

# University of Mount Union Catalogue

## 2015-2016

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The University of Mount Union reserves the right to change policies, regulations, courses and fees at any time subsequent to the publication of this Catalogue. The Mount Union Catalogue in effect at the time of a student's admission to the University shall govern such student's degree requirements; an extended period of non-enrollment at the University may, at the time of return, result in a change to requirements as specified in a later issue of the Catalogue. Each student has the responsibility to be aware of and to meet the Catalogue requirements for graduation, and to adhere to all rules, regulations and deadlines published in this Catalogue and in the Student Handbook.

## Non-Discrimination Statement

The University of Mount Union prohibits discrimination on the basis of race, gender, gender identify or expression, sex, sexual orientation, religion, age, color, creed, national or ethnic origin, veteran status, marital or parental status, pregnancy, disability, or genetic information, in student admissions, financial aid, educational or athletic programs, or employment as now, or may hereafter be, required by university policy and federal or state law. Inquiries regarding compliance may be directed to Pam Newbold, director of human resources and employee development, Beeghly Hall, (330) 829-6560, [newboldph@mountunion.edu](mailto:newboldph@mountunion.edu).

# The University

## Institutional Mission

The mission of the University of Mount Union is to prepare students for fulfilling lives, meaningful work and responsible citizenship.

## Goals

To accomplish the mission, the University faculty has established guidelines to help students:

### I. Demonstrate Core Abilities

- A. Demonstrate ability to acquire and assess information.
- B. Demonstrate research skills (both quantitative and qualitative).
- C. Develop ability to think critically.
- D. Develop ability to think creatively.
- E. Develop communication skills.

### II. Foundational Knowledge and Integration

- A. Acquire knowledge in humanities, arts and sciences.
- B. Demonstrate the use of concepts and methods in humanities, arts, and sciences.
- C. Develop the ability to view the world from multiple disciplinary perspectives.
- D. Integrate knowledge and techniques across multiple disciplines.

### III. Preparation for Fulfilling Lives

- A. Acquire the tools for self-development in order to assess and improve physical, social, emotional, intellectual, and spiritual growth and wellness.
- B. Find and cultivate intellectual pursuits.
- C. Find and cultivate pursuits for personal enrichment.

### IV. Preparation for Meaningful Work

- A. Acquire discipline specific knowledge and skills needed at a professional level.
- B. Demonstrate use of discipline specific knowledge and skills.
- C. Integrate discipline specific knowledge and abilities with multiple disciplinary perspectives.
- D. Develop ability to collaborate with others to solve problems.

### V. Preparation for Responsible Citizenship

- A. Develop knowledge and appreciation of the individual's culture and other cultures in a global context.
- B. Understand and employ ethics within diverse cultural, social, professional, environmental and personal settings.
- C. Demonstrate civic engagement by active involvement in and beyond the classroom.

## Heritage

The University of Mount Union has roots in two traditions. The first of these is the Christian tradition as expressed in the American Methodist movement of the 19<sup>th</sup> Century. An important part of this movement was an effort to advance social progress through the establishment of academically rigorous institutions which were non-sectarian, as well as racially, ethnically, and gender inclusive. This rich, church-related legacy informs the present spirit in which Mount Union maintains an advisory and voluntary relationship with the United Methodist denomination. The Church does not direct policy, administration, academic curriculum, or campus life.

The University of Mount Union affirms the spiritual center of all persons and acknowledges the deep impact that spiritual and religious experience has on both cultures and individuals. In light of this, the University takes seriously its dual responsibility to foster the academic study of religious experience and to provide resources that nurture and enrich the spiritual life of our students and all members of the Mount Union community. As a university of higher education, we neither advocate a particular spiritual heritage nor proselytize on behalf of any religious or sectarian orthodoxy.

The other significant tradition of the University of Mount Union is rooted in an historic understanding of the liberal arts. A liberal arts education provides students with a broad base of knowledge in the fine arts, humanities, social sciences, and natural sciences, in addition to training in a specific field of study. At its heart, a liberal arts course of study empowers students to form their own conclusions based on their capacity to integrate diverse knowledge, understanding, and critical reasoning. It prepares them to deal with complexity and diversity. A liberal arts education helps students develop a sense of social responsibility while

giving them the intellectual and practical skills to act as leaders, problem-solvers, and agents for change in a variety of contexts. The skills integral to such an education include the ability to communicate, to question, to analyze, to problem-solve, and to apply knowledge in real-world settings. This tradition of learning continues at the University of Mount Union.

These aspects of our heritage reinforce each other in the striving for excellence, concern for the inherent dignity and worth of each individual, and the emphasis on the spiritual as well as the intellectual achievements of humanity. We embrace the global nature of our student body, recognizing that diversity serves as a resource for learning as we develop and prepare our students for “fulfilling lives, meaningful work, and responsible citizenship.”

## History

The University of Mount Union is the outgrowth of a town meeting held by forward-looking citizens of the village of Mount Union on October 4, 1846. At that time, the people gathered to hear Orville Nelson Hartshorn outline the need for a new institution in the area, where men and women could be educated with equal opportunity, where science would parallel the humanities, where laboratory and experimental subjects would receive proper emphasis, and where there would be no distinction due to race, color, sex or position. On October 20, 1846, this young man organized and taught on the third floor of the “Old Carding Mill” a “select school” of six students.

The school grew rapidly under his inspired leadership and in 1849 became known as “Mount Union Seminary.”

In 1853 a “normal department” was added for the training of teachers. On January 9, 1858, the institution was chartered and incorporated under the laws of the State of Ohio as “Mount Union College.”

Although Mount Union had not been established by church efforts, its founder and early faculty members were dedicated Methodist laymen. One of the articles in the charter of the institution looked to the day when Mount Union would come under the patronage of some annual conference of the Methodist Episcopal Church. The Pittsburgh Annual Conference “heartily endorsed” the new University in 1858, but it was not until 1864 that Mount Union was granted full patronage by the conference.

In September 1911, Scio University, located at Scio, Ohio, was united with Mount Union. By the articles of consolidation, the liberal arts alumni of the former institution were made alumni of the latter.

Scio was established in 1857 at Harlem Springs, Ohio, as “The Rural Seminary.” In 1867 the school was moved to New Market, where it was known variously as New Market College, the One-Study University, and finally, Scio University in 1878.

For many years Mount Union has claimed the distinction of being one of the first institutions to have a summer school. Started in 1870, this first summer school was actually a fourth term in the school year. Since that time, summer instruction has been offered each year at the institution.

On August 1, 2010, the institution officially became known as the University of Mount Union. The change to a “university” designation was made in an effort to better describe what Mount Union is today and more effectively communicate all that the institution has to offer. This decision, unanimously approved by the Board of Trustees, came after careful review of data gathered through numerous research efforts and thoughtful consideration and discussion.

From 1846 to present, the administration of the University has been under the leadership of 11 presidents: Orville Nelson Hartshorn, 1846-1887; Tamerlane Pliny Marsh, 1888-1898; Albert Birdsall Riker, 1898-1908; William Henry McMaster 1899, 1908-1938; Charles Burgess Ketcham, 1938-1953; Carl Cluster Bracy, 1954-1967; Ronald Gilbert Weber '38, 1967-1980; G. Benjamin Lantz Jr., 1980-85; Harold M. Kolenbrander, 1986-2000; John L. Ewing Jr. 2000-2005; Richard F. Giese, 2005-2015; and W. Richard Merriman, Jr., 2015-.

## Facilities

(Dates of construction or dedication)

**Adams Court (2007):** This row of townhouses within the village on Hartshorn Street, named in honor of Gary '75 and Connie Adams, houses 24 upperclass students.

**Art Center (1985):** The William H. Eells Art Center contains a lecture room, painting studio, rooms for print making, sculpture, drawing and design, plus faculty offices. Dr. Eells, a patron of the arts, is a member of the Mount Union Board of Trustees and a former faculty member at the University.

**Beeghly Hall (1973):** The administration building is named in honor of Mr. and Mrs. Leon A. Beeghly of Youngstown, Ohio, who were major benefactors of Mount Union during their lifetimes. The building houses the principal administrative offices of the University.

**Berea House (1999):** Originally Berea Children's Home, this building, located at 1315 S. Union Ave., serves as the Phi Kappa Tau fraternity house.

**Bica-Ross Residence Hall (1996):** This three-story building houses 155 students in suite-style living units, contains two classrooms and is located directly behind the Campus Center. It was named by Violet (Bica '44) Ross in honor of her sister Virginia and in memory of her late husband L. Clayton and brother George Bica '41.

**Bracy Hall (2003):** This four-story natural sciences facility houses the departments of Biology, Chemistry, Geology and Physics. Made possible through a lead gift from Jim and Vanita (Bauknight '63) Oelschlager, the facility is named for Dr. Carl C. Bracy, sixth president of the University. The 87,000-square-foot structure includes 22 laboratories of various types and sizes, three lecture halls, two classrooms and 21 faculty offices.

**Brown Village (2007):** Located on Union Avenue, Brown Village is comprised of three apartment-style buildings (Clutter Manor, Jae Manor and Keller Manor) housing a combined total of 104 students. This living community, which provides housing for juniors and seniors, was made possible by a significant gift from David M. Brown '54 and was named in his honor.

**Brush Performance Hall (2015):** The Louis H. Brush Performance Hall was made possible by a generous estate gift from Louis H. Brush '31, president of Brush-Moore Newspapers, Inc., which included the Salem News and the Canton Repository. The proscenium-style performance hall offers seating for 450 on its lower level and in its balcony. The acoustically-significant, state-of-the-art space can host events of varied natures including vocal, instrumental and theatrical performances.

**Chapman Hall (1864):** This five-story brick, steel and concrete structure is named in honor of Professor Ira O. Chapman, who was associated with the University from the fall of 1851 to the time of his death in 1880. It is the principal humanities classroom building on campus and was completely rebuilt in 1966-67. There are 30 faculty offices, 30 classrooms, an accounting laboratory, an audio-visual room and student and faculty lounges.

**Cicchinelli Fitness Center (2009):** The fitness center, housed in the McPherson Academic and Athletic Complex, was made possible by Christopher Cicchinelli '98 and his mother, Patricia Brisben. A two-story atrium takes you into a fitness center that has two floors housing cardiovascular and weight equipment.

**Clarke Astronomical Observatory (1968):** Moved in May of 2003 to the south end of Bracy Hall, it was previously located at the south end of East Hall. It is the second such building to honor the memory of Dr. George Washington Clarke, professor of natural philosophy at the University. The first observatory, erected in 1924, served until it was razed to make room for the Timken Physical Education Building. The instruments, used in both observatories, are the gifts of Elmer E. Harrold of Leetonia, Ohio.

**Clutter Manor (2007):** Named in honor of Ronald '80 and Tracy Clutter, this apartment-style building is located within Brown Village on Union Avenue and provides housing for 32 upperclass students.

**Cope Music Hall (1964):** This facility is named in memory of the late Kenneth B. Cope '20, alumnus, trustee and churchman. Principal donors to the building are his widow, Lela (Stoffer '21) Cope, and family.

Cope Music Hall is located within the Giese Center for the Performing Arts located on the northeast edge of the campus.

The building contains the offices and teaching studios of faculty members in the Department of Music. Also located in this area is the Sturgeon Music Library, given in memory of Bertha Fogg Sturgeon and her parents, by Samuel Sturgeon. The collection of books, scores and recordings was begun by a generous donation by Mrs. Ella Wilcox Peasley and the Carnegie Corporation. Presently, there are more than 7,000 recordings in LP and CD formats, more than 10,000 music scores, a music reference collection and approximately 60 music periodical titles in the library. The facilities include four listening stations, an A-V room with stereo equipment, a TV and VCR and a computer workstation with access to the campus network, the library system and the Internet.

A complete keyboard laboratory of 13 Roland electronic pianos is located in the music theory area, adjacent to a computer laboratory. The Department of Music facility includes a state-of-the-art MIDI synthesizer/computer laboratory. There are currently four computer workstations in place with access to a laser printer. The computers are connected via Studio 3 MIDI interfaces to either the Kurzweil K250, the Korg M-1 or to the Yamaha DX-7 synthesizers. The laboratory is utilized by students to do remedial work in the area of basic musicianship skills, to process music theory assignments, to orchestrate, to study audio theory and to investigate synthesizing, sequencing and voice sampling.

Dedicated choir and band rehearsal rooms, a small recital hall, 30 practice rooms of various sizes and three classrooms are on the east side of the building. Presser Recital Hall is dedicated to Theodore Presser, a former Mount Union student and professor. The three-manual organ in the recital hall is the gift of the Kulas Foundation.

**Cunningham Residence Hall (1968):** A residence hall for 112 first-year students, this hall is named in honor of Mr. and Mrs. N. A. Cunningham of Alliance, Ohio. Mr. Cunningham was a trustee for 30 years. The three-story brick structure, facing Clark Avenue, is a duplicate of McCready Hall, and the two halls are separated by a courtyard.

**Dewald Chapel (1999):** The first free-standing Chapel in University history, the Dewald Chapel was made possible by a lead gift from Dr. Donald and Mrs. Eleanore (Iman '38) Dewald. The Chapel includes a sanctuary, 24-hour meditation room, conference and meeting rooms for religious life programs and offices.

**Dussel House (1941):** This house, located at 1330 S. Union Ave., was presented to the University by the late Mrs. Frank E. Dussel of Alliance, Ohio and is used as the Delta Sigma Tau sorority house.

**Elliott Residence Hall (1914):** Elliott is a three-story women's residence hall named in honor of A.V.T. Elliott of Canton, Ohio. The building was remodeled in 2006. Forty-two women are housed in the building.

**Engineering and Business Building (2010):** This facility, originally built in 1958, was renovated in 2010 to house the new Department of Engineering as well as the Department of Economics, Accounting and Business Administration. The facility includes a two-story lobby, five labs, a computer lab, two lecture halls, a conference room, student lounge, study areas and 21 offices.

**Gallaher Hall (2014):** Gallaher Hall, Mount Union's new health and medical sciences facility, houses the Physician Assistant Studies Program and Bachelor of Science in Nursing Program as well as a potential Doctor of Physical Therapy Program slated for launch in the fall of 2015 pending the appropriate approvals. The approximately 41,000-square-foot state-of-the-art facility features an operating simulation room, exam rooms, skill labs, a conference room, tiered and regular classrooms, expansion space, a courtyard and faculty offices. Named for the late Dr. Charles S. Gallaher '25, the facility is connected by a walkway to the south end of Bracy Hall, the University's natural sciences facility.

**Gallaher Theatre (2015):** The Charles S. Gallaher Theatre was made possible by a generous gift from Dr. Charles S. Gallaher '25, M.D. Mr. Gallaher, a Mount Union alumnus and distinguished member of the Board of Trustees from 1956 to 1994, very generously named Mount Union in his estate. This multipurpose space, located within the Giese Center for the Performing Arts, can host an array of events including improv theatre, theatre in the round, small music ensemble recitals, dance performances and other entertainment events as well as banquets and receptions.

**Gartner Welcome Center (2009):** Named for Carl '60 and Martha Gartner, the Gartner Welcome Center was designed to further enhance the first impression for prospective students as they visit the Mount Union campus. Housing the Office of Admission and Office of Student Financial Services, the Welcome Center displays the University's commitment to green initiatives through its LEED (Leadership in Energy and Environmental Design) certification. It is one of only a few college and university buildings in Ohio to be LEED certified and the first in Stark County.

**Giese Center for the Performing Arts (2015):** The Giese Center for the Performing Arts is named in honor of Dr. Richard F. and Mrs. Sandra L. Giese, who led with vision at the University of Mount Union from 2005-2015, advancing an already-strong college to a vibrant university during their 10-year tenure at the helm. The Center, which houses the departments of Music and Theatre, is dedicated to the visual and performing arts. The facility includes the Otto Art Gallery, Gallaher Theatre, Cope Music Hall and Brush Performance Hall and is also home to a green room, scene shop, costume shop and dressing area.

**Grove Court (2007):** Named for Charles and Carol Grove, this row of townhouses within the village on Hartshorn Street is home to 40 juniors and seniors.

**Gulling Training Center (2001):** The Gulling Training Center is located west of Mount Union Stadium. The 12,750 square-foot building contains offices, classrooms and areas for plyometrics and sprinting as well as a weight area for strength training. The building was funded by four major gifts including the lead gift from Paul Gulling '80 of North Canton, Ohio; Basil Strong '26 of Atwater, Ohio; Tony Lee '50 of Alliance, Ohio, in honor of his late wife, Beverly Jean (Bowden '51) Lee; and Robert Bordner of New Washington, Ohio.

**Hammond Natatorium (2009):** Located in the McPherson Academic and Athletic Complex, the natatorium includes a pool and diving area for recreation and varsity athletic competition. This home of the varsity swimming and diving team includes office space, storage, a scoreboard and seating for 1,000 spectators. Hammond Construction generously provided the lead gift for this facility.

**Hartshorn Village (2007):** The Hartshorn Street Village, centrally located on campus next to the Timken Physical Education Building and across from the Gulling Training Center, offers easy access to the fitness facilities of which so many of our students like to take advantage. This village community consists of three rows of houses; each with its own exterior entrance. The townhouse style of these structures give students the real feeling of independence as they walk through their very own front door into an open floor plan consisting of a living room, kitchen, bathroom and one bedroom downstairs and a bathroom and three bedrooms upstairs.

**Haupt House (2002):** The Fred J. Haupt President's Home is located at 1304 S. Union Ave. Flexible for family living and formal entertaining, highlights of the home include a domed ceiling in the foyer featuring the Mount Union seal and a wall of "University family" photographs dating from the early 1890s.

The home was formally named the Fred J. Haupt President's Home in 2007 in honor of long-time University supporter and Board of Trustees member Dr. Fred J. Haupt '63.

**Hoiles-Peterson Residence Hall (1989):** Hoiles-Peterson Residence Hall is a two-story, L-shaped building that houses 103 students in suite-style living units. The residence hall, located on the east side of Miller Avenue, is named in recognition of the support and dedication of Josephine (Hoiles '40) and Donald '39 Peterson.

**Hoover-Price Campus Center (1962):** The University's Campus Center is named in honor of the Hoover Company of North Canton, Ohio and the late Mr. and Mrs. H.C. Price of North Canton, Ohio, principal donors for the building. It is a one-story structure of 55,800 square feet located on the northwest edge of the campus.

The Campus Center is the extracurricular heart of the campus. Expanded in 1996, the Campus Center includes offices for many student services including the Academic Support Center and the offices of Accessibility Services, Campus Card and Facilities Scheduling and Auxiliary Services. In addition, the Campus Center is home to most of the Office of Student Affairs staff including the vice president for student affairs and dean of the University and associate dean of students, as well as the offices of Residence Life, Diversity and Inclusion, Student Involvement and Leadership, Counseling Services, Alcohol, Drug and Wellness Education and Career Development.

Both the Kresge Commons and the B & B Café were renovated in 2006-2007 and are popular gathering spots for students. The Campus Center is also home to

the University Store, a computer lab, student mailboxes and the University radio station. The Alumni Room, East Room and West Room, as well as the Osborne and Deuble Conference rooms, provide accommodations for meeting space. The mezzanine level, added in 1988, houses the CCTV and audio-visual operations. A student-staffed Information Desk and the main University switchboard are also located in the Campus Center.

**Jae Manor (2007):** This apartment-style building located within Brown Village on Union Avenue provides housing for 36 upperclass students and was named to honor the legacy of the late Hugh '54 and Nancy Jae.

**Keener House (1979):** This two-story brick building located at 145 Hartshorn is used to house the Department of Philosophy and Religious Studies.

**Keller Manor (2007):** Named in honor of Daniel '72 and Laura Keller, this apartment-style building located within Brown Village on Union Avenue is home to 36 upperclass students.

**Ketcham Residence Hall (1962):** Located on Simpson Street, this residence hall is named for the late Dr. Charles B. Ketcham, president of Mount Union from 1938-1953, and his wife, Mrs. Lucile Brown Ketcham. The three-story brick structure houses 115 students.

**Perry F. King Guest House (1981):** The home is the gift of Dr. and Mrs. Robert G. King '33 of Marion, Massachusetts, in memory of his late father, Dr. Perry F. King 1899, who was a prominent surgeon, member of the Board of Trustees (1914-1918), team physician (four decades), one of the founders of the Alumni Association and responsible for the organization of the Student Health Service. The beautiful old home is located at 1414 S. Union Ave. and is used to house male students at the University.

**King Residence Hall (1960):** King Hall houses 114 students. The three-story brick structure is named for the late Dr. George L. King Jr. '22 and his wife, Margaret (Wagner) King. Dr. King served as president of the Mount Union Board of Trustees for 18 years.

**Kolenbrander-Harter Information Center (2000):** The Kolenbrander-Harter Information Center provides 45,912 square feet of technology and learning space, which is directly linked to the traditional library space (see library entry for resources). It houses the Digital, Writing and Oral Communication Studio, PC labs, a Macintosh lab, a computer science lab, a language lab, several multimedia classrooms, 24-hour access to study space, computer labs and vending. It is home to the new KHIC Stand Café and Learning Commons, which offers technology, gathering and study space for individuals and groups. It also contains classrooms and office space for the departments of Computer Science and Information Systems, Foreign Languages and Communication. The facility was made possible through a lead gift from Steve '84 and Suzanne (Spisak '84) Harter.

**Lakes (1916):** The campus lakes are located across from Cope Music Hall. An idea provided by former member of the Mount Union Board of Trustees, Walter Ellet, the lakes were constructed in 1916. Shaped by shovels, wheelbarrows and horses using slip scrapers, the lakes were originally formed in the shape of an "M."

The lakes suffered much erosion during the ensuing years, so in 1983, the lakes were cleaned and renovated. Through the installation of a retaining wall, much of the damage caused by the erosion was corrected. The lakes were also restored to their original depth of eight to 10 feet. Other repairs included the addition of new drainage pipes and renovation of the pedestrian bridge.

The campus lakes are not to be used for recreational purposes.

**Lamborn Plaza (1984):** The Plaza, adjacent to the north entrance of the Engineering and Business Building, is located on the former site of Lamborn Hall, which serviced science classes from 1914 to 1983. The plaza includes in its construction the cornerstone and name plate from Lamborn Hall.

**Library (1950):** Originally built in 1950 and expanded in 1975, the University Library is located within the Kolenbrander-Harter Information Center. The library offers more than 230,000 books in open stacks, more than 900 current journal titles, back years of journals in both bound and microform format and more than 350,000 federal government publications. Access to a wide range of computer databases and electronic full-text products is available via campus networked access to the Internet.

Library collections are accessed through the OPAL catalog. Mount Union is part of a 19 library catalog consortium which uses the Innovative Interfaces software system. As part of the OhioLINK system, our users may borrow materials directly from all OPAL libraries as well as any of the 74 OhioLINK libraries throughout the state of Ohio.

In addition to the OPAL catalog, the Mount Union library home page on the Internet offers access to more than 200 periodical indexes in a wide array of subject areas, more than 5,000 full-text periodical titles, a range of encyclopedias and dictionaries and several gateways to federal government document resources.

Special collections are located in the Rare Books Room and the Historical Room, which houses the University's archives and a local history collection.

The estate of Louis H. Brush makes annual grants to purchase books and periodicals in memory of James Alpheus Brush, the first Librarian of the University, and his wife. The Thomas S. Brush Foundation, Inc. made a gift of approximately \$500,000 in 1971 to the Endowment Fund of the University with the income to be used for purchase of books and periodicals in memory of Mr. Brush's grandparents, Mr. and Mrs. Louis H. Brush.

The Sturgeon Music Library, located in Cope Music Hall, houses 7,000 recordings, 10,000 scores, current music periodicals and a music reference collection. Listening stations equipped with compact disc players, turntables and cassette recorders are provided for student use as well as a soundproof listening room.

The Science Library provides the most recent three years of science journals and a science reference collection in close proximity to science classrooms and laboratories.

**McCready Residence Hall (1965):** A residence hall for 119 first-year students, McCready Hall is located between Hartshorn Avenue and State Street. It is named in honor of the late B. Y. McCready '16 of Alliance, Ohio, a long-time member of the Board of Trustees, and his widow, Mrs. B. Y. McCready.

**McMaster Residence Hall (1956):** Located on Simpson Street, McMaster houses 163 women. It is named for the late president of Mount Union, Dr. William H. McMaster 1899, and Mrs. McMaster. The three-story brick construction is built in an L-shape and is the largest residence hall on campus.

**McPherson Academic and Athletic Complex (2009):** The McPherson Academic and Athletic Complex is Mount Union's primary health and wellness complex. The facility is named in honor of Richard '50 and Dorothy (Werstler '49) McPherson, whose generosity provided for the McPherson Center for Human Health and Well-Being in 1996 as well as for this latest addition and renovation. The MAAC includes the Timken Physical Education Building, Peterson Field House, McPherson Center for Human Performance, Cicchinelli Fitness Center, Hammond Natatorium and Sweeney Auxiliary Gymnasium as well as a wrestling room, exercise science center and laboratory, athletic training facility, classrooms, laboratories, office spaces and an area dedicated to student recruitment.

**McPherson Center for Human Performance (1996):** The McPherson Center, located adjacent to the Timken Physical Education Building, is the home for the Department of Human Performance and Sport Business with faculty offices, a student lounge and state-of-the-art classroom and laboratory facilities. The building was made possible through a lead gift from Richard '50 and Dorothy (Werstler '49) McPherson. The center is part of the McPherson Academic and Athletic Complex.

**Miller Residence Hall (1866):** Miller is a three-story brick residence hall named in honor of the Honorable Lewis Miller of Akron, long-time chairman (1868-99) of the Mount Union Board of Trustees. It is the oldest residence hall on campus and was renovated in 2007.

**Mount Union Stadium (1915):** The Stadium was planned and equipped by the University's Alumni Athletic Association. It contains a football field, an all-weather track, a steel and concrete grandstand, concrete bleachers and dressing and storage rooms. The stadium playing field is made of an artificial surface called AstroPlay. Lights allow for night contests. Stadium capacity is 5,600.

**Nature Center (1986):** The John T. Huston-Dr. John D. Brumbaugh Nature Center is located six miles south of the campus. The 126-acres of woodland, including 27-acres of old growth beech maple forest, provide a nature preserve for plant and animal populations native to northeastern Ohio. The land, donated to the University by Dr. John D. Brumbaugh in honor of his grandfather, Mr. John T. Huston, will be used in perpetuity as a center for environmental education. The preserve, used as an outdoor teaching laboratory for the natural sciences, also supports many faculty/student research projects. In addition, nature trails are open to the public and to organized groups in the area. The Dr. John D. Brumbaugh Visitors Center, completed in 1991, provides classroom and laboratory space and an information resource for students and other visitors.

**Orwick Court (2007):** This newest row of townhouses located on State Street was made possible by a gift from Carl '42 and Martha "Nickie" (Nicholson '45)

Orwick in honor of the four generations of family who have passed through Mount Union. Forty upperclass students reside within Orwick Court.

**Otto Art Center (2015):** The Sally Otto Art Gallery was made possible by a generous gift from Mr. Eric (Jim) '56 and Mrs. Sally (Cooper '56) Otto. Located within the Giese Center for the Performing Arts, the Otto Art Gallery features exhibitions of work by students, faculty and professionals throughout the academic year.

**Peterson Field House (1981):** Located at the west end of the McPherson Academic and Athletic Complex, the Field House is named in recognition of the late Donald '39 and Josephine (Hoiles '40) Peterson. Dr. Peterson's many contributions included serving as a member of the Board of Trustees from 1954 until 2006 and as Board president from 1971 to 1987.

The Field House features the Wuske Track, a 200-meter NCAA regulation indoor track for hosting college and high school meets, named in honor of the University's successful track coach, the late Jim Wuske. The facility also includes batting cages and indoor practice space for baseball, softball and golf and provides recreational and varsity practice space for basketball, volleyball and tennis.

**Scott Plaza:** Adjacent to the library, Scott Plaza is named in memory of Dr. Joseph Scott who was head of the Department of Biology from 1918 to 1946.

**Shields Residence Hall (1999):** This three-story building houses 155 students in suite-style living units and is located directly behind the Campus Center. It was named in honor of Dr. Clifford D. '43 and Mrs. Betty (Hatton '44) Shields.

**Sweeney Auxiliary Gymnasium (2010):** The auxiliary gymnasium, located in the McPherson Academic and Athletic Complex, provides additional practice space for Mount Union's intramural program and recreational activities. The facility was made possible through the generosity of Sean '79 and Caroline Sweeney.

**Timken Physical Education Building (1970):** The Timken Physical Education Building, part of the McPherson Academic and Athletic Complex, includes a performance arena with three full-size basketball and volleyball courts with a seating capacity of 3,000. Also housed in the facility is a state-of-the-art sports medicine center that includes an athletic training room, offices, rehabilitation center and hydrotherapy facilities. The Office of Athletics is located here along with classrooms, the M Club meeting room and an interactive kiosk that includes the M Club Athletic Hall of Fame.

**Tolerton and Hood Hall (1982):** Tolerton and Hood houses the departments of Mathematics, Psychology and Sociology. The building includes faculty offices, a large lecture room, individual classrooms and student laboratories. The building was endowed in 1983 through a generous gift from Mary (Tolerton '24) Hood. Tolerton and Hood Hall was named for Mrs. Hood's father, Howard Tolerton, and her husband, Clifford Hood.

**Union Avenue Gateway and Park:** The Gateway and Park are located between Union Avenue and the University buildings. The park, made possible by the Mount Union Woman's Club, contains two lakes, walks, a bridge, trees and shrubbery. A brick entrance, erected by the class of 1893, marks the approach from Union Avenue.

**Union Avenue West Village (2011):** Located on Union Avenue, is comprised of three apartment style buildings, housing a combined total of 188 students with 40, three story and eight, two story apartments. This living community provides housing for juniors and seniors.

**van den Eynden Hall (1928):** Located at 136 Hartshorn St. and formerly known as the Administration Annex, the building was named in 1990 in recognition of the late Howard and Kathryn van den Eynden of Shaker Heights, Ohio. The building was the gift of an anonymous donor in 1940. Prior to that time it housed the Phi Kappa Tau fraternity, and from 1942-1962 it served as the college Student Union and a residence hall. The building now houses The Center for Global Education and The Center for Public Service.

**Wable-Harter Building (1996):** The Wable-Harter Building, located behind the Mount Union Stadium, is the gift of Steve '84 and Suzanne (Spisak '84) Harter of Houston, Texas. The building houses the football locker room and facilities, offices, a meeting room and a training room.

**Whitehill Tennis Courts (1946):** The University's Tennis Courts, located behind Bica-Ross Hall, are the gift of the late Mr. C. E. Whitehill of Indianapolis, Indiana. A new construction in 1999, the site includes six tennis courts.

## Accreditations and Affiliations

The institution is in good standing with each of its professional accrediting agencies.

- Higher Learning Commission
- Department of Education of the State of Ohio (contained within NCATE accreditation)
- University Senate of the United Methodist Church
- Ohio Board of Nursing
- Ohio Board of Regents (Certificates of Authorization)
- National Association of Schools of Music (NASM)
- Commission on Sport Management Accreditation (COSMA)
- Commission on Accreditation of Athletic Training Education (CAATE)
- National Council for Accreditation of Teacher Education (NCATE)
- American Chemical Society (ACS).
- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

## Alumni and Related Organizations

The University of Mount Union Alumni Association was officially organized in 1948, having functioned for many years as an informal organization. Its purpose is to promote interest in Mount Union through a variety of programs. All former students are automatically members of the association. Activities are coordinated through the Office of Alumni Engagement, part of the University's administrative staff and the Executive Committee from the association. The Alumni Association supports the work of 6 sub-committees which in turn support the strategic initiatives of the University.

Special programs for alumni from all areas are provided at the University during Alumni Weekend and also on Homecoming Day in the fall. Mount Union Magazine, along with the alumni website and social media, keeps alumni and friends informed of the programs and activities of the association and of the University. Participation and support of the association or office driven events and programs are welcome and encouraged from any of our wonderful alumnae around the world.

The Mount Union Women, founded in 1933, is an organization of local chapters with the National Cabinet as its governing body. Its purposes are to foster the interests of Mount Union, to promote the education of women, to provide an effective medium of contact between alumnae and the University and to organize local chapters of Mount Union Women.

Any woman who has attended Mount Union is a member of Mount Union Women. Associate memberships may be held by the wife of an alumnus and the mother, daughter or sister of an alumnus or alumna. Honorary memberships are given to the wife of the president of the University, the wives of all members of Administrative Council, the director of alumni activities and women members of the University's Board of Trustees. Honorary memberships may be given to women professors and wives of professors.

M Club is an organization of former student-athletes. Any student-athlete lettering in a varsity sport (Men's and Women's) at Mount Union is automatically eligible to be a member of M Club upon graduation. The M Club serves to raise additional revenue to supplement the annual operations and capital budget of the athletic programs to be more competitive. The major activities of the Club include the Athletic Hall of Fame induction ceremony, electronic newsletter four times a year, Membership Gift Drive, the Annual Golf Outing and other fund raising events. Members receive a membership card granting free admission to all regular season on-campus athletic events.

## Special Lectureships

**The Carr Lecture:** The Joseph M. Carr Lectureship was established at Mount Union in 1916 by the Carr family in memory of the Reverend Joseph M. Carr, D.D., a close associate of President Hartshorn in the early days of the University of Mount Union. The condition under which the lectureship was given states that the lecture shall always be upon the subject, "The Mission of the Christian University to the World."

**The Dewald Honors Dinner:** The Dewald Honors Dinner is made possible by Dr. Donald W. and Mrs. Eleanore (Iman '38) Dewald of Mansfield, Ohio. The Dewalds have believed that academic achievement should be publicly recognized. This event applauds the quality of student effort and encourages the pursuit of academic excellence at the University of Mount Union. The purpose of the dinner is to recognize freshman honor scholars, upperclassmen who earned Dean's List recognition during the academic year and students participating in the Honors Program.

**The Eckler Lecture:** The Eric A. and Mary W. Eckler Lecture in Literature and Drama was established through an endowment given by Mr. John A. and Mrs. Dorothy (Nelson '29) Cummins in appreciation of the Ecklers' years of service to the community and Mount Union. The income shall be used annually to bring a person(s) to the campus for one or more programs in literature or drama. Residents of Alliance and surrounding areas shall be invited to participate in the public programs.

**The Faculty Lecture:** Each year a member of the faculty is selected to give a special lecture relating interesting and important developments in his or her own field or exploring matters of general concern to the faculty. These lectures are open to the public.

**The Gallaher Lecture:** The Dr. Charles S. Gallaher Science Lecture Series was established in 2013 with an estate gift from Dr. Charles S. Gallaher '25. Gallaher was a Mount Union alumnus and distinguished member of the Board of Trustees from 1956 to 1994. The lecture supports the sciences and is to be presented in the Charles S. Gallaher Hall.

**The Heffern Lecture:** The Gordon Heffern Business Ethics Lecture was established by Mount Union Trustee Gordon E. Heffern to encourage dialogue about the practical ways in which spirituality can transform the workplace. Heffern, a graduate of the University of Virginia, served as chairman of the board of Society Corporation before retiring in 1987.

**The Kershaw Lecture:** The Myrtie Allen Kershaw Lectureship on Poetry and the Fine Arts was established in 1960 by a bequest from Myrtie Allen Kershaw of Kent, OH, who indicated in her will that such a fund should go to a University chosen by her friend and executrix of her estate, Elizabeth Clark Bell. Because of Mrs. Bell's personal interest in Mount Union, where she was a student in 1932-33 and where her uncle, Robert E. Stauffer, was a teacher and librarian for many years, she designated Mount Union to receive the fund. The income is used to bring periodically to the University a person of distinction, for one or more lectures on ancient or modern poetry, the fine arts, or music or for an original performance in one of these fields.

**The Schooler Lecture Series:** The Schooler Lecture Series was established in 1988 through a grant made by the Schooler Family Foundation of Coshocton, Ohio. Through their gift, the University is able to provide a dramatically enhanced opportunity for young men and women studying at Mount Union and for residents in the greater Alliance area to experience the breadth and depth of American culture. Speakers have included former U.S. President Gerald Ford; former U.S. Surgeon General C. Everett Koop; the late Astronomer Carl Sagan; former U.S. Secretary of State Henry Kissinger; and U.S. Supreme Court Justice Sandra Day O'Connor.

**The Slater Lecture:** The Thelma Tournay Slater Classics Lecture is made possible through a gift of Mrs. Thelma E. (Tournay '42) Slater. Mrs. Slater's lifelong passion for the classics began at Mount Union. The gift supports student enrichment through an increased appreciation of the civilization and cultural achievements of ancient Greek and Rome that stand at the core of a liberal arts education.

**The Smith Lecture:** The C. Richard Smith Lectureship in Business was established by C. Richard Smith, a 1953 graduate of Mount Union. The purpose of this lectureship is to bring business professionals to campus to share their knowledge and experience with business students, faculty and others from the campus and local community.

**The Wolf Lecture:** The Eleanor Mincks Wolf Lecture was established by John L. Wolf of Medina in memory of his wife Eleanor (Mincks '39). She was a former teacher of English and Latin in Richfield and Highland school districts. This lecture features a professional in the English field.

# Undergraduate Academic Calendar

## Summer Sessions 2015

Summer I	May 11 – May 29	3 weeks
Summer II	June 1 – July 24	8 weeks
Summer PA	May 18 – August 7	12 weeks

## Fall Semester 2015

August 28-30	Fri-Sun	Fall Orientation
August 31	Monday	First day of classes
September 4	Friday	Last day to drop without 'W'
September 7	Monday	Labor Day, Classes in session
October 19	Monday	Fall Break, Classes not in session
October 20	Tuesday	Fall Break, Classes not in session
October 23	Friday	Last day to change from Credit to 'S/U'
November 9	Monday	Last day to withdraw with a 'W'
November 20	Friday	Last day to petition to change an exam
November 24	Tuesday	Thanksgiving recess begins at 11:00 p.m.
November 30	Monday	Classes resume
December 11	Friday	Last day of classes
December 13	Sunday	Reading Day
December 14-18	Mon-Fri	Final exam period
December 18	Friday	Semester ends at 11:00 p.m.

Seven-week classes:	<u>Aug 31 – Oct 16</u>	<u>Oct 21 – Dec 11</u>
Last day to drop without 'W'	Sept 4	Oct 27
Last day to withdraw with grade of 'W'	Oct 2	Nov 20

## Spring Semester 2016

January 11	Monday	First day of classes
January 15	Friday	Last day to drop without 'W'
January 18	Monday	Martin Luther King Jr. Day, Classes not in session
February 27	Saturday	Spring recess begins
March 7	Monday	Classes resume
March 11	Friday	Last day to change from Credit to 'S/U'
March 25	Friday	Good Friday, Classes not in session
March 28	Monday	Last day to withdraw with a 'W'
April 8	Friday	Last day to petition to change an exam
April 19	Tuesday	SCHOLAR Day/Honors Convo
April 25	Monday	Last day of classes
April 26	Tuesday	Reading Day
Apr 27, 28, 29	Wed-Fri	Final exam period
May 2, 3	Mon-Tue	Final exam period
May 3	Tuesday	Semester ends at 11:00 p.m.
May 7	Saturday	Commencement

Seven-week classes:

Last day to withdraw without 'W'  
Last day to withdraw with grade of 'W'

Jan 11– Feb 26

Jan 15  
Feb 12

Mar 7 – April 25

Mar 11  
Apr 8

This calendar is subject to change.

# Admission and Financial Aid

## Admission to the University

The policy of the University of Mount Union is to enroll applicants who are best qualified to participate effectively and creatively in the life of the total academic community. Admissions decisions are based on past academic achievement as well as potential for future growth. Also considered are participation in high school and community activities, talents, interests, and motivation.

A candidate may apply for admission after completion of six semesters of high school study. The University follows a policy of rolling admission with the first decisions released after September 15. Though early application is encouraged, selection is made on the basis of records and credentials rather than on the basis of priority of application.

Students may enroll in the University at the beginning of any semester or, with permission, for the Summer Session. (See the Academic calendar for opening dates of each semester.) Applications should be submitted well in advance of the opening date of each semester in order to receive full consideration, and no later than the week prior to the start of each academic session. However, on an exceptional basis, the Office of Admission may give consideration to qualified applicants whose complete credentials are received by the fourth day of the first week of classes.

## Entrance Requirements

An entering freshman should hold a diploma from an accredited secondary school and should have completed a minimum of 15 units. Consideration for admission as an entering freshman begins at the cumulative grade point average level of 2.0 on a 4.0 scale. Preference is given to applicants who have completed with distinction college preparatory programs which include 4 units in English; 3 units or more in each of the following fields: mathematics, social sciences and laboratory sciences; and 2 units or more in foreign language. Consideration for admission also is given to capable students who have followed alternate programs. Additional documentation may be required to support the admission application.

Mount Union requires that an applicant submit the results of either the SAT Reasoning Test of the College Board ([www.collegeboard.org](http://www.collegeboard.org)) or the ACT examination ([www.ACT.org](http://www.ACT.org)). For all applicants applying for the 2013-2014 Academic Year, the University does not require the ACT Writing Test, and will not use the Writing Test as a factor for applicants from whom we receive the Writing Test score. Applicants for admission should contact their high school guidance counselor for further information concerning either examination. The applicant should arrange to take one or both of the examinations by the spring of the junior year or, at the latest, by the fall of the senior year.

An information session with a member of the admission staff is recommended as it provides the opportunity for an exchange of pertinent information between the student and the admission officer. Information sessions may be scheduled between the hours of 9 a.m. and 3:30 p.m. on weekdays throughout the year. Information sessions are also held on select Saturdays during the academic year. An applicant should contact the Office of Admission to arrange an information session appointment.

## Admission by Transfer

Consideration for admission as a transfer student requires a minimum cumulative grade point average of a 2.0 (on an A = 4.0 scale; 2.0 = C) at the institution previously attended and documentation of good academic standing and honorable disciplinary standing on the Dean's Evaluation Form. (If past or pending disciplinary issues are evident or if other indicators warrant it, we will also require a Dean of Students Form from every institution previously attended by you.) The application for admission should be accompanied by a personal statement explaining the reason for leaving the previous institution and the reason for selecting Mount Union. In addition, the applicant must have official transcripts forwarded from all institutions previously attended (including final high school transcripts).

In order to be eligible for acceptance to the University of Mount Union Academic Record, a transferred course must:

- Have been earned at a regionally accredited college or university.
- Reflect a grade of "C" or higher.
- Be in an equivalent program offered by Mount Union.

A student who has been registered for one or more courses at another university, with the exception of those students who enrolled under the Post-Secondary Enrollment Option or Dual Credit Program, is classified as a transfer student. Failure to report attendance at another college or university, whether or not credit was granted, may result in suspension from the University of Mount Union.

All transfer students must complete a minimum of 48 semester hours at the University of Mount Union before receiving a University of Mount Union degree. Certification of a major on a University of Mount Union degree for a transfer student will require the student to take courses in the major area and a Senior Culminating Experience. The courses necessary for completion of the major will be specified by the chair of the department of the proposed major after evaluation of the student's transcript. These courses may be taken as part of the 48 semester hours required at the University of Mount Union.

Grade point averages accrued at other institutions are not transferable to the University of Mount Union.

## Admission of International Students

An applicant who is not a United States citizen or eligible non-citizen shall be considered an international student and will apply for admission to the University through the International Recruitment and Admission office. Students may seek admission to the University once they have successfully completed the secondary school system as officially recognized by the country in which they are being educated. Applicants shall submit certified English translations of official academic records from each school attended beyond the primary level including the results of any government level examination required for official completion of secondary school, a Teacher Reference Form completed by an instructor at the latest educational level, and certification of adequate financial support. Applicants whose native language or language of secondary school instruction is not English must submit for review one of the following: results of the Test of English as a Foreign Language (TOEFL) or of the International English Language Testing System (IELTS). Students admitted with a TOEFL total score between 61 and 78 (iBT) [500 to 547 paper based] or an IELTS (International English Language Testing Service) score between 5.0-5.5, are required to enroll in at least two ESL courses (10 semester credit hour minimum) in the first year as part of their full-time course load. Students taking ESL coursework may apply no more than eight semester credit hours toward graduation.

## Returning Students

A Mount Union student whose attendance at the University is interrupted, either by suspension or by withdrawal for any reason, must apply for readmission with the Office of the Registrar in order to resume academic work at Mount Union. An extended absence may result in reassessment and/or adjustment of degree requirements. A student who has attended any other institutions since leaving Mount Union will have to submit transcripts from each school attended before being considered for readmission.

When the Office of the Registrar identifies a student who has been pursuing a degree for more than 10 calendar years, that office will request that the department(s) in which the student is doing his or her major and minor work complete a review of the student's record to date. This review would be to determine if any modifications should be considered or implemented in the student's program of study toward the major(s) or minor(s).

## Transient Students from Another Institution

A student who is regularly enrolled at another college or university but who seeks approval to register for classes at Mount Union as a transient in order to have credit transferred to the home institution must apply by submitting a transient application to the Office of the Registrar. Although official transcripts are not required as part of the transient application process, a student seeking transient status at Mount Union must present evidence of good academic and disciplinary standing at the home institution. Following completion of the academic work, a transient student must request an official transcript be sent to the home institution in order to transfer credit accordingly.

## Pre-College Credit

Students who have completed regular accredited college courses while in high school through programs such as Post-Secondary Enrollment Option or dual credit or College Credit Plus may, by having a copy of their transcript sent from the credit-granting college (not the high school transcript) be awarded credit according to Mount Union policy. General conditions of transferring credit also apply here. Entering students are required to take certain tests at the time of entrance to the University and are encouraged to take placement tests in applicable areas in order that they may begin course work at the proper level.

## Advanced Placement

Mount Union encourages the taking of advanced placement courses. The University may award credit based on achieving the appropriate examination score on College Board Advanced Placement Examinations. Further information on the Advanced Placement program may be obtained from the Office of Admission.

## College Credit Plus Enrollment Options

The University of Mount Union's CCP Enrollment Options are designed to provide qualified students with the opportunity to complete college-level course work.

For consideration, applicants must meet the normal admission standard of the University. CCP acceptance will be based on the University's review of the following application materials: timely completion of the appropriate CCP application, transcripts reflecting all grades up to the time of application and any current courses in progress and a CCP recommendation form that has been completed by the school counselor or principal.

ACT or SAT test score results (writing not required) must be provided by applicants seeking admission to CCP at the University site and Compass scores must be provided by students seeking admission to CCP at the high school site. Scores/Sub scores must also provide evidence that the students meet the remediation free standards as published on the site of the Ohio Board of Regents.

A letter of acceptance into CCP Program at the University site does not guarantee placement in any given course. Actual enrollment is dependent upon space availability with priority of course scheduling given to University of Mount Union undergraduate students. Normal course pre-requisites remain in place. In accordance with existing institutional policy, the University reserves the right to cancel any class if the minimum number of students is not enrolled.

## Consumer Information Disclosures

As a prospective student, federal regulations stipulate that you have the opportunity to access various types of consumer information.

If you wish to obtain a copy of the Equity in Athletics Disclosure Act Report, please contact the Office of Admission. This report, which contains athletic program participation rates and financial support data, is compiled annually and available to the public.

If you wish to obtain a copy of the Campus Crime Report, please contact the Office of Admission. This report is published annually and includes information about campus security policies, procedures, and practices and statistics for the occurrence, during the prior three calendar years, of criminal offenses that were reported to local police agencies or to a campus security authority.

## Financial Aid for Undergraduate Students

The primary goal of the financial aid program at Mount Union is to assist students in meeting their University expenses by providing financial resources. Financial assistance from the University should be considered as supplemental to the family effort. The investment of the family includes parental support for dependent students and a contribution from the students themselves. Mount Union will strive to assist eligible students to the greatest extent possible based on the University's available resources.

