EXPERIENCE URBANA UNIVERSITY, A BRANCH CAMPUS OF FRANKLIN UNIVERSITY

Urbana University was founded in 1850 by followers of the eighteenth century Swedish philosopher and scientist, Emanuel Swedenborg (1688-1772) and, to this day, 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, Urbana University inherited its mission, philosophy of learning, and liberal arts traditions.

In 2017, Urbana University became a branch campus of Franklin University, a private, nonprofit institution based in Columbus, Ohio. Franklin University has been regionally accredited by the Higher Learning Commission since 1976. Through this new organizational structure, the Urbana campus is able to benefit from the resources of Franklin University, such as improvements to campus facilities, technology, and internal operations.

What makes the Urbana branch campus of Franklin 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. Our 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 majority of the full-time faculty members at the Urbana branch campus of Franklin 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 members also believe in an open door policy and post ample office hours. A personal academic advisor will work with you throughout your college career to make sure your experience at Urbana is a fulfilling one.

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 newly renovated dining hall, and the White Family Grill snack bar. Residence halls offer both traditional rooms and suite-style accommodations.

The Urbana branch campus of Franklin University recognizes the needs of students with disabilities and is committed to providing accessible services, programs, and educational opportunities to the maximum extent possible. Buildings on campus vary in degrees of accessibility to people with physical disabilities. In compliance with the Americans with Disabilities Act, new buildings and major renovations are designed as accessible facilities. Plentiful accessible parking spaces are available across campus. Residential facilities include barrier-free accommodations in a variety of housing options. For additional information, or for questions concerning accessibility issues, please contact the Office of Disability Services at (937) 772-9230.

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, such as film screenings, comedians, and professional speakers on important current issues.

Urbana students also take pride in their involvement in the Urbana community, participating in field experience opportunities and volunteering for a number of projects. Students tutor at area schools, serve in nursing homes, and the local Caring Kitchen, a United Way agency of Champaign County. 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.

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, soccer, softball, swimming, and volleyball. Students may also participate in bowling or shooting sports as a club sport. A variety of intramural sports also provide an opportunity to participate in friendly competition in basketball, racquetball, table tennis, or other individual/team sports.

General Information

Discrimination, Harassment & Sexual Misconduct Policy

The Urbana branch campus of Franklin University is an intentional learning community emphasizing mutual respect for all members and guests while valuing the dignity and worth that each brings to the community. Each community participant has a right to be free from discrimination, harassment, and sexual violence in the learning environment and work setting. Therefore, these and other conduct that diminishes dignity and worth of members of and guests to the University community, regardless of race, color, religion, age, disability, gender, sexual orientation, or veteran status, is prohibited. Such conduct by students, staff, faculty, administrators, trustees, volunteers, visitors, contractors, and vendors is disruptive to the educational environment and work setting. Any complaint by a member or guest of the University community will be investigated and
addressed.

The Urbana branch campus of Franklin University prohibits discrimination on the basis of age, race, color, religion, ethnic or national origin, age, disability, gender, sexual orientation, or veteran status in student admission, financial aid, educational or athletic programs, or employment as required by Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. The following person has been designated to handle inquiries regarding the Community of Respect policies and procedures: Nick Christian, Executive Director of Student Affairs, Student Center, 937-772-9284, nick.christian@urbana.edu.

This policy, available on the University’s website, supersedes all current University policies pertaining to discrimination, harassment, and sexual misconduct.

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.

Notice Concerning Changes
The provisions in this publication are not to be regarded as an irrevocable contract between the University and the student. While every effort is made to provide accurate and up-to-date information, the Urbana branch campus of Franklin University reserves the right to change, without notice, statements in the catalog concerning rules, policies, fees, curricula, courses, or other matters. Courses may be cancelled due to limited resources, unavailability of faculty, or insufficient enrollment.

Notice of Truth in Advertising
It is important for every student to understand that, while certain curricula are designed for the purpose of achieving registration or certification by an outside agency (or both), completion of such an academic program in no way assures the student of successful registration or certification, or both. No employee, agent, or representative of the Urbana branch campus of Franklin University is authorized to provide such assurances, either directly or by implication. Promotional information for publications used in student recruitment, information, or development must be accurate in every aspect. Urbana University is a branch campus of Franklin University. The use of Urbana University (or “Urbana University, a branch campus/division of Franklin University”) in promotional advertisements for other entities is prohibited without prior written authorization. Any unauthorized use of Urbana University’s name, logos, trademarks, or symbols without prior consent is a violation of both state and federal law.
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Our attractive campus is located on the southwest side of the city of Urbana, Ohio in Champaign County. With a population of approximately 12,000 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 Urbana 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 and renovated in 2016, 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. The Urbana branch campus is a member of the OhioLINK statewide academic library network, which allows 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 a 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.

The Lewis and Jean Moore Center for Mathematics and Science is an 18,000-square-foot building that houses biology, chemistry, and physics laboratories; two computer laboratories; classrooms; and faculty offices. The Honda Lecture Hall, which seats 88, serves as a classroom and a location for community events.

Barclay and Bailey Halls are two buildings of historic significance for the Urbana branch campus. Bailey was the first building built on campus, and Barclay the third. Today, the two buildings are included in the National Historic Registry and 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, as well as 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 Stadium opened in August of 2006, and was recently renovated in 2017 with stadium lighting for evening games. It is the third outdoor facility on campus, joining Urbana’s varsity baseball and softball fields. The Blue Knights football team and men’s and women’s soccer teams 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.

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**OFF-CAMPUS LOCATIONS**

In addition to the Urbana branch campus of Franklin University, Urbana campus-based students may also take courses towards specific degree programs at the following locations:

**Beavercreek**
3800 Pentagon Blvd.
Beavercreek, OH 45431
Ph: 937-705-6914

**Miami Valley Hospital**
1 Wyoming Street
Dayton, OH 45409

**Franklin University**
201 S. Grant Avenue
Columbus, OH 43215
Ph: 614-797-4700

**Good Samaritan Hospital**
2222 Philadelphia Drive
Dayton, OH 45406

**Springfield Regional Medical Center**
100 Medical Center Drive
Springfield, OH 45504

Through the auspices of the Ohio Department of Rehabilitation and Corrections, the Urbana branch campus of Franklin University offers Business certificate programs at the London Correctional Institution:

**London Correctional Institution**
1580 State Route 56 SW
London, OH 43140
MISSION, VISION, AND VALUES

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.

Institutional Learning Outcomes

Diversity: To accept and respect individual differences, and to treat others with integrity, dignity, and an appreciation for the unique qualities, belief systems, and fundamental worth of every human being.

Lifelong Learning: Continually acquire and integrate new information, and develop an expanded body of knowledge to meaningfully contribute to improving circumstances and the environment for society as a whole.

Critical Thinking: Think using specialized intellectual qualities, acquired knowledge relevant to circumstances, and specialized skills and abilities to apply well-informed solutions that lead to desired outcomes demonstrating discipline, accountability, and thoughtful initiative.

Adaptability: Demonstrate flexibility and the ability to adapt to evolving conditions and life circumstances producing outcomes that contribute to both ongoing self-development as well as meaningful improvements to a wide range of societal conditions and environmental needs.

Service: Serve society as a unique individual, with established moral standards and principles, driving intended actions and productive outcomes focused on a chosen field of individual practice.
Urbana University is a branch campus of Franklin University. Franklin University is regionally accredited by The Higher Learning Commission (HLC), 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 (Telephone: 800-621-7440). The Urbana campus is also authorized, via Franklin University, by the Ohio Department of Higher Education 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.

Urbana University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The following Bachelor of Science majors are accredited by the IACBE:

- Accounting
- Entrepreneurship
- General Management (Strategic Management)
- Marketing

Information pertaining to student learning and achievement in the business programs accredited by the IACBE can be obtained by visiting Urbana’s website (https://www.urbana.edu/about-us/accreditations-and-approvals).

The University’s Master of Science in Nursing (MSN) program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791.

During the 2017-18 academic year, the separate CCNE and IACBE accreditations held by the previous Urbana University will merge into one affiliation under Franklin University. All programs will remain accredited throughout this transition. For questions, please contact the Office of Accreditation & Institutional Effectiveness at 614-947-6105.

Other Urbana branch campus 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
- Council of Independent Colleges
- 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

The Urbana branch campus of Franklin 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 the Urbana branch campus 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.
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
Students interested in participating in the William G. Edwards Honors Program must complete an Honors application. Admissions are comprehensive and based on a number of areas, including standardized test scores, GPA and curriculum strength, critical thinking skills, writing ability, intellectual curiosity, extracurricular and community engagement, and contributions to diversity in the program and on campus. We encourage any interested students to complete an Honors application. The application process is intended to help applicants display merit through a personal statement, writing sample, letter of recommendation, and interview. These, along with high school records and standardized test scores, give a broader, more complete picture of each student’s potential for success in the Honors program.

The Honors committee reviews all completed applications and makes admission decisions after the interview portion is completed. Applicants are informed in writing of the committee’s decision. More information on the Honors program can be found on the University’s website, www.urbana.edu.

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 24 or more semester hours from a regionally accredited institution of higher education 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 or have earned 24 or more semester hours from a regionally accredited institution of higher education 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 institution of higher education with a grade of “C” or better will be considered for transfer credit up to 90 credit hours.

**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 a certified copy of a secondary school diploma or its equivalent is required for undergraduate applicants.
3. Official transcripts from ALL colleges and/or universities previously attended (if any) sent directly to Urbana University from the institution attended. For graduate student applicants, official transcripts from the undergraduate university are required to show the conferral of a bachelor’s degree.
   a. A grade point average (GPA) of 2.0 is required for acceptance into an undergraduate program.
   b. An undergraduate grade point average (GPA) of 2.7 or higher is required for acceptance into the Masters of Business Administration (MBA) program.
   c. The applicant is responsible for providing third-party-certified documents to Urbana University which have been translated into English, validated for authenticity and provides a U.S.A. equivalency for each credential in the documents.
4. Official certification, in English, of financial ability to pay for tuition and room and board for at least one year, in addition to all fees and personal expenses.
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) is required for students living on campus.
7. Two letters of recommendation.
8. A personal statement describing the applicant’s educational goals.

**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 changed.

**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.

**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. You can learn more about the following campus life areas at [www.urbana.edu/campus-life](http://www.urbana.edu/campus-life):

- Academic Support
- Disability Services
- Residence Life
- Campus Safety
- Dining Services
- Student Activities & Campus Activities Board
- Career Services
- Health Services
- Student Government Association
- Counseling
- Intramural & Recreational Sports
- & Student Organizations

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. Complete details of the Student Code of Conduct, including conduct grievance procedures, are available in the [Student Handbook](http://studenthandbook.urbana.edu).

**OFFICE OF STUDENT ACCOUNTS**

**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.

**Financial Clearance**

Financial Clearance is when a student has completed, submitted, and received approval of all financial aid documents so that state, federal and institutional aid can be disbursed to their student account, and has paid any remaining gap in direct cost or has an active payment plan to cover the gap.

First time students are required to obtain Financial Clearance before they register for classes. Returning students are required to obtain Financial Clearance by July 15th prior to the beginning of Fall classes or December 1st prior to the beginning of Spring classes. Students who do not obtain Financial Clearance timely are subject to cancellation of their registration; re-registration is possible after Financial Clearance has been obtain.

**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.

Financial Clearance must be obtained prior to registration 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 accepts payments in cash, check, money order, traveler’s check, Visa, MasterCard, Discover Card, or American Express. There are several ways we can receive payments:

- Mail to Urbana University, Attn: Student Accounts, 579 College Way, Urbana, OH 43078
- Pay online through Self-Service with a debit/credit card (ACH check online payment is coming soon)
- Pay in person at the Student Accounts Office in Oak Hall
- Pay over the phone at Student Accounts Office at 937-772-9274

If payment is to be made directly by a student’s employer, the student must complete the Employer Reimbursement Deferred Payment Agreement by the Financial Clearance deadline and submit it to the Student Accounts Office. The form is located online at [http://www.urbana.edu/documents-forms](http://www.urbana.edu/documents-forms) or can be requested from the Student Accounts office at 937-772-9274 or April.Johnson@urbana.edu.

All tuition and fees are payable in full before the first day of classes each semester unless the student is on an active payment plan. Student balances are available real-time via the Self-Service website. Statements are updated monthly on the Self-Service website.

Urbana University has a payment plan available for the student to meet the costs of attending Urbana University. The Fall term payment plan runs August through November, Spring term runs January through April and Summer term, May through July. Please contact the Student Accounts office at 937-772-9274 or April.Johnson@urbana.edu to set up a payment plan.

**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 one-time $250 damage deposit is applied to the student’s account 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 must complete Financial Clearance by the published deadlines to maintain their registration. Late registration is allowed within published dates by students who have Financial Clearance. Students who register late will be charged a late fee of $50.

**Refund Policy**

**Refunds from Financial Aid Accounts**

Refunds will be issued from Urbana University only if your account is paid in full and has a credit balance due to funds that may be refunded. A credit balance will show on your student account online, available through Self Service via [www.urbana.edu](http://www.urbana.edu). Any existing credit balance that you are eligible to receive will be refunded within 10-14 days of the refund entry posting to your student account.

Some credit balances are due to funding sources that do not allow refunds. In these cases, the credit balance will be sent back to the original funding source.

Students may pick up their refund check from the Business Office during normal business hours (8:00 am to 4:30 pm M-F) upon verification of ID via an Urbana University student ID or valid driver’s license. Refund checks not picked up within 14 calendar days of printing will be mailed to the official address of record.

Parent Plus Loan refunds will be mailed to the parent’s address of record, unless an email or letter authorizing the refund to be issued to the student is received in the Business Office two weeks prior to the issuance of the refund. This authorization must be renewed each semester.

If your file is under review for Return to Title IV Funds, all refunds will be held pending completion of the review. For more
information about this process, please contact the Financial Aid office.

Refunds Due to Withdrawal
Students who officially withdraw from the University or withdraw from class(es), (see withdrawal policies under “Academic Policies”) may be eligible for a refund based on a graduating scale relative to the timing of the withdrawal and in compliance with state and federal regulations. In compliance with Section 668.22 of the Code of Federal Regulations, current students who prepay all tuition and fees and subsequently withdraw will receive a refund percentage of their tuition based on the date that the official withdrawal form is submitted. Any refund will be issued no later than 30 calendar days after submission and receipt of the official withdrawal notice. Students should check their account online using Self Service via www.urbana.edu to check the status of their account and refund.

All students who received financial aid may contact the Financial Aid office regarding aid adjustments. State, Federal and Institutional aid may be reduced or removed from a student’s account if the student withdraws partially or completely from the University. In addition, students who received Title IV Federal aid and completely or partially withdraw during the semester before completing at least 60% of the payment period may be subject to a Federal Return to Title IV Calculation. This calculation determines the student’s earned and unearned Title IV Federal aid. This process may take up to 30 days to complete, from the date the University was notified of the withdrawal. Unearned aid will be returned to the appropriate programs. Any credit balance of earned aid will be refunded to the student within 14 days from the date the calculation is complete. Please contact the Financial Aid office for more information.

Refunds will be mailed to the official address of record. It is therefore in the student’s best interest to ensure that their current address is on file with the Office of the Registrar.

- **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 class, 90% less advance tuition deposit
  - 8th – 21st calendar day of class, 40% less advance tuition deposit
  - After 21st calendar day of classes, 0%
- **Tuition** – the following schedule is applicable to summer semesters:
  - Before the 1st day of class, 100% less advance tuition deposit
  - 1st – 4th calendar day of class, 90% less advance tuition deposit
  - 5th – 11th calendar day of class, 40% less advance tuition deposit
  - After 11th calendar day of classes, 0%

In extraordinary circumstances, such as a 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 Registrar’s 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 and board 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 2017 - 2018
Rates are effective for the 2017-2018 academic year, per the Board of Trustee’s approval. Rates for tuition and fees are subject to change.

UNDERGRADUATE STUDENTS – TUITION
Full-time (12-18 hours) per semester $11,226.00
Overload (over 18 credit hours), per credit hour 459.00
Part-time (less than 12 hours), per credit hour 459.00
Summer Term, per credit hour 459.00

GRADUATE PROGRAMS – TUITION per credit hour 525.00

RESIDENT HALL AND BOARD CHARGES
Housing deposit (refundable) 250.00
Resident Halls: per semester
- South & East 1,735.00
- Hazard, Sycamore & McConnell 1,872.00
- Single rooms, if available 2,444.00
- Super Single rooms, (a double room occupied by only one student) if available 2,902.00
Board: per semester
- 19 meal plan (includes $125 Blue Knight Bucks) 3,036.00
- 15 meal plan (includes $125 Blue Knight Bucks) 2,864.00
- Commuter Meal Plan (45 meals and $100 Blue Knight Bucks) 465.00
- Commuter Lite Plan (1st time Freshman-15 meals and $20 Blue Knight Bucks, FA Only) 195.00

GENERAL FEES - nonrefundable, non-transferable
Advance tuition deposit (new students only) 125.00
Admission application fee for undergraduate-level 25.00
- Re-admission fee for undergraduate-level 15.00
Audit (per credit hour) 150.00
Credit by examination (per credit hour) 150.00
Credit for life experience (per credit hour) 150.00
Evaluation of CLEP/AP/NTL credit (per credit hour) 50.00
Field experience fee 65.00
Graduation fee – undergraduate 40.00
- Late graduation application fee 50.00
- Re-application graduation fee 40.00
- Late diploma application 50.00
Graduation fee – graduate 145.00
- Late graduate graduation application fee 50.00
- Re-application graduate graduation fee 145.00
- Late graduate diploma application 50.00
Health Insurance (see below)*
- Fall and Spring semesters (full year) 698.00
- Spring semester only 889.00
- International students (FA - $698 and SP/SU - $889) 1587.00
Return check charge 50.00
Room reservation deposit for first-year residence hall 125.00
Senior citizen registration (no tuition per semester) 50.00
Special examination fee 50.00
Student Athlete Accident & Injury Insurance, per semester 100.00
Transcript charge/fax transcript charge 8.00

*Proof of insurance must be provided annually to the nurse by the first day of classes. If not provided by the first day of classes, all residential students and commuter students will be charged for Urbana University's health insurance. International students are required to purchase Urbana University's health insurance.

Rates for tuition and fees are subject to change. Current rates can be found on the University’s website, www.urbana.edu.
**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.

The purpose of financial aid and scholarships is to supplement you and your family’s contributions toward the cost of education. Urbana University’s Financial Aid Office administers a variety of grants, loans, scholarships and part-time employment to assist you in financing your education. Financial Aid also administers Veteran educational benefit programs and National Guard.

All information is subject to change because of congressional action, changes in federal regulations and/or Department of Education guidance or changes to institutional policies and procedures.

