIO 101 General Biology     SPRING, FALL & SUMMER     3 hours
A study of basic processes and functions of all living organisms, with particular emphasis on their implications to humans. Major topics considered include the cell as the basic unit of life, the production and utilization of food, growth and development of living organisms, sexual reproduction and the elementary laws of inheritance. Two classes and one two-hour laboratory. Fee applies.

BIO 106 Human Reproduction     AS NEEDED     3 hours
This course is designed to acquaint the non-major with the basic processes of human reproduction. The anatomy and physiology of the male and female reproductive systems will be studied along with associated topics such as contraceptive, abortion, “test tube babies”, cloning, and genetic engineering.

BIO 120 Local Flora     FALL & SUMMER     3 hours
A laboratory, field, and discussion course in identifying common Ohio plants with emphasis on plant families, taxonomic principles, use of keys, manuals, and field recognition of plants. Two two-hour classes. Note that this is a field course with numerous trips to sometimes rugged terrain. Students should be prepared to visit and dress for outdoor experiences away from improved areas.

BIO 207 Biology I-Zoology     SPRING     4 hours
A study of animal biology with relevant principles followed by a general study of the animal kingdom and its relationship to humankind. Three one-hour lectures and one two-hour laboratory. Fee applies.

BIO 208 Biology II-Botany     FALL     4 hours
An investigation of the environmental and economic significance for humans of the various plant groups in today's world. Topics considered include the importance of non-green plants (fungi and bacteria), the influence of non-vascular plants, flowering plants for food and fiber, including specific processes, structure and reproduction. Three one-hour lectures and one two-hour laboratory. Fee applies.

BIO 227 Humans and Their Environment     AS NEEDED     4 hours
A study of some of the current ecological problems confronting humanity. Principal topics considered include basic laws governing the functioning of ecological systems, the human population explosion, food production, environmental pollution, possible modification of the environment, extinction of species and energy. Three one-hour lectures and one two-hour laboratory. Fee applies.

BIO 251 General Anatomy and Physiology I     FALL     4 hours
A preliminary investigation into the structures and functions of the human body. Emphasis is placed upon cellular biology and the muscular, skeletal, and nervous systems. Three one-hour lectures and one two-hour laboratory. Fee applies.

BIO 252 General Anatomy and Physiology II     SPRING     4 hours
A continuation of General Anatomy and Physiology I. Emphasis is placed upon the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems. Three one-hour lectures and one two-hour laboratory. Prerequisite: BIO 251. Fee applies.

BIO 330 Cell Biology     SPRING ODD     3 hours
A study of the cell, its membrane, organelles, and the biochemical and energy producing processes that occur within it. The morphological differences of cell populations will be considered, including diseases that result from abnormal morphological changes. Three one-hour lectures. Prerequisite: Three one-hour lectures. Six hours of Biology and Chemistry 216, 217.

BIO 360 Pathophysiology and Current Therapies     3 hours
Course examines disease processes for prevalent conditions, reviews diagnostic findings, and discusses standard and alternative
treatment modalities such as nutrition, pharmacology, and alternative/complementary therapies. Open only to BSN and Healthcare Management majors.

**BUS 405 Advanced Environmental Science**  
FALL EVEN 4 hours  
A capstone course which includes study of the interrelationships between organisms and their environment. Topics considered include the ecosystem concept, energy flow through the ecosystem, biogeochemical succession, and population ecology. Three one-hour lectures and one two-hour lab. Prerequisite: BIO 207, 208. Fee applies.

**BUS 406 Genetics**  
FALL ODD 4 hours  
An investigation of heredity and its application to the biological world, with special emphasis on genetic principles in relationship to people, food production and evolution. Lecture/discussions are supplemented with practical experience in the laboratory. Three one-hour lectures and one two-hour lab. Prerequisite: BIO 207, BIO 208. Fee applies.

**BUS 420 Microbiology**  
SPRING EVEN 4 hours  
A survey of micro-organisms, including prokaryotes and eukaryotes. Topics include structure of micro-organisms, methods to control their growth, with an emphasis on diseases caused by them. Prerequisite: BIO 207, BIO 208. Fee applies.

**BUS 428 Vertebrate Embryology**  
SPRING ODD 4 hours  
A study of the basic developmental patterns demonstrated by vertebrate animals. The study of modern experimental embryology is also included. Three one-hour lectures and one two-hour lab. Prerequisite: BIO 207. Fee applies.

**BUSINESS (BUS)**

**BUS 100 Introduction to Business**  
FALL, SPRING 3 hours  
This course studies current American business with an examination of marketing, operations management, human resource management, finance, management information systems, accounting, and general management. It studies the interrelationship of internal and external variables and the global environment. It describes the basics of business ethics and social responsibility and provides an orientation of the expectations for student academic and professional conduct in the Urbana University College of Business Administration.

**BUS 251 Essentials of Business Law**  
FALL 3 hours  
Essentials of Business Law takes a balanced approach and covers both the contracts and the regulatory material that is crucial for business. Specifically, this course will survey the origins of law, court systems, property, torts, credit, employment agencies, commercial paper, commercial instruments, partnerships, and corporations. Prerequisite: BUS 100.

**BUS 300 Portfolio Development**  
FALL, SPRING 3 hours  
This course teaches how to identify those areas in the student's background which may warrant college credit; how to write a competency statement, and how to identify and gather appropriate documentation in order to support the claim of college-level learning.

**BUS 305 Global Business**  
SPRING 3 hours  
An intensive examination of current global business to include an understanding of the environments of global business, the importance of global business strategies, and the future challenges of global business. Emphasis is on the integration of political, economic, and cultural influences into the development of global business strategies in planning, organizing, production marketing, finance, and human resources. Prerequisite: junior standing, MGT 207, BUS 251, MKT 206, ACT 222.

**BUS 307 Introduction to Entrepreneurship**  
FALL 3 hours  
This course is the foundation course in the program. It will examine the nature of entrepreneurship and the role of entrepreneurship in society. This course investigates the entrepreneurial process in a variety of contexts. The course surveys a variety of issues surrounding new venture creation, including the business plan, the economics of the business, determining resource needs and acquiring resources, marketing requirements, deal structure, technology issues, harvesting issues, and ethical issues, among others.

**BUS 313 E-Commerce for Small Business**  
AS NEEDED 3 hours  
This course analyzes the potential of e-commerce for a new venture and its impact on small business practices. It will cover techniques to support the development of an Internet marketing plan and related web site. Prerequisite: MKT 310 or permission of instructor.

**BUS 317 Venture Capital**  
AS NEEDED 3 hours  
This course focuses on financing issues facing the entrepreneur. It will study the tools and methods used in determining how much money a venture actually needs in order to be viable. Further, it will explore tools and approaches used when selling an idea to potential investors. Attention will be devoted to the different types of financing alternatives available to new and early stage ventures. The venture capital market will be investigated in detail. In addition, it will explore issues involved in negotiating deals and in formulating deal structures. Prerequisite: FIN 308 or permission of instructor.

**BUS 355 Economic Issues**  
4 hours  
Students will examine the fundamental concepts and terminology of economics. They will understand the nature and determination of the Gross Domestic Product, business cycles, unemployment, inflation, fiscal policy, monetary policy, and economic stabilization. Further, they will understand economic consumer decision making, allocation of scarce resources, and competing uses by the price system. Open only to CAPS enrollees.
BUS 356 Management and Leadership Techniques and Methods 4 hours
Students will analyze the effective management of formal organizations and learn the interrelationships between internal variables, environment, and external variables with a special focus on the managerial functions of planning, organizing, directing, controlling, and communicating. This course analyzes the application to management of studies from the behavioral fields of psychology, sociology, and anthropology. Open only to CAPS enrollees.

BUS 357 Accounting Principles and Concepts 4 hours
Students will analyze and interpret financial statements and they will learn to recognize the effects of transactions on the accounting equation. They will learn to record and report business transactions, and they will proceed through the entire accounting cycle. They will study cost factors and apply these to the recording and interpreting of accounting records. Open only to CAPS enrollees.

BUS 358 Legal Aspects of Business Decision-Making 4 hours
Since the American and global business climate is so much involved in legal procedure, students will become acquainted with the legal system and methods of alternative dispute resolution. They will learn about the legal issues of business formation, contracts, sales, and agency matters. They will become especially sensitive to the basic rights of individuals in business relationships and methods for identifying and avoiding potential managerial legal problems. Open only to CAPS enrollees.

BUS 359 Management and Leadership of Human Resources 4 hours
Students will learn not only the basics of human resource management and leadership, but also its implications by drawing on studies in the behavioral fields of psychology, sociology and anthropology. They will study the climate and modes of organizational behavior, and they will apply these toward a better understanding of human resource management and labor-management relations. Open only to CAPS enrollees.

BUS 421 Internship in Business ALL 3-15 hours
One semester of full time employment in a job closely related to the student's major field of study. In this experience, theoretical classroom knowledge is supplemented by supervised, related work experience. Students must be mentored and evaluated by an on-the-job supervisor and a full time College of Business faculty member. Students must contact the Dean of the College of Business for the appropriate eligibility and application process. Open only to traditional students.

BUS 423 Practicum in Project Management AS NEEDED 3-15 hours
This course is designed to provide adult students an opportunity to supplement their classroom learning experiences with the management of an on-the-job project. In this experience, students have sole responsibility for planning, controlling, and bringing to completion a meaningful and significant project at their place of employment. Students must contact the Dean of the College of Business for the appropriate eligibility and application process. Open only to non-traditional students in blocks of three semester hours.

BUS 425 Prior Life-long Learning Experience AS NEEDED 3-15 hours
Designed to allow students who have held managerial positions to prepare a descriptive and analytical essay which related their job experience to the academic area of business. This essay will emphasize the nature of work, model of the organizational system, training and development, and lessons learned. Enrollment is open to business majors and requires submission by the student of a written proposal and approval of the proposal by the Division Chair. Offered in multiples of 3 credits, up to a maximum of 15 credits.

BUS 455 Tactical and Strategic Marketing 4 hours
The decision-oriented approach to marketing is important to the basic study of management; therefore, students will progress through this module acquiring knowledge of this concept. This will be accomplished using the case method, emphasizing the appreciation of various factors that influence marketing decision making. This affords students the practical opportunity to apply strategic planning principles to actual cases in which outcomes are known. This course sees the introduction of the business research project in which students identify and outline the research proposal. Open only to CAPS enrollees.

BUS 456 Statistics and Quantitative Methods 4 hours
Because business operates using basic known and predicted information, students will learn to apply statistical methods to the analysis and development of proposed solutions of business and economic problems, as well as with decision making. In addition, students will understand how to present and apply quantitative methods objectively in their daily business routine. Open only to CAPS enrollees. Prerequisite: MAT 115 or higher.

BUS 457 Financial Decision Making 4 hours
Emphasizing corporate financial decisions, students will learn basic concepts of Net Present Value and the importance of short-term and long-term financial planning. They will study methods of financial decision making, capital budgeting, and the management of risk and return. Open only to CAPS enrollees. Prerequisite: MAT 115 or higher.

BUS 458 Entrepreneurship and Ethical Business Practice 4 hours
Students will work individually or in teams to develop, plan and execute the startup of a small business. They will concentrate on selected critical aspects of a business plan in the areas of: Orientation to Small Business, Strategic Planning, Financial Considerations, Location, Layout and Operations. They will apply basic principles of ethical behavior, which involves stakeholder management and environmental considerations. This is a capstone course that brings together all concepts learned in previous courses and provides a setting for the preparation and presentation of a business plan. Open only to CAPS enrollees.
A study of the ethical, moral, religious, legal, and political considerations which influence management in making policy and operating decisions. The growth of government regulations and its significance to the firm are investigated. The questions of morality and ethics relative to profit motives and societal demands are pursued. The notion of responsibility to society vis-à-vis subjects such as pollution, fraudulent practices, and insider-trading are studied in light of long-range consequences of decision-making by management. Prerequisite: senior standing.

BUS 491 Business Ethics and Social Responsibilities  AS NEEDED  3 hours

BUS 498 Business Seminar I: Planning and Organizing a Business  SPRING  3 hours

CHEMISTRY (CHE)

CHE 101 Fundamentals of Chemistry  SPRING  4 hours

CHE 216 General Chemistry I  FALL  4 hours

CHE 217 General Chemistry II  SPRING  4 hours

CHE 221 Organic Chemistry I  FALL  5 hours

CHE 222 Organic Chemistry II  SPRING  5 hours

CHE 240 Biochemistry  FALL  3 hours

CHE 331 Inorganic Chemistry  FALL  4 hours

CHE 332 Quantitative Analytical Chemistry  SPRING  4 hours

CHE 341 Toxicology  AS NEEDED  4 hours
cancer; genetic toxicology; developmental toxicology; target organ toxicity; liver, kidney, eye, blood and skin toxicity; immune, respiratory, nervous, vascular, reproductive and endocrine system toxicity. Toxic agents such as pesticides, metals, solvents, vapors, radiation, animal and plant toxins, and environmental applications are discussed. Prerequisite: CHE 332.

CHE 342 Government Regulations and Hazardous Materials Management  
AS NEEDED  
3 hours
The course covers topics in the areas of environmental regulations, sampling, analysis, treatment and disposal or toxins. The specific requirements of federal regulations in various areas including occupational exposure, fire safety, radiological exposure, waste and disposal are discussed. The course reviews descriptive and inferential statistics in relation to methods of analytical chemistry, as they relate to sampling and analysis in soil, solids, air, water, liquids, and biological materials. Techniques for the treatment and disposal of hazardous waste are discussed. Prerequisite: CHE 341.

CHE 442 Physical Chemistry  
SPRING  
3 hours
An introduction to the mathematical/physical interpretation of chemical theory. Included are kinetic-molecular theory of gases, the liquid state, crystals, thermodynamics solutions, kinetics, quantum mechanics, electrochemistry, and spectroscopy. Prerequisite: CHE 222, MAT 242.

COMMUNICATION ARTS (COM)

COM 200 Communication Practicum  
ALL  
1 hour
Students may receive one credit hour for participation in campus publications or faculty research. A maximum of eight credit hours will be credited toward graduation. Prerequisite: Departmental approval

COM 201 Communication in Interpersonal Relationships  
SPRING  
3 hours
This course provides experience in the study of communication in social interaction. The course explores all aspects of communication and seeks to develop skills in message generation in a one-to-one informal setting.

COM 202 Introduction to Media Communication  
FALL  
3 hours
This course introduces students to the history, technologies, finances, and developments of the rapidly changing mass media.

COM 220 Journalism and Media Writing  
FALL  
3 hours
An introduction to writing, reporting, and editing for the traditional and new media formats. Prerequisite: ENG 106, COM 202.

COM 240 Media Publication and Design  
FALL ODD  
3 hours
Introduces the electronic application of theories and practices of typography, headline writing, visual design principles, and layout for professional communication in traditional and new media formats. Prerequisite: ENG 106, COS 101.

COM 260 Video Field Production  
SPRING  
3 hours
This course teaches the camera/camcorder field production process and addresses elements and techniques of video recording and post-production editing. Prerequisite: COM 202.

COM 280 Organizational Communication  
FALL ODD  
3 hours
Organizational Communications covers how organizations and the individuals within them function. This course introduces students to the theories of organizational communication as well as its many applications for the individual and the team member within an organization. Prerequisite: ENG 106.

COM 301 Theories of Communication  
FALL ODD  
3 hours
Various forms of communication are surveyed with attention to their nature, role, structure, influence, operation, and problems. Prerequisite: COM 202.

COM 340 Layout/Editing  
FALL EVEN  
3 hours
This course teaches typography, layout, and design of printed communication in addition to copy-reading, headline, news selection, and layout of news pages. Prerequisite: COM 220.

COM 350 Media Criticism  
FALL EVEN  
3 hours
This course teaches techniques for analyzing media content. The student will learn to critique different media content such as TV sitcoms, drama, documentaries, news programming, advertising, cartoons, films, and song lyrics. Prerequisite: COM 202.

COM 380 Public Relations  
SPRING EVEN  
3 hours
This course introduces students to the principles, policies, trends, and ethics of current public relations practice. Students will analyze significant case studies and learn the basics of the whole spectrum of PR-specific communication. Students will also learn how to plan events, manage campaigns, handle crises, design and conduct surveys, and research product information. Prerequisite: COM 202.

COM 390 Multimedia Website Development  
SPRING  
3 hours
Introduction to Web-based multimedia concepts, terminology, media elements, planning and design, as well as the emerging software used to create and distribute interactive, Web-based multimedia content. Emphasis is on planning and designing the user interface; using scripts and programming the website content; and integrating Web-based technologies. Students will learn design principles and how to produce computer-generated communications. Topics will include website development and web page design, as well as
integration of dynamic content such as graphics, animation, video, and sound. Prerequisite: COS 101.

COM 420 Media Writing II/Advanced Journalism  SPRING  3 hours
Focuses on developing, interviewing, and writing-reporting skills for news and feature writing in newspapers, general interest and specialized magazines, and new multimedia journals. Writing of editorials and reviews of books, theater, music performance, film, broadcast, and new media formats are addressed. Prerequisite: COM 220.

COM 421 Field Experience  ALL  3-12 hours
The purpose of the communication arts field experience is to give student real-world work experience. Students will select placement with a company or agency which will provide practical experience in a potential career field such as public relations, journalism, or broadcasting. Students follow the schedule and rules of the agency they work for, and a UU faculty member oversees the work experience. The faculty member will communicate regularly with students' supervisors. Students write three papers unifying theoretical concepts studied in courses with actual business practice.

COM 425 Feature Writing  FALL ODD  3 hours
A detailed consideration of process, technique, and application of theories and principles in various feature-writing situations for newspapers, magazines, and broadcast. Prerequisite: COM 220.

COM 460 Studio Production  AS NEEDED  3 hours
A hands-on laboratory course focusing on basic studio operations and production skills, including planning, crewing, directing, scriptwriting, and lighting. Prerequisite: COM 202, COM 260.

COM 470 Media Law  SPRING ODD  3 hours
Principles of and case studies in laws regulating print and electronic media, constitutional guarantees, libel, privacy, copyright, privilege, and government regulatory agencies. Prerequisite: COM 202.

COMPUTER SCIENCE (COS)
COS 101 Introduction to Computers  FALL, SPRING  3 hours
A course designed to acquaint students with the computer and its capabilities. Students will learn to use the computer for various applications including a word-processor, a spreadsheet, Internet usage, and presentation software.

COS 110 Introduction to Computer Science  SPRING  3 hours
Emphasis is placed on a disciplined approach to problem-solving, algorithm development, and programming. This course provides the foundation for further studies in computer science. Topics studied included data types and declarations, functions and procedures, and control structures. Prerequisite: Mathematics competency.

COS 201 Programming I  FALL  3 hours
An introduction to computer programming. Topics include but are not limited to decisions, loops, arrays, subroutines, functions, and file operations. Prerequisite: COS 101.

COS 205 Computer System Operation  AS NEEDED  3 hours
An introduction to effective usage of personal computer systems, emphasizing user setup and operation of system, utility, and application programs. Covers comparative review of popular operating systems such as MS Windows, Apple MacOS, and Linux.

COS 210 Mathematics for Computers  3 hours
An introduction to discrete mathematics, with application to computer organization and arithmetic and logic operation. Covers binary, number systems and binary logic; Boolean algebra; and graphs and trees.

COS 230 Spreadsheet Applications  AS NEEDED  3 hours
This course will introduce the student to sophisticated problem-solving techniques with spreadsheets. Projects will involve spreadsheet modeling of business scenarios for decision-making and what-if analysis. Students will develop skills in spreadsheet operations, graphical representation of information, macros, and advanced spreadsheet features. Prerequisite: COS 101.

COS 251 Programming II  SPRING  3 hours
A continuation of COS 201, Programming I. Computer programming with emphasis on methodology and algorithms. Topics studied may include, but are not limited to, multidimensional arrays, recursion, structured data types, and dynamic data structures. Prerequisite: COS 110 & COS 201.

COS 265 Word Processing Methods  AS NEEDED  3 hours
A course in intermediate use of a Windows word processor with an introduction to desktop publishing. The student will learn to prepare various types of documents including general business letters, resumes, reports, research papers, and presentation and marketing materials. Integration of the word processor with other applications will be emphasized. Prerequisite: COS 101 or permission of instructor.

COS 280 Computer Organization  AS NEEDED  3 hours
An introduction to the organization and design of computers from five levels: digital logic, micro-programming, operating systems,
assembly language programming, and high-level language programming. The primary ideas in parallel computing are also introduced. Prerequisite: COS 110 or COS 201.

COS 285 Introduction to Database Applications  FALL, SPRING  3 hours
An introductory, project-based course which focuses on applying information technology to business strategies. Projects will incorporate database applications. The student will gain a working knowledge of current database technology while designing and implementing working database applications. Prerequisite: COS 101 or COS 110.

COS 310 Business Operating Systems  AS NEEDED  3 hours
An introduction to operating systems commonly used in business. This course will cover beginning and intermediate operating system concepts, including system architectures; processor and memory management; hardware/software resource allocation; application software scheduling and execution; and user interfaces.

COS 320 Object-Oriented Programming (Java)  AS NEEDED  3 hours
An introduction to Object-Oriented Programming (OOP) using Java, with emphasis on classes, objects, messaging, and inheritance. Covers Java language features, including interfaces, exceptions, packages, concurrency, garbage collection, and use of the built-in packages lang, util, io, networking, and awt. Addresses Java applications, and applets, as well as security and verification.

COS 326 Business Data Structures  AS NEEDED  3 hours
A variety of methods of representing information both in memory and on auxiliary storage with extensive use of dynamic storage allocation are studied. Includes data representation, sorting, and searching in stacks, queues, linked lists, trees, and arrays and matrices. Emphasis on implementing algorithms using the data structure constructs of a modern programming language. Prerequisite: COS 110 or COS 210.

COS 330 Database Management Systems  SPRING  3 hours
Introduction to application development in a client/server database environment. Discussion of data structures and database models; database planning, design, administration and analysis. An explanation and comparison of the various database models; object, relational, network, and hierarchical. Discussion of a methodology for conceptual, logical and physical design for relational systems.

COS 360 Networking  AS NEEDED  3 hours
An introduction to computer networking including LAN configurations and protocols, servers, clients, and managing network resources and user accounts.

COS 365 e-Business Principles  AS NEEDED  3 hours
An introduction to the business and technological components of Web-based internet enterprises. Explores the business process reengineering needed to transform traditional business models to incorporate on-line marketing, selling, distribution, and customer relationship management. Also addresses security of business operations and financial transactions. Includes overview of internet technologies and infrastructures.

COS 370 Systems Analysis I  FALL  3 hours
The first half of a two-semester course which provides broad coverage of Systems Analysis and Design (SAD) with emphasis on systems planning and requirements analysis. Introduces the methods and tools systems analysts use, with particular emphasis on the structured analysis (SA0 methods for system modeling, and modern object-oriented analysis (OOA) concepts.

COS 375 Systems Analysis II  AS NEEDED  3 hours
Continuation of COS 370. Provides detailed coverage of the Design and Implementation phases of the System Analysis and Design (SAD) process. Includes system level and component level design and implementation, based on the analysis products generated from the Systems Analysis phase. Introduces computer-aided methodologies for accomplishing system implementation, operations and support.

COS 380 Management Information Systems  FALL  3 hours
Examines management information systems (MIS) within a business context. Covers MIS theory and practice as they relate to management and organization theories; current trends in MIS; managerial usage of information systems; computer hardware, software, and telecommunications; information systems for marketing, finance, accounting, and other business areas; systems development process; and the role of microcomputers. Provides experiential learning with widely used software packages.

COS 385 Decision Support Systems  FALL  3 hours
Examines the recent developments in information technology for managerial decision support. Includes topics in artificial intelligence, database management, expert systems, group decision support, machine learning methods, and computer-supported coordination technology. Real-world cases of applying these information technologies to management information systems will be discussed.

COS 390 Multimedia Website Development  SPRING  3 hours
Introduction to Web-based multimedia concepts, terminology, media elements, planning and design, as well as the emerging software used to create and distribute interactive, Web-based multimedia content. Emphasis is on planning and designing the user interface; using scripts and programming the website content; and integrating Web-based technologies. Students will learn design principles and how to produce computer generated communications. Topics will include website development and web page design, as well as integration of dynamic content such as graphics, animation, video, and sound. Prerequisite: COS 101.
COS 421 Internship in Management Information Systems  3-6 hours
A minimum of one semester of full-time employment is undertaken in a job situation closely related to the student’s academic pursuits. Theoretical classroom knowledge is supplemented by practical on-the-job experience. Students are supervised and evaluated by the employer, supervisor, and University faculty. Enrollment open to MIS majors, and requires submission of a written proposal and approval of the proposal by the Division Chair at least four weeks prior to the internship semester. Offered in multiples of 3 credits, up to a maximum of 6 credits. Prerequisite: MIS Major with minimum of 60 credits and all foundation courses for the major.

CRIMINAL JUSTICE LEADERSHIP (CJL)
CJL 300 Portfolio Development  3 hours
This course teaches how to identify those areas in the student’s background which may warrant college credit; how to write a competency statement, and how to identify and gather appropriate documentation in order to support the claim of college-level learning.

CJL 350 Research and Assessment Methods  4 hours
Various methods of research will be presented including descriptive, correlational, and experimental. Issues of research design, validity, and interpretation will be discussed. Open only to CAPS enrollees. Prerequisite: ENG 102, ENG 106, PSY 200 or SOC 201.

CJL 355 Organizational Psychology  4 hours
Examines the prominent theories of organizational psychology and organizational behavior and change. The application of theory and principles of organizational psychology to administrative practice will be presented. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

CJL 356 Human Development  4 hours
A holistic examination of human developmental processes from birth through late life. Major theoretical perspectives related to life span, growth, and change are explored. Socio-cultural, biological, and psychological issues associated with childhood and adolescence, young adulthood, mid-life, and late life are included. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

CJL 358 Contemporary Social Problems  4 hours
A review of the current issues and problems in Western society. Relevant psychosocial theory providing insight into the etiology of social problems are included and proposed remedial approaches will be discussed. The role of social services programs in addressing these issues is explored. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

CJL 410 Criminal Justice Theory  4 hours
A study of the myths and realities of crime in America. The course focuses on varying definitions of crime, the history of theories of criminality and contemporary approaches to explaining the etiology of criminal behavior. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

CJL 420 Psychology and Sociology of Criminal Justice  4 hours
The unusual role of law enforcement and corrections personnel is analyzed from a structural/functional perspective. Special problems and challenges faced by criminal justice professionals are considered. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

CJL 425 Life-long Learning Experience  3-15 hours
This course is designed to allow students who have held criminal justice positions to prepare a descriptive and analytical essay which relates their job experience to a specific academic area. This essay will emphasize the nature of work, model of the organizational system, training and development, and the lessons learned. Enrollment in the prior life-long learning experience course is open to criminal justice leadership majors and requires submission by the students of a written proposal which must be approved by the Division Chair. The course is offered in multiples of 3 credits, up to a maximum of 15 credits, depending on length and nature of work experience. Open only to CAPS enrollees. Prerequisite: CJL 300.

CJL 455 Mental Health: Perspectives and Treatment Modalities  4 hours
Clinical and counseling psychology perspectives will be explored. Emphasis will be placed on understanding and treating various psychological disorders. Also, counseling methods used to help an individual cope with common life events will be considered. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

CJL 458 Deviance and Social Control  4 hours
An examination of the current issues in social deviance including social, psychological, historical, and cultural influences. The responses of major social institutions to deviance are reviewed, as well as programs designed to enhance pro-social behaviors of individual groups. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

CRIMINAL JUSTICE (CMJ)
CMJ 299 Criminology  FALL 15, SPRING  3 hours
A study of myths and realities of crime in America. The course focuses attention on varying definitions of crimes, the administration of criminal justice from the police through the criminal courts to the prisons, the etiology of criminal behavior, the problem of control and prevention, and current controversies. A strong emphasis on research methodology is included. Prerequisite: SOC 201.
CMJ 305 Juvenile Justice Theory and Procedures  FALL    3 hours
An overview of the juvenile justice system history, development, and evolution, with emphasis on juvenile justice theory and present day practice. Social factors, environmental influences, and the causes of delinquency will be reviewed and trends for the 21st century will be researched. Prerequisite: CMJ 299 and SOC 201.

CMJ 306 Correctional Systems  SPRING    3 hours
An examination of the philosophical, historical, and contemporary issues specific to the U.S. correctional system will be conducted. The relationship between criminal sanctions and the correctional goals of retribution, incapacitation, deterrence, and rehabilitation will be analyzed. Emphasis on present-day practices and the impact on society will be reviewed. Prerequisite: SOC 201.

CMJ 309 Deviant Behavior  SPRING    3 hours
This course examines the current issues in social deviance including social, psychological, historical, and cultural influences. Theoretical underpinnings of deviance are explored. The responses of major social institutions to deviance are reviewed, as well as programs that assess and intervene with deviant populations. Prerequisite: SOC 201.

CMJ 325 Victimology  FALL    3 hours
This course is a seminar/survey course in violent victimization in the United States. Emphasis is placed upon the impact of these victimizations upon the victims and society. In addition, the response of the criminal justice system and of society to these victimizations will be explored. Theories of crime prevention and victimization will be discussed throughout the semester to encourage students to analytically consider the factors which cause victimization, and which factors can possibly prevent victimizations from occurring. As a culminating event, a panel of crime victims will share their stories with students, including what the criminal justice system can do to improve its response to crime victims. This is a 500 level graduate course, in which qualifying undergraduate students may enroll if they meet the pre-requisites. Prerequisite for graduate students: None. Prerequisite for undergraduate students: junior/senior status w/3.0 GPA.

CMJ 420 Sociology and Psychology of Law Enforcement  FALL    3 hours
The unique social role of law enforcement personnel is analyzed from a structural/functional perspective. Special social problems of law enforcement personnel growing out of this role are considered. Practical psychological concepts of special interest to law enforcement personnel are also included. Crisis intervention, collective behavior, and behavior under stress are studied. Prerequisite: CMJ 299.

CMJ 421 Field Experience I  EVERY SEMESTER    1-6 hours
The purpose of the criminal justice field experience is to provide students with the opportunity to critically examine the correlation of theory and classroom knowledge to criminal justice practice. The field experience serves to prepare the student to qualify for entry level positions in law enforcement, corrections, the criminal justice system, social service agencies, and/or graduate school. Students will select placement with a criminal justice entity approved by faculty overseeing the field experience. The faculty member will communicate regularly with the student's site supervisor. Students follow the schedule and protocols of the placement agency. Students will be required to keep a daily journal of activities and complete a research paper which compares/contrasts all previous coursework to practice observed within their assigned agency. Students work 40 hours in the field for each one hour of academic credit. Specific information regarding field experience is available from the Office of the College of Social and Behavioral Sciences. Prerequisite: senior standing.