### Eligibility for Financial Aid for Traditional Undergraduate Students

To be eligible for financial assistance, the student must be classified as a full-time traditional undergraduate student and show satisfactory progress toward meeting the requirements for a degree. Institutional financial assistance is not available to any student who holds a bachelor's degree or higher or for summer school.

Consideration for institutional need-based grants will be available for up to 10 semesters or until completion of the degree, whichever is less. Students who wish to accelerate their program by attending summer school may be eligible for limited types of assistance. The amounts and types of assistance for summer attendance are limited, and applications for such aid should be made preceding attendance.

Students must complete the Free Application for Federal Student Aid (FAFSA) in order to be considered for financial assistance based on financial need. Students apply online at [www.fafsa.gov](http://www.fafsa.gov) and the federal school code for the University of Mount Union is 003083. The student will be considered for state funds, federal grants such as Pell and TEACH Grant as well as federal loans and employment opportunities. University aid will be based on the assumption that students will apply for and receive other financial aid for which they are eligible. If additional aid or scholarships are received after the initial aid award has been given to the student, a review of the aid eligibility may require some adjustments to that the total award does not exceed federal, state or institutional guidelines and regulations.

Students who attend summer school at Mount Union may be eligible for financial assistance. Students may use federal funds such as Federal Loans for summer if they are eligible (according to the FAFSA). Any federal loans used for the summer sessions may reduce eligibility for the remainder of the year.

### Satisfactory Academic Progress: Financial Aid Considerations

Federal regulations require the University of Mount Union to establish satisfactory academic progress (SAP) standards for student financial aid recipients. Mount Union's SAP policy measures a student's performance in the following three areas: cumulative grade point average (GPA), completion rate, and maximum time frame. The Office of Student Financial Services is responsible for ensuring that all students who receive federal, state, and institutional financial aid are meeting these standards. The Standards of Satisfactory Academic Progress apply for all financial assistance programs including but not limited to: Federal Pell Grant, Federal Perkins Loan, Federal Work-Study (FWS), Federal Supplemental Educational Opportunity Grant (FSEOG), Direct Loans (Stafford and Parent PLUS Loan), as well as financial aid from the state of Ohio.

To retain financial aid eligibility, a student must be in "good academic standing," in terms of minimum cumulative GPA requirements. A student must also be making satisfactory academic progress in terms of completing courses. A student enrolled at the University of Mount Union on a full-time basis is considered to be making satisfactory academic progress (SAP) if he or she successfully completes a minimum of 67% of the credit hours attempted, reviewed annually at the end of the spring semester. (Please note that financial aid regulations prohibit a student from repeating a course that he or she has already passed more than once.) A student may repeat a course that he or she has previously passed more than once, but such courses will not be eligible for financial aid. Finally, a student must complete his or her degree within 150% of the published length of the program as measured by credit hours attempted. At the University of Mount Union, this means in programs requiring 120 the course work was successfully completed. Once a student reaches 180 attempted credits (150% time frame), eligibility for financial aid will be terminated indefinitely.

Satisfactory Academic Progress is reviewed annually following the spring semester. Students not meeting the completion rate or the minimum GPA requirement at the end of each academic year will be at risk of losing their financial aid eligibility. Such students will be notified by the hours for graduation, a student is eligible for financial aid through 180 attempted hours. All attempted hours are counted whether or not financial aid was received or Office of Student Financial Services.

### Financial Aid Appeal Procedure

Students who have lost federal or state financial aid eligibility may appeal to the Office of Student Financial Services if they have mitigating circumstances (e.g. emergency, health, family circumstances, etc.). A student must appeal in writing to the Office of Student Financial Services. Such appeals must provide an explanation for why the student failed to achieve Satisfactory Academic Progress, and must include a statement explaining how the student will achieve Satisfactory Academic Progress in the subsequent semester. Additional documentation or letters of support may be requested. The Financial Aid Committee, consisting of the Director of the Office of Financial Services and at least two members from Enrollment Services, designated by the Director, will review the appeal and notify the student of a decision within two weeks.

### Financial Aid Probation (for Federal Financial Aid)

If a student's appeal is granted, the student may continue to receive federal financial aid during the following semester, and will be considered on financial aid probation. If after the following semester, the student succeeds and meets both the completion rate and GPA requirements, he or she will be removed from financial aid probation because he or she will be meeting satisfactory academic progress.

## Determination of Financial Aid Eligibility for Undergraduate Students

The University requires the Free Application for Federal Student Aid (FAFSA) to determine eligibility for need-based financial aid from federal aid programs, state grants and institutional funds. Students can access this website at [www.fafsa.gov](http://www.fafsa.gov). Students are encouraged to file electronically. The Office of Student Financial Services determines the financial aid award, which is consistent with federal, state and institutional guidelines. Changes that occur in the family's financial situation after the aid applications have been filed should be reported to the Office of Student Financial Services for guidance. All financial aid documents must be processed by the last date of attendance or the last day of the semester, whichever comes first.

Adjustments to the financial aid award may be the result of submitting documents such as verification worksheets and special circumstance forms or result from a change in the student housing status (on-campus vs. off-campus vs. commuter). In addition, inaccurate information, notification of additional aid from outside sources, certification of Federal Parent PLUS or private loans could also cause changes. Amounts may vary due to changes in federal, state or University funding of programs. The student will be notified of each financial aid revision. Students are notified electronically.

## Financial Aid Awarding Policies for Undergraduate Students

**Housing Status:** University policy requires freshmen and sophomores to live on campus or to commute from their parents' home. For purposes of the initial financial aid award, we will make the assumption that the student will reside on campus unless the FAFSA indicates "with parents." In the case of FAFSA non-filers, we will assume "on campus" unless notified otherwise by the family. Students should anticipate that their aid will change as a result of a change in housing status.

**Enrollment Status:** Financial aid awards for traditional students are based on full-time enrollment (12 semester hours per semester) unless otherwise indicated. It is the student's responsibility to check with the Office of Student Financial Services if part-time attendance is desired. However, students enrolled less than 12 semester hours may be eligible for part-time Federal grants and/or a Federal Stafford Loan (minimum of six semester hours).

**Multiple Grants and Scholarships Policy:** The initial institutional merit-based award is offered without regard for financial need. Students who may be eligible for multiple institutional grants and/or scholarships will receive at least the value of the highest grant or scholarship. It is our policy not to "stack" multiple institutional awards on the basis of merit. Consideration that is given for any portion of a second grant/scholarship or award made up of the University of Mount Union dollars will be based on financial need and will require the student to file the Free Application for Federal Student Aid (FAFSA) which is available online at [www.fafsa.gov](http://www.fafsa.gov).

## Financial Aid Application Procedures for New Undergraduate Students

The following steps are necessary in order to apply for financial aid at Mount Union:

- A. The student applies for admission to the University.
- B. The student files the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov) to determine financial aid eligibility for need-based financial aid. The federal school code for Mount Union is 003083. The process begins on January 1 of the student's senior year.
- C. The process of sending award letters begins in March.

Financial aid awards are made throughout the year, but late applications will be considered only if funds are available.

## Financial Aid Renewal Procedure for Undergraduate Students

All financial aid awards are reviewed annually to accurately analyze any changes in the financial position of the student and his or her family. The annual review also permits the University to take into consideration any change in educational costs. The following information relates to renewal of financial aid:

- A. File the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov) to apply for financial aid assistance. All renewal applicants are encouraged to complete their applications accurately and as early as possible after January 1.
- B. The Office of Student Financial Services provides reminders to students via Ennouncements on campus.
- C. Award letters are available to students beginning May 1.

## Financial Assistance for Undergraduate Degree-Seeking International Students

An applicant who is not a United States citizen or eligible non-citizen shall be considered an international student and may apply to the University for need-based financial assistance through the completion of the International Student Financial Aid Application available from the College Board or Mount Union. To be eligible for financial assistance, the student must show financial need, be classified as full-time and show satisfactory progress toward meeting the requirements for a degree. Institutional need-based financial aid consideration will be available for up to 10 semesters or until the completion of the degree, whichever is less. Institutional financial assistance is not available to any student who holds a bachelor's degree or higher or for summer school.

## Types of Assistance for Undergraduate Students

The term "financial aid" is used to include scholarships, awards, grants, loans and on-campus employment. The majority of students receiving aid are granted a combination of these types of assistance.

The initial institutional merit-based award is offered without regard for financial need. Students who may be eligible for multiple institutional grants and/or scholarships will receive at least the value of the highest grant or scholarship. It is our policy not to "stack" multiple institutional awards on the basis of merit. Consideration that is given for any portion of a second grant/scholarship or award made up of the University of Mount Union dollars will be based on financial need and will require the student to file the Free Application for Federal Student Aid (FAFSA)

**Presidential Scholarships:** Eight full-tuition scholarships are awarded to incoming freshmen each year. Requirements to compete include: an ACT score of at least 27 or SAT-1 score of at least 1210 and either a minimum grade point average of 3.5 (on a 4.0 scale) or a high school rank in the top 15 percent of their class. Awards are for full tuition. A scheduled written essay and interview are required parts for the competition. A Presidential Scholarship is renewable for eight consecutive semesters as long as the recipient maintains a 3.0 cumulative grade point average at the end of the fourth semester and annually thereafter and is a full-time traditional student at Mount Union.

**Trustee Scholarships:** Students who compete for the Presidential Scholarship but are not awarded the full-tuition scholarship will be considered for one of these scholarships. Awards are in the amount of \$16,000. This award is renewable for eight semesters as long as the recipient maintains a 3.0 cumulative grade point average at the end of the fourth semester and annually thereafter and is a full-time traditional student at Mount Union.

**The Academy, Founder's, and Dean's Scholarships:** Eligibility is based upon outstanding high school academic achievement and demonstrated aptitude for college on the ACT or SAT-I examinations. This scholarship is renewable for eight semesters as long as the recipient maintains a 3.0 cumulative grade point average at the end of the fourth semester and annually thereafter and is a full-time traditional student at Mount Union. These scholarships range from \$9,500 to \$14,000.

**Heritage and Hartshorn Awards:** These merit awards are based upon the student's academic achievements and results of the ACT or SAT examinations. The awards are renewable each year (maximum of eight semesters) as long as the student is full-time (minimum of 12 hours per semester). Awards are in the amounts of \$7,500 and \$9,000.

**Minority Achievement Award:** The Minority Achievement Award, offered as a result of a campus-based competition, is open to African-American, Hispanic, Native American-Indian, Asian-American and multiracial students. In addition, students who are members of other American minority groups or other groups underrepresented on Mount Union's campus are welcome to submit a brief letter requesting the opportunity to compete. The Minority Achievement Committee will review and respond to all letters received. Application materials may be obtained by contacting the Office of Admission.

**Fine Arts Scholarships:** Entering students who demonstrate exceptional proficiency in music, theatre or art may be considered for these awards. The awards vary in amount and are renewable for eight semesters provided the student exhibits continued excellence and growth in the proficiency area in which the scholarship was initially awarded. Deadlines are available on the University website.

**United Methodist Scholarships:** A limited number of United Methodist Scholarships, which amount to \$500 per year, are available to Mount Union students. Recipients of the scholarships must be U.S. citizens and have been active members of the United Methodist Church for at least one year. The Financial Aid Committee will select the recipients of this scholarship. Deadline for completed applications is August 1.

**Methodist Grants:** Full-time students who are members of the Methodist Church and are able to demonstrate financial aid eligibility may be eligible for a Methodist Grant. These awards are renewable to undergraduate students in the traditional program (maximum of 10 semesters) providing the student is full-time (minimum of 12 hours per semester), demonstrates satisfactory academic progress and the financial aid eligibility continues.

**University of Mount Union Grant:** Eligibility for such assistance is determined through the analysis of the FAFSA. These awards are renewable to undergraduate students in the traditional program (maximum of 10 semesters) providing the student is full-time (minimum of 12 hours per semester), demonstrates satisfactory academic progress and the financial aid eligibility continues.

**Ministerial Awards:** The Ministerial Award is available to dependent sons or daughters who currently live with the parent who is a full-time ordained minister or missionary. The primary source of income for the minister must come from this full-time position. Awards are for up to \$10,000 each year. A FAFSA form is required to be filed to be considered for other financial aid. The parent must sign the Ministerial Award Certification in order to receive this award. These awards are renewable to full-time traditional students for up to ten semesters.

**Science Fair Scholarships:** Scholarships are available to incoming students who have achieved a superior level of performance at the State Science Day in Columbus, Ohio, or at the District 13 Science Fair during their junior or senior years in high school. The scholarship is renewable for four years with a cumulative grade point average of at least 3.0. Students must submit documentation of their superior-level of performance.

**Legacy Awards:** The Legacy Award is available to qualified students who are dependent sons or daughters of Mount Union graduates, attend the University as full-time traditional students and meet normal admission requirements. The award is renewable for eight semesters as long as the student maintains satisfactory academic progress and is enrolled full-time (minimum of 12 hours per semester). Students transferring to Mount Union are eligible to receive the award, less the semesters enrolled at any other institutions.

**Ohio College Opportunity Grant:** Ohio College Opportunity Grant is provided to Ohio residents who meet specific need-based criteria. It is dependent upon final approval of the State budget.

**Pennsylvania State Grants:** The state of Pennsylvania has a reciprocal agreement with the State of Ohio that enables Pennsylvania residents to bring their state grant eligibility to Ohio schools. In order to be considered for PA state grant funds, parents and students must be residents of the state of Pennsylvania. Students must file the FAFSA by May 1 and must list Mount Union as #1 under Step Six. New students must sign the eligibility statement which is available online at [www.mountunion.edu/financialaid](http://www.mountunion.edu/financialaid). The grant is confirmed when Mount Union receives authorization from PHEAA.

**Federal Pell Grants:** The Federal Pell Grant is a grant program offered by the federal government for families with financial aid eligibility based on income and household information of the student's family. To apply for this grant, students must file the Free Application for Federal Student Aid. The FAFSA is available online at [www.fafsa.gov](http://www.fafsa.gov) and Mount Union's code number is 003083.

**Federal Supplemental Educational Opportunity Grants:** Federal Supplemental Educational Opportunity Grants are available to a limited number of full-time students with exceptional financial aid eligibility. The amount of the grant ranges from \$100 to \$4,000 per academic year and, when awarded, will replace equivalent University grant funds from the latest financial aid award.

**TEACH Grant:** The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program was established under the University Cost Reduction and Access Act to benefit current and prospective teachers. Students may be eligible for up to \$4,000 per academic year up to a total of \$16,000 as an undergraduate. You must be going into a career in teaching, maintain a minimum of 3.25 cumulative GPA for each semester and score above 75th percentile on the SAT or ACT (admissions test). You must teach full-time for at least four years within eight years of completing the program as a highly qualified teacher, at a Title I school and in a "high-need" field. If service is not met, the grant must be repaid as an Unsubsidized Direct Stafford Loan, with disbursement.

**Campus Employment/Federal Work Study:** Student employment is an integral part of the financial aid program at Mount Union. Eligibility for consideration is based primarily on financial aid eligibility of a traditional degree-seeking student. Student employment gives students the opportunity to help their families pay for their educational expenses. Community service jobs are available as part of the campus employment program. Earning potential generally varies from \$100 to \$1,400 per year, depending on the financial aid eligibility of the individual. Students are paid minimum wage. They are expected to enroll full-time, maintain satisfactory academic progress and perform their job in a satisfactory manner. Paychecks are available to students on the 15th of each month. Earnings may be used to pay outstanding charges on their accounts or for other educational costs.

**Federal Perkins Loans:** The Federal Perkins Loan program is a low-interest federal loan available to needy students. The amount of loan which the University may offer a student will depend on the financial aid eligibility of the student and the availability of loan funds. Loans are repaid in installments over a 10-year period beginning nine months after the student graduates or leaves school for other reasons. No interest accrues during the time the student is enrolled at least half-time. An interest rate of 5 percent per year is assessed, beginning with the repayment period. A number of deferment options are available, and information on them can be obtained from the Executive Assistant in the Office of Business Affairs. The student has the right to cancel a disbursement of the loan within 14 days of having credited the student's account.

**Direct Subsidized Student Loans:** Direct Subsidized Student Loans are low interest educational loans which have been established to help students cover the costs of a University education. A FAFSA must be filed in order to determine financial aid eligibility. The borrowing limit is currently \$3,500 per year for freshmen, \$4,500 per year for sophomores and \$5,500 per year for junior level and beyond. An additional \$2,000 in a Direct Unsubsidized Loan is also available to those who qualify as a result of federal regulations (H.R. 5715) effective July 1, 2008. Class level is determined by the Office of the Registrar. The federal aggregate loan limit for Direct Subsidized and Unsubsidized loans is \$31,000 for dependent students. The interest rate for new borrowers is a fixed rate set on July 1 of each year. The federal government subsidizes the Direct Subsidized Student Loans while the student is enrolled at least half-time. Repayment begins six months after the student graduates or leaves school. Mount Union participates in an electronic processing system. [Both new and returning students must complete the "Stafford Loan Request Form" available online at [www.mountunion.edu/financialaid](http://www.mountunion.edu/financialaid). First time borrowers will access the Master Promissory Note (MPN) online. A Stafford Information Request Form must be completed annually.] The borrower has the right to cancel a disbursement or request loan funds to be returned and can do so by contacting the Office of Student Financial Services. The borrower must complete the loan application and have it certified by the Office of Student Financial Services prior to the last day of attendance. First-time borrowers must complete Federal Stafford Loan Entrance Counseling and can do so by accessing the Internet at this address: [www.mountunion.edu/financial-aid](http://www.mountunion.edu/financial-aid).

**Direct Unsubsidized Student Loans:** The Direct Unsubsidized Loan is available to students who may not qualify for the Subsidized Direct Loan or only a partial Subsidized Direct Loan. The borrower is responsible for the interest while the student is in school. The sum of the subsidized and the unsubsidized Direct Loan cannot exceed the program maximums (\$5,500 for freshmen, \$6,500 for sophomores, \$7,500 for junior level and beyond). The borrower has the right to cancel a disbursement or request loan funds to be returned and can do so by contacting the Office of Student Financial Services. The borrower must complete the Stafford Loan Request Form and have it certified by the Office of Student Financial Services prior to the last day of attendance. First-time borrowers must complete Direct Loan Entrance Counseling and a Master Promissory Note (MPN) and can do so at this web address: [www.mountunion.edu/financial-aid](http://www.mountunion.edu/financial-aid).

**Direct Parent PLUS Loans:** Parents of undergraduate dependent students may borrow additional loan funds to help cover the family contribution at a fixed interest rate determined on July 1 of each year. This is in addition to the Direct Student Loan maximums. Repayment begins within 60 days of the second disbursement of the loan proceeds. In no case may loan amounts exceed the cost of education less other financial aid received. The parent has the right to cancel a disbursement or request loan funds to be returned and can do so by contacting the Office of Student Financial Services. The borrower must submit the PLUS Loan Request Form to the Office of Student Financial Services; the office electronically certifies the loan. All loans must be certified prior to the last day of attendance.

**United Methodist Student Loans:** Loan funds are available through the United Methodist Student Loan Fund to Mount Union students who are members of the United Methodist Church, citizens of the United States and enrolled as full-time traditional students at the University. Students wishing to apply for a United

Methodist Student Loan should contact the Office of Student Financial Services for the necessary forms that are sent to the Nashville Office of the United Methodist Church.

**Outside Awards:** Some students receiving financial aid from Mount Union are also the recipients of assistance from other sources. Students are encouraged to apply for outside assistance from educational foundations, industrial and state scholarship programs, etc. However, should a student be successful in obtaining outside assistance, they are required to inform the Office of Student Financial Services when an outside scholarship is received. A copy of the letter or certificate would serve as notification of this award. This amount will always show as estimated on the financial aid award, but once the payment has been received, it will show as a credit to the billing statement that comes from the Office of Business Affairs. If any adjustment to the aid award must be made, loans and campus employment will be reduced before any need-based awards. Several free scholarship services are available on the Mount Union website at [www.mountunion.edu/financial-aid](http://www.mountunion.edu/financial-aid).

**Special Scholarship, Grant and Loan Funds:** A number of endowed scholarships, grants and loan funds help to provide a portion of the funds for the University's financial aid program.

**Prizes and Awards:** A limited number of prizes and awards are presented annually to deserving students.

## Additional Financial Aid Information

**Study Abroad Program:** A number of financial aid programs are available to offset the educational expenses for a study abroad program for eligible students who are full-time and who have been approved by the Center for Global Education of the University. Contact the Office of Student Financial Services for further information.

# Tuition and Costs

## Table of Fees, 2015-2016

<b>Regular Fees Per Semester</b>	<b>Amount</b>
Tuition and Fees (all baccalaureate degrees)	\$ 14,115
Technology Fee	\$ 160
Program Fee (Nursing Students Only)	\$ 200
Standard room and board	\$ 2,350
Suite-style room	\$ 2,600
Single room in Elliott or Miller halls (or super single)	\$ 2,850
Apartment-style housing on Union Avenue	\$ 3,180
Apartment-style housing on Hartshorn Street and Union Townhouses	\$ 3,250
Sigma Nu / Super Single	\$ 2,400/\$ 3,400
Phi Kappa Tau / Super Single	\$ 2,350/\$ 3,350
ATO / Super Single	\$ 2,350/\$ 3,350
Board plan only – 20 meals per week	\$ 2,420
Board plan – 16 meals per week plus \$100 dining dollar	\$ 2,420
Board plan – 14 meals per week plus \$100 dining dollars	\$ 2,320
Board plan – 11 meals per week plus \$300 dining dollars	\$ 2,320
Board plan – 10 meals per week	\$ 2,020
Board plan – 7 meals per week plus \$400 dining dollars	\$ 2,220
Block meal plan – any 50 meals	\$ 380
Block meal plan – 50 meals - breakfast and lunch only	\$ 305
Block meal plan – any 25 meals plus \$100 dining dollars	\$ 380
<b>Part-time Fees</b>	
Per semester hour	\$ 1,195
Technology fee	\$ 80
UMU Graduate Post-bacc rate (Must hold UMU degree and have 8 prior college semesters)	\$ 600
<b>International Student Teaching Fee</b>	
Per semester hour	\$ 600
<b>Overload Fees (Over 20 Sem. Hrs.)</b>	
Per semester hour	\$ 715
<b>2015 Summer School Fees</b>	
Per semester hour (regular classes)	\$ 370
Room (per week)	\$ 100
Room (entire summer)	\$1,500
<b>Applied Music Fees (all sessions)</b>	
Fifteen 30 min. lessons – 1 credit hour University Student with Music Faculty	\$ 375
Fifteen 60 min. lessons – 2 credit hours University Student with Music Faculty	\$ 750



Preparatory Division. All information about Preparatory Division policies, fees, and registration is available at the Visual and Performing Arts Office office in Cope Music Hall. Payment for lessons is to be made at the Visual and Performing Arts office.

Lessons are arranged at a time mutually convenient to the teacher and student. No lessons may be given in the Preparatory Division until registration is completed. Payment is made for the entire semester, or in two installments.

Preparatory Division faculty includes full-time and adjunct music faculty from the Department of Music and student intern teachers from the Department of Music. Student teachers are supervised by the director of the Preparatory Division.

Lessons will not be made up except in the event of extended illness. No tuition refund will be given for unexcused absence from lessons. Preparatory Division lessons must be completed within the semester for which the registration and payment are made.

## Refund Policy

Withdrawal Procedure and Policy for the Return of Title IV /State/Institutional Funds

### Withdrawal Process:

A student who wants to withdraw after classes have started for the semester initiates the process with the Office of Student Affairs to indicate that he/she is withdrawing. The official date of withdrawal is the date the student contacted the Office of Student Affairs OR the midpoint of the semester if the student leaves without notifying the institution OR the student's last date of attendance at a documented academically related activity. This policy applies to students who withdraw from all of their classes for the semester or are suspended.

Students who participate in activities on campus prior to the first day of classes and then submit written notice of withdrawal prior to the first day of classes shall be assessed an early withdrawal fee of \$150.

The charges for tuition, fees, room and meal plan assessed to the student are based on the number of calendar days (including Saturday and Sunday) that the student is enrolled on campus in direct proportion to the period of enrollment (number of calendar days in the semester). The student who withdraws after 60 percent of the enrollment period will be charged for the whole semester and will be eligible for financial aid based on the semester costs.

### Return of Federal Title IV Funds

Title IV funds are Direct Lending loans, Federal Perkins Loans, Direct Lending PLUS loans, Federal Pell Grants and Federal SEOG. This is the order used to return funds to the federal programs. The University of Mount Union must return its share of unearned Title IV funds no later than 30 days after it determines that the student withdrew.

During the first 60 percent of the period (semester), a student earns Title IV funds in direct proportion to the length of time he or she remains enrolled. That is, the percentage of time during the period that the student remained enrolled is the percentage of disburseable aid for that period that the student earned. A student who remains enrolled beyond the 60 percent point earns all Title IV aid for the period.

Unearned Title IV funds, other than FWS (Federal Work Study), must be returned by the University to the federal programs. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned. Once the institution determines the Title IV programs to which the student must repay his or her share of unearned aid, any amounts owed to a grant program are cut in half. Any grant the student needs to repay will be reflected on the final billing statement.

### Return of State Grant Funds

In addition to calculating all Title IV funds the student received, we calculate state funds according to the State Refund Policy. Aid is refunded only during the first 60 percent of the semester.

### Institutional Grants or Scholarships

After all Title IV funds from which the student received aid have been fully returned to those agencies, a proportional share of the remaining tuition refund, not to exceed the amount of the institutional payment the student initially received for the semester, must be returned to the University of Mount Union. Aid is refunded only during the first 60 percent of the semester.

### Adjustments

After the proper refund/repayment to Title IV, state, and institutional funds are determined, then adjustments are made to the student's award. Adjustments are reflected in the Office of Business Affairs final billing, and notification is sent to the student.

### Refund policy for university funds and state funds for students who drop from full-time to part-time during the University's refund period

Students wishing to drop from full-time (12 or more hours) to part-time (less than 12 hours) need to submit a Schedule Change Form to the Office of the Registrar. The date that Change Form is received and processed by the Office of the Registrar will be the "official withdrawal date" from the class or classes being dropped. Dropping to less than full-time can impact satisfactory academic progress, campus employment, athletic eligibility, housing and loan eligibility amount for the following year.

The student who changes enrollment status after 60 percent of the enrollment period will be charged for the whole semester and will be eligible for financial aid based on the semester costs.

The Office of Business Affairs will charge full fees and will charge tuition as follows: Part-time tuition charges for the part-time hours PLUS a percentage of the difference between full-time and the part-time tuition charges that correspond with the refund policy percentage.

Example: A student drops from full-time to seven hours during the 50 percent refund period. Full-time tuition is \$14,115, part-time tuition is \$1,195 per semester hour. The student would be charged  $\$1,195 \times 7$  or \$8,365 plus 50 percent of  $(\$14,115 - \$8,365)$  to equal \$11,240 plus full fees for the semester.

If a student drops below 12 credit hours during the University's refund period, the amount of the University grant/scholarship will be determined by the percentage reduction in the student's actual tuition charges.

Example: If a student drops from full-time with tuition charges of \$14,115 to seven hours with actual charges of \$11,240, the tuition reduction would be \$2,875 or 20.4 percent. Consequently, 20.4 percent of the University grant/scholarship would be refunded to the University. If this student had a university grant of \$2,000, he/she would then get credit for \$1,592 instead of the \$2,000.

## Refund Appeal Process

If a student believes that individual circumstances warrant exceptions from published refund policies, they should appeal the decision by sending a written letter of appeal to the Vice President for Academic Affairs, University of Mount Union, 1972 Clark Ave., Alliance, OH 44601.

## Other Information

**The Comprehensive Deposit.** A comprehensive deposit is required of all new students. It serves to guarantee payment of possible residence hall damage, library fines, laboratory breakage, and other charges not paid when billed. The unassessed balance of this one-time deposit is refundable when leaving the University of Mount Union permanently.

**The Transcript Fee.** The transcript fee is charged for each transcript issued. Financial obligations to the University must be met before transcripts are issued.

**Student Employment Forms.** All students who will be working at the University must complete the following forms in the Office of Human Resources before the actual work begins in order to receive their payroll checks: Form I-9, Form W-4 and Form IT-4. To complete the I-9 Form one must have a valid U.S. Passport or two other forms of identification (valid driver's license and Social Security Card or birth certificate).

# Student Life

## Campus Citizenship

Campus citizenship at Mount Union is based upon ideals embodied in the statement of the goals of the University. The University has declared its position as that of a community of scholars and learners in which cooperation and concern are distinguishing characteristics, and it has further stated that it is expected that all persons within the community be responsible and maturing academic citizens. Each person should treasure and maintain his or her own dignity while respecting the rights and privileges of others.

The standards of campus citizenship serve as guides to the development and enforcement of specific regulations, which may be found in the codes of rules dealing with the various aspects of campus life. Those who enroll and continue in this institution are expected to give evidence of understanding of and willingness to abide by the following principles:

It is expected that all students enrolled in Mount Union will take seriously their obligations to maintain standards of personal and social behavior befitting maturing and responsible campus citizens. Respect for the rights, privacy and property of all members of the campus community is a primary consideration.

We believe that a Christian university must be committed to the principles of honesty and integrity in the classroom and other campus affairs. It is expected, therefore, that all members of this community will identify themselves with the principles of honesty and academic integrity.

Students whose behavior demonstrates inability to understand or unwillingness to abide by the requirements set forth by the University are subject to disciplinary action, which may include suspension or dismissal from the University. A complete listing of student rights and responsibilities can be found in the Student Handbook, which is available on the Mount Union website.

## Alcohol, Drug and Wellness Education

The Office of Alcohol, Drug, and Wellness Education serves to provide a 3-pronged approach to education, programming, and student growth and development: (1) individuals; (2) student body as a whole; and (3) university and the greater community. Through holistic education, prevention, and counseling, the Office underscores the University's mission to prepare students for meaningful work, fulfilling lives, and responsible citizenship. By focusing on making healthy choices including responsible drinking, sexual education, and drug prevention, the office works collaboratively with faculty, staff, and students to develop proactive programming, education, and counseling opportunities.

## Campus Card and Facilities Scheduling

All facilities on campus must be scheduled through the Office of Campus Card and Facilities Scheduling, which maintains an accurate schedule of all activities occurring on campus and other events of interest related to Mount Union wherever they may take place. This provides one central location where an event can be scheduled and details arranged for use of any facility on campus. Faculty or staff can reserve facilities by creating an EMS account located at <http://calendar.mountunion.edu/VirtualEMS> and reserving a room online or by calling (330) 823-2881. Once a room is requested, the Office of Campus Card and Facilities Scheduling will review the request for approval and if approved, a confirmation e-mail will be sent to the faculty or staff member requesting the reservation. Student organizations can reserve facility space using our online system located on iRaider, <https://portal.mountunion.edu/forms/Student%20Organizations/StudentOrganizationCalendarSubmission.aspx>. The calendar of events can be viewed from the Mount Union home page at <http://calendar.mountunion.edu/mastercalendar/>.

### Purple Plu\$ Cards

All students, faculty and staff receive a Purple Plu\$ Card. The card is used to access residence halls and meals, check out books in the library or as a debit card at various locations on campus as well as certain authorized off-campus vendors. The card is the property of Mount Union and is non-transferable. There is a \$25.00 fee for the replacement of lost cards and there is a variable fee for broken/damaged cards. Replacement for first broken/damaged card is \$5.00, second card is \$10.00 and third card is \$15.00. Replacement of broken /damaged cards requires that the recognizable pieces be presented to the Office of Campus Card and Facilities Scheduling. If the broken pieces are not recognizable, a \$25.00 fee will be charged for the replacement. In order to protect personal funds and maintain security, students should deactivate their cards online at [www.mountunion.edu/manage-your-card](http://www.mountunion.edu/manage-your-card) in the event that their ID card is missing and the Office of Campus Card and Facilities Scheduling is closed.

To obtain a new card, please visit the Office of Campus Card and Facilities Scheduling. The office is located in the Hoover-Price Campus Center, adjacent to the Information Desk. For more information, call (330) 823-2881 or visit <http://www.mountunion.edu/purple-plu-card>.

## Campus Recreation

Campus Recreation contributes to the Mount Union experience by providing quality facilities, programs and services to all members of the campus community. Throughout the year the recreation staff offers a variety of fitness programs and intramural sport activities. The McPherson Academic Athletic Complex (MAAC) consists of cardio machines, free weights, nautilus equipment, an aerobic room, pool and auxiliary gymnasium. The Peterson Field house has a 200 meter track, two basketball courts, four tennis courts and four volleyball courts. During the academic year students, faculty and staff may participate in intramural sports such as flag football, sand night volleyball, innertube water polo, basketball, indoor soccer and many more. Fitness programs such as yoga, step aerobics, zumba and

pilates are offered as well. The wide variety of programs allows members of the Mount Union community to be physically active in a safe and fun environment.

## Counseling Services

The aim of counseling at Mount Union is to assist students in living as well as possible. Counseling here is a partnership; people working together to find solutions and possibilities in life. The two full-time counselors in the Office of Counseling Services work to help Mount Union students sort out life's problems and move toward life goals. Counseling Services is located in the Family Medical Center located at 146 E. Simpson St. Free, short-term counseling services are provided by appointment to enrolled students. Counseling appointments are scheduled during daytime business hours and can be made by calling (330) 823-2886.

The primary service requested by students is individual counseling. During counseling, students typically discuss problems with relationships, adjusting to college life, stress or burnout, the death or illness of a friend or relative, academic difficulties, career or work decisions, substance abuse problems, family dilemmas, sports injuries or setbacks, the effects of violence or prejudice and/or balancing school, work and social life. Counseling allows students to address life problems typically faced by college students. If a student needs long-term, intensive out-patient, or in-patient treatment an appropriate referral will be made. In addition, there are no psychiatric services available, referrals are made for students to receive such services off campus.

Students experiencing serious emotional, medical or behavioral problems (including but not limited to suicidal or homicidal thoughts or actions, eating disorders, substance addictions and disorders which impair the ability to think logically or relate with others constructively) are referred for outside treatment, often with the aid of parents or guardians. To promote safety and recovery, students who seem a danger to themselves and/or others may be withdrawn from the University.

As time allows, other services include presentations and consultation. Presentation subjects might include creating good relationships, learning relaxation methods, finding the right path in life, making and reaching goals and communicating effectively with friends and loved ones. In addition, the staff consults with students on mental health, relationship or general life decisions or concerns.

## Diversity and Inclusion

The Office of Diversity and Inclusion falls under the Office of Student Affairs, reporting to the vice president for student affairs and dean of students. Diversity and Inclusion primarily serves as a resource for students of color in matters of academic, social, cultural, and personal well-being. However, the office also offers services to all students who are interested in/concerned with issues of diversity within the campus community. Mount Union believes that an appreciation of diversity among campus constituencies creates a welcoming campus environment that is crucial to the success of all students.

The Office of Diversity and Inclusion actively works to enhance the quality of student life on the Mount Union campus by providing programs, services and other educational opportunities that contribute to student learning and growth. While student needs are the primary focus, diversity focused programming is available to the entire Mount Union community during the academic year.

## Student Accessibility Services

Student Accessibility Services (SAS) works with students with documented disabilities to assure equal access to educational programs and services. SAS collaborates with students, faculty, staff and community members to increase awareness, remove barriers, and promote an inclusive environment. The Americans with Disabilities Act and Section 504 of the Rehabilitation Act guarantee access, not success; therefore, students will be active participants in this process so they may become responsible learners and successful self-advocates.

## First Year Initiatives

The Office of First Year Initiatives strives to aid first year students to make a successful transition from high school to college. The first year of college is a pivotal one, and through intentional programming and services as well as meaningful relationship building, First Year Initiatives encourages academic excellence through co-curricular learning, fosters the development of the whole student, and provides a supportive community to learn and grow.

First Year Initiatives offerings will include the summer Preview and Fall and Spring Orientation programs as well as the year-long Exceptional Beginnings program. Exceptional Beginnings immerses first year students in a living-learning culture from their first day on campus. As a part of a small Exceptional Beginnings group with an upper-class Raider Guide mentor, first year students will be provided opportunities to get involved and gain essential skills for learning and success, preparing them for an exceptional beginning and a successful collegiate experience at the University.

## Preview

Preview is the first part of an ongoing and multi-faceted transition process for new Mount Union students, which involves academic, intellectual and personal development pursuits. Held during the summer months, it is your chance to "preview" much of what Mount Union has to offer in terms of University life. It is designed to begin the college transition process for both students and their parents and family members. Everything from scheduling classes to extracurricular activities; a chance to meet some of your faculty to staying overnight in one of our first year halls – it's all here for you! In addition to making student, faculty, staff and family connections, Preview will provide students with the foundation to succeed academically. This includes math and foreign language testing, learning about the general education requirements, and meeting with an academic advisor to schedule classes for the fall semester.

## Fall Orientation

Fall Orientation, held in the fall prior to the first day of classes, is designed to continue to the transition to college process by providing opportunities to connect with roommates and classmates, learn more about extracurricular activities that enhance the whole college experience, and reconnect with faculty and the academic curriculum through a series of informational and social programs intended to increase a student's success. The primary goal of Fall Orientation is to inform new students of their opportunities and responsibilities as part of the campus as well as to initiate their integration into all aspects of the University of Mount Union community.

## Exceptional Beginnings

Exceptional Beginnings is a University-wide first year experience program with the mission of helping each first year student transition from high school to college by providing a supportive community in which to learn and grow, encouraging academic excellence through co-curricular learning, fostering the development of the whole student, and developing a connection with the Mount Union community. To accomplish this mission, it offers a variety of programs and services for students in the pivotal first year of college which are designed to enhance the essential skills needed to succeed both in the classroom and outside

of it. It seeks to connect first year students with pertinent resources available on campus and encourage students to engage in the wide array of opportunities that the Mount Union campus has to offer.

As a part of this program, every incoming student will be part of a small group of other first-year students led by a Raider Guide, an upper-class peer mentor. The Raider Guides will make individual connections with each student in their groups, plan programs for the groups as a whole, and also work within the residence halls and on campus to coordinate events for the entire community of first year students. By providing these opportunities to be involved and getting to know first-year students individually, these Raider Guides will help new students transition to life at Mount Union – preparing them for an exceptional beginning and a successful collegiate experience.

In addition to these mentoring relationships, much programming surrounding issues pertinent to first year students, including making healthy choices, time management, financial responsibility, study skills, working and living in diverse environments, and much more, will be provided through the Exceptional Beginnings program and in conjunction with other campus offices throughout the year. First year students will have the opportunity and will be encouraged to attend these events sponsored by the Exceptional Beginnings program as well as other University speakers, lectures, music and theatre performances, and campus programs that will also benefit both their personal and academic growth and development.

## **Center for Global Education**

The Center for Global Education offers a variety of international opportunities for living and learning abroad. The Center advises students during the study abroad process and assists faculty with travel seminars and visiting professorships.

## **Health Center**

### **Purpose and Support of Institutional Goals**

The Health Center focuses on health promotion, health protection, health education, disease prevention and clinical care. The main purpose of the Health Center is to provide medical care for students who have short term illness and injuries so they can be restored to their optimal level of good health and remain in class. The Health Center staff recognizes that good health contributes to the academic success of students. Good health contributes to the productivity and success of students and helps them achieve their academic, social, athletic, career and personal goals.

The Health Center supports the institutional mission of the University to “prepare students for meaningful work, fulfilling lives and responsible citizenship.” The Health Center helps individuals achieve their optimal level of wellness so they can face challenges that enable them to obtain meaningful work, lead fulfilling lives and be responsible citizens.

### **Location and Hours**

The University of Mount Union Student Health Center is located within Mercy Health Center of Alliance located at 149 E. Simpson St. Services are available Monday through Friday with nurses on duty from 8 a.m. until 4 p.m. during the academic year when classes are in session. The university physician is available for students between 10:45 a.m. and 12:15 p.m. Summer hours are 8 a.m. until noon with nurses on duty.

### **Services**

The Health Center functions as an ambulatory care center. Services include health promotion, health protection, health education, disease prevention and clinical care. Preliminary diagnostic work, preventative medicine and the care of short-term illness and injuries are services provided. The Health Center staff provides students with opportunities for learning outside the classroom. The Health Center celebrates many national health observances, and the staff teaches students about healthy lifestyles, health promotion, disease prevention, safety and self-care issues. There is no charge to see a nurse or physician, however if a diagnostic test is ordered, the student will be responsible for any amount not covered by their insurance.

### **Emergency Information**

Students who have medical emergencies should go to the emergency room at the nearest hospital. The nearest hospital in Alliance is Alliance Community Hospital.

### **After Hours Care**

In case of minor illness and injuries that occur after Health Center hours, students may use an urgent care center, such as an immediate care facility, or the hospital. Students, however, will be liable for expenses incurred unless the medical care is covered by insurance. Students who need assistance in making arrangements for afterhours care should contact their resident directors or community educators. Those students who receive medical care after hours must contact the Health Center the next day to follow up with the physician and complete an insurance claim form.

### **Policy Statement for Follow-Up Care**

It is the policy of the Student Health Center that students who obtain diagnostic tests, medical consultations or other treatments at the Student Health Center receive appropriate follow-up care. If a student has an x-ray, diagnostic test or medical consultation, the results will be provided to the student during his or her follow-up appointment at the Health Center. It is the student’s responsibility to return to the Health Center to obtain x-ray and diagnostic test results or to receive follow-up care. Unless the x-ray, diagnostic test or medical consultation indicates a serious and/or emergency medical condition, the staff will make one telephone call to the student to inform him or her of the need to return to the Health Center, to schedule or reschedule appointments, or to follow-up with any treatments or other care. If a student is not available when a telephone call is made to him or her, the Health Center staff will contact the student by e-mail.

### **Health Requirements Prior To Arrival On Campus**

The required health forms for all freshmen and transfer students are available at [www.mountunion.edu/health-center-forms](http://www.mountunion.edu/health-center-forms). All students are required to have a completed immunization record as well as other health information forms on file at the Health Center prior to their arrival on campus. The completed forms are mandatory. Athletes are required to have a physical exam.

Mandatory immunizations include: Two doses of MMR (Measles, Mumps and Rubella) vaccine and a Tetanus-Diphtheria booster or Tdap booster within the last 10 years. Refer to the immunization forms for details.

University freshman living in the close quarters of dormitories are at higher risk of meningococcal disease compared with peers the same age who are not attending the University. The ACHA, ACIP and CDC recommend University freshmen living in dormitories be immunized to reduce disease risk. Other University students may choose to receive the meningococcal vaccination to reduce their risk for the disease.

Ohio law states institutions of higher education shall not permit a student to reside in on-campus housing unless the student (or parent if the student is younger than 18 years of age) discloses whether the student has been vaccinated against meningococcal disease and hepatitis B by submitting a meningitis and hepatitis B vaccination status statement. Additional information about the diseases, the vaccines and their effectiveness and status statements can be viewed on the Ohio Department of Health webpage: [www.cdc.gov/vaccines/acip/index.html](http://www.cdc.gov/vaccines/acip/index.html).

## Membership

The Mount Union Health Center is a member of the American College Health Association and the Ohio College Health Association.

## Student Insurance

Federal health care reform requires all full-time students to be covered by an adequate health insurance policy. The University offers a student health insurance plan for a premium. The details of the policy can be found at [www.studentplanscenter.com](http://www.studentplanscenter.com). All full-time students will automatically be covered under this plan unless they are covered by an existing plan. Those students covered by an existing health plan may waive the University-offered plan by completing an on-line waiver form which is available on the University Health Center website at [www.mountunion.edu/health-center](http://www.mountunion.edu/health-center). The waiver must be completed by September 7, 2015.

All full-time students will be enrolled in an Accident-Only plan at no cost to the student. The plan provides a maximum benefit of \$1,000 per covered injury. This may be used in conjunction with other plans and with the intercollegiate athletic insurance provided by the University of Mount Union. More information on the Accident-Only plan can be found at [www.studentplanscenter.com](http://www.studentplanscenter.com) or by contacting the Health Center.

## Intercollegiate Athletics

Mount Union is a Division III member of the National Collegiate Athletic Association (NCAA) and the Ohio Athletic Conference (OAC). All athletic contests are conducted under the rules and regulations of these associations. Student-athletes have the same privileges and responsibilities as other students.

A diversified program of 12 intercollegiate sports for men and 11 intercollegiate sports for women is maintained. Men's sports are baseball, basketball, cross country, football, golf, lacrosse, indoor track and field, outdoor track and field, soccer, swimming and diving, tennis and wrestling. Women's sports include basketball, cross country, golf, lacrosse, indoor track and field, outdoor track and field, soccer, softball, swimming and diving, tennis and volleyball. A professional medical staff, including certified athletic trainers, supports the student-athletes of Mount Union.

The Committee on Athletics is appointed by the president and serves in an advisory capacity and makes athletic policy recommendations to the president. Actions of the committee are regularly reported to the faculty and are subject to faculty approval. The ultimate responsibility and authority for the administration of the athletics program, including all basic policies, personnel and finances, are vested in the president of the University. The intercollegiate athletic program operates separately from the academic programs in physical education, health education, athletic training, exercise science and sport management.

Mount Union annually completes the NCAA Gender Equity Survey. Under the Equity in Athletics Disclosure Act, this report is available for review in the Office of Academic Affairs upon request.

## Intercollegiate Athletics Philosophy

Mount Union adopted the following principles as guidelines for our intercollegiate athletics program:

- A. The educational values, practices and mission of Mount Union determines the standards by which we conduct our intercollegiate athletics program.
- B. The highest priority is placed on the overall quality of a student's educational experience and on the successful completion of a student's academic program.
- C. The welfare, health, safety and academic progress of student-athletes are primary concerns of athletics administration on Mount Union's campus.
- D. Every student-athlete – male and female, majority and minority, in all sports – will receive equitable and fair treatment.
- E. The admission of student-athletes to Mount Union and the financial aid for student-athletes at Mount Union will be based on the same criteria as that of non-athletes.
- F. Student-athletes, in each sport, should be graduated in at least the same ratio as non-athletes who have spent comparable time as full-time students.
- G. The development of sportsmanship and ethical conduct in all constituents, including student-athletes, coaches, administrative personnel and spectators is encouraged. An atmosphere of respect and sensitivity to the dignity of every person, including on the basis of age, color, disability, gender, national origin, race, religion, creed or sexual orientation, will be promoted.
- H. The time required of student-athletes for participation in intercollegiate athletics shall be regulated to minimize interference with their opportunities for acquiring a quality education in a manner consistent with that afforded the general student body.
- I. All funds raised and spent in connection with intercollegiate athletics programs will be channeled through the institution's general treasury – not through independent groups, whether internal or external. The Office of Athletics' budget will be developed and monitored in accordance with general budgeting procedures on campus.
- J. Annual academic and fiscal audits of the athletics program will be conducted.

## Statement Concerning Sportsmanship/Ethical Conduct of the University of Mount Union Intercollegiate Athletic Teams

The University of Mount Union expects high standards of honesty, integrity and behavior in the conduct of intercollegiate athletic competition.

It is the responsibility of coaches, student-athletes, administrators and other athletic personnel of the University of Mount Union to recognize the significance of their behavior as visible members of the campus and local community. These participants are, therefore, expected to live up to their responsibility by demonstrating good sportsmanship.

Inappropriate conduct on the part of coaches, student-athletes, administrators or other athletic personnel, which includes the use of alcohol or controlled substances, verbal or physical abuse, or demeaning words or actions toward officials, coaches, players or fans is unacceptable and will not be tolerated.