**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 Free Application for Federal Student Aid (FAFSA). Urbana’s priority deadline to file the FAFSA is June 1 each year. 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**
579 College Way
Urbana, OH 43078
Hours: Mon. - Fri.: 8 a.m. – 4:30 p.m.
Telephone: 937.772.9251, Toll-free: 800.URBANA
Fax: 937.772.9390
Email: financialaid@urbana.edu

Please visit [www.urbana.edu](http://www.urbana.edu) for more information.
Students must review the catalog and academic advisering is the primary formal process of guiding and mentoring the student in identifying and achieving educational and career goals. This process is a shared responsibility between the student and advisor as they collaborate to develop, follow, and complete a plan allowing the student to complete a degree from Urbana University in a timely manner that will help them achieve their initial career goals. All students are assigned an academic advisor and will meet with him/her to assist with selecting courses each semester and discussing plans for their career and/or graduate school. 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 form available in the Registrar’s Office. The responsibility for planning an academic program rests with the student. Students must review the catalog and academic announcements carefully and arrange to take the required courses at the proper time. However, the services of faculty, college deans, advisors, and the Student Affairs Office are available to students. At off-campus sites, students meet with academic advisors and/or consult by telephone or online for 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.

- 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 “AP” designation. The academic advisor will determine how such credits apply to the student’s program of study.
- 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 Dean of Assessment & Academic Quality.
- 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:

- 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 ACE recommended minimum passing score of “C.”
- College Level Examination 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. Graduate credit is not applicable toward an undergraduate degree.

**Transfer Policy for Associate of Applied Science Graduates**
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.

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.

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 Dean of Assessment & Academic Quality 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. 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.

In the event a faculty member believes that a student has engaged in cheating, the faculty member will submit a report of the misconduct and the evidence to his/her College Dean. Upon investigation, if the faculty member and the College Dean agree that there is substantive evidence that cheating has occurred, they will assign a penalty. The penalty for academic cheating will 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 in writing to the Dean of Assessment & Academic Quality. If an appeal is filed, the Dean of Assessment & Academic Quality may appoint a committee of three faculty members, one of whom must be from the college in which the alleged infraction has occurred (other than the Chair/Dean), to hear the case, should the
Dean of Assessment & Academic Quality feel 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 Dean of Assessment & Academic Quality a recommended penalty in the event that the student is found to be guilty. The student shall be informed in writing by the Dean of Assessment & Academic Quality of the decisions of the committee. If the infraction is unsubstantiated, the Dean of Assessment & Academic Quality 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.

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. 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 30 semester hours of credit through 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 a s a result of instructing or advising;
- expect protection, through established procedures, again 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 Office of the Registrar. If the Chair is the involved faculty member, this step may be omitted.

Step 2 – Dean
In the event there is no Chair in the school, or in the event 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 Dean of Assessment & Academic Quality. A copy of the Request for Appeals Committee form is available in the Office of the Registrar. If the Dean of Assessment & Academic Quality has determined that an appeal committee is warranted, the Dean 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 Dean of Assessment & Academic Quality 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 in writing to the Dean of Assessment & Academic Quality. A copy of the Request for Appeals Committee form is available in the Registrar’s Office. If an appeal is filed, the Dean of Assessment & Academic Quality 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, should the Dean of Assessment & Academic Quality feel 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 Dean of Assessment & Academic Quality a recommended penalty in the event that the student is found to be guilty. The student shall be informed in writing by the Dean of Assessment & Academic Quality of the decisions of the committee. If the verdict is not guilty, the Dean of Assessment & Academic Quality 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 Dean of Assessment & Academic Quality.

**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, James A. Rhodes State 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 with 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 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 one 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 Associate Dean of Students, Counseling and Student Services will work with the Office of the Registrar 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 15 hours of credit each semester. Students desiring to take more than 18 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 Office of the Registrar.

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.

Financial Aid Consequences
Students receiving any type of financial aid or veteran’s benefits may lose part or all of such assistance if they stop attending, stop participating, or withdraw from one or more courses in any one semester. In considering whether or not to withdraw from, stop attending, or stop participating in a course, students receiving financial aid or veterans’ benefits should first consult with the Financial Aid office.

Competency Standards
Competency in basic skills at Urbana University shall be determined by completing the Communications and Mathematics requirements of the University 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, Sciences, & Technology. Fees may be applicable.

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 added to the student’s schedule at the time of registration.

Enrollment
A full-time undergraduate 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 listed on the University’s website. Time and/or location change for a class may be made only with approval by the Registrar and College Dean. 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
• []  Repeat - When a course is repeated, the most recent grade will be bracketed, indicating the repeat. Only the most-recent grade and points are used in calculating the grade point average.
• 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. The student’s academic advisor will then complete a degree audit with the student through the Office of the Registrar 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 Office of the Registrar 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 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 Dean of Assessment & Academic Quality. 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 Dean of Assessment & Academic Quality. 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.

College Credit Plus (CCP) Program
The CCP program at Urbana University provides an opportunity for qualified students to take high school and college courses at the same time. This program allows students to earn college credits that can be applied directly toward a bachelor’s or an associate degree, and to also become familiar with the rigors of college-level coursework.

Through CCP, students can choose to earn only college credit or both high school and college credit. Any hours approved by the state as part of the College Credit Plus program will be free to the student. Any hours not approved by the state will be billed at the tuition rate set by the state as part of the College Credit Plus program. A memorandum of understanding, signed by the district, will outline whether the district or student is responsible for any tuition cost not covered by the College Credit Plus program.

After completing the application process and meeting eligibility requirements, students can pursue CCP coursework in three ways:

1. Take Urbana courses at their own high school
2. Attend classes at the Urbana University campus
3. Take Urbana courses online

Regardless of how the courses are completed, when students finish the CCP program they will have earned college credits that apply towards a degree at Urbana University. Students may also be able to transfer Urbana CCP credits to another college or university; however, the acceptance of transfer credit is at the discretion of the receiving institution. Students should verify the transferability of all credits before enrolling in Urbana’s CCP courses.

Eligibility and admission requirements vary based on how a student wishes to take CCP courses. Interested students should contact their school counselor, or Urbana University for detailed information about program requirements.

Students may apply for admission by using Urbana University’s online College Credit Plus application. There is no fee to apply for admission to the CCP Program at Urbana University. To be considered for admission, additional materials, including high school transcripts and standardized test results, must also be provided. Please see the College Credit Plus Admission Requirements for more detailed information about what is required.

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-Dentistry, Pre-Medicine, and Pre-Veterinary
Urbana University recommends its program in 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 terms 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 Classification</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.
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 expected to complete their degree within 12 semesters. The following chart indicates the minimum cumulative hours that must be successfully 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>120</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:

- **Three quarter time (9-11 hours)**: \( .75 \) of the Successfully Completed Hours
- **Half-time (6-8 hours)**: \( .50 \) of the Successfully Completed Hours
- **Less than half-time (1-5 hours)**: \( .25 \) of the Successfully Completed Hours

### 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 Dean of Assessment & Academic Quality 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.
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.

<table>
<thead>
<tr>
<th>Credit Hours Attempted</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 catalog under “Student Academic 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 arts 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 and Associate Degree Requirements
- Completion of 120 or more credit hours for the Baccalaureate degree.
- Completion of 63 or more credit hours for the Associate degree.
- 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.
- Completion of the following courses, which comprise the Baccalaureate or Associate General Education curriculum.

General Education
General education provides a foundation for students and opens opportunities in subject areas beyond one’s major. General education allows the examination of life in a global sense through the strengthening of thinking and reasoning skills, communication, and critical analysis.

General Education Learning Outcomes
1. Express thoughts effectively in writing and speech.
2. Demonstrate scientific literacy and logical reasoning.
3. Describe the expressions of aesthetics and the impact on society and the individual.
4. Describe the origin and function of structures within societies and their influence on human behavior.
5. Demonstrate an understanding of the global community and culture.

Baccalaureate and Associate General Education Curriculum
The General Education Curriculum requirements compose 36 semester hours of the degree program. Remedial courses may not be used to fulfill general education or major requirements. This curriculum 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 OR COM 201

Mathematics and Science: 6-7 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*

Humanities: 6 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.
- Philosophy 492
- Any additional Humanities course*

University Seminar: 2 Semester Hours
University Seminar is required for all students (may be waived for transfer students; substitute 2 hours of additional general education credit).
- UNI 101 or UNI 199
Social Sciences: 6 Semester Hours
Liberally educated persons need to have an understanding of the society in which they live and of individual relationships in society.

- Any two Social Science courses*

General Education Electives: 6-7 Semester Hours

*Particular courses to meet degree requirements may be specified within a major

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, 361 and 492
   - Electives 4-10 Semester Hours
     - Two accepted Honors elective courses from the University’s course offerings

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 120 semester hours toward graduation.
- Students will receive only one degree (BA or BS).
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:

• Bachelor of Arts degree with a major in Liberal Studies.
• Associate of Arts degree with a major in Liberal Studies.

The Bachelor of Arts degree with a major in Liberal Studies (120 hours)

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.

The program requires the following grade point average minimums for graduation:

□ A minimum overall grade point average of 2.0.
□ A minimum grade point average of 2.5 in required courses for the major.

Program Outcomes:

1. Demonstrate general principles from all traditional liberal arts fields and apply information and skills from the field of emphasis.
2. Reason critically, analyze and solve problems objectively, and think creatively.
3. Prepare and present information effectively, in both writing and speech, through research, discussion, and demonstration.
4. Assess, critique, and reflect on their own personal moral and ethical values as well as those of other societies and cultures.

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):

□ ENG 102 Introductory Composition
□ ENG 106 Intermediate Composition
□ SPE 201 Introduction to Speech OR COM 201 Theories of Interpersonal Communication

Mathematics and Science (7 hrs.):

□ MAT 105 Fundamentals of Mathematics
□ Any Laboratory Science course

Humanities (6 hrs.):

□ ENG 202 Introduction to Literature
□ PHI 492 Seminar in Personal Philosophy

Social Sciences (6 hrs.):

□ Choose two courses from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs.):

□ UNI 199
General Education Electives (6 hrs.)

Liberal Education Core (33 hrs.)
- □ ANT 201 Cultural Anthropology
- □ BUS 100 Introduction to Business
- □ ECO 201 Principles of Economics: Macroeconomics
- □ ENV 101 Humans & Their Environment
- □ HST 221 World Civilization I OR HST 222 World Civilization II
- □ HST 341 United States Social & Cultural History
- □ PHI 300 Logic & Rhetoric
- □ POS 200 Principles of Political Science
- □ Choose three hours of Sociology or Psychology (200 level or above)
- □ Choose six hours from the following:
  - □ ART 212 Art Appreciation: Modern Art
  - □ MUS 205 Music Appreciation
  - □ FIA 102 Fine Arts: Paleolithic to 14th Century
  - □ THE 100 Introduction to Theater
  - □ ENG 202 Introduction to Literature

Major Requirements (18-24 hrs.)
Choose one specialization:

English Specialization (18 hrs.)
- □ Choose fifteen hours of English courses (200 level or above)
- □ ENG 499 Senior Seminar in English

Political Science Specialization (18 hrs.)
- □ Choose fifteen hours of Political Science courses (at least 12 hours must be 300 level or above)
- □ POS 499 Senior Capstone

History Specialization (18 hrs.)
- □ Choose fifteen hours of History courses (at least 12 hours must be 300 level or above)
- □ HST 499 Senior Seminar

Sociology Specialization (18 hrs.)
- □ Choose twelve hours of Sociology courses
- □ Choose six hours of Psychology courses (300 level or above)

Communication Specialization (24 hrs.)
Communication Core (12 hrs.):
- □ COM 201 Theories of Interpersonal Communication
- □ COM 202 Introduction to Mass Media
- □ COM 350 Media Criticism
- □ COM 380 Public Relations

Select either Mass Media Track or Performing Arts Track (12 hrs.):

Mass Media Track
- □ COM 240 Media Design
- □ COM 260 Video Production
- □ COM 420 Media Writing
- □ COM 470 Media Law

Performing Arts Track
- □ THE 102 Acting
- □ THE 202 Script Analysis and Character Development
- □ THE 204 Stagecraft
- □ THE 350 Directing OR other Performing Arts performances/participation
Electives (33 hrs.)

The Associate of Arts degree with a major in Liberal Studies (65-66 hours)

Liberal Studies is a way to attain equal parts of knowledge from several different fields of study to move forward with a well-equipped set of skills for any situation. As a Liberal Studies associate’s degree major, you’ll explore different facets of contemporary American life and broaden your horizons toward a global perspective.

The program requires the following grade point average minimums for graduation:
- A minimum overall grade point average of 2.0.
- A minimum grade point average of 2.5 in required courses for the major.

Program Outcomes:
1. Reason critically, analyze and solve problems objectively, and think creatively.
2. Prepare and present information effectively, in both writing and speech.
3. Apply the critical evaluation of their own as well as societal values to issues of today.

Major Requirements:

General Education (36 hrs.)*
*Courses used to meet core requirements cannot be used to complete major requirements.

Communications (9 hrs.):
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech

Mathematics and Science (7 hrs.):
- MAT 105 Fundamentals of Mathematics
- Any Laboratory Science course

Humanities (6 hrs.):
- Choose two Humanities courses

Social Sciences (6 hrs.):
- Choose two courses from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs.):
- UNI 101 OR UNI 199

General Education Electives (6 hrs.)

Liberal Studies Courses (29-30 hrs.)

Humanities
Choose 3 courses from the following:
- ART 102 Drawing, ART 105 Basic Design OR ART 107 Painting and Drawing
- PHI 208 Ethics OR REL 201 The World’s Religions
- FLA 101 Foreign Language I OR FLA 102 Foreign Language II

Math & Science
Choose 3 courses from the following:
- BIO 106 Human Reproduction OR BIO 227 Humans and Their Environment
- AST 213 Astronomy, GEL 211 Geology OR MET 212 Meteorology
- MAT 106 Intermediate Algebra or higher

Social Sciences
Choose 3 courses from the following:
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:

- Bachelor of Science Degree in Science with fields of emphasis in Biology, Chemistry, Biology with Pre-Health Professional, and Chemistry with Pre-Health Professional
- Bachelor of Science Degree in Mathematics

The Bachelor of Science degree with a major in Mathematics (120 hours)

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.

The program requires the following grade point average minimums for graduation:
- A minimum overall grade point average of 2.0.
- A minimum grade point average of 2.5 in required courses for the major, with a grade of “C” or better in all major area courses.

Program Outcomes:
1. Explain the deductive framework used in mathematics, and illustrate its use by stating and proving theorems from several areas of mathematics.
2. Apply mathematical methods of analysis and deduction to investigate fundamental mathematical structures such as groups, graphs, the real line, vector spaces, and topological spaces.
3. Demonstrate a good understanding of the principles and concepts of mathematics through the spoken and written word.
4. Evaluate mathematical claims and analyses as presented in popular and professional formats.
5. Solve problems by applying comprehensive mathematical knowledge from various branches of mathematics.
6. Apply knowledge and skills for comprehensive research project, presentation, and assessment exam.

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech OR COM 201 Theories of Interpersonal Communication

Mathematics and Science (7 hrs.):
- MAT 220 Pre-Calculus
- Any Laboratory Science course

Humanities (6 hrs.):
- PHI 492 Seminar in Personal Philosophy
- Choose one course from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

Social Sciences (6 hrs.):
- Choose two courses from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology
University Seminar (2 hrs.):
□ UNI 101 OR UNI 199

General Education Electives (6 hrs.)

Mathematics Foundation Courses (49 hrs.)
□ COS 201 Programming I
□ COS 251 Programming II
□ MAT 241 Calculus and Analytic Geometry I
□ MAT 242 Calculus and Analytic Geometry II
□ MAT 255 Multivariable Calculus
□ MAT 320 Discrete Mathematics
□ MAT 330 Differential Equations
□ MAT 343 Real Analysis
□ MAT 361 History of Mathematics
□ MAT 418 College Geometry
□ MAT 427 Linear Algebra
□ MAT 446 Algebraic Structures
□ MAT 450 Statistics I
□ MAT 499 Senior Seminar

Electives (35 hrs.)

Bachelor of Science degree with a major in Science (120 hours)

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.

The program requires the following grade point average minimums for graduation:
□ A minimum overall grade point average of 2.0.
□ A minimum grade point average of 2.5 in required courses for the major.

Program Outcomes:
1. Describe scientific methods of inquiry and investigation.
2. Apply scientific methods of investigation and inference logically and critically.
3. Describe and analyze principles and concepts of the natural sciences and associated phenomena.
4. Evaluate scientific claims and analyses as presented in popular and professional formats.
5. Apply comprehensive biological knowledge and lab skills.
6. Apply knowledge and lab skills for comprehensive research project proposal and chemistry lab practical.

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

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 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.

**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.

**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.

**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 and biological 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.

**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.

**Major Requirements:**

**General Education (36 hrs.)**

**Communications (9 hrs.):**
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech OR COM 201 Theories of Interpersonal Communication

**Mathematics and Science (7 hrs.):**
- MAT 220 Pre-Calculus
- Any Laboratory Science course

**Humanities (6 hrs.):**
- PHI 492 Seminar in Personal Philosophy
- Choose one course from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

**Social Sciences (6 hrs.):**
- Choose two courses from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology
University Seminar (2 hrs.):  
- UNI 101 OR UNI 199

General Education Electives (6 hrs.)

Science Foundation Courses (49-51 hrs.)
- BIO 207  Biology I-Zoology
- BIO 208  Biology II-Botany
- BIO 330  Cell Biology
- CHE 216  General Chemistry I
- CHE 217  General Chemistry II
- CHE 221  Organic Chemistry I
- CHE 222  Organic Chemistry II
- MAT 226  Elementary Mathematical Statistics
- MAT 241  Calculus and Analytic Geometry I
- PHY 201  General Physics I
- PHY 202  General Physics II
- PHY 301  General Physics II
- SCI 499  Senior Seminar

Science Field of Emphasis (19-41 hrs.)
Choose Biology, Chemistry, Chemistry/Pre-Medical/Pre-Veterinary/Pre-Dental, or Biology/Pre-Medical/Pre-Veterinary/Pre-Dental.

Biology (24 hrs.)
- BIO 251  General Anatomy and Physiology I
- BIO 252  General Anatomy and Physiology II
- BIO 405  Advanced Environmental Science
- BIO 406  Genetics
- BIO 420  Microbiology
- BIO 428  Vertebrate Embryology

Chemistry (19-24 hrs.)
- CHE 240  Biochemistry
- CHE 331  Inorganic Chemistry
- CHE 332  Quantitative Analytical Chemistry
- CHE 442  Physical Chemistry
- CHE 480  Independent Study OR SCI 421 Field Experience
- MAT 242  Calculus and Analytic Geometry II

Chemistry/Pre-Medical/Pre-Veterinary/Pre-Dental (39-41 hrs.)
- BIO 251  General Anatomy and Physiology I
- BIO 252  General Anatomy and Physiology II
- BIO 406  Genetics
- BIO 420  Microbiology
- BIO 428  Vertebrate Embryology
- CHE 240  Biochemistry
- CHE 331  Inorganic Chemistry
- CHE 332  Quantitative Analytical Chemistry
- CHE 442  Physical Chemistry
- CHE 480  Independent Study
- MAT 242  Calculus and Analytic Geometry II

Biology/Pre-Medical/Pre-Veterinary/Pre-Dental (31 hrs.)
- BIO 251  General Anatomy and Physiology I
- BIO 252  General Anatomy and Physiology II
- BIO 405  Advanced Environmental Science
- BIO 406  Genetics
- BIO 420  Microbiology
DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

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, civil service, 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:
- Bachelor of Science degree with a major in Psychology.
- Associate of Arts degree with a major in Social Services.