CMJ 422 Field Experience II  EVERY SEMESTER    5-10 hours
This course is a continuation of the learning process initiated in CMJ 421. Special emphasis is placed on a more specific shaping of student skills, the development of a high level of professionalism, and facilitation of the student's eventual career/educational choice. Students will select placement with a criminal justice entity approved by faculty overseeing the field experience. The faculty member will communicate regularly with the student's site supervisor. Students follow the schedule and protocols of the placement agency. Students will have the opportunity to participate in research projects with regional criminal justice entities, as available, or explore the theoretical underpinnings of an issue specific to the field experience site. Students work 40 clock hours in the field for each one hour of academic credit. Specific information regarding field experience is available from the Office of the College of Social and Behavioral Sciences. Prerequisite: senior standing and CMJ 421.

ECONOMICS (ECO)

ECO 201 Principles of Economics: Macro  FALL, SPRING    3 hours
Designed to acquaint the student with what economics is all about - the basic problem of improving standards of living under the conditions of unlimited wants and the scarcity of resources. Attention is focused on aggregate (macro) relationships in the American economy. The nature and determination of GNP, analysis of business cycles, unemployment and inflation, and discussion of the use of fiscal policy and of monetary policy in efforts to stabilize an economy are specific areas of major emphasis.

ECO 202 Principles of Economics: Micro  FALL, SPRING    3 hours
Attention is focused on how economic decisions are made by consumers and by business people and on the way in which scarce resources are allocated among competing uses by the price system. Product and resource price determination under various market structures are studied. Prerequisite: ECO 201.
This course introduces students to the economics of entrepreneurship and innovation in terms of evolutionary economics. A basis will be provided for analyzing public policy and for anticipating the patterns of economic change associated with entrepreneurship and innovation. This course will introduce students to classical and modern theories of entrepreneurship and small business and discuss empirical evidence on various topics concerning the life cycle of the firm (birth, growth and exit). Comparing countries with different institutional environments, it enhances the understanding of the role the country’s institutional set-up (e.g. property rights, taxes, entry requirements, corporate governance mechanisms for family businesses) plays in facilitating or restricting entrepreneurship and the small business sector. Prerequisite: ECO 202.

EDUCATION POST BACCALAUREATE (EDP)

EDP 401 Education in a Diverse Society FALL 3 hours
This course explores the profession of education and examines the state, federal, and institutional standards that guide the profession. Students will examine the psychological, sociological, and philosophical foundations of education as they relate to learning. Topics of discussion and analysis include the development of individual differences; atmosphere of respect; understanding students’ needs grouping, education of minorities; how the teacher creates instructional opportunities that are equitable and adaptable to diverse learners; exploring the components of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

EDP 403 Nature and Needs of Mild/Moderate Students FALL 3 hours
This course provides students the opportunity to develop an understanding of the philosophical, historical, and legal foundations of special education as well as an understanding of the characteristics of learners who have special needs; explore and define the concepts of special education in schools and society; acquire knowledge about the legal and procedural aspects of special education, and develop an understanding and respect for individual needs and diversity. Students relate multicultural issues, beliefs, and practices to the needs of the student with mild/moderate disabilities, explore crisis intervention/prevention models and strategies, and examine conflict resolution. This course presents students with the opportunity to develop an understanding of the issues relating to developing and encouraging positive social interaction skills, issues relating to the diverse emotional needs of students with mild/moderate disabilities, and issues relating to student behavior.

EDP 405 Growth and Development FALL 3 hours
This course provides students the opportunity to develop an understanding of the theories of cognition, intelligence, and learning, especially as it relates to identifying children with special needs. A developmental perspective will be utilized in the examination of the biological, social, psychological, and cultural influences on growth and change during childhood and adolescence. Students begin the process of relating the theories to instruction and assessment processes.

EDP 421 Child/Adolescent Literature FALL 3 hours
This course explores literature for the early and middle childhood aged student with an emphasis on standards for selection of materials with reference to the interests, needs, and abilities of children at the different levels within these ranges of ages. Attention is given to books and their uses in all subject matters. Special emphasis is placed on activities that will motivate early and middle childhood students to read. The goal of creating life-long readers is stressed.

EDP 425 Early Childhood Curriculum, Instruction, and Assessment – FE SPRING 3 hours
This course is required for prospective teachers seeking the Resident Early Childhood License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons as well as elements of measurement and assessment that are essential to effective teaching. It assumes students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students and the central role assessment plays in the instructional process as teachers construct and utilize various types of assessment to provide valid measures of learning outcomes.

EDP 426 IS Curriculum, Instruction, and Assessment – FE SUMMER A 3 hours
This course is required for prospective teachers seeking the Resident Intervention Specialist License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons as well as elements of measurement and assessment that are essential to effective teaching. It assumes students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students and the central role assessment plays in the instructional process as teachers construct and utilize various types of assessment to provide valid measures of learning outcomes.

EDP 427 Middle Childhood Curriculum, Instruction, and Assessment – FE SPRING 3 hours
This course is required for prospective teachers seeking the Resident Middle Childhood License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons as well as elements of measurement and assessment that are essential to effective teaching. It assumes students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students and the central role assessment plays in the instructional process as teachers construct and utilize various types of assessment to provide valid measures of learning outcomes.
EDP 428 Adolescence to Young Adult Curriculum, Instruction, and Assessment – FE SPRING 3 hours
This course is required for prospective teachers seeking the Resident Adolescence to Young Adult License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons as well as elements of measurement and assessment that are essential to effective teaching. It assumes students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students and the central role assessment plays in the instructional process as teachers construct and utilize various types of assessment to provide valid measures of learning outcomes.

EDP 429 Research/Data Management & Evaluation 3 hours
This course introduces student to action research methods and procedures as they relate to seeking solutions to instructional problems within the field of education. Research techniques, the analysis of research results, and the uses of research are explored. Students will also explore how to use data to influence classroom decisions, guide and improve teaching skills, and tailor instruction to individual learning needs. This course will also make the connection between constructive evaluation skills such as constructive feedback; helping student monitor their own progress; influence students’ continuing motivation; and perceptions of self efficacy as learners and their positive effect on student learning.

EDP 441 Instructional Strategies for Intervention – FE SUMMER B 3 hours
This course provides students the opportunity to focus in on planning, executing, and evaluating best practices in the instructional process; describe and define characteristics of learners with disabilities, and access, diagnose, and evaluate students with disabilities; determine and write goals, long term objectives, and teaching objectives; and survey and determine appropriate educational settings. Students will demonstrate skills in conducting professional activities; use, score, modify, and adapt assessment instruments; access information, gathers data, evaluates results, and determines service delivery options; develop skills in interpreting assessment data to plan instructional methods, and in developing and selecting instructional content, materials, resources, strategies, and technology as they relate to the education of students with disabilities.

EDP 471 Collaboration and Management – FE SPRING 3 hours
This course provides students the opportunity to develop skills in planning and managing the teaching and learning environment; managing student behavior and social interaction skills; communicating effectively; developing collaborative partnerships and in demonstrating professionalism and ethical practices. Students become familiar with daily management skills, safety and health issues in the classroom, creating and modifying a supportive learning environment, and behavior management skills. The course also focuses on the development and interaction of the educational team, on methods and models of collaborative practices with parents, students, educational personnel, and members of the community and incorporates this into the instructional process.

EDP 472 Differentiating Curriculum and Instruction – FE SPRING 3 hours
This course will provide students with the opportunity to explore research and theory on the effectiveness of differentiated classrooms; examine the importance of differentiating instruction for today’s diverse student population; recognize the need to increase variety in teaching, learning, and assessment to respond to individual student needs; utilize strategies including assignment tiering, graphic organizers, critical thinking skills, reflection and assessment strategies customized for a mixed-ability classroom; diagnose student needs and prescribe tasks that create better matches between learning needs and preferences and plan and implement methods appropriate for assessing individual learning needs in a performance-based curriculum.

EDUCATION (EDU)
Note: Courses with a field experience component are noted with (FE).

EDU 110 Introduction to Education FALL & SPRING 3 hours
This course is required for all students desiring to major in Education. It explores the profession of education and examines the state, federal, and institutional standards that guide the profession.

EDU 112 Education in a Diverse Society FALL & SPRING 3 hours
Students will examine the psychological, sociological, and philosophical foundations of education as they relate to learning. Topics of discussion and analysis include the development of individual differences; atmosphere of respect; understanding students’ needs grouping; education of minorities; how the teacher creates instructional opportunities that are equitable and adaptable to diverse learners; and, exploring the components of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Prerequisite: Proof of BCI and FBI clearances must be received by the College of Education prior to registration for this course. Instruction sheets can be picked up from the College Office Manager in North Hall on the campus, or can be emailed upon request to marylee.zerkle@urbana.edu. Clearance must be valid for the duration of EDU 112.

Please Note: Students must go in person to a community license bureau to request background checks, and should be aware that checks can take up to 30 days to complete. Clearances are mailed directly to the College of Education. Students can verify receipt by the college via phone (937-772-9341) or email to marylee.zerkle@urbana.edu.
EDU 220 Principles of Early Childhood Education  FALL (PB) & SPRING (UG)  3 hours
This course is required for prospective teachers seeking the Resident Educator Early Childhood Licensure. The course explores the history, philosophy, purposes, and societal needs for early childhood education. Appropriate organization and curriculum for Preschool, Pre-Kindergarten, and Kindergarten will be discussed. Readiness for learning and ways of assessing readiness will be investigated. Prerequisite: Admission to Teacher Education.

EDU 223 Play and Movement in Early Childhood  FALL (PB) & SPRING (UG)  3 hours
This course examines the nature and value of play in the lives of children, birth through eight years of age in the areas of cognitive, social, communication, emotional, and physical development. Included in the course will be the role of the teacher during children’s play, and the planning for and assessment of play. Activities, songs, movement, and games that can be used in the Early Childhood Classroom will be an integral part of this course.

EDU 225 Principles of Middle Childhood Education  FALL (PB) & SPRING (UG)  3 hours
This course is required for prospective teachers seeking the Resident Educator Middle Childhood License. The course is designed to provide opportunities to explore characteristics and issues of middle childhood learners, family concerns and structures, various school organizations designed specifically for the middle childhood learner, and techniques to help provide a successful learning experience to middle childhood learners. This course will guide the prospective teacher through the National Middle School Association standards and the Interstate New Teachers Assessment & Support Consortium standards. Prerequisite: Admission to Teacher Education.

EDU 228 Principles of Adolescence to Young Adult Education  SPRING  3 hours
This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult Education License. The course is designed to provide opportunities to explore characteristics and issues of adolescent and young adult learners, family concerns and structures, various school organizations designed specifically for the secondary learner, and techniques to help provide a successful learning experience to middle childhood learners. This course will guide the prospective teacher through the Interstate New Teachers Assessment & Support Consortium standards. Prerequisite: Admission to Teacher Education.

EDU 230 Phonics  FALL & SPRING  3 hours
This course is required for prospective teachers seeking the Resident Educator Early Childhood License, the Resident Educator Middle Childhood License, and the Resident Educator Intervention Specialist License or the Reading Endorsement. The course introduces the prospective classroom teacher to the elements of phonics. It explores the English sound system and its relationship to reading and spelling. It acquaints the student with the specific terminology used to describe the various aspects of phonics. It also assists the student in determining the proper pace of the phonics instructor in the reading program. The course emphasizes the methods of teaching phonics. It also assists the prospective teacher in selecting appropriate commercial materials and in developing teacher-made materials to teach phonics in the classroom. Prerequisite: EDU 112 or concurrent enrollment.

EDU 250 Instructional Planning and Delivery Strategies in Early Childhood Education  SPRING  4 hours
This course is required for prospective teachers seeking the Resident Educator Early Childhood License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons. It assumes students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students. This course includes clinicals. Prerequisite: EDU 112.

EDU 260 Instructional Planning and Delivery Strategies in Middle Childhood Education  SPRING  4 hours
This course is required for prospective teachers seeking the Resident Educator Middle Childhood License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons. It assumes prospective students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students. This course includes clinicals. Prerequisite: EDU 112.

EDU 270 Instructional Planning and Delivery Strategies in Adolescent Education  SPRING  4 hours
This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons. It assumes prospective students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students. The delivery of the Ohio model curriculum will be explored. All types of instructional technology will be utilized, including computer applications. This course includes clinicals. Prerequisite: EDU 112.

EDU 309 Technology in Education  FALL (PB) & SPRING (UG)  3 hours
This course is designed to emphasize the connectivity of technology to the classroom and the general curriculum. Students will explore programs that will aid them in classroom management, data collection, student-produced work, creating instructional tools, and administration of classroom responsibilities. Students will develop products that can be used to support their teaching and the learning process of their students. Prerequisite: EDU 250, EDU 260, OR EDU 270

EDU 330 Principles of Emergent Reading and Writing  FALL & SPRING  3 hours
This course is required for teacher candidates seeking the Resident Educator Early Childhood License, the Intervention Specialist: Mild/Moderate Disabilities License, or the Undergraduate Reading Endorsement. This course examines how children’s oral language
develops, how they learn to read and write and the teacher’s role in this process. Using a balanced approach to literacy instruction, candidates learn how to select instructional materials, utilize strategies to meet the cognitive and affective literacy needs of all children, create, utilize and interpret assessment data to inform teaching and learning. The candidates learn the role of parents in literacy acquisition and the link between play and learning. Prerequisite: EDU 230.

EDU 331 Teaching Reading (FE)  FALL & SPRING  3 hours
This course is required for prospective teachers seeking the Resident Educator Early Childhood License, the Resident Educator Middle Childhood License, and the Resident Educator Intervention Specialist License, or the Reading Endorsement. The course explores the importance of differentiating instruction for today’s diverse student population; recognize the need for assessing individual learning needs in a performance-based curriculum. The candidates learn how to select instructional materials, utilize strategies to meet the cognitive and affective literacy needs of all children, create, utilize and interpret assessment data to inform teaching and learning. Prerequisite: EDU 230; EDU 330 (for ECE and IS students only; AYA students are not required to take EDU 330).

EDU 333 Reading in the Content Areas (FE)  FALL & SPRING  3 hours
This course is required for prospective teachers seeking the Resident Educator Middle Childhood License, the Resident Educator Adolescence to Young Adult License, the Resident Educator Intervention Specialist License, or Undergraduate Reading Endorsement. The course explores the development from learning-to-read to using reading-to-learn. It investigates the role of vocabulary instruction, comprehension, study skills, and the writing process. It also addresses the assessment of textbooks, the reading process, and student motivation. Prerequisite: EDU 230, 250, 260, 270.

EDU 336 Children’s Early Childhood Literature  SPRING & SUMMER  3 hours
This course is required for prospective teachers seeking the Resident Educator Early Childhood License, Middle Childhood License, Intervention Specialist: Mild/Moderate Disabilities License, or the Undergraduate Reading Endorsement. The course explores literature for young children with an emphasis on standards for selection of materials with reference to the interests, needs, and abilities of children at different age levels. Attention is given to books and their use in all subject matters. Special emphasis is placed on activities that will motivate children to read. The goal of creating life-long readers is stressed.

EDU 338 Adolescent Literature  SPRING & SUMMER  3 hours
This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult License, the Intervention Specialist: Mild/Moderate Disabilities License, or the Undergraduate Reading Endorsement. This course explores literature for children and adolescents with emphasis on standards for selection of materials with reference to the interests, needs, and abilities of adolescents and young adults at different age levels. Attention is given to books and their use in all subject matters. Special emphasis is placed on activities that motivate adolescents and young adults to read. The goal of creating life-long readers is stressed.

EDU 350 Early Childhood Assessment and Communication (FE)  SPRING  3 hours
This course is required for prospective teachers seeking the Resident Educator Early Childhood License. The course is intended to introduce the prospective classroom teacher to those elements of measurement and assessment that are essential to effective teaching. The principle theme throughout the course revolves around the central role assessment plays in the instructional process as teachers construct and utilize various types of assessment to provide valid measures of learning outcomes. Prerequisite: EDU 250.

EDU 369 Research, Data, and Measurement  FALL 2014  2 hours
This course introduces student to action research methods and procedure as they relate to seeking solutions to instructional problems within the field of education. Research techniques, the analysis of research results, and the uses of research are explored. Students will also explore how to use data to influence classroom decisions; guide and improve teaching skills and tailor instruction to individual learning needs. This course will also make the connection between constructive evaluation skills such as constructive feedback; helping students monitor their own progress; influence students’ continuing motivation; perceptions of self-efficacy as learners and their positive effect in student learning.

EDU 402 Differentiating Instruction  SPRING 2015  2 hours
This course will provide students with the opportunity to explore research and theory on the effectiveness of differentiated classrooms; examine the importance of differentiating instruction for today’s diverse student population; recognize the need to increase variety in teaching, learning, and assessment to respond to individual student needs; utilize strategies including assignment tiering, graphic organizers, critical thinking skills, reflection and assessment strategies customized for a mixed-ability classroom; diagnose student needs and prescribe tasks that create better matches between learning needs and preferences and plan and implement methods appropriate for assessing individual learning needs in a performance-based curriculum.

EDU 404 American Studies Seminar I (FE)  WHEN NEEDED  3 hours
This course provides international students the opportunity to explore the necessary planning and managing the special circumstances surrounding the teaching and learning environments in American Educational Systems. Students become familiar with the skills, safety, health and diversity issues in the classrooms, creating and modifying a supportive learning environment, and behavior management skills. It also encourages students to have regard and respect for a child’s total self. Prerequisite: senior status required.

EDU 405 American Studies Seminar II (FE)  WHEN NEEDED  3 hours
This course provides international students the opportunity to explore the necessary planning and managing the special circumstances surrounding the teaching and learning environments in American Educational Systems. Students become familiar with the diversity,
disabilities, and legal issues in the classrooms, including family and community interactions. It also encourages students to have regard and respect for a child's total self. Prerequisite: senior status required; prior or concurrent enrollment in EDU 404.

**EDU 421 Classroom Guidance, School and Community Partnerships  SPRING 2015  3 hours**
This course is required for teacher candidates seeking the Resident Educator Early Childhood Initial License. This course explores the social and emotional development of young children; investigates the causes of young children's various behaviors and prepares teacher candidates to support young children in developing self-regulation skills needed to support learning and communicating with others. This course will also focus on classroom management practices necessary to build an effective classroom learning community that supports student learning; establishing and maintaining collaborative partnerships that are sensitive to family composition, language, and culture with each student's family to foster student learning and development in all settings and skills needed to establish relationships with and use resources of the students' communities to support student learning and development.

**EDU 425 Collaboration and Management  SPRING 2015  2 hours**
This course provides students the opportunity to develop skills in planning and managing the teaching and learning environment; managing student behavior and social interaction skills; communicating effectively; developing collaborative partnerships and in demonstrating professionalism and ethical practices. Students become familiar with daily management skills, safety and health issues in the classroom, creating and modifying a supportive learning environment, and behavior management skills. The course also focuses on the development and interaction of the educational team, on methods and models of collaborative practices with parents, students, educational personnel, and members of the community and incorporates this into the instructional process.

**EDU 431 Diagnostic Reading and Remediation  FALL & SPRING  3 hours**
This course is required for students who are seeking the Resident Educator Early Childhood License, the Middle Childhood Licensure, and the Intervention Specialist License, or the Reading Endorsement. The course provides an overview of the reading process. It explores the strategies that are needed for reading and discusses ways of encouraging the development of these strategies in children. It explores common miscues and discusses ways of using diagnostic reading instruments. It stresses the importance of developing positive attitudes toward reading, as well as developing reading skills. Prerequisite: EDU 230, 331, 330 or 332.

**EDU 440: Instructional Strategies for 4th/5th Grades  SUMMER ONLINE  3 hours**
This course is one of three courses needed for the Early Childhood Generalist endorsement. It surveys the biological, social, psychological and cultural influences in human development in early adolescence, fosters an understanding of the unique developmental needs and aspects of young adolescents and how they impact learning. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students. Prerequisite: senior standing or licensure.

**EDU 441: Language Arts & Social Studies Content, Methods & Assessment for 4th/5th Grades  SUMMER ONLINE  3 hours**
This course is one of three courses needed for the Early Childhood Generalist endorsement. It examines the nature, development, purpose and value of social studies with emphasis on methods and techniques of instruction, curriculum reorganization, and evaluation with attention given to citizenship education, the world as a global community, the important role of values in guiding human behavior, and individual differences among learners. This course also provides teacher candidates with a survey of the methods and materials for teaching language arts, including the areas of grammar and usage, spelling handwriting, composition, dramatics, and speaking. Teacher candidates will examine the goals, materials, and methodologies most likely to achieve those goals, providing them with a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. Prerequisite: senior standing or licensure.

**EDU 442: Mathematics & Science Content, Methods & Assessment for 4th/5th Grades  SUMMER ONLINE  3 hours**
This course is one of three courses needed for the Early Childhood Generalist endorsement. It explores both the content of the mathematics curriculum and the methodologies employed in teaching mathematics content. This course also involves the teacher candidate with varying kinds of science approaches with an emphasis on the hands-on approach to investigation. The central focus is placed upon the teacher candidate's ability to become more aware of societal technological needs for science. Teacher candidates will examine the goals, materials, and methodologies most likely to achieve those goals, providing them with a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. Prerequisite: senior standing or licensure.

**EDU 451 Early Childhood Language Arts Methods (FE)  FALL (UG) & SPRING (PB)  3 hours**
This course is required for prospective teachers seeking the Resident Educator Early Childhood License. Students will examines the kinds of curricular themes, learning challenges, and standards issues as they relate to developing and implementing developmentally appropriate lessons and units of study to teach language arts knowledge and skills to three to eight year olds. Learned societies and other research literature have also been used to provide the basis for the selection of this curriculum and for the materials, teaching strategies, differentiation methods and assessment techniques that are included as part of the course. Prerequisite: senior standing.

**EDU 452 Early Childhood Science Methods (FE)  FALL (UG) & SPRING (PB)  3 hours**
This course is required for prospective teachers seeking the Resident Educator Early Childhood License. Students will examines the kinds of curricular themes, learning challenges, and standards issues as they relate to developing and implementing developmentally appropriate lessons and units of study to teach science knowledge and skills to three to eight year olds. Learned societies and other research literature have also been used to provide the basis for the selection of this curriculum and for the materials, teaching strategies,
This course is required for prospective teachers seeking the Resident Educator Early Childhood License. Students will examine the kinds of curricular themes, learning challenges, and standards issues as they relate to developing and implementing developmentally appropriate lessons and units of study to teach social studies knowledge and skills to three to eight year olds. Learned societies and other research literature have also been used to provide the basis for the selection of this curriculum and for the materials, teaching strategies, differentiation methods and assessment techniques that are included as part of the course. Prerequisite: senior standing.

**EDU 454 Early Childhood Mathematics Methods (FE) FALL (UG) & MAY TERM (PB) 3 hours**
This course is required for prospective teachers seeking the Resident Educator Early Childhood License. Students will examine the kinds of curricular themes, learning challenges, and standards issues as they relate to developing and implementing developmentally appropriate lessons and units of study to teach mathematics knowledge and skills to three to eight year olds. Learned societies and other research literature have also been used to provide the basis for the selection of this curriculum and for the materials, teaching strategies, differentiation methods and assessment techniques that are included as part of the course. Prerequisite: senior standing.

**EDU 461 Middle Childhood Language Arts Methods (FE) FALL (UG) & SPRING (PB) 3 hours**
This course is required for prospective teachers seeking the Resident Educator Middle Childhood License. This course provides teacher candidates with a survey of the methods and materials for teaching language arts. It includes the areas of grammar and usage, spelling, handwriting, composition, dramatics, and speaking. It shows students how reading ability is built solidly upon the other language arts of listening, speaking, and writing. Prerequisite: senior standing.

**EDU 462 Middle Childhood Science Methods (FE) FALL (UG) & MAY TERM (PB) 3 hours**
This course is required for prospective teachers seeking the Resident Educator Middle Childhood License. This course involves the teacher candidate with varying kinds of science approaches. The emphasis in the course involves hands-on approach to investigation. The central focus is placed upon the learner’s ability to become more aware of societal technological needs for science. Prerequisite: senior standing.

**EDU 463 Middle Childhood Social Studies Methods (FE) FALL (UG) & SPRING (PB) 3 hours**
This course is required for prospective teachers seeking the Resident Educator Middle Childhood License with social studies as a content area. Attention is given to citizenship education, the world as a global community, the important role of values in guiding human behavior, financial literacy and individual differences among learners. Additionally, the course examines the nature, development, purpose and value of social studies with emphasis on methods and techniques of instruction, curriculum reorganization, and evaluation. Prerequisite: senior standing.

**EDU 464 Middle Childhood Mathematics Methods (FE) FALL (UG) & SPRING (PB) 3 hours**
This course is required for prospective teachers seeking the Resident Educator Middle Childhood License. The course explores changes in both the content of the mathematics curriculum and the methodologies employed in teaching that content. Teacher candidates will examine the goals, materials, and methodologies most likely to achieve those goals. Prerequisite: senior standing.

**EDU 471 AYA Language Arts Methods (FE) FALL (UG) & SPRING (PB) 3 hours**
This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult License: Integrated Language Arts. This course provides teacher candidates with a survey of the methods and materials for teaching language arts. It includes the areas of grammar and usage, spelling, handwriting, composition, dramatics, and speaking. It shows students how reading ability is built solidly upon the other language arts of listening, speaking, and writing. The Common Core Standards for English Language Arts will be utilized in setting instructional objectives and in designing lesson plans. Prerequisite: senior standing.

**EDU 472 AYA Science Methods (FE) FALL (UG) & SPRING (PB) 3 hours**
This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult License: Integrated Science. This course provides the framework for teacher candidates to follow the state model for science instruction. Strategies for translating Ohio’s 2011 science competency program goals into instructional objectives will be developed. Contemporary research findings related to the teaching of science will be the basis of instruction for the course. It involves the meaning of science, learning approaches, systems of science, investigations pertinent to the needs of society and technology. The integration of science content will be included. Problem solving strategies will be stressed. Prerequisite: senior standing.

**EDU 473 AYA Social Studies Methods (FE) FALL (UG) & SPRING (PB) 3 hours**
This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult License: Integrated Social Studies. Designed to prepare teacher candidates to teach social studies content for grades 7 to 12, attention is given to citizenship education, the world as a global community, the important role of values in guiding human behavior, financial literacy and individual differences among learners. Additionally, the course examines the nature, development, purpose, and value of social studies, with emphasis on methods and techniques of instruction, curriculum reorganization, and evaluation based on the 2011 Ohio Social Studies Academic standards. Prerequisite: senior standing.

**EDU 474 AYA Mathematics Methods (FE) FALL (UG) & SPRING (PB) 3 hours**
This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult License: Integrated Mathematics. Through experience as members of a learning community, teacher candidates will explore mathematical processes and reasoning, engage in problem solving, explore content-related instructional strategies, and examine the current content mandated in the
EDU 481 Language Arts Content and Methods for 4th, 5th & 6th Grades     SUMMER ONLINE           6 hours
This course is required for the Middle Childhood Generalist endorsement for teachers or teacher candidates who did not select Language Arts as one of his/her primary content areas. It provides Teacher Candidates with a survey of the methods and materials for teaching language arts, including the areas of grammar and usage, spelling handwriting, composition, dramatics, and speaking. Teacher Candidates will examine the goals, materials, and methodologies most likely to achieve those goals, providing them with a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. Fifty percent of the lessons and activities will center on language arts content.

EDU 482 Science Content and Methods for 4th, 5th & 6th Grades     SUMMER ONLINE           6 hours
This course also involves the Teacher Candidate with varying kinds of science approaches with an emphasis on the hands-on approach to investigation. The central focus is placed upon the Teacher Candidate’s ability to become more aware of societal technological needs for science instruction. Teacher Candidates will examine the goals, materials, and methodologies most likely to achieve those goals, providing them with a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. Fifty percent of this course will center on physical science.

EDU 483 Social Studies Content and Methods for 4th, 5th & 6th Grades     SUMMER ONLINE           6 hours
This course examines the nature, development, purpose and value of social studies with emphasis on methods and techniques of instruction, curriculum reorganization, and evaluation with attention given to citizenship education, the world as a global community, the important role of values in guiding human behavior, and individual differences among learners. Teacher Candidates will examine the goals, materials, and methodologies most likely to achieve those goals. Fifty percent of the lessons and activities will center on Ohio history.

EDU 484 Mathematics Content and Methods for 4th, 5th & 6th Grades     SUMMER ONLINE           6 hours
This course explores both the content of the mathematics curriculum and the methodologies employed in teaching mathematics content. Teacher Candidates will examine the goals, materials, and methodologies most likely to achieve those goals, providing them with a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. Fifty percent of the lessons and activities will center on mathematics content.

EDU 489 Workshop in Education     WHEN NEEDED           1-6 hours
Under special circumstances, undergraduate students may register for special topics to be offered in workshop format. These courses may not be applied toward degree requirements, but may serve as elective hours toward graduation.

EDU 491 Early Childhood Professional Growth and Development Practicum     FALL & SPRING (PB & UG)           12 hours
The professional growth and development practicum is designed to meet the student teaching requirements for the Resident Educator Early Childhood License. The practicum has two components: the student teaching experience and a weekly seminar. Student teaching is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and a university supervisor. The seminar provides teacher candidates with an opportunity to continue developing skills needed to become a reflective practitioner. Teacher Candidates complete a Student Study Project and the edTPA assessment. Prerequisite: Completion of all program and Praxis II (OAE after August 2013) requirements.

EDU 492 Middle Childhood Professional Growth and Development Practicum     FALL & SPRING (PB & UG)           12 hours
The professional growth and development practicum is designed to meet the student teaching requirements for the Resident Educator Middle Childhood License. The practicum has two components: the student teaching experience and a weekly seminar. Student teaching is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and a university supervisor. The seminar provides teacher candidates with an opportunity to continue developing skills needed to become a reflective practitioner. Teacher Candidates complete a Student Study Project and the edTPA assessment. Prerequisite: Completion of all program and Praxis II (OAE after August 2013) requirements.

EDU 493 Adolescent Professional Growth and Development Practicum     FALL & SPRING (PB & UG)           12 hours
The professional growth and development practicum is designed to meet the student teaching requirements for the Resident Educator Adolescent License. The practicum has two components: the student teaching experience and a weekly seminar. Student teaching is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and a university supervisor. The seminar provides teacher candidates with an opportunity to continue developing skills needed to become a reflective practitioner. Prerequisite: Completion of all program and Praxis II (OAE after August 2013) requirements.