Existing rules for athletic competition that deal with sportsmanship/ethical conduct will be fully enforced at the University of Mount Union. Where existing rules are inadequate, the expectations of the University of Mount Union will set the standard for appropriate behavior.

## **Intercollegiate Athletics Eligibility**

To be eligible for participation in the University's intercollegiate athletic program during the traditional season, a student must be enrolled full-time for the semesters of participation, must be in good academic standing and be making satisfactory progress toward a degree. To be eligible for participation in the University's intercollegiate athletic program during the non-traditional season, a student must be enrolled full-time for the semesters of participation. These requirements are in accordance with National Collegiate Athletic Association (NCAA) guidelines.

## **Marriage of Students**

Students who are married must disclose this fact in completing enrollment forms. In order to update appropriate records, students planning to be married are encouraged to notify the dean of students and the director of student financial services in advance of their marriage.

## **Residence Life**

Housing of students at the University of Mount Union falls under the auspices of the Office of Residence Life within the Office of Student Affairs. Mount Union ascribes to the belief that the residential experience can significantly contribute to a student's overall collegiate experience. In accordance with those beliefs, all full-time students, prior to their junior year, are required to live on campus unless a University of Mount Union Petition for Off-Campus Residency Prior to Junior Year is submitted to and approved by the Office of Residence Life. In addition, all students living in campus housing (with the exception of the apartment-style housing) are required to be on a campus meal plan. New students are required to stay on one of two meal plans the entire first year, either unlimited meals per week or 16 meals per week plus \$100 dining dollars for the semester which are available to use in any campus dining facility. After the first year, students will be able to select from even more options. Block meal plans do not fulfill this requirement.

Approximately 1,650 students live on campus in 10 residence halls, three apartment complexes, and as many as 12 houses making Mount Union a largely residential campus. There are essentially four types of housing options available to students residing on campus: single-gender and coeducational traditional style residence halls; coeducational, suite-style residence halls for sophomores and above; residential houses; and junior and senior apartments or townhouse-style living options. In addition, fraternity members in good standing may choose to live in their fraternity house. All rooms in campus housing are equipped with beds, desks, desk chairs, dressers, closets or wardrobes, and drapes or blinds. Additionally, all campus housing is wired for computer networking and campus cable. Laundry machines are provided in all residential facilities and are free of charge.

Nine professional staff members, called resident directors, live on campus and are responsible for the day-to-day supervision of the residence halls, houses and apartments/townhouses. In addition to ensuring the smooth operation of the building, they supervise the student residence life staff in each area and strive to make the residence halls and houses true living and learning communities. There is a resident director on call (RD on duty) 24 hours a day, seven days a week. The RD on duty is available to assist students with any residence hall emergencies or after-hour situations that may occur.

## **Spiritual Life**

The University of Mount Union has a chaplain who ministers to the spiritual needs of the academic community. The chaplain serves as a spiritual advisor to students, faculty, and administration. The chaplain is responsible for providing and supervising all aspects of spiritual life on campus which include community worship and prayer; advising and coordinating the activities of student spiritual life groups; encouraging student involvement in worship and community life on campus as well as churches and faith communities in the Alliance area; developing and participating in local, regional and national student spiritual life conferences and retreats; and planning and coordinating service/work trips for students, faculty and administrators.

## **Student Involvement and Leadership**

The Office of Student Involvement and Leadership prepares Mount Union students for fulfilling lives, meaningful work and responsible citizenship through engaging and intentional cocurricular activities, programs, services, and partnerships. Through immersed participation, training, practice and reflection, the Mount Union student will gain skills that will complement their academic endeavors and further enable their success after graduation. Student Involvement & Leadership is directly responsible for the coordination of all-campus programs, advising fraternity and sorority life, coordinating and implementing leadership programs, co-advising the Mount Union Senate, providing student organization support, and offering the Student Involvement Record.

## **All-Campus Programming**

### **The Raider Programming Board**

The Raider Programming Board is the University's student-led activities council. The Raider Programming Board, or RPB, is responsible for a number of the all-campus programs that are brought to campus, including 4 weekly program series, Week of Welcome, Homecoming, Family Day, Little Sibs Weekend, Springfest, and much more. The 4 series that RPB puts on are After Hours, Coffeehouse, Movie Series, and Midweek Madness. After Hours is designed to provide a late night weekend alternative for student social interaction. Held during peak social times, events include ice skating, Cavs and Indians game trips, Cedar Point trips, and other themed and student-focused activities. Coffeehouse is an open-mic event held every other Friday in Campus Grounds to feature student talent. The Movie Series brings blockbuster hits to campus twice per month, and Midweek Madness offers a wide variety of entertainment every Wednesday such as comedians, hypnotists, pottery nights, game shows, and more. RPB meets weekly in the Hoover-Price Campus Center, so if you have an interest in choosing what acts come to campus or in planning events, then joining RPB is definitely for you!

### **Family Day**

Family Day provides students, parents and their families an opportunity to re-connect during the middle of the fall semester. Including attendance at a Raider football game, a luncheon and evening entertainment, Family Day provides resources for families to continue to support the educational pursuits of their students. A full day of events is always planned for Family Day.

### **Homecoming**

The Raider Programming Board President and the Assistant Director of OSIL, along with the Office of Alumni Relations and University Activities coordinate the events of the annual Alumni/Homecoming Weekend. The Raider Programming Board selects and coordinates the events of the week leading up to Homecoming, providing entertainment such as comedians, musical acts, and mentalists. Raider Programming Board and the Mount Union Student Senate coordinate Mr. UMU, the annual reverse beauty pageant. At half time of the Homecoming football game, the King and Queen Ceremony take place.

### **Little Sibs Weekend**

A variety of student organizations on campus sponsor events throughout the weekend to provide entertainment and welcome younger family members of the

current students. Activities typically include a live show, a movie, inflatable fun, various crafts, a photo booth, and so much more. Registration opens in March.

## **Leadership Programs**

Our leadership programs provide students at a variety of abilities and engagement levels with appropriately designed leadership opportunities to further enhance their learning and engagement on campus. This includes the Emerging Leaders Program for first year students, the Developing Leaders Program for sophomore students, and additional workshops and offerings available throughout the year to meet the needs of student leaders and organizations.

## **Fraternity and Sorority Life**

Mount Union hosts four fraternities and four sororities on campus. The Office of Student Involvement and Leadership holds the philosophy that the social fraternities and sororities are a part of a community emphasizing the shared values of the various groups, having a high expectation for interaction among all groups. When joining one organization, a member can expect to feel a sense of belonging to a greater whole.

Mount Union provides the opportunity for first-year students to join a fraternity or sorority during their first semester on campus, including in the fall of their first year. Any student who is not currently affiliated with a fraternity or sorority may participate in the recruitment process at any point in their college career. A man interested in fraternity life must achieve a minimum GPA required by the individual fraternities to be eligible to join a fraternal organization on campus. Women interested in joining a sorority must obtain that minimum grade point average required by the chapter of their interest. Interfraternity Council and Panhellenic Council, the fraternity and sorority governing boards, organize and operate the recruitment period in September. The individual chapters also sponsor a variety of events throughout the year to provide new students with information regarding fraternities and sororities.

Sophomore, junior and senior students may choose to reside in their fraternity or sorority houses, if housing is available.

## **Student Organizations**

In support of the leadership development that takes place in student organizations, the Office of Student Involvement and Leadership also serves as a resource center and clearinghouse for the approximately 80 active student organizations on campus. Students can learn about becoming involved in these student organizations by participating in the Student Involvement Fair held during the first week of the fall semester.

All student organizations are required to register with the Office of Student Involvement & Leadership and maintain current contact information for presidents and advisors. Students interested in starting a new student organization can obtain materials and learn the appropriate process by contacting the office.

## **Student Senate**

The Mount Union Student Senate is the chief avenue for students to maintain an effective voice in the affairs of the University by serving as the link between the student body and the administration. Through Student Senate, students can express concerns or make suggestions (either directly or through their representatives) about any issue on campus, be it academics or campus life. In addition, any student or organization may petition Student Senate for funding for extracurricular projects and endeavors.

## **Student Involvement Record**

The Student Involvement Record (SIR) is a chronological record of a student's participation in co-curricular activities at the University of Mount Union. The SIR can be best described as a co-curricular transcript intended to complement the academic transcript by providing a chronology of the student's accomplishments while a student at the University. The Student Involvement Record program is a comprehensive attempt to provide data and information regarding student involvement in cocurricular and related non-classroom activities. The SIR was developed to provide statistical information regarding student involvement, provide useful services to student organizations, and provide students with a chronology of their involvement. The information submitted is kept on file in the Office of Student Involvement & Leadership. Many departments on campus request student involvement information throughout the year for various reasons. It is to a student's advantage to an SIR on file. This information is often used when students are being considered for an academic or leadership honor/award. Additionally, this information can be used in support of the academic transcript during the job search process.

The Student Involvement Record needs to be updated each semester so that a student's record is as accurate as possible. Each semester, presidents, advisors and coaches will be asked to update information regarding their organization. Information can be updated at any time by contacting the Office of Student Involvement & Leadership. Students will be given the opportunity to adjust information on their activity record, but will be required to seek the advisor's signature as confirmation of their participation.

## **Center for Student Success**

The Center for Student Success, located in the Hoover-Price Campus Center, includes the Career Development Office, the Office of Academic Support and the Office of Students in Academic Transition Programs. While each office provides a different kind of assistance, their services are interrelated to provide holistic student-centered support.

## **Academic Support**

The Office of Academic Support offers a variety of services to assist day and evening students in managing their course work successfully. Individual academic counseling and study strategies matched to learning styles can help students handle difficult classes. Additionally, this office coordinates a Week 4 Progress Report in each semester for at-risk students, and oversees many outreach efforts to contact struggling students throughout the academic year. All reports are reviewed by the Director, who will attempt to contact struggling students based on the responses provided by faculty members. Also, peer tutors, who are hired and trained by the office, facilitate study groups for many courses.

## **Career Development**

The Office of Career Development, located in the HPC Student Success Center, offers a wide variety of services and activities for all levels of students. The focus of the office is to assist all students during their undergraduate years and upon graduation as they embark on a career. Experienced staff members are available to assist students in their quest for self-understanding, evaluation of interests and abilities and efforts to determine satisfying vocational objectives.

There are four integrated office components that comprise the center – experiential learning, job search and strategies, graduate school selection and advising.

Students are also encouraged to participate in experiential learning or the application of academic preparation in the world of work. These are real world work experiences in the student's field of study. There are two options for experiential learning. An academic internship must be approved by the student's academic department and must be taken for credit. The internship can be taken for a one semester duration, may be paid or unpaid, and involves a contract between the site, student and institution. An externship is experience in the major field, but may be project based, event based or a part-time job for the purpose of obtaining transferable skills and experience. They may be arranged through faculty or the Office of Career Development, or by the student. Externships are not for credit, can be paid or unpaid and do not involve contracts.

The third aspect of the Office of Career Development – job search strategies – is designed to assist students in their search for internships, externships or full-time employment upon graduation. All employment opportunities coming to the Office of Career Development are available through our job posting system found at [collegecentral.com](http://collegecentral.com). Additionally, area employers who are seeking candidates to fill entry-level jobs participate in the on-campus recruitment program. Students who plan to interview with company representatives must register with the Office of Career Development and complete the *College Central* electronic registration and resume upload. A very important and popular two-credit course that is offered each fall and spring is BUS 313: Planning for Meaningful Work. This academic course is designed to impart helpful information and preparation to students who are beginning their internships and/or job searches. Topics offered include Resume Writing, Writing a Cover Letter, Interview Techniques, Mock Interviews and Job Fairs, How to Dress for the Interview and on the Job, an etiquette luncheon, Researching a Company, Job Search Strategies: A to Z and recruiter presentations, culminating with a professional panel discussion. Resume review appointments are available for all students and provide the foundations of writing a professional resume. The Office of Career Development also sponsors several job and internship fairs throughout the year.

Finally, The Office of Career Development guides students through the graduate school selection, testing and admission process. The office hosts a graduate school fair every October.

## **Students in Academic Transition Programs**

The Office of Students in Academic Transition Programs works one-on-one with students who are unsure of or desire to change their major. Each student is challenged to critically assess self, values and interests as pertinent to academic and career direction. Students can opt to select and complete an interest survey to help identify the majors that might be a good fit for their academic strengths and interests. Students are invited and encouraged to utilize the Resource Library to gain insight into potential major/career correlation. This resource is valuable as it assists in facilitating transition to more in-depth planning with Career Development. All transfer students will process through this office before they are assigned to an advisor in their academic field. This office also coordinates the sophomore appointment program.

## **Digital, Writing and Oral Communication Studio**

The Digital, Writing and Oral Communication Studio (DWOC Studio) is open to all students at the University of Mount Union. Its mission is to provide a space for students to work on writing, oral presentations, and digital artifacts, including sound and video editing, desktop publishing and more. Consultants are on hand to provide help with critical thinking at the beginning stages of a project; support through the writing, speaking, and production process; as well as polishing a final product, including essays, reports, employment and graduate school documents, public speeches, PowerPoints, Prezis, videos, audio files, and ePortfolios and more. Make an appointment online by visiting [www.mountunion.edu/DWOCs](http://www.mountunion.edu/DWOCs).

## **Information Technology**

The University offers state-of-the art teaching and learning resources. Each semester new facilities and technologies are made available on campus to support teaching and learning. For additional details, please visit <http://www.mountunion.edu/information-technology>.

## **Campus-Wide High-Speed Data Network**

This infrastructure is the foundation upon which all of our computer information systems are built. The data network consists of a high-speed fiber-optic network between buildings and Ethernet networks within each building. Data and Cable TV jacks are provided in every residence hall room. Wireless is available within all academic, administrative and residential buildings. The entire network is directly connected to the Internet. Faculty, staff and students have remote access to campus servers through VPN.

## **Public Computer Facilities**

General purpose computing labs are located throughout various buildings on campus. Additionally, the library portion of KHIC and some residence halls have public workstations. Numerous classroom computer labs are available as well as several specialized departmental computer labs.

## **CCTV-Closed Circuit Television System**

Residence hall rooms, as well as most offices, classrooms and labs are connected to the Campus Cable Television (CCTV) system. The University brings to campus a wide variety of television programming including commercial channels, educational channels, movie channels and special teleconferences.

## **Library**

The University operates an automated library system providing online public access to the catalogue, circulation services, interlibrary loan, research journals and databases.

## **Language Laboratory**

A large, state-of-the-art language laboratory is located in the Kolenbrander-Harter Information Center.

## **Multimedia Facilities**

The University has over 50 multimedia-equipped classrooms including large-screen computer and video projection and sound systems, as well as document cameras. Additionally, faculty make use of portable carts with computers and projectors in other classrooms.

## **Administrative Systems**

The student information system provides online access to services via the web ranging from applying for admission to registering for classes and viewing transcript information. The University uses an ID card system for electronic access to residence halls, food service, vending, copy machines and other transactions.

## Mobile App

The University offers a mobile app. The app provides a wealth of academic and campus resources that you will find helpful. For more information on our mobile app please visit <http://www.mountunion.edu/app>.

## Helpdesk

The Office of Information Technology provides helpdesk services to faculty, staff and students. To reach the Helpdesk, please dial ext. 4357 on campus or (330) 829-8726 off-campus or e-mail [helpdesk@mountunion.edu](mailto:helpdesk@mountunion.edu) with details on your needs.

## Technology Resources Acceptable Use Policy

### Technology User Code of Conduct

The following Code of Conduct is intended to instruct technology users in acceptable behavior regarding their use of the University of Mount Union technological resources. This document is not intended to be exhaustive of all possible behaviors that may be deemed inappropriate. Users are expected to adhere to all policies set forth by the University regarding the use of technology resources. Failure to follow the expectations set forth in this Code of Conduct or any other policy of the University regarding use of technology may result in sanctions against the user including, but not limited to, loss of access to technology resources and/or disciplinary action.

1. Users are responsible for how their accounts are used; therefore, every effort must be made to protect against unauthorized access to accounts. Users must have a password which will protect their accounts from unauthorized use and which will not be guessed easily. If a user discovers that someone has made unauthorized use of her/his account, s/he should change the password and report the intrusion to the Office of Information Technology. Users should change their password on a regular basis to assure continued security of their accounts.
2. Users may not intentionally seek information about, browse or obtain copies of or modify files or passwords belonging to other people, whether at Mount Union or elsewhere, unless specifically authorized to do so by those individuals. Also, users may not attempt to intercept, capture, alter or interfere in any way with information on campus or global network paths.
3. Users must not attempt to decrypt or translate encrypted material or obtain system privileges to which they are not entitled. Attempts to do any of the above will be considered serious violations.
4. If users encounter or observe a gap in system or network security, they must report the gap to the Office of Information Technology. Users must refrain from exploiting any such gaps in security.
5. Users must refrain from any action that interferes with the supervisory or accounting functions of the system or that is likely to have such effects.
6. Users must be sensitive to the public nature of shared facilities and take care not to display sounds or messages that could create an atmosphere of discomfort or harassment for others.
7. Users must avoid tying up computing resources for game playing or other trivial applications, sending frivolous or excessive mail or messages locally or over an affiliated network or printing excessive copies of documents, files, images or data. Users should be sensitive to special needs for software and services available in only one location and cede place to those whose work requires the special items.
8. Users may not prevent others from using shared resources by running unattended processes or placing signs on devices to "reserve" them without authorization.
9. Users may not copy, cross-assemble or reverse-compile any software or data that the University has obtained under a contract or license that prohibits such actions. If it is unclear if it is permissible to take such actions, users should assume that they may not do so.
10. Software may not be copied or used illegally. Web site materials must be cited appropriately and permission obtained for the publishing, performing or distribution of copyrighted material.
11. Messages, sentiments and declarations sent as electronic mail or sent as electronic postings must meet the same standards for distribution or display as if they were tangible documents or instruments. Users are free to publish their opinions, but they must be clearly and accurately identified as coming from the particular user or, if a user is acting as the authorized agent of a group recognized by the University, as coming from the group s/he is authorized to represent. Attempts to alter the "From" line or other attribution of origin in electronic mail, messages or postings will be considered violations of University policies.
12. Users may not take any action that damages Mount Union technology resources in any way including technology found in classrooms, public computing labs, departmental labs, residence halls and University houses or any other campus location.
13. Users may not establish any computer to function as a server without the knowledge and approval of the Office of Information Technology.
14. Users are required to utilize anti-virus software on their computers. Anti-virus software must be updated regularly.
15. Users may not deploy any network electronic equipment or install wireless access points without express permission from the Office of Information Technology.
16. Users who utilize the Mount Union e-mail system are required to comply with state and federal law, University policies and normal standards of professional and personal courtesy and conduct.

### Network Use Policies

The University of Mount Union network is provided for the academic use of students and faculty of Mount Union as well as to the University administration for conducting official University business. Academic use is determined to be any legitimate use of the network for the purpose of assisting in the conduct of the University's academic mission. The official conduct of University business is limited to efforts on behalf of the management and administration of the University. The network provides access to the Internet from all offices, residence hall rooms and computer labs, in addition to public access stations in the library. Students living in on-campus housing are accorded the privilege of using the network for personal use, as long as such use is in keeping with all applicable policies of the University, all applicable state and federal laws and is not excessive (resulting in diminished service to fellow students).

User access to the network is governed by the acceptable use policy of the University as well as by the following:

1. Servers. All servers operating on campus must do so with the knowledge and consent of the Office of Information Technology. A server is defined as any computer providing services of any type to other computers on the network or on external networks. Such services could include DNS, DHCP, SNMP, e-mail and application, file and/or printer sharing. In order to request the deployment of a server on the network, written petition must be made, stating:
  - a. The legitimate academic use of the server;
  - b. Intended server operating system;
  - c. All intended server functions and applications, including protocols and services; and
  - d. The identity and function of target subordinate computers/users.
2. Any computer acting as a server without prior authorization as stated above will be removed from the network. All licensing, operation and support of

the hardware and software utilized will be the responsibility of the petitioner if such petition is granted.

3. Accounts. All authorized users will be provided an account by which to access the necessary network resources of Mount Union. The information regarding this account, including the account name and password, is privileged and must not be disseminated to anyone other than the account owner for any purpose. Account holders should protect their passwords and keep them confidential. Passwords should be changed frequently. Any problem resulting from irresponsible use of a password (e.g., a password that can be easily guessed or oral or written dissemination of a password) may be treated as grounds for action against the account holder. Any attempt to determine the passwords of other users is strictly prohibited. The following are categories of authorized users:
  - a. Full-time staff of the University.
  - b. Current faculty members
  - c. Current students
4. The following categories of users may be authorized to utilize the University network based on the legitimate need for access to such resources:
  - a. Part-time staff of the University
  - b. Volunteer staff of the University
  - c. Student employees
  - d. Current students on transfer
  - e. Retired members of the faculty and staff
  - f. Guests
5. Other categories of users may be granted special permission to obtain access to the system at the discretion of the University. Student employees who need to access administrative software and resources due to their employment must be given approval for this access by a department administrator.
6. Special Access. From time to time, circumstances dictate the provision of short-term, special access to University systems. Such access must be in accordance with the strictest adherence to the user policies stated above and may only be granted by the Office of Information Technology after review of a written petition. The petition must state the purpose of the access, the source user name and the department. Such access will typically be provided only for a limited time and will be allowed only from designated computers. All such petitions that are approved will be maintained on file in the Office of Information Technology. All connections made through such petitions will be monitored.
7. Network Electronic Equipment. Network electronic equipment, including switches, hubs and routers, may only be installed on campus with the knowledge and consent of the Office of Information Technology. In order to request the deployment of this equipment on the network, written petition must be made stating:
  - a. The legitimate academic use of the equipment;
  - b. The type of equipment wishing to be deployed and for what purpose;
  - c. All intended functions, including protocols and services; and
  - d. The identity and function of target subordinate computers/users.
8. Any network electronic equipment deployed without prior authorization as stated above will be removed from the network. If a petition is granted, all licensing, operation and support of the hardware and software utilized will be the responsibility of the petitioner.
9. VPN. (Virtual Private Network) is a resource made available to faculty, staff and non-residential Mount Union students. VPN will allow a user to connect to the campus network from an off campus ISP (Internet Service Provider) and make it appear to the user that they were physically connected to the Mount Union network. VPN will allow users to gain access to their home space (H:\ drive), departmental common space (S:\ drive), and hand-in and handout folders (M:\ drive). VPN will be supported for only specified operating systems. If misuse of this resource occurs or if the user does not comply with the VPN Policy of Mount Union, the Office of Information Technology reserves the right to terminate any VPN connection without notice. Any party found to have violated the VPN policy may be subject to disciplinary action, including termination of VPN access. A copy of the VPN policy can be found on the Office of Information Technology web site.
10. Wireless. Wireless technology is available in specified areas of Mount Union. Use of the wireless information network implies consent to abide by all University policies pertaining to the use of computer resources at Mount Union. Users may not install wireless access points. Any unauthorized wireless access points deployed will be removed from the network.
11. Campus ID Card System. The Campus ID Card System is a network resource and as such is protected by the rules of this policy. Any party found to violate this policy or damage devices specific to this system, such as door card, vending machine or laundry readers, may be subject to disciplinary action.
12. Web Pages. The Mount Union website and individual web pages are network resources and as such are protected by the rules of this policy. Any party found to violate this policy may be subject to disciplinary action.

### **Appropriate Use of E-mail and Internet**

Mount Union e-mail is intended to serve the communication needs of the University community. Access to the e-mail system is a privilege. Any e-mail addresses or accounts assigned by the University to individuals, sub-units or functions of the University are the property of the University. The Mount Union network is not intended for private correspondence, as such, all communications on Mount Union computer systems, whether personal or business-related, are the property of Mount Union. E-mail users are required to comply with state and federal law, University policies and normal standards of professional and personal courtesy and conduct. Unacceptable uses of e-mail and Internet access include, but are not limited to, the following:

- a. Use for any purposes that violate a federal, state or local law.
- b. Use for any commercial activities, including commercial advertising unless specific to the charter, mission or duties of the University of Mount Union.
- c. Use to publish, post, distribute, disseminate, or link to any:
  - i. Inappropriate, profane, defamatory, infringing, obscene, indecent, harassing or unlawful topic, name, material or information
  - ii. Software or other material protected by intellectual property laws, rights of privacy or publicity or other proprietary rights, unless the individual owns/controls such rights or has received all necessary consents for the use of such software and other materials
  - iii. Software or other material that contains viruses, corrupted files or that may or are intended to damage the operation of another's computer
- d. Use to gather or otherwise collect information about others for commercial or private use, including e-mail addresses, without the express consent of the individuals.
- e. Use for fund raising, political campaign activities or public relations activities not specifically related to Mount Union activities.
- f. Use to conduct or forward illegal contests, pyramid schemes or chain letters or to spam.
- g. Use to sell access to the Internet.
- h. Use to conduct any activity that adversely affects the availability, confidentiality or integrity of Mount Union's technology.
- i. Use to benefit personal or financial interests of any employee or student.

- j. Use for mass e-mail purposes. Announcements should be used for this purpose.

E-mail users shall not give the impression that they are representing, giving opinions or otherwise making statements on behalf of the University or any unit of the University unless expressly authorized to do so. Where appropriate, the following explicit disclaimer shall be included: "The opinions or statements expressed herein are my own and should not be taken as a position, opinion or endorsement by the University of Mount Union."

### **Security**

E-mail, as a public record, is subject to the Freedom of Information Act and to subpoena by a court of law. Users should be aware that any information submitted via e-mail is not confidential and could be observed by a third party while it is in transit. Encryption encourages the false belief that privacy can be guaranteed. Users should never put anything in an e-mail message that must be kept confidential. E-mail users should assume that anyone could accidentally or intentionally view the content of their message. E-mail security is a joint responsibility of the Mount Union Office of Information Technology and e-mail users. The University will provide the security offered by the currently used software, as well as a "firewall" to prevent unauthorized access to the mail server. Users must take all reasonable precautions, including safeguarding and changing passwords, to prevent the use of the account by unauthorized individuals. Users may not divulge passwords for Mount Union accounts to any other person or allow other persons use of their Mount Union account for any reasons.

### **Archiving and Retention**

The Office of Information Technology does not archive documents. Mount Union records communicated using e-mail or the Internet need to be identified, managed, protected and retained as long as they are needed to meet operational, legal, audit, research or other requirements. Each director is required to comply with approved records retention schedules or to set standards to retain, manage and make accessible in an existing filing system, outside the email system, records needed to support program functions in accordance with Mount Union's standard practices.

### **Eligibility for E-Mail Privileges**

Students are eligible for e-mail privileges as long as they are officially registered at Mount Union. Faculty and staff e-mail privileges start on the date employment begins and end at the close of the business day of the date of employment termination. The Mount Union Office of Information Technology may, under its sole discretion, attempt to redirect email for a reasonable period of time as determined by the University for purposes consistent with this policy and the University's mission. The University may elect to terminate the individual's e-mail account or continue the account, subject to approval by appropriate University supervisory and systems operational authority. The Office of Human Resources at Mount Union is responsible for notifying the Office of Information Technology of the date of employment termination.

# **Academic Policies and Procedures**

## **Student Responsibility**

Each student has the responsibility to be aware of and to meet the Catalogue requirement for graduation, and to adhere to all rules, regulations and deadlines published in this Catalogue and in the Student Handbook.

## **The University of Mount Union Educational Records Policy Annual Notification to Students**

In accordance with the Family Educational Rights and Privacy Act (commonly referred to as FERPA, or the "Buckley Amendment"), Mount Union has adopted the following policies and procedures to protect the privacy of educational records. Students will be notified of their FERPA rights annually by publication in the Catalogue and on the University's website.

### **Definitions**

The University of Mount Union uses the following definitions in this policy:

Student: any person who attends or has attended the University.

Education records: any record in whatever form (handwritten, taped, print, film or other medium) which is maintained by the University and is directly related to a student, with the following exceptions:

- personal records kept by a University staff member if the record is not revealed to others and is kept in the sole possession of the staff member;
- student employment records that relate exclusively to the student in the capacity of an employee;
- records maintained separately from educational records solely for law enforcement agencies of the same jurisdiction;
- counseling records maintained by the University chaplain or the University counselor;
- medical records maintained by the University solely for treatment and made available only to those persons providing treatment; and
- Office of Alumni Activities records.

### **Rights Under FERPA**

A student shall have the right and parents of a dependent student may have the right to do the following:

- inspect and review the student's education records;
- request that the student's education records be amended to ensure the records are not inaccurate, misleading or otherwise in violation of a student's privacy or other rights;
- consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent;
- file a complaint with the U.S. Department of Education concerning the failure of the University to comply with the requirements of FERPA;

### **Procedure to Inspect Education Records**

Students may inspect and review their education records upon request to the appropriate record custodian(s). Students must submit a written request that identifies as precisely as possible the record(s) the student wishes to inspect.

Access will be provided within 45 days of the written request. Information contained in educational records will be fully explained and interpreted to students by University personnel assigned to, and designated by, the appropriate office.

Student records are maintained in the following offices:

- admissions and academic records in the Office of the Registrar;
- financial aid records in the Office of Student Financial Services;
- financial records in the Office of Business Affairs;
- progress and advising records in the departmental offices and faculty offices;
- disability-related records in Disability Support Services;
- academic dishonesty records in the Office of Academic Affairs;
- disciplinary and student conduct records in the Office of Student Affairs.

## Right of the University to Refuse Access

The University reserves the right to refuse to permit a student to inspect the following information:

- the financial statement of the student's parents;
- letters of recommendation for which the student has waived his or her right of access;
- records of applicants who were neither admitted to nor attended the University of Mount Union;
- records containing information about more than one student, in which case the University will permit access only to that part of the record which pertains to the inquiring student; and
- records which are excluded from the FERPA definition of educational records.

## Right to Challenge Information in Records

Students have the right to challenge the content of their education records if they consider the information contained therein to be inaccurate, misleading or inappropriate. This includes an opportunity to amend the records or insert written explanations by the student into such records. The student may not initiate a FERPA challenge of a grade awarded unless it was inaccurately recorded; in such cases the correct grade will be recorded.

## Procedures for Hearings to Challenge Records

Students wishing to challenge the content of their education records must submit, in writing to the appropriate office, a request for a hearing which includes the specific information in question and the reasons for the challenge.

Hearings will be conducted by a University official who does not have a direct interest in the outcome of the hearing. Students will be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge. The hearing officer will render a decision in writing, within a reasonable period of time, noting the reason and summarizing all evidence presented.

If the hearing results are in favor of the student, the record shall be amended. Should the request be denied, an appeal may be made, in writing, and submitted to the registrar within 10 days of the student's notification by the hearing officer. The appeal shall be heard by an Appeals Board of three disinterested senior University officials. The board will render a decision, in writing, within a reasonable period of time.

Should the appeal decision be in favor of the student, the record shall be amended accordingly. Should the appeal be denied, the student may choose to place a statement with the record commenting on the accuracy of the information in the record and/or setting forth any basis for inaccuracy. As long as the student's record is maintained by the University, when disclosed to an authorized party, the record will always include the student's statement and the board's decision.

## Disclosure of Education Records

The University will disclose "non-directory" information contained in a student's educational record only with the written consent of the student, with the following exceptions:

- to school officials, including teachers, who have a legitimate educational interest in the record;
  - to officials of another school in which the student seeks or intends to enroll;
  - to federal, state and local agencies and authorities as provided under law;
  - to the parents of an eligible student if the student is claimed as a dependent for income tax purposes;
  - accrediting organizations;
  - to comply with a judicial order or lawfully issued subpoena;
  - emergencies affecting the health or safety of the student or other persons; and
  - as otherwise permitted by FERPA.
- Any student who wishes to authorize release of his or her grades to one or both parents should complete a disclosure form in the Office of the Registrar.

## AACRAO Crafts Addendum to FERPA Annual Notice

In light of the December 2011 FERPA regulations going into effect earlier this year, AACRAO contracted with a prominent D.C. law firm to produce additional language for institutions to use as part of their annual FERPA Notice. The association recommends the following text as a compliance addition to institutional privacy disclosures.

## FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data

Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

## Directory Information

Disclosure of directory information normally may be made without the student's consent. Directory information includes the student's name; school and permanent addresses; school, permanent and cellular telephone numbers; school mailbox address; school e-mail address; date and place of birth; majors and minors; dates of attendance; enrollment status; class level; degree(s) received and dates of conferral; honors and awards earned; previous institutions attended; weight and height of athletes; participation in officially recognized activities and sports; and photograph.

A student who wishes to have all directory information withheld must submit an "Authorization to Withhold Directory Information" form to the registrar. The hold will become effective the first day of class in the next regular semester (fall or spring). Once filed this request becomes a permanent part of the student's record until the student instructs the registrar in writing to have the request removed. Because the University's computer system is unable to put a "hold" on selective directory information, all directory information will be placed on hold or all directory information except name and e-mail address will be placed on hold. Moreover, this request does not restrict the release of this information to individuals and agencies list in "Disclosure of Educational Records" above.

## Degrees Offered

The University confers upon candidates who satisfy all specified requirements the following baccalaureate degrees:

Bachelor of Arts

Bachelor of Music

Bachelor of Science in Nursing

Bachelor of Science

## Degree Requirements

### University Requirements for All Degrees

- A. A minimum of 128 semester hours is required for all degrees;
- B. At least 48 semester hours must be completed at the University of Mount Union;
- C. The last 32 semester hours of a degree program must be pursued in residence at the University – cooperative and other special programs may be excepted from this requirement;
- D. Not more than 52 semester hours in a major field may be counted toward requirements for the bachelor of arts and bachelor of science degrees;
- E. A minimum grade point average of 2.000 on a 4.000 scale must be achieved for all Mount Union and transient work attempted;
- F. Completion of a major with at least a 2.000 grade point average;
- G. Completion of a minor with at least a 2.000 grade point average;
- H. If required by the major, completion of a concentration with at least a 2.000 grade point average;
- I. Completion of the Integrative Core requirements for the degree to be earned;
- J. Demonstration of proficiency in Foreign Language and Math (See page 106 and 127)

Although each student is assigned a faculty advisor for discussion of academic program requirements and progress, it is the student's responsibility to be aware of and in compliance with all requirements for degree completion.

Note: The above requirements take effect for students who matriculate in the fall of 2012 and later. Students who entered Mount Union prior to the fall of 2012 will complete all requirements listed in their entry-year Catalogue, with appropriate revisions to enable the transition to the four-credit Integrative Core curriculum. Students who transfer to Mount Union in 2012-2013 will complete the "old" General Education requirements (revised October 2011). Transfer students should meet with the Registrar to discuss specific course requirements.

### Special Graduation Requirement Notes

No more than four credits in physical education recreation/ activity courses, with the REC prefix, may count toward graduation requirements.

Courses numbered "199," "299," or "399" may meet General Education / Integrative Core requirements only if specifically identified as doing so by the Office of the Registrar.

The Mount Union Catalogue in effect at the time of a student's admission to the University shall govern such student's degree requirements; an extended period of non-enrollment at the University may, at the time of return, result in a change to requirements as specified in a later issue Catalogue.

When the Office of the Registrar identifies a student who has been pursuing a degree for more than 10 calendar years, that office will request that the department(s) in which the student is doing his or her major and minor work complete a review of the student's record to date. This review would be to determine if any modifications should be considered or implemented in the student's program of study toward the major(s) or minor(s). The Academic Policies Committee will be asked to review the student's record to determine if any general degree requirements – including the General Education Requirements – should be updated for this student. Further updates will be required only if recommended by the appropriate departments or the Academic Policies Committee.

### Applying for Graduation

All students are expected to apply for graduation at least two semesters prior to their expected date of graduation to ensure that all graduation requirements are identified and completed by that date. The Application for Graduation should be completed online at the registrar's portal page. The application form includes: when the student plans to complete graduation requirements; a declaration of the student's major(s), minor(s), and concentration(s); the degree the student expects to earn and the theme cluster that will be completed in the Integrative Core.

Once an application is received, the Office of the Registrar and the student's major department chair will identify any remaining requirements for graduation on a Degree Clearance Form, a scan of which will be sent to the student and her/his advisor.

### Degree Conferral

At the end of each fall and spring semester as well as summer sessions, the registrar presents to the faculty the names of all students who have at that point successfully completed all requirements for graduation. The faculty must then approve these potential graduates before they can be awarded a degree. Once the faculty have approved the candidates for a specific degree, that degree will be conferred on those students by the University.

**Faculty approval**

At the end of the spring semester  
 At the end of the summer sessions  
 At the end of the fall semester

**Degree conferral**

May  
 August  
 December

For degrees conferred in August or December, diplomas will be mailed to the students; degree conferral in May will be done at Commencement where diplomas will be issued directly to the student. Students whose degrees were conferred in August or December also may participate in the May Commencement exercises. The graduates' official academic records will include evidence of degree conferral.

A student who completes degree requirements between the times of degree conferral may request from the registrar a letter of completion certifying that degree requirements have been satisfied and confirming that the degree will be awarded at the next conferral date.

If the student has an outstanding financial obligation to the University, until and unless those financial obligations have been reconciled, a potential graduate or a degree candidate may not:

- A. Obtain a letter of completion.
- B. Participate in any aspect of the Baccalaureate or Commencement exercises (i.e. wear an academic robe, cross the stage with others who have completed degree requirements, etc.).
- C. Receive a diploma or any other attendant documents (e.g. certificates, awards, honors, etc.).
- D. Secure any evidence or verification of degree conferral (e.g. transcript etc.).

**“Walking” at Commencement**

If a student is or will be within one course of completing all requirements for the bachelor's degree at the time of the May Commencement, the student may apply to the registrar to be allowed to “walk” at Commencement. If approval is granted, the missing course must be taken at Mount Union or as an approved transient course in the summer immediately following that Commencement. The student must be registered for the course prior to Commencement.

Students accepted to the fourth year of the Medical Laboratory Science program will be permitted to “walk” at May commencement if they are making satisfactory progress toward the achievement of their degree, with no more than the summer clinical term to complete all degree requirements. The program director will confirm the eligibility of each student who submits an application to the Registrar to participate in the event.

Students who participate in the May ceremony as “walkers” will not graduate until the August conferral date. During the period of time between completion of all requirements and the date the degree is awarded, students may request a Certificate of Completion to accompany a transcript.

Please note: Latin Honors designations will not be listed in the Commencement program.

**Second Degree Requirements**

Although a second baccalaureate degree is not normally conferred by the University of Mount Union, a graduate of the University or of another accredited institution can pursue a second degree by completing the following:

- A. The plan must be approved by the major department involved;
- B. All requirements for the degree being pursued must be completed including a new major and minor;
- C. All University and liberal arts requirements must be satisfied;
- D. The second degree may not reflect an essential duplication of a major or minor;
- E. A minimum of 32 semester hours in residence beyond the first degree must be completed;
- F. Both degrees may not be conferred at the same time.

**The Definition of a Credit Hour**

The University of Mount Union defines a credit hour as an expectation of student learning outcomes that can typically be achieved in 42-45 hours \* of student work. This definition presumes the following:

- Student learning outcome achievement will be demonstrated by documented quantitative and qualitative evidence.
- Expectations are based on many types of learning experiences (classroom, laboratory, clinical, practica, internship, studio work, individual study, group work, other academic work, etc.) and modes of delivery (face-to-face, on-line, etc.).
- Expectations are based on degree level, course-level, and discipline.
- This definition is a minimum standard and courses may exceed this standard with more challenging outcomes that typically require a greater number of hours.

\* For a 15 week semester this would represent one hour of direct faculty instruction and a minimum of 2 hours of independent work per week.

**The Major**

Each student must declare at least one major program of study. A major consists of not less than 28 nor more than 44 semester hours in a major field, at least 16 of which must be completed at Mount Union with none of these 16 being transient credits. However, a student may pursue additional courses in a major field – to a total of 52 semester hours – to count toward the 128 required for graduation.

Candidates for the degrees of Bachelor of Music and Bachelor of Science in Nursing are eligible to complete only one major. Candidates for the Bachelor of Arts or Bachelor of Science degree may choose to complete more than one major. Graduating students who have completed the requirements for a double major with one major designated Bachelor of Arts and the other designated Bachelor of Science may select which degree type appears on their diploma. Although the student will earn only one degree, both majors will be listed on the official university transcript.

Foreign language majors and minors who take courses in a foreign language as part of a Study Abroad Program in a country where the foreign language being studied is the language of that country may count those courses toward the minimum residency requirement for the major and minor subject to the prior approval of the chairperson of the Department of Foreign Languages and Cultures at Mount Union. The chairperson's review will include a determination of whether or not there is an appropriate distribution of language/culture/literature in the major/minor.

By the time a student has completed 64 semester hours, he or she must declare an academic major and be officially assigned to an academic advisor who is a faculty member in the department responsible for the declared major. To declare a major, the student must complete a Declaration/Change of Major/Minor/Advisor form; the form must be approved by the appropriate department chair and submitted to the Office of the Registrar.

Satisfactory completion of a major program includes achieving a 2.000 minimum grade point average in the major.

Major and departmental requirements appear in the respective discipline sections located in the Programs of Study section of this Catalogue.

## Majors are offered in the following areas:

Degree	Major Program	Degree	Major Program
BA	Accounting	BA	International Business and Economics
BA	American Studies	BA	International Affairs and Diplomacy
BA	Art	BA	Intervention Specialist
BA	Asian Studies	BA	Japanese
BS	Athletic Training	BA	Management
BS	Biochemistry	BA	Marketing
BS	Biology	BS	Mathematics
BS	Chemistry	BS	Mechanical Engineering
BS	Civil Engineering	BS	Medical Laboratory Technology
BA	Communication Studies	BA	Middle Childhood Education
BS	Computer Information Systems	BA	Music
BS	Computer Science	BM	Music Education
BA	Criminal Justice	BM	Music Performance
BA	Early Childhood Education	BA	National Security and Foreign Intelligence Analysis
BA	Economics	BS	Neuroscience
BA	English	BSN	Nursing
BS	Environmental Science	BA	Philosophy
BS	Exercise Science	BA	Physical Education Pedagogy
BA	Finance	BS	Physics
BS	Financial Mathematics	BA	Political Science
BA	Financial Planning	BS	Psychology
BA	French	BA	Public Health
BS	Geology	BA	Public Relations
BA	German	BA	Religious Studies
BA	Health	BA	School Counseling
BA	History	BA	School Social Work
BS	Human Development and Family Science	BA	Sociology
BA	Human Resource Management	BA	Spanish
BA	Integrated Media	BA	Sport Business
BA	Interactive Media	BA	Theatre
		BA	Writing

A student may be required by his or her major department to complete selected courses to complement courses in the major field and/or to satisfactorily complete examinations related to the major field.

A self-defined interdisciplinary major is available to a student interested in pursuing a concentration of study not specified in this Catalogue. Such interdisciplinary majors must satisfy all University requirements for graduation and must be consistent with the learning goals of the University of Mount Union. Twenty-eight semester hours must be completed in any one department discipline within the self-defined major; however, no more than 44 semester hours in any one departmental discipline may be applied toward the total 128 semester hours required for graduation. A student who has completed less than half the course work in the interdisciplinary major, and who has achieved at least a 2.500 grade point average may submit a self-defined program proposal which will be reviewed and adjudicated by a committee composed of three faculty members representing the disciplines involved in the proposal and the Academic Policies Committee.

## The Minor

With the exception of those in the BM and BSN degree programs, all students are required to complete a minor program of study; available minors are noted in the discipline sections of this Catalogue. A minor program consists of from 16 to 20 semester hours, at least 8 of which must be completed at Mount Union with none of these 8 being transient credits. Students may not declare a major program and a minor program within the same discipline.

Foreign language majors and minors who take courses in a foreign language as part of a Study Abroad Program in a country where the foreign language being studied is the language of that country may count those courses toward the minimum residency requirement for the major and minor subject to the prior approval of the chairperson of the Department of Foreign Languages and Cultures at the University of Mount Union. The chairperson's review will include a determination of whether or not there is an appropriate distribution of language/culture/literature in the major/minor.

To declare a minor, the student must complete a Declaration/Change of Major/Minor/Advisor form; the form must be approved by the student's advisor and submitted to the Office of the Registrar.

Satisfactory completion of a minor program includes achieving a 2.000 minimum grade point average in the minor.

Exception: students who complete more than one major will not be required to complete a minor.

## The Area of Concentration

An area of concentration is a group of courses which together focus on a particular sub-discipline within a given major or on a specific pre-professional program. An area of concentration may be offered by any major, pre-professional program (as defined in this Catalogue) or professional program. Normally, pre-professional programs require specialized post-baccalaureate study and formal certification. Professional programs are those which directly qualify a student to seek formal certification in a given profession without specialized post-baccalaureate study.

An area of concentration must be a distinct program of courses which does not duplicate an existing major or minor, although courses which count toward a given major or minor also may count toward an area of concentration. An area of concentration may not be developed within a minor program.

To be eligible for inclusion in a student's official academic record, an area of concentration within a major must contain a minimum of 16 semester hours at least 8 of which must be from courses within the department which offers the major. An area of concentration for a pre-professional or professional program must contain at least 16 semester hours and will be administered by the advisor or department chair of the program.

An area of concentration meeting the above guidelines and approved by the Academic Policies Committee will be noted on the official academic record of any student who has completed such area of concentration along with the corresponding pre-professional, professional or major program.

Satisfactory completion of a concentration includes achieving a 2.000 minimum grade point average in the concentration. The 2.0 in the concentration will be calculated as all the required courses for the concentration that satisfy the minimum number of hours required for the concentration.

## The Role of Electives

The University of Mount Union faculty encourages students to use electives to explore courses outside of their major and minor areas of study.

## English Proficiency

Students displaying substandard ability to communicate in writing may be referred by a faculty member to the Department of English and/or to the Digital, Writing and Oral Communication Studio. Failure to achieve a satisfactory level of written expression may, in an extreme case, be the cause for academic suspension or dismissal from the University.

## Computation of 2.0 in a Major and a Minor

The 2.0 in the major shall be calculated as the GPA obtained in all the courses required for the major, plus all additional elective courses with the disciplinary prefix of the major. For majors that lack a disciplinary prefix, the 2.0 in the major shall be calculated as the GPA obtained in all the courses required for the major plus all elective courses taken in the home department of the major. For interdisciplinary majors, the 2.0 in the major shall be calculated as the GPA of all courses required and elected for the major, plus all additional elective courses taken with the major interdisciplinary prefix. For self-defined interdisciplinary majors, the 2.0 shall be calculated using all the required and elected courses approved for the major.

Courses that do not count for any major will not be included in the calculation of the 2.0.

The 2.0 in a minor will be calculated as all the required courses for the minor that satisfy the minimum number of hours required for the minor.

## Academic Record

The history of a student's academic career at the University of Mount Union is compiled to create the official academic record; this may take the form of hard copy or computer file format. The academic record contains all information pertinent to the student's academic progress: courses enrolled, terms enrolled, grades, academic action (suspension, dismissal, etc.), degrees granted, major and minor programs, concentrations, honors, academic awards, etc. Disciplinary information or actions will never appear on the student's "academic record." Administrators and faculty with a need to know (advisors, department chairs, etc.) may secure copies of the academic record for use when advising the student; such copies are unofficial advisor's copies and may not be replicated for release to a third party.

## Transcripts

An official copy of the academic record is called a transcript and bears the signature of the registrar. Only the registrar is authorized to prepare and issue official transcripts.

An official transcript must be requested in writing by the student using either the Transcript Request Form, a letter of request, a faxed request or by using the automated transcript order system. A transcript may be sent to a third party designated by the student or may be issued directly to the student; in the latter case, the transcript will be marked "Official Transcript Issued to Student." If the Office of Business Affairs has placed an academic hold on the student's record, no transcript will be issued until the financial obligation to the University has been discharged.