The Bachelor of Science degree with a major in Psychology (120 hours)

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.

The program requires the following grade point average minimums for graduation:
- A minimum overall grade point average of 2.0.
- A minimum grade point average of 2.5 in required courses for the major.

Program Outcomes:
1. Recognize/identify major historical events, significant theorists, theoretical perspectives, concepts and principles in psychology.
2. Recognize/identify basic psychological terminology and key characteristics of major content domains (e.g., learning and cognition, mental health, biological developmental, and, sociocultural).
3. Identify/recognize the basic statistics, research methods, and assessment techniques of the behavioral sciences and apply them to the analysis and interpretation of data/findings of psychological phenomena.
4. Apply the major theoretical perspectives, basic concepts, and fundamental principles of psychology to the understanding of human problems.
5. Recognize/identify violations of ethical standards in psychological contexts.

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech OR COM 201 Theories of Interpersonal Communication

Mathematics and Science (7 hrs.):
- MAT 106 Intermediate Algebra OR Higher
- BIO 207 Biology I-Zoology OR BIO 251 General Anatomy and Physiology I
Humanities (6 hrs.):
- PHI 492 Seminar in Personal Philosophy
- Choose one course from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

Social Sciences (6 hrs.):
- SOC 201 Introduction to Sociology
- Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs.):
- UNI 101 OR UNI 199

General Education Electives (6 hrs.)
- HEA 152 Wellness is recommended

Major Courses (57-60 hrs.)
- PSY 200 General Psychology
- PSY 201 Biopsychology
- PSY 202 Social Psychology
- SOC 203 Minorities
- PSY 203 Child Development OR PSY 204 Adolescent Development
- PSY 209 Adult Development and Aging
- SOC 225 Statistics for Social Sciences
- PSY 301 Psychological Testing
- PSY 320 Human Sexuality
- PSY 333 Personality
- PSY 390 Cognition
- PSY 303 Industrial/Organizational Psychology
- PSY 403 Theories of Counseling
- SOC 401 Research Methodology for Human Behavior
- PSY 407 Abnormal Psychology
- PSY 4XX Positive Psychology
- SOC 430 Case Management
- PSY 415 Dynamics of Substance Abuse
- PSY 421 Senior Field Experience
- SOC 225 Statistics for the Social Sciences

Electives (24-28 hrs.)

The Associate of Arts degree with a major in Social Services (63 hours)

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.

The program requires the following grade point average minimums for graduation:
- A minimum overall grade point average of 2.0.
- A minimum grade point average of 2.5 in required courses for the major.

Program Outcomes:
1. Demonstrate intermediate level competence in social science.
2. Apply social science concepts and theories in social science context.
3. Identify function processes and availability of social science agencies.

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):
- ENG 102 Introductory Composition
ENG 106 Intermediate Composition
SPE 201 Introduction to Speech

Mathematics and Science (7 hrs.):
MAT 105 Fundamentals of Mathematics
Any Laboratory Science course

Humanities (6 hrs.):
Choose two Humanities courses

University Seminar (2 hrs.):
UNI 101 OR UNI 199

Social Sciences (6 hrs.):
ANT 201 Cultural Anthropology
Choose one from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

General Education Electives (6 hrs.)

Social Services Courses (27 hrs.)
PSY 200 General Psychology
PSY 202 Social Psychology
PSY 209 Adult Development and Aging
PSY 333 Personality
PSY 403 Theories of Counseling
SOC 201 Introduction to Sociology
SOC 202 The American Family
SOC 401 Research Methodology for Human Behavior
CMJ 299 Criminology OR SOC 310 Introduction to Social Welfare

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATION

The Department of Education provides programs of study for prospective teachers. Programs associated with the preparation of teachers are described in the Department of 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.

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 adolescence to young adult (7-12) teachers or intervention specialists: mild/moderate (K-12).

The Department of Education offers the following:

- Bachelor of Science degree with a major in Early Childhood (PK-3).
- 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
- Bachelor of Science degree with a major in Adolescence to Young Adult (7-12) Education in the following teaching fields:
  - Integrated Mathematics
  - Integrated Language Arts
• Integrated Social Studies
  • Bachelor of Science degree with a major in Mild to Moderate Intervention Specialist (K-12) working with students with mild and moderate disabilities.
  • 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 in Ohio. 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)
  • Adolescent 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.

**Program Outcomes**

1. Program completers will be able to identify and describe student milestones and related variations in all domains of student development.
2. Program completers will be able to create engaging instruction that leads students to take ownership in learning.
3. Program completers will be able to match instructional methodologies to students’ needs and progress.
4. Program completers will be able to create learning goals, and objectives, and strategies aligned with specific standards and district priorities.
5. Program completers will be able to establish a classroom culture that is inclusive to all students.
6. Program completers will be able to help their students make significant connections with various aspects of the subject matter and other topics within there area of licensure in authentic and technology-related ways.
7. Program completers will be able to identify ethical dilemmas, legal disparities, and policy gaps on district and state levels, and apply solutions within the appropriate parameters.

**Entry Standards**

Students who wish to enroll in one of Urbana’s teacher education programs are considered pre-education majors until they are approved for admission to the College of Education and declare their program major. All students admitted to Urbana University may apply for admission to the College of Education.

Pre-education students are required to apply and be admitted into the College of Education in order to complete the program. 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 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 College of 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 all requirements in Gateway 1 and the following program courses with a grade of ‘C’ or better:
    ▪ Early Childhood Education: UNI 199, ENG 102, MAT 113, EDU 110, EDU 220, PSY 200, SPE 201, EDU 112, SED 200, ENG 106, Social Science or Humanities option from checklist.
    ▪ Middle Childhood Education: UNI 199, ENG 102, MAT 106, EDU 110, EDU 225, PSY 200, SPE 201, EDU 112, SED 200, ENG 106, Social Science or Humanities option from checklist.
- Adolescence to Young Adult, English/Language Arts: UNI 199, ENG 102, MAT 105, EDU 110, EDU 228, PSY 200, SPE 201, EDU 112,SED 200, ENG 106, Social Science or Humanities option from checklist.
- Adolescence to Young Adult, Mathematics: UNI 199, ENG 102, MAT 106, EDU 110, EDU 228, PSY 200, SPE 201, EDU 112, SED 200, ENG 106, Social Science or Humanities option from checklist.
- Adolescence to Young Adult, Social Studies: UNI 199, ENG 102, MAT 105, EDU 110, EDU 228, PSY 200, SPE 201, EDU 112, SED 200, ENG 106, ECO 201 or SOC 201.
- Intervention Specialist: UNI 199, ENG 102, MAT 113, EDU 110, PSY 200, SPE 201, EDU 112, SED 200, ENG 106, PSY 203 or PSY 204, SED 203, Social Science or Humanities option from checklist.

- Have an overall GPA of 2.30 or better
- Attain qualifying scores in Mathematics, Reading, and Language on the Stanford 10 Assessment.
- Complete an interview with Teacher Education faculty demonstrating satisfactory interpersonal relations, skills and attitudes.
- Satisfactorily complete a written communication assessment.
- Sign and submit a Statement of Good Moral Character.
- Complete and file the College of 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 College of 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 a 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 Adolescent to Young Adult students must also meet the content area course requirements as indicated.

Requirements for Admission to Endorsement Programs

The early childhood generalist (grades 4-5) and middle childhood generalist (grades 4-6) endorsement programs are offered at the undergraduate and post-baccalaureate levels. Students who hold senior status in an undergraduate teacher education licensure program may enroll in an endorsement program with special permission from the Dean of the College of Education. Students who have been admitted to Urbana University’s post-baccalaureate licensure program may enroll in an endorsement program with special permission from the Dean of the College of Education and the Post Baccalaureate Program Coordinator. Applicants to an endorsement program who are already licensed teachers must hold a bachelor’s degree from a regionally accredited college or university with an earned undergraduate grade point average of at least a 2.5 on a 4.0 scale, or its equivalent. Applicants to the early childhood generalist endorsement program must have an Early Childhood P-3 teaching license; applicants to the middle childhood generalist program must have a middle childhood license in two or more content areas.

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 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 progress 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 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 of 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 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
The Bachelor of Science degree with a major in Early Childhood (PK-3) (120 hours)

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.

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.

Program Outcomes are listed in the department overview above.

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech

Mathematics and Science (7 hrs.):
- MAT 113 Math for Elementary School Teachers
- SCI 113 Science for Teachers

Humanities (6 hrs.):
- PHI 492 Seminar in Personal Philosophy
- Choose one from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

Social Sciences (6 hrs.):
- PSY 200 General Psychology
- Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs.):
- UNI 101 OR UNI 199

General Education Electives (6 hrs.)

Early Childhood (EC) Professional Education Component Courses (82 hrs.)
("C" grade or better and at least a 2.5 GPA required)
- EDU 110 Introduction to Education
- EDU 112 Education in a Diverse Society
- EDU 220 Introduction to Early Childhood Education
- EDU 222 Early Childhood Experiences: Art, Drama, Music
- EDU 223 Play & Movement in Early Childhood
- EDU 230 The Teaching of Phonics
- EDU 250 Instructional Planning Early Childhood Education
- EDU 309 Technology in Education
- EDU 330 Emergent Reading & Writing
- EDU 331 Principles of Teaching Reading
- EDU 336 Children’s Early Childhood Literature
- EDU 369 Research, Data, & Measurement
- EDU 402 Differentiating Instruction
- EDU 421 Classroom Guidance, Family, School, and Community Partners
- EDU 431 Diagnostic Reading and Remediation
- EDU 440 Instructional Strategies for 4th and 5th Grades
- EDU 441 Language Arts & Social Studies Content, Methods & Assessment for 4th and 5th Grades
- EDU 442 Mathematics & Science Content, Methods & Assessment for 4th and 5th Grades
- EDU 451 Early Childhood Language Arts Methods
- EDU 452 Early Childhood Science Methods
EDU 453 Early Childhood Social Studies Methods
EDU 454 Early Childhood Mathematics Methods
EDU 491 Early Childhood Professional Growth and Development Practicum
PSY 203 Child Development
SED 200 Introduction to Students with Mild/Moderate Educational Needs
SED 201 Cognition, Learning, & Intelligence

Electives (2 hrs.)

The Bachelor of Science degree with a major in Middle Childhood (4-9) Education (120-123 hours)

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.

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.

Program Outcomes are listed in the department overview above.

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech

Mathematics and Science (7 hrs.):
- MAT 106 Intermediate Algebra*
- Any Laboratory Science course

*"C" grade or better required

Humanities (6 hrs.):
- PHI 492 Seminar in Personal Philosophy
- Choose one from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

Social Sciences (6 hrs.):
- PSY 200 General Psychology
- Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs.):
- UNI 101 OR UNI 199

General Education Electives (6 hrs.)
- MAT 226 Elementary Mathematical Statistics is recommended to satisfy prerequisite requirements.

Middle Childhood (MC) Professional Education Component Courses (60 hrs.)
- EDU 110 Introduction to Education
- EDU 112 Education in a Diverse Society
- EDU 225 Introduction to Middle Childhood Education
- EDU 230 The Teaching of Phonics
- EDU 260 Instructional Planning Middle Childhood Education
- EDU 309 Technology in Education
- EDU 331 Principles of Teaching Reading
- EDU 332 Reading in the Content Areas
- EDU 369 Research, Data, & Measurement
EDU 402 Differentiating Instruction
EDU 425 Collaboration & Management
EDU 431 Diagnostic Reading and Remediation
EDU 492 Middle Childhood Professional Growth and Development Practicum
PSY 204 Adolescent Development
SED 200 Introduction to Students with Mild/Moderate Educational Needs
SED 201 Cognition, Learning, & Intelligence
Choose 2 courses from the following that correspond to 2 selected content areas
EDU 461 Middle Childhood Language Arts Methods
EDU 462 Middle Childhood Science Methods
EDU 463 Middle Childhood Social Studies Methods
EDU 464 Middle Childhood Mathematics Methods

Content Areas (18-19 hrs.)*
*See Advisor for General Education selected requirements

English Language Arts (18 hrs.)
- ENG 306 English Language & Linguistics
- ENG 406 Advanced Composition
- ENG 450 Grammar
  Choose one from American Literature:
  - ENG 209 American Literature (to the Civil War)
  - ENG 210 American Literature (Civil War to Present)
  Choose one from British Literature:
  - ENG 212 British Literature (Anglo-Saxon to Renaissance)
  - ENG 213 British Literature (Augustan to Modern)
  Choose one from World Literature:
  - ENG 211 World Literature
  - ENG 330 Contemporary World Literature

Mathematics (18 hrs.)
- MAT 220 Calculus
- MAT 241 Calculus & Analytic Geometry I
- MAT 320 Discrete Mathematics
- MAT 361 History of Mathematics
- MAT 418 College Geometry

Science (19 hrs.)
- BIO 207 Biology I-Zoology
- BIO 208 Biology II-Botany
- CHE 216 General Chemistry I
- GEL 211 Geology
- SCI 101 Physical Science

Social Studies (18 hrs.)
- ECO 201 Principles of Economics: Macro
- GEO 201 Principles of Geography
- HST 201 United States History I OR HST 202 United States History II: 1866 to the Present
- HST 205 Ohio History
- HST 221 World Civilization I OR HST 222 World Civilization II
- POS 204 American Government
The Bachelor of Science degree with a major in Adolescence to Young Adult (7-12) Education Integrated Language Arts (120 hours)

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.

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.

Program Outcomes are listed in the department overview above.

Major Requirements:

General Education (36 hrs.)

- **Communications (9 hrs.):**
  - ENG 102 Introductory Composition
  - ENG 106 Intermediate Composition
  - SPE 201 Introduction to Speech

- **Mathematics and Science (7 hrs.):**
  - MAT 105 Fundamentals of Mathematics
  - Any Laboratory Science course

- **Humanities (6 hrs.):**
  - ENG 202 Introduction to Literature
  - PHI 492 Seminar in Personal Philosophy

- **Social Sciences (6 hrs.):**
  - PSY 200 General Psychology
  - Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

- **University Seminar (2 hrs.):**
  - UNI 101 OR UNI 199

General Education Electives (6 hrs.)

Adolescent (AYA) Professional Education Component Courses (50 hrs.)

- EDU 110 Introduction to Education
- EDU 112 Education in a Diverse Society
- EDU 228 Introduction to Adolescence to Young Adult Education
- EDU 270 Instructional Planning AYA Education
- EDU 309 Technology in Education
- EDU 332 Reading in the Content Areas
- EDU 338 Adolescent Literature
- EDU 369 Research, Data, & Measurement
- EDU 402 Differentiating Instruction
- EDU 425 Collaboration & Management
- EDU 471 AYA Language Arts Methods
- EDU 493 Adolescent Young Adult Professional Growth and Development Practicum
- PSY 204 Adolescent Development
- SED 200 Introduction to Students-Mild/Moderate Needs
- SED 201 Cognition, Learning, & Intelligence

Language Arts Component Courses (33 hrs.)

- ENG 306 English Language & Linguistics
- ENG 209 American Literature (to the Civil War) OR ENG 210 American Literature (Civil War to Present)
- ENG 211 World Literature
- ENG 212 British Literature (Anglo-Saxon to Renaissance) OR ENG 213 British Literature (Augustan to Modern)
- ENG 320 Interpretation & Criticism
The Bachelor of Science degree with a major in Adolescence to Young Adult (7-12) Education Integrated Mathematics (121 hours)

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.

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.

Program Outcomes are listed in the department overview above.

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech

Mathematics and Science (7 hrs.):
- MAT 106 Intermediate Algebra*
- Any Laboratory Science course

*"C" grade or better required

Humanities (6 hrs.):
- PHI 492 Seminar in Personal Philosophy
- Any additional Humanities course

Social Sciences (6 hrs.):
- PSY 200 General Psychology
- Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs.):
- UNI 101 OR UNI 199

General Education Electives (6 hrs.)
- MAT 220 Pre-Calculus is recommended to satisfy prerequisite requirements.

Adolescent (AYA) Professional Education Component Courses (50 hrs.)
- EDU 110 Introduction to Education
- EDU 112 Education in a Diverse Society
- EDU 228 Introduction to Adolescence to Young Adult Education
- EDU 270 Instructional Planning AYA Education
- EDU 309 Technology in Education
- EDU 332 Reading in the Content Areas
- EDU 338 Adolescent Literature
The Bachelor of Science degree with a major in Adolescence to Young Adult (7-12) Education Integrated Social Studies (120 hours)

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.

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.

Program Outcomes are listed in the department overview above.

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech

Mathematics and Science (7 hrs.):
- MAT 105 Fundamentals of Mathematics
- Any Laboratory Science course

Humanities (6 hrs.):
- PHI 492 Seminar in Personal Philosophy
- Any additional Humanities course

Social Sciences (12 hrs.):
- ECO 201 Principles of Economics: Macro
- SOC 201 Introduction to Sociology
- POS 200 Principles of Political Science
- PSY 200 General Psychology

University Seminar (2 hrs.):
- UNI 101 OR UNI 199

General Education Electives (1 hr.)
Adolescent (AYA) Professional Education Component Courses (50 hrs.)
- EDU 110 Introduction to Education
- EDU 112 Education in a Diverse Society
- EDU 228 Introduction to Adolescence to Young Adult Education
- EDU 270 Instructional Planning AYA Education
- EDU 309 Technology in Education
- EDU 332 Reading in the Content Areas
- EDU 338 Adolescent Literature
- EDU 369 Research, Data, & Measurement
- EDU 402 Differentiating Instruction
- EDU 425 Collaboration & Management
- EDU 473 AYA Social Studies Methods
- EDU 493 Adolescent Young Adult Professional Growth and Development Practicum
- PSY 204 Adolescent Development
- SED 200 Introduction to Students with Mild/Moderate Educational Needs
- SED 201 Cognition, Learning, & Intelligence

Social Studies Component Courses (33 hrs.)
- HST 201 United States History I
- HST 202 US History II: 1866 to the Present
- HST 221 World Civilization I
- HST 222 World Civilization II
- HST 341 US Social & Cultural History
- GEO 201 Principles of Geography
- POS 200 Principles of Political Science
- POS 204 American Government
- POS 410 Social Identity Seminar
- SOC 300 Social Theory

Choose 1 course from the following:
- HST 301 History of Africa
- HST 350 Topics in History
- HST 351 US Women's History

Choose 1 course from the following:
- HST 325 Modern Imperialism
- HST 412 20th Century Europe

Choose 1 course from the following:
- POS 300 International Relations Theory
- POS 302 American Foreign Policy
- POS 323 Third World Politics

Electives (1 hr.)