EDU 495 Practicum in Early Childhood Education     FALL & SPRING (PB)           6 hours
The early childhood education practicum is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables a teacher seeking licensure in an additional field of study a place where they can reflect on their development as professionals.
EDU 496 Practicum in Middle Childhood Education  FALL & SPRING (PB)  6 hours
The middle childhood education practicum is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables a teacher seeking licensure in an additional field of study a place where they can reflect on their development as professionals.

EDU 497 Practicum in Adolescent Young Adult Education  FALL & SPRING (PB)  6 hours
The adolescent and young adult education practicum is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables a teacher seeking licensure in an additional field of study a place where they can reflect on their development as professionals.

ENGLISH (ENG)
ENG 100 Reading and Study Skills  ALL  3 hours
This course is designed to assist the student in reading to acquire information at the college level. Special emphasis is placed upon identifying major concepts in texts, designing methods to learn and retain information, and reconstructing concepts learned in new and meaningful ways. Lessons in study skills and time management are also emphasized. Individual attention will be given to students in order to develop effective methods of learning. May not be used to fulfill core or major requirements. The courses do earn credit hours, and the grades earned in the courses are calculated in student grade point averages.

ENG 101 College Preparatory Writing  ALL  3 hours
Instruction in the basic mechanics of sentence structure, proper punctuation, and correct grammar, with a focus on the writing of simple three-point enumeration essays. Individualized attention is given to whatever writing problems each student may have. May not be used to fulfill core or major requirements. The courses do earn credit hours, and the grades earned in the courses are calculated in student grade point averages.

ENG 102 Basics of Composition  ALL  3 hours
Practice in expository writing with emphasis on the techniques of shorter, formal composition. Prerequisite: C or better in ENG 101 or placement by examination. To be completed by end of freshman year.

ENG 106 Intermediate Composition  ALL  3 hours
Practice in professional writing with emphasis on stylistic, organizational, and rhetorical elements. Writing for different purposes and audiences will be explored. In addition to several essays, a research paper is required. Prerequisite: C or better in ENG 102 or placement by examination. To be completed by second semester of the sophomore year.

ENG 202 Basics of Literature  ALL  3 hours
Intended as a non-technical appreciation and exploration of three genres - the short story, drama, and poetry - aimed at exposing the student to using literary analysis and expanding the student’s literary frame of reference. Western and non-western literature will be studied. Prerequisite: ENG 106.

ENG 205 Communication in the Professions  ALL  3 hours
Study of and practice in the kinds of writing and speaking situations (memos, lectures, reports, oral presentations) professional people routinely handle. Prerequisite: ENG 106.

ENG 250 Business Ethics through Literature and Film  AS NEEDED  3 hours
This course explores literature and film that provoke reflection about ethical practices in the business world. The works are studied to confirm that not only are ethical choices inevitable in American business life but also that the choices produce consequences to individuals and organizations. The ethical, moral, religious, legal, and political considerations that influence management in the works we read or view, as well as the changes in thought from the late 19th century to the present, are examined. Although the course is especially recommended for business majors, it is open to all, for almost all of us work or will work within an organizational structure. Prerequisite: ENG 106. Satisfies ENG 202 core requirement.

ENG 306 English Language and Linguistics  SPRING  3 hours
A survey of linguistic terms and concepts, and practice in linguistic analysis, with a brief survey of English from its beginnings in 450 A.D. to today. Emphasis will be on morphology, syntax, semantics, and language variation. Prerequisite: ENG 202.

ENG 309 American Literature (to the End of the Civil War)  FALL EVEN  3 hours
A study of American literary periods from pre-colonial writings about the New World through the Civil War (1865), with emphasis on the contributions of primary writers in exploring themes, characters, and situations common to American literature. As a survey course, ENG 309 is meant to provide a general “road map” to the tradition of American writing, covering both major, well-known writers and minor, less famous voices from the historical and literary past. Prerequisite: ENG 202.

ENG 310 American Literature (Civil War to Present)  SPRING ODD  3 hours
A study of American literary periods from after the Civil War to present day, with emphasis on the differing artistic movements during this span. Movements covered include Realism, Naturalism, Modernism, and Postmodernism, as well as contemporary literature. Prerequisite: ENG 202.
This course covers Western and non-Western literature from Gilgamesh to the 20th century, and helps students understand differences between cultures. It also emphasizes human bonds even though the cultures were formed over millennia and across continents. Writing is an important part of this course. Prerequisite: ENG 202.

A study of Old and Middle English authors, and early and later Renaissance authors. Emphasis is on major writers and their works, with some coverage of literary history. Prerequisite: ENG 202.

A study of Augustan, Neoclassical, Romantic, Victorian, and Modern authors. Emphasis is on major writers and their works, with identification of literary movements, and some coverage of national history. Prerequisite: ENG 202.

Examination of literary critical theory, primarily of the post-World War II era, with an emphasis on reader-response criticism. Students will employ interpretative and critical skills to analyze three major literary works and several shorter works. Assignments will require the use of works of criticism. Prerequisite: ENG 202.

Literature, both Western and non-Western of the 20th and 21st centuries is the focus. The literary works will be studied in their cultural context and as they reflect concerns unique to these centuries. Prerequisite: ENG 202.

A survey of classic, critically acclaimed novels written since 1800. The plots, characters, and styles of the authors will be analyzed in depth, together with practice in writing critically on these novels. Prerequisite: ENG 202

This course includes courses in Creative Writing, Myth and Symbolism, Black U.S. Literature, Women in Literature, Science Fiction, and studies in selected British or American literary periods (Medieval, Elizabethan, Romantic, Victorian, etc.). Repeatable, provided course content changes. Prerequisite: ENG 106 and ENG 202.

Study of style in composition and various fields of prose writing. Emphasis is on analysis of prose styles, and on practice and skill in forming a good prose style. Composing processes will be studied and practiced. Prerequisite: ENG 106 and 9 hours of English courses.

A study and reading of selected Shakespearean plays and analysis of the Elizabethan and Jacobean stage. Prerequisite: ENG 202 or ENG 312.

A study of the grammar of the English language and of traditional and current methods of explaining these principles, and practice in applying them to sentence formation. Also includes a survey of grammar acquisition. Prerequisite: 15 hours of English.

Capstone course involving an independent research project and an assessment of the student’s entire undergraduate program especially of the major. The student will work under the direction of his/her advisor and the project will be evaluated by at least two other faculty members. Requires senior status and permission of the Dean of the College of Arts and Sciences.

This course focuses on American culture, values and beliefs. Various forms of presentation will be used such as speakers, readings and special trips to local establishments. The course may not be used to fulfill core or major requirements.

This course focuses on English grammar at the advanced level. Grammar topics such as verb tenses and compound and complex structures in sentences will be emphasized. The course may not be used to fulfill core or major requirements.

This course focuses on critical thinking and reading strategies to understand academic reading materials. Special attention will be paid to academic journals and short essays in order to practice comprehension, retention and application. The course may not be used to fulfill core or major requirements.

This course focuses on improving listening and speaking skills at an advanced level. Giving speeches and participating in group discussions will be the central part of the class. The course may not be used to fulfill core or major requirements.
ESL 125 Composition in English ALL 2 hours
This course focuses on writing for an American audience. Special attention will be paid to formal, expository essays, research writing, citation use in APA format, and using credible sources for writing. The course may not be used to fulfill core or major requirements.

ESL 130 Integrate Skills in English as a Second Language ALL 3 hours
This course for non-native speakers of English is designed to improve reading, writing, speaking, listening, and grammar skills for success in academic courses at the university level. This course will challenge and teach students to think and read critically, take effective notes in class, listen carefully to classroom lectures, and write effectively for undergraduate coursework.

ENVIRONMENTAL SCIENCE (ENV)
ENV 101 Environmental Science ALL 3 hours
This lab course focuses on current trends in the relationship between human society and the environment, highlighting the contributions and limits of science in identifying and solving environmental problems, such as food and water scarcity, deforestation, resource degradation, and climate change. Critical analysis of opposing environmental claims and perspectives helps students apply the general background they receive in class to society’s ongoing environmental discussions. Topics considered include ecological principles of sustainability, alternative energy sources, resource-use efficiency, consumption and waste reduction, environmental policy, biodiversity, and environmental sustainability.

EXERCISE AND SPORTS STUDIES (EXS)
EXS 125 Designing Exercise Programs FALL 3 hours
This course is an introduction to exercise program design. It will review general principles for designing exercise programs for apparently healthy individuals and individuals with physical disabilities. Strategies to improve exercise compliance and adherence will be included. Legal issues in the designing of exercise programs will be addressed. Prerequisite: HEA 152

EXS 140 Foundations, Principles, and History of Sport FALL 3 hours
Students become familiar with the nature, scope, history and philosophy of physical education; changing concepts of physical education; and scientific foundation of physical education.

EXS 203 Sport and Society FALL 3 hours
Designed to look at sport and its role in society and the influence of society on sport in the areas of preparation for life, deviance in sports, coach’s role, gender, race and ethnicity, class relations and social mobility, sports and the economy, sports and the media, sports and politics, sports and religion.

EXS 204 - Psychology of Coaching and Sports SPRING 3 hours
This course is the study of the psychological and sociological aspects of coaching and participating in competitive athletics. It includes the study of visualisation and mental imagery and its effects, and athletic performance.

EXS 252 Exercise Physiology FALL 3 hours
Presents organ systems of the human body and the role and adaptation of the organ systems to exercise. The immediate, chronic, and residual effects of exercise and methods of prescribing exercise programs are presented. Prerequisite: HEA 152, EXS 125 (325)

EXS 335 Principles of Strength Training and Conditioning SPRING 3 hours
This course will provide students with the knowledge and skills necessary to design strength training and conditioning programs for apparently healthy individuals. Proper exercise techniques and safety will be discussed for stretching, warm-up, resistance training, plyometrics, speed, agility, and endurance programs. The course will also address facility design, scheduling, policies and procedures, maintenance, and risk management concerns.

EXS 351 Kinesiology/Biomechanics SPRING 3 hours
Provides the student with an understanding of the human musculoskeletal system’s anatomy and functions. Laws of mechanics are discussed as well as the application of physics to the movement of the human body. Prerequisite: BIO 251 and BIO 252.

EXS 400 Exercise for Special Populations SPRING 3 hours
This course is designed to introduce students to the American College of Sports Medicine (ACSM) guidelines for exercise prescription in special populations. Topics will include exercise prescription for cardiac patients, pulmonary patients, children, elderly, and pregnant women. The influence of medications and medical conditions such as obesity and diabetes will also be addressed. Prerequisite: EXS 452, EXS 460.

EXS 423 Organization and Administration of Sports Programs SPRING 3 hours
Covers the changing nature of administration of health, physical education, and recreation programs; administrative relationships, administrative setting; physical plant; purchase and care of supplies and equipment; legal liability; insurance management; and professional and public relations. Prerequisite: EXS 140.

EXS 460 Exercise Testing and Prescription SPRING 3 hours
This course is designed to introduce students the American College of Sports Medicine (ACSM) guidelines for exercise testing and prescription. Topics will include health screening, exercise risk assessment, methods of exercise testing, and exercise prescription. The course will have both lecture and laboratory sessions. Prerequisites: EXS 452.
**FOREIGN LANGUAGE STUDIES (FLA)**

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FLA 101</td>
<td>Foreign Language Studies I</td>
<td>FALL</td>
<td>3 hours</td>
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<tr>
<td>FLA 102</td>
<td>Foreign Language Studies II</td>
<td>SPRING</td>
<td>3 hours</td>
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This course is designed for students with one semester or less experience in a foreign language. The focus is on the fundamentals of all four language skills - speaking, writing, listening, and reading. All activities are contextualized and functional so that the skills developed are applicable to the authentic language and cultural environment of the country.

This course is designed for students with more than one semester experience in the foreign language being offered or by instructor approval. The focus will be on the expansion of grammatical concepts while providing more demanding content and continuing the approach of FLA 101. Emphasis will be on the productive skills, speaking and writing.

**FINANCE (FIN)**

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<th>Course Code</th>
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<th>Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FIN 216</td>
<td>Personal Finance</td>
<td>AS NEEDED</td>
<td>3 hours</td>
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<tr>
<td>FIN 308</td>
<td>Fundamentals of Finance</td>
<td>FALL</td>
<td>3 hours</td>
</tr>
<tr>
<td>FIN 420</td>
<td>Financial Management</td>
<td>SPRING</td>
<td>3 hours</td>
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A study of personal financial management in the areas of savings, borrowing, investments, life insurance, estate planning, securities, real estate, financial institutions and intermediaries, government agencies and regulations. Emphasis placed on planning and managing personal finances, purchasing decisions, insuring and investing resources, retirement, and estate planning.

A study of the terminology, institutions, and practices of business finance providing a framework that a financial manager uses to reach decisions in a dynamic economy. Topics covered include financial instruments and institutions, time value of money, the role of the financial manager, planning and managing assets, capital budgeting, sources, uses, and costs of short, intermediate, and long-term funds and valuation of a business enterprise. Prerequisite: program acceptance, ACT 222.

Analysis of financial problems, planning and decision-making involved in the financial management of the business firm. Emphasis is placed on the importance of cash flow analysis, development of the theory of optimum assets, capital budgeting, and cost of capital. Computer applications using an industry-standard spreadsheet program are included. Prerequisite: senior standing, FIN 308.

**FINE ARTS (FIA)**

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<th>Course Code</th>
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<th>Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FIA 102</td>
<td>Fine Arts: Paleolithic to 14th Century</td>
<td>FALL</td>
<td>3 hours</td>
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<tr>
<td>FIA 103</td>
<td>Fine Arts: Renaissance to Modern</td>
<td>SPRING &amp; SUMMER</td>
<td>3 hours</td>
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A survey course covering painting, sculpture, architecture, music, dance and drama from the early Paleolithic period through the 14th Century. Artists and works are studied in their cultural and historical contexts.

A survey course covering painting, sculpture, architecture, music, dance, drama, and photography from the early Renaissance to present times. Artists and works are studied in their cultural and historical contexts.

**EXS 490 Field Experience in Exercise Science**  
ALL 12 hours

This course involves a minimum of a three work experience undertaken in different fields within the major. The student supplements theoretical classroom knowledge with practical, on-the-job experience, receiving close supervision and comprehensive evaluation for credit purposes by employers and college personnel. It is possible to receive a salary while doing field experience, depending upon placement opportunities. The three work experiences involve placements in exercise facilities, in a center dedicated to a specific special population, and one of the student’s choices.

**EXS 491 Field Experience in Exercise Science: Wellness & Fitness**  
ALL 6 hours

The student supplements theoretical classroom knowledge with practical, on-the-job experience in Wellness & Fitness, receiving close supervision and comprehensive evaluation for credit purposes by employers and college personnel. It is possible to receive a salary while doing field experience, depending upon placement opportunities. Students must be placed by the college’s Office of Field Placement. Prerequisite: senior standing required.

**EXS 492 Field Experience in Exercise Science: Special Populations**  
ALL 3 hours

The student supplements theoretical classroom knowledge with practical, on-the-job experience with Special Populations, receiving close supervision and comprehensive evaluation for credit purposes by employers and college personnel. It is possible to receive a salary while doing field experience, depending upon placement opportunities. Students must be placed by the college’s Office of Field Placement. Prerequisite: senior standing required.

**EXS 493 Field Experience in Exercise Science: Community/Sports**  
ALL 3 hours

The student supplements theoretical classroom knowledge with practical, on-the-job experience in Wellness & Fitness, receiving close supervision and comprehensive evaluation for credit purposes by employers and college personnel. It is possible to receive a salary while doing field experience, depending upon placement opportunities. Students must be placed by the college’s Office of Field Placement. Prerequisite: senior standing required.
GEOGRAPHY (GEO)
GEO 201 Principles of Geography SPRING, FALL 3 hours
An introduction to the study of geography. Some attention is given to physical geography and the study of earth topography, climate, and the conditions affecting human habitation. Special attention is given to the nature and distribution of resources for social and economic development. The process of globalization, issues of environmentalism, and sociopolitical conflicts resulting from inequities of development are considered in a survey of the world’s principal geographic regions.

GEO 301 Physical Geography AS NEEDED 3 hours
A study of the earth’s surface and how it changes daily, yearly and over millions of years. Topics include the land surface, earth’s crust, and the alterations caused by wind, water, ice, the lower layers of the atmosphere, and upper layers of the oceans. Prerequisite: GEL 211.

GEOLOGY (GEL)
GEL 211 Geology FALL 4 hours
A study of the materials on the earth’s crust, the processes that produce and modify them, and the development of the earth through time. Three one-hour lectures and one two-hour laboratory. Fee applies.

HEALTH STUDIES (HEA)
HEA 152 Wellness ALL 3 hours
This course is designed to assist students when making intelligent decisions throughout life in order to achieve an optimal level of wellness. Emphasis will be placed on the wellness concept and its relationship to fitness, nutrition, self-esteem, and stress management. The areas of catastrophic diseases, aging process, and medical consumerism will be covered.

HEA 206 CPR FALL & SPRING 1 hour
Methods and techniques in Cardio Pulmonary Resuscitation. An American Red Cross examination for CPR for the Professional Rescuer will result in CPR certification.

HEA 216 Physiology of Aging AS NEEDED 3 hours
An overview of the physical changes that accompany the aging process and the influences of environment and behavior on these processes. The maintenance of health will be discussed as well as the role and response of the health care system to aging.

HEA 254 Nutrition and Fitness SPRING 3 hours
Basic principles of nutrition as they apply to the general population in the maintenance of optimum health and to the competitive athlete with the objective of attaining optimum performance levels.

HEALTHCARE MANAGEMENT (HCM)
HCM 410 Human Resource Management in Healthcare AS NEEDED 3 hours
This course presents the techniques and practices behind effectively managing people - the healthcare industry’s most important asset. It provides the concepts and practical tools necessary for meeting the unique challenge of managing healthcare employees. The course covers fundamental topics such as performance management and employee rights as well as more timely issues such as healthcare workforce planning; staffing and workload management; managing a diverse workforce and developing diversity programs; human resources budgeting and productivity analysis; the unionization of healthcare workers; strategies for retaining valuable staff. Cases that illustrate key concepts will be discussed, along with exercises that allow students to apply and practice the information given.

HCM 420 Managed Health Care Trends AS NEEDED 3 hours
This course is designed to introduce the student to managed care as it exists in various forms in the United States today. The course includes a discussion of managed care structures, products, methods of reimbursement, and contracting for enrollees, network providers, and/or services. The role of the healthcare administrator and the responsibilities of those under administrative span of control in a managed care environment is presented and illustrated through exercises and discussion.

HCM/NUR 430 Professional Leadership & Service FALL 3 hours
This course explores the aspects affecting professionalism and leadership facing nurses and/or healthcare managers. The focus includes the influences of ethics, power, standards, laws, and economics that are changing the environment of health care. The course includes a professional/community service component. Prerequisite: Open only to BSN and Healthcare Management majors.

HCM 450 Strategies for Teaching Healthcare Professionals AS NEEDED 3 hours
This course will explore the triad of theory, research, and teaching as it shapes life in academe. Emphasis will be on the theory and nature of teaching and learning, teaching strategies, learning styles, course development, syllabi composition, and the use of technologies in teaching. The course will also focus on the nature of academic service, tenure, and general problems and issues of life in academe.

HCM/PHI 460 Ethics in Healthcare Management AS NEEDED 3 hours
This course explores the subject of Health Care Ethics and its application to the health services field. It concentrates on the types of moral problems health care professionals encounter in both clinical practice and medical administration. The course addresses ethical issues in managing health care delivery; understanding of central concepts and values in medical ethics in order to provide a foundation for sound ethical decision-making; and the roles and interests of various groups (ethics committees, peer review boards) and individuals (physicians, patients, family members) in formulating and implementing institutional ethics policy.
The theory component of the course addresses leadership/management, strategic planning, budgeting, personnel management, program evaluation and quality assurance in health care systems. Practicum experiences, based on learning contracts and journaling, are provided with a manager preceptor in a management setting. Pre-requisites: completion of core curriculum and major courses including BIO 360, HCM 420, HCM 430, HCM 460, and HSV 355 as well as administrative clearance for health assessment and immunization/TB test, liability insurance, CPA certification, and satisfactory background check. (Clinical fee applies.)

HISTORY (HST)

HST 201 United States History I: 1492-1865 FALL, EVEN SUMMER 3 hours
A survey of United States history from its colonial beginnings through the Civil War (1865). The general political, constitutional, social-intellectual, and economic development of the nation will be examined. Special attention will be given to the following topics: Americanization of the colonies, the institution of slavery, emerging nationalism, reform movements, industrialization, continental expansionism, sectionalism, and the Civil War.

HST 202 United States History II: 1866-1975 SPRING, ODD SUMMER 3 hours
A continuation of History 201, beginning with the Reconstruction Period (1865) through the Vietnam War (1975). The general political, constitutional, social-intellectual, and economic development of the modern nation will be examined. Special attention will be given to the following topics: Reconstruction, Industrialization, Urbanization, Progressivism, Roaring Twenties, World Wars and the great Depression, Cold Wars, Civil Rights, Feminism, Watergate and the Vietnam War.

HST 203 United States History III: 1976 through the Present FALL 3 hours
A continuation of History 202, beginning with 1976 through the present. The general political, constitutional, social-intellectual, and economic development of the modern nation will be examined. Special attention will be given to the following topics: changes in the industrial structure, the growth of the budget deficit, the impact of deregulation, the high tech economy, energy and environmental issues, the changing role of the United States in the world political and economic affairs, impeachment, and late twentieth and early twenty-first century presidents. Prerequisite: HST 201 & HST 202.

HST 205 Ohio History SPRING, FALL 3 hours
A survey of Ohio's history from its early Native Americans inhabitants to the present. The general geographical, social, cultural, political, constitutional, intellectual, and economic development of Ohio will be examined. Special attention will be given to the following topics: geographic regions, cultural interactions, life in Ohio, statehood, and the significance of Ohio in national history. Prerequisite: HST 201 & HST 202.

HST 221 World Civilization I FALL, EVEN SUMMER 3 hours
A survey of the major historical periods in civilization from early beginnings to circa 1500 A.D. Students will gain perspectives of world civilization in addition to Western cultural focuses. This survey will integrate art, philosophy, science, and history into meaningful themes.

HST 222 World Civilization II SPRING, ODD SUMMER 3 hours
A survey of the major historical periods in civilization from circa 1500 A.D. to the present. Students will gain perspectives of world civilization in addition to Western cultural focuses. This survey will integrate art, philosophy, science, and history into meaningful themes.

HST 250 – The Johnny Appleseed Experience AS NEEDED 2 hours
This course is a survey of the life of John Chapman who was also known by the popular name, Johnny Appleseed. We will review Mr. Chapman's life and the time in which he lived in reference to the interrelationships of geopolitical systems, economics and interpersonal contacts. Students will explore many different aspects of Mr. Chapman's life including his spiritual beliefs, his occupational pursuits and his business model. Students are responsible to read all of the information provided through this course, including all the material from the textbook, the course outlines and other resource materials and then complete the assignments each week by the deadline stated for that week. This course may be offered also online or as a hybrid.

HST 301 History of Africa SPRING, EVEN 3 hours
An exploration of the history of the continent from earlier times to the present. Considers the political and socioeconomic processes of state formation, technological diffusion, Islam, slavery, colonialism, and current underdevelopment. Prerequisite: HST 222.

HST 310 Greco-Roman History SPRING, ODD 3 hours
An exploration of the development of Greek culture from the time of the Minoans and Mycenaeans through the Hellenistic period, and examines the development of Roman culture from the founding of the city through the fall of the Empire. Prerequisite: HST 221.

HST 312 Medieval Europe SPRING, EVEN 3 hours
An exploration of the development of civilization during the Middle Ages. Students will read selections relating to artistic, literary, mathematical, musical, philosophical, political, religious and scientific achievements. Students will be encouraged to explore the views of the world expressed by representative figures of the time, to compare these views with their own, and to evaluate the achievements of this age and their influence on modern American society. Prerequisite: HST 221.
HST 314 The Renaissance and Reformation  SPRING, ODD  3 hours
An exploration of the development of civilization during the Renaissance. Students will read selections relating to artistic, literary, mathematical, musical, philosophical, political, religious, and scientific achievements. Students will be encouraged to explore the views of the world expressed by representative figures of the time, to compare these views with their own, and to evaluate the achievements of this age and their influence on Western society. Prerequisite: HST 221 & HST 222.

HST 325 Modern Imperialism  SPRING, ODD  3 hours
An exploration of Modern Imperialism from the European expansion in the fifteenth century, through the breakup of empires in the twentieth century, and the emergence of a globalized world. Special attention will be given to the interaction of civilizations and cultures outside of Europe. Topics to be addressed will include the issue of European exceptionalism and the rise of the West, the variety of responses to Western expansion, and the arguments over the effects of modern imperialism on the world. Prerequisite: HST 222.

HST 341 United States Social & Cultural History  FALL, EVEN  3 hours
An exploration of the development of the social and cultural history of the United States from the colonial period to today. Emphasis is placed upon the United States’ diverse peoples and the cultural forces that shaped their daily lives. Special attention will be given to: Native American, African Americans, Reform Movements, Popular Culture, with emphasis on race, class, gender, ethnicity, technology, environment, industrialization, urbanization, immigration, migration and wars. Prerequisite: HST 201 & 202.

HST 350 Topics in History  FALL, SUMMER  3 hours
This course number includes rotating special topics in history to include current trends in the study of history. Repeatable, provided course content changes. Prerequisites: HST 201, 202, 203, 221, 222, and junior/senior status or permission of the instructor.

HST 351 United States Women’s History  FALL, ODD  3 hours
An exploration of United States Women’s History from colonial to the present using the history of women and gender as the primary analysis. Emphasis is placed on women’s history, incorporating factors of race, class, region, ethnicity, and age, but also tracing how the changing definitions of gender for both males and females has affected general historical trends. Prerequisite: HST 201 & HST 202 and junior/senior status.

HST 412 Twentieth Century Europe  FALL  3 hours
An in-depth study of 20th century European history. The course begins with the causes, events, and settlements of World War I. Major topics in chronological order are as follows: The Bolshevik Revolution and the development and organization of Soviet Russia; the rise of dictatorships in Eastern Europe; the rise of Hitler and Nazi Germany; the Spanish Civil War; the decline of France in the 1930’s, causes and events of World War II; post-war settlements and the coming of the Cold War; the development of contemporary Europe. Prerequisite: HST 222.

HST 421 Field Experience  ALL  1-5 hours
The purpose of the history field experience is to provide students with the opportunity to integrate the study of history in the classroom with the practice of public history. Field experience serves to prepare the student for entry level positions in public history and/or graduate school. With the assistance of the supervising faculty member, the student will intern at a community agency that provides historical services, such as a museum, an archives, a preservation laboratory, or an archaeological site. Consideration will be given to matching the student’s career goals with his/her placement at an agency. The faculty member will communicate regularly with the student’s site supervisor. Students will follow the schedule and protocols of the placement agency. Students will be required to keep a daily journal of activities and complete a final paper integrating the student’s historical study and historical management theory with actual agency practice. Students work 40 hours in the field for each one hour of academic credit. Specific information regarding field experience is available from the Office of the College of Social and Behavioral Sciences. Prerequisite: HST 201, HST 202, HST 203, and junior/senior status.

HST 499 Senior Seminar in History  SPRING  3 hours
A course required for students with a major or special interest in history or social studies. The first half of the course will include readings and discussions on building bibliographies, as well as studies in elementary historiography. The second half of the course will stress the techniques of formal writing and will include the organization and completion of a formal paper. Prerequisite: HST 201, HST 202, HST 203, HST 221, HST 222 and junior/senior status.

HONORS (HON)
HON 103 Honors University Seminar  FALL  1 hour
A mandatory course for all Honors program students, Honors 103 is designed as an orientation to both the Honors program and Urbana University as a whole. Students will be introduced to the university environment, the Honors program, and the social and academic expectations for college students. Providing a “support group” during this critical period of adjustment and examining problems common to the Honors experience, Honors 103 helps new students develop the strategies and knowledge for a successful career at Urbana University. This course is graded on a pass/fail basis and covers the UNI 101 requirement.

HON 121 Arts and Culture  FALL  3 hours
This interdisciplinary course teaches students to reflect on the history of the world through the lens of art, architecture, literature, music, philosophy and religion. Emphasis will be placed on the understanding of civilizations across time and space and the expression of their values. Students will be encouraged to reflect on the context of their own heritage and beliefs and the contributions of other heritages to the richness of a global humanity. This course covers the FIA 102 and HST 221 core requirements.
HON 203 Honors Literary Studies FALL 3 hours
Advanced literary analysis and composition via classic texts of world literature from pre-history to the present. This course cultivates close reading of complex texts of philosophic, historic, and literary importance in tandem with an intense focus on advanced collegiate writing and editing, and bibliographic skills. Western and non-Western literatures are studied. This course covers the ENG 202 core requirement. Prerequisite: ENG 106 or placement.

HON 305 SPRING ODD 3 hours
This course is a survey of Western political thought from Plato to the Social Contract Theorists; on through to the American Constitutional Framers and on to Postmodern thought. Topics surveyed include human nature, justice, freedom, truth and the nature of political domination versus freedom and political legitimacy. The political philosophies of Plato, Aristotle, Augustine, Aquinas, Machiavelli, Rousseau, Hobbes, Locke, Jefferson, Paine, Mill, Marx, Lenin, the Frankfurt School, Arendt, Rawls, Walzer and Foucault will be reviewed. POS 305 is a direct substitution for this course, and this course covers the ECO or POS and REL or PHI core requirements.

HON 350 Great Books Colloquium FALL 2 hours
Great Books is an interdisciplinary approach to the study of important classic and contemporary works designated as “great books.” Students are expected to be active participants in the search for meaning in the chosen selections. As part of the class’s open, interdisciplinary approach, discussions are often led by guest facilitators from UU’s faculty, staff and the surrounding community. This course can be taken for credit multiple times, as the content changes each time it is offered.

HON 361 History and Philosophy of Math and Science SPRING, EVEN 3 hours
A study of several important ideas in the history of mathematics and science, with emphasis on cultural contexts, influences, and philosophical foundations. Topics may vary according to interest, but will include ancient Greece, Early Islam, Fibonacci and transmission of Greek and Islamic mathematics to Europe, the scientific revolution and the development of the calculus, abstraction and formalism in the 19th century, and set theory and logic in the 20th century. MAT 361 is a direct substitution for this course, and this course covers the additional MAT or SCI core requirement.