## Transfer Credit

A student admitted to the University of Mount Union after having attended another institution of higher education, including students who have earned associate of arts degrees, will be classified as a transfer student and must provide an official transcript of his or her academic record at all previous institutions. This transcript will be the basis for determining what, if any, transfer credit will be accepted by the University of Mount Union; such determination will be made by the registrar at the time of admission on a course-by-course basis. In order to be eligible for transfer to the University of Mount Union academic record, a transferred course must have been completed at a regionally accredited college or university, must have a grade of "C" or better and must be in an academic discipline in which courses are offered by Mount Union. Any credit granted at the time of admission is conditional and may be withdrawn if a student is deemed incapable of successfully completing advanced work. Grades for transfer work accepted by the University of Mount Union will not be included when calculating the student's Mount Union grade point average.

## Academic Honesty

The University views the moral and ethical education of its students as being equal in importance to their intellectual development. The codes of conduct and ethical habits individuals practice as students are likely to guide them for their entire lives. As a consequence, a significant part of the University's mission is to support in its students a belief in the importance of personal honesty and integrity and a strong commitment to high standards in those areas. In all of their academic pursuits, Mount Union students are expected to be responsible members of the academic community.

Unless clearly documented with citations indicating otherwise, all academic work is expected to be the student's own. Plagiarism and/or any other form of cheating or dishonesty will subject the student involved to sanctions ranging from failure of an assignment to possible suspension or dismissal from the University. Instances to which this standard will be applied include, but are not limited to, the following:

- A. Any academic work presented as the student's own must be solely the work of that student.
- B. Any student's work which uses ideas, information, or language from other sources must give appropriate credit to such other sources according to rules for proper source documentation, or the documentation style required by the discipline as noted by the professor of the class.
- C. A student may not knowingly give to or receive from another any unauthorized assistance with examinations, papers and/or other assignments.
- D. A student may not submit academic work, or any part of academic work, completed for one course as work for another course without the expressed prior approval of both instructors.
- E. A student may not destroy, damage, alter, or unfairly interfere with access to the University's educational resources and materials.
- F. A student may not knowingly subvert or otherwise interfere with the academic work of another.
- G. A student may not falsify or misrepresent research or laboratory data or observations.
- H. A student may not violate the authorial integrity of computer software through plagiarism, invasion of privacy, unauthorized access, or trade secret and copyright violations.

Depending upon the severity of the infraction and the circumstances of the situation, cases of academic dishonesty may result in sanctions ranging from failure of an assignment up to and including dismissal from the University.

Having determined that an infraction has occurred, an instructor may immediately impose sanctions according to the stated policies of the course syllabus. In addition, any instructor who suspects or has determined that a case of academic dishonesty has occurred will present the evidence to the department chair and

then to the Associate Academic Dean, Curriculum and Student Academic Issues, in the Office of Academic Affairs, who may impose additional sanctions as deemed appropriate. A student who wishes to do so may appeal the decision of the instructor or the Associate Academic Dean by way of a petition to the Academic Policies Committee.

Should the Associate Academic Dean feel the evidence of academic dishonesty warrants possible suspension or dismissal, the Associate Academic Dean will convene a hearing committee consisting of two faculty members from the Academic Policies Committee and one student to be appointed by Vice President for Academic Affairs or the Associate Academic Dean. The hearing committee will review the evidence as outlined in the student handbook under "Academic Dishonesty Hearing Process", make a determination regarding the student's responsibility for the alleged violation, and assign appropriate sanctions, if the student is found responsible. A student who wishes to appeal a decision of the hearing committee may do so by following the process described in the appeals section of the "Student Disciplinary Process" in the Student Handbook.

## Petitions and Appeals Regarding Non-Disciplinary Academic Matters

Any student with a concern about a non-disciplinary academic matter (for example, the assignment of a grade or the substitution of a course) should attempt to resolve the matter with the instructor, if one is involved, or the department chair. If the matter then remains unresolved, the student may submit a petition to the Academic Policies Committee for review. Petition forms and information are available from the Office of the Registrar.

The student may appeal decisions of the Academic Policies Committee to the Associate Academic Dean of the University. The student must submit a written request for an appeal to the Office of Academic Affairs no later than five business days following the notification of the committee's decision. The Dean's decision is final.

## Grades

Each course completed at Mount Union is assessed by the faculty member who will employ the following system of grades and quality point equivalencies:

A.... 4.00	B .....3.00	C .....2.00	D..... 1.00
A- .. 3.67	B- .....2.67	C- ..... 1.67	D- ..... 0.67
B+ ..3.33	C+ .....2.33	D+ ..... 1.33	F ..... 0.00

S	Satisfactory	U	Unsatisfactory
AU	Satisfactory Audit	UA	Unsatisfactory Audit

## Grading Notations

In addition to grades, certain notations are employed to signify specific conditions:

H	Honors	NG	No Grade Submitted	IP	In Progress
I	Incomplete	P	Passed	P+	High Pass (for 2 <sup>nd</sup> Year WOC Portfolio)
W	Withdrawn				

## Grades and/or Grading Notation Definitions

**S/U (Satisfactory/Unsatisfactory):** Applicable for assignment to sophomores, juniors and seniors who elect to enroll in certain courses on a satisfactory/unsatisfactory grade basis. The S/U option must be declared by the end of the eighth week of the semester or, for courses that are not taught for the full semester, the mid-point of the course.

To qualify for this option, a student must satisfy at least one of the following criteria: (1) cumulative average of at least 3.000, (2) an average of at least 3.000 for the two preceding semesters, or (3) a junior or senior with at least a 3.000 cumulative average exclusive of the freshman year. The S/U option may not be used with courses in the major department or with extra-departmental courses required for the major (except for those courses graded on an S/U basis only). The S/U option may not be applied to any course being used to satisfy the Integrative Core requirements specified in the "Requirements for a Degree" section of this Catalogue.

The S/U option may be used for courses in a minor department taken beyond those required for the minor. These courses will not include those that apply directly to the minor or those extra-departmental courses required for the minor (except those graded only on an S/U basis). Academic work completed at the "C" or higher level will be graded "S"; work completed at the "C-" level or below will be graded "U."

S/U grades are not included in a student's grade point averages. A student may enroll for only one elected S/U basis course each semester and a maximum of sixteen credit hours in a degree program.

The Satisfactory/Unsatisfactory option is not available to Mount Union students on Study Abroad unless this is the only manner in which the course is offered by the host university.

**I (Incomplete):** The "I" grade is to be used for situations where an unanticipated or unavoidable situation arises that prevents a student from completing a course during the scheduled semester. It is not to be used to extend the time available for convenience or to re-take the course. The assignment of an "I" grade must be approved by the Associate Academic Dean. Such requests shall be submitted before the end of the semester and include the basis for the request. The "I" grade may also be used when internships are planned to extend beyond the end of a regular grading period and must also be approved by the Associate Academic Dean.

Student work required to resolve the incomplete must be completed by the end of the fifth week of the next regular semester following the one during which the "I" grade was assigned. It is the student's responsibility to arrange for completion of the work. The final grade is due to the registrar during the sixth week of the following semester and may be any grade from "A" to "F". An "I" grade which has not been reconciled to a final grade by the end of the sixth week of the next regular semester will become an "F" and included in the calculations of the student's cumulative grade point average.

**IP (In Progress):** Applicable grade assigned at the end of the first semester of a two semester "extended" course.

**W (Withdrawn):** Applicable to students who withdraw from a course after the first week but by Monday of the eleventh week of a semester (the end of the fifth week for courses that meet for only seven weeks). Withdrawals processed by the end of the first week are not recorded on the official academic record. Withdrawals processed after the first week but by the first day of the eleventh week (or by the end of the fifth week for courses that meet for only seven weeks) will be recorded as a "W" on the official academic record. A student withdrawing after the first day of the eleventh week of classes for any reason – other than medical or non-academic hardship – will receive grades of "F" which will be used in computing the cumulative grade point average. Note: For courses that are taught in only the first or second half of the semester, the withdrawal deadline will be the end of the fifth week of the course.

A "W" is also applicable when a student, with the approval of the dean of students of the University, withdraws from a course anytime during the semester for a verified medical or other verified non-academic hardship. A "W" is not calculated in a student's grade point average.

**AU/UA (Satisfactory Audit/Unsatisfactory Audit):** The nature and amount of work required of an auditor, as well as the criteria for grading, will be specified by the instructor. Satisfactory completion of this work will result in "AU" on the academic record. Unsatisfactory completion of this work will result in "UA" on the academic record. No credit is awarded for an audited course.

## Change of Grade

In order to seek consideration of a request for a grade change in any course, a student must submit a petition to the Academic Policies Committee. Unless there are justifiable extenuating circumstances present, a student must submit such a petition prior to the end of the semester following the one during which the original grade was assigned. (See Petitions and Appeals Regarding Academic Matters section for more information, or contact the Office of the Registrar.)

Prior to a student's graduation from Mount Union, when he or she officially changes majors or applies to a graduate or professional school requiring A/F grades for courses originally pursued on an S/U basis, such student may, by petition to the Academic Policies Committee, request that an A/F grade replace the S/U grade on the academic record. The student's grade point average will be adjusted accordingly. Once changed from S/U to A/F, a grade cannot be returned to the S/U status.

## Repeating Courses

A student may repeat a failed course as often as is necessary in order to pass and receive credit for the course. The course credit hours for each attempt are used in the calculation of the student's GPA unless the course was taken as a "Repeat for change of grade." With the exception of courses that are expected to be taken multiple times, such as special topic, seminar, or applied music courses—a student may receive credit toward graduation for a course only once. If a student enrolls in a course for which he/she has received credit and "repeat for change of grade" does not apply, the enrollment will be converted to an "audit" enrollment.

## Repeat for Change of Grade

A student may "repeat for change of grade" a regularly offered course as many times as necessary or desired subject to the following conditions:

- A. A student may repeat at Mount Union any regularly offered course taken at the University of Mount Union in an attempt to secure a grade of "A" through "F," however, experimental courses or topical seminars may be repeated for change of grade only if the subject matter is the same.
- B. Grades for all course attempts will appear on a student's official academic record, but only the last attempt will be used in the calculation of the student's cumulative grade point average (the grade for the repeated attempt will appear in brackets).
- C. For purposes of this policy, credit earned for any repeated course will apply only once toward fulfilling degree requirements.
- D. A student may not enroll for an overload during a semester in which a course is being repeated.

Notes: Courses repeated under the "audit" option will not affect grades for any previous attempt(s).

The "S/U" option may not be used to repeat a course.

Due to curricular changes and/or course scheduling, not all courses may be available to "repeat for change of grade." Students intending to repeat a course that existed prior to the 2012-13 curriculum change must obtain a form to do so. Not all courses from the previous curriculum have repeatable equivalents in the new curriculum.

A student, without permission of the department chair, may not repeat a course which was a prerequisite for a course subsequently taken.

Students are encouraged to repeat a course within 12 months or at the next regular offering.

Please note that financial aid regulations prohibit a student from repeating a course that he or she has already passed more than once.

## Dean's List

A Mount Union undergraduate student is eligible for and shall be placed on the Dean's List for a given semester subject to the following conditions.

For the semester being considered the student:

- A. Must complete at least 12 semester credit hours of traditionally graded course work – courses graded "S" (Satisfactory) or taken as a repeated course cannot be included among these 12.
- B. Must have at least a 3.550 grade point average for all course work attempted.
- C. Cannot have a course graded below a "B" (3.000).
- D. Cannot have a course graded "U" (unsatisfactory);
- E. Cannot have a course marked "I" (incomplete) or "IP" (in progress), however, when the student completes work of the "I" or "IP" graded course(s) he or she may then be eligible to be added to a supplementary Dean's List for that semester.
- F. Courses graded "AU" (audit) or "W" (withdrawn) do not disqualify a student who is otherwise eligible for the Dean's List.

## Student Classification

A student's rank is dependent on the number of semester hours of credit she/he has completed, the sum of Mount Union credits earned and credit allowed for transfer work completed. A student is classified by rank according to the following.

Freshman	fewer than 28 total semester hours completed
Sophomore	at least 28 and fewer than 58 total semester hours completed
Junior	at least 58 and fewer than 88 total semester hours completed
Senior	a total of 88 or more semester hours completed

Note that credit awarded for approved transient course work taken at another institution is considered to be part of Mount Union credits completed.

A student is classified as full or part time according to the following.

Full-time	enrolled for 12 semester hours or more
Part-time	enrolled for fewer than 12 semester hours
Overload	enrolled for more than 20 semester hours at the University of Mount Union or at Mount Union and as a transient student at another institution

## Academic Standing

A student's academic standing – "good academic standing" or "academic probation" – is dependent upon his/her cumulative grade point average and the number of semester hours that he or she has attempted (note the rule for transfer students below). For a student to attain and/or maintain "good academic standing" at the University, the student must:

- A. Have a 1.600 grade point average or higher if he or she has attempted fewer than 29 semester hours.

- B. Have a 1.750 grade point average or higher if he or she has attempted at least 29 semester hours and fewer than 45 semester hours.
- C. Have a 1.900 grade point average or higher if he or she has attempted at least 45 semester hours and fewer than 60 semester hours.
- D. Have a 2.000 grade point average or higher if he or she has attempted 60 or more semester hours.

For transfer students, the figure used for "semester hours attempted" will be the sum of transfer credits accepted by Mount Union and the credits attempted here at Mount Union. For example, a transfer student who was granted six credits for transfer work and who has attempted 25 credits at Mount Union would have attempted a total of 31 semester hours for the purposes of this policy.

Please note that credit hours attempted and grades awarded for approved transient work taken at another institution are considered to be part of Mount Union credits attempted and are included in the calculation of grade point average.

## Satisfactory Progress

A student enrolled at Mount Union on a full-time basis is considered to be making satisfactory progress toward satisfying degree requirements if he or she has successfully completed at Mount Union a minimum of

- A. 24 semester hours after two semesters.
- B. 48 semester hours after four semesters.
- C. 72 semester hours after six semesters.
- D. 96 semester hours after eight semesters.
- E. Or 24 semester hours during the preceding two semesters of enrollment at the University.

In addition, a student's performance must represent a pattern that does not jeopardize the chances of satisfactorily completing degree requirements within approximately 128 semester hours.

Credit awarded for transfer work accepted by the University is not included in the hours used to determine satisfactory progress under this policy.

Credit awarded for approved transient course work taken at another institution is considered to be part of Mount Union credits.

Please note that making Satisfactory Progress Toward Degree does not necessarily ensure that the student is making Satisfactory Academic Progress for the purposes of financial aid eligibility.

## Intercollegiate Athletics Eligibility

To be eligible for participation in the University's intercollegiate athletic program during the traditional season, a student must be enrolled full-time for the semesters of participation, must be in good academic standing and be making satisfactory progress toward a degree. To be eligible for participation in the University's intercollegiate athletic program during the non-traditional season, a student must be enrolled full-time for the semesters of participation. These requirements are in accordance with National Collegiate Athletic Association (NCAA) guidelines.

## Academic Review

At the end of each semester, the record of every student is reviewed to determine whether he or she is in "good academic standing" or on "academic probation." Each student determined to be on "academic probation" will be reviewed by the Probation and Suspension Committee. The voting membership of the Committee consists of two faculty members from the Academic Policies Committee and the Associate Dean of the University (or his or her designee). Several administrators representing Academic Affairs, Enrollment Services, and Student Affairs provide support for the Committee.

After reviewing a student's record, the Committee may suspend (or dismiss) a student. Alternatively, the Committee may allow the student to continue enrollment, with or without conditions. Such conditions may include mandating periodic meetings with the Director of the Academic Support Center, requiring a reduced course load, requiring a grade objective for a specified semester, or other conditions that may be appropriate for a particular student. Regardless of conditions for continued enrollment (if any), a student who is not in "good academic standing" is considered to be on "academic probation," and may be required to limit participation in extracurricular activities, and may incur financial aid restrictions.

## Suspension in Enrollment

Suspension in enrollment is the involuntary separation of a student from the University for a specified period of time. At the end of such period, the student is usually eligible to apply for readmission; procedures for readmission application are listed in "Readmission after Suspension." A student is subject to suspension from the University if he or she

- A. Has a cumulative grade point average below that required for "good academic standing."
- B. Is already on "academic probation" and fails to show progress toward achieving good academic standing.
- C. Has an exceptionally poor record of achievement for any semester.
- D. Fails to show satisfactory progress toward meeting the requirements for a degree.
- E. Is determined to have violated academic honesty policies.
- F. Becomes subject to disciplinary procedures; in cases where a disciplinary action is deemed to be egregious, immediate involuntary separation may be recommended by either the dean of the University or the dean of students.

Note: There may be occasions in which a student is on Financial Aid Suspension, but remains eligible to take classes at the University. This is not considered to be suspension in enrollment.

Note: A suspension based on unsatisfactory academic performance will be considered an "academic suspension" and will be noted accordingly on the student's official academic record; a suspension based on unsatisfactory conduct and/or ethics will be considered a "disciplinary suspension" but will not be noted on the official academic record.

## Dismissal

Dismissal is the involuntary and usually permanent separation of a student from the University; a dismissed student is ineligible to apply for readmission. A student is subject to dismissal from the University if he or she

- A. Has been suspended for academic reasons on two or more occasions.
- B. Would normally be subject to suspension but the circumstances involved are considered, by either the dean of the University or the dean of students, to be egregious; in cases of such seriousness, immediate dismissal may be recommended.

Note: A dismissal based on unsatisfactory academic performance will be considered an "academic dismissal" and will be noted accordingly on the student's official academic record; a dismissal based on unsatisfactory conduct and/or ethics will be considered a "disciplinary dismissal" but will not be noted on the official academic record.

## Appealing Academic Suspensions or Dismissals

A student may appeal a suspension or dismissal decision by submitting a written letter of appeal to the Office of Academic Affairs. Students are advised to obtain letters of support from faculty members or advisors.

The Associate Academic Dean will convene a meeting of the Appeals Committee approximately two weeks after the original meeting. The Appeals Committee will consist of three voting members: two faculty members from the Academic Policies Committee who were not on the initial Probation and Suspension Committee, and a student from the Academic Policies Committee or a student recommended by the Office of Academic Affairs or the Office of Student Affairs. The Associate Academic Dean will notify students who submit an appeal of the decision made by the Appeals Committee.

A student may request that the dean of the University reconsider a suspension or dismissal decision of the Appeals Committee only when additional pertinent information becomes available. The dean of the University makes a decision and notifies the student in writing. No additional appeals are allowed.

## Readmission after Suspension

A student suspended from the University for academic reasons is eligible to apply for readmission after a hiatus of at least one semester not including the summer terms. Thus, a student suspended at the end of the spring semester will be eligible to be considered for readmission after the following fall semester. Applications for readmission after suspension must be submitted to the registrar and will be reviewed by the Associate Academic Dean, the Dean of Students, and the Registrar. A student who attends another college or university after being suspended from Mount Union must submit an official transcript from that school before the application for readmission will be considered. Students returning to the University of Mount Union from academic suspension are limited to a maximum load of 16 semester hours.

## Registration and Enrollment

### Faculty Advisors

Academic advising constitutes a key element in the educational plan of Mount Union. At the time of admission to the University, each student is assigned to a faculty member who serves as his or her initial academic advisor. When a student declares a major, the chair of the major department will assign a faculty member in the department to serve as academic advisor to the student. In addition to this assigned faculty advisor, other members of the University faculty and administration are available to assist students with academic and personal problems.

### Registration

For currently enrolled students, each semester during the academic year, all students except graduating seniors will confer with their respective advisors, plan and select a schedule of approved classes for the following semester and then complete registration for the next semester at the appropriate times published by the Office of the Registrar. Scheduling may be done using web registration or by paper form.

First time students entering in the fall semester will register during the preceding summer. New students entering in the spring semester will register during the break between the fall and spring semesters.

All continuing and new students are expected to be registered and have paid their fees or have satisfactory financial arrangements made prior to the start of each semester. Those who are unable to register until the first week of classes may do so on Self Service (if authorized by their advisor) or with a form signed by their advisors.

No late registrations are permitted after the first week of the semester.

### Prerequisites

Many courses have prerequisites, and these may range from class standing to a series of specific courses. Course prerequisites are noted for each course in the departments' "Course Description" section located near the back of this Catalogue. It is the student's responsibility to make certain that he or she has met all prerequisites prior to registration for a course. A student will not be permitted to remain in a course for which the prerequisite has not been satisfied.

### Enrollment Priorities

As with all institutions, the University cannot offer enough sections of all classes to ensure that all students can enroll in all the courses they wish each semester. For this reason enrollment in some courses is limited to students who must have the course for their major or minor. Ineligible students who enroll in such courses will be withdrawn by the Office of the Registrar. Often, when those needs have been met, any eligible student may enroll in the course, however students not needing the class to meet major or minor requirements may be denied enrollment throughout the entire registration process.

### Class Limits

Class limits are established by each department; when this limit is reached during the registration process, the class is considered closed. Written approval by the instructor is required to be registered in a closed class.

### Course Load and Overload

With the approval of his or her advisor, a student may register for an academic credit load up to and including 20 semester hours. A load ranging from 12 to 20 credit hours is considered full-time and is assessed fees accordingly. An academic load in excess of 20 credits is considered an overload and therefore requires the approval of the Associate Academic Dean of the University and is subject to an additional fee for which financial aid is not applicable. Courses for music ensembles, music private lessons, theatre practicum, and CWOC Practicum are not counted toward course load, nor are they subject to an overload fee. Students in the Honors Program may register for up to and including 24 semester hours. An academic load in excess of 24 hours for honors students is considered an overload and therefore requires the approval of the Associate Academic Dean of the University and is subject to an additional fee for which financial aid is not applicable. Freshmen in the first semester may not enroll in more than 18 semester hours without the approval of the Associate Academic Dean.

Students attending another institution as a transient student at the same time that they are registered for courses at the University of Mount Union are subject to the same limitations on overload. The determination of whether or not the student has an overload will be based on the sum of the hours taken at Mount Union and the other institution. Students attending other institutions in the summer are subject to the same credit hour limitations that would apply at the University of Mount Union. Any course load above that limit would require approval by the Associate Academic Dean of the University.

### Schedule Changes

During the fall and spring semesters a schedule change period occurs during the first week of classes. Students may change their schedule by adding (subject

to availability) or dropping classes on Self Service or by use of a schedule change form. Beginning the second week, courses may not be added except internships, practicums, music lessons and ensembles.

Enrollment is not permitted after the first week of the semester.

Withdrawals from classes processed by Friday of the first week of the semester will not appear on a student's official academic record. From the second week through the first day of the eleventh week of the semester (the end of the fifth week for courses that meet for only seven weeks), students withdrawing from one or more classes must obtain signature of both the instructor(s) and the advisor. A grade of "W" will be issued on the transcript. The schedule change form must be taken to the Office of the Registrar. The date that the schedule change form is received and processed by the Office of the Registrar will be the "official withdrawal date" from the class or classes being dropped. Note: For courses that are taught in only the first or second half of the semester, the withdrawal deadline will be the end of the fifth week of the course.

With the approval of the Dean of Students of the University, a student may withdraw anytime for verified medical or other non-academic hardship; such withdrawal will be recorded on the student's official academic record as "W."

Withdrawals, other than those for medical or non-academic hardship, processed after the first day of the eleventh week of the semester will be recorded on the student's official academic record as "F" and this grade will be used in computing the grade point average.

Designations of "W" are not used in computing a student's grade point average. However, course withdrawals may affect a student's eligibility for federal financial aid.

## Admission to Class

No student is permitted to attend any class section unless he or she is officially registered for that class section. A student is considered registered only if his or her name appears on the official class list. A student will receive neither credit nor a grade in a course for which he or she was not officially enrolled.

## Auditor

Subject to space availability and permission of the instructor, a student may enroll in any class as an auditor. Deadlines and procedures for enrolling as an auditor are the same as for credit registration; however, the registration form must be noted appropriately to designate audit. After the third week of a semester, a student may not change from audit to credit or from credit to audit. The fee for auditing a class is one-half the per-semester hour rate assessed for credit courses. Private music lessons and ensembles are not available for audit.

## Attendance Discrepancies at the Start of the Semester

During the second week of classes, faculty are asked by the registrar to report any students not attending class who are on the class list and any students who are attending but are not on the class list.

1. Any students who are notified that they are on a class list but are not attending the class must either immediately start attending the class, or they must withdraw from the class.
2. Any student attending a class who is notified that he/she is not on the class list must immediately register and meet any financial obligations for that course, or the student will not be permitted to attend the class.

## Class Attendance and Participation

Since there has been significant mutual commitment, by both students and faculty, to the academic process at Mount Union, it is expected that each student will attend and participate during all class and laboratory sessions for which he or she is registered. A student who must be absent from a class for any reason should contact the faculty member prior to the absence if possible or, in the case of an emergency, as soon as possible thereafter in order to make arrangements to secure and/or make up missed assignments. Repeated absence can and probably will affect a student's final grade and, if not excused by the instructor, may subject the student to possible suspension or dismissal from the University. Students who stop attending a class and fail to formally withdraw will receive an "F" grade for the course.

A student who is required to miss class for health reasons is required to contact the Health Center for either treatment, release or referral. The medical staff will determine the seriousness of health problems and inform the dean of students when absence is legitimate; however, in all cases, the student is responsible to notify the faculty member and make up missed class work. In cases of prolonged illness or off-campus emergency, the student must notify the dean of students who will verify the circumstances and issue excuses when warranted.

Field trips and other academic off-campus activities, organized and supervised by faculty to support regular course work, are encouraged within the limits of reasonable time spent away from campus. A student may not be required to participate in a field trip which will necessitate missing other scheduled classes. A student who participates in a University-sponsored field trip does so voluntarily and is responsible to arrange for make-up for any class missed as a result of field trip participation. Plans for a field trip which will necessitate participating students being absent from other classes must be cleared with the dean of the University prior to such event.

Organized student activities and intercollegiate athletics may, as a consequence of external scheduling exigencies, interfere with regularly scheduled classes. It is expected that a participant in these activities will confer with his or her advisor and carefully evaluate course requirements when registering for classes each semester; conflicts of time and course work load may be cause for alternate course selection. Coaches and activity advisors are expected to explain activity schedules carefully and as early as possible; however, the student is responsible for arranging to miss classes and making up all work. In the event of a conflict between two field trips or extracurricular activities, the student reserves the right to choose, without penalty imposed by either activity director, which activity he or she wishes to pursue.

Because absence detracts in different degrees from various learning and class participation expectations, only the course instructor or the dean of the University may excuse a student from class. However, to avoid confusion, each individual instructor is expected to establish and explain in writing his or her attendance policy for each class at the beginning of each semester; such attendance policy should be coordinated with the class schedule/syllabus, the campus calendar and institutional priorities. Attendance conflicts will be resolved by the dean of the University who may confer with all parties involved. Absences resulting from bona fide emergencies, if verified, may be excused by the dean of the University, and work missed may be made up. Prolonged absence for any reason may result in withdrawal, a grade of "I" (incomplete), or "F" (failure) depending on the nature of the course work missed and the circumstances of the absence.

## Final Examinations

Final examinations will be conducted at the conclusion of each academic term during the period designated in the academic calendar. A final examination schedule, specifying days and times for courses, will be established and published each semester by the registrar. (Courses that end at the mid-point of the semester will conduct final exams with the regular course schedule during the 8<sup>th</sup> week of classes.) All final examinations must be conducted according to the schedule. A student may not take an examination at other than the designated time without petitioning and being granted permission to do so by the Academic Policies Committee, or, in case of

emergency, the dean of the University. Exception: Courses that end at the mid-point of the semester will conduct final exams within the course schedule during the 8<sup>th</sup> week of classes.

In addition to petitioning for personal reasons, a student scheduled for three consecutive examinations in a 24-hour period may petition for a change of time of one of the three examinations. No petitions requesting examination time changes will be accepted after the twelfth week of a semester.

If he or she cannot be present for an examination, it is the student's responsibility to advise the faculty member. Unless extenuating circumstances exist, a grade of "F" will be assigned for any missed examination. Cases involving extenuating circumstances must be reviewed by the dean of the University, the department chairman and the faculty member and usually will result in the assignment of a grade of "I" (incomplete).

## Call to Active Military Service

The University of Mount Union will assist students who are called to active military duty on a case-by-case basis. A student must present his/her duty orders to the Dean of Students. The date of deployment, as well as the judgment of University personnel/faculty, will determine the options that are available to each student. The student must consult with Academic Affairs and Student Financial Services to make appropriate arrangements for leaving and eventually returning to the campus.

## Readmission for Students Returning After a Break in Enrollment

A Mount Union student whose attendance at the University is interrupted, either by suspension or by withdrawal for any reason, must apply for readmission with the Office of the Registrar and be approved for readmission by the dean of the University in order to resume academic work at Mount Union. An extended absence may result in reassessment and/or adjustment of degree requirements. A student who has attended any other institutions since leaving Mount Union will have to submit transcripts from each school attended before being considered for readmission.

Attending another institution as a transient student or as part of a Study Abroad program is not considered a 'break in enrollment.'

## Special Educational Opportunities

### Honors Program

The Honors Program provides academic opportunities and challenges for the motivated student who desires to work more in-depth with highly engaged peers and to work more independently than would be usual in a regular course. The aim is to encourage intellectual curiosity, initiative, creativity, experiential learning and a high standard of performance.

Two Honors programs are available: University Honors and Honors in the Major. A qualified student may participate in either or both programs and may discontinue honors study without penalty. Students beginning in University Honors and electing to discontinue honors study will transition to the standard Integrative Core. Cases of academic dishonesty may result in the student forfeiting any honors designation.

The Subcommittee on Advanced Placement and Honors serves as the agency for matters of policy, for coordination of the Honors Program, for overseeing standards and for carrying on a continuing evaluation of the program. The Honors Review Board considers proposals for honors projects and theses in both the Honors in the Major and University Honors programs. For more information about these programs, consult the University of Mount Union portal, iRaider.

### University Honors

The University Honors Curriculum fulfills a student's Integrative Core requirements and includes a first year seminar (fall of first year), three Honors Foundations courses plus an elective in the fourth Foundation area (first and second years), an Honors Theme, which comprises one Honors theme course plus a Theme project to be completed in conjunction with an upper-level course of the student's choosing (junior year), and an Honors Capstone (senior year). University Honors students must fulfill the university foreign language and mathematics proficiency requirements, as well as successfully complete a second-year WOC portfolio.

Eligibility is limited to students with an ACT score of at least 27 or SAT-1 score of at least 1220 and either a minimum grade point average of 3.5 or a high school rank in the top 15 percent of their class, or permission of the Honors Review Board. In order to remain in good standing in the University Honors program, students must maintain a cumulative GPA of 3.5 and earn an H grade in honors coursework. To receive an H grade in an honors course, students must earn at least a B+. (Students must earn an S in HON 350 and a minimum of a B+ in the associated course.) Honors courses may not be repeated for change of grade. Students may earn a B or B- in a maximum of one honors course and continue in the University Honors program, as long as they meet the GPA requirement. If students fall below a cumulative 3.5 GPA, they will be granted one semester to raise it to the standard. If students fall below a cumulative 3.5 GPA for a second consecutive semester, they will be dismissed from the honors program. Appeals may be made to the Director(s) of the Honors Program and subsequently to the Honors Subcommittee.

See page 120 for University Honors Curriculum.

### Honors in the Major

The Honors in the Major Program offers the opportunity for intensive, individual study in an area of concentration. Although the nature of the honors work will vary, it should involve intellectual creativity and may take such forms as research, investigation, or artistic effort. The student initiates and plans the honors project and works closely with one or more faculty members in carrying it out. At the conclusion of the study, superior accomplishment should be demonstrated in some appropriate way.

Students are eligible to apply to the Honors in the Major Program if they have at least a 3.50 grade point average overall. For graduation with Honors in the Major, a student must have at least a 3.50 grade point average at graduation, both overall and in the major.

The Honors in the Major program has two options, determined by the participating departments. Students must submit an application to be approved for Honors in the Major. The application for the Honors in the Major Program can be found on the portal.

Option 1: Students will complete an Honors in the Major project in three courses, totaling 12 semester hours, at least two of which must be 300-level or above. Students must earn at least a B+ in the course to earn Honors in the Major credit. Project proposals are due to the honors director(s) by the end of the third week of class. They must be approved by the instructor, the departmental liaison and the honors director(s). The honors project is done in addition to the normal course assignments and does not directly affect the course grade. Honors in the Major Project Proposal forms can be found on the portal. Because of the significantly higher expectations of honors work, students are limited to a total of two honors courses per semester.

Option 2: Students will complete an Honors Thesis in the major (minimum 4 sem. hours). Students must earn a B+ or higher for the thesis to receive honors credit. Proposals for an Honors Thesis are due by the end of the 12th week of the semester prior to proposed thesis project.

To receive designation as Honors in the Major, students must submit a report about their projects or thesis to the Honors Director(s). The report will include a description of the projects or thesis, as well as reflection on challenges and benefits of the work, an explanation of how it relates to their overall educational experience within their major, and how the Honors work may relate to their broader vocational plans. The report will be reviewed by the Honors Director(s) and Honors Subcommittee. The report form can be found on the portal.

Students who, in the opinion of the department chair and the Honors Review Board, have met these requirements will be graduated with "Honors in \_\_\_\_\_," the major being specified in which credit for honors work is earned. Special recognition will be given on graduation day for students who earn Honors in the Major.

## Independent Study

Independent studies provide a student with the opportunity for intensive effort in a specific area of study not normally offered by a department. A student who undertakes an independent study should express a willingness to go beyond standard course offerings into an area of special interest to that student. Therefore, the independent study does not duplicate a course regularly offered by a department or contained in a department's list of courses listed elsewhere in this Catalogue.

## English as a Second Language Program

Mount Union offers courses targeted to improve oral and written English language skills. English as a Second Language courses are available to any non-native speaker of English through the Department of Foreign Languages and Cultures. These courses may be required for those students who need to improve their English language proficiency in order to meet the demands of academic work at the University. In addition, international students are encouraged to select from English as a Second Language courses in content areas, such as literature or film, which are designed to promote fluency with American culture and facilitate cultural adjustment. For further information, students may contact the director of the English as a Second Language Program in the Department of Foreign Languages and Cultures.

## Latin Honors

The following awards are made for superior work. Latin honors are based on Mount Union Grade Point Average (GPA), which includes study abroad coursework and transient, not transfer, credit as approved by Mount Union. Undergraduate students must have earned at least 60 hours from the University to be eligible for Latin Honors at graduation.

- A. Cum Laude – grade point averages in the range 3.550 through 3.749.
- B. Magna Cum Laude – grade point averages in the range 3.750 through 3.899.
- C. Summa Cum Laude – grade point averages in the range above 3.899.

## Experiential Learning

Experiential learning at the University of Mount Union provides students opportunities to acquire practical knowledge and skills from direct experiences outside a traditional classroom or laboratory setting. Experiential learning can include service-learning, internships, study abroad, co-operative education, independent research and co-curricular activities. Co-curricular activities may include community service, alternative break trips, philanthropic outreach, student organizations and leadership.

Opportunities for experiential learning will:

1. Synthesize theory and skills for practical application.
2. Encourage students to take initiative, make decisions, and be accountable for their successes and failures.
3. Develop an appreciation of the demands and challenges of our local community or global society through civic and cultural engagement.
4. Be a structured activity, which includes learning goals, observation, supervision, reflection, evaluation and assessment.

## Internships

The internship program offers students academic courses designed to provide practical field experience in the major area of concentration. These courses are designed and implemented under the immediate and continuing supervision of a faculty member who, with the student and site supervisor (usually a service or commercial institution manager), will determine learning objectives, background reading, particular experiences in the field and patterns of evaluation of the learning accrued. The amount of credit awarded for a particular internship is determined by the student's major department. In some cases, regular courses also may be taken concurrently. Students enrolled in an internship pay normal tuition and fee charges to the University. All internships are graded "S/U". Generally, internships are offered primarily to seniors, but arrangements vary according to departmental programs.

### Characteristics of an academic internship

- Is generally a one-time experience at a specific work site.
- May be part-time or full-time.
- May be paid or non-paid.
- Is part of an educational program that provides careful monitoring and evaluation for academic credit.
- Contains an intentional "learning agenda" structured into the experience. This is an important element that distinguishes an internship from a short-term job or volunteer work.
- Includes learning objectives, observation, reflection, evaluation and assessment, which are learning activities common to most internships.
- Establishes a reasonable balance between the intern's learning goals and the specific work an organization needs done.
- Promotes academic, career and/or personal development.
- Provides a maximum of 16 semester credits during a student's entire career at the University of Mount Union.
- Graded on S/U basis.

(Parts adapted from materials published by the National Society for Experiential Education.)

### Arranging an internship

- Step 1: Student advisor or department internship coordinator is contacted by the student.
- Step 2: Appropriate paperwork such as the learning contract/agreement and the student agreement is completed by appropriate parties. This paperwork must be completed before the commencement of the actual internship. Contract prototype is to be periodically reviewed by the Mount Union Human Resources Department. If the internship contract is changed in a substantive manner, it must be reviewed by the UMU Human Resources Department.
- Step 3: Student completes internship and submits departmental requirements as assigned.
- Step 4: Faculty supervisor completes all appropriate paperwork and submits grade.

### **Faculty oversight/supervision during internship**

Faculty supervision of the intern during the internship will include the following.

- Maintain all paperwork to include the learning contract with learning objectives that are in line with the internship site requirements, student agreement, and other departmental paperwork as required.
- Collect and review weekly log/reflection journals from the student and provide appropriate feedback.
- Conduct one physical site visit if the internship site is within the greater Alliance area within 30 miles of the University of Mount Union. If outside the 30 mile radius, conduct visit via phone conversation, email, or Skype contact with the intern/site supervisor.
- Collect appropriate internship evaluations from the site supervisor and the student evaluation form.
- Complete grading requirements and submit grade.

### **International Education**

Study abroad is a vital component of the international education experience of Mount Union students. Such study in a foreign country can be an extraordinary educational and personal experience. Those Mount Union students who undertake such study are directly exposed to new cultural experiences, which, in turn, open up fresh perspectives on international, political, economic, and social issues, as well as interpersonal relationships, and, perhaps, career choices.

The faculty director of the Center for Global Education and the registrar can help interested students plan and implement comprehensive educational opportunities which will blend the student's academic-career interests with the overall objectives of Mount Union.

In recent years the University has encouraged student overseas study in Germany, France, Spain, Mexico, Japan, Australia, England, Costa Rica, Russia and Italy. In all instances, Mount Union students are directed to highly selective foreign study programs. Some of these are conducted totally in English; others require varying degrees of fluency in the language of the host country and institution. Appropriate course credits earned overseas transfer to the Mount Union transcript.

A minimum G.P.A. of 2.5 is required for participation in most of Mount Union's study abroad programs. Certain programs require a minimum of 3.00 and others a 3.33.

In a limited fashion, the financial aid a student receives from Mount Union may transfer elsewhere and be used to meet the costs of study abroad. The University does this to make overseas study both feasible and attractive, as well as to give deeper meaning to its commitment to international education.

### **Study at Other Accredited Colleges and Universities as a Transient Student**

Regular students in good standing at Mount Union may register in other accredited Universities as transient students during either semester of the academic year or for a summer session. All programs for transient students must be approved by the registrar and are subject to the rules and regulations applicable to work done at Mount Union.

A Mount Union student seeking to enroll as a transient at another regionally accredited institution in order to earn degree-applicable credit to his or her Mount Union academic program must obtain written approval to do so from the student's advisor and the Office of the Registrar prior to enrollment at the institution. Such approval will include determination of transfer credit equivalency. Departmental approval of transient courses is required if course work is being pursued to satisfy major or minor requirements or if course work is within the last 32 hours before graduation.

Approval must be obtained for each semester or session of transient attendance at another institution. Grades earned for course work pursued as a transient student at another institution will be included when the Mount Union student's grade point average is calculated. The University of Mount Union approval to take transient work does not guarantee that the student will be admitted to take course work by the other college or university.

Students who wish to repeat a Mount Union course for change of grade may not take the course as a transient student at another institution. The course must be repeated at Mount Union.

### **Advanced Placement**

Mount Union encourages the taking of advanced placement courses. In some cases, the University may award credit. In other cases, the University may waive certain prerequisites or University requirements. Factors considered in granting advanced placement include high school records, scores on University Board Examinations or similar tests, scores and school reports on University Board Advanced Placement program, CLEP examinations, and tests devised and administered by departments within the University.

Students who have completed regular accredited University courses while in high school may, by having a copy of their transcript sent from that University, be awarded credit, according to University policy. General conditions of transferring credit also apply here. These courses may not be included as part of the units required for high school graduation unless they are taken under the auspice of the Post Secondary Enrollment Option. Further information on the Advanced Placement Program may be obtained from the Office of Admission.

Entering students are required to take certain tests at the time of entrance to the University and are encouraged to take placement tests in applicable areas in order that they may begin course work at the proper level.

### **Postsecondary Attendance**

While attending as a postsecondary student, each high school student attending Mount Union will receive grades and have a grade point average just like any other student attending the University.

### **Senior Citizen Enrollment**

Any person 60 years of age or older may, subject to permission of the instructor and space availability, attend any class offered by Mount Union. Such attendance will be on a non-credit basis, and no certification of attendance will be available. A technology fee will be charged. Detailed information about this program is available in the Office of the Registrar.

### **Summer Study**

Since 1870 Mount Union has offered a summer term each year. A broad cross-section of courses is offered, taught by members of the University faculty. Two summer sessions are available:

The summer school serves a two-fold purpose. It allows students an opportunity to accelerate their progress toward graduation. It also offers opportunities for persons with specific interests to attend the University for shorter periods of time.

During the summer terms, the classes are longer and meet more frequently than during a regular term. The evening classes typically meet two nights a week and day classes may be held every day. During a three-week session, students are permitted to enroll in only one class. Several classes may be selected during the longer sessions.

Specific information concerning the summer school schedule and tuition may be obtained from the Office of the Registrar.

# General Education: The Integrative Core

The mission of the University of Mount Union is to prepare students for fulfilling lives, meaningful work, and responsible citizenship. To accomplish this mission the University draws upon its roots in an historic understanding of the liberal arts. A liberal arts education provides students with a broad base of knowledge in addition to training in a specific field of study. At its heart, a liberal arts course of study does not teach a single point of view, but equips and empowers students to form their own conclusions based on critical reasoning. This tradition of learning informs the Integrative Core.

The Integrative Core is a distinctive program designed to prepare students to meet the challenges of the 21st century world. It provides a framework for them to experience and shape a coherent and transformative education, grounded in the liberal arts. It is no longer true that graduates can expect to interact with the same demographic group and hold one job in the same discipline for their entire career. Integrative and synthetic thinking are more and more important for people to succeed personally and professionally in an increasingly interconnected world, in which cultures interact, technology changes rapidly, and the workplace is fluid. The Integrative Core guides students through developing the ability to think across and within different disciplines, contexts, and cultures.

The Integrative Core follows a student development model that introduces students to essential academic skills and knowledge in the initial years, guides them through increasingly complex thinking and problem-solving in the middle years, and requires them to apply their knowledge and skills to address complex issues in the final years. The Integrative Core has four components, each of which builds on the previous level and prepares students for the next.

*The First Year Seminar* (4 semester hours) is a topic-oriented course designed to assist students in making the academic and personal transition to higher education and launch them on their journeys through liberal education in a small, interactive class. It introduces and develops core abilities such as critical reading, thinking, argumentation and the written and oral communication skills needed to convey these ideas to appropriate audiences.

*Foundations* (16 semester hours) courses engage students in the quest for knowledge as embodied by the particular perspectives comprising the liberal arts and sciences: Fine Arts, Humanities, Natural Sciences, and Social Sciences. The courses focus on three core ideas: What questions does this perspective ask about the world? How does it go about answering them? Why is this perspective important? They equip students with different lenses through which to understand, analyze, and appreciate the world around them. Students take at least one course in each Foundation category. Foundation courses are identified with the appropriate suffix: A for Fine Arts, H for Humanities, N for Natural Science, S for Social Science.

*Themes* (8 semester hours) pair courses at the mid- to upper-level focused on a particular issue or question. The Theme builds on Foundations courses by challenging students to *investigate an issue in depth from at least two distinct disciplines* (perspectives are distinguished according to course prefixes; two distinct disciplines means two different course prefixes). The intent of these courses is to increase the depth of a students' knowledge from the foundational level and to integrate that knowledge around a particular issue or question. Students will demonstrate integration of knowledge around the issue or question in their Theme cluster through completion of a Theme portfolio. The Theme requirement may also be satisfied through a Study Abroad experience (during which at least 4 credit hours are earned) and one course from any of the approved Theme clusters completed at the University of Mount Union. If the Study Abroad experience counts toward a major or minor, the Theme course taken at the University of Mount Union may also count towards that same major. Theme courses may count toward a major or minor (limit of one per major, one per minor); individual courses may have prerequisites beyond the prerequisites for earning Theme credit. Prerequisites: Junior standing or completion of all four Foundations courses.

*The Senior Capstone* (4 semester hours) builds on the Themes by moving the students from faculty-guided synthesis to student-led integration. Students from different disciplines will collaborate to address a complex issue or problem. This course prepares students for dealing with the types of ambiguous, multi-faceted problems that they will face throughout their lives and careers equipping them with resources to address such issues, especially the ability to work collaboratively across disciplines and to negotiate competing interests and worldviews. Prerequisites: Successful completion of the Second Year WOC Portfolio and all other Integrative Core requirements.

Written and Oral Communication is integrated into all Integrative Core courses, and the successful completion of the Second Year WOC Portfolio is required.

Students may satisfy no more than two Integrative Core Foundations requirements with transfer credit (AP, CLEP, IB, post-secondary, dual-credit, transient, etc.).

## Second Year Written and Oral Communication (WOC) Portfolio

The Integrative Core is designed to help students develop skills in written and oral communication throughout their academic careers at Mount Union. Each part of the IC contains a written and oral communication component, with more sophisticated and challenging requirements as students progress through the IC. In order to make sure that the development of communication skills is on the right track, successful completion of the IC requires successful completion of a **Second Year Written and Oral Communication (WOC) Portfolio**. Students will upload samples of written work and videos of oral communication assignments to an electronic portfolio. A team of faculty members will evaluate the portfolios to ensure that each student has met the high standards needed for communication needs at the junior and senior years. A student must be able to perform at a level commensurate with end-of-second-year students. Students are expected to submit a Second Year WOC Portfolio by the end of their 4<sup>th</sup> semester. The portfolio must be completed successfully prior to enrollment in the IC Capstone.

### Details of the Second Year WOC Portfolio

Students will select materials from the many assignments completed in Integrative Core courses from the First Year Seminar through all four Foundations (A, H, N and S). Materials from other courses are not typically permitted. Required contents:

- Two pieces of written communication (at least one that effectively integrates and cites sources) that reflect the elements listed in the WOC Rubrics.
- Two pieces of videotaped oral communication (at least one that effectively integrates and cites sources) that reflect the elements listed in the WOC Rubrics (multimedia use is optional).

In addition, students will submit three other documents to complete the portfolio:

- Students will write and submit a cover letter that explains the context in which the submitted pieces were produced. The cover letter should guide faculty scorers to see how the portfolio as a whole showcases the student's best efforts in WOC to date.
- Students will sign and submit a Statement of Authenticity, testifying that all submitted pieces are of the student's own creation.
- Students will sign and submit an Informed Consent Form, which gives students the opportunity to give the University permission to use selected materials for assessment, research, and scholarly purposes pertaining to WOC in the Integrative Core.