The Bachelor of Science degree with a major in American Education Studies (Non-Licensure Program -120 hours)

Program Outcomes are listed in the department overview above.

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech

Mathematics and Science (7 hrs.):
- MAT 113 Math for Elementary School Teachers
- Any Laboratory Science course
Humanities (6 hrs.):
  □ PHI 492 Seminar in Personal Philosophy
  □ Any additional Humanities course

Social Sciences (6 hrs.):
  □ PSY 200 General Psychology
  □ Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs.):
  □ UNI 101 OR UNI 199

General Education Electives (6 hrs.)

American Education Studies Component Courses (51 hrs.)
  □ HST 201 United States History I OR HST 202 United States History II: 1866 to the Present
  □ ECO 201 Principles of Economics
  □ POS 200 Principles of Political Science
  □ PSY 203 Child Development
  □ PSY 204 Adolescent Development
  □ EDU 110 Introduction to Education
  □ EDU 112 Education in a Diverse Society
  □ EDU 225 Introduction to Middle Childhood Education
  □ EDU 230 The Teaching of Phonics
  □ EDU 250 Instructional Planning Early Childhood Education OR EDU 260 Instructional Planning Middle Childhood Education OR EDU 270 Instructional Planning AYA Education
  □ EDU 309 Technology in Education
  □ EDU 331 Principles of Teaching Reading
  □ EDU 332 Reading in Content Areas
  □ EDU 336 Children’s Early Childhood Literature
  □ EDU 338 Adolescent Literature
  □ EDU 369 Research, Data & Measurement
  □ EDU 402 Differentiating Instruction
  □ EDU 421 Classroom Guidance, Family, School, and Community Partnerships OR EDU 425 Collaboration and Management
  □ SED 200 Introduction to Students with Mild/Moderate Education Needs

Electives (33 hrs.)

The Bachelor of Science degree with a major in Mild to Moderate Intervention Specialist (K-12) (120 hours)

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.

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.

Program Outcomes are listed in the department overview above.

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):
  □ ENG 102 Introductory Composition
  □ ENG 106 Intermediate Composition
  □ SPE 201 Introduction to Speech
Mathematics and Science (7 hrs.):
- MAT 113 Math for Elementary School Teachers
- SCI 113 Science for Teachers

Humanities (6 hrs.):
- PHI 492 Seminar in Personal Philosophy
- Choose one from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

Social Sciences (6 hrs.):
- PSY 200 General Psychology
- Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs.):
- UNI 101 OR UNI 199

General Education Electives (6 hrs.)

Special Education Intervention Specialist Professional Education Component Courses (75 hrs.)
- EDU 110 Introduction to Education
- EDU 112 Education in a Diverse Society
- EDU 230 The Teaching of Phonics
- EDU 260 Instructional Planning Middle Childhood Education
- EDU 309 Technology in Education
- EDU 330 Emergent Reading & Writing
- EDU 331 Principles of Teaching Reading
- EDU 332 Reading in the Content Area
- EDU 336 Children's Early Childhood Literature
- EDU 338 Adolescent Literature
- EDU 369 Research, Data, & Measurement
- EDU 431 Diagnostic Reading and Remediation
- PSY 203 Child Development
- PSY 204 Adolescent Development
- SED 200 Introduction to Students with Mild/Moderate Educational Needs
- SED 201 Cognition, Learning, & Intelligence
- SED 203 Role of the Intervention Specialist
- SED 300 Intervention Specialist Curriculum, Instruction & Assessment
- SED 405 Transition Planning and Career Issues
- SED 411 Evaluating Students with Special Needs
- SED 412 Instructional Strategies
- SED 413 Management Strategies
- SED 414 Professional & Collaborative Practice
- SED 491 Intervention Specialist Professional Growth and Development Practicum

Electives (9 hrs.)
Post Baccalaureate Education Program

Post Baccalaureate Program Entrance Requirements:
- Completed 4 yr. bachelor program at a regionally accredited institution or similarly recognized program.
- Professional course work "C" required
- Undergraduate GPA 2.5 or higher
- Completed application through admissions
- BCI/FBI Check on file
- Intake interview with director of post-baccalaureate program
- Completed and signed moral statement

Professional Education Component for all majors (18 Semester Hours)
- EDP 401 Education in a Diverse Society
- EDP 403 Nature & Needs of Mild/Moderate Students
- EDP 405 Growth and Development
- EDP 421 Child and Adolescent Literature
- EDU 309 Technology in Education
- EDP 429 Research, Data Management and Evaluation

Early Childhood Education (PK to Grade 3) concentration (42 Semester Hours)
- EDP 220 Principles of Early Childhood Education
- EDU 230 The Teaching of Phonics
- EDU 330 Emergent Reading and Writing
- EDU 331 Principles of Teaching Reading
- EDU 431 Diagnostic Reading and Remediation
- EDP 425 Early Childhood Curriculum, Instruction & Assessment
- EDU 451 Early Childhood Language Arts Methods
- EDU 452 Early Childhood Science Methods
- EDU 453 Early Childhood Social Studies Methods
- EDU 454 Early Childhood Mathematics Methods
- EDU 491 Early Childhood Professional Growth and Development Practicum (12 hours)

Intervention Specialist: Mild/ Moderate (K to 12) concentration (42 Semester Hours)
- EDP 203 Introduction to Special Education
- EDU 230 The Teaching of Phonics
- EDU 331 Principles of Teaching Reading
- EDU 332 Reading in the Content Areas
- EDU 431 Diagnostic Reading and Remediation
- EDP 426 IS Curriculum, Instruction and Assessment
- EDP 441 Instructional Strategies for Intervention
- SED 413 Management Strategies for Intervention
- SED 414 Professional and Collaborative Practices
- SED 405 Transition Planning and Career Issues
- SED 491 Intervention Specialist Professional Growth and Development Practicum (12 hours)

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)
- EDP 225 Principles of Middle Childhood Education
- EDU 230 The Teaching of Phonics
- EDU 331 Principles of Teaching Reading
- EDU 332 Reading in the Content Areas
- EDU 431 Diagnostic Reading and Remediation
- EDP 427 Middle Childhood Curriculum, Instruction & Assessment
- EDP 471 Collaboration and Management
- EDP 472 Differentiating Curriculum and Instruction
- EDU 492 Middle Childhood Professional Growth and Development Practicum (12 hours)
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.

**Two content areas: 48 Semester Hours**

**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

**Adolescent to Young Adult Education (Grades 7-12) concentration (27 Semester Hours)**
- EDP 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 Adolescent Young Adult Professional Growth and Development Practicum (12 hours)
One content area: 30 Semester 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 Mathematics 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, Methods & Assessment for 4th & 5th Grades (3 hours)
- EDU 442 Mathematics & Science Content, Methods & Assessment for 4th and 5th Grades (3 hours)

Middle Childhood Generalist (12 Semester Hours)
Choose 2 of the following courses:
- 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)
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 the business discipline provides a solid foundation for entering graduate school. Specific programs within 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 in Accounting, Information Systems, and Strategic Management.
- An Associate of Arts degree (AA) with a major in Business.
- Various academic minors

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

- 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 general education courses with a strong sequence of career-oriented Business courses. The general education 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 courses prepares students for possible positions in accounting, information systems, management positions, or for admission to graduate schools of business.

Students enrolled in the Department of Business majors first develop a foundation of basic business concepts, institutions, and related essential 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 selected 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:

- Completion of at least 120 semester credit hours
- A minimum overall GPA of 2.00
- A minimum GPA of 2.25 in all courses included in the Business majors
- General Education Baccalaureate Core Curriculum Requirements 36 credit hours
- Business Foundation Course Requirements 39 credit hours
- Major Area 21-24 credit hours
- Free Electives 6-10 credit hours

**Accounting Major (120 hours)**

Urbana University’s Accounting Program provides the full range of skillset that employers desire in the areas as financial reporting and analysis, managerial accounting and cost management, tax accounting, auditing, and financial management. The accounting courses are designed to develop awareness and understanding of specialized knowledge and skill in accounting, which prepares them for responsible positions in the business environment or entry into graduate school.

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 credit hours to fulfill the CPA exam requirement.

Program Outcomes:
1. Students will define and explain the relationship between the functional areas of business
2. Students will demonstrate written and oral communication skills in business
3. Students will negotiate and implement with team members strategies for maximum team/group performance
4. Students will be proficient in the use of technology that is common to accounting practices
5. Students will be able to develop and analyze accounting principles for materials, labor and manufacturing overhead costs, job orders, process costs, and standard cost systems
6. Students will be able to apply accounting concepts and theory to the analysis of assets, liability and stockholder’s equity accounts and be able to prepare of different types of financial reports for management

**Major Requirements:**

General Education (36 hrs.)

**Communications (9 hrs.):**
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech OR COM 201 Theories of Interpersonal Communication

**Mathematics and Science (6-7 hrs.):**
- MAT 226 Elementary Mathematical Statistics
- Any Laboratory Science course

**Humanities (6 hrs.):**
- PHI 492 Seminar in Personal Philosophy
- Choose one course from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

**Social Sciences (6 hrs.):**
□ ECO 201 Principles of Economics: Macro
□ Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs.):
□ UNI 101 OR UNI 199

General Education Electives (6-7 hrs.)

Business Foundation Courses (36 hrs.)
□ ACT 221 Principles of Accounting I
□ ACT 222 Principles of Accounting II
□ BUS 100 Introduction to Business
□ BUS 251 Essentials of Business Law
□ BUS 498 Business Seminar
□ COS 285 Introduction to Database Applications
□ ECO 202 Principles of Economics: Micro
□ ENG 205 Business and Professional Communication
□ FIN 308 Fundamentals of Finance
□ HRM 310 Human Resource Management
□ MGT 207 Principles of Business & Management
□ MKT 206 Principles of Marketing

Accounting Major Requirements (24 hrs.)
□ ACT 224 Income Taxation of Individuals
□ ACT 310 Accounting Information Systems
□ ACT 315 Intermediate Accounting I
□ ACT 316 Intermediate Accounting II
□ ACT 324 Income Taxation of Corporations, Partnerships, Estates & Trusts
□ ACT 325 Cost Accounting
□ ACT 417 Advanced Accounting
□ ACT 430 Auditing

Electives (21 hrs.)

Information Systems Major (120 hours)

A tremendous need exists for technical experts in information systems throughout practically every industry including technology, healthcare, insurance, banking & finance, telecommunications and consulting. These information system experts help organizations with the systematic analysis of data to solve business and real world projects and problems. Students in this major will learn the key skills needed to launch a career as an information systems specialist. Course content includes coverage of the principles and application of data analytics, database management, information systems architecture and technology, systems analysis and design, and technical communication.

Program Outcomes:
1. Students will apply management information systems technology principles and tools to drive business strategies and outcomes.
2. Students will recognize and translate business needs into executable projects.
3. Students will evaluate current and emerging technologies to continuously meet business needs.
4. Students will perform quantitative and qualitative data analysis to drive business decisions.
5. Students will apply technology and systems principles to industry-specific scenarios.

Major Requirements:

General Education (36 hrs.)

Communication (9 hrs.):
□ ENG 102 Introductory Composition
□ ENG 106 Intermediate Composition
□ SPE 201 Introduction to Speech OR COMM 201 Communication in Interpersonal Relationships
Mathematics and Science (6-7 hrs.):
- MAT 226 Elementary Mathematical Statistics
- Any Laboratory Science course

Humanities (6 hrs.):
- PHI 492 Seminar in Personal Philosophy
- Choose one course from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

Social Sciences (6 hrs.):
- ECO 201 Principles of Economics: Macro
- Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs):
- UNI 101 OR UNI 199

General Education Electives (6-7 hrs.)

Business Foundation Courses (36 hrs.)
- ACT 221 Principles of Accounting I
- ACT 222 Principles of Accounting II
- BUS 100 Introduction to Business
- BUS 251 Essentials of Business Law
- BUS 498 Business Seminar
- COS 285 Introduction to Database Applications
- ECO 202 Principles of Economics: Micro
- ENG 205 Business and Professional Communication
- FIN 308 Fundamentals of Finance
- HRM 310 Human Resource Management
- MGT 207 Principles of Business & Management
- MKT 206 Principles of Marketing

Information Systems Major Requirements (26 hrs.)
- COS 201 Programming I
- COS 300 Introduction to Analytics
- COS 320 Technical Communication
- COS 330 Database Management Systems
- COS 370 Systems Analysis and Design I
- COS 375 Systems Analysis and Design II
- COS 380 Management Information Systems
- COS 385 Decision Support Systems

Electives (22 hrs.)

Strategic Management Major (120 hours)

Success for modern businesses is its knowledge base of the workforce. It is important empower workers toward a shared vision to reach goals in productivity and profitability. The Management program will develop the skills in the areas of leadership, strategic management, organizational development, change management, performance enhancement, and human resources management. 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 management courses are designed to develop awareness and understanding of specialized knowledge and skill in management, which prepares them for responsible positions in the business environment or entry into graduate school.

Program Outcomes:
1. Students will define and explain the relationship between the functional areas of business
2. Students will demonstrate written and oral communication skills in business
3. Students will negotiate and implement with team members strategies for maximum team/group performance
4. Students will be effective in the use of quantitative and presentation skills that are linked to general business practices
5. Students will analyze a workplace situation and develop a solution that meets the needs of the organization
6. Students will apply employee and labor relation concepts and theories to organizational situations

**Major Requirements:**

**General Education (36 hrs.)**

**Communications (9 hrs.):**
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech OR COMM 201 Communication in Interpersonal Relationships

**Mathematics and Science (6-7 hrs.):**
- MAT 226 Elementary Mathematical Statistics
- Any Laboratory Science course

**Humanities (6 hrs.):**
- PHI 492 Seminar in Personal Philosophy
- Choose one course from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

**Social Sciences (6 hrs.):**
- ECO 201 Principles of Economics: Macro
- Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

**University Seminar (2 hrs):**
- UNI 101 OR UNI 199

**General Education Electives (6-7 hrs.)**

**Business Foundation Courses (36 hrs.)**
- ACT 221 Principles of Accounting I
- ACT 222 Principles of Accounting II
- BUS 100 Introduction to Business
- BUS 251 Essentials of Business Law
- BUS 498 Business Seminar
- COS 285 Introduction to Database Applications
- ECO 202 Principles of Economics: Micro
- ENG 205 Business and Professional Communication
- FIN 308 Fundamentals of Finance
- HRM 310 Human Resource Management
- MGT 207 Principles of Business & Management
- MKT 206 Principles of Marketing

**Strategic Management Major Requirements (24 hrs.)**
- FIN 420 Financial Management
- HRM 311 Human Behavior in Organizations
- HRM 415 Organization Development and Change
- MGT 315 Strategic Management and Leadership
- MGT 370 Operations Management
- MKT 360 Marketing Management
- Choose two of the following:
  - ACT 325 Cost Accounting
  - AGR 366 Agriculture Policy and Current Issues
  - AGR 447 Agricultural Social Responsibility
  - MKT 344 Advertising and Sales Promotion
  - MKT 345 Consumer Behavior
  - PSY 410 Group Dynamics
  - SPM 450 Managing Athletic Programs
The Associate of Arts degree in the Department of Business

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

- Completion of 72 or more credit hours.
- Minimum Grade Point Average of 2.00.
- Successful demonstration of competence in mathematics, speech, and writing.
- Completion of the General Education curriculum.
- Fulfillment of the requirements of the major program.
- Fulfillment of residency requirements.

Business Emphasis (72 hrs.)

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.

Program Outcomes:
1. Students will acquire basic business knowledge and fundamental practices of the functional areas of business
2. Develop the ability to use technology appropriate to the business environment
3. Develop personal enrichment through the inclusion of liberal arts in humanities and social sciences
4. Describe and illustrate the significance of micro and macroeconomic environment in business
5. Produce and present effective oral and written forms of communication

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech OR COM 201 Theories of Interpersonal Communication

Mathematics and Science (7 hrs.):
- MAT 115 Algebra with Business Applications
- Any Laboratory Science course

Humanities (6 hrs.):
- Choose two courses from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

Social Sciences (6 hrs.):
- ECO 201 Principles of Economics: Macro
- Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs.):
- UNI 101 OR UNI 199

General Education Electives (6 hrs.)

Business Professional Core Courses (36 hrs.)
- ACT 221 Principles of Accounting I
- ACT 222 Principles of Accounting II
- BUS 100 Introduction to Business
- BUS 251 Essentials of Business Law
- COS 285 Introduction to Database Applications*
ECO 202 Principles of Economics: Micro
ENG 205 Business and Professional Communication
FIN 308 Fundamentals of Finance
HRM 310 Human Resource Management
MAT 226 Elementary Mathematical Statistics
MGT 207 Principles of Business and Management
MKT 206 Principles of Marketing

*COS 101 Proficiency must be verified before registration in COS 285.

Academic Minors in the Department of Business

Accounting Minor 15 Semester Hours

- ACT 221 Principles of Accounting I
- ACT 222 Principles of Accounting II
- ACT 315 Intermediate Accounting I
- ACT 316 Intermediate Accounting II

Choose one (1) from:
- ACT 224 Income Taxation of Individuals
- ACT 310 Accounting Information Systems
- ACT 325 Cost Accounting

Agribusiness Minor 12 Semester Hours

- AGR 345 Agricultural Marketing
- AGR 355 Technology in Agriculture
- AGR 366 Agriculture Policy and Current Issues
- AGR 447 Agricultural Social Responsibility

Marketing Minor 12 Semester Hours

- MKT 206 Principles of Marketing
- MKT 344 Advertising and Sales Promotion
- MKT 345 Consumer Behavior
- MKT 360 Marketing Management

Strategic Management Minor 12 Semester Hours

- HRM 311 Human Behavior in Organizations OR HRM 415 Organization Development and Change
- MGT 207 Principles of Business and Management
- MGT 315 Strategic Management and Leadership
- MGT 370 Operations Management
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, course offerings focus on management and entrepreneurship.

Enterprise Management Certificate (Year 1)

**SEMESTER 1: Foundation Skills Certificate**
- ENG 102 Introductory Composition
- COS 205 Computer System Operation

**SEMESTER 2: Management & Finance Certificate**
- MGT 207 Principles of Business and Management
- MAT 105 Fundamentals of Mathematics
- FIN 216 Personal Finance

**SEMESTER 3: Business Development Certificate**
- MKT 206 Principles of Marketing
- ENG 106 Intermediate Composition
- BUS 307 Introduction to Entrepreneurship

Business Entrepreneurship Certificate (Year 2)

**SEMESTER 1: Fundamental Applications Certificate**
- ENG 205 Business and Professional Communication
- COS 330 Database Management Systems

**SEMESTER 2: Professional Communications Certificate**
- SPE 201 Introduction to Speech
- HRM 310 Human Resource Management
- BUS 251 Essentials of Business Law

**SEMESTER 3: Applied Business Methods Certificate**
- BUS 491 Business Ethics and Social Responsibilities
- BUS 498 Business Seminar I: Planning and Organizing a Business

Pathway to Advancement: Career Enhancement Certificate

The Pathway to Advancement: Career Enhancement Certificate is designed for students who have demonstrated strong academic achievement and possess a desire for additional educational opportunities. Students will have successfully completed both certificate programs above with a GPA of 3.65 and will submit a teacher recommendation and a personal statement highlighting their career goals for acceptance.