HON 400 Service Internship AS NEEDED 3 hours
This course is intended for Honors students in majors that do not include internship or field experience courses. For the Honors service internship, a student or group of students undertake a professional or volunteer internship at a cooperating not-for-profit or other recognized service project, as approved by the Director of Honors and other appropriate Urbana University officials. A reflective essay or other appropriate form of evaluation of the experience and its value is expected. Student sin majors that provide internship or field experience courses may, at the discretion of the Director of Honors, petition for a substitution for HON 400; accepted substitutions will require the reflective essay or other evaluation materials before credit is given. Prerequisite: permission from Director of Honors

HON 480 Research Project AS NEEDED 3 hours
This course involves individualized study, informal conferences to allow discussion, and original research on a specific topic of study for students in the Honors program. Interested students must submit a research proposal before the course can be added; as part of the proposal process, the student(s) and the supervising research instructor mutually agree on the topic and its evaluation prior to the Director on Honors, the appropriate deans and other administrators, and Urbana University’s Institution Review board, as necessary.

HON 492 Honors Seminar in Personal Philosophy SPRING 3 hours
This is a capstone course designed to capture the experience of students in the Honors program; as such, it will draw on the knowledge of the previous Honors courses and the students’ specific majors. The students will be asked to develop presentations centered on the ways their identities and sense of self have been constituted in culture and society; to facilitate this reflection on self, we will look at the ways contemporary arts, literature, and philosophy reflect our global culture and our sense of our own place in it. The course will end with a research paper synthesizing the above interests and concerns, especially as connected to the students’ plans for the future. Honors 492 is also open to students on the Dean’s List the semester immediately prior. This course covers the PHI 492 core requirement. Prerequisite: junior or senior standing.

HUMAN RESOURCE MANAGEMENT (HRM)

HRM 310 Human Resource Management FALL 3 hours
A study of contemporary principles and practices in personnel management. Subject matter includes analysis of the manpower system and the interrelationship of major areas of concern in human resource management such as manpower staffing, development, and utilization. Job evaluation techniques, job design, recruiting, testing, training and career progression are specific areas of study. Consideration is also given to health, safety, labor relations, morale, wages, salaries, incentives, and other personnel policies and practices. Prerequisite: junior standing, MGT 207.

HRM 311 Human Behavior in Organizations SPRING 3 hours
This course analyzes the application to management of studies from the behavioral fields of psychology, sociology, and anthropology. Emphasis is placed on perception, motivation, management, direction, communication, organizational climate, and group interaction. Prerequisite: HRM 310.

HRM 312 Labor-Management Relations AS NEEDED 3 hours
A review of American labor history is presented, followed by a study of relations between labor and management in the collective bargaining process. Contents of labor-management contracts are reviewed for conditions of work, pay, and the grievance process. The
role of the National Labor Relations Board is studied, as well as the organization of local labor unions and the functioning of national labor organizations. Prerequisite: HRM 310.

HRM 313 Compensation and Benefits Administration  AS NEEDED  3 hours
This course is a comprehensive analysis of the design and administration of compensation and benefits programs in a modern organization. In this course, the compensation field is covered as a set of theories and a set of practices and techniques then integrated into a comprehensive model for compensation administration. Prerequisite: HRM 310, HRM 311.

HRM 415 Organization Development and Change  SPRING  3 hours
This course is an in-depth study of the theory and practice of organization development. The course will focus on planned change processes in organizations, including organizational diagnostic procedures, designing and implementing change interventions and the process of analyzing the results of planned change processes. Fundamental concepts of organization design and group dynamics will be integrated with theories of transformation and organization effectiveness. The course will also include the development of the discipline of organization development as well as an exploration of the credentials and skills necessary to practice in the field. Prerequisite: HRM 310, HRM 311.

HUMAN SERVICES LEADERSHIP (HSV)

HSV 300 Portfolio Development  3 hours
This course teaches how to identify those areas in the student's background which may warrant college credit; how to write a competency statement, and how to identify and gather appropriate documentation in order to support the claim of college-level learning.

HSV 350 Research and Assessment Methods  4 hours
Various methods of research will be presented including descriptive, correlational, and experimental. Issues of research design, validity, and interpretation will be discussed. Open only to CAPS enrollees. Prerequisite: ENG 102, ENG 106, PSY 200 or SOC 201.

HSV 355 Organizational Psychology  4 hours
Examines the prominent theories of organizational psychology and organizational behavior and change. The application of theory and principles of organizational psychology to administrative practice will be presented. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

HSV 356 Human Development  4 hours
A holistic examination of human developmental processes from birth through late life. Major theoretical perspectives related to life span growth and changes are explored. Socio-cultural, biological, and psychological issues associated with childhood and adolescence, young adulthood, mid-life, and late life, are included. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

HSV 357 Applied Social Theory  4 hours
The dynamics of social interaction will be surveyed. Principles from social psychology and sociology will be examined. Influences upon the individual as a function of group membership will be emphasized. Also, working effectively in groups and building effective interpersonal communication skills will be explored. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

HSV 358 Contemporary Social Problems  4 hours
A review of the current issues and problems in Western society. Relevant psychosocial theory providing insight into the etiology of social problems is included and proposed remedial approaches will be discussed. The role of social services programs in addressing these issues is explored. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

HSV 425 Life-long Learning Experience  3-15 hours
This course is designed to allow students who have held human services positions to prepare a descriptive and analytical essay which relates their job experience to a specific academic area. This essay will emphasize the nature of work, model of the organizational system, training and development, and the lessons learned. Enrollment in the prior life-long learning experience course is open to social sciences majors and requires submission by the students of a written proposal which must be approved by the Division Chair. The course is offered in multiples of 3 credits, up to a maximum of 15 credits, depending on length and nature of work experience. Prerequisite: HSV 300.

HSV 455 Mental Health: Perspectives and Treatment Modalities  4 hours
Clinical and counseling psychology perspectives will be explored. Emphasis will be placed on understanding and treating various psychological disorders. Also, counseling methods used to help individuals cope with common life events will be considered. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

HSV 457 Human Services: Organization and Practice  4 hours
The history of human services in the United States, as well as the current network of organizations and programs, is reviewed. Social psychological theory is applied to both macro-practice perspectives, as well as micro-practice issues. Ethical considerations in the delivery of human services will be included. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.
HSV 458 Deviance and Social Control 4 hours
An examination of the current issues in social deviance including social, psychological, historical, and cultural influences. The responses of major social institutions to deviance are reviewed, as well as programs designed to enhance pro-social behaviors of individuals and groups. Open only to CAPS enrollees. Prerequisite: PSY 200 or SOC 201.

INTERDISCIPLINARY STUDIES (IDS)
IDS 200: Johnny Appleseed, Man and Myth 2 hours
This two credit hour online course introduces students to an in-depth exploration of the life and accomplishments of John Chapman, also known as Johnny Appleseed. Students differentiate between the real John Chapman and Johnny Appleseed folklore as they trace Chapman’s historical journey, review his business methods, and understand the missionary work Chapman did during his life. This course will explore the impact Chapman had on American culture by studying his humanitarian accomplishments and contributions to the development of the Northwest Territory. Students will develop an appreciation for Chapman’s complex character, values, and ability to understand and teach the writings of famous scientist, philosopher, and theologian, Emanuel Swedenborg while living a very simple life.

INTERNATIONAL STUDIES PROGRAM (ISP)
ISP 399 International Studies Program 12-18 hours
This course is designed as a one term study abroad opportunity for selected Urbana University students. Students must make application and be accepted for this experience. Students studying abroad are expected to maintain a full academic load and must submit a course of study for approval upon registration at the host college or university. Students will be expected to submit an official transcript and appropriate course documentation for evaluation of the learning experiences.

MANAGEMENT (MGT)
MGT 207 Principles of Business and Management FALL, SPRING 3 hours
This course is a study of the basic principles and concepts in the organization and administration of business. Special emphasis is given to global and economic considerations and to the basic managerial functions.

MGT 315 Strategic Management and Leadership SPRING 3 hours
The purpose of this course is to engage management majors in an in-depth analysis of leadership through strategy development. It will integrate a broad base of management skills and knowledge with a focus on the role of senior leadership. This course will incorporate the process of clarifying an organizations vision, mission and purpose, processes of assessing internal strengths and weaknesses and processes for evaluating priorities and matching priorities with resource constraints. Prerequisite: junior standing and program acceptance.

MGT 370 Operations Management FALL 3 hours
Production systems and designs are studied with particular focus on applicability to manufacturing and service organizations. Goals and origins of a system, system design and processes, installation and start-up and a study of the frequently occurring problems of a system are discussed in sequence. Concepts of planning, scheduling, control, and correction functions associated with an efficient operating production system are emphasized. Prerequisite: junior standing and MGT 207, MAT 227.

MARKETING (MKT)
MKT 206 Principles of Marketing FALL, SPRING 3 hours
An analysis of the marketing function and of practices followed by business firms in the pricing, promotion, and sale of goods and services. The techniques used and the relationships between producers, advertising media, brokers, wholesalers, retailers and consumers are studied with consideration of the constantly changing domestic and global markets. Prerequisite: BUS 100, ECO 201, MGT 207.

MKT 307 Personal Selling FALL 3 hours
This course examines the role of selling in the external market environment. Special emphasis is given to relationship building between buyers and sellers, consumer motives and behaviors, selling techniques, and ethical behavior in business situations. Prerequisite: MKT 206.

MKT 310 Entrepreneurial Marketing FALL 3 hours
This course examines the role of marketing in start-up ventures and the role of entrepreneurial thinking in marketing efforts. Customer needs as the driving force in entrepreneurship is the theme of this course. The course explores novel approaches to defining markets and market segments, examines inexpensive ways to conduct relevant market research, and identifies ways to leverage marketing resources and rely on networks to accomplish marketing tasks. Students are encouraged to focus on identifying unique approaches to creating value through each of the elements of the marketing mix. Prerequisites: MKT 206 or permission of instructor.

MKT 344 Advertising and Sales Promotion SPRING 3 hours
Emphasis is on an examination of the role of advertising and sales promotion in marketing. Theories and practices of advertising planning, media selection and preparation, budgeting and control are studied. Promotional activities and techniques are analyzed. Real life experience is gained through field trips and presentations by individuals involved in advertising and sales promotion as a profession. Prerequisite: MKT 206.
Individual and group behaviors are studied as they relate to consumers in the marketplace. Both the functions and the objectives of the marketing manager and the individual consumer are analyzed. Topics include: the buyer as a problem-solver, buying-decision processes and models, social and cultural influences, and resistance to change. Prerequisite: MKT 206.

Focuses on the major types of decisions facing the marketing executive who attempts to bring together the resources of the firm with the opportunities found in the marketplace. Studied are planning and analysis of marketing opportunities with emphasis on the modern concept of marketing and the behavioral considerations of various market segments. Included within this framework are the issues involved in management decisions on quantitative appraisals of markets, marketing information systems, product policy, pricing, channels of distribution, advertising programs, and sales force operation. Prerequisite: MKT 206.

This course examines the role of managing the function of selling in the external market environment. Special emphasis is given to recruiting and selecting salespeople, behavior and motivation of salespersons, role perception, training, compensation, and performance appraisal. Prerequisite: MKT 206, 360.

Focuses on the marketing research process with emphasis on concepts and techniques that have been found effective through behavioral research. Marketing analysis is applied to the decision making process and utilizes the scientific approach to product channels, pricing and promotion decisions by managers. Topics include consumer behavior, attitude research, preparation of research information, problem definition techniques, research design and implementation, and marketing information systems. Prerequisite: MKT 360, MAT 227.

Marketing strategies from the point of view of the firm are analyzed in this course. The basic question addressed: Given the consumer’s needs, how can the firm design, price, promote, and distribute its product or service effectively? Also covered are selected marketing topics of current interest. Hands-on experience is gained in this capstone marketing course by first-hand observation of corporate marketing activities and marketing managers in operation. Current and real-life situations in strategic marketing, nationally and internationally, by well-known corporations are studied in detail. Prerequisite: MKT 344, 345, 360, and 447.

This course is designed to explore the mix of promotional and marketing tools designed to engage and motivate prospects into customers. The course focuses on achieving product awareness and new revenue streams through a coordinated, integrated use of advertising, personal selling, sales promotion, sponsorship, direct marketing, public relations, and Internet communication. The student will have the opportunity to develop a promotional campaign for a new product launch that includes all of the tools available to communicate to all appropriate constituencies. Prerequisite: MKT 206, COM 280, COM 380.

This course introduces the basic arithmetic and mathematics concepts that are necessary for follow-on mathematical courses. Topics include properties of numbers, common fractions and mixed numbers, simple exponents, signed numbers, percent, unit conversions, basic algebra, and applications of the basic concepts to practical problems. May not be used to fulfill core or major requirements. The courses do earn credit hours, and the grades earned in the courses are calculated in student grade point averages.

A terminal mathematics course for liberal arts majors that will satisfy the mathematics core requirement. An intuitive approach using practical examples is emphasized to help students understand and use mathematics such as sets, logic, probability, statistics, number theory, algebra, geometry, and consumer mathematics. Prerequisite: Placement by examination.

This course covers fundamental algebraic concepts that are necessary for success in college-level mathematical courses. Topics include the language of algebra, signed numbers, exponents, polynomials, algebraic equations, inequalities, graphs and applications. Prerequisite: MAT 100 or by placement examination.

An introductory course for pre-service and in-service elementary school teachers. Topics covered include problem solving, sets, numeration systems, number theory, logic, and clock arithmetic. Prerequisite: placement by examination.

A continuation of MAT 111. Topics covered include problem solving, algebra, geometry, graphs, relations and functions, probability and statistics. Prerequisite: MAT 111.
### Course Descriptions

**MAT 115 Algebra with Business Applications**  
ALL 3 hours  
An intermediate algebra course with applications from business for business majors. Topics studied include variables, functions, polynomials, factoring, linear and quadratic equations, exponents and radicals, graphing, systems of equations, linear programming, logarithms, mathematics of finance, and matrices. Prerequisite: placement by examination.

**MAT 220 Pre-Calculus**  
FALL 4 hours  
A study of the basic concepts of algebra including factoring, graphing, equations, inequalities, ratio and proportion and rational functions, exponential and logarithmic functions, trigonometric functions, complex numbers, and some elementary topics in theory of equations. Prerequisite: placement by examination.

**MAT 226 Elementary Mathematical Statistics**  
FALL 3 hours  
A course designed to acquaint the student with the theory and application of statistics. Course content includes organization of data, measures of central tendency and variability, probability, normal distributions, sampling theory, estimation and hypothesis testing. Prerequisite: MAT 106 or equivalent, or placement by examination.

**MAT 227 Quantitative Methods of Decision-Making**  
SPRING 3 hours  
Emphasizes the application of statistical methods to the analysis and development of proposed solutions of business and economic problems. Topics include data collection and interpretation of business data, measures of central tendency and dispersion, correlation analysis, time series, and multiple regression. Prerequisite: MAT 115 or equivalent.

**MAT 241 Calculus and Analytic Geometry I**  
FALL 4 hours  
A study of single variable calculus including functions, limits, the derivative, applications of the derivative, the integral, and applications of the integral. Prerequisite: MAT 220 or equivalent.

**MAT 242 Calculus and Analytic Geometry II**  
SPRING 4 hours  
A continuation of MAT 241 which includes logarithmic and exponential functions, inverse trigonometric and hyperbolic functions, techniques of integration, indeterminate forms, improper integrals, and sequences and series. Prerequisite: MAT 241.

**MAT 255 Multivariable Calculus**  
SPRING 4 hours  
A study of the calculus of several variables with applications. The course covers conic sections, polar coordinates, parametric equations, vectors in two and three dimensions, partial derivatives, and multiple integrals. Prerequisite: MAT 242.

**MAT 320 Discrete Mathematics**  
FALL 4 hours  
A study of discrete mathematics including mathematical reasoning and proof, number theory, combinatorial analysis, probability, and discrete structures such as relations, graphs, and trees. Prerequisite: MAT 241 or permission of instructor.

**MAT 330 Differential Equations**  
SPRING 3 hours  
This course is an introduction to ordinary differential equations. Basic topics include first-order equations, homogeneous equations, higher-order linear differential equations, second-order linear differential equations with constant coefficients, series solutions, boundary-value problems, and systems of linear differential equations. Methods of solution and applications are discussed in detail.

**MAT 343 Real Analysis**  
SPRING 4 hours  
The important concepts of calculus are studied in rigorous detail. Emphasis is on logical details rather than techniques and calculations. Topics studied include limits, continuity, sequences and series, and the derivative and the integral. Prerequisite: MAT 255 or permission of instructor.

**MAT 361 History of Mathematics**  
SPRING, ODD 3 hours  
A chronological study of the development of mathematics over the past five thousand years, including important mathematical developments, the biographies of the mathematicians involved, and the social and cultural atmosphere in which they lived and worked. Prerequisite: MAT 241 or permission of instructor.

**MAT 418 College Geometry**  
SPRING 3 hours  
A study of Euclidean and non-Euclidean geometries as a logical system of undefined terms, defined terms, axioms, and theorems. Prerequisite: MAT 241 or permission of instructor.

**MAT 427 Linear Algebra**  
FALL 3 hours  
A study of the basic concepts of linear algebra including systems of linear equations, Gaussian elimination, matrices, determinants, vectors, vector spaces, and linear transformations. Prerequisite: MAT 255 or permission of instructor.

**MAT 446 Algebraic Structures**  
FALL 4 hours  
An introduction to abstract algebra in a way that emphasizes the nature of the subject and the techniques of rigorous proof. Topics included are sets, mappings, binary operations, groups, rings, fields, and polynomials. Prerequisite: MAT 320 or permission of instructor.

**MAT 450 Statistics I**  
FALL, ODD 4 hours  
A study of statistics with applications of calculus. The course covers sets and probability, discrete and continuous probability, distributions, and functions of random variables. Prerequisite: MAT 242 or permission of instructor.
MAT 451 Statistics II  SPRING, EVEN  4 hours
A continuation of MAT 450. Topics studied include estimation theory and tests of hypotheses, sampling theory, regression analysis, and analysis of variance. Prerequisite: MAT 450.

METEOROLOGY (MET)
MET 212 Meteorology  SPRING, EVEN  4 hours
This course is designed to acquaint the student with the atmosphere and atmospheric processes that produce weather systems. The course is descriptive, with emphasis on cloud formation, heat, pressure, precipitation, wind storm, and air pollution. Three one-hour lectures and one two-hour laboratory per week. Fee applies.

MUSIC (MUS)
MUS 205 Music Appreciation  FALL  3 hours
A survey of the history and development of music in Western civilization. Important composers, forms, and styles will be studied and placed in historical perspective.

MUS 210 Basic Music Theory  AS NEEDED  3 hours
Fundamentals of music will involve the notation of melody, rhythm, and basic harmony, including scales, intervals, triads, and harmonization of simple melodies.

MUS 290 Jazz and Popular Music of Today  AS NEEDED  3 hours
An examination of musical trends in popular music, including the history of jazz and the subsequent development of rock. Current trends will also be discussed.

MUS 300 Instruction in Piano and/or Instruments  ALL  1-2 hours
Private instruction in piano and/or instruments as arranged with the instructor before or on registration. Half-hour/hour session per week. Repeatable.

MUS 301 Instruction in Voice  FALL  1-2 hours
Private instruction in voice as arranged with the instructor before or on registration. Half-hour/hour session per week. Repeatable.

MUS 302 University Singers  ALL  1 hour
The choir performs a formal concert each term as well as singing at various functions (including Baccalaureate and Commencement) on and off campus. Music chosen from historical periods as well as contemporary and popular music is studied. Repeatable.

MUS 303 University Band  ALL  1 hour
The band prepares and performs music for Baccalaureate and Commencement, among other activities. Repeatable.

MUS 304 University Men/Women Chorus  ALL  1 hour
Men/Women Chorus will perform with the University Singers and at functions on campus and in the community. Music will be selected from historical and contemporary periods. The chorus meets on Tuesdays and Thursdays. Repeatable.

NURSING (NUR)
NUR 320 Theory, Concepts, and Skills in Nursing  3 hours
Interactions among nursing and health care history, advances in technology and skills sets, and the evolution of nursing theory, nursing process and clinical pathways are explored. General systems (von Bertalanffly, 1956) and stakeholder (Freeman, 1983) theories supply foundational theoretical perspectives. Prerequisite: Open only to BSN enrollees.

NUR 350 Physical Assessment  4 hours
Through theory and practice, this course builds upon physical assessment skills gained through previous professional practice and education. The major focus of the course is to perform a comprehensive health assessment on a healthy adult. Data is gathered and synthesized from the health history and physical assessment in order to use the nursing process to develop nursing diagnoses and nursing interventions including a teaching plan. Health variations in children and pregnant women are also discussed. Prerequisite: BIO 360, Pathophysiology or permission of the instructor. Open only to BSN enrollees.

NUR 410 Nursing Research  3 hours
Research design and methodologies are examined with an emphasis on informed consent, clinical trials, the interpretation and application of findings. Prerequisite: MAT 226 or equivalent. Open only to BSN enrollees.

NUR/HCM 430 Professional Leadership and Service  FALL  4 hours
This course explores the aspects affecting professionalism and leadership facing nurses and/or healthcare managers. The focus includes the influences of ethics, power, standards, laws, and economics that are changing the environment of health care. The course includes a professional/community service component. Prerequisite: Open only to BSN and Healthcare Management majors.

NUR 440 History of Nursing  3 hours
The course content explores the impact of nursing’s origins on contemporary professional nursing. Areas explored include: educational levels, accreditation issues, supply, demand, diversity, media/public image, and traditions. Emphasis is placed on how the events of a
time period (from BCE to present) have influenced the development of nursing as a profession. When possible, the course may include a field trip to a nursing historical site/event. Open to all majors.

**NUR 450 Clinical Practicum in Community-Based Health Care Delivery** 4 hours
The theory component of the course addresses gerontology, epidemiology, public health principles, and the delivery of health care in community settings. Practicum experiences in the community, based on learning contracts and journaling, are offered in health departments, home health agencies, schools, community agencies, and long-term care facilities. Prerequisite: completion of BIO 360, NUR 320, 350, 410, 430, HSV/CJL 456 or equivalent, and administrative clearance for health assessment and immunizations/TB test, unrestricted Ohio nursing license, liability insurance, CPR certification, and satisfactory background check. (Clinical fee) Open only to BSN enrollees.

**NUR/HCM 491 Clinical Practicum in Leadership and Management** SPRING 4 hours
The theory component of the course addresses leadership/management, strategic planning, budgeting, personnel management, program evaluation, and quality assurance in health care systems. Practicum experiences, based on learning contracts and journaling, are provided with a nurse mentor in a management setting. Prerequisite: completion of BIO 360, NUR 320, 350, 410, 430, HSV 355 and administrative clearance for health assessment and immunizations/TB test, unrestricted current Ohio nursing license, liability insurance, CPR certification, and satisfactory background check. (Clinical fee) Open only to BSN and Healthcare Management majors.

**PHILOSOPHY (PHI)**

**PHI 101 Introduction to Philosophy** AS NEEDED 3 hours
A course designed to raise questions for students concerning knowledge, reality, and values. Various ways of philosophically examining meanings in experience will be explored. This course is meant to aid students in developing their own personal philosophies.

**PHI 203 Philosophy of Human Nature** AS NEEDED 3 hours
An examination of questions concerning the nature of humanity and basic philosophical views which present alternative answers to these questions. Among the issues considered will be whether humans are free, possible ways in which humans differ from other beings, the possibilities and limitations of the human species, and ideals of what humans should become. The course includes a study of such philosophers as Plato, Descartes, Hume, Kant, Wittgenstein, Sartre, and Buber. Other philosophers of interest to students and instructor may be added or substituted.

**PHI 206 The Individual and Society** AS NEEDED 3 hours
An introductory course in philosophy, emphasizing the philosophy of individuals and society, including the reason for human community, the need for order, respect for individual freedoms, and the ethical decisions of the individual as these relate to his/her place in society. The primary focus of this course is the history of Western political theory.

**PHI 208 Ethics** ALL 3 hours
An introductory course in philosophy, with special emphasis on the classical alternative views of ethics and on their application to issues faced in everyday life. Some of these issues are the morality of war, euthanasia, behavior control, sexual morality, and morality in the business world.

**PHI 290 Basic Issues in Philosophy** AS NEEDED 3 hours
An exploration of current or recurring topics that are of special interest or importance to the Urbana student body and our society as a whole. The course aims to develop the student's critical evaluation of a wide range of significant issues. Possible areas of study include the philosophy of film, sport, feminism, aesthetics, American philosophy, and current social/political issues.

**PHI 300 Logic and Rhetoric** FALL, EVEN 3 hours
An introduction to logic, designed to aid students in developing ways to distinguish correct from incorrect reasoning. Methods of critically evaluating arguments are considered. The course provides a methodological foundation for further study in philosophy, communications, the natural sciences, and the social sciences.

**PHI 301 Ancient Philosophy** AS NEEDED 3 hours
A study of the thinkers who have laid the foundation for Western philosophy and much of Western thought. The pre-Socratic philosophers, Plato, and Aristotle are studied in detail.

**PHI 302 Modern Philosophy** AS NEEDED 3 hours
The classic works of Descartes, the British Empiricists, and Immanuel Kant are investigated in this course. The course focuses on historical and philosophical connections among these seminal thinkers.

**PHI 303 Studies in Existentialism** AS NEEDED 3 hours
A detailed study of the thought and influence of major existentialist thinkers such as Kierkegaard, Buber, and Sartre.

**PHI 350 Aesthetics** FALL ODD 3 hours
The first part of the course presents a historical survey of major theories of art and beauty using examples of painting, poetry and music. The second part is devoted to the modern scene. We will look at the chosen examples of major artists and poets of the 20th century, and relate them to the most significant aesthetic theories of the period. The running assumption of the course is that art, poetry, and philosophy are the historically manifested expressions of humanity through which we gain an understanding of our times and ourselves.
PHI 403 Philosophies of Freedom  AS NEEDED  3 hours
This course involves an examination of philosophical views of freedom, including questions about people’s freedom to think and act for themselves, and how this freedom relates to society and nature. Students examine the question of whether people are free, and if they are free, what their freedom includes. Concepts of freedom of choice and freedom in relation to society are emphasized.

PHI 492 Seminar in Personal Philosophy  ALL  3 hours
The capstone course is designed to offer a survey of major philosophical schools in the Eastern (Chinese, Indian, Islamic) and Western traditions. The concepts and value are organized around ethics, religion, and philosophical anthropology. Students are required to read the texts critically and discuss them in class. Prerequisites: Junior or senior standing.

PHYSICAL EDUCATION (PED)
PED 101 Racquetball  AS NEEDED  1 hour
Instruction and practice in lifetime recreation, health, and safety activities. Not repeatable.

PED 102 Swimming & Water Fitness  AS NEEDED  1 hour
Instruction and practice in lifetime recreation, health, and safety activities. Not repeatable.

PED 103 Tennis  AS NEEDED  1 hour
Instruction and practice in lifetime recreation, health, and safety activities. Not repeatable.

PED 104 Badminton  AS NEEDED  1 hour
Instruction and practice in lifetime recreation, health, and safety activities. Not repeatable.

PED 106 Archery  AS NEEDED  1 hour
Instruction and practice in lifetime recreation, health, and safety activities. Not repeatable.

PED 107 Volleyball  AS NEEDED  1 hour
Instruction and practice in lifetime recreation, health, and safety activities. Not repeatable.

PED 109 Physical Conditioning  AS NEEDED  1 hour
Instruction and practice in lifetime recreation, health, and safety activities. Not repeatable.

PED 113 Golf  AS NEEDED  1 hour
Instruction and practice in lifetime recreation, health, and safety activities. Not repeatable.

PED 120 Club Sports  FALL, SPRING  1 hour
Participants in club sports will be granted one credit hour for each semester in which they successfully complete; maximum of one credit per sport per year; however, no more than eight tears will be credited toward graduation. Prerequisite: Student must place course on registration form in order to receive credit.

PED 205 Intercollegiate Athletics  FALL, SPRING  1 hour
Participants in intercollegiate sports will be granted one credit hour for each semester in which they successfully compete; maximum of one credit per sport per year; however, no more than eight credit hours will be credited toward graduation. Credits may not be awarded retroactively for participation. Prerequisite: Student must place course on registration form in order to receive credit.

PED 334 Coaching of Baseball  AS NEEDED  2 hours
Classroom and laboratory studies of the theory, strategy, and mechanics of coaching intercollegiate and interscholastic sports. The history, philosophy, strategy, program set up, and basic skills and drills of the sport are covered.

PED 335 Coaching of Basketball  AS NEEDED  2 hours
Classroom and laboratory studies of the theory, strategy, and mechanics of coaching intercollegiate and interscholastic sports. The history, philosophy, strategy, program set up, and basic skills and drills of the sport are covered.

PED 336 Coaching of Football  AS NEEDED  2 hours
Classroom and laboratory studies of the theory, strategy, and mechanics of coaching intercollegiate and interscholastic sports. The history, philosophy, strategy, program set up, and basic skills and drills of the sport are covered.

PED 337 Coaching of Wrestling/Soccer  AS NEEDED  2 hours
Classroom and laboratory studies of the theory, strategy, and mechanics of coaching intercollegiate and interscholastic sports. The history, philosophy, strategy, program set up, and basic skills and drills of the sport are covered.

PED 338 Coaching of Track and Field/Golf  AS NEEDED  2 hours
Classroom and laboratory studies of the theory, strategy, and mechanics of coaching intercollegiate and interscholastic sports. The history, philosophy, strategy, program set up, and basic skills and drills of the sport are covered.
PED 339 Coaching of Volleyball/Softball AS NEEDED 2 hours
Classroom and laboratory studies of the theory, strategy, and mechanics of coaching intercollegiate and interscholastic sports. The history, philosophy, strategy, program set up, and basic skills and drills of the sport are covered.

PED 340 Coaching of Swimming and Pool Management AS NEEDED 2 hours
Classroom and laboratory studies of the theory, strategy, and mechanics of coaching intercollegiate and interscholastic sports. The history, philosophy, strategy, program set up, and basic skills and drills of the sport are covered.

PHYSICS (PHY)
PHY 201 General Physics I FALL 4 hours
Introduction of the fundamental principles of classical mechanics. Concepts of calculus are introduced for use in interpreting physical phenomena. Topics include units of measure, vectors and scalars, kinematics, Newtonian mechanics, work, energy, torque, impulse and momentum, gravitation, statics and dynamics, equilibrium, and fluids. The laboratory is designed to parallel the lecture coverage. Prerequisite: MAT 241. Fee applies.