No more than two pieces in the portfolio may come from the same class or Foundation area. Students typically will be expected to submit work from at least three different types of classes. Students may revise work from their IC classes before submitting it to the Second Year WOC Portfolio. Stipulations for revising work are described on the Second Year WOC Portfolio website.

Students will select pieces on their own, write the cover letter, and submit the portfolio; this is not to be a requirement attached to any course. The Second Year WOC Portfolio is due by 4 p.m. on the last day of finals each semester. No late portfolios will be accepted.

### Transfer Students' WOC Portfolio Requirements:

Students who transfer to the University of Mount Union from another college or university are required to complete a Second Year WOC Portfolio, regardless of how advanced their standing is. Such students will likely have fewer Integrative Core classes to choose from for their portfolios, as transfer students often take only two Foundations classes at Mount Union. Please work with the Registrar's office to determine the requisite classes in our Integrative Core, and **contact the WOC Director to determine a timeline for submitting a Second Year WOC Portfolio**. Work from other universities is not typically accepted for this portfolio.

### Evaluation:

Each portfolio will be read by two faculty members trained to assess students' WOC work using the WOC Rubrics identified on the Second Year WOC Portfolio, available online on the WOC website. Students will be expected to show a **minimum proficiency level of 2** on the rubrics in written communication and in oral communication. There are three possible results:

- **High Pass:** The student scores a combined 7 or 8 on the written portion and/or the oral communication portion. Students in this category will have completed their Second Year WOC Portfolio requirement and will continue to develop their WOC abilities in Themes, major courses and electives, and then the Capstone.
- **Pass:** The student scores a combined 4-6 on the written and oral portion of the portfolio, showing an appropriate level of proficiency in communication at that point in their academic careers. These students will have completed their Second Year WOC Portfolio requirement and they will continue developing their WOC abilities in Themes, major courses and electives, and then the Capstone.
- **Fail:** The student scores a combined 2-3 on either or both parts of the portfolio. Students in this category have not shown an appropriate level of proficiency in communication at this stage and the portfolio results will be a signal to the student that he or she needs to devote more attention to developing further abilities in communication. Students who do not pass will have two options:
  - **Option 1: Revise and Resubmit**  
Talk with WOC Director and submit a revised portfolio during the next semester for evaluation. This option would be good for the student who indicates ability and motivation enough to submit a better, more thoughtful portfolio. If the student's portfolio doesn't pass this time, then the student would have to complete Option 2 to complete the Second Year WOC Portfolio requirement.
  - **Option 2: Successfully Complete a Course or Courses in Revising**  
If the student did not successfully complete the written portion of the portfolio, the student would agree to take a 2-credit class the next semester on revising written work, WOC 200. If the student did not successfully complete the oral portion of the portfolio, the student would agree to take a 2-credit class on revising oral communication work, WOC 201. If the student failed both parts of the portfolio, the student would agree to take both 2-credit classes. A revised portfolio would be submitted as the final project in the course and it must pass in order to pass the class with a C. Students who score better would be awarded better grades in the class. If the portfolio didn't pass, the student would not pass the class and would have to repeat the course until he or she completed it successfully; successful completion of the class is a prerequisite for enrolling in the IC Capstone.

# General Course Information

## Foundation Course Descriptions

Descriptions of the courses in the departmental curricula are detailed on the following pages. Each course is identified by a three-letter discipline code and a three-digit number followed by the course title. Suffixes following the course number indicate that the course meets a Foundation requirement for the Integrative Core, and will emphasize the development of written and oral communication skills, and will introduce students to the basic approaches of each area as a means of understanding the world:

A	Fine Arts
H	Humanities
N	Natural Science
S	Social Science

The semester hours of credit given for satisfactory completion of the course follow the course description.

Some courses are offered more frequently than others. The current Schedule of Classes should be consulted in order to determine when the courses are taught.

## Theme Clusters

Students must take a pair of courses from the same Theme cluster from *at least* two distinct disciplines (disciplinary perspectives are distinguished according to course prefixes; two distinct disciplines means two different course prefixes) to complete the theme requirement portion of the Integrative Core. The intent of these courses is to increase the depth of a student's knowledge from the foundational level and to integrate that knowledge around a particular issue or question. Students will demonstrate integration of knowledge around the issue or question in their Theme cluster through completion of a Theme portfolio. The theme requirement may also be satisfied through 4-credit hours taken while studying abroad and 4-credit hours of approved coursework completed at the University of Mount Union. If the Study Abroad experience counts towards a major or minor, the Theme course taken at the University of Mount Union may also count towards that same major. Theme courses may count toward a major or minor (limit of one per major, one per minor); individual courses may have prerequisites beyond the prerequisites for earning Theme credit. Prerequisites: Junior standing or completion of all four Foundations courses.

**Students can count no more than one course that is marked with a \* toward the Theme requirement.**

### Cluster 1 - Truth & Beauty in Art and Design: More than Meets the Eye

Is beauty in the eye of the beholder? Or does it exist beyond our common experience? Art and design are born of complex relationships between creativity and

reality, the world of ideas and the physical or social worlds. Courses in this cluster explore these relationships across a range of disciplines and from a variety of disciplinary perspectives. What relationships exist between art/design and political structures, social movements, history, and ethical values? What is the relationship between creative expression and our perceptions of truth and reality? How does reality combine with imagination, philosophy, and purpose to shape the design process? The performance or creation of a work of art? These questions go to the heart of what inspires and motivates artists, writers, musicians, performers, designers, and others in the creative world.

- ART 215 – Design II
- ART 351 – Modern Art History
- COM 450 – Popular Culture in Context
- ENG 265 – British Literature II
- FRN 302 – French and Francophone Theater Workshop [taught in French]
- HST 201 – Museum Studies
- MUS 352 – World Music and Ethnographic Study
- PHL 260 – Aesthetics
- PHY 254 – Science, Sound and Music
- PSY 260 – Sensation and Perception
- THE 343 – Costume Design
- WRT 310 – Theory and Practice of Editing

#### **Cluster 2 - Am I Healthy? Understanding & Promoting Wellness**

“How are you? I’m well, thanks”: exchanges like this one mark dozens of your daily encounters, but have you ever stopped to wonder, what does it mean to be “well”? Wellness takes many forms -- mental, emotional, spiritual, physical, social, economic, cognitive, intellectual – and university life presents each of us with a range of challenges to wellness. Courses in this cluster explore issues of wellness as defined by and from a range of disciplinary perspectives.

- \*ATP 394 – Cultural Competencies in Healthcare
- CHE 232 – Organic Chemistry II
- ECN 310 – Health Economics
- MUS 350 – Hearing Heaven: Death, Dying, and the Music of Mahler
- \*PBH 300 – Principles of Health Behavior and Health Education
- PSY 280 – Health Psychology
- PSY 390 – Intro to Marriage and Family Therapy
- REL 270 – Death and Dying
- SOC 250 – Medical Sociology
- SOC 225 – Family Violence

#### **Cluster 3 - Data and Information in the Technology Age**

Was Churchill right? Does “[t]rue Genius resides in the capacity for evaluation of uncertain, hazardous, and conflicting information”? In this our Digital Age technology both floods us with information and provides us the tools for making sense of it all. Courses in this cluster explore and engage with the use and analysis of data and information through technology as used across a range of disciplines and disciplinary perspectives.

- CHE 210 – Environmental Chemistry
- \*CSC 270 – Computer Organization
- \*EDU 218 – Educational Technology
- PHY 230 – Electronics
- WRT 311 – Publications Management
- WRT 312 – Writing and the Web

#### **Cluster 4 – Ethics, Justice, and Society**

Is justice a moral virtue of character? A desirable quality of political society? How does it apply in our ethical and social decision-making? Courses in this cluster addresses issues justice, values and ethics across a range of disciplines and disciplinary perspectives centered on the common concern with relationships between Self and Other. How are these attitudes shaped? Explained? Justified? Do I treat others with respect or compassion? Why should I? If I should, then why is this often so difficult? Am I responsible to others? Why? And which others? Is this responsibility reciprocal? How broadly should the moral community be conceived? These questions go to the heart of the role of values in a society, including ours at the university.

- PHL 270-Ethics
- PHL 290-Environmental Ethics
- POL 240-Environmental Policy
- PSY 350-Social Responsibility
- PSY 385-Psychology of Prejudice and Power
- REL 340-Christian Social Ethics

#### **Cluster 5 - Flash of the Spirit: Diaspora Aesthetics & the Sounds of Blackness**

The Black Church was the crucible of the African diaspora experience in the Americas and the incubator of the Gospel music phenomenon. Literature and music are cultural expressions of the African diaspora, both are the functioning and transformative arms of the Black Church. Visual, material, and cultural expressions of the peoples of the diaspora center on the traditional West African assumptions of the permeability of borders between the physical and metaphysical, with aesthetic and aesthetic expressions as specific manifestations of ashe – the power-to-make-things-happen – for good or for ill in the physical world. Courses in this cluster introduce these questions of the aesthetic, the relationship between the physical and metaphysical realms as they touch upon the spiritual/religious, rhetorical and narrative traditions of the African Diaspora.

- AFR 299-History and Evolution of Gospel Music
- AFR 326-Black Diaspora Culture
- ENG 310-Africana Literatures

- REL 235-The Black Church

#### **Cluster 6 - Food Ways**

“Tell me what you eat and I will tell you who you are.” Food plays a vital role in creating, maintaining, and sustaining healthy people, societies, and cultures. How does socio-economic class influence menus? How are food choices guided by beliefs about, personal feelings associated with certain foods? How do the factors that determine food access, production, and nutritive value shape our cultures and rituals around food, our tastes? Are we, indeed, what we eat?

- AFR 326 – Black Diaspora Culture
- BIO 260 – Plant Structure and Function
- \*HED 250-Nutrition
- SOC 220 – The Many Faces of Poverty

#### **Cluster 7 – Gender in International Context**

This cluster will engage in comparative studies of gender and gender roles in international contexts, considering assumptions and norms that shape the performance and reception of gender in diverse social, political, economic and religious realms.

- ECN 330 – Economics of Gender
- ENG 345 – Gender Issues in Literature and Culture
- GEN 330 – International Perspectives on Gender
- HST 260 – Women in East Asia
- REL 370 – Gender and Religion

#### **Cluster 8 – Influences on Design Outcomes: Society, Gender, Art and Functionality**

Who made that? And why? Courses in this cluster are organized around questions of how sociological factors, product development teams, and artistic design influence outcomes in any given project. Class are application oriented, exploring the complex interrelationships between causality and final outcomes. How does gender influence design? What approaches to design differ between social groups? How do minorities work in product design teams? What is the effect of organizational culture on design outcomes? What is the role both aesthetically and organizationally of hierarchy on design? What is the role of art and aesthetics in the functionality of a design? These questions delve into the relationships between the disciplines of Sociology, Engineering, and Art and promote a deeper, personal understanding of what it means to design.

- ART 215 – Design II
- ART 220 – Sculpture I
- \*EGE 310 – Product Design and Development
- SOC 320 – The World of Males and Females
- SOC 325 – Organizational Analysis
- SOC 330 – Minority Group Relations

#### **Cluster 9 – Origins**

Where did we come from? Why are we here? The modern study of Earth is grounded in humans’ desire to understand our origins. While the scientific method relies on experiments and processes which are repeatable, courses in this cluster address the study of events and phenomena related to origins which are not reproducible in the laboratory. Issues ranging from the measuring ages to that of physical phenomena and the analysis and interpretation of evidence will be addressed across a range of perspectives in the natural sciences and the humanities.

- GEO 220 – The History of Life
- PHL 340 – Philosophy of Science
- PHY 201 – Einstein’s Universe – The Big Bang, Black Holes and Beyond

#### **Cluster 10 – Personhood and the State**

Who counts as a human being? When is a person really a person, and, when not? Courses in this cluster examine those ways in which various structures of power and privilege – imperial, colonial power, the power of the nation state, the family or the clan etc . . . – have shaped and/or challenged ideas about human rights and human dignity. The intersections of power with race, gender and sexuality will be an on-going concern, as will religion, both as a means of resisting power and an obstacle to human rights and dignity.

- AFR 260 – Rap and Rhetoric of the Hip-Hop Generation
- ENG 335 –Literature & Human Rights
- REL 315 – Paul and the Epistles

#### **Cluster 11 - Resource Systems**

Courses in this cluster explore the topic of resource systems -- from natural systems like the water cycle to engineered systems like those used in energy production -- across a range of disciplines and disciplinary perspectives. How do resource systems function? Why are resources valued as they are? What are the environmental/economic/societal costs and benefits involved in resource use? How can resources be managed in a sustainable way?

- BIO 230-Conservation Biology
- CHE 210 – Environmental Chemistry
- CHE 212 – Introduction to Green Chemistry
- CHE 220-Analytical Chemistry I
- ECE 360 – Water Resources Engineering
- GEO/ENV 210-Hydrology and Water Resources
- GEO 301-Earth Materials
- PHL 290-Environmental Ethics
- PHY 200 – Planets and Moons
- POL 240-Environmental Policy

- WRT 399-Science Writing

#### **Cluster 12 - War and Peace**

War, what is it good for? Why does conflict occur? Are human beings simply hard-wired for war and conflict? Or is war a function of the nation state? A product of "civilization"? A function of greed? Is peace possible? Courses in this cluster examine the nature of war and the possibility of peace across a range of disciplines in the humanities and social sciences.

- ENG 320-Irish Literature and Culture
- GEN 320 – From Antietam to Tora Bora: American Men at War
- HST 207 – Progressive Movement in American History, 1880 to 1945
- HST 208 – United States Since 1945
- HST 345 – Contemporary Europe
- HST 350-Ancient Greece and Rome
- HST 355-Medieval Europe
- POL 225-International Relations
- REL 300-Old Testament Interpretation
- REL 360-Religious Conflict and Peacebuilding

#### **Cluster 13 – The World on Film**

From Facebook to our favorite TV shows, modern life is largely lived on screen. The courses in this cluster focus on the "silver screen," exploring cultures around the world through film and examining the many ways in which cinema shapes our perceptions of ourselves as well as of others. What can movies teach us about the societies that produce and consume them? How have filmmakers transformed the way we see everything from sacred texts and literary classics to schizophrenia, and, why? Courses in "The World on Film" look for insight through a variety of disciplinary lenses.

- ENG 330 – Literature to Film
- \*FRN 203 – French Cinema
- \*JPN 204 – Japanese through Film
- PSY 300 – Movies and Madness
- REL 330 – Buddhism in Films

#### **Cluster 14 - Culture and Global Society**

The courses in this cluster address the question of how differences in culture (social groups, treatment of minorities, educational systems etc. . .) are reflected in and constructed by societal and political structures globally? Further, they ask, how culture affects the development of societal, political, and economic structures.

- AFR 306 – Pan-Africanism
- \*EDU 215 – Multicultural Education
- FRN 201 – The Francophone World
- GRN 201 – Issues in Contemporary German Society
- JPN 302 – Cultural Study of Japan
- POL 245 – Comparative Politics
- POL 340 – International Political Economy
- POL 347 – Post Soviet Politics
- POL 348 – Politics of the Developing World
- SOC 245 – The World of Education: A Sociological Perspective

#### **Cluster 15 - Globalization: Competition vs. Cooperation**

The world has become a "global village" with globalization the concept of the day. What are the ramifications of "globalization" for regions, nations, communities? Does globalization lead to increased international competition or increased international cooperation? How and why? Does globalization 'level the playing field' for competition and/or cooperation between and among countries? Increase pressure on countries to 'sharpen their competitive edge'? These questions are at the heart of what the global community means across a variety of disciplines in the humanities and the social sciences.

- ECN 327 – International Trade
- ECN 365 – Global Macroeconomics
- ECN 380 – Comparative Economic Systems
- ECN 390 – Economics of the Asian Pacific Rim
- HST 208 – United States Since 1945
- HST 360 – Modern China
- HST 370 – Modern Japan
- HST 385 – Modern Russia
- POL 340 – International Political Economy

#### **Cluster 16 - Lighting the Page on Fire: Creating Inspiration for the Classroom and Beyond**

"All the world's a stage,/And all men and women merely players;/They have their exits and their entrances,/And one man in his time play many parts. . ."so says the Bard and nowhere is this more true than in the classroom. Teaching is performance. So that our teachers in training can fully engage their students in classrooms that are expressive and vibrant, we propose to breathe life into several different genres of literature and oral traditions by equipping students to create living stories brought to life through the power of live Theatre.

- \*EDU 355 – Content Area Literacy
- ENG 210 – Children's Literature
- ENG 215 – Literature for Adolescents
- ENG 310 – Africana Literature

- ENG 315 – Native American Literature
- THE 225 – Creative Dramatics

### Cluster 17 - What is Modernism?

This cluster addresses the challenging question of modernism – a movement that cuts across many disciplines from painting, sculpture, dance, music, literature, architecture and philosophy – as influenced by politics, scientific and technological innovation and the Industrial Revolution. Courses in this cluster address the question of Modernism as more than a style or a period, as an attitude and perspective including a determination to break with the past and to free the artist from the stifling rules of convention and etiquette. Students will engage with various modes of experimentation and avant-gardism as well as the sense of despair which often accompanied the changing worldview filtered through much of British, European and American societies as well as the emerging of new political and cultural identities in the wake of colonialism.

- ART 351 – Modern Art History
- ENG 305 – Global Anglophone Literature(s)
- ENG 340 – Modernism and Postmodernism
- FRN 304 – Modern French Poetry
- HST 207 - Progressive Movement in American History

### Cluster 18 - Why We Do It: The Evolution and Psychology of Sex

How do evolution and psychology influence human sexual anatomy, attitudes and behavior? How do social and cultural influences shape these attitudes and behaviors into culturally constructed gendered and sexual identities? The goal for this cluster is to help students identify and integrate topics of evolutionary biology, human psychology and cultural studies as they contribute to human sexual health and wellness.

- AFR 260-Rap and Rhetoric of the Hip Hop Generation
- BIO 215-Evolutionary Biology
- GEN 210-Introduction to Men's Studies
- PSY 345-Human Sexual Behavior

## Extended Courses

An extended course is a course scheduled to require two consecutive semesters to complete. Students must be registered for part of the total credit in each of the two semesters. An "IP" (in progress) will be assigned to the transcript at the end of the first semester. At the completion of the course an appropriate single letter grade will be assigned for the entire course, thus replacing the interim IP. Deadlines for special options (dropping the course, conversion to S/U, etc.) are extended until the drop/add period of the second semester in which the course is active.

## All-University Courses

An institutional commitment across the entire curriculum has led to the establishment of several universal course designations with common descriptions. The following course descriptions have been established for all departments.

**199 Special Topics.** A course designed to permit the offering of special subjects appropriate to the program of the department. Such offerings will fill special needs of specific students, take advantage of the expertise of a visiting professor, or serve as an initial experimental offering of a contemplated regular course. Lower divisional offerings will be listed as 199. Regular or frequently recurring topics are not offered under this title. Prerequisite: permission of the instructor. May be repeated as new topics are presented. Credit variable, 1-4 Semester Hours.

**299 Special Topics.** A course designed to permit the offering of special subjects appropriate to the program of the department at the sophomore level. Such offerings will fill special needs of specific students, take advantage of the expertise of a visiting professor, or serve as an initial experimental offering of a contemplated regular course. Regular or frequently recurring topics are not offered under this title. Prerequisite: as established by the department. May be repeated as new topics are presented. Credit variable, 1-4 Semester Hours.

**399 Special Topics.** A course designed to permit the offering of special subjects appropriate to the program of the department. Such offerings will fill special needs of specific students, take advantage of the expertise of a visiting professor, or serve as an initial experimental offering of a contemplated regular course. Upper divisional offerings will be listed as 399. Regular or frequently recurring topics are not offered under this title. Prerequisite: permission of the instructor. May be repeated as new topics are presented. Credit variable, 1-4 Semester Hours.

**494 Honors Thesis/Project.** A research/project course designed to meet the needs of the individual student seeking honors in the major at graduation. Prerequisites: junior or senior standing, and approval of the instructor, the department chair and the Honors Review Board. Credit variable, 4-6 Semester Hours.

**498 Internships (Internal)\*.** Students are provided with a significant learning experience outside the classroom setting. Although the program is designed to be fundamentally an educational experience, professionally productive work will constitute an integral part of the internship. Specific arrangements and requirements will vary with the program. A contract will specify the activities with which the student will be involved. Taken under Satisfactory/Unsatisfactory grade option only. Credit variable, 1-16 Semester Hours.

**499 Internships (External)\*.** Through the cooperation of agencies and businesses in the vicinity of the University, students are provided with a significant learning experience outside of the classroom setting. Although the program is designed to be fundamentally an educational experience, professionally productive work will constitute an integral part of the internship. Specific arrangements and requirements will vary with the program. A contract will specify the activities with which the student will be involved. The basis of determining the grade for the program will be given in the contract and will include an evaluation by the supervisor at the organization where the internship work is done, an assessment by the internship faculty advisor, and a written report of the internship experience submitted by the student. Prerequisites will vary with the internship. Participation is by petition to the chair of the department. Taken under Satisfactory/Unsatisfactory grade option only. Credit variable, 1-16 Semester Hours.

\*Note: For internships, a maximum of 16 semester hours of courses numbered 498 or 499 will be counted toward the 128 hours required for graduation. These 16 semester hours can be spread over as many semesters as a department may approve. All majors will consist of a minimum of 28 semester hours of coursework, exclusive of "498" or "499." All minors will consist of a minimum of 16 semester hours of coursework, exclusive of "498" or "499." Credit for internship hours will be in addition to these minimum hours for the major and minor. International students must complete the mandatory forms for academic internships (CPT/OPT) through the Office of International Student Affairs.

## Programs of Study

### Disciplines

Disciplines are identified in abbreviated form by a three-letter prefix preceding the three-digit course number. The key to this initialing system is as follows:

Accounting, ACC	Environmental Science, ENV	Mechanical Engineering, EME
Adolescence to Young Adult Education, AYA	Exercise Science, EXS	Middle Childhood Education, MCH
Air Force Leadership (ROTC), AFL	Finance, FIN	Military Science Leadership (ROTC), MSL
Africana Studies, AFR	First Year Seminar, FYS	Music, MUS
American Studies, AST	Foreign Languages, FLN	Nursing, NUR
Art, ART	French, FRN	Peacebuilding and Social Justice, PSJ
Asian Studies, ASN	Geology, GEO	Philosophy, PHL
Athletic Training, ATP	German, GRN	Physical Education, PEP
Biology, BIO	Gender Studies, GEN	Physics, PHY
Business Administration, BUS	Health, HED	Political Science, POL
Chemistry, CHE	Health Care Management, HCM	Psychology, PSY
Chinese, CHN	History, HST	Public Health, PBH
Civil Engineering, ECE	Honors, HON	Recreation, REC
Coaching, COA	Human Resource Management, HRM	Russian, RSN
Communication, COM	Interdisciplinary Studies, IDS	Sociology, SOC
Computer Science, CSC	Intervention Specialist, ISP	Spanish, SPN
Criminal Justice, CRJ	Intervention Specialist – Early Childhood, ISE	Sport Business, SPB
Early Childhood Education, ECH	Intervention Specialist – Mild/Moderate, ISM	Study Abroad, STA
Economics, ECN	Japanese, JPN	Theatre, THE
Education, EDU	Leadership, LDR	Web Design, CSW
Engineering, EGE	Library Science, LIB	Web Design, CSW
English, ENG	Management, MGT	Writing and Oral Communication, WOC
English as Second Language, ESL	Marketing, MKT	Writing, WRT
Entrepreneurship, ENT	Mathematics/Financial Math, MTH	

# Majors, Minors, Concentrations and Courses by Discipline

## Accounting

The accounting major is administered by the Department of Economics, Accounting and Business Administration.

### Requirements for the Major in Accounting

Required Accounting Courses		Semester Hours
ACC 205	Financial Accounting	4
ACC 206	Managerial Accounting	4
ACC 305	Federal Taxation I	4
ACC 310	Intermediate Accounting I	4
ACC 311	Intermediate Accounting II	4
ACC 330	Auditing	4
ACC 455	Accounting Issues and Problems (SCE)	4
Three additional accounting courses from the following:		
ACC 345	Advanced Cost Accounting	4
ACC 445	Advanced Accounting	4
ACC 450	Federal Taxation II	4
ACC 454	Seminar in Accounting	4
ACC 499	Internship in Accounting	4 minimum
Required Departmental Courses		
BUS 250	Business Law I	4
or		
BUS 255	Business Law II	4
BUS 313	Planning for Meaningful Work	2
BUS 496	Applied Strategy	2
ECN 200S	Introduction to Microeconomics	4

ECN 201	Introduction to Macroeconomics	4
ECN 271	Quantitative Methods for Business	4
or		
MTH 141	Calculus I	4
Required Extra-Departmental Course		
MTH 123	Elementary Statistics	4
Total		64

\*\*A Senior Culminating Experience is required of all students. Students who major in accounting must complete ACC 455 Accounting Issues and Problems as their Senior Culminating Experience.

## Preparation for Certification in Public Accounting

Requirements for becoming a Certified Public Accountant are set by the various state boards of accountancy. Currently included in Ohio's requirement are 150 semester hours with appropriate course work in accounting and business-related topics.

Accounting areas should include:

- Auditing
- Financial accounting
- Information systems
- Management accounting
- Professional ethics and responsibilities
- Taxation
- Business related subject areas should include:
  - Business ethics
  - Business organization
  - Communication skills
  - Economics
  - Group and individual behavior
  - Finance
  - Legal and social environment of business
  - Marketing
  - Quantitative applications

Students should see their accounting advisors to select courses meeting the above criteria. The following options are available to meet the current 150-semester hour requirement.

### Additional Undergraduate Hours

The student may take up to 20 semester hours without overload charges during any or all of the traditional eight semesters. Additional hours may also be earned during summer sessions. The student would major in accounting and satisfy the business-oriented course requirements with a minor in business administration and selected additional course work to include the above topics.

## Requirements for the Minor in Accounting

Required Accounting Courses		Semester Hours
ACC 205	Financial Accounting	4
ACC 206	Managerial Accounting	4
ACC 305	Federal Taxation I	4
ACC 310	Intermediate Accounting I	4
And any one of the following:		
ACC 311	Intermediate Accounting II	4
ACC 345	Advanced Cost Accounting	4
ACC 450	Federal Taxation II	4
ACC 454	Seminar in Accounting	4
Total		20

## Requirements for Honors in Accounting

Courses that may be taken for honors in accounting are the following: ACC 311, ACC 330, ACC 345, ACC 445, ACC 450, ACC 454, and ACC 494.

## Course Descriptions

**ACC 205 Financial Accounting** Study of the accounting cycle and generally accepted accounting principles including the preparation and analysis of financial statements. Typically offered fall and spring semester. 4 Semester Hours.

**ACC 206 Managerial Accounting** Continuation of the study of proprietorship, partnership, and corporation accounting. Also, cost behavior analysis; budgeting; cost volume-profit analysis, standard costs for control and product costing and variance analysis. Typically offered fall and spring semesters. Prerequisite: ACC 205. 4 Semester Hours.

**ACC 305 Federal Taxation I.** A theoretical and practical introduction to the study of federal income tax law with emphasis on federal taxation related to the individual. Emphasis on tax theory with return preparation used to illustrate theory. Topical coverage includes filing status, rules for dependency, the concept of income as it relates to taxes, deductible expenses, computation of tax credits, and tax rules involving property transactions. Overview of the sources of tax authority. Typically offered fall and spring semesters. Prerequisites: minimum grade of C in ACC 205; Junior standing. 4 Semester Hours.

**ACC 310 Intermediate Accounting I** The theoretical foundations of accounting; intensive study of concepts and applications in accounting for cash, investments, receivables, inventories, operational and intangible assets and liabilities, with emphasis on U.S. Generally Accepted Accounting Principles and comparisons to International financial reporting standards. Typically offered fall semester. Prerequisites: ACC 205 and ACC 206 with a B average or better or consent of the instructor. 4 Semester Hours.

**ACC 311 Intermediate Accounting II** A continuation of intermediate accounting including intensive study of debt securities, corporate equity accounts, earnings per share, investments, revenue recognition, income taxes, pensions, leases, accounting changes, cash flows and financial statement disclosures with emphasis on U.S. Generally Accepted Accounting Principles and comparisons to international financial reporting standards. Typically offered spring semester. Prerequisite: ACC 310. 4 Semester Hours.

**ACC 330 Auditing** A study of audit objectives, principles, standards and procedures for conducting an examination of the financial statements and related accounting records of a business enterprise. Attention is given to current releases of the auditing standards board, the public company accounting oversight board, the international auditing and assurance standards board and the Securities and Exchange Commission. Professional ethics, legal liability, other assurance, and nonassurance services will also be covered. Typically offered in the fall semester. Prerequisites: ACC 311. 4 Semester Hours.

**ACC 345 Advanced Cost Accounting.** In-depth study of pricing decisions and cost management; strategic profitability analysis; cost allocation for joint products and byproducts; quality, time and theory of constraints; process costing; management control systems, transfer pricing and multinational considerations. Class typically participates in a service learning project. Typically offered spring semester. Prerequisite: ACC 206. 4 Semester Hours.

**ACC 445 Advanced Accounting.** Accounting theory and practice involving complex business transactions. Areas of study include partnerships, branch offices, business mergers and acquisitions, financial reporting by multinational enterprises, segment and interim reporting, and SEC reporting. Emphasis on ethical issues in accounting practice. Recommended for students intending to pursue CPA certification. Typically offered fall semester. Prerequisite: ACC 311. 4 Semester Hours.

**ACC 450 Federal Taxation II.** Study of current federal income tax law pertaining to tax reporting entities other than individuals. This includes tax planning and compliance for partnerships, C corporations, S corporations, trusts and estates. Also includes the fundamentals of researching tax law and reference materials and application of tax research techniques to selected cases. Typically offered spring semester. Prerequisites: ACC 305 and ACC 311 with minimum grades of C. 4 Semester Hours.

**ACC 454 Seminar in Accounting.** A series of in-depth studies of various topics in accounting. Typical topics are forensic accounting, accounting for governmental and non-profit organizations and international accounting. Class typically participates in a service learning project. Note: Not all topics will be offered every year. Typically offered fall semester. Prerequisite: Open to junior and senior accounting majors or others with permission of the instructor. 4 Semester Hours.

**ACC 455 Accounting Issues.** The study of current and relevant developments in accounting theory and practice including generally accepted accounting principles as covered in the financial accounting standards board's accounting standards codification. Ethical issues in accounting will be discussed. Students will present papers orally and in writing on relevant issues. A major project also will be included in which the students will be required to use a general ledger software program in forming and accounting for a hypothetical business starting with the proprietorship form and progressing through a corporation. This course has been designated as the Senior Culminating Experience for individuals with a major in accounting. Typically offered spring semester. Prerequisite: ACC 311 and senior standing or permission of the instructor. 4 Semester Hours.

**ACC 494 Honors Thesis/Project.** See All-University 494 course description.

**ACC 499 Internship in Accounting.** An experience based course in which students are enrolled once they have secured a position in an appropriate business or agency where previous classroom learning may be integrated with work in their major discipline. The exact location, program and method of education are provided in a contract drawn between the student, the department faculty internship coordinator and the host internship supervisor. Specific restrictions apply. Departmental approval is required prior to registration for this course. Graded S/U. 1-16 Semester Hours.

## Africana Studies Program

Africana Studies is an interdisciplinary program devoted to the historical, cultural, social and political legacies and subjective consequences of the dispersal of African peoples across the globe through the Atlantic, Indian Ocean and Saharan Slave Trades -- the largest forced migration in human history. It comprises the focused and critical study of the people, cultures and institutions of Africa and the African diaspora including the impact of slavery, colonialism, as well as attitudes about race and ethnicity, and, offers an interdisciplinary perspective on problems confronting a modern multiracial world. The program provides University of Mount Union students with exposure to the experiences -- historical and contemporary -- of black people(s) while teaching the analytical tools and skills necessary for rigorous and culturally sensitive analyses of those experiences. Faculty in the Africana Studies Program are committed to preparing students in the essential analytical, writing and communication skills necessary for the modern professions as well as graduate and post-graduate study. The Africana Studies Program is part of the Department of Interdisciplinary and Liberal Studies.

## Requirements for the Minor in Africana Studies

The Africana Studies Program at the University of Mount Union offers a minor in Africana Studies as outlined below.

Core Course:		Semester Hours
AFR 206H	Africana World(s) and the Emergence of the Modern	4
A second course in Africana Studies		
AFR 199	Special Topics in Africana Studies	4
AFR 228	Pivotal Africana Figures	4
AFR 260	Rap and Rhetoric of the Hip Hop Generation	4
AFR 299	Special Topics in Africana Studies	4
AFR 306	Pan Africanism	4
AFR 326	Black Diaspora Culture	4

AFR 346	Imagining Slavery	4
AFR 399	Special Topics in Africana Studies	4
AFR 406	Independent Study in Africana Studies	4
One course from the Arts and Humanities		
ENG 356	Africana Literature	4
REL 230	Varieties of Black Religious Experience	4
REL 232	The Black Church	4
	<i>or, an approved international study experience</i>	
One course from the Social Sciences		
HST 225H	History of Africa	4
HST 275H	African American History	4
HST 290H	History of the Civil Rights Movement in the USA	4
HST 336	History of Southern Africa	4
COM 208	Minorities, Women and The Media	4
COM 386	Public Advocacay for Social Justice	4
PSY 385	Psychology of Prejudice and Power	4
SOC 384	Diversity: Intercultural Communication	4
	<i>or, an approved international study experience</i>	

## Course Descriptions

**AFR 199 Special Topics in Africana Studies.** See All-University 199 course description.

**AFR 206H Africana World(s) and the Emergence of the Modern.** Jazz? Gumbo? Blues? Zombies? Are all these things like one another? All are cultural forms emerging from the slave trade and the African diaspora. Africana World and the Emergence of the Modern is a broad introduction to Africana Studies as an interdisciplinary field of study devoted to the historical, cultural, social and political legacies and subjective consequences of the African diaspora with its dispersal of African peoples across the globe through the slave trade(s) – Atlantic, Indian Ocean, Saharan—the largest forced migration in human history. Students will engage with the origins and history of the discipline and its methodology as grounded in cultural theory and Africana philosophy as well as pertinent disciplinary approaches to issues of philosophy and theory, culture and ideology, aesthetics and specific cultural practices. Pre-requisite: Completion of a First Year Seminar. 4 Semester Hours.

**AFR 228 Pivotal Africana Figures.** A course focusing on the lives and contributions of significant figures in Africa and the African diaspora, in the humanities, the natural and social sciences, and the arts. The course examines the impact these individuals have had on the Africana world including the African diaspora and will examine the context in which these personalities developed. The learning objectives for the course are that the student will become familiar with at least one personality, will study the history and development of at least one area in which people of African descent have had an impact. Prerequisite: AFR 206H or permission of the instructor. 4 Semester Hours.

**AFR 260 Rap and Rhetoric of the Hip-Hop Generation.** A critical study of the impact and influence of the messages in hip-hop music and culture on identity construction. This course is designed to introduce students to the history of hip-hop culture and to analyze and critique the messages disseminated through various genres of hip-hop, lyrics and videos. Prerequisite: AFR 206H. 4 Semester Hours.

**AFR 299 Special Topics in Africana Studies.** See All-University 299 course description.

**AFR 306 Pan-Africanism.** An introduction to Pan-Africanism as a global movement of Africana peoples across Africa and the diaspora. Particular attention will be paid to the development of pan-Africanism as socio-political movement and significant contributors to that movement. The three pronged approach of analyzing Pan-African figures, charting the historical development of the movement and studying some of the philosophical tenets of Pan-Africanism will be the forefront of most of the discussion in the course. The course will layout the basic framework and ideas of pan-Africanism and examine the impact and contribution some of the main players. As such the course will get into some of the cultural, political, philosophical, psychological and social aspects. Prerequisite AFR 206H and/or appropriate Integrative Core Theme course. 4 Semester Hours.

**AFR 326 Black Diaspora Culture.** An introduction to diasporic culture as a distinctive and dynamic phenomenon emerging from Pan-African experiences of peoples of the African diaspora, grounded in and driven by “the folk” and folk experiences. Particular attention to interdisciplinary answers to the question: “what kinds of cultural practices developed and continue to develop out of an African in design, diasporic in origin global migration?” with attention to visible “high” culture – painting, sculpture, music – and invisible “low” or “popular” culture – quilting, cooking, hair. Prerequisites: AFR 206 and/or appropriate Integrative Core Theme course. . 4 Semester Hours.

**AFR 346 Imagining Slavery.** An interdisciplinary introduction to the “peculiar” institution of slavery in the Americas, Africa and Asia and its consequences for contemporary Africana identity(ies) and culture(s). Core focus is “the singular landscape” resulting from life in both New and Old Worlds where freedom and liberty are defined in the context of enslavement and devastating racial oppression. Prerequisite: AFR 206 and/or appropriate Integrative Core theme course. 4 Semester Hours.

**AFR 399 Special Topics in Africana Studies.** See All-University 399 course description.

**AFR 406 Independent Study in Africana Studies.** Select topics in Africana Studies with an emphasis on independent inquiry, writing and research methodologies. Prerequisite: Junior or senior standing. 2-4 Semester Hours. variable credit.

## American Studies

American Studies at the University of Mount Union offers students a unique opportunity to build a focused, individualized plan of interdisciplinary study of cultural, political, social, and intellectual life in the United States, under the supervision of the program’s coordinator. Students may major or minor in American Studies. Students who choose American Studies as an undergraduate major are required to engage a Senior Culminating Experience (SCE) project in American Studies, which most often takes the form of a senior thesis. Drawing on literature, history, the arts, the social and behavioral sciences, and more, from a rich diversity of courses offered by faculty across the university, students integrate a variety of subjects, methods, and materials in their studies. The American Studies Program is part of the Department of Interdisciplinary and Liberal Studies.

## Requirements for the Major in American Studies

The American Studies major requires 36 semester hours to complete the program. These will include 8 required hours – AST 200H Special Topics in American Culture and Society (4 Semester Hours.), and AST 400 Seminar in American Studies (4 Semester Hours.) – and 28 additional hours selected from the “Courses in the American Studies Program” list, of which at least eight semester hours must be at the 300 level or above. Students majoring in American studies must submit a written proposal for admission into the major to the Coordinator of American Studies. The proposal will design a coherent sequence of courses that explores in depth a topic related to the American experience. The proposal must be approved by the American Studies Board, and may be modified with the Coordinator’s written approval.

## Requirements for the Minor in American Studies

The minor shall consist of at least 16 semester hours and must include AST 200H. The other 12 semester hours may not include more than eight semester hours from the offerings of a single department. At least one course taken for the minor must be at the 300 level or above.

## Courses in the American Studies Program

### Africana Studies

Please note: the following Africana Studies courses, during those semesters in which the course has a principal focus on the United States, will count toward in the American Studies curriculum. Please check with both your Africana Studies professor and the Coordinator of American Studies prior to taking the course in any given term. (Africana Studies courses, during some terms, may not include much of a focus on the United States, and in such cases will not be appropriate for American Studies credit.)

AFR 228 Pivotal Africana Figures  
AFR 306 Pan Africanism  
AFR 326 Black Diaspora Culture  
AFR 346 Imagining Slavery  
AFR 260 Rap and Rhetoric of the Hip Hop Generation

### Art

ART 350 History of American Art

### Communication

COM 103 Introduction to Film  
COM 130 Media, Culture and Technology  
COM 378 Minorities, Women and the Media  
COM 380 Gender, Communication and Society  
COM 386 Public Advocacy for Social Justice  
COM 435 Media Law and Policy.

### Criminal Justice

CRJ 208 Diversity Issues in Criminal Justice

### Economics

ECN 105S Introduction to Economics  
ECN 200S Introduction to Microeconomics  
ECN 201 Introduction to Macroeconomics  
ECN 310 Health Economics  
ECN 315 Money and Banking  
ECN 330 Economics of Gender  
ECN 450 Seminar in Labor

### English

ENG 270 American Literature I.  
ENG 275 American Literature II.  
ENG 305 Global Anglophone Literature.  
ENG 310 Africana Literature.  
ENG 315 Native American Literature.  
ENG 330 Literature to Film.  
ENG 335 Literature and Human Rights  
ENG 340 Modernism/Postmodernism  
ENG 345 Gender Issues in Literature and Culture  
ENG 410 Major Authors (when American)

### Foreign Language—Spanish-American

SPN 205 Spanish and Spanish-American Pop Culture  
SPN 220 Gender and Ethnicity in Spanish-American Literature.  
SPN 221 Spanish and Spanish-American Culture and Civilization.  
SPN 303 Hispanic Perspectives on U.S. Society  
SPN 306 Spanish-American Readings.

### Gender Studies

GEN 201S Introduction to Gender Studies

GEN 199 Special Topics in Gender Studies  
GEN 210 Introduction to Men's Studies  
GEN 220 Gender, Body, Identity  
GEN 299 Special Topics in Gender Studies  
GEN 310 Seminar in Gender Studies  
GEN 320 From Antietam to Tora Bora: American Men at War  
GEN 399 Special Topics in Gender Studies  
GEN 400 Independent Study in Gender Studies  
GEN 499 Internship in Gender Studies

### History

HST 200 The Historian's Craft.  
HST 201 Museum Studies  
HST 205 Colonial America.  
HST 206H Nineteenth Century United States  
HST 207 Progressive Movement in American History, 1880 to 1945  
HST 208 United States Since 1945  
HST 275H African-American History  
HST 280H American Women's History.  
HST 290H History of Civil Rights Movements in the U.S.

### Music

MUS 250H Music in American Life.

### Political Science

POL 100 Introduction to Public Service  
POL 105S American Government and Politics  
POL 270 American Foreign Policy  
POL 300 Introduction to Law and the Legal System  
POL 302 The U.S. Congress  
POL 303 The American Presidency  
POL 305 Constitutional Law: Civil Rights and Liberties  
POL 310 The Electoral Process  
POL 315 Public Policy

### Religious Studies

REL 225 Native American Spirituality.  
REL 235 The Black Church  
REL 370 Gender and Religion

### Sociology

SOC 130 Introduction to Social Services  
SOC 200 Contemporary Social Issues  
SOC 220 The Many Faces of Poverty  
SOC 240 Sex, Love and Relationships  
SOC 245 The World of Education: A Sociological Perspective.  
SOC 310 American Family  
SOC 320 The World of Males and Females: A Sociological Perspective  
SOC 330 Minority Group Relations  
SOC 335 Diversity: Intercultural Communication

\*Note: Other courses, especially 199/299/399 courses in various disciplines, may treat topics pertinent to American Studies, and such courses may be taken to satisfy the major or minor in American Studies if prior written approval is obtained from the Coordinator of American Studies.

## Course Descriptions

**AST 199 Special Topics in American Studies.** See All-University 199 course description .

**AST 200H Special Topics in American Culture and Society.** An interdisciplinary approach to the study of culture and society in America. The topics to be covered will be chosen by the professor but might include such topics as Puritanism, jazz and blues aesthetics, gender in America and the American west. The instructor will introduce students to American studies and explore the importance of interdisciplinary study. 4 Semester Hours.

**AST 299 Special Topics in American Studies.** See All-University 299 course description.

**AST 399 Special Topics in American Studies.** See All-University 399 course description.

**AST 400 Seminar in American Studies.** An interdisciplinary seminar on some aspect of American experience. The topic of study will be selected by the instructor. Emphasis is on in-depth research, critical methodology and mature scholarship. A major paper is required. AST 400 is the Senior Culminating Experience for the American studies major. Prerequisites: AST 200 and junior standing. 4 Semester Hours.

**AST 405 Independent Study in American Studies.** In consultation with the coordinator, the student will select a topic in American studies to be developed on his/her own initiative with an appropriate faculty member. Emphasis is on in-depth research, critical methodology and mature scholarship. A major paper is required. Should the student wish, such a paper might involve archival work in the University's Historical Room or at other local archives. Prerequisites: AST 200 or instructor's permission and junior standing. 4 Semester Hours.

**AST 494 Honors Thesis/Project.** See All-University 494 course description.

**AST 499 Internship.** See All-University 499 course description.

## Department of Art

The mission of the Department of Art is to develop, produce and maintain a curriculum and related activities that enable students to acquire a broad-based knowledge in the studio arts, art history and art education. The Department will provide students with the essential skills, tools and resources required for the personal interpretation and artistic expression in a wide variety of media. The students will also develop adeptness in critical inquiry in order to responsibly participate in the appreciation, production and advocacy of art over a lifetime.

### Requirements for the Major in Art (Studio Concentration)

Foundation Art Sequence		Semester Hours
ART 110	Drawing I	4
ART 120	Design I	4
ART 215	Design II	4
ART 210	Drawing II (Life Drawing)	4
Media Directed Sequence		
ART 220	Sculpture I	4
ART 225	Printmaking I	4
ART 230	Painting I	4
Art History Sequence		
ART 250A	Art History Survey I	4
ART 251A	Art History Survey II	4
Senior Exhibition Sequence		
ART 300 level	Advanced Studio (any)	4
ART 400 level	Senior Exhibition Studio (SCE) -continued from 300 level	4
Total		44

### Requirements for the Major in Art (Graphic Design Concentration)

Foundation Art Sequence		Semester Hours
ART 110	Drawing I	4
ART 120	Design I	4
ART 215	Design II	4
ART 235	Photography I	4
CSW 113	Introduction to Animation	2
CSW 103	Introduction to Web Design	2
Media Directed Sequence		
ART 240	Graphic Design I	4
CSC 223	Programming for Interactive Media	4
CSW 323	Interactive Animation	4
Art History Sequence		
ART 351	Modern Art History	4
Senior Exhibition Sequence		
ART 340	Graphic Design II	4
ART 440	Senior Exhibition Studio (SCE) -continued from ART 340	4
Extra-Departmental Course		
COM 256	Print Production and Design	4
Total		48

### Requirements for the Major in Art (Art History Concentration)

Foundation Art Sequence		Semester Hours
ART 110	Drawing I	4
ART 120	Design I	4
ART 215	Design II	4
ART 210	Drawing II (Life Drawing)	4
Media Directed Sequence (any two)		8

ART 220	Sculpture I	4
ART 225	Printmaking I	4
ART 230	Painting I	4
Art History Sequence		
ART 250A	Art History Survey I	4
ART 251A	Art History Survey II	4
ART 350	American Art History	4
ART 351	Modern Art History	4
Senior Exhibition Sequence – choose one		
ART 450	Art History Travel Study	4
OR		
ART 499	Art Internship (External) SCE	4
Total		44

## Requirements for the Major in Art (Art Education Concentration)

Foundation Art Sequence		Semester Hours
ART 110	Drawing I	4
ART 120	Design I	4
ART 215	Design II	4
Media Directed Sequence (any two)		8
ART 220	Sculpture I	4
ART 225	Printmaking I	4
ART 230	Painting I	4
Art Education Sequence		
ART 245	Art Education Methods I	4
ART 345	Art Education Methods II	4
ART 346	Art Education Ceramics	4
Art History Sequence		
ART 250A	Art History Survey I	4
ART 251A	Art History Survey II	4
Senior Exhibition Sequence		
ART 445	Art Education (SCE)	4
Total		44

## Requirements for the Minor in Art

A minor shall consist of 16 semester hours of art courses exclusive of ART 245.

Specific course requirements for an art minor are flexible so that the student can structure the minor to his/her specific interests. The minor may be in studio, art history, or a combination of the two.