Courses to be completed are:
- BUS 355 Economic Issues
- BUS 356 Management and Leadership Techniques and Methods
- PSY 200 General Psychology
The Bachelor of Science degree with a major in Criminal Justice (120 hours)

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.

The program requires the following grade point average minimums for graduation:
- A minimum overall grade point average of 2.0.
- A minimum grade point average of 2.0 in required courses for the major.

Program Outcomes:
1. Have the knowledge necessary to enter professions of law enforcement or corrections.
2. Have skills in solving problems with diverse societal groups.

Major Requirements:

General Education (36 hrs.)

Communications (9 hrs.):
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech OR COM 201 Theories of Interpersonal Communication

Mathematics and Science (6-7 hrs.):
- MAT 105 Fundamentals of Mathematics
- SCI 200 Basic Forensic Science

Humanities (6 hrs.):
- PHI 208 Ethics
- PHI 492 Seminar in Personal Philosophy

Social Sciences (6 hrs.):
- POS 206 State and Local Government
- PSY 200 General Psychology

University Seminar (2 hrs.):
- UNI 101 OR UNI 199

General Education Electives (6-7 hrs.)
SOC 201 Introduction to Sociology is recommended to satisfy the prerequisite requirements for all SOC and CMJ courses.

Criminal Justice Foundation Courses (61-66 hrs.)
- CMJ 299 Criminology
- CMJ 305 Juvenile Justice Theory and Procedures
- CMJ 306 Correctional Systems
- CMJ 309 Deviant Behavior
- CMJ 325 Victimology
- CMJ 420 Sociology and Psychology of Law Enforcement
- FLA 101 Foreign Language Studies I OR FLA 102 Foreign Language Studies II
- PSY 202 Social Psychology
- PSY 333 Personality
- PSY 403 Theories of Counseling
- PSY 407 Abnormal Psychology
These programs provide opportunity within the sports, recreational and physical fitness areas, and offers physical education activities and health coursework for all students.

The department 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 (120 hours)

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 program requires the following grade point average minimums for graduation:
- A minimum overall grade point average of 2.0.
- A minimum grade point average of 2.5, and a grade of “C” or better in all required courses for the major.

Program Outcomes:
1. The graduate will be able to evaluate physiological status of client using tests of cardiovascular fitness, muscular strength, and body composition. The graduate will be able to explain to clients’ processes and behaviors for changing physiological status.
2. The graduate will be able to analyze clients’ ability to move, design programs for modifying movement profiles.
3. The graduates will be able to identify different behavioral change techniques, choose appropriate behavioral change strategies.
4. The graduates will be able to describe and locate different types of technology that can be used for assessment and communication of important physiological and physical literacy characteristics.
5. The graduate will be able to define the scientific process, describe its application to the science of exercise.

Major Requirements:
General Education (36 hrs.)

Communications (9 hrs.):
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech OR COM 201 Theories of Interpersonal Communication
Mathematics and Science (6-7 hrs.):
- MAT 226 Elementary Mathematical Statistics
- Any Laboratory Science course

Humanities (6 hrs.):
- PHI 492 Seminar in Personal Philosophy
- Choose one course from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

Social Sciences (6 hrs.):
- PSY 200 General Psychology OR SOC 201 Introduction to Sociology
- Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

University Seminar (2 hrs.):
- UNI 101 OR UNI 199

General Education Electives (6-7 hrs.)

Exercise Science Major Courses (52 hrs.)
- BIO 101 General Biology
- EXS 125 Designing Exercise Programs
- EXS 140 Foundations, Principles, and History of Sport
- EXS 203 Sport and Society
- EXS 204 Psychology of Coaching and Sports
- EXS 252 Exercise Physiology
- EXS 335 Principles of Strength Training and Conditioning
- EXS 351 Kinesiology/Biomechanics
- EXS 400 Exercise for Special Populations
- EXS 423 Organization and Administration of Sports Programs
- EXS 460 Exercise Testing and Prescription
- HEA 152 Wellness
- HEA 206 CPR
- HEA 254 Nutrition and Fitness
- SOC 401 Research Methodology for Human Behavior
- SPM 351 Sports Law
- EXS 491 Field Experience in Exercise Science: Wellness & Fitness Internship

Electives (32 hrs.)

The Bachelor of Science degree with a major in Sport Management (120 hours)

The intent of this major is to prepare students for leadership positions in public, private, and commercial employment settings with the fitness, recreational, sport, and wellness industries. Students in the sport management major will find job opportunities in the media, high school and college athletic departments, and minor league and professional sport organizations.

The program requires the following grade point average minimums for graduation:
- A minimum overall grade point average of 2.0.
- A minimum grade point average of 2.5 in required courses for the major.

Program outcomes:
1. Graduates will be able to identify the disciplines and sub-disciplines within the sport management industry.
2. Graduates will be able to describe customer-centric principles and apply them to the sport setting.
3. Graduates will be able to demonstrate critical thinking to sport management challenges that exist within public and private sector, for-profit and not-for-profit sector, and educational sport settings.
4. Graduates will be able to explain the principle concepts, theories, practices, and styles of leadership in sport.
5. Graduates will be able to demonstrate applied sport management principles to scenario based and practical settings.
6. Graduates will be able to recognize and describe theories of human behaviors in the coaching, exercise and sport settings.
Major Requirements:

General Education (36 hrs.)

**Communications (9 hrs.):**
- ENG 102 Introductory Composition
- ENG 106 Intermediate Composition
- SPE 201 Introduction to Speech OR COM 201 Theories of Interpersonal Communication

**Mathematics and Science (6-7 hrs.):**
- MAT 105 Fundamentals of Mathematics
- Any Laboratory Science course

**Humanities (6 hrs.):**
- PHI 492 Seminar in Personal Philosophy
- Choose one course from Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology

**Social Sciences (6 hrs.):**
- ECO 201 Principles of Economics: Macro
- PSY 200 General Psychology OR SOC 201 Introduction to Sociology

**University Seminar (2 hrs.):**
- UNI 101 OR UNI 199

**General Education Electives (6-7 hrs.)**

Sport Management Foundation Courses (61 hrs.)
- BUS 100 Introduction to Business
- ENG 205 Business and Professional Communication
- EXS 140 Foundations, Principles and History of Sport
- EXS 203 Sport and Society
- EXS 204 Psychology of Coaching and Sports
- EXS 423 Organization and Administration of Sports Programs
- HEA 152 Wellness
- HEA 206 CPR
- HRM 310 Human Resource Management
- SOC 401 Research Methodology for Human Behavior
- SPM 207 Principles of Sports Management OR MGT 207 Principles of Business & Management
- SPM 300 Coaching Methodologies I
- SPM 306 Sports Marketing OR MKT 206 Principles of Marketing
- SPM 310 Coaching Methodologies II
- SPM 320 Sports Information
- SPM 351 Sports Law
- SPM 430 Sports Industry
- SPM 450 Managing Athletic Programs
- SPM 470 Leadership in Sport
- SPM 491 Field Experience in Sports Management

Electives (23 hrs.)
URBANA UNIVERSITY GRADUATE PROGRAMS

The Graduate Council administers the following degree and certificate programs:

- Master of Business Administration
- Master of Education in Classroom Teaching
- Graduate Certificate Program: Advanced Professional Teacher Education
- Master of Science in Nursing
- Sustainability Management Certificate

Each applicant’s admission file is given individual evaluation based upon program admission factors. Such factors include but are not limited to: undergraduate education experience that 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 description of the individual graduate program. Applications that do not meet all admissions requirements will be reviewed by the graduate faculty in the program selected for an admission decision.

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.

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 4 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 Executive Vice President & Provost new graduate curricula and programs proposed by the different colleges and departments; reviews existing graduate studies and makes appropriate recommendations to the Executive Vice President & Provost; initiates and recommends to the Executive Vice President & Provost policies relevant to graduate degree requirements, grading, academic credit, academic standards, and related matters; reviews and recommends to the Executive Vice President & Provost additional 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 Dean of Assessment and Academic Quality, 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. A graduate program of 33-36 hours will accept up to 15 hours in transfer. A graduate program of 30 hours will accept up to 12 hours in transfer. Students are not required to repeat satisfactory work done elsewhere. The 18 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.

- **PR** 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.)
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:

1. Demonstrate the use of quantitative skills to aid in the managerial decision making process
2. Demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and evidence to draw conclusion and solutions
3. Communicate effectively and professionally in written materials and through oral presentations
4. Apply leadership and team building skills within the business setting
5. Apply concepts and theories in ethics and corporate social responsibility to formulate decisions for businesses
6. Identify the opportunities and challenges of globalization and apply managerial skills to global business issues

**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** to the MBA Program.
- Submit official transcripts to the Office of the Registrar from the baccalaureate degree-granting university or college.
- Have an undergraduate GPA of 2.7 on a 4.0 scale.
- Submit two supporting letters of recommendation from professors and/or employers.
- 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 as a non-degree seeking student 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 Admissions. 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 is comprised of a 36-hour curriculum (12 courses). 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.
Master of Business Administration Requirements (36 hours):

- BSG 500 MBA Essentials
- BSG 501 Ethics and Legal Issues in Business
- BSG 502 Managerial Economics
- BSG 503 Management Science and Operations Management
- BSG 504 Organizational Behavior
- BSG 505 Managerial Accounting
- BSG 506 Marketing Strategy
- BSG 507 Managerial Finance
- BSG 508 Global Environment of Business
- BSG 560 Knowledge Management
- BSG 580 Corporate Social Responsibility
- BSG 600 Business Policy

MBA HEALTH CARE PROGRAM

The objective of the Urbana University MBA Health Care 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 are enrolled in a medical program or want to pursue a management position in the health care industry. The MBA Health Care 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:

1. Demonstrate the use of quantitative skills to aid in the managerial decision making process
2. Demonstrate well-developed problem solving skills including the ability to recognize problems; analyze uncertain situations; interpret and use data and develop solutions
3. Communicate effectively and professionally in written materials and through oral presentations
4. Demonstrate appropriate use of marketing research methods including assessment of information needs and collection and the analysis of data
5. Apply strategies and techniques to manage risk exposure for healthcare delivery systems considering changing markets, regulations and financial issues
6. Identify the opportunities and challenges of globalization within the healthcare and insurance industries

MBA HEALTH CARE 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 to the MBA Health Care Program.
- Submit official transcripts to the Office of the Registrar from the baccalaureate degree-granting university or college.
- Have an undergraduate GPA of 2.7 on a 4.0 scale.
- Submit two supporting letters of recommendation from professors and/or employers
- 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 Health Care 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 Health Care program is comprised of a 36-hour curriculum (9 courses). 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 Health Care 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 Health Care degree program.

MBA Health Care Requirements (36 hours):

- BSG 500H MBA Essentials
- BSG 502H Managerial Economics for the Healthcare Industry
- BSG 503H Management Science and Operations Management for Health Care Organizations
- BSG 504H Leadership and Organizational Behavior within the Health Care Sector
- BSG 505H Managerial Accounting for Health Care Managers
- BSG 506H Marketing Strategy for Health Care Organizations
- BSG 507H Managerial Finance for Health Care Facilities
- BSG 508H International Health Care Insurance Business Models
- BSG 600H Business Strategy of the Health Care Industry

MASTER OF EDUCATION IN CLASSROOM TEACHING

Whether you are a veteran teacher or new to the field, the Master of Education (MED) prepares you to be a master teacher and leader by emphasizing curriculum, instruction, leadership, and the classroom environment. Through team teaching and interdepartmental and interdisciplinary collaboration, you become a more effective teacher in improving student outcomes, strengthening their intellectual, interpersonal, and professional growth. After completing a core curriculum that focuses on teaching methodologies, technology integration, diversity, and collaborative learning, you can choose from a number of courses that can help you focus your studies on an area that interests you. Grounded in current theory, the MED gives you strategies that you can apply immediately in your classroom.

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 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.
- Submit official transcripts to the Office of the Registrar from the baccalaureate degree-granting university or college.
- Submit two letters of recommendation attesting to the applicant’s aptness as a teacher and probable success as a graduate student.
- Satisfactory interview with a Graduate Education representative.
- Submit a statement of career aspirations, indicating how this degree will help him or her in their career.

**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.
Master of Education Requirements (30 hours):

Core Requirements

☐ EDG 601 Learning Theories for Different Populations
☐ EDG 602 Human Relations for Effective Educators
☐ Choose one:
  ☐ EDG 606 Curriculum and Teaching Design and Theory: Mathematics
  ☐ EDG 607 Curriculum and Teaching Design and Theory: Sciences
  ☐ EDG 608 Curriculum and Teaching Design and Theory: English Language
☐ EDG 609 Computers in Education
☐ Choose one:
  ☐ EDG 622 Application of Content & Pedagogy Principles for Mathematics
  ☐ EDG 623 Application of Content & Pedagogy Principles for Sciences
  ☐ EDG 624 Application of Content & Pedagogy Principles for English Language
☐ EDG 633 Inclusionary Issues
☐ EDG 645 Contemporary Issues in Education
☐ EDG 650 Evaluation and Assessment
☐ EDG 711 Application of School Law
☐ EDG 722 Applications of School Finances
☐ EDG 800 Research/Capstone

Program Outcomes for the Graduate Education Performance Standards

Knowledge:

1. Demonstrate mastery of multiple teaching models; including their strengths and applicability in given circumstances and organizational arrangements.
2. Demonstrate theories of teaching/learning and integrate theoretical research in teaching for application.
3. Interpret and utilize research data for improvement of classroom programs.
4. Apply the foundational principles of curriculum design.
5. Debate the critical social/political issues related to education and the social/political forces which affect education.
6. Engage in professional discourse about the subject matter and student learning.
7. Present educational issues with their implications for the classroom of the present and future.
8. Demonstrate an understanding of public school law as it applies at the local, state and federal level.
9. Demonstrate an understanding of public school finance as applied locally, statewide, and federally.

Skills:

1. Assess student’s individual differences as a means of improving instruction through the use of knowledge gained from research.
2. Evaluate different assessment strategies used for monitoring and promoting student learning.
3. Identify and create an improved instructional model or solve a classroom management problem through reflective practice that utilizes current research.
4. 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.
5. Produce an individual capstone project compatible with the program and individual interests/career.
6. Develop and utilize technology products that support and supplement student learning.
The following curriculum is for currently enrolled Master of Science in Nursing students. In the future, this program will be offered online through the Main Campus at Franklin University. In late 2017, individuals interested in pursuing this degree can visit www.franklin.edu for more information about the program, application process, and tuition.

The mission of the Department of Nursing 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.

**MSN Program**
The MSN Program at Urbana University builds upon the goals and competencies of the BSN Program and focuses on an advanced level of nursing theory, practice, and research. The program is designed for nurses who want to pursue more advanced positions in today’s challenging health care environments. The program blends nursing theory and advanced practice concepts necessary to work within the structure, culture, and mission of a variety of health care organizations or educational settings.

The MSN Program prepares nurses to assume advanced leadership roles and responsibilities in nursing service and education. Graduate education builds upon knowledge and competencies gained in baccalaureate education. Graduate students use critical thinking, creativity, and problem solving skills that require in-depth nursing knowledge and are prepared to coordinate health care programs within complex systems in an era of health care reform. The curriculum is based upon nursing and related theories and the application of research findings to clinical, administrative and educational nursing issues. Graduate students are also prepared for doctoral study in nursing and continued personal and professional development.

**Program 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.
- Demonstrate leadership in clinical practice, service, education, and research utilization in a variety of nursing and health care services.
- Integrate current and emerging technologies into the professional practice.
- Contribute to the continuing professional development of self, others, and the discipline of nursing.

**Admissions Requirements**
To enter the program applicants must meet the following requirements:

Applicants with a bachelor of science in nursing:
- Graduate of a baccalaureate degree program in nursing at an institution accredited by an agency that is recognized by the U.S. Department of Education, or the equivalent if a program outside of the U.S., with a cumulative undergraduate grade point average (GPA) of 2.7 or higher on a 4.0 point scale.

All applicants must:
- Submit a completed MSN application.
- Submit official transcripts to the Office of the Registrar from the baccalaureate of degree-granting university or college.
- Submit verification of a current, unencumbered RN license in the U.S. or in a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN). Applicants holding the equivalent of RN licensure of certification outside of the U.S. must submit a Credential Evaluation Services (CES) Academic Report from the Council on Graduates of Foreign Nursing Schools (CGFNS). All students must maintain licensure throughout the program of study.

Further items needed upon admission into program:
- Provide evidence of a satisfactory background check in compliance with applicable sections of the Ohio Revised Code Bureau of Criminal Investigation (BCI).
- Submit a resume/vita, including educational background and professional work experience.
- Complete MSN health assessment.
Graduation Requirements
Students must complete 36-38 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.

MSN PROGRAM ORGANIZATION

Instruction
Classes are offered completely online and most courses are offered in eight-week sessions. 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 36-38 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 23-25 semester credits. A minimum grade of “C” or better is required in all required prerequisite courses.

MSN Requirements (36-38 hours)

Core Curriculum (30 hours)
- NSG 625 Organizational Foundations for Leading Change
- NSG 644 Advanced Pathophysiology
- NSG 646 Advanced Physical Assessment
- NSG 648 Advanced Pharmacology
- NSG 650 Population-Focused Healthcare
- NSG 692 Advanced Nursing Research & Proposal Development
- NSG 780 Research Utilization Project/Thesis
- NSG 781* Research Utilization Project/Thesis

*If Needed

Nursing Administration (16 hours)
The MSN – Nursing Administration is comprised of 16 hours; it includes 125 hours of experience. Content in Nursing Administration curriculum is developed according with the standards of the American Organization of Nurse Executives (AONE) and the American Nurse Credentialing (ANCC) criteria for certification.

- NSG 750 Nursing Administration: Theory and Practice
- NSG 751 Quality Outcomes in Healthcare Systems and Organizations
- NSG 753 Financial & Marketing Strategies in Healthcare Organizations
- NSG 790 Nursing Administration Practicum

Nursing Elective (if desired)
- NSG 640 History of Nursing
GRADUATE CERTIFICATE PROGRAMS

ADVANCED PROFESSIONAL TEACHER EDUCATION CERTIFICATE PROGRAM
(15 credits)

The 15-credit Graduate Certificate program for Advanced Professional Teacher Education at Urbana University offers a unique opportunity to enrich teachers’ subject content knowledge in a specific area (Mathematics, Sciences, or English Language), and to build upon their teaching potential through inquiry, dialogue, writing, and reflection. The program brings together faculty from Arts and Sciences and Education to design and deliver course content for teachers who aspire to enhance their teaching skills to serve the students of tomorrow.