PHY 202 General Physics II SPRING 4 hours
A continuation of PHY 201. Introduction to thermodynamics, oscillatory and wave motion, sound, light, interference and diffraction, and optics. Concepts of calculus are introduced for use in interpreting physical phenomena. The laboratory is designed to parallel lecture coverage. Prerequisite: PHY 201. Fee applies.

PHY 301 General Physics III FALL 4 hours
Introduction to electricity and magnetism with application to electronics, instrumentation and computer interfacing. Topics covered include: electric charge and electric field, electrical components, electric potential energy, electric circuits and components, magnetism, time dependent circuits and components, integrated circuits, computer interfacing, and electromagnetic waves. Prerequisite: MAT 242. Fee applies.

PHY 302 Modern Physics SPRING ODD 4 hours
Topics covered include the following: relativity, space-time, light and atoms, atomic nuclei, radiation and particle physics. Prerequisite: PHY 301.

POLITICAL SCIENCE (POS)
POS 200 Principles of Political Science ALL 3 hours
An introduction to political theory, the basic concepts and terminology of the discipline with an analysis of power, conflict and its resolution, political institutions, and the decision-making process both in the United States and abroad.

POS 204 American Government FALL 3 hours
An overview of the structure and function of The United States Constitution, Federalism, the American governmental system, including the roles of the President, Congress, the Supreme Court, the news media, public opinion, and public interest groups in the political system.

POS 206 State and Local Government ALL 3 hours
An introductory course concerning the structure and function of state and local government in the United States. Special attention is focused on the relation between Federal government and the state, state and local governmental structure, citizen access to government, political resources, and political outcomes.

POS 250 Principles of Public Administration FALL, EVEN 3 hours
This course will survey the history, structure, and interrelations of public bureaucracies within the United States. Special attention is paid to U.S. federal, state, and local intergovernmental relations, public management, public ethics, public personnel issues, public budgeting the intricacies of social service, law enforcement, and court bureaucracy; forces shaping the direction and nature of public entities and their management. Multiple case studies are utilized in order to illustrate each major concept. Prerequisite: SOC 201, POS 200 or higher.

POS 300 International Relations Theory SPRING, EVEN 3 hours
An in-depth analysis and evaluation of the primary and secondary theoretical perspectives within the sub-field of International Relations. Schools of thought examined include: Realism, Neo-realism, Liberalism/Pluralism, Neo-liberalism, Globalism, the Grotsian, Gramscian, Marxist, Feminist, and Post-Modern perspectives. A particular emphasis is placed upon Nationalism and the use of force between great powers and regimes past and present. This includes the role of military power and arms control in an era of asymmetrical actors on the international stage. Prerequisite: POS 200.

POS 302 American Foreign Policy SPRING 3 hours
An advanced course that examines how foreign policy is produced by reviewing theories of the constantly evolving role of the US within the international system, international economic institutions, the organizational structure of the U.S. foreign policy apparatus, decision theory, political psychology, and the role of public opinion in foreign policy. Prerequisite: POS 200.
POS 305 Western Political Thought SPRING, EVEN 3 hours
This course is a survey of Western Political Thought from Plato to the Social Contract Theorists; on through to the American Constitutional Framers and on to Postmodern thought. Topics surveyed include human nature, justice, freedom, truth and the nature of political domination versus freedom and political legitimacy. The political philosophies of Plato, Aristotle, Augustine, Aquinas, Machiavelli, Rousseau, Hobbes, Locke, Jefferson, Paine, Mill, Marx, Lenin, the Frankfurt School, Arendt, Rawls, Walzer and Foucault will be reviewed. Prerequisite: POS 200.

POS 307 Comparative Politics: Regional Focus FALL, EVEN 3 hours
The government and politics of areas outside the United States will be examined focusing on a revolving sequence of geographic regions: Eastern and Western Europe (including the former Soviet Union), Southwest Asia and Africa, East Asia, Southeast Asia, Oceania and Latin America. Utilizing case studies concerning governmental structure, the course will focus on comparative solutions to universal political problems. Prerequisite: POS 200.

POS 320 Model United Nations FALL, ODD 3 hours
This course will give students the theoretical and informational background to participate in a regional Model UN simulation. Course materials will include an overview of the structure and function of the United Nations, an overview of theoretical material on Comparative Politics and International Relations, and in-depth study of the politics, economics, and political culture of an assigned country in the simulation. Prerequisite: POS 200.

POS 323 Third World Politics FALL, ODD 3 hours
A review of politics in the Third World including the theoretical perspectives on colonial rule and its legacy, Third World societies and economics, authoritarian and democratic statecraft, the military and politics, culture and politics, great powers and the Third World, and protest and revolution. Prerequisite: POS 200.

POS 405 Constitutional Law SPRING, ODD 3 hours
This course focuses on those areas of constitutional interpretation involving civil rights and liberties and the powers of government. Theories of constitutional interpretation will be reviewed in conjunction with pivotal cases defining the nature of citizenship and the exercise of governance. Prerequisite: POS 200, 204.

POS 408 Global Political Economy FALL, EVEN 3 hours
This course examines the relation of wealth and political power at the global level through a focus on the institutional structure of international trade, finance, and monetary regimes. The establishment, purpose and functioning of the Bretton Woods System (i.e. the International Monetary Fund, the International Bank for Reconstruction and Development, the World Trade Organization) current international monetary agreements, and private international finance will be reviewed. Prerequisite: POS 200.

POS 410 Social Identity Seminar SPRING, EVEN 3 hours
This course will introduce students to theoretical approaches in the analysis of both the origin and reproduction of group identity (self and others), and the mobilization of identity groups in political conflict. Application of these theories will review political mobilization and conflict in the areas of race, socio-economic class, gender, sexual orientation, nationalism, and religion. Prerequisite: POS 200.

POS 421 Field Experience ALL 1-6 hours
Students will select placement for service in an organization concerned with electoral politics, governance, or political issues. Selection of the organization is subject to approval of the instructor. A final paper unifying theoretical concepts with actual organizational practice is required. Prerequisite: junior or senior standing.

POS 425 Applied Research SPRING, EVEN 3 hours
This advanced course will offer students "hands on" research experience on actual research projects conducted by the Political Science faculty. Students will be required to read essential literature germane to a project and will be assigned tasks in all stages of a research project, including the development of appropriate methodological design, data collection, and analysis. Prerequisite: POS 200; junior or senior standing.

PSYCHOLOGY (PSY)

PSY 200 General Psychology ALL 3 hours
A survey of the psychology discipline. Psychological approaches, theories, and research are examined. Emphasis is placed on the behavioral, intra-psychic, biological, social, developmental, and humanistic dimensions of human beings.

PSY 201 Biopsychology FALL 3 hours
Biological and physiological processes as related to the discipline of psychology are explored. The dynamic interaction between nature and nurture is emphasized as it informs the understanding of the psychology of mental illness, substance addiction, aggression, anger, aging, and cognition. Prerequisite: PSY 200.

PSY 202 Social Psychology FALL 3 hours
A study of the basic concepts of social psychology from a variety of theoretical perspectives and their use in analyzing contemporary problems. Prerequisite: PSY 200.
PSY 203 Child Development  FALL, SUMMER  3 hours
A survey of the biological, social, psychological and cultural influences in human development from conception through childhood. A developmental perspective will be utilized in the examination of the multiple influences on growth and change during childhood. Prerequisite: PSY 200.

PSY 204 Adolescent Development  ALL  3 hours
A survey of the biological, social, psychological and cultural influences in human development from adolescence. A developmental perspective will be utilized in the examination of the multiple influences on growth and change during adolescence. Prerequisite: PSY 200.

PSY 209 Adult Growth and Development  SPRING, FALL  3 hours
An investigation of young, middle, and late adulthood. Psychological theory and research regarding growth and development in adulthood are surveyed. Emphasis is placed on the psychological, social and biological changes that occur during the adult years. Prerequisite: PSY 200.

PSY 214 Introduction to Gerontology  FALL, ODD  3 hours
An exploration of human aging and the influence of social, psychological, and biological factors on development during the later years of life. Myths and stereotypes surrounding aging are examined in light of current gerontological research and knowledge. Prerequisite: PSY 200.

PSY 216 Psychology of Aging  SPRING, ODD  3 hours
An examination of the psychological processes of older adults including intelligence, perception, memory and cognition, and personality. Theoretical perspectives and research methodologies will be reviewed and the contextual influences on late life development will also be presented.

PSY 233 Personality  FALL  3 hours
The dynamics of personality formation will be explored. Concepts and research derived from influential theorists such as Freud, Jung, Adler, Maslow, Rogers, and Bandura will be examined. Emphasis will be placed on characteristics associated with the healthy personality. Prerequisite: PSY 200.

PSY 290 Learning and Cognition  SPRING  3 hours
Theories of learning and cognition from early classical conditioning through contemporary views are presented. The relationship between these processes and behavior in both humans and animals are explored. Prerequisite: PSY 200.

PSY 320 Human Sexuality  FALL  3 hours
This course surveys various topics in human sexuality including sexual and reproductive anatomy, male and female sexual responses, sexually transmitted infections, birth control, pregnancy and childbirth, gender identity and gender roles, sexual orientation, life-span sexual development, love and relationships, sexual problems and therapies, sexual variants, sexual victimization, and social and legal issues. A seminar format emphasizing class discussion will be highly encouraged. Prerequisite: PSY 200.

PSY 395 Community Psychology  FALL, ODD  3 hours
Explores the application of psychological theory and principles within social services and human services agencies. Organizations and programs are reviewed. Theory and principles applied to both macro-practice perspectives as well as micro-practice issues are included. Prerequisite: PSY 200.

PSY 403 Theories of Counseling  SPRING  3 hours
Introduces students to counseling psychology. Various theoretical perspectives of counseling are explored. Synthesizes counseling theory, research, and practice directed toward achieving a successful therapeutic outcome for the client. Prerequisite: PSY 200.

PSY 407 Abnormal Psychology  FALL  3 hours
Introduces students to clinical psychology. The meaning of abnormal behavior from a clinical perspective is examined. Primary consideration is given to theory, research and treatment relevant to psychopathology. Social perspectives regarding mental health issues are also covered. Knowledge of basic biological processes is recommended. Prerequisite: PSY 200.

PSY 410 Group Dynamics  SPRING  3 hours
The psychology of group processes and group dynamics is investigated. Aspects of leadership, empathy, feedback, confrontation and conflict resolution are explored. Individual growth derived from group experience is also considered. Prerequisite: PSY 200.

PSY 421 Field Experience  ALL  3-6 hours
The purpose of the psychology field experience is to provide students with an applied experience and the opportunity to acquire advanced knowledge in a specialty area. With approval by the faculty member overseeing the field experience, students will select
placement at an agency or organization that is consistent with this purpose and their career goals. Students will explore the theoretical underpinnings of an issue pertinent to their unique, individualized field experience. Special emphasis is placed on the specific shaping of student skills, the acquisition of knowledge relevant to a career specialty, and the development of a high level of professionalism. Students will be expected to follow the schedule, protocols and policies of the placement agency or organization, to keep an accurate record of attendance and journal of activities and to complete written assignments. Students work 40 clock hours in the field for each one hour of academic credit. Specific information regarding field experience is available from the Office of the College of Social and Behavioral Sciences. Prerequisite: PSY 200; senior standing.

**PSY 422 Research Experience**  ALL  3-6 hours
With the supervising faculty member, the student will design and conduct a study relevant to the psychology discipline. The student will provide a rationale for conducting the study with reference to its importance to psychology. The student may engage in data collection, statistical analysis, and an interpretation of findings. The student will submit a formal report of the research process and conclusions. The report will be written in APA style. Knowledge of statistics and research methods is recommended. Prerequisite: PSY 200 and junior or senior status majors.

**PSY 496 Dynamics of Substance Abuse**  SPRING  3 hours
The psychology of substance abuse is explored. Addiction, dependence, and prevention are investigated from psychosocial, biological, and cultural viewpoints. Various classes of substances are considered and treatment approaches used to remedy substance abuse and addiction are included. Prerequisite: PSY 200.

**RELIGION STUDIES (REL)**

**REL 102 History of Christianity**  SUMMER, FALL  3 hours
A view of Christianity from an historical perspective. Topics covered include Gnosticism, the role of the Church Fathers, the development of creeds and doctrines, the East/West schism, the Crusades, the Inquisition, Scholasticism, the Protestant Reformation with its split into various denominations, the modern period with movements such as Liberation and Process Theology, and the finding of the Dead Sea Scrolls.

**REL 201 The World's Religions**  SPRING EVEN  3 hours
A study of some of the most important concepts of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Taoism, Zoroastrianism, and other religions. Issues to be compared will include the various cosmologies, theologies, philosophies, ethics, and patterns of social relations.

**REL 204 Hebrew Bible**  FALL EVEN  3 hours
An introduction to the books of the Old Testament, together with a study of the historical background of the Hebrews. Origins of concepts of law, sin, prophets, soul, spirit, angels, Messiah, salvation, wisdom, and monotheism will be discussed.

**REL 205 The Bible: New Testament**  SPRING ODD  3 hours

**REL 210 Swedenborg's Religious Thought**  AS NEEDED  3 hours
Readings of Swedenborg, illustrating some of the main aspects of his thought as seen in light of religious questions of his time and of current issues. Basic concepts to be included are the nature of God, the nature of person, freedom, correspondence, providence, heaven, and hell.

**REL 220 Faith and Science: Bridging Religion and Science**  AS NEEDED  3 hours
An investigation of how people respond to the contemporary scientific consensus about the origin, nature, and history of the universe in its complexity and diversity. Historical material addresses personal and societal concerns about the relationship of traditional religious beliefs (Judaism, Christianity, and Islam) and scientific investigation. Designed to encourage questions about personal meaning in life as it is enlightened by both scientific examination and the reflective metaphors and narratives of religion.

**REL 301 Psychology of Religion**  AS NEEDED  3 hours
The examination of psychological theories of religion. Emphasis will be upon the theories of such thinkers as Freud, Jung, Rogers, Maslow, Kohlberg, and Fowler.

**REL 302 Sociology of Religion**  FALL EVEN  3 hours
The application of sociological principles to religious study. The sociological characterization of the major religious denominations and the sociological functions of religious principles in the religious institution will be examined. Current movements such as New Age, Satanism, and Voodoo in the United States will also be discussed.

**REL 303 Myth and Ritual**  FALL ODD  3 hours
This course seeks to understand the role of myth and ritual in human life. While some have dismissed myth and ritual as irrational and ineffective ways of knowing and acting, others celebrate myth and ritual for containing our profoundest truths and for the power they give to live in the world. Looking at other people's myths and rituals can help us understand the differences and similarities between cultures and understand ourselves more fully. For this reason, this course will look broadly across the world's cultures in addition to examining the role of myth and ritual in contemporary American culture.
REL 307 Religion in America FALL ODD 3 hours
A study of the religions of the United States with reference to their historical development, their response to theological and doctrinal issues, and their policies regarding social practices and ethical matters.

REL 321 Religion and Politics in America SPRING EVEN 3 hours
The United States is often seen as the most religious of the modern industrial nations and also as the most secular. This course will study the "lively experiment" of American culture in living with this paradox. Using a broad understanding of religion and politics, the course will concentrate on the relationship between religion and politics. Prerequisite: junior/senior standing.

**SCIENCE (SCI)**

SCI 101 Physical Science ALL 3 hours
An elementary course which traces the development of scientific principles in the areas of astronomy, chemistry, geology and physics. Laboratory work demonstrates the methods of gathering data and developing and testing of theories. Fee applies.

SCI 111 Science for Teachers I FALL, SUMMER 4 hours
A "hands-on" science course for elementary and middle school education majors. Concepts learned in lecture will be enhanced with laboratory activities that can be adapted for elementary and middle school students. First semester topics include Biology, Geology and Astronomy. Fee applies.

SCI 112 Science for Teachers II SPRING, SUMMER 4 hours
A "hands-on" teacher preparation courses for Education majors. Concepts learned in class will be enhanced with laboratory activities that can be adapted for children through the sixth grade of school. Selected topics are broken down into eight weeks of chemistry and eight weeks of physics instruction. Fee applies.

SCI 200 Basic Forensic Science SPRING, SUMMER 4 hours
A course in the fundamentals of criminalistics that addresses the application of science to criminal and civil law. Topics include: crime scene investigation, evidence type and collection, evidence analysis, toxicology, serology, blood stain patterns, firearms, document and voice analysis, and fingerprints. The course has a significant laboratory component that exemplifies practical application of the content material. Prerequisite: Grade of "C" or better in ENG 102 and MAT 105 (or higher) and a minimum ACT composite score of 18, or permission of the instructor. Fee applies.

SCI 421 Field Experience in Science ALL 1-6 hours
A job and/or research oriented experience which enables the student to put into practice concepts and procedures which have been presented in his or her coursework. The interrelationships between the field experience and the classroom experience are discussed in conferences between the student and the on-campus supervisor. Prerequisite: senior standing.

**SOCIology (SOC)**

SOC 201 Introduction to Sociology ALL 3 hours
An introduction to the basic concepts and terminology of the discipline. The sociological perspective is identified as an analytical tool with which to examine institutions, patterns of interaction, group processes and culture.

SOC 202 The American Family FALL, SUMMER 3 hours
The structure and function of families in the United States are explored. Special attention is given the changing role of the family in society and the many new forms of nontraditional, nonnuclear families. Prerequisite: SOC 201.

SOC 203 Minorities SPRING 3 hours
The study of dominant minority group relations in society. Emphasis will be placed on cultural backgrounds and the possible resulting problems and adjustments necessitated. Prerequisite: SOC 201.

SOC 216 Social Gerontology AS NEEDED 3 hours
An introduction to social gerontology and the influence of social forces on the aging process. The demographic and social characteristics of the elderly will be examined as well as social trends. Research processes and contemporary views of aging in society will be presented.

SOC 225 Statistics for the Social Sciences SPRING 3 hours
This course serves as an introduction to the statistical concepts and techniques employed in quantitative empirical research in many social science disciplines, including psychology, sociology, political science, economics and applied professional areas. Basic material to be covered includes descriptive statistics, including frequency distributions and percentiles, measures of central tendency and dispersion, relationships among variables, including correlation and regression, and inferential statistics, including sampling and hypothesis testing. Prerequisite: MAT 105 or 106 or higher; SOC 201 or PSY 200.

SOC 300 Social Theory SPRING 3 hours
A survey of social theorists who identify sources of societal cohesion and conflict. An in-depth analysis of the elements of social interaction, the normative sanctioning process and threats to the existing societal order. Prerequisite: SOC 201.

SOC 310 Introduction to Social Welfare FALL 3 hours
This course focuses on the history, purpose and effectiveness of the contemporary social welfare system, as well as contemporary problems and issues. Current theory and remedial programs are incorporated. Prerequisite: SOC 201.
### SOC 401 Research Methodology for Human Behavior  
**FALL, SPRING**  
3 hours  
An examination of social science research methodology. Attention is focused on research designs, sampling, data collection methods, data analysis, and interpretation. Other major topics include issues in the philosophy of science, pure vs. applied research, and the role of values in social research. Prerequisite: SOC 201 or PSY 200.

### SOC 421 Field Experience and Integrative Seminar I  
**ALL**  
3–6 hours  
The purpose of the sociology field experience is to provide students with work related experience and knowledge of human services systems. Students will select placement at an agency or organization that is consistent with the student’s career goals and that has been approved by the faculty member overseeing the field experience. Students will explore the theoretical underpinnings of an issue specific to the field experience site. Special emphasis is placed on the specific shaping of student skills and the development of a high level of professionalism. Students will be expected to follow the schedule, protocols and policies of the placement agency, to keep an accurate record of attendance and journal of activities, and to complete written assignments. Students work 40 clock hours in the field for each one hour of academic credit. Specific information regarding field experience is available from the Office of the College of Social and Behavioral Sciences. Prerequisite: senior standing.

### SOC 422 Field Experience and Integrative Seminar II  
**ALL**  
5–10 hours  
This course is a continuation of the learning process initiated in SOC 421. Special emphasis is placed on a more specific shaping of student skills, the development of a high level of professionalism, and facilitation of the student’s eventual career/educational choice. Students will select placement with a human services entity approved by faculty overseeing the field experience. The faculty member will communicate regularly with the student’s site supervisor. Students follow the schedule, protocols and policies of the placement agency. Students will have the opportunity to participate in research projects, as available, or explore the theoretical underpinnings of an issue specific to the field experience site. Students work 40 clock hours in the field for each one hour of academic credit. Specific information regarding field experience is available from the Office of the College of Social and Behavioral Sciences. Prerequisite: senior standing; SOC 421.

### SOC 430 Case Management  
**SPRING, FALL**  
3 hours  
This course focuses on the role of case management in mental health and community support services. Included is information on the history and nature of human and social services, the social service network, client entitlements, and legal rights. Skills necessary for relating to clients, helping to set goals and solve problems, learning when and how to intervene in crisis situations, and how to be effective advocates while drawing on the strengths of the client and the community are discussed. Prerequisite: SOC 201, PSY 200. Junior/Senior Status

### SPECIAL EDUCATION (SED)  
Note: Courses with a field experience component are noted with (FE).

### SED 200 Introduction to Students with Mild/Moderate Education Needs  
**FALL & SPRING**  
3 hours  
This course provides students the opportunity to develop an understanding of the philosophical, historical, and legal foundations of special education as well as an understanding of the characteristics of learners who have special needs. Students explore and define the concepts of special education in schools and society, acquire knowledge about the legal and procedural aspects of special education, and develop an understanding and respect for individual needs and diversity.

### SED 201 Cognition, Learning, and Intelligence Needs  
**FALL & SPRING**  
3 hours  
This course provides students the opportunity to develop an understanding of the theories of cognition, intelligence, and learning, especially as it relates to identifying children with special needs. Students begin the process of relating the theories to instruction and assessment processes.

### SED 203 Role of the Intervention Specialist (FE)  
**FALL (PB) & SPRING (UG)**  
3 hours  
This course provides students the opportunity to develop an understanding of the role of the intervention specialist in the issues relating to communication, collaborative practices, professionalism, and ethical practices. Students develop and use effective communication and collaboration skills in relating to students, parents, and other educational providers and develop an understanding of the role of the intervention specialist as part of the total educational experience. This course also deals with other issues involving the role of a teacher, networking skills, and resources accessibility. Prerequisite: Admission to Teacher Education; SED 200

### SED 300 Curriculum and Materials in the Content Areas for Intervention Specialist (FE)  
**FALL**  
3 hours  
This course provides students the opportunity to develop skills in examining curricular themes, problems, and issues that are appropriate to students with mild/moderate learning issues in grades K–12. Students describe and define characteristics of learners with disabilities in inclusion settings; differentiate curriculum strategies, goals, and objectives to meet individual needs and examine and use materials to enhance the curriculum being taught. Students demonstrate skills in determining appropriate teaching strategies with the regular classroom content goals and objectives. Prerequisite: SED 200; SED 203. (Can be taken concurrently.)

### SED 405 Transition and Career Issues  
**MAY TERM (PB & UG)**  
3 hours  
This course is required for prospective teachers seeking licensure in the Intervention Specialist K–12 Mild/Moderate area. This course provides students with an understanding of the importance of the Transition Planning Process in planning to address the social, academic and vocational needs of exceptional children as they prepare for life after high school. Students will also be exposed to tools that can be used to gather information that can be used to develop transition plans for these children. Time will also be spent identifying and making visits as possible to programs and agencies involved in this process. Also, as part of this course, students will also be responsible for interacting with an adolescent student with an exceptionality and gathering data which they can then use to develop a transition plan for this student. Prerequisite: SED 200; SED 203; Senior Standing.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>SED 411</td>
<td>Evaluating Students with Mild/Moderate Educational Needs (FE)</td>
<td>SPRING</td>
<td>3 hours</td>
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<tr>
<td>SED 412</td>
<td>Instructional Strategies: Mild/Moderate Educational Needs (FE)</td>
<td>SPRING</td>
<td>3 hours</td>
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<tr>
<td>SED 413</td>
<td>Management Strategies for Intervention (FE)</td>
<td>FALL (UG) &amp; SPRING (PB)</td>
<td>3 hours</td>
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<tr>
<td>SED 414</td>
<td>Professional and Collaborative Practices (FE)</td>
<td>FALL (UG) &amp; SPRING (PB)</td>
<td>3 hours</td>
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<tr>
<td>SED 491</td>
<td>Student Teaching Practicum for Intervention Specialists: Mild/Mod Disabilities</td>
<td>FALL &amp; SPRING (PB &amp; UG)</td>
<td>12 hours</td>
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<tr>
<td>SPE 201</td>
<td>Introduction to Speech</td>
<td>ALL</td>
<td>3 hours</td>
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<td>SPE 210</td>
<td>Announcing and Diction</td>
<td>FALL ODD</td>
<td>3 hours</td>
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<td>SPE 410</td>
<td>Readers’ Theatre</td>
<td>FALL EVEN</td>
<td>3 hours</td>
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<tr>
<td>SPM 207</td>
<td>Principles of Sport Management</td>
<td>SPRING</td>
<td>3 hours</td>
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<tr>
<td>SPM 300</td>
<td>Coaching Methodologies I</td>
<td>FALL &amp; SPRING</td>
<td>3 hours</td>
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primary goal of the course is to develop and enhance students’ knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. The course and textbook combine sport science theory and research with the practical knowledge and methods of expert coaches in the five essential categories of coaching education and professional practice. Prerequisite: EXS 204, junior status, and/or instructor permission.

SPM 306 Sports Marketing  FALL 3 hours
Through this course, students will gain an understanding of the special nature of the sports market. The course includes a combination of knowledge and skills related to the promotion, selling, and advertising of services and/or products within sports and physical activity industries. Prerequisite: EXS 140, SPM 207.

SPM 320 Sports Information  AS NEEDED 3 hours
This course provides the student with the variety of media in which to disseminate sports information. It explores ethical, legal, and social issues relating to the sports information field.

SPM 340 Organizational Management in Sports  FALL 3 hours
This course is a study of the principles and practices in organizational management styles and strategies in the world of the sports industry. This course includes the study of human resource management, staff development, and staff utilization. Current issues in employee evaluation techniques, job design, recruiting, testing, training and career progression are explored. The emphasis is placed upon health, safety, labor relations, morale, wages, salaries, incentives, personnel policies and practices, public and personal perceptions, motivational strategies, management styles, communication, media management, organizational climate, and group interaction.

SPM 351 Sports Law  FALL 3 hours
This course provides information into the legal issues related to the sports field. Topics will cover the time frame from amateur through professional sports. Basic legal principles affecting the management of recreation and sports programs, liability and risk assessment of those programs will be covered. Prerequisite: EXS 140 and SPM 207.

SPM 430 Sports Industry  SPRING 3 hours
This course will provide a more detailed discussion of sport promotion and sales management. Students will gain an understanding or sponsorships, licensing, global issues, and after-marketing techniques that confront the modern-day sports promoter. Prerequisite: SPM 306.

SPM 450 Managing Athletic Programs  SPRING 3 hours
This course provides the student with the knowledge and skills necessary to manage athletic programs in schools, colleges, community centers, and other venues. It explores ethical, legal, and social issues relating to following the various standards such as NCAA, NAIA, OHSAA, and others. The course will also explore such areas as specific organizational management and structures, communication techniques, insurance and transportation issues.

SPM 491 Field Experience in Sports Management  ALL 12 hours
This course provides the student with a sustained field experience in the area of sports management and their chosen emphasis of study. The student supplements theoretical classroom knowledge with practical on-the-job experience. Students receive close supervision and comprehensive evaluation for credit purposes by employers and university personnel. It is possible to receive a salary while doing field experience, depending upon placement opportunities.

THEATRE (THE)
THE 100 Introduction to the Theatre  FALL ODD 3 hours
Basic survey of contemporary theatrical theory and practice. This course is designed to introduce students to the art of the theatre and to encourage an appreciation for theatre as an art and as an integral element of culture. Topics will include theatre artists and their processes, types of productions, genres of drama and representative dramatists, and theatrical criticism.

THE 102 Acting  FALL 3 hours
Through vocal and physical exercises, students will acquire a working knowledge and understanding of the techniques and processes involved in the art of acting. The course will focus on warm-ups, relaxation, concentration, sense and memory exploration, self-awareness, and auditioning.

THE 202 Script Analysis and Character Development  FALL ODD 3 hours
This course builds on the basic acting exercises learned in THE 102. The student will learn to analyze a role by searching for character traits, physical representations of the character, and techniques for conveying the character to the audience. Work will include the study of both comic and serious modes, and some work on historical periods. In-class exercises and outside assignments will be required. Prerequisite: THE 102.

THE 204 Stagecraft  SPRING ODD 3 hours
This course is designed to introduce students to the basics of theatrical production including set construction, lighting, properties, costumes, and makeup. The class will explore a variety of stage spaces and their particular requirements as well as materials and equipment. Course includes field trips, guest lectures, and projects.
THE 302 Survey of Western Theatre History SPRING EVEN 3 hours
This course traces and analyzes the development of Western traditions of dramatic theory and practice from the Greeks through contemporary theatre. The course includes lecture, readings, and outside research. Prerequisite: THE 100.

THE 350 Directing SPRING ODD 3 hours
In this course students learn the basic techniques of theatrical direction. Topics include the role of the modern director, directorial script analysis, basic blocking principles, audition and rehearsal techniques, and directing in different spaces. Structure of the class is a series of projects. Prerequisite: THE 102.

THE 375 Practicum in Theatre Production ALL 1-3 hours
This course offers credit for participation in the department's theatre productions. The course involves practical work and experience in all aspects of theatre production. Prerequisite: Requires approval of Director of Performing Arts.

UNIVERSITY STUDIES (UNI)
UNI 101 University Seminar FALL 1 hour
A mandatory course for entering full-time, degree-candidate freshmen. This course is designed to help freshmen adjust to the University and develop strategies for success by providing a "support group" during this critical period of adjustment and examining problems common to the freshman experience. Students must receive a "P" for the course or will be required to repeat it.

UNI 102 University Seminar 3 hour
This is a mandatory course for first-time students enrolled in the College of Business Health Care Administration and Business Management online degree program. This course is designed to help students adjust to the University and develop strategies for success by providing a "support group" during this critical period of adjustment and examining problems common to the online experience. Students must pass the course to progress toward degree completion.

Note: The following courses may be offered by any college as they are needed. They do not appear in the preceding pages.