Required Courses		Semester Hours
ART 110	Drawing I	4
ART 120	Design I (or) ART 235 Photography I	4
ART 200 level	Studio (any)	4
	Art History (any)	4
Total		16

## Requirements for Honors in Art

Students are eligible to enter the Honors Program in art if they have at least a 3.5 grade point average in the major or permission of the Honor Review Board. To receive honors in art, a student must have at least a 3.5 grade point average in the major at graduation and honors credit in courses that total a minimum of 12 semester hours. One of the courses may be ART 494 Honors Thesis/Project that may be taken for four to eight credit hours. For permission to register for an honors thesis/project, a completed Honors Application and Registration Form must be filed with the director of Honors Programs by the end of the twelfth week of classes of the semester prior to doing the thesis. Students must earn at least a "B+" in the course to earn honors credit. Other courses students may take for honors in art include any courses at the 200 level or above. For permission to register for a course with honors in the major, a completed Application and Registration Form must be filed with the director of Honors Programs by the end of the third week of classes of the semester in which the course is taken. Students must earn at least a "B+" in the course to earn honors credit.

## Requirements for the Major in Interactive Media

The course requirements for the Major in Interactive Media can be found on page 123.

## Course Descriptions

**ART 100A Introduction to Art.** A general introduction art for students not majoring or minoring in art. This course will provide students with a broad perspective of the theories, techniques, and practices of the visual arts, design, crafts, architecture and art history. 4 Semester Hours.

**ART 110 Drawing I.** An introduction to the theories, techniques, and practices of representational drawing with an emphasis on the application of design principles to the means of drawing as a form of personal expression. The successful student will be able to demonstrate an ability to render objects in space with a logical and plausible light source effect. 4 Semester Hours.

**ART 120 Design I.** This course provides students with a study of the fundamentals of two-dimensional and three-dimensional visual organization. Through lectures, visual presentations and numerous studio projects students will become familiar with the terms and vocabulary associated with visual design and develop an appreciation for the perceptual skills related to vision. Using the design elements of line, value, texture, shape and form in conjunction with the design principles of unity, variation, emphasis, rhythm, size, scale and volume students solve aesthetic problems with spatial relationships, experiment with different two-dimensional and three-dimensional mediums, and most importantly, analyze, write about and discuss the decision making process in art and design. 4 Semester Hours.

**ART 210 Drawing II.** This is a Life Drawing class. The human figure is used as the primary subject for drawing. The course is founded on the study of anatomy for artists and considers the human figure as a structural entity in itself as drawing problem. Prerequisite: ART 110. (ART 120 is strongly recommended but not required). 4 Semester Hours.

**ART 215 Design II.** This course provides students with a comprehensive introduction to the expressive and decorative aspects of color. This course is a continuation of Design I with an emphasis on color organization and color effects in spatial systems. Through lectures, visual presentations and numerous studio projects students will become familiar with the terms and vocabulary associated with color theory, develop the techniques needed to mix colors as a liquid medium, and experiment with the application of color to different two-dimensional and three-dimensional mediums. Prerequisite: ART 120. 4 Semester Hours.

**ART 220 Sculpture I.** This course provides students with a comprehensive introduction to Sculpture. Students work with additive and subtractive processes of sculpture. Students learn and acquire knowledge and skills associated with the techniques of figure modeling, mold making, casting, carving and wood assemblage. Materials used are clay, plaster, wood and stone. 4 Semester Hours.

**ART 225 Printmaking I.** This course provides students with a comprehensive introduction to the artistic and technical aspects of printmaking. Students will gain knowledge of most forms of printmaking, including mono-type, intaglio, etching, and woodblock techniques. The history of printmaking will be discussed, as well as the importance of printmaking in contemporary art making. Prerequisites: ART 110 and ART 120. 4 Semester Hours.

**ART 230 Painting I.** This course is an introduction to the basic skills, tools, materials and techniques used in painting. Students will paint from direct observation using the still-life, human form and landscape as reference. Emphasis is on solving the problems of representing form in space by applying the elements of composition, value, perspective and color. Topics include demonstrating various painting techniques, preparing painting supports, and composing objects and environmental subjects for observational reference. Group and individual critiques are an essential component of this course. Prerequisite: ART 215. 4 Semester Hours.

**ART 235 Photography I.** A course of study with the general goals of enabling students to take, edit and present improved photographs, to enable students to continue to grow as photographers over a lifetime, and, to appreciate the photographers and works that are considered significant. A DSLR/SLR type camera with manual controls (available) is required. Successful students will be able to achieve better results through the study of the timeless concepts of film heritage such as shutter speed, aperture, exposure, ISO settings, filters, meters. Editing will be done in Photoshop, and the works are to be professionally presented in critiques and portfolios. Students with previous experience in the traditional "wet" darkroom and or design are welcome. Assessment is based on attendance in class and shooting trips, mastery of techniques, submitted on-time assignments, and artistic quality of the photographs. 4 Semester Hours.

**ART 240 Graphic Design I.** This course explores basic graphic systems, formal resources, conceptual principles and procedures underlying this practice. This course will focus on the process of problem solving by design, the visualization of problems and solutions, and the correlation of forms with their content and function. 4 Semester Hours.

**ART 245 Art Education I - Materials and Methods for Art Education.** This course provides pre-service art teachers with the knowledge of processes, materials, student development, and application of the state standards for K-12 art teaching. Students will begin to prepare a Portfolio showing their understanding of students, learning, teaching, and the various materials and methods needed for artistic and creative development. Studio experiences are included. 4 Semester Hours.

**ART 250A Art History Survey I.** This course provides a general survey of painting, sculpture, and architecture from the Pre-historic to the Gothic era in Western and Non-Western cultures. The course content will examine the context of style and era, with consideration of social, economic, political and religious issues. The intention is to provide a knowledge base that gives students a sense of connection with the past and a framework of understanding the roots of our cultures. 4 Semester Hours.

**ART 251A Art History Survey II.** This course provides a general survey of painting, sculpture, and architecture from the Renaissance to the Modern Era in Western and Non-Western cultures. The course content will examine the context of style and era, with consideration of social, economic, political and religious issues. The intention is to provide a knowledge base that gives students a sense of connection with the past and a framework of understanding the roots of our cultures. 4 Semester Hours.

**ART 310 Drawing III.** This is an advanced-level drawing course designed to afford students opportunities to develop skills using materials and techniques they may not have worked with in previous Drawing courses. Historical and contemporary issues will be investigated with an emphasis on personal growth and the development of self-exploration and creative expression. This course is structured to enable students to further their abilities in Drawing with the specific content of the course to be developed in consultation with the professor. Prerequisite: ART 110. (ART 120 and ART 215 are strongly recommended but not required). 4 Semester Hours.

**ART 320 Sculpture II.** This is an advanced-level Sculpture course designed to afford students opportunities to develop skills using materials and techniques they may not have worked with in previous Sculpture courses. Historical and contemporary issues will be investigated with an emphasis on personal growth and the development of self-exploration and creative expression. This course is structured to enable students to further their abilities in Sculpture with the specific content of the course to be developed in consultation with the professor. Prerequisite: ART 220. 4 Semester Hours.

**ART 325 Printmaking II.** This is an advanced-level Printmaking course designed to afford students opportunities to develop skills using materials and techniques they may not have worked with in previous Printmaking courses. Historical and contemporary issues will be investigated with an emphasis on personal growth and the development of self-exploration and creative expression. This course is structured to enable students to further their abilities in Printmaking with the specific content of the course to be developed in consultation with the professor. Prerequisite: ART 225. 4 Semester Hours.

**ART 330 Painting II.** This is an advanced-level Painting course designed to afford students opportunities to develop skills using materials and techniques they may not have worked with in previous Painting courses. Historical and contemporary issues will be investigated with an emphasis on personal growth and the development of self-exploration and creative expression. This course is structured to enable students to further their abilities in Painting with the specific content of the course to be developed in consultation with the professor. Prerequisite: ART 230. 4 Semester Hours.

**ART 335 Photography II.** This is an advanced-level Photography course designed to afford students opportunities to develop skills using materials and techniques they may not have worked with in previous Photography courses. Historical and contemporary issues will be investigated with an emphasis on personal growth and the development of self-exploration and creative expression. This course is structured to enable students to further their abilities in Photography with the specific content of the course to be developed in consultation with the professor. Prerequisite: ART 235. 4 Semester Hours.

**ART 340 Graphic Design II.** This course is a continuation of skills and concepts introduced in Graphic Design I. Emphasis will be on typography, typography and image, and pre-production projects. Traditional and innovative solutions will be developed in assignments related to the industry. Students will develop a professional portfolio of their work. Prerequisite: ART 240. 4 Semester Hours.

**ART 345 Art Education II - Professional Issues in Art Education.** As both curricular issues and the value of Arts in the schools becomes more and more important, students in this course will study current policy, standards, advocacy, and professional issues related to teaching Art. It is a continuation of the portfolio development and curricular work begun in ART 245. Studio experiences are included. Prerequisite: ART 245. 4 Semester Hours.

**ART 346 Art Education III – Ceramics.** This course provides students with a comprehensive introduction to a variety of techniques and concepts related to ceramic hand-building processes. Both functional and non-functional objects are used to demonstrate coil, slab, pinch and throwing techniques. Emphasis is placed on the three-dimensional concepts of texture, form, color, balance, and design. Prerequisites: ART 250 and ART 251. 4 Semester Hours.

**ART 350 American Art History.** This course provides a general survey of art specific to America, examining works in context spanning the period from the Colonial era to the present. Painting, sculpture, and architecture, as well as selected decorative arts will be considered. The successful student will demonstrate an understanding of artists and works considered significant and will be able to locate and discuss such works in terms of political, social, economic, and religious importance. 4 Semester Hours.

**ART 351 Modern Art History.** This course provides students with a closer look at significant art created from 1850 to the present era, including Modern, Post-Modern, and contemporary art. Works and artists will be considered in the contexts of political, social, economic, and religious importance and the successful student will demonstrate an understanding of the artists and works considered significant. 4 Semester Hours.

**ART 360 3D Modeling and Animation.** This course is an introduction to 3D modeling, rendering and animation. Basic concepts learned in 2D animation such as narrative and movement are revisited within the 3D environment. This course covers 3D modeling techniques to create forms and environments within the realms of sculpture, architecture, and character animation. Prerequisite: CSW 323 or ART 220. 4 Semester Hours.

**ART 410 Drawing SCE - Senior Exhibition.** This course is a continuation of ART 310 and provides the capstone experience for the studio art major. The SCE in drawing enables students to synthesize the theories, concepts, and technical skills encountered in the whole major-based experience with a focus on drawing. The SCE exhibit is a body of creative work consistent with a thesis on drawing formulated during the senior exhibition sequence and deemed suitable for exhibition in the Crandall Art Gallery. The exhibition will demonstrate students' ability to conceptualize, evaluate, revise, and professionally present a sizeable number of works that communicate a unique expressive vision. 4 Semester Hours.

**ART 420 Sculpture SCE - Senior Exhibition.** This course is a continuation of ART 320 and provides the capstone experience for the studio art major. The SCE in sculpture enables students to synthesize the theories, concepts, and technical skills encountered in the whole major-based experience with a focus on sculpture. The SCE exhibit is a body of creative work consistent with a thesis on sculpture formulated during the senior exhibition sequence and deemed suitable for exhibition in the Crandall Art Gallery. The exhibition will demonstrate each student's ability to conceptualize, evaluate, revise, and professionally present a sizeable number of works that communicate a unique expressive vision. 4 Semester Hours.

**ART 425 Printmaking SCE - Senior Exhibition.** This course is a continuation of ART 325 and provides the capstone experience for the studio art major. The SCE in printmaking enables students synthesize the theories, concepts, and technical skills encountered in the whole major-based experience with a focus on printmaking. The SCE exhibit is a body of creative work consistent with a thesis on printmaking formulated during the senior exhibition sequence and deemed suitable for exhibition in the Crandall Art Gallery. The exhibition will demonstrate students' ability to conceptualize, evaluate, revise, and professionally present a sizeable number of works that communicate a unique expressive vision. 4 Semester Hours.

**ART 430 Painting SCE - Senior Exhibition.** This course is a continuation of ART 330 and provides the capstone experience for the studio art major. The SCE in painting enables students to synthesize the theories, concepts, and technical skills encountered in the whole major-based experience with a focus on painting. The SCE exhibit is a body of creative work consistent with a thesis on painting formulated during the senior exhibition sequence and deemed suitable for exhibition in the Crandall Art Gallery. The exhibition will demonstrate the students' ability to conceptualize, evaluate, revise, and professionally present a sizeable number of works that communicate a unique expressive vision. 4 Semester Hours.

**ART 435 Photography SCE - Senior Exhibition.** This course is a continuation of ART 335 and provides the capstone experience for the studio art major. The SCE in photography enables students to synthesize the theories, concepts, and technical skills encountered in the whole major-based experience with a focus on photography. The SCE exhibit is a body of creative work consistent with a thesis on photography formulated during the senior exhibition sequence and deemed suitable for exhibition in the Crandall Art Gallery. The exhibition will demonstrate students' ability to conceptualize, evaluate, revise, and professionally present a sizeable number of works that communicate a unique expressive vision. 4 Semester Hours.

**ART 440 Graphic Design SCE - Senior Exhibition.** This course is a continuation of ART 340 and provides the capstone experience for the studio art major. The SCE in graphic design enables students to synthesize the theories, thinking, and technical skills encountered in the whole major-based experience with a focus on graphic design. The SCE exhibit is a consistent body of creative work deemed suitable for exhibition the fourth year and displays students' ability to conceptualize, evaluate, revise, and professionally present a sizeable number of works that communicate a unique expressive vision. 4 Semester Hours.

**ART 445 Art Education SCE - Senior Exhibition.** This course is a continuation of ART 220, (or) ART 225, (or) ART 230, (or) ART 346 and provides the capstone experience for the art major. The SCE in art education enables students to synthesize the theories, concepts, and technical skills encountered in the whole major-based experience with a focus on art education. The SCE exhibit is a body of creative work consistent with a thesis on art education formulated during the senior exhibition sequence and deemed suitable for exhibition in the Crandall Art Gallery. The exhibition will demonstrate students' ability to conceptualize, evaluate, revise, and professionally present a sizeable number of works that communicate a unique expressive vision. Prerequisites: ART 245, ART 345 and ART 346. 4 Semester Hours.

**ART 450 Art History Study Travel SCE.** Students will experience a guided study tour of significant culturally historic sites abroad. The cities of London, Paris, Venice, Florence, Siena, Rome, Cairo and Athens have been visited in the past. Emphasis is on direct engagement with the art and architecture of each site in its actual context. Visits to museums, cathedrals, palaces, archaeological sites, and other points of interest will be a part of the trip. The course is flexible so it may

serve a variety of situations involving foreign on-site study. In addition to the tour itself, pre-trip seminar attendance, background study, written assignments, presentations and research are considered for grading purposes. Prerequisites: ART 250 and ART 251, or permission of instructor. 4 Semester Hours.

**ART 460 Interactive Media SCE - Senior Exhibition.** This course is a continuation of ART 360 and provides the capstone experience for the interactive media major. The SCE in 3D modeling and animation enables students synthesize the theories, thinking, and technical skills encountered in the whole major-based experience with a focus on 3D modeling and animation. The SCE Exhibit is a consistent body of creative work deemed suitable for exhibition the fourth year and displays students' ability to conceptualize, evaluate, revise, and professionally present a sizeable number of works that communicate a unique expressive vision. 4 Semester Hours.

**ART 494 Honors Thesis/Project SCE.** A research/project course designed to meet the needs of the individual student seeking honors in the major at graduation. Prerequisites: junior or senior standing, and approval of the instructor, the department chair and the Honors Review Board. See All-University -494 course descriptions. 4 Semester Hours.

**ART 498 Art Internship (Internal) SCE.** Students are provided with a significant learning experience outside the classroom setting. Although the program is designed to be fundamentally an educational experience, professionally productive work will constitute an integral part of the internship. Specific arrangements and requirements will vary with the program. A contract will specify the activities with which the student will be involved. Taken under Satisfactory/Unsatisfactory grade option only. See All-University -498 course descriptions. 1-16 Semester Hours.

**ART 499 Art Internship (External) SCE.** Through the cooperation of agencies and businesses in the vicinity of the University, students are provided with a significant learning experience outside of the classroom setting. Although the program is designed to be fundamentally an educational experience, professionally productive work will constitute an integral part of the internship. Specific arrangements and requirements will vary with the program. A contract will specify the activities with which the student will be involved. The basis of determining the grade for the program will be given in the contract and will include an evaluation by the supervisor at the organization where the internship work is done, an assessment by the internship faculty/advisor, and a written report of the internship experience submitted by the student. Prerequisites will vary with the internship. Participation is by petition to the chair art of the department. Taken under Satisfactory/Unsatisfactory grade option only. See All-University -499 course descriptions. 1-16 Semester Hours.

## Asian Studies

*In the fall of 2016, Mount Union's program in Asian studies will be discontinued. Students enrolled at the institution during or prior to the 2015-2016 Academic Year will have the opportunity to pursue and complete the program as detailed in this Catalogue.*

The Asian Studies Program offers exciting possibilities for students interested in the history, cultures, and societies of Asia. Students who major or minor in Asian Studies take up a dynamic, interdisciplinary study of more than half of the world's population from the perspective of art, literature, history, philosophy, political science, religious studies, foreign languages, and more. Administered by the History Department, the program is animated by a commitment to the view that liberal education requires knowledge of the entire world. Students in the program may go on to pursue a variety of careers including those in education, business, journalism, the visual and performing arts, and government service. The program also prepares students for graduate studies in various related fields.

Aside from the required courses, Asian Studies majors are strongly encouraged to minor in an Asian language and/or participate in a study abroad program in Asia.

### Requirements for the Major in Asian Studies

Required Courses	Semester Hours
HST 110 Asian Civilizations	4
ASN 401 Seminar in Asian History	4
Eight additional courses (at least three from outside History Department) from those approved for the Asian studies program	32
<b>Total</b>	<b>40</b>

### Requirements for the Minor in Asian Studies

Required Courses	Semester Hours
HST 110 Asian Civilizations	4
Four additional courses from those approved for the Asian studies program	16
<b>Total</b>	<b>20</b>

\*If double minoring in both Asian Studies and History, only two history courses from the approved list of courses in the Asian Studies Program may be counted as part of the History minor.

### Courses in the Asian Studies Program

Art	Semester Hours
ART 210 Art History Survey III	4
<b>Asian Studies</b>	
ASN 401 Seminar in Asian History	4
ASN 199 Special Topics in Asian Studies	4
ASN 299 Special Topics in Asian Studies.	4
ASN 399 Special Topics in Asian Studies.	4
ASN 494 Honors Thesis/Project.	4
ASN 498 Internships (Internal).	4
ASN 499 Internships (External).	4
<b>Economics</b>	
ECN 390 Economics of the Asian Pacific Rim	4

Foreign Cultures		
CHN 235	The Peoples and Cultures of Contemporary China	4
JPN 235H	The Peoples and Cultures of Contemporary Japan	4
History		
HST 110	Asian Civilization	4
HST 215H	The Middle East	4
HST 230H	Problems of Developing Nations	4
HST 260	Women in East Asia	4
HST 265	East Asia to 1800	4
HST 270	East Asia and the United States in Historical Perspectives	4
HST 300	Asian Studies Abroad Seminar	2 or 4
HST 360	Modern China	4
HST 365	Southeast Asia	4
HST 370	Modern Japan	4
HST 380	South Asia	4
Music		
MUS 352	World Music	4
Political Science		
POL 346	Asian Politics	4
Religious Studies		
REL 220H	Religions of the World	4

## Course Descriptions

**ASN 401 Seminar in Asian Studies.** Each student will select a topic from some area of Asian history, literature, art, religion, etc., apply critical research techniques to it, and complete a polished paper. Required of all Asian studies majors as their Senior Culminating Experience. Arrangements must be made with the instructor during the semester prior to the one in which the course is offered. 4 Semester Hours.

## Athletic Training

The athletic training major is a part of the Department of Human Performance and Sport Business.

Mount Union has developed the athletic training major to prepare qualified students for careers as certified athletic trainers. Since 1987, the major has met National Athletic Trainers' Association (NATA) standards as an Approved Undergraduate Athletic Training Education Program, and effective November 1998, it has been accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Effective July 2006, the Athletic Training Program (ATP) was fully accredited by the Commission on Accreditation of Athletic Training Education). Effective Fall 2010, the Athletic Training Program was fully reaccredited with the maximum Ten Year Accreditation by the Commission on Accreditation of Athletic Training Education (CAATE).

The accredited Athletic Training Program (ATP) qualifies students to challenge and prepares them to pass the Board of Certification (BOC) examination for athletic trainers as well as the state examination for licensure as an athletic trainer in Ohio upon graduation. Students selected into the athletic training major (see Selective Admission) learn and serve under the direct supervision of the Mount Union Medical Director and Preceptors in the prevention, diagnosis, immediate care and rehabilitation of athletic related injuries and illnesses.

A graduate with an athletic training major, having successfully completed the BOC examination, may pursue employment as an athletic trainer in professional sports, colleges and universities, high schools, sports medicine centers, as an orthopedic physician extender, industrial settings, rodeo, NASCAR, PGA, military, private health/physical fitness clubs and/or the marketing and business aspects of the profession. The major may also be utilized as preparation for post-graduate study in athletic training, physical therapy, physician's assistant, nursing, podiatry, emergency medical technician, exercise physiology, kinesiology/biomechanics, sport psychology and nutrition. Depending on the goals of the student, consideration of a teaching license in one or more secondary education areas to complement the Athletic Training Program major is suggested.

## Requirements for the Major in Athletic Training

Selective Admission (See University Catalog and/or ATP Student Handbook)

Athletic Training Major Requirements		Semester Hours
ATP 115	Foundations of Athletic Training	2
ATP 116	Orthopedic Applications in Athletic Training	4
ATP 118	Medical Terminology and Health	4
ATP 216	Injury Recognition I: Spine, Core and Lower Extremity	4
ATP 217	Injury Recognition II: Head, Cervical Spine and Upper Extremity	4
ATP 230	Clinical Practicum I	1
ATP 232	Clinical Practicum II	1
ATP 316	Medical Aspects of Sport	4
ATP 350	Clinical Practicum III	1
ATP 355	Clinical Practicum IV	1
ATP 450	Clinical Practicum V	1
ATP 455	Clinical Practicum VI	1
ATP 391	Therapeutic Modalities	4

ATP 392	Therapeutic Rehabilitation	4
ATP 497	Assessment Applications in Athletic Training	2
ATP 480	Senior Culminating Experience: Organization and Administration of Athletic Training	4
Extra-Departmental Requirements		
BIO 210	Anatomy and Physiology I	4
BIO 211	Anatomy and Physiology II	4
EXS 110	Exercise Physiology I	4
EXS 220	Foundations of Human Movement	4
EXS 250	Strength Training and Conditioning	4
EXS 270	Foundation of Sports Nutrition and Ergogenic Aids	4
PSY 110S	The Psychological Sciences	4
Total		70
Elective Courses		
ATP 394	Cultural Competencies in Health Care	4
ATP 400	Independent Study	1-4
ATP 494	Honors Thesis	4
ATP 499	Internship in Athletic Training / Sports Medicine	1-12
Total		70 Semester Hours

## Clinical Education

Six semesters of directly supervised clinical field experience, along with a minimum of 800 clock-hours are required for graduation and to be eligible to sit for the Board of Certification exam. These field experience courses must be completed under the direct supervision of qualified preceptors in an approved clinical setting; they are required and available only for students selected into the CAATE Accredited ATP. The required field experience courses must be distributed over six semesters, coinciding with ATP 230, ATP 232, ATP 350, ATP 355, ATP 450 and ATP 455.

Additionally, at least one high school experience will be incorporated into the required field experience rotations as well as exposure to at least one opposite gender sport, varying levels of risk, protective equipment and general medical experiences that address the continuum of care that would prepare a student to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer in the profession. Athletic training majors are encouraged to obtain field experiences in other allied medical settings, i.e., ambulance riding/observation or athletic/physical therapy settings and medical facilities as part of the overall field experience requirement.

Additionally, this curriculum is competency-based. Successful completion at the "master level" (a score of 80% or higher) of ALL educational competencies and clinical proficiencies (CPs) established by the CAATE, enumerated in the Mount Union Clinical Proficiency Verification Manual for Students, are required for BOC eligibility and for graduation. These educational competencies and clinical proficiencies are distributed appropriately throughout the required didactic course work and clinical field experiences.

The general clinical education plan over the student's four years progresses as follows:

Level I (Typically Freshman Year):	Minimum 75 hours per Fall and Spring Academic Semesters
Level II (Typically Sophomore year):	Minimum 100 hours per Fall and Spring Academic Semesters
Level III (Typically Junior year):	Minimum 150 hours per Fall and Spring Academic Semesters
Level IV (Typically Senior Year):	Minimum 150 hours per Fall and Spring Academic Semesters
Graduation	Students will need a minimum of 800 hours to graduate from the Mount Union Athletic Training Program.

### Level I:

Seventy-five hours per semester are required for a total of 150 hours for admittance into the UMU ATP. The scheduling of the pre-professional level I student will be directly supervised by the Clinical Education Coordinator. The pre-professional level I student will work approximately six hours per week plus any game observation time. During the fall semester each pre-professional level I student will have to observe hours with fall sports, such as football, soccer, volleyball, cross-country/track, etc. Additional opportunities will be available with fall lacrosse, fall baseball, fall softball, basketball, wrestling, indoor track, swimming, and Athletic Training Facility. The spring semester will consist of hours spent with basketball, outdoor track, baseball, softball, lacrosse, wrestling, and spring football. All students will observe hours with at least seven different sports teams during their pre-professional level I year.

### Level II:

The level II year will consist of the students working a minimum of 100 hours in the Fall and Spring Semesters at their clinical assignments as scheduled by their preceptor. The students will rotate between clinical assignments and preceptors with the clinical education coordinator being responsible for the scheduling of students to specific clinical assignments. Each academic year will consist of three rotations, with the first rotation correlating with a fall sport, the second rotation correlating with a winter sport, and the third rotation correlating with a spring sport.

### Level III:

The level III year will consist of the students working a minimum of 150 hours in the Fall and Spring Semesters at their clinical assignments as scheduled by their preceptor. The students will rotate between clinical assignments and preceptors with the clinical education coordinator being responsible for the scheduling of students to specific clinical assignments. Each academic year will consist of three rotations, with the first rotation correlating with a fall sport, the second rotation correlating with a winter sport, and the third rotation correlating with a spring sport. In addition to their on-campus clinical assignment, at least two months of their fall or spring semester will be spent at a local high school working with a preceptor.

### Level IV:

The level IV year will consist of the students working full time as the "Head Athletic Training Student" while under the direct supervision of a preceptor with an UMU sports team. It will be the responsibility of the student to work a minimum of 150 hours per Fall and Spring Semesters while attending practices and events

for that team. Sport selection will be based off of a selection process. Larger sports or sports that greatly exceed 20 hours per week practicing may require multiple level IV Head Athletic Training Students as available. In addition to their senior sport assignment they must complete a general medical rotation of 30 hours and an additional health care rotation of 30 hours as assigned by the Clinical Education Coordinator.

## Selective Admission

Entrance into the accredited ATP is by selective admission. A formal application process shall be initiated at the end of the pre-professional level I year, the year in which the student is a candidate for the athletic training major (typically the first year) and after successful completion of the following prerequisites:

A minimum grade of C must be achieved in each of the following courses:

- ATP 115 Foundations of Athletic Training
- ATP 116 Orthopedic Applications in Athletic Training
- ATP 118 Medical Terminology and Health
- BIO 210 Anatomy and Physiology I

Seventy-five hours per semester are required for a total of 150 hours for admittance into the UMU ATP. The scheduling of the pre-professional level I student will be directly supervised by the Clinical Education Coordinator. The pre-professional level I student will work approximately six hours per week plus any game observation time. During the fall semester each pre-professional level I student will have to observe hours with fall sports, such as football, soccer, volleyball, cross-country/track, etc. Additional opportunities will be available with fall lacrosse, fall baseball, fall softball, basketball, wrestling, indoor track, swimming, and Athletic Training Facility. The spring semester will consist of hours spent with basketball, outdoor track, baseball, softball, lacrosse, wrestling, and spring football. All students will observe hours with at least seven different sports teams during their pre-professional level I year.

Further requirements of the selective admission process:

- Three supportive letters of recommendation; (two must be from off campus professionals)
- Written application and resume
- Written examination (minimum score: 73 percent);
- Oral/practical examination (minimum score: 73 percent);
- Cumulative GPA of at least a 2.5 at the time of application;
- Average preceptor evaluation score of at least 73 percent;
- Formal interview with all Athletic Training Faculty and Staff

Meet all technical standards established for the program and the profession of athletic training. (See ATP Student Handbook for the complete policy on technical standards.) These are minimum requirements for admittance. Competitive selection criteria will be employed if/when there are more qualified candidates than available positions. Each year approximately 16 candidates are matriculated into the ATP. A re-application process is available if a student is unsuccessful on the initial application to the program. It is the policy of the Mount Union ATP not to discriminate on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital or parental status, or disability in the selection of students into the Athletic Training Program.

## Program Fees

As a part of the matriculation process, all students admitted to the program must:

- complete formal OSHA training (which includes obtaining or declining the hepatitis B vaccination at no charge to the student);
- purchase student liability insurance (approximately \$15-30 annually);
- complete the Professional Rescuer CPR/AED certification (approximately \$19 annually);
- successfully complete a medical pre-participation examination (cost incurred by student);
- Lab fees may be assessed for select courses (see Mount Union catalogue).

## Requirements for Honors in Athletic Training

To receive departmental honors in athletic training, a student must meet all criteria for graduating with honors in a major. Additionally, the student must complete an in-depth project in one of the content areas described in the BOC Role Delineation Study for Professional Practice of Athletic Trainers for a total of 4 semester hours and the completion of ATP 494.

## Course Descriptions

**ATP 115 Foundations of Athletic Training.** An introduction to the multifaceted field of athletic training; includes the roles and responsibilities of various members of the global sports medicine team, basic components of a comprehensive athletic injury/illness prevention program (including the pre-participation physical examination), and environmental risk factors. The course also includes introduction to the injury/illness assessment process, including general injury classifications, medical-legal considerations, medical terminology and patient documentation skills. Students seeking admittance into the CAATE accredited athletic training major are required to take this course. Two class hours per week, should be taken concurrently with ATP 118. 2 Sem. Hrs. (typically offered fall semester)

**ATP 116 Orthopedic Applications in Athletic Training.** The purpose of this clinical course is to provide students with the anatomical basis and the technical aspects of applying clinical proficiencies relating to orthopedic applications used in the care and prevention of injuries in physically active individuals. Techniques taught include supportive taping, protective wrapping, special pad fabrication and other applications. In the second half of the course, students will also learn the basic principles and/or physiological effects of professional rescuer first aid and CPR, therapeutic modalities and interventions, and written and electronic clinical note documentation. Lab fee required. Students seeking admittance into the CAATE accredited athletic training major are required to take this course. Prerequisite: ATP 115 with a C or higher or with permission from ATP Program Director. 4 Semester Hours. (typically offered spring semester)

**ATP 118 Medical Terminology and Health.** An introduction to medical word structures, with emphasis on word roots, prefixes, suffixes, and abbreviations while gaining an understanding of the rules for building and analyzing medical terms associated with body systems. Students will define and interpret terms relating to structure and function, pathology, diagnosis, and clinical procedures. The course also includes investigation of personal health and wellness and discusses various influencing factors like community health operations, addictive behaviors, and motivation. Students seeking admittance into the CAATE accredited athletic training major are required to take this course. 4 Semester Hours (typically offered fall semester)

**ATP 216 Injury Recognition I.** Clinical assessment of injuries and illnesses commonly sustained by the competitive athlete and/or physically active individual(s). Prepares students to recognize clinical signs and symptoms in order to effectively formulate a clinical impression of the nature and severity of injuries/illnesses relating to the thoracic spine, thorax, lumbar spine, abdomen, pelvis, hip, thigh, knee, ankle and foot for the primary purpose of making an accurate assessment and appropriate medical referrals. The course involves extensive application of anatomy, injury mechanics and an in-depth understanding of injury pathophysiology. Prerequisite: ATP 115, ATP 116, ATP 118 and BIO 210/211. 4 Semester Hours. (typically offered fall semester)

**ATP 217 Injury Recognition II.** The continuation of ATP 216; clinical assessment of injuries and illnesses commonly sustained by the competitive athlete and/or physically active individual(s). Prepares students to recognize clinical signs and symptoms in order to effectively formulate clinical impressions about the nature and severity of injuries/illnesses relating to the face, head (intercranium), cervical/thoracic spine, shoulder, elbow, wrist and hand for the primary purpose of making an accurate assessment and appropriate medical referrals. The course involves extensive application of anatomy, injury mechanics and an in-depth understanding of injury pathophysiology. Prerequisites: ATP 216. 4 Semester Hours. (typically offered spring semester)

**ATP 230 Clinical Practicum I.** This course is a clinical field experience designed to expose first semester athletic training students to authentic situations relating to the evaluation and care of athletic injuries/illnesses that may occur in an interscholastic or intercollegiate setting within the context of professionally supervised, hands-on patient care. The course requires attendance at team practices, home contests and selected supervised travel to away contests for the duration of the regular season as assigned by their supervising preceptor. This course will include the initial exposure to selected educational competencies and clinical proficiencies focusing on emergency medical procedures (spine-board, splinting, environmental illness, shock, etc.) Prerequisite: ATP 115 and ATP 116. This required course is available only for students officially enrolled in the accredited athletic training major. (lab fee required) 1 Semester Hour. (offered every fall)

**ATP 232 Clinical Practicum II.** This course is a clinical field experience designed to expose second semester athletic training students to authentic situations relating to the evaluation and care of lower extremity, thorax, and abdominal athletic injuries/illnesses that may occur in an interscholastic or intercollegiate setting within the context of professionally supervised, hands-on patient care. The course requires attendance at team practices, home contests and selected supervised travel to away contests for the duration of the regular season as assigned by their supervising preceptor. This course will include a review of lower extremity, thoracic, and abdominal anatomy, clinical signs and symptoms and pathologies. Prerequisite: ATP 216 & ATP 230, or with permission of the athletic training program director. This required course is available only for students officially enrolled in the accredited athletic training major. 1 Sem. Hr. (offered every spring)

**ATP 316 Medical Aspects of Sport.** Students will comprehend the pathological basis for clinical presentation of injuries/illnesses commonly sustained by competitive athletes and/or physically active individuals. This course will explore various medical topics and pharmacological basics relevant for entry-level certified athletic trainers. The students will gain knowledge of orthopedic and general medical conditions related to physically active individuals, as well as prepare the student to formulate an impression of an injury/illness for the primary purpose of recognizing the nature, severity and subsequently formulate an effective treatment plan. Students will be exposed to the therapeutic drug classifications, indications, contraindications, and regulations to the injuries/illnesses discussed in this course, as well as drug testing in sport. Prerequisite: At least junior standing or permission of the athletic training program director. 4 Sem. Hrs. (typically offered fall semester)

**ATP 350 Clinical Practicum III.** This course is a clinical field experience designed to expose third semester athletic training students to authentic situations relating to the evaluation and care of lower extremity, face, and head athletic injuries/illnesses that may occur in an interscholastic or intercollegiate setting within the context of professionally supervised, hands-on patient care. The course requires attendance at all team practices, home contests and selected supervised travel to away contests for the duration of the regular season as assigned by their supervising preceptor. This course will include a review of upper extremity, face, and head anatomy, clinical signs and symptoms and pathologies. Prerequisite: ATP 217 & ATP 232, or with permission of the athletic training program director. This required course is available only for students officially enrolled in the accredited athletic training major. (Lab fee required) 1 Sem. Hr. (offered every fall)

**ATP 355 Clinical Practicum IV.** This course is a clinical field experience designed to expose fourth semester athletic training students to authentic situations relating to the evaluation and care of hip and spinal athletic injuries/illnesses that may occur in an interscholastic or intercollegiate setting within the context of professionally supervised, hands-on patient care. The course requires attendance at team practices, home contests and selected supervised travel to away contests for the duration of the regular season as assigned by their supervising preceptor. This course will review hip and spinal anatomy and pathologies. Prerequisite: ATP 350, or with permission of the athletic training program director. This required course is available only for students officially enrolled in the accredited athletic training major. 1 Sem. Hr. (offered every spring)

**ATP 391 Therapeutic Modalities.** The student will demonstrate the ability to plan, implement, document, and evaluate the efficacy of therapeutic modalities and basic components of a comprehensive rehabilitation and treatment plan. Lecture and lab emphasis will be placed upon the physiological response of the body to trauma/injury, pain modulation, infrared modalities, electrical stimulation modalities, therapeutic ultrasound, mechanical modalities, massage and other manual treatment techniques. Other areas of focus will include indications, contraindications, safety precautions, set-up and standard operating procedures of contemporary therapeutic modalities commonly used in athletic therapy. Prerequisite: ATP 116. 4 Semester Hours. (typically offered fall semester)

**ATP 392 Therapeutic Rehabilitation.** Basic components of a comprehensive rehabilitation program for the upper and lower quadrants are introduced including anatomical, physiological and psychological basis of a rehabilitation prescription, determination of therapeutic goals, objectives and the need for psycho-social intervention and referral. Students will demonstrate selection and use of various rehabilitation techniques plus the development of criteria for progression to full active participation in upper and lower extremity intensive activities. Selected topics will include range of motion techniques, strengthening, proprioception, aquatic therapy, plyometric, open and closed kinetic chain exercises and functional progressions. Prerequisite: ATP 391. 4 Semester Hours. (typically offered spring semester)

**ATP 394 Cultural Competencies in Health Care.** Students will expand their cultural literacy through an exploration of varied theories and models of cultural competence through the lens of sports, specifically sports medicine. Students will examine and analyze through oral and written assignments the roles of cultural differences including cultural attitudes, beliefs, and expectations as they pertain to effective healthcare in diverse settings. Course will include local off-campus exposure to culturally diverse settings and the opportunity to explore sports medicine in other countries through planned study abroad trips. Prerequisite: completion of all four foundation courses or junior standing. 4 semester hours. (Typically offered every spring)

**ATP 400 Independent Study (elective).** The student, in consultation with the instructor, will select a topic, project or problem for in-depth research. Prerequisite: A 2.8 GPA in major and at least junior standing. 1-4 Semester Hours. (typically offered every semester)

**ATP 450 Clinical Practicum V.** This course is a clinical field experience designed to expose fifth semester athletic training students to authentic situations relating to the rehabilitative care of athletic injuries/illnesses that may occur in an interscholastic or intercollegiate setting within the context of professionally supervised, hands-on patient care. The course requires attendance at team practices, home contests and selected supervised travel to away contests for the duration of the regular season as assigned by their supervising preceptor. This course will review current rehabilitation techniques, the anatomical, psychological, and physiological basis for a rehabilitation program, and modality theories and procedures. Students will also be assigned to an off-campus healthcare provider for a rotation of a minimum 30 clinical hours. Prerequisite: ATP 355, or with permission of the athletic training program director. This required course is available only for students officially enrolled in the accredited athletic training major. (lab fee required) 1 Sem. Hr. (offered every fall)

**ATP 455 Clinical Practicum VI.** This course is a clinical field experience designed to expose sixth semester athletic training students to authentic situations relating to the evaluation and care of general medical diseases and disorders and pharmacological issues that may occur in an interscholastic or intercollegiate setting within the context of professionally supervised, hands-on patient care. The course requires attendance at team practices, home contests and selected supervised travel to away contests for the duration of the regular season as assigned by their supervising preceptor. This course will review medical conditions/illnesses, formulation of impressions of medical conditions, recognizing the nature and severity of the condition, when to refer to the proper healthcare professional, and pharmacological basics. Students will also be assigned to an off-campus site for a rotation of a minimum 30 clinical hours. Prerequisite: ATP 450, or with permission of the program director. This required course is available only for students officially enrolled in the accredited athletic training major. 1 Sem. Hr. (offered every spring)

**ATP 480 Senior Culminating Experience: Organization and Administration of Athletic Training.** This course provides information in the organization and the administration aspects of comprehensive athletic training programs, including law, ethics, facility design, management, budget development, inventory control and therapeutic concepts. Students will complete various collaborative and individual projects to facilitate learning and comprehension of topics. Research design of a selected athletic training topic will be included. This course will include current issues in athletic training and will conclude with a culminating project for athletic training majors. 4 Semester Hours.

**ATP 494 Honors Thesis/Project.** A research project/course designed to meet the needs of the individual student seeking honors in the athletic training education major at graduation. Prerequisites: Senior standing and approval of the instructor, the department chair and the Honors Review Board. Credit variable, 4 Semester Hours.

**ATP 497 Athletic Training Practicum: Assessment Applications.** A clinical education course to prepare the student for competence as an entry-level certified athletic trainer in various athletic training clinical skills, focusing on the psychomotor aspects of injury/illness assessment, athletic therapy, therapeutic exercise, and therapeutic modalities while applying a problem-based, integrative approach. Prerequisite: ATP 216 and ATP 217. 2 Semester Hours. (typically offered spring semester)

**ATP 499 Internship in Sports Medicine/Athletic Training.** An elective, off-campus field experience learning and serving in a medical or allied health setting. The student intern will gain a hands-on, professionally supervised clinical experience and a broader perspective of the athletic training/sports medicine field. The course provides practical application of theoretical knowledge gained in the classroom. The experience is provided by the cooperating organization and the University. Prerequisites: at least junior standing. Departmental approval is required prior to registration for this course. 1-12 Semester Hours. (typically offered every semester)

## Department of Biology

The Department of Biology seeks to provide students with an understanding of life as a process. Within its courses, the department emphasizes concepts, which unify and clarify this goal. In addition, an appreciation of our biological relationship to the living world is presented. Flexibility in curriculum choices allows students to prepare for graduate work in the biological sciences or professional work in medical or allied health professions.

### Requirements for the Major in Biology

Required Courses	Semester Hours
BIO 140N The Unity of Life	4
BIO 141N The Diversity of Life	4
CHE 120N Concepts in Chemistry	4
CHE 231 Organic Chemistry I	4
or	
CHE 220 Analytical Chemistry	4
MTH 123 Elementary Statistics	4
or	
MTH 141 Calculus I	4
Any One from the Following Cellular and Molecular Biology Courses	
BIO 240 Genetics	4
BIO 270 Cell Biology	4
Any One from the Following Organismal Biology Courses	
BIO 260 Plant Structure and Function	4
BIO 280 Biology of Marine Organisms	4
BIO 285 Vertebrate Zoology	4
BIO 295 Developmental Biology	4
Any One from the Following Ecology and Evolutionary Biology Courses	
BIO 215 Evolutionary Biology	4
BIO 220 Ecology	4
BIO 230 Conservation Biology	4
BIO 280 Biology of Marine Organisms	4
Any from the Following Courses or Those Listed Previously Totaling 12 Hours (At least eight credit hours must be at the 300-level or higher)	
ENV 190N Introduction to Environmental Science	4
BIO 210 Anatomy and Physiology I	4
BIO 211 Anatomy and Physiology II	4
BIO 299 Special Topics in Biology	1-4

BIO 300	Molecular Biology	4
BIO 305	Microbiology	4
BIO 315	Physiological Ecology	4
BIO 321	Aquatic Ecology	4
BIO 322	Ecotoxicology	2
BIO 340	Immunology	4
BIO 360	Independent Study	1-4
BIO 380	Vertebrate Physiology	4
BIO 399	Special Topics in Biology	1-4

Senior Culminating Experience (SCE) may be satisfied through successful completion of 4 semester hours in any combination of the following courses

BIO 405	Research	1-4
BIO 410	Senior Seminar I	2
BIO 411	Senior Seminar II	2
BIO 494	Honors Thesis/Project	4
BIO 499	Internship in Biology	1-4

Total 48

## Requirements for a Minor in Biology

Required Biology Courses

BIO 140N	The Unity of Life	4
BIO 141N	The Diversity of Life	4
10 additional semester hours of BIO coursework at the 200-level of above		10

Total 18

## Requirements for the Major in Medical Laboratory Science

Required Mount Union Courses (first three years)

	Semester Hours	
BIO 140N	The Unity of Life	4
BIO 141N	The Diversity of Life	4
BIO 240	Genetics	4
BIO 305	Microbiology	4
BIO 340	Immunology	4
CHE 120N	Concepts in Chemistry	4
CHE 231	Organic Chemistry I	4
CHE 232	Organic Chemistry II	4
MTH 123	Elementary Statistics	4
or		
MTH 141	Calculus I	4

Total 40

## Fourth Year

Students with a minimum 2.5 cumulative GPA can apply for admission of the clinical year. Admission to the program is competitive and is not guaranteed. See the Med Tech coordinator for current details.

The "clinical year" of training at the Cleveland Clinic School of Medical Technology amounts to 2,000 hours of intense study and laboratory experience, culminating in a comprehensive examination, all parts of which must be passed in order to graduate.

Successful completion of the major will grant students a minor in Biology and a minor in Chemistry. However, students are not limited to the above minors. Senior Capstone must be completed during student's junior year.

## Major Courses taken at the Cleveland Clinic (last year)

- [http://my.clevelandclinic.org/medical\\_technology\\_school/courses/default.aspx](http://my.clevelandclinic.org/medical_technology_school/courses/default.aspx)

## Course Descriptions

**BIO 105 Elements of Anatomy and Physiology.** This introductory-level course concentrates on the basic structure and function of select organ systems in the human body. The following organ systems will be addressed in this course: skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory and digestive. This course is designed for the non-science major and does not satisfy requirements for a major or minor in biology or medical laboratory science. Enrollment is limited to students with a major in health or physical education. Two lectures and one lab per week. Credit will not be given for both BIO 105 and BIO 210. This course is only offered in the Spring Semester. 4 Semester Hours.

**BIO 140N The Unity of Life.** This course examines the common denominators of all life including biomolecules, cell structure and function, biological energetics, respiration, photosynthesis and genetics. This class is required of all majors and minors in biology and is a prerequisite for most biology courses. Laboratories will include inquiry-based experiences. Three lectures and one lab per week. 4 Semester Hours.

**BIO 141N The Diversity of Life.** This course examines the “Tree of Life” beginning with its evolutionary foundation followed by an examination of the resulting diversity of life. This class is required for all majors and minors in biology and is a prerequisite for most other biology courses. Laboratories will include inquiry-based experiences. Three lectures and one lab per week. 4 Semester Hours.

**BIO 200 Foundations of Medical Microbiology.** This course introduces the student to microorganisms including bacteria, fungi, parasites and viruses. Emphasis is placed on the structure and life processes of these microorganisms along with their role in causing human diseases. The host response to infectious disease is also integrated into this course. For the laboratory, students will examine the microscopic and macroscopic structure of microorganisms. Students will learn basic laboratory techniques including staining and microscopy, culturing, methods for quantifying microorganisms, and biochemical/immunological testing. Three lectures and one lab per week. Prerequisite: Admission to the Nursing Program. 4 Semester Hours.

**BIO 210 Anatomy and Physiology I.** This course is an integrated study of the structure and function of various organ systems of the human body such as the Integumentary, Skeletal, Muscular, and Nervous systems. An extensive presentation of the anatomy of these systems will be given at the macroscopic and microscopic levels. The functions of these systems will be addressed through the study of each system's homeostatic mechanisms as well as their response to homeostatic imbalances in the body. Two lectures and one lab per week. A lab fee is charged for the course. BIO 210 is a prerequisite for BIO 211. 4 Semester Hours.

**BIO 211 Anatomy and Physiology II.** This course is an integrated study of the structure and function of various organ systems of the human body such as the Endocrine, Cardiovascular, Lymphatic, Immune, Respiratory, Digestive, Urinary, and Reproductive systems. An extensive presentation of the anatomy of these systems will be given at the macroscopic and microscopic levels. The functions of these systems will be addressed through the study of each system's homeostatic mechanisms as well as their response to homeostatic imbalances in the body. Two lectures and one lab per week. A lab fee is charged for the course. Prerequisite: BIO 210. 4 Semester Hours.