The Graduate Certificate Program in Advanced Professional Teacher Education offers the opportunity for teachers to deepen their understanding of mathematics content knowledge, pedagogical content knowledge, and to experience leadership opportunities through engaging in the professional development of their peers. Experienced educators who desire to enhance their professional knowledge and skills and develop new areas of specialization can take advantage of this 15-credit Graduate Certificate program.

Through course activities in small interactive groups, whole class participation, and individual preparation, participants will demonstrate an understanding of and competencies in the respective discipline:

- Engaging students in high quality content learning activities that help them to develop strong skills and conceptual understanding
- Demonstrating high quality standards-based content teaching practices
- Providing engaging explorations of content using appropriate technology
- Connecting research in content education to educational practice
- Evaluating and assessing student learning through different instructional models
- Enhancing specific content knowledge appropriate for different student age groups

Certificate Requirements (15 hours)

- EDG 601 Learning Theories for Different Populations
- EDG 602 Human Relations for Effective Educators
- EDG 650 Evaluation and Assessment
- Teaching Methodology course
  - Select one content area:
    - EDG 606 Curriculum and Teaching Design and Theory: Mathematics
    - EDG 607 Curriculum and Teaching Design and Theory: Sciences
    - EDG 608 Curriculum and Teaching Design and Theory: English Language
- Content Knowledge course
  - Select one from the following:
    - EDG 622 Application of Content & Pedagogy Principles for Mathematics
    - EDG 623 Application of Content & Pedagogy Principles for Sciences
    - EDG 624 Applications of Content & Pedagogy Principles for Language Arts

SUSTAINABILITY MANAGEMENT CERTIFICATE PROGRAM (15 credits)

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.

Admission requirements:
- An earned baccalaureate degree from an accredited university or college.
- An overall grade point average of 2.70 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.)

Certificate Requirements (15 hours)

- ENV 500 Economic Issues in Sustainability Development
- ENV 515 Sustainable Resource Management
- ENV 520 Sustainable Master Planning and Development
- ENV 525 Sustainable Energy and Society
- ENV 530 Sustainable Management of Water Resources
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 221

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 account 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

AGRICULTURE (AGR)

AGR 345 Agricultural Marketing  3 hours
The course has been designed to develop the student’s knowledge of marketing principles and apply them to agribusiness
marketing problems, marketing policies, regulations, and different market structures. The course will develop the skills of commodity marketing and will review spot and futures markets, basis, risk management, hedging, and forward contracts. Product marketing mix, the life cycle of agricultural and food products, and specific products and services for targeted market segments will be examined. The course will increase both your understanding of domestic and global agricultural supply chains including input suppliers, farms and ranches, food processors and manufacturers, and food wholesalers and retailers and other agribusiness companies. Prerequisite: MKT 206.

**AGR 355 Technology in Agriculture** 3 hours
The course examines the technological and innovative equipment changes that have occurred within the agricultural sector. The course will examine the technological improvements to tractors, harvesting equipment and other agriculture technology that has revolutionized irrigation procedures and have helped to conserve resources in farming. Global Positioning Systems (GPS) technology will also be examined. GPS has been used to provide greater efficiency in production techniques, provides more precise patterns in planting and harvesting of crops, spreading manure, applying pesticide, monitoring livestock and then digitally plotting the collected data on GIS software. Other technology innovations will be reviewed. Prerequisite: BUS 100, ECO 201 and MGT 207.

**AGR 366 Agricultural Policy and Current Issues in Agriculture** 3 hours
The course will examine how economic principles concerning the behavior of producers and consumers frame public policy for agriculture. The course will also review current agribusiness issues and trends in U.S. agriculture. This course provides an introduction to the issues surrounding agricultural development and economic growth in less developed markets and analyzes how growth and development can be measured. The course also reviews the impediments to development and how they can be resolved. Prerequisite: BUS 100, ECO 201 and MGT 207.

**AGR 447 Agricultural Social Responsibility** 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 agribusiness processes for ecological and social sustainability. The course will also examine agricultural regulations, environmental policy that impacts agricultural production and the costs of negative externalities within our environment. Prerequisite: BUS 100, ECO 201 and MGT 207.

**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** EVEN SPRING 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** ODD SPRING 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** EVEN SPRING 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 FALL, SPRING & 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 ODD SPRING 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 405 Advanced Environmental Science EVEN FALL 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.

BIO 406 Genetics ODD FALL 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.

BIO 420 Microbiology EVEN SPRING 4 hours
A survey of micro-organisms, including copepods, cladocerans, ostracods, oligochaetes, nematodes, turbellarians, gastrotrichs, rotifers, protozoans, algae, fungi, and bacteria. Emphasis is placed on identification; commercial, ecological and pathological significance for man; and specific techniques necessary for the study of micro-organisms. Three one hour lectures and two-hour lab. Prerequisite: BIO 207, BIO 208. Fee applies.
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.

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. Cross-listed with ENV 515.

This course is for graduate students studying curriculum design and development. It is designed for those who are exploring the issues that have potential to influence the planning, implementation, and evaluation of curriculum. The course reflects the emergent trend in the field of curriculum. Cross-listed with EDG 607.

The focus of this course is on critical thinking as it may be applied to scientific claims to introduce the major themes, processes, and methods common to all scientific disciplines so that the student may develop an understanding about the nature and practice of science and develop an appreciation for the process by which we gain scientific knowledge. Furthermore, this philosophical approach to science education highlights the acquisition of scientific knowledge via critical thinking to foment a skeptical attitude in our students so that they do not relinquish their mental capacity to engage the world critically and ethically as informed and responsibly involved citizens.

This course reviews standard and new applications of pedagogy related to specific age groups within science. Students will design and conduct age appropriate lessons on specific mathematic topics throughout the course. Students will analyze learning resources appropriate for science and the age group and integrate technology applications within the application activities. Cross-listed with EDG 623.

The focus of this course is on critical thinking as it may be applied to the claims about autism and vaccinations, GMOs, climate change, and evolution so that the educator may develop a more robust understanding about these four contemporary issues in science. By means of mostly primary research articles, topical keynotes, videos, and dialectical feedback, the course addresses these four issues in science so that the educator may deal directly and systematically with students’ misconceptions and resistance to modern science. This will be achieved by highlighting the critical thinking in science that (1) analyzes and evaluates arguments, and (2) engages in a form of methodological skepticism that systematically and continuously asks Critical Questions, and using both of these in helping the students actively compare their initial conceptions (and publicly popular misconceptions) with more fully scientific conceptions. In short, the following methodological approach to critical thinking will be applied to claims about autism and vaccinations, GMOs, climate change, and evolution, after discussing the science and problem behind these four contemporary issues in science.

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.

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.

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 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 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.

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.

BUS 421 Internship in Business     ALL     3 hours
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.

BUS 423 Practicum in Project Management     AS NEEDED     3 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 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 College Dean. Offered in multiples of 3 credits, up to a maximum of 15 credits.

BUS 491 Business Ethics and Social Responsibilities     FALL     3 hours
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 498 Business Seminar I: Planning and Organizing a Business     SPRING     3 hours
Designed to give hands-on experience to senior students as academic course work and real-life features of setting up and operating a business are brought together. Participants identify a product and set up and operate a business on paper, but get firsthand experience by contacting local governments, performing surveys of consumer interest and organizing the enterprise following recognized legal procedures, evaluating various operating processes and exploring ethical and moral issues involved in business decisions. Prerequisite: senior standing.

CHEMISTRY (CHE)

CHE 101 Fundamentals of Chemistry     SPRING     4 hours
A one-semester beginning chemistry course designed for non-science or allied health majors. The course covers basic concepts in atomic structure, energy, bonding, the periodic table, chemical properties of matter, kinetics, equilibrium, gases, acids and bases, organic chemistry, and selected topics of nutrition, personal care, household products, and medicinal chemistry. A laboratory is designed to supplement the lectures. Fee applies.

CHE 216 General Chemistry I     FALL     4 hours
The first half of a two-semester course which presents the fundamental concepts of chemistry necessary for further studies in the areas of chemical, physical, or biological sciences. Topics covered include measurement, reactions in a gaseous solution, atomic measurement, stoichiometry, the gaseous state, thermochemistry, periodic law, and chemical bonding. Guidelines for chemical hygiene, safety, and OSHA and EPA regulations are covered in the laboratory. The laboratory is designed to
CHE 217 General Chemistry II SPRING 4 hours
A continuation of Chemistry 216. Topics presented include liquid and solid states, solutions, kinetics, chemical equilibrium, acids and bases, thermodynamics, oxidation-reduction reactions, and electrochemistry. The laboratory is designed to supplement the lectures. Prerequisite: CHE 216, MAT 220 or permission of instructor. Fee applies.

CHE 221 Organic Chemistry I FALL 5 hours
The first half of a two-semester organic chemistry course for science and premedical majors emphasizing mechanisms, structure, theory, modern laboratory techniques, and applications to biological, medical and environmental organic chemistry. Topics covered include: structure, bonding and reactivity of organic compounds; hydrocarbons such as alkanes, alkenes, and alkenyls; nomenclature; isomerism: stereochemistry; addition reactions; nucleophilic substitution and elimination reactions; and IR and NMR spectroscopy. Guidelines for chemical hygiene, safety and OSHA and EPA regulations are reviewed. Prerequisite: CHE 217. Fee applies.

CHE 222 Organic Chemistry II SPRING 5 hours
The second half of a two-semester organic chemistry course. Topics covered include: structure, bonding and reactivity of alcohols, diols, ethers, aldehydes, ketones, carboxylic acids and their derivatives, enols, enolates, polyenes, aromatic hydrocarbons, amines and heterocycles. Mechanisms for alkylation, condensation, conjugate addition, and electrophilic aromatic substitution are covered. In addition, MS and UV spectroscopy are covered. Prerequisite: CHE 221. Fee applies.

CHE 240 Biochemistry FALL 3 hours
The course covers the basic chemical and physical principles of the primary biomolecules-protein, carbohydrates, lipids, and nucleic acids. The structure and properties of these molecules and their relevance to biological processes will be integrated. The kinetics and mechanisms of enzymes are investigated. Co-requisite: CHE 222 or permission of instructor. Fee applies.

CHE 331 Inorganic Chemistry EVEN FALL 4 hours
The course covers advanced topics in inorganic chemistry: symmetry operations and group theory; the solid state; aspects of coordination chemistry pertaining to structure, bonding, isomerism, electronic spectra, magnetism, reaction kinetics and mechanisms; organometallics, ring, cage and cluster complexes, and the inorganic chemistry of biological systems. The laboratory is designed to supplement the lecture. Prerequisite: CHE 222. Fee applies.

CHE 332 Quantitative Analytical Chemistry ODD SPRING 4 hours
The course covers methods of statistical data analysis, and the theory and technique of volumetric, gravimetric, spectrophotometric, and electrochemical methods of analysis. An emphasis is placed on titrimetric and gravimetric analytical methods. The laboratory is designed to supplement the lecture. Prerequisite: CHE 217. Fee applies.

CHE 341 Toxicology AS NEEDED 4 hours
The course covers the principles and methods of toxicology, including topics in the following areas: general toxicology, mechanisms of toxicity, risk assessment; absorption, distribution and excretion of toxicants; biotransformations of xenobiotics, toxicokinetics; chemical carcinogenesis; 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 Theories of Interpersonal Communication SPRING 3 hours
This course studies the theory, nature, structure and role of communication in social interaction. Students explore all aspects of communication and develop skills in message generation.

COM 202 Introduction to Mass Media 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 Design ODD FALL 3 hours
This course teaches the theories and practices of typography, headline writing, visual design principles, and layout for professional communication in traditional and new media formats. Practice in content selection and editing is also included. Prerequisite: COM 202.

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

COM 280 Organizational Communication ODD FALL 3 hours
Organizational Communication 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, SPE 201

COM 301 Theories of Communication ODD FALL 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 EVEN FALL 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 EVEN FALL 3 hours
This course teaches techniques to analyze communication content. Criticism of live performance as well as media content is included. The student will learn to critique various content formats as well as live theater, TV sitcoms, drama, documentaries, and news programming. Prerequisite: COM 202

COM 380 Public Relations EVEN SPRING 3 hours
Public Relations teaches students about the various publics of an organization. It covers principles of persuasion, crisis management concepts, and the whole spectrum of PR-specific communication, such as press releases, media alerts, public service announcements, and press kits. It also teaches students how to research product information, how to design and conduct surveys and how to plan a campaign. Prerequisite: COM 202

COM 390 Multimedia Production 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 SPRING 3 hours
This course covers classic journalistic techniques such as interviewing, reporting, writing, and editing for traditional and new media formats. Areas of focus include news and feature writing in newspapers, general interest and specialized magazines, and new multimedia journals. Writings of editorials and reviews of books, theater, music performance, film and broadcast media are also addressed. Prerequisite: ENG 106.

COM 421 Field Experience ALL 3 hours
A 120-480 clock hour field experience. Students will select placement in a potential career field such as public relations, journalism, or broadcasting. Students pursue the schedule of their placement agency. Three papers unifying theoretical concepts with actual business practice are required. Prerequisite: Junior/senior standing.

COM 425 Feature Writing ODD FALL 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 420

**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**  
ODD SPRING  
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 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 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 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.

**COS 300 Introduction to Analytics**  
4 hours  
This course leads students through the foundational concepts, methods and concerns related to the practice of information/data analysis from the posing of questions needing answers to gathering the data, generating statistics, analyzing the results, formulating answers to the questions, and reporting those answers. Course topics include defining clear, accurate and actionable research questions and the answers, selecting data and methods, generating relevant statistics, and reporting the story the data tells regarding the questions and the sought-after answers using basic tools such as those intrinsic to spreadsheet software such as Microsoft Excel. Prerequisite: MAT 226.

**COS 320 Technical Communication**  
4 hours  
This course will prepare students for the bi-directional technical communication demands specific to computer and information systems. Topics include technical research methods and approaches, critical analysis of technical documents, synthesis of data, information and knowledge gained through research and critical analysis, creation of accurate technical documents, and effective delivery of technical material via oral presentations supported by visual media. Prerequisite: ENG 106.

**COS 330 Database Management Systems**  
AS NEEDED  
3 hours  
This course covers fundamental concepts necessary for the design, use, implementation, and administration of database systems. The course will stress the fundamentals of database modeling and design, the languages and facilities provided by database management systems, and some techniques for implementing and administering database systems. Prerequisite: COS 285.

**COS 370 Systems Analysis and Design I**  
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 (SAO methods for system modeling and modern object-oriented analysis (OOA) concepts.

**COS 375 Systems Analysis and Design II**  
3 hours  
A 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** 3 hours
This course provides a conceptual survey of general systems theory followed by a conceptual and technological survey of the structure of distributed information systems architectures, operating systems, network operating systems, peripheral technology and user interfaces. Interoperability between these architectural components will be explored and current technology and trends in each architectural element will be reviewed. This course will de-emphasize, although not ignore, mainframe architectures in favor of information architectures more applicable to client/server computing. The various interacting categories of client/server computing as well as the benefits and implications of such a system will be fully explored. Prerequisite: ENG 106.

**COS 385 Decision Support Systems** 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 392 Systems Analysis and Design** 3 hours
This course is designed to provide an understanding of the Systems Development Life Cycle (SDLC), tools and methods. The course is centered on evaluating existing business processed and choosing a system development methodology to improve upon it. Emphasis will be on analyzing, modeling and designing processes that improve business processes through the development of information technology. It will also emphasize the factors for effective communication and integration with users and user systems. It encourages interpersonal skill development with clients, end-users, team members and others associated with development, operation and maintenance of systems. Prerequisite: COS 380.

**CRIMINAL JUSTICE (CMJ)**

**CMJ 299 Criminology** FALL & 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 discussed. Prerequisite: CMJ 299.

**CMJ 421 Field Experience I**  
ALL 1 hour  
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 Health & Public Administration. Prerequisite: senior standing.

**CMJ 422 Field Experience II**  
ALL 5 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 Health & Public Administration. 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.

**EDUCATION POST BACCALAUREATE (EDP)**

**EDP 203 Introduction to Special Education**  
FALL 3 hours  
This course is designed for non-traditional students with a bachelor’s degree who are seeking the Resident Educator Mild/Moderate Intervention Specialist License. This course focuses on the many different roles that an intervention specialist might take on depending upon the service delivery options specified in individual education plans. There is a great deal of focus on the importance of collaboration with other teachers, educational specialists, parents, and other members of the IEP team. Students will be provided with opportunities to explore the many roles that an intervention specialist must assume as well as guidance on developing resource networks. Prerequisite: Admission to the post baccalaureate program.

**EDP 220 Principles of Early Childhood Education**  
FALL 3 hours  
This course is designed for non-traditional students with a bachelor’s degree who are seeking the Resident Educator Early Childhood Licensure. The course is meant to be a survey course that focuses on the foundations of education in the United States, educational philosophy guiding the structure of education in the United States, and how the history and philosophy interact with the stated purposes of education and the needs of society with respect to early childhood education. The organization of the CCSS and the Ohio Academic content standards appropriate for pre-school through grade three are discussed. Prerequisite: Admission to the post baccalaureate program.
EDP 225 Principles of Middle Childhood Education (FE)  FALL  3 hours
This course is designed for non-traditional students with a bachelor’s degree who are seeking the Resident Educator Middle Childhood Licensure. The course is meant to be a survey course that focuses on the foundations of education in the United States, educational philosophy guiding the structure of education in the United States, and how the history and philosophy interact with the stated purposes of education and the needs of society with respect to the unique characteristics of middle childhood learners. The organization of the CCSS and the Ohio Academic content standards appropriate for grades four through nine are discussed. The students are introduced to the National Middle School Association Standards and the Interstate New Teachers Assessment & Support Consortium standards. Prerequisite: Admission to the post baccalaureate program.

EDP 228 Principles of Adolescence to Young Adult Education (FE)  FALL  3 hours
This course is designed for non-traditional students with a bachelor’s degree who are seeking the Resident Educator Adolescence to Young Adult Education License. The course is meant to be a survey course that focuses on the foundations of education in the United States, educational philosophy guiding the structure of education in the United States, and how the history and philosophy interact with the stated purposes of education and the needs of society with respect to the unique characteristics of adolescent and young adult learners including family concerns, school organizational structures, and research proven instructional techniques. The organization of the CCSS and the Ohio Academic content standards appropriate for grades four through nine are discussed. The students are introduced to the Interstate New Teachers Assessment & Support Consortium standards and the content specific association standards. Prerequisite: Admission to the post baccalaureate program.

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  ONLINE (effective Spring 2018)  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  FALL  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 Intervention Specialist Curriculum, Instruction, and Assessment  FALL  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 FALL 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 FALL 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 SPRING 3 hours
This course provides students the opportunity to focus 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 FALL 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       2 hours
This survey course is an introduction to the teaching profession and is required for all students desiring to major in Education. Candidates engage in a variety of experiences that broadly explore the profession of education; purposes of schools in society; examines the state, federal and institutional standards that guide the profession; and the knowledge, dispositions, and performances required to be an effective teacher today.