XXX 399 Special Studies 3 hours
These courses appear on class schedules with specific discipline prefixes (e.g., BUS 399, ENG 399). These courses involve study and conferences to allow discussion of a specific topic. Repeatable to a maximum of 6 hours provided course content changes. May not be substituted for a University core course or a foundation course. Prerequisite: Requires permission of the College Dean.

XXX 480 Independent Study 1-3 hours
These courses appear on class schedules with specific discipline prefixes (e.g., BUS 480, ENG 480). These courses involve individualized study, informal conferences to allow discussion, and research of a specific topic of study. The student(s) and the instructor prior to the start of the semester mutually agree upon the topic and its evaluation. May be repeated for a maximum of 9 hours. Prerequisite: Requires permission of the College Dean.

XXX 499 Senior Seminar 1-3 hours
This is a capstone course for university majors. Courses appear on class schedules with specific discipline prefixes (e.g., BUS 499, ENG 499). The student works independently under the supervision of his/her faculty advisor. The course will assess the student's entire undergraduate program and offer advice for improvement and/or synthesize knowledge from previous courses. The course will include presentations and/or individual research to the advisor and/or other faculty or students. Prerequisite: Requires senior status and permission of the College Dean.
The Graduate Studies Council administers all graduate degree programs offered by the University. The graduate degree programs are housed in the following academic colleges: College of Arts and Sciences, the College of Education, and the College of Professional and Applied Studies. These colleges provide faculty, propose curriculum, and develop policies specific to the unique status of each program. The Graduate Council administers the following degree and certificate programs:

- Master of Business Administration
- Master of Arts in Criminal Justice Administration
- Master of Education in Classroom Teaching
- Master of Science in Nursing
- Sustainability Management Certificate

GRADUATE STUDIES
Each applicant's admission file is given individual evaluation based upon program admission factors. Such factors include but are not limited to the undergraduate education experience which exhibits strong academic performance, letters of recommendation and previous work and learning experiences. These factors help to determine the admittance of those students who possess the ability and motivation to benefit from their enrollment in Urbana University graduate programs. Specific graduate admission requirements are listed in the documentation for the individual graduate program.

Urbana University is committed to developing an expanding graduate presence by increasing the diversity among its student body, faculty, administration, and staff. Urbana University, therefore, does not engage in discrimination in its educational, student life, and employment policies against students, employees, or prospective employees based upon race, color, religion, ethnic or national origin, age, disability, gender, sexual orientation, or veteran status.

Summary of Admission Decisions

- Accepted—All requirements met
- Conditional Acceptance—Some requirements met; must complete within one academic year, three graduate courses earning a grade of B or better to be considered for full admission (Not an option for MBA applicants)
- Not Accepted—Does not meet requirements

GRADUATE SCHOOL ACADEMIC POLICIES AND PROCEDURES

Course Load
Full-time status at the graduate level at Urbana University is defined as a minimum of 8 hours per semester. Students must be enrolled in a minimum of 6 hours per semester to be considered half-time.

Graduate Advisor
Each graduate student will be assigned an advisor upon admission to the program.

Graduate Council
The Graduate Council reviews and recommends to the Senior Vice President of Academic Affairs new graduate curricula and programs proposed by the different colleges and department; reviews existing graduate studies and makes appropriate recommendations to the SVPAA; initiates and recommends to the SVPAA policies relevant to graduate degree requirements, grading, academic credit, academic standards, and related matters; reviews and recommends to the SVPAA faculty for graduate faculty status; and, acts as an academic appeals body for graduate students. Membership of the Graduate Council includes two faculty members selected by the Faculty Assembly; a faculty member from each graduate program; and two graduate students. The SVPAA, the Registrar, and the Graduate Admission Counselor serve on the Council as ex officio members.

Graduate Faculty
The graduate faculty, the body primarily responsible for graduate study, is comprised of faculty members whose experience and record of scholarship qualify them to offer graduate-level instruction. The graduate faculty’s purpose is to encourage and contribute to the advancement of knowledge through instruction and research of the highest quality. It is responsible for student academic advising and supervision of student research and graduate assistants. Emphasis is placed on the totality of a graduate faculty member’s instructional, advising, and professional responsibilities, as well as explicit scholarship criteria.

Graduation Requirements
Students must complete the required graduate program semester hours with a minimum grade point average of 3.0 in order to graduate.

Candidates for a degree must file an application with the Office of the Registrar during the student’s next to last semester of enrollment.

Sufficient Progress
Students are expected to maintain sufficient progress toward a degree. At various intervals, usually at each registration period, and especially at midpoint in the program, the advisor or program director will discuss the rate of progress with the student. Students not showing promise of completing the program in a reasonable time may be advised to withdraw from the University.
Time Limit
All course work must be completed within six (6) years of beginning the program, including any transfer credit.

Transfer Credits
Graduate credits earned at other institutions may, upon approval, be transferred. A grade point of 3.0 on a 4.0 scale must have been earned for each course transferred. Six to nine credit hours (see program details), or three graduate courses, may be transferred. Students are not required to repeat satisfactory work done elsewhere. The 27 semester hour Urbana University residency requirement for graduation will not be waived.

GRADUATE ACADEMIC REASONABLE PROGRESS STANDARDS

Academic Standards
To be in good standing, a graduate student must have a 3.0 quality point average at all times. Grades are expressed on the student’s permanent record in the following manner:

A Excellent: 4 quality points are assigned for each semester hour
B Average: 3 quality points are assigned for each semester hour
C Poor: 2 quality points are assigned for each semester hour.
F Failed: 0 quality points are assigned for each semester hour.
I Incomplete: To be used when a course has terminated, but the student for an acceptable reason, has not completed the work of the course. The I has 0 quality points per hour and does not affect the cumulative point average. It can be changed to a letter grade if the student has completed the work by the eighth week of the ensuing semester. The “I” will remain on the transcript followed by the Final Grade.
RR Progress: To be used only for a thesis or project course. It is assigned when a thesis or project is not completed in the semester of registration and the student will need one or more additional semesters to complete. The PR has 0 quality points per hour and does not affect the cumulative point average. It can be changed to a letter grade when the student completes the work of the thesis or project. A student with a PR grade must register for the thesis or project course in each subsequent semester until the thesis or project is finished. See course description for hour requirement.
W Withdrawal: Any withdrawal or change of course must be processed by an official Drop/Add form through the Registrar’s Office, with the approval of the graduate student’s advisor. During the first five days of a full term a graduate student may withdraw from a class without record. Financial adjustments, if allowed, will be made only from the date of notification of withdrawal.
AU Audit: This mark indicates that the graduate student has registered to audit the course. No credit hours or quality points are awarded for this mark. Note: Any course taken for audit may not be retaken for credit.

Appeal for Change of Grade
Any appeal for change of grade for a particular course should be directed to the Director of the individual graduate program.

Academic Suspension
Students are subject to academic suspension from graduate programs for any of the following reasons:
- The student’s GPA falls below a 3.0 at any time.
- A grade of F is received.

Readmission requirements will be defined on an individual student basis by the graduate faculty and, if the conditions are accepted by the student, readmission status would be granted. (Readmitted students must complete nine semester hours and maintain a minimum of a 3.0 grade point average on a 4.0 scale with no grade lower than a B to be granted regular status.)

MASTER OF BUSINESS ADMINISTRATION (MBA)
The objective of the Urbana University Master of Business Administration (MBA) program is to equip individuals with advanced business skills that will enable them to enhance their career potential in the workplace. The target audience for the program is individuals who have already obtained an undergraduate degree and entered the workplace. The MBA program is designed as a generalist degree that features curriculum and instruction that focuses on broadening and deepening the management and leadership skills of its graduates.

Educational Outcomes
Graduates will:
- Have awareness and understanding of general business practices and specialized knowledge and skill in general management which prepares them for responsible leadership positions in the business environment or entry into a doctoral program.
- Be successful in securing a leadership position in business employment in their chosen field or entry into a doctoral program.
- Be satisfied with their graduate program and feel confident they are prepared to seek a leadership position in business employment or enter a doctoral program.
MBA PROGRAM ORGANIZATION

Graduate Faculty
The graduate faculty, the body primarily responsible for the graduate study, is comprised of faculty members whose experience and record of scholarship qualify them to offer graduate-level instruction. The graduate faculty’s purpose is to encourage and contribute to the advancement of knowledge through instruction and research of the highest quality. It is responsible for student academic advising and supervision of student research and graduate assistants. Emphasis is placed on the totality of a graduate faculty member’s instructional, advising, and professional responsibilities, as well as explicit scholarship criteria.

Admission Requirements
To enter the program students must meet the following requirements:
• Earned baccalaureate degree from an accredited college or university.
• Complete application (online at www.urbana.edu) to the MBA Program.
• Submit official transcripts to the registrar from all Baccalaureate degree-granting universities or colleges previously attended.
• Have an undergraduate GPA of 2.7 on a 4.0 scale.
• Submit two supporting letters of recommendation from professors and/or employers and resume.
• Demonstrate knowledge from specific coursework in the areas of economics, management, accounting, marketing, statistics, and finance within the last ten years.
• Submit current resume or curriculum vita.

Students may take graduate courses for credit without being accepted into the MBA program, provided the necessary application form is completed and a transcript showing an appropriate bachelor’s degree from an accredited institution is filed with the Office of Graduate Studies. If a student wishes to transfer to degree status, graduate admissions standards must be met and not more than nine semester hours of graduate classes as an unclassified student will be accepted toward the MBA.

Graduate Advisor
Each graduate student will be assigned an advisor upon admission to the program.

Program Length
The MBA program will comprise a 36-hours (12 courses) curriculum. The standard course load for students will be two courses per semester. Instruction will be offered each semester—fall, spring and summer. Thus, with continuous enrollment and with satisfactory academic performance, a student will be able to graduate in 24 months.

Capstone Experience
Business Policy, BSG 600, is the capstone experience for MBA students. The course incorporates case studies that utilize accumulated knowledge from the total graduate curriculum. In addition, students will be required to engage in an integrative research project that demonstrates the skills and knowledge associated with their professional careers as well as the courses that comprise their entire MBA degree program.

MBA PROGRAM COURSE DESCRIPTIONS

BSG 500 MBA Essentials FALL, SPRING 3 hours
This course prepares and orients students for the MBA Program. Attention is focused on connecting goals of the MBA Program with personal and professional aspirations. Topics covered include introductory concepts of financial accounting and fundamentals of economics.

BSG 501 Ethics and Legal Issues in Business FALL 3 hours
This course is designed to help future managers understand and analyze ethical issues in a business environment. Beginning at the individual level, the course progresses to organizational and societal perspectives. The course also examines legal issues in business, contrasting and comparing the impact upon decision-making. Using role-plays and case analysis, the course will help students to confront and successfully manage ethical and legal challenges. Prerequisite: Graduate Program in Business Administration.

BSG 502 Managerial Economics SPRING 3 hours
This course is a study of the principles underlying some of the key decisions in a modern business enterprise in the areas of production, product pricing and resource demand. Attention is focused on the different industry structures in which firms operate (competitive, oligopolistic, etc.) as well as the nature and characteristics of consumer demand. Prerequisite: BSG 500

BSG 503 Management Science and Operations Management SPRING 3 hours
This course examines management science techniques used in modern organizations for assisting decision makers in today’s complex and uncertain environment. Topics covered include linear and integer programming, decisions under uncertainty, simulation and game theory, and project planning and analysis tools. The course utilizes both lecture and case studies. Prerequisite: BSG 500

BSG 504 Organizational Behavior SPRING 3 hours
This course examines the human side of organizations. The role of manager is examined to gain insight into those skills that facilitate leadership, organizational change and development, and managing human relationships. Prerequisite: BSG 500
BSG 505 Managerial Accounting  SPRING  3 hours
This course focuses on developing those accounting tools which assist management. Emphasis will be on budgeting, cost derivation and measurement, product costing, cost systems and variance analysis, inventory valuation and control, and capital expenditure analysis. Prerequisite: BSG 500

BSG 506 Marketing Strategy  FALL  3 hours
The course examines the marketing role within the organization. A managerial emphasis is utilized, focusing upon development of the organization’s marketing policy and strategy, analysis and selection of markets to target, managing tactical response to a dynamic environment, and implementing the major elements of marketing policy. Prerequisite: BSG 500

BSG 507 Managerial Finance  FALL  3 hours
This course examines the role of financial management in supporting and sustaining the functional areas of the firm. Using cases and readings, students gain insight into the analysis of financial problems as well as the development of financial strategy. Prerequisite: BSG 500

BSG 508 Global Environment of Business  FALL  3 hours
The course deals with a cross-cultural assessment of business practice focusing upon managerial implications, consumer behavior patterns, cultural values, negotiation styles, financial matters and legal/political considerations. Cases and real-world business problems will be used to gain decision-making insight into the challenges of global business. Prerequisite: BSG 500

BSG 560 Knowledge Management  SUMMER  3 hours
This course surveys technology and systems as tools which facilitate the management of business information and manufacturing processes. The course explores the transformation of data to information in order to facilitate higher quality decision-making, as well as timeliness and ease-of-use of information by decision makers. Also examined are the integration of technology, systems, and people, and how they assist the firm in achieving distinctive competencies. Prerequisite: BSG 500

BSG 580 Corporate Social Responsibility  SUMMER  3 hours
This course examines how enterprises can profitably manage their commitments to the community and the environment, relationships with stakeholders, and corporate citizenship. Topics examined include managing business processes for ecological and social sustainability. Prerequisite: BSG 500

BSG 600 Business Policy  FALL, SPRING  3 hours
This course integrates prior studies and exposes future managers to the challenge of creating and sustaining competitive advantage in the marketplace, while maintaining sufficient profitability. Through extensive case studies students must utilize accumulated knowledge from their entire MBA program in order to successfully master the challenges presented. Prerequisite: BSG 500 - 580

MBA HEALTH CARE PROGRAM COURSE DESCRIPTIONS
This is an entirely online program designed for persons working in or wishing to enter the health care field.

BSG 500H MBA Essentials  4 hours
This course prepares and orients students for the MBA Health Care Program at Urbana University. The MBA Health Care Program has eliminated the course prerequisites in business and uses this course to provide the basics of economics, finance, accounting, in addition to the general business essentials to be a successful student in the program. The course also provides the academic expectations for students and guidance for professional conduct.

BSG 502H Managerial Economics for the Health Care Industry  4 hours
This course introduces different methods of analyzing and presenting economic information relevant to the development of general strategies for management. Theoretical concepts will be applied to various health care issues and policy implications. Theoretical topics for discussion include demand and supply analysis, production theory and cost analysis, an analysis of competitive strategies for different products or services within different market structures and game theory strategies.

BSG 503H Management Science and Operations Management for Health Care Organizations  4 hours
This course examines management science techniques used in modern health care organizations for assisting decision makers in today’s complex and uncertain environment. Topics covered include linear and integer programming, decisions under uncertainty, simulation and game theory, and project planning and analysis tools. The course utilizes both mathematical model development and case studies related to the health care industry.

BSG 504H Leadership and Organizational Behavior within the Health Care Sector  4 hours
This course examines the human side of organizations. The role of manager within the corporate health care environment is examined to gain insight into those skills that facilitate leadership, organizational change and development, and managing human relationships for a health care manager to their subordinates.

BSG 505H Managerial Accounting for Health Care Managers  4 hours
This course focuses on developing those accounting tools which assist health care facilitators and management. Emphasis will be on interpreting capital budgeting of health care capital projects, cost derivation and measurement, product costing, cost systems and variance analysis, inventory valuation and control and capital expenditure analysis. The course emphasizes the interpretation of accounting reports and how these impart the day to day activity within a health care facility and family practice.
BSG 506H Marketing Strategy for Health Care Organizations 4 hours
The course examines the marketing role within health care organizations. A managerial emphasis is utilized, focusing upon development of the organization's marketing policy and strategy, analysis and selection of markets to target, managing tactical response to a dynamic environment, and implementing the major elements of marketing policy. The course also analyzes marketing strategies for the non-profit health care facilities.

BSG 507H Managerial Finance for Health Care Facilities 4 hours
This course examines the role of financial management in supporting and sustaining the functional areas of firms in health care related industries. Using cases and readings, students gain insight into the analysis of financial problems as well as the development of financial strategy for health care managers.

BSG 508H International Health Care Insurance Business Models 4 hours
The course deals with a cross-cultural assessment of business practice and different insurance programs that focus on managerial implications, consumer behavior patterns, cultural values, negotiation styles, and the financial, legal, and political aspects of health care related issues. Cases and real world business problems and different health insurance systems will be used to gain decision-making insight into the different models of conducting global health care business.

BSG 600H Business Strategy of the Health Care Industry 4 hours
This course integrates prior studies and exposes future managers to the challenge of creating and sustaining competitive advantage within the health care marketplace, while maintaining sufficient profitability. Through extensive case studies students must utilize accumulated knowledge from their entire MBA Health Care program in order to successfully master the challenges presented in health care industry.

MASTER OF ARTS IN CRIMINAL JUSTICE ADMINISTRATION (MCJA)
The program leading to the Master of Arts degree in Criminal Justice Administration offers a comprehensive examination of the criminal justice system, an exploration of criminal and delinquent behaviors, a foundation in research and statistics, and an opportunity to explore other relevant topics of interest to the student.

It is designed for individuals who hold a baccalaureate degree from a state-approved, nationally accredited college or university in criminal justice or a related field. The Criminal Justice Administration program features curriculum and instruction that focuses on broadening and deepening the management and leadership skills of its graduates. Individuals with a bachelor’s degree in other disciplines will be admitted on a case-by-case basis and may be required to complete prerequisite courses.

Educational Outcomes
Graduates will:
• Demonstrate an understanding of theoretical concepts and the role they play in developing sustainable and effective criminal justice programs.
• Become knowledgeable about the structure and management of criminal justice organizations.
• Develop fiscal management and research skills that will assist in securing funding to sustain and expand criminal justice programming.
• Embrace and apply the processes that integrate professionalism, service, accountability and leadership.

MCJA PROGRAM ORGANIZATION
Graduate Faculty
The graduate faculty, the body primarily responsible for graduate study, is comprised of faculty members whose experience and record of scholarship qualify them to offer graduate-level instruction. The graduate faculty’s purpose is to encourage and contribute to the advancement of knowledge through instruction and research of the highest quality. It is responsible for student academic advising and supervision of student research and graduate assistants. Emphasis is placed on the totality of a graduate faculty member’s instructional, advising, and professional responsibilities, as well as explicit scholarship criteria.

Admission Requirements
To enter the program, students must meet the following requirements:
• Hold a baccalaureate degree from a state-approved, nationally accredited college or university.
• Have earned an acceptable undergraduate grade point average. “Acceptable” is defined as 2.7 or better on a 4.0 scale, or its equivalent.
• Have submitted official transcripts to the registrar from all Baccalaureate degree-granting universities or colleges previously attended.
• Provide three (3) references.
• Demonstrate knowledge in criminal justice from specific coursework and/or can document criminal justice-related training in the areas of criminal justice, sociology, or psychology within the past ten (10) years.
• Complete the admission application.
• Write a personal statement.

Students may take graduate courses for credit as a provisional admission, providing the application form is completed and a transcript showing appropriate bachelor’s degree from a state and regionally accredited institution has been submitted. If a student wishes to
transfer to degree status from unclassified student status, graduate admissions standards must be met and not more than nine semester hours of graduate classes as an unclassified student will be accepted toward the Master’s degree.

Conditional Acceptance
Prospective students who do not meet all of the above criteria may, with recommendation of the MCJA Program Chair and approval from the Graduate Office, be admitted “conditionally.” Conditionally admitted students must earn a GPA of 3.0 in the first 9 hours of graduate criminal justice core courses at UU in order to be fully admitted to the MCJA program. If conditionally accepted, financial aid will not be disbursed.

Program Length
The MCJA master’s program is comprised of a 30 hour (10 courses) curriculum. Instruction will be offered each semester in the fall, spring, and summer. With continuous enrollment and proper planning for the thesis or project, a student may be able to graduate in one year.

Instruction
Online classes meet for eight (8) weeks using the Learning Management System.

Foundation Preparation
Students are expected to have an earned bachelor’s degree from a state and regionally accredited institution with a major of criminal justice, psychology, sociology or other related major.

Core Curriculum
The core curriculum consists of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 600</td>
<td>Introduction to the CJA Master’s Degree</td>
<td>3 hours</td>
</tr>
<tr>
<td>CJA 610</td>
<td>Criminal Justice Administration and Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>CJA 620</td>
<td>Statistics and Research Methods for Criminal Justice</td>
<td>3 hours</td>
</tr>
<tr>
<td>CJA 630</td>
<td>Professional Decision Making</td>
<td>3 hours</td>
</tr>
<tr>
<td>CJA 640</td>
<td>Organizational Behavior</td>
<td>3 hours</td>
</tr>
<tr>
<td>CJA 650</td>
<td>Ethical and Legal Issues for Criminal Justice Managers</td>
<td>3 hours</td>
</tr>
<tr>
<td>CJA 660</td>
<td>Criminal Behavior and Crime Prevention</td>
<td>3 hours</td>
</tr>
<tr>
<td>CJA 670</td>
<td>Victimology</td>
<td>3 hours</td>
</tr>
<tr>
<td>CJA 680</td>
<td>Grant Writing</td>
<td>3 hours</td>
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</tbody>
</table>

In addition to the core curriculum, the student will select one of the options below in consultation with his or her academic advisor:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CJA 690</td>
<td>Project Option</td>
<td>3 or more</td>
</tr>
<tr>
<td>CJA 692</td>
<td>Curriculum Development Option</td>
<td>3 or more</td>
</tr>
</tbody>
</table>

Graduation Requirements
Students must complete 30 graduate semester credit hours with a minimum grade point average of 3.0 in order to graduate. Candidates for a degree must file an application with the Office of the Registrar during the student’s next to last semester of enrollment.

MCJA PROGRAM COURSE DESCRIPTIONS

CJA 600 Introduction to the CJA Program 3 hours
This course prepares students to be successful in graduate school by encouraging critical thinking, familiarizing them with the Blue Quill learning platform, and instructing them how to write literature reviews and position papers using APA citation style.

CJA 610 Criminal Justice Administration and Management 3 hours
This course focuses on theory and practice specific to criminal justice administration and management. Students will first be introduced to the components of the criminal justice system and discuss their interactive nature and the impact this has on management. Theories of criminal justice administration and management will be explored and the student will learn how to apply these theories in their work as criminal justice leaders. Students will be asked to develop an agency budget.

CJA 620 Statistics and Research Methods for Criminal Justice 3 hours
This course examines various statistical techniques and research design models applied to crime, criminal justice and agency administration issues. This course will prepare students to be intelligent consumers of reported research, to apply appropriate statistical analysis to various types of research designed, to report criminal justice agency performance results, and to identify and use various criminal justice statistical data sources in print and electronic form. Students will be expected to design their own research project, desirably to be used to build their project.

CJA 630 Professional Decision Making 3 hours
This course explores leading theories of criminal justice decision-making that explain the behavior of criminal justice actors and their organizations and how this behavior impacts criminal justice clients. Students will discuss the implications of individual and group behavior for creating rules, regulations, and implementing policy. Organizational behavior will be explored both in terms of how it impacts the
individuals working within their respective agencies, and how organizational behavior is influenced by internal and external forces.

**CJA 640 Organizational Behavior** 3 hours  
This course examines the human side of organizations. The role of the manager is examined to gain insight into those skills that facilitate leadership, organizational change and development, and managing human relationships. Cross-listed at BSG 504.

**CJA 650 Ethical and Legal Issues for Criminal Justice Managers** 3 hours  
This course focuses on salient ethical and legal issues criminal justice managers must address in their leadership efforts. Students will explore the ethical and legal issues existing across the criminal justice system and discuss how these issues influence the behavior of organizations and their workers. Key issues that will be addressed include discriminatory treatment of criminal justice workers and their clientele; the due process treatment of clients; and the creation of policies and procedures to address ethical and legal misconduct by criminal justice actors.

**CJA 660 Criminal Behavior and Crime Prevention** 3 hours  
Students will explore theories that explain criminal behavior. Students will also examine theories of crime prevention. This course requires students to integrate theories of criminal behavior and crime prevention, and apply these theories to the creation of a crime prevention plan.

**CJA 670 Victimology** 3 hours  
This course examines theories of victimization, ways to reduce the likelihood of victimization, and service to crime victims. Students will be required to create a community-based plan for reducing criminal victimization or a plan for agency response to crime victims.

**CJA 680 Grant Writing** 3 hours  
This course introduces students to funding sources and grant writing. Students will be expected to locate funding options and write a grant application.

**CJA 690 Project Option** 3 or more hours  
This course is one of two options for completing the requirements of the master’s program. Students will demonstrate the skills and knowledge associated with their professional careers and courses in their degree program to formulate a solution to a specific policy issue or problem of their choosing based on existing practices and research literature. Students will be required to identify specific learning objectives and provide support of mastery of said objectives.

**CJA 692 Curriculum Development Option** 3 or more hours  
This course is one of two options for completing the requirements of the master’s program. Students will develop curriculum for an 8-hour training in the topic of their choice. The topic must be researched and the curriculum accompanied by a literature review.

**MASTER OF EDUCATION IN CLASSROOM TEACHING**  
This program is in a process of redesign. No new admissions are currently being accepted.

Education has contributed to sustaining our democratic form of government and in providing individual opportunity and social mobility. Recognizing the need for an educated citizenry, Thomas Jefferson wrote: “No other sure foundation can be devised for the preservation of freedom and happiness.” Throughout our history as a nation, the interdependence of school and society has been continually reaffirmed. In recent years, numerous reports, study groups and commissions have called for changes in teacher education programs. Urbana University recognizes the need for these changes and will engage in, support, and reinforce efforts to improve teacher education programs for prospective, as well as veteran teachers seeking to update their knowledge and skills.

The assumptions of the graduate teacher education program at Urbana University are:

- Teaching is a complex human endeavor guided by knowledge that is both scientific and artistic. Utilizing a knowledge base acquired through study, research, and practice, teachers continually make complex decisions about the curriculum, students, and instruction. Teachers must be able to determine what knowledge is of most worth to young people of different ages and how that knowledge is best taught and mastered.
- Professional educators must understand educational and social issues that confront today’s schools and be able to communicate these to parents and interested citizens. Teachers are professionals and not merely technicians following directions in a teaching manual. Teachers play an extremely important role in the development and evaluation of curriculum.
- Teacher education is a continuing process of career development and refinement which is a shared responsibility of school districts, higher education, professional organizations, and the state. Efforts should continue to develop a systematic approach to evaluation, feedback support, and career development opportunities for new and veteran classroom teachers.
- The dialogue and commitment between the university and schools must be significantly strengthened and maintained. A closer working relationship is essential for the development and evaluation of effective teacher education programs as well as school programs. Teachers and school administrators have a right to expect support from and access to an organized educational framework providing structure for the systematic study of a body of knowledge.
- Community resources must be explored, developed, and used to effectively supplement and enrich the teacher’s role in fulfilling professional responsibilities. While there may be developed alternative educational programs, the school will continue to be the focal point of education in our society.

It is the desire of the trustees, administration and faculty of Urbana University, that the Master of Education program be successful and valuable to graduate students who enroll and to their school community where they fulfill their professional responsibilities.
Urbana University has pledged its resources and efforts to make available professional services and leadership of the highest quality to teachers and other school personnel. Area schools and personnel are invited to join with Urbana University in a commitment to excellence in our teacher education and school programs.

Urbana University is committed to offering students the opportunity to:
- Seek self-realization in accordance with their capacities.
- Develop effective vocational and professional competencies.
- Prepare for responsible participation as members of local, regional, national, and international communities.

Recognizing its obligations to the region it serves, the University seeks to serve by:
- Cultivating within and beyond the University those qualities needed by an educated citizenry to meet the challenges and responsibilities of societal living.
- Providing its students with useful knowledge and skills for careers leading to effective service in our society.
- By increased involvement of faculty and students in the life of the community as sponsors of clinics, workshops, and in-service training; as active participants in community programs as professional consultants.
- Sharing instructional and cultural benefits offered on an off the campus by its own staff and visiting scholars and artists.

Statement of Purpose
Urbana University seeks to provide quality educational opportunities to the residents of the area that it serves. In an effort to meet the needs and demands of a changing population and economic structure, the University has found it necessary to adjust its programs, plans, and objectives as a result of collective studies by the administration and faculty. The best measure of the University’s efforts through its years of service to west central Ohio may be found in the growth and stability of the University has experienced and experiences today. The Urbana University Board of Trustees, administration, and faculty envision the graduate program as a means of continuing to meet the needs of the population it serves. It will:
- Provide students in west-central Ohio with an opportunity to seek a Master of Education degree in Classroom Teaching at a private institution.
- Make maximum use of University staff members in their fields of expertise.
- Broaden the base in terms of people served.
- Improve utilization of present facilities.
- Improve program offerings with a manageable outlay of funds.
- Have a positive impact on the public school network in the service area by educating quality teachers for leadership roles in improving instruction.
- Allow the University to meet expressed local educational needs.
- Provide for growth of the University with minor changes or additions to the existing departments.
- Provide a source of educational expertise for local schools in the area.

Institutional Memberships
Urbana University holds membership in the following professional associations:
- The American Association of Colleges for Teacher Education
- The Ohio Association of Colleges for Teacher Education
- The Ohio Association of Private Colleges for Teacher Education

Related University Services
Besides the regular day sessions, Urbana University conducts special, regular evening and summer sessions and offers short-term workshops, institutes, and conferences. All credited courses, whenever offered or in whatever form, conform to the same standards and are governed by the same policies and regulations prevailing during the regular day sessions.

Beliefs and Values Underlying the Master of Education Program in Classroom Teaching
The curriculum offered in the Master of Education in Classroom Teaching program is founded upon a set of beliefs and values about teaching and teacher education. These are:

1. Teachers should be liberally educated. Candidates should have achieved depth as well as breadth of preparation. Their program of studies should have addressed enduring themes and issues in the human experience and should lead them toward the cultivation of the person in a well-planned and coherent curriculum.
2. All candidates should have strong academic concentrations in a field or discipline.
3. All candidates should have a strong background in professional studies leading toward sound pedagogical reasoning and decision making.
4. An advanced teacher education curriculum includes an integrated, coherent, and rigorous program of courses, seminars, laboratories, and field experiences linked in a conceptual whole that is carefully planned and implemented by a faculty working in unison.
5. Laboratory, clinical, and field experiences are integral to learning how to analyze, interpret, and understand the complexities of teaching, but only if these experiences are examined and interpreted within a coherent program of courses and seminars.
6. Sound teacher preparation is seasoned by the wisdom of practice. It must be premised on substantive involvement of skilled practicing professionals.
7. Teacher preparation must reflect research on teaching and learning as well as professional ethics and practice.
8. Teaching is a collection of concepts and skills that develop and improve over time. It is a field about which increasingly more has come to be known through science and scholarship, necessitating continued study and professional development for teachers.
9. Teaching is an intense and complex activity requiring sophisticated technical expertise, but it is also a deeply human act requiring continuing commitment to basic human values and the interests of students.