**BIO 215 Evolutionary Biology.** This course introduces the major principles of evolutionary biology, beginning with a brief history of evolutionary thought and working through the fundamental concepts of evolutionary genetics, adaptation and natural selection, the origins of biological diversity and overall patterns of evolutionary change. The methods employed in evolutionary investigations and experiments and the kinds of reasoning by which those methods are used to develop and test hypotheses are emphasized. Four class hours per week. Prerequisite: BIO 141. 4 Semester Hours.

**BIO 220 Ecology.** An introduction to the ecological factors affecting the distribution and abundance of the major groups of animals and plants. Emphasis is on the local fauna and flora, utilizing frequent field trips. Three lectures and one laboratory per week. Prerequisite: BIO 141. 4 Semester Hours.

**BIO 230 Conservation Biology.** This course is an introduction to conservation biology, a synthetic discipline within biology that addresses the loss of biological diversity throughout the world. The course is divided into three principal sections, (1) biological diversity: principles, threats and values, (2) practical applications, and (3) the human role and solutions. The course also will present some of the currently active research in conservation biology. 4 Semester Hours.

**BIO 240 Genetics.** A study of hereditary mechanisms and the experimental methods used in the analysis and manipulation of these mechanisms. Topics include classical transmission genetics, the nature of the gene and microbial and molecular genetics. The laboratory includes experiments in *Drosophila* genetics, bacterial and phage genetics and molecular genetics. Three lectures and one laboratory per week. Prerequisites: BIO 140 and BIO 141 or consent of instructor. 4 Semester Hours.

**BIO 260 Plant Structure and Function.** This course introduces the breadth of contemporary plant sciences so that students can develop a synthetic understanding of the field. The links between genes, plant structure and development and plant physiology will be demonstrated as well as how these factors interact in the environment. Three class hours with integrated laboratory per week. Prerequisites: BIO 140 or BIO 141. 4 Semester Hours.

**BIO 270 Cell Biology.** Modern cell biology is a unifying discipline that combines genetics, biochemistry and molecular biology with traditional morphological descriptions to study how cells function at the molecular level. This course will introduce students to the dynamic relationship between the structure of cellular organelles and the numerous biochemical reactions that are necessary for cell growth and survival with an emphasis on eukaryotic cells. Three lectures and one laboratory per week. Prerequisites: BIO 140 and CHE 120. 4 Semester Hours.

**BIO 280 Biology of Marine Organisms.** A study of selected groups of marine organisms. Emphasis is placed on ecological, reproductive and physiological adaptations to the marine environment. Where appropriate, biological and societal factors concerning the economic importance of marine organisms are included. Participation in an extended field trip either during or after completion of the campus portion of the course is required. A fee is charged for the field trip. Two three to four-hour classes/labs per week. Prerequisites: BIO 140 and BIO141. 4 Semester Hours.

**BIO 285 Vertebrate Zoology.** This course is an introduction to the biology of vertebrates. It will specifically focus on the evolution of vertebrates and the physiology, anatomy, behavior and ecology associated with each vertebrate class. Three lectures and one three-hour lab per week. Prerequisites: BIO 140 and BIO 141. 4 Semester Hours.

**BIO 290 Pathophysiology.** This course will examine basic physiology and the impact internal and external pathological events can have on the human body. Two 100-minute lectures per week. Prerequisites: Admission to the Nursing Program and successful completion of BIO 210 & BIO 211. 4 Semester Hours.

**BIO 295 Developmental Biology.** This course is an analysis of developmental processes that lead to the construction of an entire organism from a single cell. Study begins with gametogenesis, fertilization, and early developmental processes including cleavage, gastrulation, and axis specification. Later embryonic development will also be covered including the formation of tissues, organs, and limbs. Additional topics may include sex determination, environmental influence on development, and evo-devo. Two lectures and one 3 and half hour lab per week. Prerequisites: BI 140 and BI 141. 4 Semester Hours.

**BIO 299 Special Topics.** A course designed to offer special subjects appropriate to the biology department. Such offerings will take advantage of the expertise of a visiting professor, fill special needs of specific students, or serve as an initial experimental offering of a contemplated regular course. Prerequisite: sophomore standing. 1-4 Semester Hours.

**BIO 300 Molecular Biology.** A study of eukaryotic cell communication and response on a molecular level through the use of cell structures, chemical signals and gene expression. Emphasis will be placed on modern molecular science techniques and research, as well as disease models. Three lectures and one laboratory per week. Prerequisites: BIO 140 and CHE 120. 4 Semester Hours.

**BIO 305 Microbiology.** An introduction to bacteria, viruses, fungi and parasites of economic or pathogenic importance to humans. Microbial ecology, water and soil microbiology, industrial microbiology and medical microbiology are all briefly addressed in this course, providing a general overview of many aspects of the microbial world. Two lectures and two laboratories per week. Prerequisites: BIO 140 and CHE 120. 4 Semester Hours.

**BIO 315 Physiological Ecology.** An examination of how the structure and function of organisms allow them to exploit their specific environment and/or ecological niche. The course focuses on a variety of ecosystems, assesses the environmental stresses inherent in each, and looks at the physiological adaptations that selected organisms have evolved which allow them to be successful in that environment. Syntheses of many biological disciplines, problem solving and experimental procedures/interpretations are involved. Three class hours and one three-hour laboratory per week. Prerequisites: BIO 140 and BIO 141. 4 Semester Hours.

**BIO 321 Aquatic Ecology.** A study of the ecology of freshwater ecosystems. Energetics, chemistry, movements of nutrients, and plankton and littoral communities will be presented with particular attention to north temperate ecosystems. Laboratories will emphasize field work. A fee is charged for a field trip to Lake Erie. Two 65 minute lectures and one 3 and half hour lab per week. Prerequisites: BIO 141 and BIO 220 or consent of instructor. 4 Semester Hours.

**BIO 322 Ecotoxicology.** A study of toxic effects of chemicals upon components of ecosystems. The course will begin by examining how human activities have provided pathways for pollutants into the environment. Students will then learn how those pollutants affect biochemical and physiological processes of organisms and thus may alter functions of ecosystem components. Two class hours per week. Prerequisites: BIO 141 and CHE 120 or consent of instructor. 2 Semester Hours.

**BIO 340 Immunology.** A study of the immune response mechanisms including innate, cell-mediated and humoral immunity. Hypersensitivities, autoimmune diseases and organ transplantation will also be discussed. Four class hours per week. Prerequisites: BIO140 and CHE 120. 4 Semester Hours. BIO 340 is non-lab.

**BIO 360 Independent Study.** An in-depth exploration of student-selected subject matter. Registration requires consent of the instructor. 1-4 Semester Hours.

**BIO 380 Vertebrate Physiology.** A study of the functions of vertebrate tissues and organs and how these functions interact to maintain homeostasis. Three class hours and one three-hour laboratory per week. Prerequisites: BIO 140 and BIO 141, or permission of the instructor. 4 Semester Hours.

**BIO 399 Special Topics.** A course designed to offer special subjects appropriate to the biology department. Such offerings will take advantage of the expertise of a visiting professor, fill special needs of specific students, or serve as an initial experimental offering of a contemplated regular course. Prerequisites: junior standing. 1-4 Semester Hours.

**BIO 405 Research.** This course involves the experimental investigation of a problem in biology under the supervision of a biology faculty member. Registration requires junior standing and consent of the instructor. 1-4 Semester Hours.

**BIO 410 Seminar I.** Discussion and critical evaluation of selected topics in biology. Students perform an extensive review of the primary literature on current biological topics. Each student prepares a detailed research proposal on a topic of interest related to biology and presents a seminar on the proposal. Prerequisite: junior standing. 2 Semester Hours.

**BIO 411 Seminar II.** Discussion and critical evaluation of selected topics in biology. This seminar may include student-led discussions, book reviews, journal article critiques, seminar presentations and other forms of critical analysis. Prerequisites: BIO 410 and junior standing. 2 Semester Hours.

**BIO 494 Honors Thesis/Project.** See All-University 494 course description.

**BIO 498 Internship in Environmental Education (Internal).** Students will gain experience in developing, implementing and evaluating environmental and outdoor education programs. Work will be done through the University's John T. Huston-Dr. John D. Brumbaugh Nature Center but may involve outreach activities to other agencies or groups in the area. Students will be required to participate in at least one state or regional meeting of environmental educators. The internship is designed for students who intend to be educators or who plan to work in the general area of outdoor education. Specific activities will be specified in a contract between the student and instructor. S/U grade option only. Prerequisite: Open only to juniors and seniors who are majoring or minoring in education, biology or environmental science. Credit variable, 1-4 Semester Hours.

**BIO 499 Internship in Biology.** An experience based course designed for juniors and seniors. Students are placed in appropriate laboratories of agencies where previous classroom learning may be integrated with a work or research experience. The exact location, program and method of evaluation are provided in a contract drawn between the student, the faculty sponsor, and the host internship supervisor. Registration by arrangement with the faculty sponsor and departmental chairperson. S/U grade option only. Specific restrictions may apply. Credit variable, 1-4 Semester Hours.

## Business Administration

Majors in Finance, Human Resources Management, Management, and Marketing are administered by the Department of Economics, Accounting and Business Administration.

The finance major prepares students for careers in finance, including investments, financial institutions, and corporate finance

. Distinctive features of the major include:

- courses that familiarize students with financial practice and theory used within modern corporations and financial institutions
- Internship opportunities for academic credit
- personalized guidance from faculty members with significant background in many areas of finance

## Requirements for the Major in Finance

Required courses	Semester Hours
BUS 100 Introduction to Business	2
ECN 200S Introduction to Microeconomics	4
ECN 201 Introduction to Macroeconomics	4
MTH 123 Elementary Statistics	4
ECN 271 Quantitative Methods for Business	4
or	
MTH 141 Calculus I	4
ACC 205 Financial Accounting	4
ACC 206 Managerial Accounting	4
MGT 200 Management Principles	4
MKT 220 Marketing Principles	4
FIN 320 Corporate Finance I	4
BUS 313 Planning for Meaningful Work	2
BUS 496 Applied Strategy	2
FIN 321 Corporate Finance II	4
FIN 325 Risk Management and Insurance	4
FIN 455 Investment Principles (SCE)	2

FIN 456	Comprehensive Securities Analysis	2
FIN 460	Financial Institutions Management	4

And at least one of the following courses

FIN 473	Derivatives	2
FIN 499	Internship in Finance	2 minimum
HCM 380	Health Care Finance	4
ECN 315	Money and Banking	4

Total 60

*It is recommended that students majoring in Finance also take MTH142 and ECN436 or ECN437. Students who major in Finance are not permitted to major in Financial Planning.*

## Requirements for the Major in Financial Planning

This major is designed for students seeking a career in financial planning. The major in financial planning is designed to expose students to all major areas of the financial planning field. Professionals with this major may work for large financial services firms, banks, investment firms, or may be employed in small, privately owned businesses.

Required Courses	Semester Hours	
ECN 200S	Microeconomics	4
ECN 201	Macroeconomics	4
ACC 205	Financial Accounting	4
ACC 305	Federal Income Tax	4
MTH 123	Statistics	4
MKT 220	Principles of Marketing	4
MKT 396	Selling and Sales Management	2
FIN 125	Personal Financial Planning	2
FIN 225	Retirement and Estate Planning	4
FIN 320	Corporate Finance or FIN 310 Introduction to Finance	4
FIN 325	Risk Management and Insurance	4
FIN 455	Investments (Capstone Course)	2
FIN 457	Personal/Family Financial Planning	2
BUS 250	Business Law I	4
BUS 335	Business Ethics	4
FIN 499	Internship	at least 1
Total		53

Note: Students who major in Financial Planning are not permitted to major in Finance.

## Requirements for the Major in Human Resource Management

The Human Resource Management major is designed to provide students with focused knowledge, theories and practical application in an area critical to an organization's success. The major focuses on improving employee performance, coaching, matching workers' skills with organizational roles, designing compensation and employee benefits programs, leadership and strategic planning. The human resource major prepares students for a variety of positions and employment in almost any for-profit, non-profit, government or civic organization.

Required courses	Semester Hours	
BUS 100	Introduction to Business	2
BUS 313	Planning for Meaningful Work	2
ECN 200S	Introduction to Microeconomics	4
ECN 201	Introduction to Macroeconomics	4
MTH 123	Elementary Statistics	4
ECN 271	Quantitative Methods for Business	4
or		
MTH 141	Calculus I	4
ACC 205	Financial Accounting	4
ACC 206	Managerial Accounting	4
MGT 200	Management Principles	4
MKT 220	Marketing Principles	4
FIN 320	Corporate Finance I	4
BUS 496	Applied Strategy	2
HRM 395	Staffing and Compensation	4
HRM 456	Human Resources Management	4
HRM 491	Seminar in Leadership (SCE)	4
SOC 325	Organizational Analysis	4

Any one of the following courses

BUS 250	Business Law I	4
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BUS 335	Business Ethics	4
COM 225	Organizational Communication	4
ECN 360	Managerial Microeconomics	4
ECN 450	Seminar in Labor	4
HRM 499	Internship in Human Resource Management	2 minimum

Total 60 - 62

## Requirements for the Major in Management

The management major is designed to prepare students for a career in business in a variety of firms and career paths. It is the most broad and general of the majors in business administration offered. All students majoring in management will complete courses in operations management, human resource management, and strategy. Students then select additional courses from a range of electives within the major to emphasize certain areas in such areas as leadership, labor, logistics, or project management. Graduates with this major are suited to positions in purchasing, supply management, sales, and retail management, and many more.

Required courses		Semester Hours
BUS 100	Introduction to Business	2
BUS 313	Planning for Meaningful Work	2
ECN 200S	Introduction to Microeconomics	4
ECN 201	Introduction to Macroeconomics	4
MTH 123	Elementary Statistics	4
ECN 271	Quantitative Methods for Business	4
or		
MTH 141	Calculus I	4
ACC 205	Financial Accounting	4
ACC 206	Managerial Accounting	4
MGT 200	Management Principles	4
MKT 220	Marketing Principles	4
FIN 320	Corporate Finance I	4
BUS 496	Applied Strategy	2
MGT 341	Operations Management	4
HRM 456	Human Resources Management	4
MGT 425	Planning, Policy and Control (SCE)	4

And any one of the following:

BUS 250	Business Law I	4
or		
BUS 255	Business Law II	4
BUS 335	Business Ethics	4
ECN 360	Managerial Microeconomics	4
ECN 450	Seminar in Labor	4
HRM 491	Seminar in Leadership	4
MGT 435	Decision Making Strategies	4

And any one of the following\*:

MGT 430	Purchasing and Supply Management	2
MGT 431	Logistics and Distribution Management	2
MGT 495	Project Management	2
MGT 481	Seminar in Small Business	2
MGT 499	Internship in Management	2 minimum

Total 60

\*An additional 4 credit hour course from the list above may be substituted for any of the 2 credit hour courses listed.

## Requirements for the Major in Marketing

The marketing major is designed to prepare students to develop and implement effective marketing strategies (involving product, pricing, promotion, and distribution decisions) in organizational environments. The course of study combines both theory and practice: integrating marketing research, consumer behavior, and marketing communications; and providing opportunities to explore the challenges of personal selling, international marketing and internet marketing.

Required courses		Semester Hours
BUS 100	Introduction to Business	2
BUS 313	Planning for Meaningful Work	2
ECN 200S	Introduction to Microeconomics	4
ECN 201	Introduction to Macroeconomics	4
MTH 123	Elementary Statistics	4
ECN 271	Quantitative Methods for Business	4
or		

MTH 141	Calculus I	4
ACC 205	Financial Accounting	4
ACC 206	Managerial Accounting	4
MGT 200	Management Principles	4
MKT 220	Marketing Principles	4
FIN 320	Corporate Finance I	4
BUS 496	Applied Strategy	2
MKT 370	Consumer Behavior	4
MKT 371	Integrated Marketing Communications	4
MKT 471	Marketing Research	4
MKT 474	Marketing Policies and Strategies (SCE)	2

And any two of the following:

MKT 396	Personal Selling	2
MKT 397	International Marketing	2
MKT 472	Direct and Internet Marketing	2
MKT 499	Internship in Marketing	2 minimum

Total 60

## Requirements for the Major in International Business and Economics

Today, almost every business in the United States is international in some manner, and there is no better time to study international business and economics at Mount Union. In this program, you will acquire an overall understanding of business organizations and develop a deeper grasp of the special challenges that international operations present. A unique aspect of international business is the need to understand and adapt to the culture and business customs of other countries. So, you will pair your business studies with a minor in a foreign language and broaden your perspective about other cultures by studying in another country for at least six credit hours.

Required courses	Semester Hours	
BUS 100	Introduction to Business	2
BUS 313	Planning for Meaningful Work	2
ECN 200S	Introduction to Microeconomics	4
ECN 201	Introduction to Macroeconomics	4
MTH 123	Elementary Statistics	4
ECN 271	Quantitative Methods for Business	4
or		
MTH 141	Calculus I	4
ACC 205	Financial Accounting	4
MGT 200	Management Principles	4
MKT 220	Marketing Principles	4
FIN 320	Corporate Finance I	4
BUS 496	Applied Strategy	2
POL 120S	Introduction to International Politics	4
ECN 401	SCE in Economics*	1

And any three of the following:

ECN 327	International Trade	4
ECN 365	Global Macroeconomics	4
ECN 375	Development Economics	4
ECN 380	Comparative Economic Systems	4
ECN 390	Economies of the Asian Pacific Rim	4

And any one of the following:

MKT 397	International Marketing	2
FIN 398	Multinational Finance	4

And any one of the following:

HST 360	Modern China	4
HST364	China's Partners in the 20 <sup>th</sup> Century	4
HST 370	Modern Japan	4
HST 380	South Asia	4
HST 385	Modern Russia	4

Total 61 - 63

*\*Note: ECN 401 SCE in Economics is to be taken in conjunction with another 300-level or 400-level ECN course. Instructor's permission should be obtained well in advance of registration for the two courses. Consultation between student, academic adviser, and instructor is expected. Students majoring in International Business and Economics are not permitted to have a second major in Economics. Students majoring in International Business and Economics are not permitted to minor in Economics.*

Students majoring in International Business and Economics are not permitted to minor in Business Administration.

## Required Language Courses

Students are required to complete 16 hours of coursework taught in the same language other than English. The current offerings from the foreign language department are French, German, Spanish and Japanese. Students who are interested in other languages may transfer credits from other universities with advisors' prior approval. Courses taught in English will not count toward the 16 hours required for the major. Students who graduated from a secondary school located abroad at which the language of instruction was not English have satisfied the foreign language requirement.

## Required Study Abroad Program

Students must earn six semester hours of credit while participating in a study abroad program at an accredited university. (International students can fulfill this requirement by completion of six semester hours of credit at Mount Union.) A minimum GPA of 2.5 is required for participation in most of Mount Union's study abroad programs. Certain programs require a minimum of 3.00, and others a 3.33.

## Requirements for the Minor in Business Administration

Required courses		Semester Hours
ECN 105S	Introduction to Economics	4
ACC 205	Financial Accounting	4
MGT 200	Management Principles	4
MKT 220	Marketing Principles	4
FIN 310	Introduction to Finance	4
Total		20

A minor in Business Administration will not meet the university requirement for a minor for students majoring in finance, financial planning, human resource management, management, marketing, or international business and economics.

## Requirement for Honors in the Major

For the major in Finance, the following courses may be taken for honors in the major: FIN 321, FIN 460, FIN 325, FIN 473, HCM 380, OR ECN315

For the major in Human Resource Management the following courses may be taken for honors in the major: HRM 491, HRM 456, HRM 395, SOC 325

For the Major in Management, the following courses may be taken for honors in the major: MGT 341, HRM 456, ECN 450, BUS 335, MGT338, MGT 435, MGT 451, MGT 481, HRM 491, and MGT 495

For the Major in Marketing, the following courses may be taken for honors in the major: MKT 370, MKT371, MK396, MKT397, and MKT 471.

For the Major in International Business and Economics the following courses may be taken for honors in the major: ECN 327, ECN 365, ECN 330, ECN 375, ECN 380, ECN 390, MKT 397, and FIN 398

## Course Descriptions

**BUS 100 Introduction to Business.** This course is intended to expose students to the functional areas and environments of business administration. The course includes overviews of accounting, economics, management, human resources, health care management, finance and marketing, while highlighting how each functions within the business environment. 2 Semester Hours.

**BUS 250 Business Law I.** An introductory study of the legal environment associated with managing a business in contemporary American society. Course emphasis will be placed on business-related torts, contracts and the legal implications of employment issues ranging from the hiring process to the termination process. Prerequisite: At least sophomore standing. Typically offered in the fall semester. 4 Semester Hours.

**BUS 255 Business Law II.** A further study of business law with emphasis on topics which include partnerships, corporations, sales, negotiable instruments, insurance and bankruptcy. Prerequisite: At least sophomore standing. Typically offered in the spring semester. 4 Semester Hours.

**BUS 280 Stock Market Psychology.** This course provides an introduction to the practical application of behavioral finance. It includes an overview of what behavioral finance is at an individual level, a history of behavioral finance, and an introduction to incorporate investor behavior into the asset allocation process. It will provide a comprehensive review of some of the most commonly found biases and the implications these biases have for investors and practitioners in real world settings. Students will examine real world settings that demonstrate behavioral biases. Typically offered in the spring semester. Prerequisite: Sophomore standing. 4 Semester Hours.

**BUS 313 Planning for Meaningful Work.** This two semester hour course provides opportunities for the individual to reflect upon and refine their professional and personal objectives while gaining vital skills and knowledge that will help them successfully plan for and achieve those objectives upon graduation... and throughout their life. Classroom exercises and lectures led by subject matter experts provide important applied techniques and theories. Participants will integrate those theories and techniques into their own skill/knowledge base and use them to map out strategies for achieving their professional and personal objectives. Although the course carries a Business Administration prefix, it is open to juniors and seniors in any program of study. 2 Semester Hours.

**BUS 335 Business Ethics.** The course will examine key ethical concepts and issues that apply to careers in business. The course will cover theories of ethics and will also use practical examples. In particular, the content of the course will include the ethical standards and applicable to the practice of financial planning. Prerequisite: junior standing or permission of the instructor. 4 semester hours.

**BUS 496 Applied Strategy.** This course is designed to enable students to work collaboratively to make a wide range of interconnected business decisions. Using a computer business simulation, students will be organized into mixed discipline teams. Each team will be a management group of a simulated company and compete against the other companies. Prerequisites: MGT 200, MKT 220, FIN 320, ACC310 or permission of the instructor. Typically offered in the spring semester. 2 Semester Hours.

**BUS 499 Internship in Business Administration.** An experience based course in which students are enrolled once they have secured a position in an appropriate business or agency where previous classroom learning may be integrated with work in their major discipline. The exact location, program and method of education are provided in a contract drawn between the student, the department faculty internship coordinator and the host internship supervisor. Specific restrictions apply. Departmental approval is required prior to registration for this course. Graded S/U. 1-16 Semester Hours.

## Finance

**FIN 125 Personal Financial Planning.** This course will provide a hands-on approach, keyed to the concepts students need to build their own financial plans. The course will provide an introduction to tools used for financial planning, managing liquidity, personal financing, protecting wealth and personal investing strategies. 2 Semester Hours (typically offered each semester.)

**FIN 225 Retirement and Estate Planning.** This course will provide an overview of retirement needs analysis, retirement options, regulatory considerations, distribution rules and estate planning strategies. Prerequisite: FIN 125. 4 Semester Hours (typically offered spring semester.)

**FIN 310 Introduction to Finance.** This course is intended to expose students to the breadth of Finance and to provide an understanding of the interrelationships among the three areas of finance: financial management, financial markets, and investments; and introduce students to key tools used by financial managers and investors in analysis and decision making. It will make students aware of career opportunities in Finance and acquaint them with the vocabulary of Finance. Note: A student who successfully completes FIN 320 may not subsequently earn credit for FIN 310; however, if credit is first earned in FIN 310, the student may subsequently take and receive credit for FIN 320. Prerequisites: ECN 105 or ECN 201 and ACC 205. 4 Semester Hours.

**FIN 320 Corporate Finance I.** Principles and problems in financial management of corporations: Goals and Functions of Financial Management, Financial Analysis and Planning, Time Value of Money, Valuation and Rates Of Return, Ratio Analysis, Financial Forecasting, Operating and Financial Leverage; Capital Budgeting and Risk in Capital Budgeting, Capital Rationing, and Replacement Analysis. Note: A student who successfully completes FIN 320 may not subsequently earn credit for FIN 310; however, if credit is first earned in FIN 310 the student may subsequently take and receive credit for FIN 320. Prerequisites: MGT 200 and ECN 105 or ECN 201, and ACC 205 or ACC 206 or with permission of the instructor. Typically offered each semester. 4 Semester Hours.

**FIN 321 Corporate Finance II.** A continuation of FI 320 Including such topics as : Working Capital Management, Cost Of Capital, Capital Markets, Investment Banking, Long-term Debt and Lease Financing; Common and Preferred Stock Financing, Convertibles, Warrants and Derivatives, External growth through mergers and International financial management. Typically offered each spring semester. Prerequisite: FIN 320. 4 Semester Hours.

**FIN 325 Insurance and Risk Management.** Addresses concepts of risk, identifying and analyzing loss exposures and techniques for treating loss exposures. Fundamental legal principles related to insurance contracts and the basis of legal liability are covered as well as commercial property, liability and crime insurance. Various personal insurance programs will be reviewed as time permits including life, health, auto, homeowners, employer group plans and social insurance. Prerequisite: MTH 123. 4 Semester Hours.

**FIN 398 Multinational Finance.** Provides students with an awareness of the applicability and limitations of business finance theories and practices when applied to the financial management of international business. Such topics as International Financial Markets, Currency and Eurocurrency derivatives, Currency Parity Conditions, Measurement and Management of Currency Risk exposure, International Capital Budgeting, International Alliances and Acquisitions, International trade and Taxation, and International Portfolio Investments. Prerequisites: ECN 201 or ECN 105 and FIN 310 or FIN 320. Typically offered fall semester of odd-numbered years. 4 Semester Hours.

**FIN 399 Special Topics in Finance.** See All-University 399 course description.

**FIN 455 Investment Principles.** This course is designed to enable students to distinguish between various types of investment securities and to acquaint the student with recognized safety tests. A part of the course will be devoted to the analysis and valuation of Equity Securities, Issues in efficient markets, Fixed Income and Leveraged securities, Derivative products, Mutual funds – (types, performance analysis, fees and expense), Portfolio Management, and Investment Ethics. This course has been designated as the Senior Culminating Experience for individuals majoring in finance and will require an extensive research project in finance involving a top down approach to investment analysis. The analysis will involve the integration of macroeconomic analysis, industry evaluation, and fundamental as well as technical company and competitor analysis to evaluate the timing and investment potential surrounding the equity of a particular company. Prerequisites: FIN 320 and at least junior standing. Typically offered each fall semester. 2 Semester Hours.

**FIN 456 Comprehensive Securities Analysis.** This is the capstone course for the Finance major; it involves a comprehensive analysis and valuation of a chosen company. Prerequisite: FIN 310 or FIN 320. 2 Semester Hours.

**FIN 457 Personal/Family Financial Planning.** This course will engage students in critical thinking and decision-making about personal financial management topics on the context of the financial planning process. They will learn and apply the process in order to analyze and make recommendations for a client in each of the financial planning topic areas of household accounting, taxes, investments, risk management, retirement planning, and estate planning. It will be required to synthesize a plan of action based on the full picture of a client's financial situation. They will demonstrate the ability to make appropriate product suggestions, communicate effectively with the client, and present the information at an appropriate level and prioritize goals and determine the feasibility of achieving these goals. Prerequisites: FIN 125, FIN 225, FIN 320, FIN 325, FIN 455, BUS 250 and . 2 Semester Hours.

**FIN 460 Financial Institutions.** A review of the structure of financial institutions in the American Economy. Topics include interest rates: risk and term structure, security valuation, money markets, bond markets, mortgage markets, foreign exchange and duration. Particular attention is given to the asset and liability management of commercial banks, thrifts, pension and investment funds, mutual and hedge funds, credit unions and finance companies. Prerequisites: FIN 320 and ECN 201. 4 Semester Hours.

**FIN 473 Seminar in Derivatives.** Designed for advanced undergraduate students in accounting and finance. It will build on the concepts introduced in FIN 320 and explore how to use the derivative markets for managing risks in commodity and financial markets. It will concentrate on forward and future contracts, options markets, interest rate and forward exchange derivative contracts and advanced topics in pricing derivative securities. Hedging, interest rate risk and foreign exchange risk management techniques will be discussed. Prerequisite: FIN 320 and at least junior standing. Typically offered each spring semester. 2 Semester Hour.

**FIN 494 Honors Thesis/Project.** See All-University 494 course description.

**FIN 499 Internship in Finance.** An experience based course in which students are enrolled once they have secured a position in an appropriate business or agency where previous classroom learning may be integrated with work in their major discipline. The exact location, program and method of education are provided in a contract drawn between the student, the department faculty internship coordinator and the host internship supervisor. Specific restrictions apply. Departmental approval is required prior to registration for this course. 1-16 Semester Hours.

## Health Care Management

**HCM 365 Health Policy Analysis.** This course covers an introduction, a brief history and the present status of health care systems, as well as medical ethics and current problems such as outpatient trends, alternative health care systems and managed care. The course includes a study of the structure and application of medical terminology as used by health care professionals. Prerequisite: junior standing or permission of the instructor. 4 Semester Hours.

**HCM 380 Health Care Finance.** This course attempts to blend the topics of both accounting and finance. It covers those types of financial decisions that health care executives are most likely involved with and provides material that will help students understand the conceptual basis and mechanics of financial analysis and decision making as it pertains to the health care industry sector. Topics covered will include: Revenue sources, estimating costs, Pricing decisions and Profit Analysis, Planning and Budgeting, revenue cycle management, cost of capital, capital investment decisions, Project cashflow estimation and risk analysis. Typically offered each fall semester. Prerequisites: ACC 205 or ACC 206. 4 Semester Hours.

**HCM 390 Health Care Management.** This course identifies the major functions, roles, competencies and responsibilities of health care managers. Health care management in both direct care organizations and non-direct settings are the focus. Emphasis is on management and challenges of health care professionals, organizational behavior, strategic planning, quality improvement, managing costs and revenues, fraud and abuse and ethics in health care. Prerequisite MGT 200. 4 Semester Hours.

**HCM 399 Special Topics in Health Care Management.** See All-University 399 course description.

**HCM 410 Healthcare Systems.** This is the capstone course for the major in Healthcare Management. It is intended to enhance students' analytical and management abilities while empowering them to make critical decisions based on a combination of facts, assumptions, and critical judgments. The course will be totally case-based in nature to provide students exposure to a variety of healthcare management challenges, and to provide experience in recommending strategies to address these challenges. The course is designed to help students make the transition from classroom to career. Prerequisites: HCM 390 or permission of the instructor. 2 Semester Hours.

**HCM 494 Honors Thesis/Project.** See All-University 494 course description.

**HCM 499 Internship in Health Care Management.** An experience based course in which students are enrolled once they have secured a position in an appropriate business or agency where previous classroom learning may be integrated with work in their major discipline. The exact location, program and method of education are provided in a contract drawn between the student, the department faculty internship coordinator and the host internship supervisor. Specific restrictions apply. Departmental approval is required prior to registration for this course. Graded S/U. 1-16 Semester Hours.

## Human Resources Management

**HRM 395 Staffing and Compensation.** The first half of this course focuses on the acquisition, deployment and retention of an organization's workforce. Strategic, technological, practical, and legal issues confronting staffing systems will be examined. The second half of this course will focus on compensation strategies and systems, employee benefits, wage and salary administration as well as government regulations. Decisions relating to executive compensation will also be addressed. Prerequisite: junior standing or permission of instructor. 4 Semester Hours.

**HRM 399 Special Topics in Human Resource Management.** See All-University 399 course description. Credit variable, 1-4 Semester Hours.

**HRM 456 Human Resource Management.** This course is designed to provide an introductory overview of human resource management as a business function for the future human resource manager, and also provide future business managers with an understanding of managerial activities such as: acquiring, developing, evaluating, disciplining and maintaining a qualified workforce in ways that contribute to organizations effectiveness. Prerequisite: MGT 200. 4 Semester Hours.

**HRM 491 Seminar in Leadership.** This seminar is designed to focus on competencies of effective leadership and how leaders influence others through cooperative organizational relationships. How leaders make decisions regarding human resources; current leadership theories, issues and practices; as well as personal attributes associated with effective leadership are examined. Students will be involved in self-diagnostic tools, current literature, and case studies. This course has been designated as the Senior Culminating Experience for individuals majoring in human resource management. Prerequisite: At least junior standing. 4 Semester Hours.

**HRM 494 Honors Thesis/Project.** See All-University 494 course description.

**HRM 499 Internship in Human Resources.** An experience based course in which students are enrolled once they have secured a position in an appropriate business or agency where previous classroom learning may be integrated with work in their major discipline. The exact location, program and method of education are provided in a contract drawn between the student, the department faculty internship coordinator and the host internship supervisor. Specific restrictions apply. Departmental approval is required prior to registration for this course. Graded S/U. 1-16 Semester Hours.

## Management

**MGT 200 Management Principles.** Introduction to the basic principles, policies and methods employed in the management of business enterprises and not-for-profit organizations. Provides a general understanding of the managerial functions of planning, organizing, leading and controlling from the viewpoint and needs of the professional manager. An international perspective to business and management will be incorporated in the course. Prerequisite: BUS 100 or permission of the instructor. 4 Semester Hours. (typically offered fall and spring semesters)

**MGT 299 Special Topics in Management.** See All-University 299 course description.

**MGT 341 Operations Management.** This course examines the role of the operations function in the production of goods and services. Topics include product and service design, operations strategy, quality, forecasting, scheduling, project planning, and inventory management. Quantitative models will be used for analysis and to illustrate their use in the management of operations. Prerequisites: MGT 200, ACC 205 or ACC 206, and MTH 123. 4 Semester Hours. (typically offered in the fall semester)

**MGT 399 Special Topics in Management.** See All-University 399 course description.

**MGT 425 Planning, Policy and Control.** Provides a in-depth understanding and application of business strategy, policy and planning, organizational design, organizational objectives and control techniques used in a competitive business environment. Topics include leadership, generic strategies, competitive advantage, industry analysis, internal situation analysis, and issues arising from international activities. This course has been designated as the Senior Culminating

Experience for individuals majoring in management. It is recommended to be taken concurrently with BUS 496. Prerequisites: MGT 200, MKT 220, MGT 341, FIN 320, and at least junior class standing. 4 Semester Hours. (typically offered in the spring semester)

**MGT 430 Purchasing and Supply Management.** Examines the role of the purchasing and supply management function in organizations. Topics include strategy, organization, process, make/buy/outourcing decisions, quality, pricing, supplier selection and evaluation, and global considerations. Prerequisites: MGT 200. 2 semester hours (typically offered in the fall semester)

**MGT 431 Logistics and Distribution Management.** This course provides an introduction to the study of a wide range of logistics and distribution issues facing managers. Topics include customer service, routing, shipment size and mix, warehouse location, product design, and the effects of global sourcing. Prerequisites MGT 341. 2 Semester Hours. (typically offered in the fall semester)

**MGT 435 Decision Making Strategies for the 21st Century.** This course is designed to examine decision making strategies used by some of the most successful corporations in the United States. Students will be introduced to the problem solving techniques employed by corporations attempting to exceed customer expectations, envision new products and markets, increase speed and agility, pursue total quality and reshape the organization. Prerequisite: MGT 200. 4 Semester Hours. (typically offered in the spring semester)

**MGT 451 Seminar in Management.** A series of studies of selected topics in management and human relations. The seminar course can be repeated for credit if different topics are covered. The seminar is open to seniors and juniors with the permission of instructor. Certain seminars may have special prerequisites; for this information, refer to the department's yearly listing of seminars offered. 4 Semester Hours.

**MGT 481 Seminar in Small Business.** This seminar is designed to focus on the start-up management of small businesses. A strong emphasis will be placed on entrepreneurial opportunities and new venture activities necessary for the successful operating of small business firms. Prerequisites: MGT 200, MKT 220, FIN 320 and at least junior standing. 2 Semester Hours. (typically offered in the spring semester)

**MGT 494 Honors Thesis/Project.** See All-University course description.

**MGT 495 Project Management.** This course is designed to introduce students to project management techniques for coordination, implementation and control of complex projects. Topics include project definition and plan development, estimating, risk management, resource considerations, progress and performance measurement, human resource considerations. Project Management software will be used for much of the course work. Prerequisites: MGT 200 or EGE 120. 2 Semester Hours. (typically offered in the fall semester)

**MGT 499 Internship in Management.** An experience based course in which students are enrolled once they have secured a position in an appropriate business or agency where previous classroom learning may be integrated with work in their major discipline. The exact location, program and method of education are provided in a contract drawn between the student, the department faculty internship coordinator and the host internship supervisor. Specific restrictions apply. Departmental approval is required prior to registration for this course. Graded S/U. 1-16 Semester Hours.

## Marketing

**MKT 220 Marketing Principles.** This course provides an introduction to marketing theory and its application by examining marketing decisions involving pricing, product and service offerings, distribution, and promotion. Also examined are the respective roles of market research and consumer behavior as they relate to marketing management. Prerequisite: BUS 100 or permission of the instructor. 4 Semester Hours. (typically offered fall and spring semesters)

**MGT 299 Special Topics in Marketing.** See All-University 299 course description.

**MKT 370 Consumer Behavior.** The course focuses on consumer decision-making behavior; examining how individuals and organizations search for, evaluate, purchase and use products and/or services. Also considered are social and psychological factors, environmental variables and personal differences that affect consumer behavior. Prerequisite: MKT 220. 4 Semester Hours. (typically offered spring semesters)

**MKT 371 Integrated Marketing Communications.** The course focuses on the various elements of the promotional mix (personal selling, promotion, public relations and advertising). Also considered is the overall role of promotion in the development of an effective marketing strategy. Prerequisite: MKT 220. 4 Semester Hours. (typically offered fall semesters)

**MKT 396 Selling and Sales Management.** The course focuses primarily on the role of personal selling and sales management as part of an organization's overall promotional mix. The importance of relationship marketing is emphasized. Prerequisite: MKT 220. 2 Semester Hours. (typically offered fall semesters)

**MKT 397 International Marketing.** The course examines the theory and application of marketing from a global perspective, with particular focus on political, legal, social, and cultural issues that affect international marketing strategies. Prerequisite: MKT 220. 2 Semester Hours.

**MKT 399 Special Topics in Marketing.** See All-University 399 course description.

**MKT 471 Marketing Research.** The course focuses on the collection, analysis and presentation of secondary and primary information used to make marketing decisions. Both qualitative and quantitative research methods are examined and applied. Prerequisites: MKT 220, MTH 123 and ECN 271. 4 Semester Hours. (typically offered fall semesters)

**MKT 472 Direct and Internet Marketing.** This course focuses on the preparation and delivery of personalized marketing communication to specific audiences using traditional media, the internet and other emerging technologies. Among the topics addressed will be list acquisition, customer database management, direct mail, email marketing, search optimization, and social networking. Prerequisite: MKT 371. 2 Semester Hours.

**MKT 474 Marketing Policies and Strategies.** This course is designed as a capstone course in marketing. It will deal with marketing policies and strategies with particular emphasis on decision-making. This course has been designated as the Senior Culminating Experience for individuals majoring in marketing. Prerequisite: MKT 471. 2 Semester Hours. (typically offered spring semesters)

**MGT 494 Honors Thesis/Project.** See All-University course description.

**MKT 499 Internship in Marketing.** An experience based course in which students are enrolled once they have secured a position in an appropriate business or agency where previous classroom learning may be integrated with work in their major discipline. The exact location, program and method of education are provided in a contract drawn between the student, the department faculty internship coordinator and the host internship supervisor. Specific restrictions apply. Departmental approval is required prior to registration for this course. Graded S/U. 1-16 Semester Hours.

## Department of Chemistry and Biochemistry

The Department of Chemistry and Biochemistry seeks to contribute to the achievement of the general objectives of the University by providing students with a program that will prepare them for fulfilling lives, meaningful work and responsible citizenship. The major in Chemistry is built upon the principles and recommendations of the American Chemical Society (ACS) while that for Biochemistry is built upon the principles and recommendations of American Society of Biochemists and Molecular Biologists (ASBMB). Students are prepared for advanced study in graduate or professional school or for careers in chemistry and biochemistry in industry, or secondary education. Instruction in the department places emphasis on the use of modern scientific instruments, a wide range of electronic resources such as journals and computer programs, research work, and the ability of the student to do independent work. The Department is approved by the American Chemical Society and offers a Certified Degree (see details under Certified Degree below).

### Requirements for the Major in Chemistry

Required Courses		Semester Hours
CHE 120N	Concepts in Chemistry	4
CHE 214	Inorganic Chemistry I	4
CHE 220	Analytical Chemistry I	4
CHE 231	Organic Chemistry I	4
CHE 232	Organic Chemistry II	4
CHE 341	Physical Chemistry with Laboratory	4
CHE 370	Biochemistry	3
CHE 371	Biochemistry Laboratory	1
CHE 381	Chemistry Seminar	1
CHE 382	Chemistry Seminar	1
CHE 481	Chemistry Seminar	1
CHE 482	Chemistry Seminar	1
CHE 490	Senior Research	4

#### Any from the Following Courses Totaling Four Semester Hours

CHE 210	Environmental Chemistry	4
CHE 212	Introduction to Green Chemistry	4
CHE 255	Basic Neurochemistry	2
CHE 320	Analytical Chemistry II	4
CHE 374	Medicinal Chemistry	2
CHE 390	Research	1-4
CHE 414	Inorganic Chemistry II	4
CHE 431	Advanced Organic Chemistry	2
CHE 434	Advanced Spectral Analysis	2
CHE 442	Applied Thermodynamics and Kinetics	2
CHE 443	Computational Chemistry and Spectroscopy	2
CHE 455	Advanced Neurochemistry	2
CHE 472	Advanced Biochemistry: Metabolism, Nutrition, and Pharmacology	4
CHE 474	Advanced Biochemistry: Structural Biochemistry	2
CHE 476	Advanced Biochemistry Laboratory	2

Required Extra-Departmental Courses		Semester Hours
MTH 141	Calculus I	4
MTH 142	Calculus II	4
PHY 101N	General Physics I	4
PHY 102	General Physics II	4

Total 56

Senior research is a requirement of all chemistry and biochemistry majors. The requirement can be met by completion of CHE 490 or CHE 494 (Honors research designation) for a minimum of four hours or by certain off campus research experiences which have been pre-approved by the department.

### Requirements for the Major in Biochemistry

Required Courses		Semester Hours
CHE 120N	Concepts in Chemistry	4
CHE 214	Inorganic Chemistry I	4
CHE 220	Analytical Chemistry I	4
CHE 231	Organic Chemistry I	4
CHE 232	Organic Chemistry II	4
CHE 370	Biochemistry	3
CHE 371	Biochemistry Laboratory	1
CHE 381	Chemistry Seminar	1
CHE 382	Chemistry Seminar	1

CHE 472	Advanced Biochemistry: Metabolism, Nutrition, and Pharmacology	4
CHE 476	Advanced Biochemistry Laboratory	2
CHE 481	Chemistry Seminar	1
CHE 482	Chemistry Seminar	1
CHE 490	Senior Research	4

Any from the following courses totaling two semester hours:

CHE 374	Medicinal Chemistry	2
CHE 474	Advanced Biochemistry: Structural Biochemistry	2

Required Extra-Departmental Courses		Semester Hours
BIO 140N	The Unity of Life	4
MTH 141	Calculus I	4
MTH 142	Calculus II	4
PHY 101N	General Physics I	4
PHY 102	General Physics II	4
Total		60

Senior research is a requirement of all chemistry and biochemistry majors. The requirement can be met by completion of CHE 490 or CHE 494 (Honors research designation) for a minimum of four hours or by certain off campus research experiences, which have been pre-approved by the department.

### Certified Degree: American Chemical Society

The Department of Chemistry and Biochemistry at the University of Mount Union is approved by the American Chemical Society (ACS). The Chair of the Department certifies graduates who satisfy the requirements of a specific course of study. Students that have earned a certified degree are recognized as having completed a rigorous curriculum that has integrated chemical concepts with physics, mathematics, biology and appropriate professional skills. In addition, students completing the requirements for certification will have experienced a curriculum that emphasizes the laboratory experience. See any member of the Department for details of the Certified Degree curriculum.

### Recommended Curriculum from the American Society of Biochemists and Molecular Biology

The American Society of Biochemistry and Molecular Biology (ASBMB) has developed a recommend curriculum for biochemistry majors. A student can complete the recommended ASBMB curriculum by completing a biochemistry major and taking CHE 341, BIO 240, BIO 300, BIO 305, and one additional course selected from the following: CHE 210, CHE 442, CHE 443, CHE 414, CHE 320, MTH 241, or MTH 333. Note that there is no certification with this curriculum.

### Requirements for Honors in Chemistry and Biochemistry

Students desiring honors in chemistry or biochemistry must complete either 1) CHE 494 with the honors thesis option or 2) any three of the following taken for honors: CHE 232, CHE 320, CHE 414, CHE 442/443, CHE 472/476, CHE 374/476, CHE 474/476. Additional requirements may be found in the description of the Honors Program. Presentation of a paper reporting the honors research at a professional meeting is encouraged.

### Requirements for the Minor in Chemistry

Required Courses		Semester Hours
CHE 120N	Concepts in Chemistry	4
Three additional CHE courses with lab at the 200 level or above		12
One of the Following Courses		Semester Hours
MTH 123	Elementary Statistics	4
MTH 141	Calculus I	4

### Course Descriptions

**CHE 100N Chemistry in Society.** This course involves the study of the basic principles of chemistry and their applications to society. Specific topics are decided upon by the instructor but may include environmental issues, forensic science, energy, food, etc. This course does not count toward a major or minor in chemistry or a major in biochemistry. Three class hours and one three hour laboratory per week. 4 Semester Hours.

**CHE 110N Foundations of Chemistry.** This introductory course begins with an emphasis on the atomic and molecular nature of matter and the stoichiometric relationships of reactions. These fundamental principles will be applied to reactions in aqueous solutions, the ideal gas law, and an introduction to thermochemistry. Special emphasis will be placed on skills necessary to succeed in chemistry including problem solving strategies. This course is intended for students with 0 or 1 year of high school chemistry or as a preparatory course for CHE 120. Three class hours and one three hour laboratory per week. 4 Semester Hours.

**CHE 115 Organic and Biochemistry for Nursing.** This course focuses on basic organic chemistry and fundamental biochemistry. Topics include Lewis structures, physical properties, basic nomenclature, and chemical reactions of the major classes of organic compounds. Stereochemistry and acid-base topics are also included. The course applies organic chemistry to biochemicals with an emphasis on health-related applications. Topics include amino acids and proteins, enzymes, carbohydrates, lipids, nucleic acids, vitamins and coenzymes, and basic metabolism. Clinical topics include, but are not limited to, diabetes mellitus, clinical isoenzymes, lipoprotein profiles, drug therapies, and ethanol metabolism. Prerequisites: Admission to the Nursing Program and successful completion of CHE 110 with a grade of "C" or better. Students wishing to continue in the Nursing Program must earn a "C" or higher in this course. 4 Semester Hours.