EDU 112 Education in a Diverse Society     FALL & SPRING      3 hours
This course explores the profession of education in the context of key social, political, and cultural issues, examines the historical origins of American public education, and discusses the role of educators in creating equality of opportunity for all students. Topics of discussion and analysis include individual differences; developing an educational atmosphere of respect; understanding student needs, and meeting the needs of diverse learners.

EDU 220 Introduction to Childhood Education (FE)    FALL       2 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 222 Early Childhood Experiences: Art, Drama, Music (FE)    SPRING       2 hours
This course discusses planning, implementing, and evaluating developmentally appropriate activities for young children in the creative areas of art, drama, and play. It includes experiences and methods for developing self-expression and creativity. Prerequisite: EDU 220.

EDU 223 Play and Movement in Early Childhood (FE)       SPRING       2 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. Prerequisite: EDU 220.

EDU 225 Introduction to Middle Childhood Education (FE)    FALL       2 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 Introduction to Adolescence to Young Adult Education (FE)    FALL       2 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 for adolescent and young adult learners. This course will guide the prospective teacher through the Interstate New Teachers Assessment & Support Consortium standards (INTASC), CAEP Standards, Ohio Standards for the Teaching Profession, Value Added Dimension and Professional Association Standards for English Language Arts, Mathematics and Social Studies. Prerequisite: Admission to Teacher Education.

EDU 230 The Teaching of 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. The course provides the scientific definition of dyslexia, its common characteristics standardized by the International Dyslexia Association, and the most effective research-based methodologies to address the instructional needs of all learners. Multisensory structured language techniques based on the Orton-Gillingham approach for teaching the alphabetic principle, reading, spelling and writing will be explored, with particular emphasis on phonological training/word attack skills as well as systematic, explicit multisensory instruction relative to the structure of the English language. Mastery of sound/symbol correspondences is not an end in itself; the ultimate goal of instruction is the effective application of these skills for proficient reading and writing. Prerequisite: Completion of Gateway I courses.

EDU 250 Instructional Planning 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 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 a clinical component. Prerequisite: EDU 112.

EDU 270 Instructional Planning AYA 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 a clinical component. Prerequisite: EDU 112.

EDU 309 Technology in the Classroom      FALL & SPRING             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 Emergent Reading and Writing (FE)      FALL & SPRING             3 hours
This course is required for teacher candidates seeking the Resident Educator Early Childhood License or the Intervention Specialist: Mild/Moderate Disabilities License. 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 Principles of 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 examines the development of communications skills in young children from listening and speaking to reading and writing. The course assists students in becoming acquainted with a wide variety of historic and current approaches to reading. It explores assessment instruments and highlights valuable methods and materials. It helps students begin to develop their own eclectic style of teaching reading. Prerequisite: EDU 330 (for ECE and IS students only); EDU 230 (for MCE students only).

EDU 332 Reading in the Content Areas (FE)      ONLINE (effective Spring 2018)     3 hours
This course is required for prospective teachers seeking the Resident Educator Middle Childhood License, the Resident Educator Adolescence to Young Adult License, or the Resident Educator Intervention Specialist License. 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, EDU 260, or EDU 270.

EDU 336 Children’s Early Childhood Literature      SPRING             2 hours
This course is required for prospective teachers seeking the Resident Educator Early Childhood License. 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 2 hours
This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult License. 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 will motivate adolescents and young adults to read. The goal of creating lifelong readers is stressed.

**EDU 369 Research, Data, and Measurement**  
FALL 2 hours  
This course introduces students 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. Prerequisite: Concurrent enrollment in any Field Experience course.

**EDU 402 Differentiating Instruction (FE)**  
SPRING 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)**  
AS NEEDED 3 hours  
This course provides international students the opportunity to explore the necessary planning and managing 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)**  
AS 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, Family, School, and Community Partnerships (FE)**  
FALL 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 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 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, or the Intervention Specialist License. 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 331.

**EDU 440: Instructional Strategies for 4th and 5th Grades**  
SUMMER ONLINE 3 hours  
This course 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: Ohio P-3 Licensure or special permission from Department Chair.

**EDU 441: Language Arts & Social Studies Content, Methods & Assessment for 4th and 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 involves 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: Ohio P-3 Licensure or special permission from Department Chair.

**EDU 442: Mathematics & Science Content, Methods & Assessment for 4th and 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: Ohio P-3 Licensure or special permission from Department Chair.

**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 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 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 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 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, differentiation methods and assessment techniques that are included as part of the course. Prerequisite: senior standing.

**EDU 453 Early Childhood Social Studies Methods (FE)**  
FALL (UG) & SPRING (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 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) & SPRING (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) & SPRING (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 course provides candidates the framework for implementing the Ohio Science Standards. 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 Common Core standards for Mathematics. Prerequisite: senior standing.

EDU 481 Language Arts Content and Methods for 4th, 5th, and 6th Grades  6 hours
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. 50% of the lessons and activities will center on language arts content.

EDU 482 Science Content and Methods for 4th, 5th, and 6th Grades  6 hours
This course involves the course participant with varying kinds of science approaches with an emphasis on the hands-on approach to investigation. The central focus is placed upon the course participant's ability to become more aware of societal technological needs for science. Course participants 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.

**EDU 483 Social Studies Content and Methods for 4th, 5th, and 6th Grades** 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, 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. 50% of the lessons and activities will center on social studies content aligned to the Ohio Social Studies Standards.

**EDU 484 Mathematics Content and Methods for 4th, 5th, and 6th Grades** 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. 50% of the lessons and activities will center on mathematics content.

**EDU 489 Workshop in Education** AS 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 (FE)** FALL & SPRING 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. Prerequisite: Completion of all program and OAE requirements.

**EDU 492 Middle Childhood Professional Growth and Development Practicum (FE)** FALL & SPRING 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. Prerequisite: Completion of all program and OAE requirements.

**EDU 493 Adolescent Professional Growth and Development Practicum (FE)** FALL & SPRING 12 hours
The professional growth and development practicum is designed to meet the student teaching requirements for the Resident Educator Adolescent Young Adult 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 OAE requirements.

**EDU 495 Practicum in Early Childhood Education (FE)** FALL & SPRING 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 (FE)** FALL & SPRING 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 (FE)** FALL & SPRING 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 course does earn credit hours, and the grade earned in the course is calculated in the student's grade point average.

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 course does earn credit hours, and the grade earned in the course is calculated in student's grade point average.

ENG 102 Introductory 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. 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 Introduction to 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.

ENG 205 Business and Professional Communication 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 209 American Literature (to the Civil War) EVEN FALL 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 209 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. Not open to students with credit for ENG 309.

ENG 210 American Literature (Civil War to Present) ODD SPRING 3 hours
A study of literary periods beginning with the New Consciousness (1865) to contemporary literature with emphasis on the contributions of primary writers in exploring themes, characters, and situations common to American literature. Not open to students with credit for ENG 310.

ENG 211 World Literature EVEN SPRING 3 hours
Literature from “Gilgamesh” through the 20th century, both Western and non-Western traditions, is included. The course helps students honor real differences among cultures while embracing real bonds that join us as humans even though they are formed over millenniums and traverse continents. Writing is an integral part of the course. Not open to students with credit for ENG 311.

ENG 212 British Literature (Anglo-Saxon to Renaissance) ODD FALL 3 hours
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. Not open to students with credit for ENG 312.

ENG 213 British Literature (Augustan to Modern) EVEN SPRING 3 hours
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. Not open to students with credit for ENG 313.

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 106, ENG 202.

ENG 320 Interpretation and Criticism ODD FALL 3 hours
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

ENG 330 Contemporary World Literature in English and in Translation ODD SPRING 3 hours
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 106

ENG 350 Special Studies in English SPRING 3 hours
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, ENG 202

ENG 406 Advanced Composition SPRING 3 hours
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.

ENG 421 Major Authors EVEN FALL 3 hours
A study of one or a few major authors from various literary traditions. Examples include Shakespeare, Chaucer, Austen, Hawthorne, Morrison, the Romantic poets, and writers of the Harlem Renaissance. Prerequisite: ENG 202.

ENG 450 English Grammar FALL 3 hours
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. Prerequisite: 15 hours of English.

ENG 499 Senior Seminar in English ALL 3 hours
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, Sciences, and Technology.

ENG 608 Curriculum and Teaching Design and Theory 3 hours
This course is for graduate students studying curriculum design and development. It is designed for those who are exploring the issues that have potential to influence the planning, implementation, and evaluation of curriculum. The course reflects the emergent trend in the field of curriculum. Cross-listed with EDG 608.

ENG 615 Graduate Literary Research 3 hours
This course provides an in-depth exploration of literary research methods and the production of writing to incorporate literature-based research and documentation. The primary purpose of this course is to enable credentialed educators to facilitate students with the construction of evidence-based research papers in response to a literary work. Emphasis is on the analysis and interpretation of literary works.

ENG 620 Composition and Rhetorical Theory 3 hours
Through the critical analysis of rhetoric and themes, the composition of essays, and the employment of research techniques, credentialed educators of high school ELA will gain a practical understanding of pedagogical methodologies used to facilitate students in recognizing the principles of rhetoric in composition. The primary focus of this course is on the rhetorical analysis of issues of academic significance through the interpretation, analysis, and evaluation of rhetorical approaches utilized in both print and digital texts.

ENG 624 Application of Content and Pedagogy Principles for Language Arts 3 hours
This course reviews standard and new applications of pedagogy related to specific age groups within language arts. Students will design and conduct age appropriate lessons on specific mathematic topics throughout the course. Students will analyze learning resources appropriate for language arts and the age group and integrate technology applications within the application activities. Cross-listed with EDG 624.

ENG 690 Graduate Independent Study 3 hours
Students will demonstrate the skills and knowledge associated with their professional careers in the English discipline 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 master of said objectives.

**ENGLISH AS A SECOND LANGUAGE (ESL)**

**ESL 105 English in American Culture**
ALL 2 hours
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.

**ESL 110 Grammar in English**
ALL 2 hours
This course introduces non-native speakers of English to academic writing at the collegiate level. Expository and memo writing as well as research writing will be explored. Special attention will also be given to American-style academic writing and plagiarism. A research paper is required. Prerequisite: ESL 105, placement determined by college, or a TOEFL score above 450.

**ESL 115 Academic Reading in English**
ALL 2 hours
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.

**ESL 120 Oral Communication in English**
ALL 2 hours
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
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. The course may not be used to fulfill core or major requirements.

**ESL 130 Integrated 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 Humans & Their Environment**
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 visualization 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

**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, 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.

**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.

**FINANCE (FIN)**

**FIN 216 Personal Finance** ______ AS NEEDED ______ 3 hours

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.

**FIN 308 Fundamentals of Finance** ______ FALL ______ 3 hours

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.

**FIN 420 Financial Management** ______ SPRING ______ 3 hours

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)
FIA 102 Fine Arts: Paleolithic to 14th Century FALL 3 hours
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.

FIA 103 Fine Arts: Renaissance to Modern SPRING & SUMMER 3 hours
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.

FOREIGN LANGUAGE STUDIES (FLA)
FLA 101 Foreign Language Studies I FALL 3 hours
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.

FLA 102 Foreign Language Studies II SPRING 3 hours
This course is designed for students with more than one semester experience in the foreign language being offered. 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.

GEOGRAPHY (GEO)
GEO 201 Principles of Geography ALL 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.

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.

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 to the Present SPRING & ODD SUMMER 3 hours
A survey of U.S. history from Reconstruction (1865) 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: Reconstruction, Industrialization, Progressivism, World Wars and the Great Depression, Cold Wars, Civil Rights, the Vietnam War, changes in the modern economy, the role of the United States in world affairs, and the late 20th and early 21st century presidents.

HST 205 Ohio History FALL & SPRING 3 hours
A survey of Ohio's history from its early Native American 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. Mr. Chapman's life and the time in which he lived will be reviewed 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 EVEN SPRING 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 312 Medieval Europe EVEN SPRING 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 ODD SPRING 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 modern American society. Prerequisite: HST 221, HST 222.

HST 325 Modern Imperialism ODD SPRING 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 EVEN FALL 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, HST 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, HST 202, HST 221, HST 222, and junior/senior status or permission of the instructor.

HST 351 United States Women's History ODD FALL 3 hours
An exploration of United States 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
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. A final paper integrating the student’s historical study and historical management theory with actual agency practice is required. Prerequisite: HST 201, HST 202, and junior/senior status.

HST 499 Senior Seminar in History SPRING 3 hours
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 one other faculty member. Prerequisite: 15 hours of History credit, with 12 hours at the 300 level or above, and permission of the Dean of the College of Arts, Sciences and Technology.

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 Western Political Thought ODD SPRING 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
This course is an interdisciplinary approach to the study of Great Books. The shared inquiry method will be used to explore both classic and contemporary works. Students are expected to be active participants in the search for meaning in the chosen selections. This course can be taken for credit multiple times, as the content changes each time it is offered. This course is required for Honors College students. Prerequisite: HON 202, Dean’s List with Junior/Senior standing. Open to the public for credit, audit, or senior citizens.

HON 361 History and Philosophy of Math and Science EVEN SPRING 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 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.
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 226.

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 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.

MKT 345 Consumer Behavior  FALL  3 hours
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.

MKT 360 Marketing Management  SPRING  3 hours
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.

MKT 453 Integrated Marketing Communication  AS NEEDED  3 hours
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.

MASTER OF BUSINESS ADMINISTRATION (BSG)
BSG 500 MBA Essentials  FALL & SPRING  3 hours
This course prepares and orients students for the MBA Program. It provides basics of economics, finance, accounting and
general business essentials to be successful in the MBA program. This course also provides the academic expectations for students and guidance for professional conduct.

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: BSG 500

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
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 orientates 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 issue and policy implication. 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 EDUCATION (EDG)**

**EDG 601 Learning Theories for Different Populations** 3 hours
This course provides students with a foundation and perspectives on the nature of learning. Students will examine the ideas of learning theorists and sample, relevant research, looking for the relationship between theories of learning and the teaching methods by which they are applied in the classroom.
EDG 602 Human Relations for Effective Educators FALL 3 hours
This course is designed to provide educators with the knowledge and skills necessary to establish a classroom learning-community in which teachers can organize and conduct effective instruction, and in which their students can be challenged and highly involved in those learning activities. Educators will learn the relationships and interactions of different student populations that will allow the teacher to develop targeted learning communities for multiple populations. Smooth running classrooms exist because teachers have clear ideas about 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 and Teaching Design and Theory: Mathematics 3 hours
An examination of the theory and practice of the design, development, implementation and evaluation of curricula for K-12 in a specific content area. This course reflects the emergent trends in the field of curriculum and teaching design and how it can be best utilized in the specific content area of mathematics.

EDG 607 Curriculum and Teaching Design and Theory: Science 3 hours
An examination of the theory and practice of the design, development, implementation and evaluation of curricula for K-12 in a specific content area. This course reflects the emergent trends in the field of curriculum and teaching design and how it can be best utilized in the specific content area of sciences.

EDG 608 Curriculum and Teaching Design and Theory: English Language 3 hours
An examination of the theory and practice of the design, development, implementation and evaluation of curricula for K-12 in a specific content area. This course reflects the emergent trends in the field of curriculum and teaching design and how it can be best utilized in the specific content area of English language.

EDG 609 Computers in Education SPRING & SUMMER 3 hours
This course is designed to emphasize the use 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 for Mathematics 3 hours
This course reviews standard and new applications of pedagogy related to specific age groups within a specific content area. Students will design and conduct age appropriate lessons on specific content topics throughout the course. Students will analyze learning resources appropriate for the content and age group and integrate technology applications within the application activities.

EDG 623 Application of Content & Pedagogy Principles for Sciences 3 hours
This course reviews standard and new applications of pedagogy related to specific age groups within a specific content area. Students will design and conduct age appropriate lessons on specific content topics throughout the course. Students will analyze learning resources appropriate for the content and age group and integrate technology applications within the application activities.

EDG 624 Application of Content & Pedagogy Principles for English Language 3 hours
This course reviews standard and new applications of pedagogy related to specific age groups within a specific content area. Students will design and conduct age appropriate lessons on specific content topics throughout the course. Students will analyze learning resources appropriate for the content and age group and integrate technology applications within the application activities.

EDG 632 Differentiating Curriculum FALL, SPRING & SUMMER 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 3 hours
This course will provide an overview of the exceptionalities found in an inclusionary classroom. These will include, but not be limited to students with mental retardation, cognitive delays, specific learning disabilities, attention deficit disorder, attention deficit hyperactivity disorder, severe emotional disorders, communication disorders, autistic spectrum disorders, physical disabilities, health issues, hearing and visual impairment, and talented and gifted. This course will also include studies of cognition, intelligences, learning styles and modalities, as well as various service models of instruction.
EDG 645 Contemporary Issues in Education       FALL & SUMMER       3 hours
This course will focus on current educational reform and research findings with respect to school organizations and governance, teaching, learning and classroom management. Students will investigate and discuss these and many other areas of current educational interest.

EDG 647 Changing Values and Education         SPRING       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 650 Evaluation and Assessment        3 hours
This course presents fundamental principles and practices for evaluating and assessing courses and programs, with a focus on formative and summative evaluation and criterion-referenced testing. This course provides student engagement with classical, current, and future models of classroom based assessment methods and procedures as they relate to seeking solutions to instructional problems within the field of education. Action research techniques, the analysis of research results, and the uses of research are explored. A major theme of the class will be to establish the imperative for teachers to use data to influence classroom decisions; guide and improve teaching skills and tailor instruction to individual learning needs. Students will explore assessment models, including learner satisfaction surveys, criterion-referenced tests, and grading rubrics. This course will also show the connection between constructive evaluation skills such as clear descriptive feedback; helping students monitor their own progress; influence students’ continuing motivation; perception of self-efficacy as learners and their positive effect on student learning. The course will then establish the connections between the evaluation and assessment of student learning and how it serves as the foundation for strategic planning, budgeting, and required reporting to external stakeholders of the school system. Prerequisite: EDG 601, EDG 602, EDG 606 (or similar), EDG 622 (or similar). One course may be taken concurrently.

EDG 680 Independent Study       ALL       1 hour
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 Executive Vice President & Provost. Prerequisite: Graduate Program in Education.

EDG 690 Graduate Education Workshop        AS NEEDED       3 hours

EDG 708 Application of Educational Research       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.

EDG 711 Applications of School Law        SPRING & SUMMER       3 hours
This course addresses the status and judicial decisions which relates to schools and the responsibilities of the board of education, teachers, and administrators. Emphasis is placed on understanding the legal framework as it relates to providing quality instruction.

EDG 712 Applications of School Finances       FALL & SUMMER       3 hours
This course emphasizes the individual school’s involvement with financial issues and the position of the individual school in the broader system. This course addresses topics such as equity, adequacy, efficiency in school funding; local, state, and federal funding sources; funding methods; and budgeting emphasizing features unique to Ohio.

EDG 775 Proposal Development        SPRING       2 hours
This course allows the student to conduct research in the development of the thesis proposal.