The current program has as its major goals the preparation of teachers who will be recognized for their knowledge, skills, and dedication to excellence in classroom teaching.

EDUCATION PROGRAM ORGANIZATION

Graduate Faculty
The graduate faculty, the body primarily responsible for the graduate study, is comprised of faculty members whose experience and records of scholarships qualify them to offer graduate-level instruction. The graduate faculty’s purpose is to encourage and contribute to the advancement of knowledge through instruction and research of the highest quality. It is responsible for student academic advising and supervision of student research and graduate assistants. Emphasis is placed on the totality of a graduate faculty member’s instructional, advising, and professional responsibilities, as well as explicit scholarship criteria.

Admission Requirements
The College of Education and Sports Studies accepts into its graduate program applicants who can present undergraduate records showing them capable of meeting the standards of graduate work. An applicant must:

- Hold a bachelor’s degree from a regionally accredited college or university.
- Hold a valid teaching license in any state*.
- Must have attained an undergraduate cumulative average of 2.70 or higher as an undergraduate based on a 4.00 scale.
- Complete an admissions application available online or provided by the University’s Office of Graduate Studies.
- Submit official transcripts to the registrar from all Baccalaureate degree-granting universities or colleges previously attended.
- Submit two letters of recommendation attesting to the applicant’s aptness as a teacher and probable success as a graduate student.
- Satisfactory interview with the Director of Graduate Education Programs.
- Submit a statement of career aspirations, indicating how this degree will help him or her in their career.
- Students not meeting the above criteria may make a written appeal to the Graduate Council.

*Students without a valid teaching license should contact the College of Education office at 1-800-7URBANA for details on how to qualify for Urbana University’s MEd program.

Education Certification/Licensure Students
Students enrolling in graduate classes or workshops in order to renew certificates or licenses or to fulfill professional development goals need to submit the following for admission:

- A completed application for admission to Graduate Programs in Education.
- A photocopy of the student’s state certificate or license.

Master Degree Requirements
The Master of Education Degree may be obtained by completing 35 semester hours of course work in the area of classroom teaching with a GPA of 3.00 or better. A candidate may not receive more than two (2) grades of ‘C’ during his/her course work. On the occurrence of the third grade of ‘C’ the student will be dismissed from the program. Successful completion of an oral divisional comprehensive examination is required at the end of the program of study. In addition, an oral presentation is required for students completing the capstone research project. The receiving committee will consist of three members of the graduate faculty selected by the student and advisor. (Special Note: Students who do not complete EDG 800 in the semester they are registered must register and pay for one (1) hour the subsequent semester(s).)

Second Masters Degree
In some cases a student, either possessing a master’s degree or currently studying toward one, may wish to obtain an additional master’s degree in a related field. Only nine (9) semester hours from the first program may be applied toward the requirements of the additional degree.

Research Thesis Procedures
Students will do a research thesis in partial fulfillment of the requirements for the master’s degree. The project will include the following:

- Complete EDG 800
- Prepare a preliminary project proposal following the college outline for proposals. This proposal is to be developed in EDG 775 with the assistance of the faculty advisor.
- Establish a project committee. The student’s capstone advisor is one member of the committee. The remainder of the committee may include persons in the College of Education or other disciplines and should be chosen as resource persons relative to the research. The function of the committee is to facilitate the student’s progress toward completing the proposal, conducting the study, and preparing the final report. Further, the committee serves as the primary source of evaluating to the student’s final written research study and oral presentation.
- Upon completion of the presentation, submit three copies of the final project to the director.
Required courses and professional content:

<table>
<thead>
<tr>
<th>Required Core</th>
<th>23 Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 601</td>
<td>Learning Theories</td>
</tr>
<tr>
<td>EDG 602</td>
<td>Classroom Management</td>
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<tr>
<td>EDG 604</td>
<td>Teaching Models</td>
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<td>EDG 606</td>
<td>Curriculum Design</td>
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<td>EDG 632</td>
<td>Differentiating Curriculum</td>
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<tr>
<td>EDG 708</td>
<td>Educational Research</td>
</tr>
<tr>
<td>EDG 775</td>
<td>Proposal Development</td>
</tr>
<tr>
<td>EDG 800</td>
<td>Thesis Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Content</th>
<th>Must have a total of twelve (12) semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 609</td>
<td>Computers in Education</td>
</tr>
<tr>
<td>EDG 622</td>
<td>Application of Content and Pedagogy Principles Independent Study</td>
</tr>
<tr>
<td>EDG 633</td>
<td>Inclusionary Issues</td>
</tr>
<tr>
<td>EDG 645</td>
<td>Contemporary Educational Issues</td>
</tr>
<tr>
<td>EDG 647</td>
<td>Changing Values and Education</td>
</tr>
<tr>
<td>EDG 711</td>
<td>Applications of School Law</td>
</tr>
<tr>
<td>EDG 712</td>
<td>Applications of School Finance</td>
</tr>
</tbody>
</table>

Outcomes Assessment for the Graduate Education Program Performance Standards

Knowledge:
- The candidate will be able through description and discussion to demonstrate mastery of the various teaching models; including their strengths and applicability in given circumstances and organizational arrangements.
- The candidate will be able to demonstrate through discussion their understanding of the various theories of teaching/learning and integrate theoretical research in teaching for application.
- The candidate will be able to demonstrate through discussion that he/she is able to interpret and utilize research data for improvement of classroom programs.
- The candidate will be able to demonstrate an understanding of curriculum design.
- The candidate will be able to demonstrate that he/she understands the critical social/political issues related to education, and the social/political forces which affect education.

Skills:
- The candidate will be able to demonstrate through discussion that he/she can assess student's individual differences as a means of improving instruction through the use of knowledge gained from research.
- The candidate will be able through EDG 800 -Capstone Practicum Seminar to demonstrate that he/she can seize the opportunity to identify and create an improved instructional model or solve a classroom management problem through reflective practice that utilizes current research.
- The candidate will be able through evidence and/or discussion, to demonstrate that he/she has been able to analyze the classroom environment and create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work cooperatively and independently, and engage in purposeful learning activities.

Dispositions:
- The candidate will be able to demonstrate that he/she values an ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- The candidate will be able to demonstrate that he/she is committed to continuous learning and can engage in professional discourse about subject matter, knowledge, and students' learning of the discipline.
- The candidate will be able through professional conversation to demonstrate that he/she appreciates individual differences, shows respect for the diverse talents of all learners, and is committed to helping them develop self-confidence and competence.
- The candidate will be able through professional conversation to demonstrate that he/she has an understanding of selected educational issues with their implications for the classroom of today and tomorrow.
EDG 601 Learning Theories  SPRING & SUMMER  3 hours
This course is designed to provide students with a foundation and perspective on the nature of learning. Students will examine the ideas of learning theorists looking for the relationship between theories of learning and the teaching methods by which they are applied in the classroom.

EDG 602 Classroom Management  FALL & SUMMER  3 hours
This course is designed to provide students with the knowledge and skills necessary to establish a classroom learning community in which they can organize and conduct effective instruction, and in which their students can be challenged and highly involved in those learning activities. Smooth running classrooms exist because teachers have clear ideas about the classroom conditions and student behaviors necessary for a healthy learning environment.

EDG 604 Teaching Models  SPRING & SUMMER  3 hours
This course will focus on several teaching models and how these models may be used in organizing instruction, studying classroom interaction and effectiveness.

EDG 606 Curriculum Design  FALL & SUMMER  3 hours
This course will focus on skills as related to the development and organization of curriculum, design, implementation, and evaluation of the learning program with students.

EDG 609 Computers in Education  SPRING (SUMMER AS NEEDED)  3 hours
This course is designed to emphasize the uses of technology in both the classroom and in data management for program evaluation and administration. Students will be expected to generate a series of products that can be used to support the teaching/learning process.

EDG 622 Application of Content & Pedagogy Principles: ENG, MAT, SCI, Reading or Social Studies  ALL  3 hours
With the supervising faculty members in education and the selected field, the student will design and conduct a study relevant to one or more of the selected field’s disciplines. The student proposal will include a rationale for conducting the study based upon its relevance to the target discipline(s) and its appropriateness to the student’s instructional assignment. Following approval and at the conclusion of the study, the student will submit a scholarly report including at minimum the components initially agreed upon.

EDG 632 Differentiating Curriculum  FALL & SPRING  3 hours
This course will examine two critical areas: differentiated instruction and inclusive schooling. In looking at differentiated instruction, students will be examining how traditional assessment observation techniques and authentic assessments can be used to determine strategies, methods and materials for optimal learning. This course will also examine how to teach in such a way that children, including those with mild to severe disabilities, children who are gifted, and children from diverse cultural and ethnic groups, learn together well.

EDG 633 Inclusionary Issues  FALL (SUMMER AS NEEDED)  3 hours
This course will provide an overview of exceptionality found in an inclusionary classroom. These will include, but not be limited to students with mental retardation, developmental delays, specific learning disabilities, attention deficit disorder, attention deficit hyperactivity disorder, severe behavior disorders, serious emotional disorders, communication disorders, autistic spectrum disorders, physical disabilities, health issues, hearing and visual impairments, and gifts and talents. This course will also include the studies of cognition, intelligences, learning styles, and modalities, as well as various service models for instruction.

EDG 645 Contemporary Educational Issues  FALL (SUMMER AS NEEDED)  3 hours
This course will focus upon current educational reform issues and research findings to school organization and governance, teaching, learning, and classroom management. Students will investigate and discuss these and many other areas of current and educational interest.

EDG 647 Changing Values and Education  SPRING (SUMMER AS NEEDED)  3 hours
This course provides an overview of the impact on education of the changing values of the broader society. Such trends as increasing geographic mobility, continuing concentration of minority population in cities, changes in the traditional family, and evolution in the nature and areas of employment opportunities are examined in light of the impact of these changes on the role of the teacher and the educational community at large. Students are expected to develop further understanding of these changes and generate appropriate responses.

EDG 680 Independent Study  ALL  1-3 hours
These courses involve individualized study, informal conferences to allow discussion, and research of a specific topic of study. The student(s) and the instructor prior to the start of the semester mutually agree upon the topic and its evaluation. Requires permission of the Graduate Director, the College Dean, and the Academic Vice President. Prerequisite: Graduate Program in Education.

EDG 690 Graduate Education Workshop  AS NEEDED  3 hours
EDG 708 Application of Educational Research and Evaluation  FALL & SPRING  3 hours
This course is designed to enable teachers to become proficient users of the methods and products of educational research. This will include review of types of educational and social science research, including both quantitative and qualitative designs. The students will be given the opportunity to utilize educational resources, current technology, and statistical analysis in order to design a research study for the capstone experience which follows.
To enter the program students must meet the following requirements:

**Admission Requirements**

- Complete a satisfactory interview with the MSN Program Chair.
- Submit a resume, including educational background and professional work experience.
- Provide evidence of a satisfactory background check in compliance with applicable sections of the Ohio Revised Code Bureau of Criminal Investigation (BCI).
- Submit official transcripts to the Office of Graduate Studies from the institution granting the B.S. in Nursing and any institutions where coursework was completed.
- Provide verification of a current, unrestricted Ohio registered nurse (RN) license.
- Provide all licensure, certification, malpractice insurance and health requirements requested.
- Present two (2) supporting letters of recommendation that will attest to the applicant’s ability as a manager/educator and probable success as a graduate student.
- Complete a satisfactory interview with the MSN Program Chair.

**Educational Outcomes**

Graduates will:

- Synthesize theories and knowledge from nursing and related disciplines to develop a theoretical basis to guide practice in an advanced nursing role.
- Analyze the effects of historical, cultural, economic, ethical, legal, and political influences on health care delivery.
- Appraise, use, and participate in the extension of nursing knowledge through scientific inquiry.
- Integrate creative and critical thinking in the application of holistic, comprehensive nursing care for individual, families, and communities in diverse settings.
- Initiate responsive leadership, collaboration, and management to influence the advancement of nursing practice and the profession of nursing and to influence health policy.
- Provide leadership in clinical practice, service, education, and research utilization in a variety of nursing and health care services.
- Teach in a variety of capacities including undergraduate nursing programs.
- Exemplify ethical and legal responsibility, accountability and role competency when engaged in advanced nursing roles.
- Contribute to the continuing professional development of self, others, and the discipline of nursing.

**Admissions Requirements**

To enter the program students must meet the following requirements:

- Graduate from a state-approved, regionally-accredited baccalaureate degree program in nursing with a cumulative undergraduate grade point average (GPA) of 3.0 or higher on a 4.0 point scale.
- Submit a completed MSN application.
- Submit official transcripts to the Office of Graduate Studies from the institution granting the B.S. in Nursing and any institutions where coursework was completed.
- Provide verification of a current, unrestricted Ohio registered nurse (RN) license.
- Provide all licensure, certification, malpractice insurance and health requirements requested.
- Provide evidence of a satisfactory background check in compliance with applicable sections of the Ohio Revised Code Bureau of Criminal Investigation (BCI).
- Complete the MSN essay (2-3 double-spaced typed pages), which serves as a writing sample and communicates how the goals for graduate study relate to future career goals.
- Submit a resume, including educational background and professional work experience.
- Present two (2) supporting letters of recommendation that will attest to the applicant’s ability as a manager/educator and probable success as a graduate student.
- Complete a satisfactory interview with the MSN Program Chair.
II. RN-MSN Program Option

Eligible students may elect to accelerate completion of an MSN degree by choosing the RN-MSN option. This option allows students to begin working on an MSN degree without earning the BSN degree. The RN-MSN program option is designed for registered nurses with bachelor’s degrees in non-nursing fields. Courses in the bridge program are a blending of RN to BSN core courses that are essential requisites to MSN graduate study. Upon completion of bridge courses from the BSN core, students enter one of two areas of concentration offered for the Master of Science in Nursing: Nursing Administration or Nursing Education. Learning opportunities within the RN-MSN bridge program emphasize research, evidence-based practice, community health nursing, leadership and management principles, which are integral to the development of leaders in the nursing profession.

Admissions Requirements

- Graduate from a regionally-accredited non-nursing baccalaureate degree program with a cumulative undergraduate grade point average (GPA) of 3.0 (or higher) on a 4.0 scale, and an accredited associate degree or diploma nursing program with a cumulative GPA of 3.5 (or higher) on a 4.0 scale in the basic RN program.
- Employment as a registered nurse (RN) for 1 year full-time or 2-years part-time prior to application to the RN-MSN Program.
- Submit a completed MSN application.
- Submit official transcripts to the Registrar from all baccalaureate degree-granting universities or colleges previously attended.
- Provide verification of a current, unrestricted and unencumbered Ohio registered nurse (RN) license.
- Provide all licensure, certification, malpractice insurance and health requirements requested.
- Provide evidence of a satisfactory background check in compliance with applicable sections of the Ohio Revised Code Bureau of Criminal Investigation (BCI).
- Complete the MSN essay (2-3 double-spaced typed pages), which serves as a writing sample and communicates how the goals for graduate study relate to future career goals.
- Submit a resume, including educational background and professional work experience.
- Present two (2) supporting letters of recommendation that will attest to the applicant’s ability as a manager/educator and probable success as a graduate student.
- Complete a satisfactory interview with the MSN Program Chair.

Upon successful completion of the RN-MSN bridge courses, students are accepted into the MSN Program. Qualified candidates will be notified of their acceptance by the Program Director, Department of Nursing.

RN-MSN Bridge Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MAT 226</td>
<td>Elementary Math Statistics</td>
</tr>
<tr>
<td>HSV 350</td>
<td>Research &amp; Assessment Methods</td>
</tr>
<tr>
<td>NSG 500</td>
<td>Transition to Professional Nursing</td>
</tr>
<tr>
<td>NUR 450</td>
<td>Practicum in Community Health</td>
</tr>
<tr>
<td>NUR 491</td>
<td>Practicum in Leadership &amp; Management</td>
</tr>
</tbody>
</table>

MSN PROGRAM ORGANIZATION

Instruction

Classes are offered in the evenings at hospital locations in Dayton and Springfield, Ohio. Most courses are offered in eight-week terms in a format that blends classroom time with online instruction. Students and faculty negotiate the practicum with experienced mentors. Students are expected to comply with policies and procedures specified in the MSN Student Handbook and the Course Catalog.

Graduate Faculty

The Department of Nursing employs graduate faculty who mirror the qualities and skills it seeks to instill in its graduate students: scholarship, motivation, concern, and an orientation to service. The graduate faculty represents a broad background of educational and clinical expertise. They dedicate themselves to teaching and enjoy working with graduate students individually and in small class situations.

Program Length

The program is designed for part-time or full-time study. Part-time students typically take two classes each semester. They complete their degree requirements in three years. Full-time students complete degree requirements in two years.

MSN Curriculum

The MSN curriculum consists of 42-44 semester hours. The core curriculum is required by the American Association of Colleges of Nursing as stated in the Essentials of Master’s Education for Advanced Practice Nursing (2011). The core curriculum consists of 26 - 28 semester credits.

Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 603</td>
<td>Ethical and Legal Issues in Nursing &amp; Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NSG 625</td>
<td>Organizational Foundations for Leading Change</td>
<td>3</td>
</tr>
<tr>
<td>NSG 644</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NSG 646</td>
<td>Advanced Physical Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
**Nursing Administration**
The MSN – Nursing Administration Track is comprised of 16 credits; it includes 125 hours of experience. Content in the Nursing Administration curriculum is developed accordance with the standards of the American Organization of Nurse Executives (AONE) and the American Nurse Credentialing Center (ANCC) criteria for certification.

- **NSG 750** Nursing Administration: Theory and Practice  3 hours
- **NSG 751** Quality Outcomes In Healthcare Systems and Organizations  3 hours
- **NSG 753** Financial & Marketing Strategies in Healthcare Organizations  3 hours
- **NSG 755** Human Resource Management & Workforce Development  3 hours
- **NSG 790** Nursing Administration Practicum  4 hours

**Nursing Education**
The MSN – Nursing Education Track is comprised of 16 credits; it includes 125 hours of experience. The Nursing Education curriculum is developed accordance with the standards of the National League for Nursing Academic Nurse Educator Certification Program.

- **NSG 770** Role of the Nursing Educator in a Changing Environment of Higher Education  3 hours
- **NSG 772** Program Curriculum Design, Development and Evaluation  3 hours
- **NSG 777** Teaching/Learning Strategies & Technology in Nursing Education  3 hours
- **NSG 778** Assessment & Evaluation of Learning  3 hours
- **NSG 791** Nursing Education Practicum  4 hours

**Nursing Elective**
**NSG 640** Nursing History  3 hours

**Graduation Requirements**
Students must complete 42-44 graduate semester credit hours with a minimum grade point average of 3.0 in order to graduate. Candidates for a degree must file an application with the Office of the Registrar during the student’s next to last semester of enrollment.

**MASTERS OF SCIENCE IN NURSING COURSE DESCRIPTIONS**
Unless otherwise stated in the individual course descriptions, prerequisites for all NSG courses include: Admission to Urbana University and the Department of Nursing and submission of all materials for clinical clearances. Limited to Registered Nurses with a Bachelor of Science in Nursing (BSN) Degree from an accredited college or university.

**Core Courses**
**NSG 500** Transition to Professional Nursing  4 hours
This course emphasizes transition and socialization to professional nursing practice; examines the relationship between nursing theory, research, and practice; introduces the student to selected theories relevant to professional nursing practice; reviews the basic knowledge and skills involved in health assessment of adults; and, examines selected legal and ethical issues of professional nursing with an emphasis on professional nursing concepts and theories as they relate to community health and leadership. (This is a hybrid course that involves both campus and web-based meetings.) Prerequisites include RN LICENSURE and non-nursing baccalaureate degree.

**NSG 603** Ethical and Legal Issues in Nursing and Healthcare  3 hours
This course is formatted at the graduate level of study. It is intended to provide graduate nursing students with the theory, knowledge, and application necessary to deal with pressing legal and ethical issues in administrative and educational practice. Many concepts are presented that impact patient care on a daily basis. Students who complete this course will have a far-reaching knowledge base in which to provide for sound policies and procedures for nursing services, which comply with legal and ethical mandates. Students will also be able to gain experience in nursing management/administration as high level “advocates” for clients. This course will also stimulate higher levels of awareness regarding the need to develop departmental and organizational compliance programs, which address adherence to legal/ethical issues. Open only to MSN students.

**NSG 625** Organizational Foundations for Leading Change  3 hours
This course familiarizes graduate nursing students with the roles and responsibilities, as well as the processes and strategies that create and support policy-based initiatives in health care today. Once familiar with strategies for influencing public policy, students will apply the fundamentals gained in this course in advocacy and leadership roles in search of creative solutions to pervasive issues in health care. This course assists students to identify and explore public policy strategies including the stages of policy development, issue papers, coalition building, networking, working with the media, public appointments and serving on committees, and other activities related to advancing public policy initiatives. Leadership and participatory roles in shaping policy-based initiatives in health care are identified in settings where nursing influence is prevalent and in settings where such influence could be more effective than it is currently. These settings include, but are not limited to, the workplace, government, professional organizations, and the community. Application of strategies are explored, from case studies and participant observation, focused on opportunities for advancing nursing agendas in shaping public policy for the public good.

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121
NSG 640 History of Nursing 3 hours
The course content explores the impact of nursing’s origins on contemporary nursing. Areas explored include: educational levels, accreditation issues, supply, demand, diversity, media/public image, and traditions. Emphasis is placed on how the events of a time period (from BCE to present) have influenced the development of nursing as a profession. When possible, the course may include a field trip to a nursing historical site/event. Open to all majors. Nursing elective.

NSG 644 Advanced Pathophysiology 3 hours
This course provides an in-depth study of the physiological changes and responses to altered health states and their impact on the functional status of patients. Students will focus on the essential knowledge of human health and disease across the lifespan. Pathophysiological theories and evidence-based research serve as a basis for applying content to population groups.

NSG 646 Advanced Physical Assessment 3 hours
This course builds upon the student’s previous health assessment knowledge offering more advanced health assessment content to provide the foundation for advanced professional nursing roles. This course emphasizes knowledge of health assessment, including physical, psychosocial, spiritual health assessment, risk assessment, and functional assessment in diverse populations in the promotion of health and prevention of disease. To maintain a nursing focus on patient responses to health, illness, or the threat of illness, the nurse must exhibit effective communication and client teaching, which is incorporated throughout the course. The importance of effective documentation and health record keeping is included.

NSG 648 Advanced Pharmacology 3 hours
This course focuses on the concepts, principles, and application of pharmacotherapeutics used in the management of health problems encountered in primary care. Emphasis is placed on theories and principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics which provide a foundation for critical thinking and the application of research finding. The focus on pharmacology is aimed at the treatment of acute and chronic health problems in populations over the life span.

NSG 650 Population-Focused Care 3 hours
Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across service environments. Strategies to evaluate outcomes and costs are emphasized.

NSG 692 Advanced Nursing Research & Proposal Development 3 hours
This course is designed to expand on the nursing research process. Emphasis is placed on critically evaluating nursing research studies, understanding the importance of utilizing research for evidence-based practice, and developing ideas for a research proposal to be used in the workplace. A review of quantitative and qualitative statistics appropriate to a graduate level research proposal is included. Students will be given the opportunity to utilize relevant resources in the process of development of individual proposals for the capstone thesis/project experience. With the assistance of the faculty, students will choose topics, write an outline for a manuscript, and then explore the process for submitting this manuscript to an appropriate professional journal.

NSG 780/781 Research Utilization Project/Thesis 4 hours
This course provides the student with the opportunity to explore and study an area of clinical nursing practice, nursing education, or nursing administration, under the guidance of the faculty. Students select an area of study and develop a learning plan that identifies specific measurable learning objectives. The learner is expected to produce a scholarly thesis and/or project that demonstrates in-depth knowledge and research related to the topic. The student’s learning plan should state clear objectives with measurable outcomes, with a specified time line for each process. The instructor must approve topics, learning objectives, outcomes, and the time line before the student can begin his/her work.

Projects can include, but are not limited to: in-depth clinical case studies, research papers, annotated bibliographies, designing and implementing a student, patient or staff education program, developing a staffing model, or developing and implementing an innovative clinical program to be utilized in the clinical setting. The thesis should reflect an original proposal developed by the student. A replication study may be pursued. The project/thesis should have direct application to the student’s area of expertise. Students are encouraged to be creative and innovative in their thinking.

Nursing Administration
NSG 750 Nursing Administration Theory and Practice 3 hours
This course provides graduate nursing students with the theory, knowledge, and application necessary to deal with advanced management practice issues. It also focuses on the development of skills necessary for transformational leadership. Many concepts are presented that impact patient care, the nursing staff, and the organization on a daily basis. Students who complete this course will have a far-reaching knowledge base with which to practice in a management role and produce effective results. Analysis and operations are provided via case study learning methods. New thought concepts are presented to increase awareness of the changing nature of management and leadership. Prerequisite: completion of the MSN Core Curriculum.

NSG 751 Quality Outcomes in Healthcare Systems and Organizations 3 hours
This course explores how healthcare organizations can create sustainable competitive advantage in a volatile, reimbursement driven industry. Topics include external and internal environment analysis, strategy formulation, organization design and control, impact of mergers and alliances, accreditation, regulatory standards, and quality and organizational performance. Changing trends in the provision and reimbursement of health care services are reviewed. Healthcare case studies are used to illustrate key concepts.
NSG 753 Financial & Marketing Strategies in Healthcare Organizations 3 hours
This course presents practical information on finance and marketing for health care managers/administrators in the changing environment of healthcare organizations. It emphasizes key concepts and emerging trends in healthcare finance and marketing. Managed care philosophies, theories, ethical/legal issues, and research related to teaching strategies and education. The focus is on best practices and research-based strategies to promote various learning styles and create an active learning environment that increases student retention and learning success for diverse multicultural student populations. Attention is given to the relationship between the setting, methodologies of clinical teaching, and the assessment of competencies. Prerequisite: completion of the MSN Core Curriculum.

NSG 755 Human Resource Management & Workforce Development 3 hours
This course offers a state-of-the-art integration of theoretical and evidence-based management of human resources in healthcare organizations. The focus of the course is on leadership of transformational human resource management processes by line managers in complex adaptive organizational systems. Leadership, change, organizational culture, management systems, and symbolic communication are emphasized. Students will also participate in career development activities including reflective writing assignments, presentations, and resume preparation. The content of this course is relevant to all practicing managers in healthcare organizations. Prerequisite: completion of the MSN Core Curriculum and MSN nursing administration courses.

NSG 790 Nursing Administration Practicum 4 hours
The purpose of this capstone course is to provide the student with the opportunity to examine the role of the nurse executive in a healthcare setting. Emphasis is placed on the development of interdisciplinary relationships, long-range planning skills, organizational priority setting, fiscal management, marketing, policy setting, care systems and support systems for patient care delivery. Using a combination approach of seminar and precepted clinical experience, students synthesize and apply previously learned leadership and management principles to a specific health care setting. The student is assigned to an institutional or community-based health care setting under the direction of an experienced nurse executive for the practicum portion of the course. 105 precepted clinical hours are required. In addition, students are expected to complete and reflect on the total program requirement of 20 hours of service learning experience. Prerequisite: completion of the MSN Core Curriculum and MSN nursing administration courses.

Nursing Education

NSG 770 Role of the Nurse Educator in a Changing Environment of Higher Education 3 hours
The roles of both the educator and student in designing a learning environment provide the framework for analyzing pedagogical philosophies, theories, ethical/legal issues, and research related to teaching strategies and education. The focus is on best practices and research-based strategies to promote various learning styles and create an active learning environment that increases student retention and learning success for diverse multicultural student populations. Attention is given to the relationship between the setting, methodologies of clinical teaching, and the assessment of competencies. Prerequisite: completion of the MSN Core Curriculum.

NSG 772 Program Curriculum Design, Development and Evaluation 3 hours
This course examines professional standards as a foundation for curriculum design in nursing education in all settings, explores the nature of traditional academic education and nontraditional academic education, as well as continuing nursing education. This course explores the praxis, philosophies, principles, theories, and strategies in planning, development, implementation, and evaluation of curriculum. Students will define, analyze and design a mock curriculum model for an institution or for an organization that requires staff development. The model curriculum will be reviewed and critiqued to provide the student with an opportunity to appreciate curriculum development, evaluation, and revision. Strategies to enhance critical thinking are included. This course also examines program review, course and class objectives, and professional regulatory and accreditation standards as an evaluation framework for curriculum design in nursing education in all settings.

NSG 777 Teaching/Learning Strategies and Technology in Nursing Education 3 hours
The roles of both the educator and student in designing a learning environment provide the framework for analyzing pedagogical philosophies, theories, ethical/legal issues, trends, technology, and research related to teaching strategies and education. The focus is on best practices and research-based strategies to promote various learning styles and create an active learning environment that increases student retention and learning success for diverse multicultural student populations. Attention is given to the relationship between the setting, methodologies of clinical teaching, and the assessment of competencies. Learning variables, the environmental context, financial/political issues and the influence of those variables on technologies are examined.

NSG 778 Assessment and Evaluation of Learning 3 hours
This course provides an overview of evaluation strategies. Participants will develop evaluation skills emphasizing unit, course and program outcomes. Models and tools for assessing, evaluating and validating learning will be presented. Teaching will be framed as a continuous-improvement process. Prerequisite: completion of the MSN Core Curriculum.

NSG 791 Nursing Education Practicum 4 hours
This capstone course focuses on the integration and application of major concepts covered throughout the graduate nursing program and assists in preparation for comprehensive evaluation. Using a combination approach of seminar and precepted clinical experience, students synthesize and apply previously learned leadership and education principles to a specific setting and discuss theory-practice disjunctions. The student is assigned to an educational setting under the direction of an experienced nurse educator for the practicum portion of the course. 105 precepted clinical hours are required. (Total Hours = 125) Prerequisites: completion of MSN Core curriculum and all Nursing Education track courses.

123
SUSTAINABILITY MANAGEMENT CERTIFICATE PROGRAM (15 credits) – This program will be offered upon final approval.

This certificate program equips students to meet the growing demand for more efficient management of the limited resources in our world today. In obtaining this certificate, students learn and apply principles of sustainable management of resources and opportunities based on a triple-bottom-line perspective. They obtain and demonstrate the ability to manage trade-offs among social, economic, and environmental values and resources that are critical to the promotion of a sustainably productive future.