EDG 800 Research/Capstone       Spring       3 hours
This practicum will provide the opportunity for the student to try out new understanding about teaching and schooling. This course will represent a laboratory experience in which the student will experiment, reflect, and critique. It also provides students with an opportunity to apply theoretical principles to their individual situations. A project is to be used as a culminating experience of the candidates’ master’s program.

MASTER OF SCIENCE IN NURSING (NSG)
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.
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.

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 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.
NSG 781 Research Utilization Project/Thesis _ 2 hours

This course is a continuation of NSG 780. Students who earned a PR in NSG 780 will take this course to complete the Research Utilization Project/Thesis. 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 timeline 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.

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 principles are included, as are prospective payment systems. Public relations discussions include dealing with the media, referral and contact agencies, and consumers and their families. Marketing discussions will include principles of marketing activity that contribute to positive promotion for census and reputation of health care services.

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 health care agency. 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.

MATHEMATICS (MAT)

MAT 100 College Preparatory Mathematics _ ALL _ 3 hours

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 course does earn credit hours, and the grade earned in the course is calculated in student’s grade point average.

MAT 105 Fundamentals of Mathematics _ ALL _ 3 hours

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, geometry and measurement, modeling real world problems, set theory, applying logic, and modular arithmetic.

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.

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.

A course designed to acquaint the student with the theory and application of elementary statistics. Course content includes organization of data, measures of central tendency and variability, probability, frequency tables, normal distribution, and sampling theory. Prerequisite: MAT 106 or equivalent, or placement by examination.

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.

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.

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 multiples integrals. Prerequisite: MAT 242.

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.

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.

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.

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.

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.

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  ODD FALL  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 320 or permission of instructor.

MAT 505 Managerial Accounting  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. Cross-listed with BSG 505.

MAT 507 Managerial Finance  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. Cross-listed with BSG 507.

MAT 606 Curriculum and Teaching Design and Theory: Mathematics  3 hours
This course is for graduate students studying curriculum design and development. It is designed for those who are exploring the issues that have potential to influence the planning, implementation, and evaluation of curriculum. The course reflects the emergent trend in the field of curriculum. Cross-listed with EDG 606.

MAT 622 Application of Content and Pedagogy Principles for Mathematics  3 hours
This course reviews standard and new applications of pedagogy related to specific age groups within mathematics. Students will design and conduct age appropriate lessons on specific mathematical topics throughout the course. Students will analyze learning resources appropriate for mathematics and the age group and integrate technology applications within the application activities. Cross-listed with EDG 622.

MAT 640 Applied Statistics  3 hours
Applications of statistical techniques and methods will be explored, including a review of statistics and probability, exploratory data analysis and descriptive statistics, fundamental statistical tests, regression analysis, selection of adequate analytical methods as well as interpretation and reporting of results. The course is designed to provide numerous opportunities to apply various statistical methods to research hypotheses and problems.

MAT 712 School Finance  FALL & SUMMER  3 hours
This course emphasizes the individual school's involvement with financial issues and the position of the individual school in the broader system. This course addresses topics such as equity, adequacy, efficiency in school funding; local, state, and federal funding sources; funding methods; and budgeting emphasizing features unique to Ohio.

MATH 160 College Algebra  4 hours
This course is designed to prepare students for Applied Calculus and Discrete Mathematics and to provide the mathematical background needed for the analytic reasoning used in other courses. Topics include functions and their graphs, including exponential and logarithmic functions; complex numbers; systems of equations and inequalities; matrices; basic principles of counting and probability; and other selected topics. Prerequisites: College Algebra.

METEOROLOGY (MET)
MET 212 Meteorology  SPRING  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  ALL  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 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       ALL          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.

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 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 300 Logic and Rhetoric       EVEN FALL          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 350 Aesthetics       ODD FALL          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/NUR 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.

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 credit hours 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: PHY 201. Fee applies.

PHY 302 Modern Physics ODD SPRING 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.

POS 204 American Government FALL 3 hours
An overview of the structure and function of 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 governmental structure, citizen access to government, political resources, and political outcomes.

POS 250 Principles of Public Administration EVEN FALL 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 EVEN SPRING 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 Grotian, 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. Prerequisite: POS 200

POS 305 Western Political Thought EVEN SPRING 3 hours
This course is a survey of political thought in the Western tradition from the ancient Greeks to the postmodern writings of Foucault. Questions to be dealt with include the nature of power, the proper ends of the use of power, the relation of the individual to the community, and the nature of freedom and social justice. Prerequisite: POS 200

POS 307 Comparative Politics: Regional Focus EVEN FALL 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 323 Third World Politics ODD FALL 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   ODD SPRING      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, POS 204

POS 408 Global Political Economy   EVEN FALL      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 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   EVEN SPRING      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.

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 207 Lifespan Development      3 hours
A survey of human development across the lifespan examining the biological, psychological, and social influences on development. Prominent theoretical perspectives associated with development in childhood, adolescence, early adulthood, midlife, and late life will be included. Prerequisite: Open only to students in the Community Hospital School of Nursing.

PSY 209 Adult Development and Aging   FALL & SPRING      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 216 Psychology of Aging   ODD SPRING      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 222 Educational Psychology  3 hours
Introduces basic principles associated with physical, social, moral and cognitive development and implications for educators. Focuses on theories, principles and processes that affect motivation, teaching and learning. Special attention will be given to the works of Piaget, Kohlberg, Bruner and Skinner. Prerequisite: PSY 200

PSY 303 Industrial/Organizational Psychology  3 hours
Examines the nature of work from the perspective of industrial and organizational psychology. Major theories are presented and applied to such topics as employee selection, leadership, motivation, stress, and job satisfaction. Changes in work and work environments, technology, and the composition of the workforce are also discussed. PSY 200 or Junior or Senior Status/Instructor Permission.

PSY 333 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 or Junior or Senior Status/Instructor Permission

PSY 390 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 or Junior or Senior Status/Instructor Permission.

PSY 301 Psychological Testing  SPRING  3 hours
Classic and contemporary issues in psychological testing and assessment are explored. Tests and other assessment measures used by psychologists are examined. Special emphasis is placed on designing reliable and valid psychological measures, interpreting assessment data, and recognizing sources of bias in testing. Knowledge of statistics is recommended. 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  ODD FALL  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
With the assistance of the supervising faculty member, the student will intern at a community agency that provides psychological services. Consideration is given to matching the student’s career goals with his/her placement at an agency. A final paper unifying psychological theory and concepts with actual agency practice is required. Prerequisite: PSY 200; Junior/Senior status majors.

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/Senior status majors.

**PSY 415 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 or Junior or Senior Standing/Instructor Permission.

**PSY 4XX Positive Psychology 3 hours**
Positive Psychology investigates strengths that enable individuals to lead meaningful and fulfilling lives. Emphasis will be given to exploring the theories, approaches, and concepts of positive psychology along with the study of its history, findings, and research. Opportunity to apply the science of positive psychology to enhance one's sense of well-being and happiness will be provided. Prerequisite: PSY 200 or Junior or Senior Standing/Instructor Permission.

**RELIGION STUDIES (REL)**
**REL 201 The World's Religions EVEN SPRING 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 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.

**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 113 Science for Teachers FALL and SPRING 4 hours**
A "hands-on" science course for Elementary Education students. Concepts learned in lecture will be enhanced with laboratory activities that could be adapted for elementary school students. Topics include meteorology, astronomy, geology, biology, physics, and chemistry.

**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 hour**
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.

**SOCIOLGY (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
Students will select placement in one of five potential career areas: family and child services, corrections, health care, psychological service or law enforcement. A final paper unifying theoretical concepts with actual agency practice is required. Prerequisite: Junior/Senior status majors.

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 Arts, Sciences, & Technology. Prerequisite: Senior standing; SOC 421.

SOC 430 Case Management  FALL & SPRING  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.

SOC 650 Social Deviance and Social Control  3 hours
This course explores social deviance and social control through examination of both theory and real world applications. Emphasis is placed on approaches to studying and researching deviance, as well as responses to deviance. Educators enrolled in this course will practice strategies for facilitating their own social deviance and social control courses.

SPANISH (SPA)

SPA 615 Spanish Contemporary Literature  3 hours
This course explores identity construction in Spanish language fiction. Emphasis is placed on the writing process in the context of literature about identity develop and the facilitation of critical thinking about sites and situation related to the theme. Educators enrolled in this course will learn how to facilitate their own thematic, literature-based composition courses.

SPA 620 Spanish Business Environment  3 hours
This course is designed to engage students in a Spanish business environment and communicate effectively in real life situations. An examination of the environment in which businesses operate and the challenges of managing organizations within this environment. The course stars with an overview of the external and internal environments organizations operate within. The remainder of the course explores how to effectively manage in these environments. This latter part of the course is
structured into four sections organized around each of the four primary management functions (i.e. planning, organizing, leading, controlling). This course is taught in Spanish.

**SPA 690 Graduate Independent Study**  
3 hours  
Students will demonstrate the skills and knowledge associated with their professional careers in the Spanish discipline 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 master of said objectives.

**SPECIAL EDUCATION (SED)**

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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Term</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>SED 200 Introduction to Students with Mild/Moderate Educational Needs</strong></td>
<td>SED 200</td>
<td>FALL &amp; SPRING</td>
<td>3</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>SED 201 Cognition, Learning, &amp; Intelligence</strong></td>
<td>SED 201</td>
<td>FALL &amp; SPRING</td>
<td>3</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>SED 203 Role of the Intervention Specialist (FE)</strong></td>
<td>SED 203</td>
<td>FALL (PB) &amp; SPRING (UG)</td>
<td>2</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>SED 260 Instructional Planning and Delivery Strategies in Intervention</strong></td>
<td>SED 260</td>
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<tr>
<td>This course is required for prospective teachers seeking the Resident Educator Intervention Specialist 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.</td>
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<tr>
<td><strong>SED 300 Intervention Specialist Curriculum, Instruction and Assessment (FE)</strong></td>
<td>SED 300</td>
<td>FALL</td>
<td>3</td>
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<tr>
<td>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 203, SED 260.</td>
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<tr>
<td><strong>SED 405 Transition Planning and Career Issues</strong></td>
<td>SED 405</td>
<td>FALL</td>
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<tr>
<td>This course is required for prospective teachers seeking licensure in the Intervention Specialist K-12 Mild/Moderate area. It 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 to programs and agencies involved in this process. 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.</td>
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<tr>
<td><strong>SED 411 Evaluating Students with Mild/Moderate Educational Needs (FE)</strong></td>
<td>SED 411</td>
<td>SPRING</td>
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<tr>
<td>This course provides students the opportunity to develop skills in articulating the philosophical, historical, and legal foundations of special education. Students describe and define characteristics of learners with disabilities, and access, diagnose, and evaluate students with disabilities. Students demonstrate skills in conducting professional activities; use, score, modify, and adapt assessment instruments; access information, gathers data, evaluates results, and determines service delivery options. Prerequisite: SED 200, SED 300.</td>
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<tr>
<td><strong>SED 412 Instructional Strategies: Mild/Moderate Educational Needs (FE)</strong></td>
<td>SED 412</td>
<td>SPRING</td>
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<tr>
<td>This course provides student the opportunity to develop skills in interpreting assessment data to plan instructional methods,</td>
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and in developing and selecting instructional content, materials, resources, strategies, and technology as they relate to the education of students with disabilities. Focus in on planning, executing, and evaluating best practices in the instructional process; determining and writing goals, long term objectives, and teaching objectives; and surveying and determining appropriate educational settings. This course familiarizes students with various educational technologies, especially those specifically designed to augment communication processes. Prerequisite: SED 200, SED 203, SED 300.

**SED 413 Management Strategies for Intervention (FE)  FALL (UG) & SPRING (PB)  3 hours**
This course provides students the opportunity to develop skills in planning and managing the teaching and learning environment, and in managing student behavior and social interaction skills. 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. It also encourages students to have regard and respect for a child's total self. Prerequisite: SED 300.

**SED 414 Professional and Collaborative Practices (FE)  FALL (UG) & SPRING (PB)  3 hours**
This course provides students the opportunity to develop skills in communicating effectively, in developing collaborative partnerships, and in demonstrating professionalism and ethical practices. The course 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. Effective advocacy and problem solving skills and techniques are examined. Prerequisite: SED 203; SED 300 (UG) OR EDP 441(PB).

**SED 491 Intervention Specialist Professional Growth and Development Practicum (FE)  FALL & SPRING  12 hours**
The professional growth and development practicum is designed to meet the student teaching requirements for the Intervention Specialist, K-12: Mild/Moderate Resident Educator 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 to become a reflective practitioner. Prerequisite: Completion of all program and OAE requirements.

**SED 495 Intervention Specialist Practicum (FE)  FALL & SPRING  6 hours**
The Intervention Specialist 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.

**SPEECH (SPE)**
**SPE 201 Introduction to Speech  ALL  3 hours**
Students will learn the principles of effective public speaking through the preparation and presentation of informative and persuasive speeches emphasizing accurate and effective language, posture, poise, and well-motivated movement. Prerequisite: ENG 102.

**SPE 410 Readers' Theatre  EVEN FALL  3 hours**
This course examines the history and techniques of Readers' Theatre. Research and preparation of scripts are also presented. Both group and individual work involving staging and movements as well as projection and special voice techniques are studied. Emphasis will be upon group techniques and learning to organize and operate as a group to project a unified program. Prerequisite: SPE 201.

**SPORTS MANAGEMENT (SPM)**
**SPM 207 Principles of Sport Management  SPRING  3 hours**
This course provides an introduction to the sports management field including career opportunities. Topics covered include knowledge and skills related to planning, organizing, directing, controlling, budgeting, and leading a sports related organization. Prerequisite: EXS 140.

**SPM 300 Coaching Methodologies I  FALL & SPRING  3 hours**
This course is a comprehensive introduction to the coaching profession. Emphasis is placed on sport at the high school and various club levels. Consideration is also given to coaching at other levels, such as youth, recreational, and intercollegiate sports programs. The 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 310 Coaching Methodologies II (Sport Club Coaching and Management) 3 hours
This course will explore the principles and procedures necessary to establish a sport club organization. An emphasis will be placed on creating a sport club business plan, and constructing a mini-grant proposal. Students who learn this information will be enabled to develop, manage, and sustain highly organized, professional, and structured clubs. Prerequisites: EXS 140, SPM 207, SPM 300 or Department Chair Approval.

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 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.

SUSTAINABILITY MANAGEMENT (ENV)

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.

THEATRE (THE)

THE 100 Introduction to the Theatre             ODD FALL             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             ODD FALL             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             ODD SPRING             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 350 Directing             ODD SPRING             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             2 hours
A mandatory course for entering full-time, degree-candidate students (may be waived for transfer students). 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 pass the course or they will be required to repeat it.

UNI 199 University Seminar           2 hours
A mandatory course for entering full-time, degree-candidate students (may be waived for transfer students). 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 pass the course or be required to repeat it. This is a Dean's option course.

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.
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Sandhya Warrier, HR Generalist

Athletic Administration
Larry Cox, Executive Director of Athletics
Nikki Pluger, Associate Athletic Director of Compliance/Sr. Women’s Athletics Administrator

Information about Administrators based out of the Franklin University Main Campus can be found in the Franklin University Academic Bulletin.
FULL-TIME FACULTY

Karen S. Basinger, Professor, Psychology
BS, MA, PhD The Ohio State University; Asst. Professor (1991), Assoc. Professor (1997), Professor (2000)

Karen Benton, Associate Professor, Criminal Justice
AA Clark State Community College; BA McGregor School of Antioch University; MA Wright State University; Asst. Professor (2001), Assoc. Professor (2007)

Tingting Cai, Assistant Professor, Environmental Science
BS Fujian Agriculture College, Fujian, P.R. China; MS University of Hawaii at Manoa; PhD University of Florida; Asst. Professor (2011)

Ryan Enlow, Assistant Professor, Political Science
BA, MA Eastern Kentucky University; Asst. Professor (2008)

Kelly Evans-Wilson, Director of Assessment + Academic Quality
BA Wittenberg University; MBA Franklin University; MPH The Ohio State University

John Forsthoefer, Professor, Program Coordinator Middle Childhood Degree Program
BS Ohio Northern University; MEd Xavier University; PhD Miami University; Asst. Professor (2000), Assoc. Professor (2003), Professor (2007)

Jeanine Howell, Assistant Professor, Education & Director of Post Baccalaureate Programs
BS Otterbein College; MEd Wright State University; Asst. Professor (2012)

Mary Beth Kaylor, Assistant Professor, Nursing, MPH Wright State University; MSN, PhD The Ohio State University

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Barbara Miville, Department Chair, Masters of Nursing
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Brian Olson, Assistant Professor, Exercise Science (2016)
BS University of Dayton; DC National College of Chiropractic

William Pettibone, Associate Professor, Accounting
BS Franklin University; MBA University of Dayton; Asst. Professor (2007)

Jeffrey Taylor, Assistant Professor, Mathematics Education (2017)
BA Wesleyan University; MEd Keene State College; PhD Ohio University

Rita Terry, Assistant Professor, Education & Honor Society Faculty Advisor
BS The Ohio State University; MEd Wright State University; Instructor (2009), Asst. Professor (2011)

John Thomas, Associate Professor, Business
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Information about full-time faculty based out of the Franklin University Main Campus can be found in the Franklin University Academic Bulletin.

Part-Time Faculty

Pamela Achenbach Covert
BA Thiel College; MA, MFA National University; PhD Indiana University of Pennsylvania; MFA

George Ackerman
BA Florida Atlantic University; JD, MBA, MS Nova Southeastern University; PhD Capella University

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John Beard  
BSEd Wright State University; MEd Urbana University

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BA Wright State University; MUP The University of Melbourne

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Timothy Wasson  
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Katie Whaley  
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Sylvia Wirsing-Bryant  
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BA, MA Wright State University; MLIS Kent State University

Paul Workman  
BS Kent State University; MEd Cleveland State University
Faculty Emeriti

Richard K. Anderson
BS, MBA, MS Wright State University; Instructor (1972), Assistant Professor (1975), Associate Professor (1992), Professor Emeritus (1998)

George H. Carroll - Education and History
BA Wilmington College; MA, PhD The Ohio State University; Instructor (1963), Asst. Professor (1966), Assoc. Professor (1975), Professor (1981), Professor Emeritus (2002)

Robert Cawley - Physical Education
BS The Ohio State University; MEd Xavier University; Instructor (1973), Asst. Professor (1979), Assoc. Professor (1995)

Donald G. Davis - Business
BS, MA The Ohio State University; Asst. Professor (1986), Assoc. Professor (1992), Professor (1998), Professor Emeritus (1999)

Harold Dickerscheid - Mathematics
BS The Ohio State University; MEd Miami University; PhD The Ohio State University; Professor Emeritus, (1994)

Cheryl Fenno - English
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Larry Haverkos - Sociology
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Robert A. Hendrix - Mathematics and Science

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Jeffry A. Yoder - Mathematics and Computer Science
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