Prerequisites for admission to the certificate program:
- A Bachelor of Arts degree or Bachelor of Science degree from an accredited university/college.
- An overall grade point average of 2.50 or higher.

Students who do not meet these prerequisites may seek permission to register for the following courses from the program coordinator.

Requirements for receiving the certificate: The student can choose to take either 15 online course credits or 12 online course credits plus 3 credits of independent study (as documented in a written report upon completion) with one of the faculty members. Each student must also complete a comprehensive project that demonstrates the student’s ability to apply the concepts of sustainability management to a real-world scenario. (This project can be an extension of a course project or topic that the student finds particularly interesting and wants to focus on more deeply within the wide range of sustainability issues.) A 15-page paper on an aspect of productive resource stewardship that demonstrates clear understanding of the key issues and concepts associated with sustainability management must also be submitted. (This paper can be based on a report for a semester project or a review paper assigned in one of the sustainability management classes.)

SUSTAINABILITY MANAGEMENT CERTIFICATE PROGRAM COURSE DESCRIPTIONS

ENV 500 Economic Issues in Sustainable Development 3 hours
This course explores economic issues and principles in sustainable development practices for business, government, and nonprofit organizations. Students will be challenged to critically analyze the links between the natural environment and social institutions. Topics include both market and non-market values for environmental and social services, causes and potential solutions to environmental and social degradation, roles of the business, government, and nonprofit sectors in fostering sustainability, and the emerging field of ecological economics.

ENV 515 Sustainable Resource Management 3 hours
This course introduces concepts and methods of sustainable management from various fields of research on the sustainability of alternative human interactions with the environment. It highlights the role (and limits) of science in the development of management strategies to meet current and future human needs within persistently flourishing and suitably integrated ecological, social, and economic systems. Topics addressed include strong and weak forms of sustainability, pessimistic versus optimistic scenarios, and the analysis of the resiliency and threshold dynamics of integrated, multi-scale systems.

ENV 520 Sustainable Master Planning and Development 3 hours
This course will give students background information concerning what sustainability is, how the development of a Sustainable Master Plan is a critical component for reaching the goals associated with sustainability, and what the various components are that comprise a Sustainable Master Plan. The course will provide students with the basic training necessary to create a Sustainable Master Plan that will serve as a reference for the development of a parcel of land.

ENV 525 Sustainable Energy and Society 3 hours
This course is designed to enhance students' understanding of energy resources and their sustainable use, the prospects of renewable energy sources and technologies, and the relations of energy with society. Topics include basic principles of energy transformation and storage, energy technologies, critical assessments of alternative energy sources, and the role of energy markets and policies in a sustainable society. Emphasis is given to social, economic, and environmental costs and benefits of transition from fossil fuel to renewable energy sources.

ENV 530 Sustainable Management of Water Resources 3 hours
This course introduces the concepts of sustainability in water resources, acquainting students with the challenges and benefits of sustainable management of water resources. Best management practices for sustaining water resources, including groundwater, surface water, precipitation, and wastewater, are highlighted throughout the course. Topics covered include a water resources overview, the hydrologic cycle, water resource issues, and sustainable solutions. The course focuses on freshwater resources sustainability.
Administration and Faculty

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Provost and Senior Vice President
Dr. Pamela Shay, Provost & Senior Vice President, Academic, Athletic & Student Affairs

President's Staff
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Christi Cabungcal, Chief of Staff and Senior Vice President, Administration
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Rick Sunderman, Vice President & Chief Information Officer

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Dr. Alice Grimes, Dean of Special Projects
Dr. Jeffrey Kalbus, Dean, College of Professional & Applied Studies
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Dr. Willis Pond, Dean, College of Education

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Randy Snyder, Executive Director of Financial Services
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<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>20</td>
</tr>
<tr>
<td>Academic Appeals</td>
<td>31</td>
</tr>
<tr>
<td>Academic Assistance</td>
<td>11</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>1</td>
</tr>
<tr>
<td>Academic Credit (Assessment of)</td>
<td>20</td>
</tr>
<tr>
<td>Academic Forgiveness Policy</td>
<td>21</td>
</tr>
<tr>
<td>Academic Honor Societies</td>
<td>27</td>
</tr>
<tr>
<td>Academic Honor Society</td>
<td>13</td>
</tr>
<tr>
<td>Academic Misconduct</td>
<td>21</td>
</tr>
<tr>
<td>Academic Overloads</td>
<td>21</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>31</td>
</tr>
<tr>
<td>Academic Procedures</td>
<td>20</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>32</td>
</tr>
<tr>
<td>Academic Reasonable Progress (graduate)</td>
<td>108</td>
</tr>
<tr>
<td>Academic Reasonable Progress (undergraduate)</td>
<td>30</td>
</tr>
<tr>
<td>Academic Requirements (undergraduate)</td>
<td>32</td>
</tr>
<tr>
<td>Academic Residence Requirement</td>
<td>22</td>
</tr>
<tr>
<td>Academic Standards (graduate)</td>
<td>108</td>
</tr>
<tr>
<td>Academic Suspension (graduate)</td>
<td>108</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>31</td>
</tr>
<tr>
<td>Accounting Course Descriptions</td>
<td>66</td>
</tr>
<tr>
<td>Accounting Major &amp; Minor</td>
<td>57</td>
</tr>
<tr>
<td>Accreditation Information</td>
<td>8</td>
</tr>
<tr>
<td>Active Military Duty</td>
<td>15</td>
</tr>
<tr>
<td>Administration &amp; Faculty</td>
<td>124</td>
</tr>
<tr>
<td>Admission Decisions, Procedures, Requirements (undergraduate)</td>
<td>9</td>
</tr>
<tr>
<td>Admission Policy</td>
<td>9</td>
</tr>
<tr>
<td>Admission Status Decisions (graduate)</td>
<td>107</td>
</tr>
<tr>
<td>Admissions and Academic Standards Committee Academic Sanctions</td>
<td>31</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>9</td>
</tr>
<tr>
<td>Adolescent Education Major (Bachelor’s Degree Requirements)</td>
<td>50</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>20</td>
</tr>
<tr>
<td>Advanced Tuition Deposit</td>
<td>14</td>
</tr>
<tr>
<td>Affiliations</td>
<td>6</td>
</tr>
<tr>
<td>Allied Health Education Consortium of Northwest Ohio</td>
<td>59</td>
</tr>
<tr>
<td>Alpha Chi</td>
<td>27</td>
</tr>
<tr>
<td>Alpha Psi Omega</td>
<td>27</td>
</tr>
<tr>
<td>Alpha Sigma Lambda</td>
<td>27</td>
</tr>
<tr>
<td>American Education Studies Major (Bachelor’s Degree Requirements)</td>
<td>51</td>
</tr>
<tr>
<td>Anthropology Course Descriptions</td>
<td>66</td>
</tr>
<tr>
<td>Appeals Process (undergraduate)</td>
<td>22</td>
</tr>
<tr>
<td>Art Course Descriptions</td>
<td>66</td>
</tr>
<tr>
<td>Articulation Agreements</td>
<td>23</td>
</tr>
<tr>
<td>Associate Degree Requirements</td>
<td>33</td>
</tr>
<tr>
<td>Astronomy Course Descriptions</td>
<td>67</td>
</tr>
<tr>
<td>Athletic Eligibility</td>
<td>30</td>
</tr>
<tr>
<td>Attendance</td>
<td>24</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Auditing Courses</td>
<td>24</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate Degree Requirements</td>
<td>32</td>
</tr>
<tr>
<td>Biology Course Descriptions</td>
<td>67</td>
</tr>
<tr>
<td>Biology Field of Emphasis</td>
<td>39</td>
</tr>
<tr>
<td>Business Major (Bachelor’s Degree Requirements)</td>
<td>57</td>
</tr>
<tr>
<td>Business Majors &amp; Minors</td>
<td>57</td>
</tr>
<tr>
<td>Business Certificate at London Correctional Institution</td>
<td>65</td>
</tr>
<tr>
<td>Business Course Descriptions (graduate)</td>
<td>109</td>
</tr>
<tr>
<td>Business Course Descriptions (undergraduate)</td>
<td>68</td>
</tr>
<tr>
<td>Business Major (Associate’s Degree Requirements)</td>
<td>58</td>
</tr>
<tr>
<td>Business Management Major (CAPS) (Bachelor’s Degree Requirements)</td>
<td>63</td>
</tr>
<tr>
<td>Business/Marketing Communication Field of Emphasis</td>
<td>57</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td></td>
</tr>
<tr>
<td>Campus Buildings</td>
<td>5</td>
</tr>
<tr>
<td>Campus Facilities &amp; Resources</td>
<td>3</td>
</tr>
<tr>
<td>Campus Map</td>
<td>2</td>
</tr>
<tr>
<td>Campus Safety and Security</td>
<td>11</td>
</tr>
<tr>
<td>CAPS (Center for Adult and Professional Studies)</td>
<td>62</td>
</tr>
<tr>
<td>CAPS Admission Requirements</td>
<td>63</td>
</tr>
<tr>
<td>CAPS Features</td>
<td>62</td>
</tr>
<tr>
<td>CAPS Locations</td>
<td>62</td>
</tr>
<tr>
<td>Career Services</td>
<td>11</td>
</tr>
<tr>
<td>Catalog Selection Policy</td>
<td>24</td>
</tr>
<tr>
<td>Certificate Student Applicants</td>
<td>10</td>
</tr>
<tr>
<td>Chemistry Course Descriptions</td>
<td>70</td>
</tr>
<tr>
<td>Chemistry Field of Emphasis</td>
<td>39</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>24</td>
</tr>
<tr>
<td>Class Drop or Add</td>
<td>24</td>
</tr>
<tr>
<td>Class Load</td>
<td>24</td>
</tr>
<tr>
<td>Class Withdrawal</td>
<td>24</td>
</tr>
<tr>
<td>CLEP/DANTES</td>
<td>20</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>35</td>
</tr>
<tr>
<td>College of Education</td>
<td>45</td>
</tr>
<tr>
<td>College of Professional and Applied Studies</td>
<td>56</td>
</tr>
<tr>
<td>Commencement</td>
<td>27</td>
</tr>
<tr>
<td>Communication Arts Course Descriptions</td>
<td>72</td>
</tr>
<tr>
<td>Communication Arts Major (Bachelor’s Degree Requirements)</td>
<td>35</td>
</tr>
<tr>
<td>Community Education</td>
<td>25</td>
</tr>
<tr>
<td>Competency Standards</td>
<td>25</td>
</tr>
<tr>
<td>Computer Science Course Descriptions</td>
<td>72</td>
</tr>
<tr>
<td>Counseling</td>
<td>11</td>
</tr>
<tr>
<td>Course Offerings Specific to Prison Program</td>
<td>65</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>21</td>
</tr>
<tr>
<td>Credit for Field Experience</td>
<td>25</td>
</tr>
<tr>
<td>Credit for Life Experience</td>
<td>21</td>
</tr>
<tr>
<td>Credit Transfer</td>
<td>20</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Criminal Justice Administration Course Descriptions (graduate)</td>
<td>112</td>
</tr>
<tr>
<td>Criminal Justice Course Descriptions (undergraduate)</td>
<td>74</td>
</tr>
<tr>
<td>Criminal Justice Leadership Course Descriptions</td>
<td>74</td>
</tr>
<tr>
<td>Criminal Justice Leadership Major (CAPS) (Bachelor's Degree Requirements)</td>
<td>64</td>
</tr>
<tr>
<td>Criminal Justice Major (Bachelor's Degree Requirements)</td>
<td>59</td>
</tr>
<tr>
<td>Cross Registration</td>
<td>25</td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Dean's List</td>
<td>25</td>
</tr>
<tr>
<td>Declaration of Major</td>
<td>20</td>
</tr>
<tr>
<td>Degree Candidate Applicants</td>
<td>9</td>
</tr>
<tr>
<td>Department Directory</td>
<td>4</td>
</tr>
<tr>
<td>Department of Business</td>
<td>56</td>
</tr>
<tr>
<td>Department of Criminal Justice</td>
<td>59</td>
</tr>
<tr>
<td>Department of Humanities</td>
<td>35</td>
</tr>
<tr>
<td>Department of Mathematics &amp; Science</td>
<td>38</td>
</tr>
<tr>
<td>Department of Nursing</td>
<td>60</td>
</tr>
<tr>
<td>Department of Social Sciences</td>
<td>40</td>
</tr>
<tr>
<td>Department of Sports Studies</td>
<td>61</td>
</tr>
<tr>
<td>Department of Teacher Education</td>
<td>45</td>
</tr>
<tr>
<td>Dining Service</td>
<td>12</td>
</tr>
<tr>
<td>Directed Study</td>
<td>25</td>
</tr>
<tr>
<td>Disability Services</td>
<td>12</td>
</tr>
<tr>
<td>Dual Enrollment Admission</td>
<td>28</td>
</tr>
<tr>
<td>Dual Major</td>
<td>34</td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education Major (Bachelor's Degree Requirements)</td>
<td>48</td>
</tr>
<tr>
<td>Early Childhood Generalist</td>
<td>49</td>
</tr>
<tr>
<td>Economics Course Descriptions</td>
<td>75</td>
</tr>
<tr>
<td>Education Certification/Licensure Students (graduate)</td>
<td>115</td>
</tr>
<tr>
<td>Education Course Descriptions (graduate)</td>
<td>117</td>
</tr>
<tr>
<td>Education Course Descriptions (undergraduate)</td>
<td>76</td>
</tr>
<tr>
<td>Education Post Baccalaureate Course Descriptions</td>
<td>76</td>
</tr>
<tr>
<td>Endorsements</td>
<td>55</td>
</tr>
<tr>
<td>English as a Second Language Course Descriptions</td>
<td>84</td>
</tr>
<tr>
<td>English Course Descriptions</td>
<td>83</td>
</tr>
<tr>
<td>English Major (Bachelor's Degree Requirements)</td>
<td>36</td>
</tr>
<tr>
<td>Enrollment</td>
<td>25</td>
</tr>
<tr>
<td>Entrepreneurial Management Major &amp; Minor</td>
<td>57</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>85</td>
</tr>
<tr>
<td>Evaluation of Instruction</td>
<td>25</td>
</tr>
<tr>
<td>Exercise &amp; Sports Studies Course Descriptions</td>
<td>85</td>
</tr>
<tr>
<td>Exercise Science Major (Bachelor's Degree Requirements)</td>
<td>61</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>124</td>
</tr>
<tr>
<td>Family Education Rights and Privacy Act (FERPA)</td>
<td>14</td>
</tr>
<tr>
<td>Family Studies Major (Bachelor's Degree Requirements)</td>
<td>41</td>
</tr>
<tr>
<td>Fee Payment</td>
<td>14</td>
</tr>
<tr>
<td>Fees</td>
<td>16</td>
</tr>
<tr>
<td>Field Experience</td>
<td>25</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>25</td>
</tr>
<tr>
<td>Finance Course Descriptions</td>
<td>86</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>17</td>
</tr>
<tr>
<td>Financial Aid Appeals</td>
<td>19</td>
</tr>
<tr>
<td>Financial Aid Philosophy</td>
<td>17</td>
</tr>
<tr>
<td>Financial Aid Satisfactory Academic Progress Notification</td>
<td>19</td>
</tr>
<tr>
<td>Financial Aid Satisfactory Academic Progress Examples</td>
<td>19</td>
</tr>
<tr>
<td>Financial Aid Satisfactory Progress</td>
<td>17</td>
</tr>
<tr>
<td>Financial and Payment Policies</td>
<td>14</td>
</tr>
<tr>
<td>Financial Assistance Policies</td>
<td>17</td>
</tr>
<tr>
<td>Financial Assistance Programs</td>
<td>17</td>
</tr>
<tr>
<td>Fine Arts Course Descriptions</td>
<td>86</td>
</tr>
<tr>
<td>Firearms Policy</td>
<td>11</td>
</tr>
<tr>
<td>Foreign Language Studies Course Descriptions</td>
<td>86</td>
</tr>
<tr>
<td>Freshmen Student Admission</td>
<td>9</td>
</tr>
<tr>
<td>Full-time Undergraduate Students</td>
<td>30</td>
</tr>
<tr>
<td><strong>G</strong></td>
<td></td>
</tr>
<tr>
<td>General Academic Requirements</td>
<td>32</td>
</tr>
<tr>
<td>General Management Major &amp; Minor</td>
<td>57</td>
</tr>
<tr>
<td>Geography Course Descriptions</td>
<td>87</td>
</tr>
<tr>
<td>Geology Course Descriptions</td>
<td>87</td>
</tr>
<tr>
<td>Gerontology Certificate Program</td>
<td>44</td>
</tr>
<tr>
<td>Grade Changes (graduate)</td>
<td>108</td>
</tr>
<tr>
<td>Grade Changes (undergraduate)</td>
<td>26</td>
</tr>
<tr>
<td>Grade Point Minimum</td>
<td>30</td>
</tr>
<tr>
<td>Grade Reporting</td>
<td>26</td>
</tr>
<tr>
<td>Grading System (graduate)</td>
<td>108</td>
</tr>
<tr>
<td>Grading System (undergraduate)</td>
<td>25</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>107</td>
</tr>
<tr>
<td>Graduate Academic Policies and Procedures</td>
<td>107</td>
</tr>
<tr>
<td>Graduate Advisor</td>
<td>107</td>
</tr>
<tr>
<td>Graduate Council</td>
<td>107</td>
</tr>
<tr>
<td>Graduate Course Load</td>
<td>107</td>
</tr>
<tr>
<td>Graduate Faculty</td>
<td>107</td>
</tr>
<tr>
<td>Graduate Program Admission</td>
<td>107</td>
</tr>
<tr>
<td>Graduate Program in Business Administration</td>
<td>108</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>109</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Graduation Honors</td>
<td>26</td>
</tr>
<tr>
<td>Graduation Procedures</td>
<td>26</td>
</tr>
<tr>
<td>Graduation Requirements (graduate)</td>
<td>107</td>
</tr>
<tr>
<td>Health Services</td>
<td>12</td>
</tr>
<tr>
<td>Health Studies Course Descriptions</td>
<td>87</td>
</tr>
<tr>
<td>Healthcare Administration Major</td>
<td>57</td>
</tr>
<tr>
<td>Healthcare Management Course Descriptions</td>
<td>87</td>
</tr>
<tr>
<td>Healthcare Management Major (Bachelor’s Degree Requirements)</td>
<td>60</td>
</tr>
<tr>
<td>History Course Descriptions</td>
<td>88</td>
</tr>
<tr>
<td>History Major (Bachelor’s Degree Requirements)</td>
<td>41</td>
</tr>
<tr>
<td>Honors Course Descriptions</td>
<td>89</td>
</tr>
<tr>
<td>Honors Program</td>
<td>33</td>
</tr>
<tr>
<td>Honor Societies</td>
<td>27</td>
</tr>
<tr>
<td>Housing</td>
<td>12</td>
</tr>
<tr>
<td>Housing Requirements</td>
<td>13</td>
</tr>
<tr>
<td>Human Resource Management Course Descriptions</td>
<td>90</td>
</tr>
<tr>
<td>Human Resource Management Minor</td>
<td>57</td>
</tr>
<tr>
<td>Human Services Leadership Course Descriptions</td>
<td>91</td>
</tr>
<tr>
<td>Human Services Leadership Major (CAPS) (Bachelor’s Degree Requirements)</td>
<td>64</td>
</tr>
<tr>
<td>Humanities Field of Emphasis</td>
<td>36</td>
</tr>
<tr>
<td>Independent Study</td>
<td>27</td>
</tr>
<tr>
<td>Independent Study Course Description</td>
<td>106</td>
</tr>
<tr>
<td>Institutional Core Values</td>
<td>7</td>
</tr>
<tr>
<td>Institutional Effectiveness</td>
<td>8</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>12</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>92</td>
</tr>
<tr>
<td>International Applicants</td>
<td>9</td>
</tr>
<tr>
<td>International Contract Students</td>
<td>14</td>
</tr>
<tr>
<td>International Studies Program Course Descriptions</td>
<td>92</td>
</tr>
<tr>
<td>Intramural and Recreational Sports</td>
<td>12</td>
</tr>
<tr>
<td>Introduction to Urbana University</td>
<td>i</td>
</tr>
<tr>
<td>Journalism/Public Relations Field of Emphasis</td>
<td>36</td>
</tr>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>Kappa Delta Pi</td>
<td>27</td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>Lambda Pi Eta</td>
<td>27</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>27</td>
</tr>
<tr>
<td>Liberal Studies Major (Associate’s Degree Requirements)</td>
<td>38</td>
</tr>
<tr>
<td>Liberal Studies Major (Bachelor’s Degree Requirements)</td>
<td>36</td>
</tr>
<tr>
<td>Subject</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>London Educational Advancement Program (LEAP)</td>
<td>65</td>
</tr>
<tr>
<td>Management Course Descriptions</td>
<td>92</td>
</tr>
<tr>
<td>Management Major (CAPS) (Associate's Degree Requirements)</td>
<td>63</td>
</tr>
<tr>
<td>Marketing Course Descriptions</td>
<td>92</td>
</tr>
<tr>
<td>Marketing Major &amp; Minor</td>
<td>57</td>
</tr>
<tr>
<td>Mathematics &amp; Science Department</td>
<td>38</td>
</tr>
<tr>
<td>Mathematics Course Descriptions</td>
<td>93</td>
</tr>
<tr>
<td>Mathematics Major (Bachelor's Degree Requirements)</td>
<td>38</td>
</tr>
<tr>
<td>Meteorology Course Descriptions</td>
<td>95</td>
</tr>
<tr>
<td>Middle Childhood Education Major (Bachelor's Degree Requirements)</td>
<td>49</td>
</tr>
<tr>
<td>Middle Childhood Generalist</td>
<td>55</td>
</tr>
<tr>
<td>Midterm Grades</td>
<td>28</td>
</tr>
<tr>
<td>Military Training Evaluation</td>
<td>28</td>
</tr>
<tr>
<td>Music Course Descriptions</td>
<td>95</td>
</tr>
<tr>
<td>Non-Degree Candidate Applicants</td>
<td>10</td>
</tr>
<tr>
<td>North Central Association</td>
<td>8</td>
</tr>
<tr>
<td>Notice Concerning Changes</td>
<td>127</td>
</tr>
<tr>
<td>Notice of Catalog Selection Policy</td>
<td>127</td>
</tr>
<tr>
<td>Notice of Nondiscriminatory Policy</td>
<td>127</td>
</tr>
<tr>
<td>Notice of Truth in Advertising</td>
<td>127</td>
</tr>
<tr>
<td>Nursing Course Descriptions (graduate)</td>
<td>120</td>
</tr>
<tr>
<td>Nursing Course Descriptions (undergraduate)</td>
<td>95</td>
</tr>
<tr>
<td>Nursing Honor Society</td>
<td>27</td>
</tr>
<tr>
<td>Nursing Major (Bachelor's Degree Requirements)</td>
<td>60</td>
</tr>
<tr>
<td>Off Campus Sites</td>
<td>6</td>
</tr>
<tr>
<td>OhioLINK</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Leadership Major</td>
<td>57</td>
</tr>
<tr>
<td>Part-time Undergraduate Students</td>
<td>30</td>
</tr>
<tr>
<td>Payment Options</td>
<td>14</td>
</tr>
<tr>
<td>Performance Field of Emphasis</td>
<td>36</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>12</td>
</tr>
<tr>
<td>Philosophy &amp; Religion Studies Major (Bachelor's Degree Requirements)</td>
<td>37</td>
</tr>
<tr>
<td>Philosophy Course Descriptions</td>
<td>96</td>
</tr>
<tr>
<td>Physical Education Course Descriptions</td>
<td>97</td>
</tr>
<tr>
<td>Physics Course Descriptions</td>
<td>98</td>
</tr>
<tr>
<td>Political Science Course Descriptions</td>
<td>98</td>
</tr>
<tr>
<td>Political Science Major (Bachelor's Degree Requirements)</td>
<td>42</td>
</tr>
<tr>
<td>Post-Baccalaureate Education Program</td>
<td>53</td>
</tr>
<tr>
<td>Post-Secondary Enrollment Option Applicant</td>
<td>28</td>
</tr>
<tr>
<td>Course Description</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Pre-Law Academic Program</td>
<td>28</td>
</tr>
<tr>
<td>Pre-Law Certification Program</td>
<td>45</td>
</tr>
<tr>
<td>Pre-Medicine and Pre-Dentistry Academic Program</td>
<td>29</td>
</tr>
<tr>
<td>Pre-Professional Programs</td>
<td>28</td>
</tr>
<tr>
<td>Pre-Veterinary, Pre-Dental, or Pre-Medical, or Studies Field of Emphasis</td>
<td>39</td>
</tr>
<tr>
<td>Prison Education Program</td>
<td>65</td>
</tr>
<tr>
<td>Psychology Course Descriptions</td>
<td>99</td>
</tr>
<tr>
<td>Psychology Major (Bachelor’s Degree Requirements)</td>
<td>42</td>
</tr>
<tr>
<td>Readmit Applicants</td>
<td>10</td>
</tr>
<tr>
<td>Reasonable Progress Policy</td>
<td>30</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>15</td>
</tr>
<tr>
<td>Registration and Late Registration</td>
<td>15</td>
</tr>
<tr>
<td>Registration Procedures</td>
<td>29</td>
</tr>
<tr>
<td>Religion Studies Course Descriptions</td>
<td>101</td>
</tr>
<tr>
<td>Repeating a Class</td>
<td>29</td>
</tr>
<tr>
<td>Residence Life</td>
<td>12</td>
</tr>
<tr>
<td>Residence Requirement</td>
<td>13</td>
</tr>
<tr>
<td>RN-BSN Program</td>
<td>60</td>
</tr>
<tr>
<td>Room Reservation Fee</td>
<td>15</td>
</tr>
<tr>
<td>Room Security Deposit</td>
<td>15</td>
</tr>
<tr>
<td>Safety</td>
<td>11</td>
</tr>
<tr>
<td>Science Course Descriptions</td>
<td>102</td>
</tr>
<tr>
<td>Science Major (Bachelor’s Degree Requirements)</td>
<td>39</td>
</tr>
<tr>
<td>Sciences Field of Emphasis</td>
<td>39</td>
</tr>
<tr>
<td>Second Degree</td>
<td>29</td>
</tr>
<tr>
<td>Second Major</td>
<td>29</td>
</tr>
<tr>
<td>Second Master of Education Degree</td>
<td>115</td>
</tr>
<tr>
<td>Security</td>
<td>11</td>
</tr>
<tr>
<td>Self-Designed Major</td>
<td>34</td>
</tr>
<tr>
<td>Senior Seminar Course Description</td>
<td>106</td>
</tr>
<tr>
<td>Sexual Harassment Policy</td>
<td>14</td>
</tr>
<tr>
<td>Sigma Beta Delta</td>
<td>27</td>
</tr>
<tr>
<td>Social Services Major (Associate’s Degree Requirements)</td>
<td>44</td>
</tr>
<tr>
<td>Sociology Course Descriptions</td>
<td>102</td>
</tr>
<tr>
<td>Sociology Major (Bachelor’s Degree Requirements)</td>
<td>43</td>
</tr>
<tr>
<td>Southwest Ohio Council for Higher Education (SOCHE)</td>
<td>8</td>
</tr>
<tr>
<td>Special Education Course Descriptions</td>
<td>103</td>
</tr>
<tr>
<td>Special Education Intervention Specialist Major (Bachelor’s Degree Requirements)</td>
<td>52</td>
</tr>
<tr>
<td>Special Non-Degree Applicant</td>
<td>10</td>
</tr>
<tr>
<td>Special Studies Course Description</td>
<td>106</td>
</tr>
<tr>
<td>Speech Course Descriptions</td>
<td>104</td>
</tr>
<tr>
<td>Sports Management Course Descriptions</td>
<td>105</td>
</tr>
<tr>
<td>Sports Management Major (Bachelor’s Degree Requirements)</td>
<td>61</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Student Activities</td>
<td>13</td>
</tr>
<tr>
<td>Student Classifications</td>
<td>29</td>
</tr>
<tr>
<td>Student Code of Conduct</td>
<td>13</td>
</tr>
<tr>
<td>Student Government Association</td>
<td>13</td>
</tr>
<tr>
<td>Student Grievance Procedure</td>
<td>14</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>13</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>11</td>
</tr>
<tr>
<td>Student Substance Abuse and Prevention Policy</td>
<td>14</td>
</tr>
<tr>
<td>Sufficient Progress (graduate)</td>
<td>107</td>
</tr>
<tr>
<td>Sufficient Progress (undergraduate)</td>
<td>30</td>
</tr>
<tr>
<td>Suspension</td>
<td>31</td>
</tr>
<tr>
<td>Sustainability Management Certificate Program Course Descriptions</td>
<td>123</td>
</tr>
<tr>
<td>Sustainability Management Certificate Program</td>
<td>123</td>
</tr>
<tr>
<td>Telephone Directory</td>
<td>4</td>
</tr>
<tr>
<td>Theatre Course Descriptions</td>
<td>105</td>
</tr>
<tr>
<td>Time Limit (graduate)</td>
<td>108</td>
</tr>
<tr>
<td>Transcripts</td>
<td>29</td>
</tr>
<tr>
<td>Transfer Applicants</td>
<td>9</td>
</tr>
<tr>
<td>Transfer Credits (graduate)</td>
<td>108</td>
</tr>
<tr>
<td>Transfer Policy for Associate of Applied Science Graduates</td>
<td>21</td>
</tr>
<tr>
<td>Transfer Students and Residency Requirements for Degree Programs</td>
<td>18</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>16</td>
</tr>
<tr>
<td>Undergraduate Academic Programs</td>
<td>32</td>
</tr>
<tr>
<td>Undergraduate Admission</td>
<td>9</td>
</tr>
<tr>
<td>University Mission</td>
<td>7</td>
</tr>
<tr>
<td>University Purpose</td>
<td>7</td>
</tr>
<tr>
<td>University Studies Course Description (UNI 101)</td>
<td>106</td>
</tr>
<tr>
<td>University Vision</td>
<td>7</td>
</tr>
<tr>
<td>Urbana University (Introduction)</td>
<td>ii</td>
</tr>
<tr>
<td>Visiting Applicant</td>
<td>10</td>
</tr>
<tr>
<td>William G. Edwards Honors Program</td>
<td>33</td>
</tr>
<tr>
<td>Withdrawal from Class</td>
<td>24</td>
</tr>
<tr>
<td>Withdrawal from the University</td>
<td>29</td>
</tr>
</tbody>
</table>