**CHE 120N Concepts in Chemistry.** This introductory course is a study of atomic structure, intermolecular interactions, chemical kinetics, equilibrium, and chemical thermodynamics. This course provides a chemical basis needed for the continuing study of chemistry and other natural sciences. Prerequisite: 1 or 2 years of high school chemistry or CHE 110. Three class hours and one three hour lab period. 4 Semester Hours.

**CHE 210 Environmental Chemistry.** A study of the chemical reactions controlling the cycling of natural chemical species and anthropogenic pollutants in the water, soil and air environments of our earth system. The chemical processes operating in the natural environment including acid-base, complexation, redox, photochemical and biotic degradation phenomena are examined. Throughout the course, the chemistry underlying current issues of water, soil and air pollution, focusing on nutrient, metal and organic contaminants, are studied. Three hours of lecture and three hours of laboratory each week. Prerequisite: CHE 120. 4 Semester Hours.

**CHE 212 Introduction to Green Chemistry.** This course explores in detail the 12 principles of green chemistry and evaluates how the use of "greener" chemistry in industry and the laboratory can contribute to a more sustainable world. Includes some recent innovations by chemists and engineers and their real world applications. Prerequisite: CHE 120. Three class hours and one three-hour laboratory per week. 4 Semester hours.

**CHE 214 Inorganic Chemistry I.** A study of the physical and chemical properties of inorganic substances from a consideration of atomic structure, the nature of the chemical bond and the periodic system of the elements. Prerequisite: CHE 120. Three class hours and one three-hour laboratory per week. 4 Semester Hours.

**CHE 220 Analytical Chemistry I.** A study of the principles of chemical equilibrium and their applications to problems of chemical analysis. Includes an introduction to statistics and optical, electrochemical and chromatographic methods of analysis. Prerequisites: CHE 120 or permission of instructor. Three class hours and one three-hour laboratory per week. 4 Semester Hours.

**CHE 231 Organic Chemistry I.** A first course in the chemistry of carbon compounds designed for chemistry majors and premedical students. Emphasis is placed on the study of the nature and consequences of covalent bonds as encountered in organic compounds. The major aspects of the chemistry of aliphatic hydrocarbons and saturated functional groups are included. The principles of chirality and both IR and NMR spectroscopy also are studied. The laboratory concentrates on organic microlab techniques including gas chromatography and spectroscopy. Prerequisite: CHE 120. Three class hours and one three-hour laboratory per week. 4 Semester Hours.

**CHE 232 Organic Chemistry II.** A continuation of CHE 231. This course covers the major aspects of the chemistry of unsaturated functional groups and selected aromatic and heterocyclic compounds. Emphasis is placed on reaction mechanisms. The laboratory is designed to apply the techniques acquired in CHE 231 to synthesis, identification and mechanism problems. Prerequisite: CHE 231. Three class hours and one three-hour laboratory per week. 4 Semester Hours.

**CHE 255 Basic Neurochemistry.** This course is an introduction to the chemistry of the central nervous system. Topics will include neurocellular anatomy, growth, differentiation and development, and intercellular and intracellular signaling. Prerequisites: CHE 231. 2 Semester Hours.

**CHE 320 Analytical Chemistry II.** A study of the principles and applications of instrumental techniques used for analytical measurements such as spectrophotometry, chromatography, etc. Three class hours and one three-hour laboratory per week. Prerequisites: CHE 220 and current or prior enrollment in PHY 102 and MTH 142. 4 Semester Hours.

**CHE 341 Physical Chemistry with Laboratory.** An examination of the laws of classical thermodynamics associated with energy, entropy and Gibbs energy. These topics of study are developed from an atoms first approach via basic quantum mechanics and statistical mechanics. The laboratory involves the determination of a variety of thermodynamic functions studied in lecture including heat capacity, enthalpy and equilibrium constants and the exploration of basic quantum mechanical properties via spectroscopy. Prerequisites: CHE 120, PHY 102 and MTH 142. Three class hours and one three-hour laboratory per week. 4 Semester Hours.

**CHE 370 Biochemistry.** To understand what makes living organisms different than their environment, one must investigate their chemical makeup. The structures and properties of the four major classes of biological molecules, proteins, carbohydrates, lipids and nucleic acids will be studied. Other topics include enzyme kinetics, mechanisms of enzyme action and regulation of enzymes. Prerequisites: CHE 232 and BIO 140. Three class hours per week. 3 Semester Hours.

**CHE 371 Biochemistry Laboratory.** Biochemistry has changed the way we look at biology and chemistry by integrating the two to explain biological principles. In this laboratory students will use a variety of techniques including spectroscopy, chromatography and electrophoresis to learn about the chemistry of the four major classes of biological molecules: proteins, carbohydrates, lipids and nucleic acids. Special emphasis will be placed on the current use of computers in structural biochemistry. Specifically, students will gain experience in protein purification, enzyme kinetics and inhibition and analysis of DNA restriction digests. One three-hour laboratory per week. Corequisite: CHE 370. 1 Semester Hour.

**CHE 374 Medicinal Chemistry.** This course focuses on the fundamental aspects and current methodologies involved in the drug discovery process. The fundamental aspects include the physical, chemical, and pharmaceutical properties of drugs. A receptor-based, target-centered approach will be used to present the concepts central to the study of drug action. Application to the chemotherapy of cancer, immunomodulators, and viral and microbial diseases will be examined. Prerequisites: CHE 232. Two class hours. 2 Semester Hours.

**CHE 381/382/481/482 Chemistry Seminar.** Library research on a subject related to research interest of the student is followed by an oral presentation and discussion. Each student is responsible for giving one seminar in both junior and senior years. In addition, guest speakers from academia and industry will speak to the class. Prerequisites: Junior or senior standing, respectively. 1 Semester Hour each.

**CHE 390 Research.** The student will propose and carry out a defined, original research project in the field of chemistry under the supervision of a faculty member. A total of 60 hours of literature and laboratory research is expected for each credit hour taken. A formal written report of the research is due at the end of the semester. The course may be taken for more than one semester. Credit variable, 1-4 Semester Hours.

**CHE 414 Inorganic Chemistry II.** A survey of the descriptive chemistry of the elements. In addition, time is devoted to the study of bioinorganic systems, organometallic chemistry and pollution studies. Prerequisites: CHE 214, CHE 232, Senior standing or permission of instructor. Four class hours per week. 4 Semester Hours.

**CHE 431 Advanced Organic Chemistry.** Understanding topics in advanced organic chemistry requires knowledge of both synthetic and mechanistic chemistry. Synthetic chemists use reaction methodology to construct target compounds; mechanistic chemists study the detailed mechanisms by which these reactions proceed. Topics in synthetic chemistry include functional group transformations, retrosynthetic analysis and named reactions. Topics in mechanistic organic chemistry include kinetics, general and specific acid/base catalysis, kinetic isotope effects, linear free energy relationships, analysis of reaction coordinates and rearrangements. Prerequisite: CHE 232. 2 Semester Hours.

**CHE 434 Advanced Spectral Analysis.** An advanced course for the characterization of compounds with a focus on IR, UV-vis, NMR and MS analysis. Spectral interpretation will include multi-dimensional NMR and MS fragmentation analysis. Prerequisites: CHE 220 and CHE 232. Two hours per week of class and instrument time. 2 Semester Hours.

**CHE 442 Applied Thermodynamics and Kinetics.** Thermodynamic theories and laws will be applied to real systems including gases, liquids, solids, electrolytes, and phase changes in matter. The study of thermodynamics will be extended to non-equilibrium systems. Chemical kinetics, theories of reaction rates, and transport properties will be studied. Prerequisites: CHE 341. 2 Semester Hours.

**CHE 443 Computational Chemistry and Spectroscopy.** The theories of basic quantum mechanics will be extended to multielectron atoms, molecules, and chemical reactions. Computational tools and ab initio calculations will be introduced and developed using a project based approach. The powerful interplay between spectroscopy and quantum mechanics will be examined. Prerequisites: CHE 341. 2 Semester Hours.

**CHE 455 Advanced Neurochemistry.** This course is an advanced study of the chemistry of the central nervous system. Topics will include metabolism, sensory transduction, neural processing, and neurodegenerative diseases. Prerequisite: CHE 370. 2 Semester Hours.

**CHE 472 Advanced Biochemistry: Metabolism, Nutrition and Pharmacology.** Advanced study in biochemistry. Application of the laws and theories of chemistry to specific biological processes involved in metabolism, nutrition, and pharmacology. Topics include integration of major metabolic pathways, and the role of regulation including hormonal control. Prerequisites: CHE 370. 4 Sem. Hrs.

**CHE 473 Advanced Biochemistry: Metabolism, Nutrition and Pharmacology Laboratory.** In this laboratory students will use a variety of techniques including spectroscopy, chromatography and electrophoresis to learn about the chemistry involved in metabolism, nutrition, and pharmacology. Special emphasis will be placed on the current use of computers in structural biochemistry. One three-hour laboratory per week. Corequisite: CHE 472. 1 Semester Hour.

**CHE 474 Advanced Biochemistry: Structural Biochemistry.** Advanced study in biochemistry. Application of the laws and theories of chemistry to the specific study of the structure/function relationships in biological systems. Topics will include structural motifs of protein structure, DNA transcription and translation mechanisms, immune system recognition, and viral particle assembly. Prerequisites: CHE 370. 2 Semester Hours.

**CHE 475 Advanced Biochemistry: Gene Expression, Genomics and Biotechnology Laboratory.** In this laboratory students will use a variety of techniques including spectroscopy, chromatography and electrophoresis to learn about the chemistry involved with gene expression, genomics and biotechnology laboratory. Special emphasis will be placed on the current use of computers in structural biochemistry. One three-hour laboratory per week. Corequisite: CHE 474. 1 Semester Hour.

**CHE 476 Advanced Biochemistry Laboratory.** This laboratory course builds upon previous biochemistry laboratory experience to expose students to advanced biochemistry laboratory techniques including, but not limited to, protein expression and purification, isolation and manipulation of DNA, and culminates in an open-inquiry based project. Prerequisites: CHE 370 and CHE 371. Credit variable, 1-2 Semester Hours.

**CHE 490 Senior Research.** This course is required of all chemistry and biochemistry majors. This course has as its requirements the completion of a senior research project which will be communicated to the department in a poster and research paper. A total of four credits must be completed in one or both semesters of the senior year. Prerequisites: Chemistry or biochemistry major with senior standing. Credit variable, 1-4 Semester Hours.

## Department of Communication

The mission of the Department of Communication is to help students become effective communicators and critical consumers of messages thus preparing them for life as educated citizens and professionals. The Department seeks to integrate the strengths of the liberal arts tradition with the theoretical foundation and skills necessary for majors to enter the communication professions or to continue studies in graduate school. The major is designed to produce graduates who are technically proficient as well as knowledgeable and conversant in the theory, history, literature, and criticism of the field.

The department offers three majors: Communication Studies, Public Relations, and Integrated Media. The major requires 44 semester hours of study in the department. The hours are divided into four core courses and specialization courses.

### Requirements for the Major in Communication Studies

The Communication Studies major is provided for students seeking a general approach to the study of communication. A wide range of subjects and theoretical perspectives are studied.

Required Communication Core Courses		Semester Hours
COM 110S	Introduction to Communication	4
COM 101	Public Speaking	4
COM 321	Research in Communication Studies	4
COM 490	Senior Seminar	4

#### Required Communication Studies Major Courses

Choose four from:

COM 130	Media, Culture and Technology	4
COM 200	Introduction to Global and Intercultural Communication	4
COM 220	Interpersonal Communication	4
COM 225	Organizational Communication	4
COM 227H	Persuasion and Argumentation	4

#### Required Communication Diversity Course

Choose one from:

COM 305	Communication Study Travel Seminar	4
COM 378	Minorities, Women and the Media	4
COM 380	Gender, Communication and Society	4
COM 386	Public Advocacy for Social Justice	4
COM 483	International Media Systems	4

#### Communication Studies Electives

Choose two from:

COM 325	Leadership and Team Communication	4
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COM 385	Health Communications	4
COM 430	Media Criticism	4
COM 445	Relational Communication	4
COM 450	Popular Culture in Context	4
COM 485	Social Media and Relationships	4
Required Extra-Departmental Courses		
SOC 365	Social Science Statistics and Analysis	4
Total		48

## Requirements for the Major in Public Relations

The Public Relations major seeks to combine theoretical concepts and practical skills to give students a thorough understanding of the public relations field. Majors will be prepared to enter this specialized field of communication armed with the writing and speaking skills as well as competencies in critical thinking and group interaction necessary to succeed.

Required Communication Core Courses		Semester Hours
COM 110S	Introduction to Communication	4
COM 101	Public Speaking	4
or		
COM 102	Group Communication	4
COM 321	Research in Communication Studies	4
COM 490	Senior Seminar	4
Required Communication Courses		
COM 255	Introduction to Public Relations	4
COM 256	Print Production and Design	4
COM 455	Advanced Public Relations	4
Two from:		
COM 220	Interpersonal Communication	4
COM 225	Organizational Communication	4
COM 150	Writing for the Media	4
COM 254	Social Media Strategies	4
COM 425	Design for Multimedia	4
One from:		
COM 325	Leadership and Team Communication	4
One from:		
COM 378	Minorities, Women and the Media	4
COM 380	Gender, Communication and Society	4
Total		44
Required Extra-Departmental Courses		
SOC 365	Social Science Statistics and Analysis	4
Internship (strongly recommended)		4

## Requirements for the Major in Integrated Media

The Integrated Media major seeks to provide students with the communications skills needed to succeed in the variety of media fields. With an emphasis on convergence, students receive a theoretical base coupled with practical opportunities contributing to a broad base of knowledge and experience.

Required Communication Core Courses		Semester Hours
COM 110S	Introduction to Communication	4
COM 101	Public Speaking	4
or		
COM 102	Group Communication	4
COM 321	Research in Communication Studies	4
COM 490	Senior Seminar	4
Required Communication Courses		
COM 130	Media, Culture and Technology	4
COM 145	Audio and Video Production	4
COM 150	Writing for the Media	4

Two from:		
COM 245	Broadcast News Writing and Reporting	4
COM 254	Social Media Strategies	4
COM 256	Print Production and Design	4
COM 346	Advanced Audio and Video Production	4
COM 425	Design for Multimedia	4
One from:		
COM 378	Minorities, Women and the Media	4
COM 380	Gender, Communication and Society	4
One from:		
COM 410	Advertising	4
COM 430	Media Criticism	4
COM 440	Political Communication	4
COM 483	International Media Systems	4
COM 450	Popular Culture in Context	4
Total		44
Internship (strongly recommended)		4
Required Extra-Departmental Courses		
SOC 365	Social Science Statistics and Analysis	4

## Requirements for the Major in Interactive Media

The course requirements for the Major in Interactive Media can be found on page 123.

## Requirements for the Minor in Communication

Required Course	Semester Hours
COM 110S Introduction to Communication	4

Three additional COM courses two of which must be at the 300 level or above.

Working in conjunction with a department faculty member, it is possible to develop a focused minor in a specific area. For example: sports broadcasting, social media, corporate communication, communication studies, or global communication.

12
Total
16

## Requirements for Honors in the Major

Students are eligible to enter the Honors Program in communication if they have at least a 3.5 grade point average in the major or permission of the Honor Review Board (see the catalogue description of the Honors Program for additional details). To earn honors in communication, a student must have at least a 3.5 grade point average in the major at graduation and honors credit in courses that total a minimum of 12 semester hours. Only 4 credit hours can be taken at the 200 level. The remaining hours must be at the 300 level or above. For permission to register for a course with honors in the major, a completed Course Application and Proposal must be filed with the director of the Honors Program by the end of the third week of classes of the semester in which the course is taken. Students must earn at least a "B+" in the course to earn honors credit. One of the courses (4 semester hours) a student may take is COM 494 Honors Thesis/Project. For permission to register for an honors thesis/project, a completed Honors Thesis Application and Proposal must be filed with the director of the Honors Program by the end of the twelfth week of classes of the semester prior to writing the thesis. Students must earn at least a "B+" in the course to earn honors credit.

## Course Descriptions

**COM 101 Public Speaking.** A study of effective extemporaneous speaking emphasizing informative and persuasive speaking. Special attention is given to the development of competent speakers. A competent speaker is a person that is able to compose a message and provide ideas and information suitable to the topic, purpose, and audience and transmit the message by using delivery skills suitable to the topic, purpose, and audience. 4 Semester Hours.

**COM 102 Group Communication.** An introductory course in the processes and procedures of group decision-making and problem-solving. Emphasis on communication processes and conference leadership within the problem-solving context. Special attention is given to the development of competent group communicators. A competent group communicator is able to recognize and manage misunderstandings, be assertive, listen effectively, use appropriate vocal behaviors, and work on a collaborative team. 4 Semester Hours.

**COM 103 Introduction to Film.** An introduction to the fundamentals of film theory and criticism. Students will learn the basic techniques involved in film production and evaluate the impact of film on society. Critical tools that enable the student to analyze and evaluate the film medium will be applied in classroom viewing experiences. Laboratory experience required. 4 Semester Hours.

**COM 110S Introduction to Communication.** An introductory survey of concepts, methods, and theories that define the study of communication. Attention is given to the history of the field, ethics, the process of communication, contexts of communication, theories and research methods fundamental to the study of communication as well as career options. This course is required for the major and minor in the department and is to be completed prior to the end of the second year of study. 4 Semester Hours.

- COM 130 Media, Culture and Technology.** An introduction into the historical, legal and social backgrounds of contemporary mass communication media including newspapers, radio, television, film, magazines, books and the Internet. 4 Semester Hours.
- COM 140 Broadcast Studio Operations.** An introduction to the functions, operations, and equipment found in a radio studio. FCC Rules and regulations are emphasized. Required of all majors and students wishing to be on the staff of WRMU. 1 Semester Hour.
- COM 145 Audio and Video Production I.** An introduction to the principles of writing and producing materials for audio and video media. Students will be engaged in hands-on experiences developing basic skills necessary for working in various media settings. Interviewing, producing various media messages and on-air skills are stressed. Prerequisites COM 140 and 130. 4 Semester Hours.
- COM 150 Writing for the Media.** This is an introduction to news gathering, reporting and writing for print and electronic media. 4 Semester Hours.
- COM 199 Special Topics.** See All-university course description.
- COM 200 Introduction to Global and Intercultural Communication.** A study of human communication across cultures focusing on the variables that influence interaction when members of different cultures come together. The course considers the basic concepts of intercultural communication with attention to cultural stereotypes, prejudice, and ethnocentrism. 4 Semester Hours.
- COM 220 Interpersonal Communication.** A study of the major approaches, models, theories and research on dyadic and small group communication. Focus will be on topics such as verbal and nonverbal communication, competent listening, situation analysis, relationship management, conflict management, and self-disclosure in personal and professional relationships. 4 Semester Hours.
- COM 225 Organizational Communication.** A review of the development of organizational communication theory and how application of that theory adds to our understanding of organizations as information systems. Topics include information flow, organizational structures, formal and informal networks, organizational cultures, and external and internal organizational communication. 4 Semester Hours.
- COM 227H Persuasion and Argumentation.** This course provides an introduction to principles of persuasion and argumentation. Students will learn how to construct and critique persuasive messages and arguments in both written and oral formats. 4 Semester Hours.
- COM 245 Broadcast News Writing and Reporting.** This course focuses on the fundamentals of writing and reporting for the broadcast media. Topics include the newsroom, news selection, news writing, editing, interviewing, press conferences, disaster and on-the-scene reporting, and news ethics. Prerequisites: COM 145 and 150. 4 Semester Hours.
- COM 254 Social Media Strategies.** An introductory course designed to develop skills in the social media and apply those skills toward appropriate messaging. The social media change rapidly and the course is designed to teach concepts, which may be adapted to accommodate change. 4 Semester Hours.
- COM 255 Introduction to Public Relations.** An introductory course designed to develop public relations skills. The course will include public relations theory, organization and history with an emphasis on writing and developing public relations plans. 4 Semester Hours.
- COM 256 Print Production and Design.** An examination of the integration of print and design and the concepts, theories and skills needed to convey messages. The course features hands-on experiences in the computer-assisted techniques of writing and producing publications. 4 Semester Hours.
- COM 270 Photojournalism.** An introductory course in the basic theories, principles and practices of digital photojournalism. Topics include composing, editing, and producing photos for media use. Students learn the fundamentals of visual reporting and the ethical dimensions of photojournalism through this course. 4 Semester Hours.
- COM 275 Sports Journalism.** A course designed to introduce students to sports journalism in the 21st Century. A writing intensive course which provides an overview of the ever-changing sports media field, discusses journalists as public figures, explores the role of the Internet, and analyzes the 24-hour news cycle and its effects on journalists and the public figures they cover. Cross-listed as SPB 275. Prerequisite: permission of instructor. 4 Semester Hours.
- COM 290 Communication Practicum: Print.** Open to majors wishing to pursue an on-campus project in print. Course work involves active participation in a performance-oriented project. Students may count a maximum of four semester hours in any practicum toward graduation requirements. Registration for practicum hours requires completion of an application form. Graded S or U. Prerequisites: COM 110 and 150 and permission of instructor. 1-4 Semester Hours.
- COM 291 Communication Practicum: Audio.** Open to majors wishing to pursue an on-campus project in audio production. Course work involves active participation in a performance-oriented project. Students may count a maximum of four semester hours in any practicum toward graduation requirements. Registration for practicum hours requires completion of an application form. Graded S or U. Prerequisites: COM 110 and 140 and permission of instructor. 1-4 Semester Hours.
- COM 292 Communication Practicum: Public Relations.** Open to majors wishing to pursue an on-campus project in public relations. Course work involves active participation in a performance-oriented project. Students may count a maximum of four semester hours in any practicum toward graduation requirements. Registration for practicum hours requires completion of an application form. Graded S or U. Prerequisites: COM 110 and 255 and permission of instructor. 1-4 Semester Hours.
- COM 293 Communication Practicum: Video.** Open to majors wishing to pursue an on-campus project in video. Course work involves active participation in a performance-oriented project. Students may count a maximum of four semester hours in any practicum toward graduation requirements. Registration for practicum hours requires completion of an application form. Graded S or U. Prerequisites: COM 110 and 246 and permission of instructor. 1-4 Sem. .Hrs.
- COM 294 Communication Practicum: Special Topics.** Open to majors wishing to pursue an on-campus project in communication (other than print, audio, public relations or video). Course work involves active participation in a performance-oriented project. Students may count a maximum of four semester hours in any practicum toward graduation requirements. Registration for practicum hours requires completion of an application form. Graded S or U. Prerequisites COM 110 and permission of instructor. 1-4 Semester Hours.
- COM 305 Communication Study Travel Seminar.** A faculty led trip to national or international locations for the purpose of studying a topic or even firsthand from a communication perspective. Students are expected to attend orientation sessions, complete required readings and develop a research proposal before the trip. During the trip students will keep a journal and collect data for their project which is to be completed upon return. Prerequisites: permission of instructor. 1-4 Semester Hours.
- COM 321 Research in Communication Studies.** An introduction to research design with application of qualitative and quantitative methods typically used in communication studies. Prerequisite: COM 110 and junior standing or permission of instructor. 4 Semester Hours.
- COM 325 Leadership and Team Communication.** The course explores the relationship between communication and leadership within organizations to develop specific communication competencies associated with effective leadership. This is accomplished by considering both theoretical and applied approaches

to leadership communication. The relationship between leaders and followers and the communication approaches used to develop and maintain that relationship are studied. Prerequisite: sophomore standing or above. 4 Semester Hours.

**COM 346 Audio and Video Production II.** An intensive project-driven course offering students the opportunity to further develop their skills in writing and producing audio and video content. This will be a laboratory-based course in which students will gain advanced hands-on experience. Prerequisites COM 145 and 245. 4 Semester Hours.

**COM 350 Advanced Journalism.** A course further exploring newsgathering and research designed to develop journalistic writing skills in feature stories, editorials, columns, and multi media. Prerequisite: COM 150. 4 Semester Hours.

**COM 378 Minorities, Women and the Media.** This course in media literacy offers students the opportunity to examine critically the image construction of women, LGBT communities, economic classes, and various minorities including but not limited to racial and ethnic minorities. Both U.S. and international media will be considered. 4 Semester Hours.

**COM 380 Gender, Communication and Society.** An examination of how communication structures gender identities, and how gender affects communication. Prerequisite: junior standing. 4 Semester Hours.

**COM 385 Health Communication.** This course provides an introduction to the roles of communication in health, health and risk behavior, health care, and health promotion, including interpersonal and media contexts. The over-arching goal of the course is to directly and/or indirectly facilitate health consumers' and professionals' communication skills. Effective communication requires understanding the significance of communication processes in health contexts (everyday interactions, health information-seeking, health care, and health promotion). In turn, more effective health communication likely results in better health outcomes. Prerequisite: Junior standing. 4 Semester Hours.

**COM 386 Public Advocacy for Social Justice.** This course offers a critical analysis of persuasive discourse advanced in U.S. social movements such as but not limited to the abolitionist movement, civil rights movement, Native American rights movement, women's rights movements, LGBT rights movement, peace movement and labor movement. Persuasive strategies used by those advocating change as well as those opposing change will be considered. Emphasis is placed on the rhetorical strategies employed in representative texts. Prerequisites: COM227H recommended. 4 Semester Hours.

**COM 399 Special Topics.** See AI-University 300 course description.

**COM 400 Independent Study.** The study of selected topics in communication. Individual research is emphasized and a paper or major project is required. Prerequisites: COM 110, COM 321, and junior or above standing. 4 Semester Hours.

**COM 410 Advertising.** This course will explore the role of advertising in society including its importance to the economic foundation of newspapers, television, radio, magazines, and the Internet. Prerequisite: junior standing. 4 Semester Hours.

**COM 425 Design for Multimedia.** This course covers the graphic and cognitive design of electronic multimedia. Students will combine creative typography, digital image manipulation and information-based web applications in the visual display of quantitative information. Students will also examine content development and the on-line distribution and display of digital images and video through electronic story telling. Prerequisites: COM 150, COM 240. COM 256 is recommended. 4 Semester Hours.

**COM 430 Media Criticism.** A seminar exploring the mass media from a critical perspective. The social, political and economic impact of both the mainstream and alternative media on American society and democracy will be discussed. Prerequisite: senior standing or permission of the instructor. 4 Semester Hours.

**COM 435 Media Law and Policy.** A seminar which examines the policy formation and implementation in media law. Topics include the role of the Federal Communications Commission, an analysis of the First Amendment and related Supreme Court interpretations of the law as it relates to policies. Prerequisite: junior standing or above. 4 Semester Hours.

**COM 440 Political Communication.** This course examines the role rhetoric and the media play in constructing and shaping a variety of political messages and citizen perceptions of politics. Topics include the nature of political rhetoric, campaign discourses, media coverage of campaign discourses, congressional and presidential oratory and media ethics. The course aims to sharpen students' critical skills in analyzing and evaluating political rhetoric and media coverage of political campaigns. Prerequisite: junior standing. 4 Semester Hours.

**COM 445 Relational Communication.** This course provides an exploration of theory and research about communication between individuals in relationships, especially friendships, romantic relationships, family and marriage, but also work relationships, long-distance or online relationships, and enemies, among others. The course addresses issues such as why relationships are important; distinctive forms of interacting in relationships; why and how relationships develop, evolve, and sometimes deteriorate; how identities are managed in relationships; the role of emotion; privacy, disclosure, and secrecy; conflict; power and dominance; ethics and abuse; cultural issues; the effects of new technologies on personal relationships, and a host of other topics that will emerge. Prerequisite: COM 220 is recommended. 4 Semester Hours.

**COM 450 Popular Culture in Context.** This class examines artifacts of popular culture in their political, economic, and social context from a critical perspective, especially as it relates to issues of power. The types of artifacts can include popular music, music videos, viral videos, television shows, movies, and anything else that is a part of popular culture that is produced by the mass media. The class will draw on an existing body of theory and research in the established field of cultural studies. Prerequisite: junior standing. 4 Semester Hours.

**COM 455 Advanced Public Relations.** A course designed to build on foundational public relations skills. Emphasis is on case studies and the development and execution of public relations plans. Students will also get hands-on learning experiences with area clients. Prerequisites: COM 150, 255, and 256. 4 Semester Hours.

**COM 483 International Media Systems.** Comparison of national approaches to television, radio, cable, telephone, the Internet, satellite communication and print media. The transnational flow of news and entertainment programs and their social and political impact on cultures and the role of international regulatory bodies will be discussed. Prerequisites: COM 130 and junior standing. 4 Semester Hours.

**COM 485 Social Media and Relationships.** This course will cover the major approaches, theories, and research on computer-mediated communication. Topics addressed throughout the semester will include, but will not be limited to similarities and differences between face-to-face and computer-mediated communication, online impression formation and maintenance, disclosure and privacy in online environments, online relationship initiation and maintenance, as well as dangers and opportunities that arise through computer-mediated interactions. Prerequisite: COM 220 is recommended. 4 Semester Hours.

**COM 490 Senior Seminar.** A senior seminar that culminates in either (1) a creative project or (2) research paper focusing on a creative, historical, descriptive, legal, or critical aspect of communication or mass media. Synthesis is stressed. Required of all seniors. Prerequisites: junior standing, COM 321. 4 Semester Hours.

**COM 494 Honors Thesis/Project.** See All-University 494 course description.

**COM 499 Internship in Communication.** An opportunity for a significant experiential learning experience outside of the classroom. Admission to the internship program is through a formal application and approval process. A student's academic record and active participation in the communication activities of the department are major criteria for admittance into the program. Consult with a department faculty member for details. Prerequisites: junior or senior standing and approval of the department faculty. Graded S or U. 4, 8, or 12 Semester Hours. May be repeated for a total not to exceed 12 Semester Hours.

## Department of Computer Science and Information Systems

The Department of Computer Science and Information Systems offers a program which gives students a broad background in the fields of the discipline while maintaining harmony with the overall mission of the University. The Mission of the Department is to prepare students to: engage in meaningful work in the computing disciplines, adapt to rapidly-changing computing technologies, and use information technology in an effective and ethical manner.

### Requirements for the Major in Computer Science

Required Courses		Semester Hours
CSC 120	Programming and Problem Solving I	4
CSC 220	Programming and Problem Solving II	4
CSC 270	Computer Organization	4
CSC 310	Database Theory and Applications	4
CSC 320	Algorithms and Data Structures	4
CSC 360	Computer Networks	4
CSC 370	Operating Systems	4
CSC 420	Principles of Programming Languages	4
CSC 450	Theory of Computation	4
Either one additional four-credit CSC course numbered 300 or higher, or MTH 351		2-4
CSC 491	Software Engineering Fundamentals	2
CSC 492	The Practice of Software Engineering	2
MTH 123	Elementary Statistics	4
MTH 125	Discrete Mathematics	4
MTH 141	Calculus I	4
Total		54-56

### Requirements for the Minor in Computer Science

Required Courses		Semester Hours
CSC 120	Programming and Problem Solving I	4
CSC 220	Programming and Problem Solving II	4
CSC 270	Computer Organization	4
One of the following course options		
CSC 320	Algorithms and Data Structures	4
CSC 370	Operating Systems	4
Total		16

### Requirements for the Major in Computer Information Systems

Required Courses		Semester Hours
CSC 100	Introduction to Information Management	2
CSC 120	Programming and Problem Solving I	4
CSC 220	Programming and Problem Solving II	4
CSC 310	Database Theory and Applications	4
CSC 360	Computer Networks	4
CSC 410	Web Database Programming	4
One additional four-credit CSC course numbered 300 or higher		4
CSC 491	Software Engineering Fundamentals	2
CSC 492	The Practice of Software Engineering	2
BUS 100	Introduction to Business	2
MGT 200	Management Principles	4
MTH 123	Elementary Statistics	4
MTH 125	Discrete Mathematics	4
One of the following course options		
MGT 495	Project Management	2
HRM 456	Human Resources Management	4
Total		46-48

### Requirements for the Minor in Computer Information Systems

Required Courses	Semester Hours
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CSC 100	Introduction to Information Management	2
CSC 120	Programming and Problem Solving I	4
CSC 220	Programming and Problem Solving II	4
BUS 100	Introduction to Business	2
MGT 200	Management Principles	4

Total 16

### Requirements for the Minor in Database Management

Required Courses		Semester Hours
CSC 100	Introduction to Information Management	2
CSC 120	Programming and Problem Solving I	4
CSC 220	Programming and Problem Solving II	4
CSC 310	Database Theory and Implementation	4
CSC 410	Web Database Programming	4

Total 18

### Requirements for the Minor in Computer and Network Security

Required Courses		Semester Hours
CSC 120	Programming and Problem Solving I	4
CSC 270	Computer Organization	4
CSC 360	Computer Networks	4
CSC 460	Network Security	4
MTH 125	Elementary Discrete Mathematics	4

Total 20

### Requirements for the Minor in Web Design

Required Courses		Semester Hours
CSW 103	Introduction to Web Design	2
CSW 113	Introduction to Animation	2
CSW 223	Programming for Interactive Media	4
CSW 423	Interaction Design	4
ART 120	Design I	4

Total 16

### Requirements for the Major in Interactive Media

The course requirements for the Major in Interactive Media can be found on page 123.

### Summary of Majors and Minors Allowed in the Department

1. A student with a major in Computer Science:
  - may earn a major in Interactive Media
  - may earn a minor in Web Design
  - may not earn any other major or minor in the department
2. A student with a major in Computer Information Systems:
  - may earn a major in Interactive Media
  - may earn a minor in Web Design
  - may not earn any other major or minor in the department
3. A student with a major in Interactive Media:
  - may not earn a minor in Web Design
  - may earn any other major or minor in the department

### Course Descriptions

**CSC 100 Introduction to Information Management.** An introduction to tools and assessment methods involved in the management of information. Students will gain facility with spreadsheet and database software in a problem-solving context. This course is designed to be useful for Mount Union students in all disciplines. 2 Semester Hours.

**CSC 101 Introduction to Virtual Reality.** An introduction to virtual reality environments. There are two main components of the course; a history of virtual realities and an introduction to living and building in a virtual space. Building skills will include the creation of web pages, image files, audio files, movies, and virtual objects. 2 Semester Hours.

**CSC 105 Introduction to Linux.** This course provides an introduction to the Linux operating system, from a user's perspective. Topics include installation, software installation and updates, security issues, network configuration, file systems, graphical and command line interfaces, and shell programming to automate repetitive tasks. 2 Semester Hours.

**CSC 108 Introduction to Computer Programming.** A first experience in computer programming for students who have no previous programming experience. 2 Semester Hours.

**CSC 120 Programming and Problem Solving I.** Introduction to object-oriented programming with a focus on algorithms and their use in problem solving. Students will develop concrete problem solving and programming skills through hands-on laboratory experience. 4 Semester Hours.

**CSC 199 Special Topics in Computer Science.** A course designed to permit the offering of special subjects appropriate to the program of the department. Such offerings will fill special needs of specific students, take advantage of the expertise of a visiting professor, or serve as an initial experimental offering of a contemplated regular course. Lower divisional offerings will be listed as 199. Regular or frequently recurring topics are not offered under this title. Prerequisite: permission of the instructor. May be repeated as new topics are presented. Credit variable, 1-4 Semester Hours.

**CSC 220 Programming and Problem Solving II.** Intermediate object-oriented programming using a visually-oriented, forms-based language. Concepts include encapsulation, inheritance, polymorphism, recursion, database and file management, and software testing. Prerequisite: CSC 120. 4 Semester Hours.

**CSC 230 Fundamentals of Bio-Inspired Computing.** This course presents an overview of the two fields of Neural Computation and Evolutionary Computation. The biological components that govern brain function and the cognitive frameworks and the behaviors that emerge will be studied. Neural models of computation that simulate the workings of the brains of living creatures will be investigated. The historical foundations of evolutionary thought are explored with particular emphasis on computational simulations of its models and operations. Topics include: computational neural networks, evolutionary programming, natural selection, evolved cooperation / competition, cellular automata, genetic algorithms, ant-colony optimization, swarm intelligence and artificial life. Prerequisite: CSC 120. Familiarity with genetics or evolution is not required as a prerequisite, but may be helpful. 4 Semester Hours.

**CSC 270 Computer Organization.** An introductory course in computer organization and design that additionally covers assembly language programming. Concepts studied apply to various hardware platforms. Students will learn the basic principles governing the organization of computer hardware components, how those components interact, and how the components may be controlled via layers of software. Topics investigated will include: digital logic, registers, addressing modes, instruction execution, instruction sets and various number systems, and an introduction to operating system concepts. Prerequisites: CSC 120 and MTH 125. 4 Semester Hours.

**CSC 280 Computer Simulation.** A comprehensive and practical study of modeling and simulation of real-world systems on computer hardware. The main focus of the course will be simulation of discrete systems using a simulation library for a typical modern programming language. Students will also explore random number generation, methods for modeling real-world systems, and special purpose simulation environments. Students will use tools to visualize model results and to test different model assumptions while learning about the mathematics that underlie the simulations. Prerequisites: MTH 123 and CSC 120. 4 Semester Hours.

**CSC 299 Special Topics in Computer Science.** A course designed to permit the offering of special subjects appropriate to the Computer Science program at the sophomore level. Such offerings will fill special needs of specific students, take advantage of the expertise of a visiting professor, or serve as an initial experimental offering of a contemplated regular course. Regular or frequently recurring topics are not offered under this title. Prerequisite: as established by the department. May be repeated as new topics are presented. Credit variable. 1-4 Semester Hours.

**CSC 310 Database Theory and Implementation.** A theoretical introduction to database models, database design, normalization and data administration. Specific applications are studied and developed using fourth generation languages. Prerequisite: CSC 220. 4 Semester Hours.

**CSC 320 Algorithms and Data Structures.** Topics covered include linked lists, stacks, queues, trees, recursion, searching, sorting, hashing, and analysis and measurement of algorithms. Prerequisites: CSC 220, MTH 125 and MTH 141. 4 Semester Hours.

**CSC 330 Mobile Device Programming.** In this course the student will learn new protocols and/or a new programming language in order to program mobile devices such as tablets and smart phones. Prerequisite: CSC 220. 4 Semester Hours.

**CSC 360 Computer Networks.** This course provides an introduction to the technologies used in computer networks. Topics include network architecture, network protocols, and software and hardware implementations of the protocols. Prerequisite: CSC 220 or CSC 270. 4 Semester Hours.

**CSC 370 Operating Systems.** The study of software designed to control the operation of the components of a computer system. A survey of typical operating systems is included along with investigation of concurrent processes, deadlock, memory management, file systems, processor scheduling/utilization, and distributed and/or parallel systems. Programming skills will be utilized and expanded. Prerequisites: CSC 220 and CSC 270. 4 Semester Hours.

**CSC 380 Computer Graphics.** This course is intended to provide an understanding of the principles behind the art and science of computer graphics. The subject matter is broad and combines elements of computer hardware and software, mathematics and numerical methods, art, and programming with complex data structures. Prerequisite: CSC 220. 4 Semester Hours.

**CSC 399 Special Topics in Computer Science.** A course designed to permit the offering of special subjects appropriate to the program of the department. Such offerings will fill special needs of specific students, take advantage of the expertise of a visiting professor, or serve as an initial experimental offering of a contemplated regular course. Upper divisional offerings will be listed as 399. Regular or frequently recurring topics are not offered under this title. Prerequisite: permission of the instructor. May be repeated as new topics are presented. Credit variable, 1-4 Semester Hours.

**CSC 410 Web Database Programming.** An introduction to programming client-server applications that use a web browser on client machines and a database engine on the server. The course includes programming the user interface and the database interface. Prerequisite: CSC 220. 4 Semester Hours.

**CSC 420 Principles of Programming Languages.** A study of the principles of the design and implementation of computer programming languages. Topics include syntax, lexical analysis, Backus-Naur Form, parsing, compilers, interpreters, binding, and the run-time environment. Languages of various types are examined. Prerequisites: CSC 220 and MTH 125. 4 Semester Hours.

**CSC 430 Programming Parallel Computing Systems.** This course provides the student with an in-depth introduction to programming parallel computer systems. Major topics include the taxonomy of parallel systems and parallel algorithms. Programming assignments on GPU systems will provide hands-on experience. Prerequisites: MTH 125 and CSC 220. 4 Semester Hours.

**CSC 450 Theory of Computation.** Topics covered include finite automata, pushdown automata, Turing machines, regular languages, context-free languages, recursively enumerable languages, and the halting problem. Prerequisites: CSC 220 and MTH 125. 4 Semester Hours.

**CSC 460 Network Security.** This course provides an introduction to the subject of computer and network security. It will cover major threats to security and tools developed to defend against such threats. Prerequisites: MTH 125 and CSC 360. 4 Semester Hours.

**CSC 470 Computer Architecture and Design.** An examination of design principles and techniques used in contemporary microprocessors and computers to achieve high performance. Topics include pipelining, caching, parallelism, code optimization, and case studies of real-world systems. Prerequisites: CSC 220 and CSC 270. 4 Semester Hours.

**CSC 480 Artificial Intelligence.** An overview of the field of Artificial Intelligence, including: knowledge representation, logical systems, forward and backward reasoning, searching, learning, planning, natural language processing, case- and rule-based systems, and genetic algorithms. Prerequisite: CSC 220. 4 Semester Hours.

**CSC 491 Software Engineering Fundamentals.** A study of software development characterized by a practical, orderly and measured development process. The dominant features of this process are requirements specification, selection of a software life cycle model, software testing, project management techniques and quality assurance. Prerequisite: Junior standing in the CS or IS major. 2 Semester Hours.

**CSC 492 The Practice of Software Engineering.** A continuation of the study of software engineering practices begun in CSC 491. Issues of team-building, project planning and configuration management will be explored. Each student will complete a significant software development or research project as part of a team. Prerequisite: CSC 491. 2 Semester Hours.

**CSC 494 Honors Thesis/Project.** A research/project course designed to meet the needs of the individual student seeking honors in the major at graduation. Prerequisites: junior or senior standing, and approval of the instructor, the department chair and the Honors Review Board. Credit variable, 4-8 Semester Hours.

**CSC 496 Independent Study.** Students design and implement a project. A contract signed by the student, the instructor, and the department chair details the specific project requirements. May be repeated for credit. Prerequisites: Senior standing. 2-4 Semester Hours.

**CSC 499 Internship.** This course provides a significant learning experience outside of the academic environment and related to the student's career goals. Students conduct their internship activities at an industrial, business, or financial organization, or at a research laboratory. A contract signed by the student, the supervisor, and the departmental representative details the specific activities and requirements. May not be repeated for credit. Prerequisites: Senior standing, cumulative average of 2.50, average of 3.00 in computer science courses, and recommendation of the Computer Science and Information Systems Internship Selection Committee. 4-16 Semester Hours.

## Web Design

**CSW 103 Introduction to Web Design.** An introduction to the techniques and assessment methods involved in the collection, storage, retrieval, interpretation, and presentation of information on the World Wide Web. Students will gain facility, in a problem-solving context, with a variety of tools. The ability to evolve skills in the current environment into skills needed in future environments will be emphasized. 2 Semester Hours.

**CSW 113 Introduction to Animation.** A first experience in computer animation for students who have no previous animation experience with a focus on creating programmed animation that can be displayed on the web. 2 Semester Hours.

**CSW 223 Programming for Interactive Media.** Object-oriented programming concepts using a visually-oriented, time-sensitive language. Concepts include data models, order of execution, file management, encapsulation, testing, and debugging. Prerequisite: CSW 113. 4 Semester Hours.

**CSW 323 Interactive Animation.** An introduction to the problems specific to electronic design and expression. Advanced creative work will be developed, the specific content of which is to be determined by the student in conference with the instructor. Prerequisites: ART 110, ART 215 and CSW 223. 4 Semester Hours.

**CSW 423 Interaction Design.** This course is concerned with the design, evaluation and implementation of interactive computing systems for human use and with the study of major phenomena surrounding them. Basic design theory from both art and computer science will be studied. Prerequisite: CSW 103 or CSC 120. 4 Semester Hours.

## Criminal Justice

### Requirements for the Major in Criminal Justice

The Criminal Justice Major requires 44 semester hours. These hours are divided into a 24-hour core and a 20-hour area of concentration. Students may complete only one concentration. All criminal justice majors are strongly encouraged to develop proficiency in at least one modern foreign language with emphasis on identifying and negotiating cultural differences and practices. Students who major in both Criminal Justice and Sociology may count no more than three Sociology courses toward both majors.

Required Courses for All Concentrations	Semester Hours
CRJ 105 Introduction to Criminal Justice	4
CRJ 208 Diversity Issues in Criminal Justice	4
CRJ 308 Criminal Law and Procedure	4
CRJ 355 Criminal Justice Administration	4
CRJ 490 Senior Practicum	4
SOC 364 Research Methods	4
Total	24

### Areas of Concentration

All Criminal Justice Majors must select one of the following areas of concentration: Law Enforcement or Applied Criminal Justice.

### Requirements for the Concentration in Law Enforcement

This concentration is for students who want to pursue a career in a variety of local, state and federal law enforcement agencies.

Required Courses	Semester Hours
CRJ 201 Law Enforcement	4
CRJ 301 Crime Investigation	4
SOC 205 Juvenile Delinquency	4
or	

SOC 280	Criminology	4
Any TWO from the following courses:		
CRJ 203	Applied Criminal Justice	4
CRJ 376	Drugs and Crime	4
CRJ 410	Advanced Seminar	4
CRJ 499	Internship	4
PSY 330	Drugs and Behavior	4
PSY 370	Forensic Psychology	4
SOC 215	Drugs and Society	4
SOC 220	The Many Faces of Poverty	4
SOC 225	Family Violence	4
SOC 275	White Collar Crime	4
SOC 315	Corrections	4
Total		20

## Requirements for the Concentration in Applied Criminal Justice

This area of concentration is for students interested in pursuing a career in Corrections, Probation, or Parole.

Required Courses		Semester Hours
CRJ 203	Applied Criminal Justice	4
SOC 315	Corrections	4
SOC 205	Juvenile Delinquency	4
or		
SOC 280	Criminology	4
Any TWO from the following courses:		
CRJ 376	Drugs and Crime	4
CRJ 410	Advanced Seminar	4
CRJ 499	Internship	4
PSY 330	Drugs and Behavior	4
PSY 370	Forensic Psychology	4
SOC 215	Drugs and Society	4
SOC 220	The Many Faces of Poverty	4
SOC 225	Family Violence	4
SOC 275	White Collar Crime	4
Total		20

## Requirements for the Minor in Criminal Justice

Required Courses		Semester Hours
CRJ 105	Introduction to Criminal Justice	4
Additional Hours of CRJ		12
Total		16

## Course Descriptions

**CRJ 105 Introduction to Criminal Justice.** This course will introduce the student to the field of criminal justice. Basic information on the police, courts and correctional systems and how they interrelate will be presented. An emphasis will be placed on contemporary issues in the criminal justice system. 4 Semester Hours.

**CRJ 199 Special Topics.** See All-University 199 course description.

**CRJ 201 Law Enforcement.** This course is designed to provide basic level information on the structure and function of law enforcement and law enforcement techniques in the United States. Theoretical models explaining law enforcement practices will be discussed. Contemporary issues in law enforcement as well as career options will also be examined. Prerequisite: CRJ 105. 4 Semester Hours.

**CRJ 203 Applied Criminal Justice.** This course is designed for students who are interested in areas of criminal justice that are not directly related to law enforcement. Areas such as probation, parole and juvenile justice will be explored. A brief summary of the history of each area will be explored. Career options in these areas will also be addressed. Prerequisite: CRJ 105. 4 Semester Hours.

**CRJ 208 Diversity Issues in Criminal Justice.** This course will explore a wide variety of current issues involving minorities and women as perpetrators, victims and employees of the criminal justice system. Students will actively participate in analyzing potential solutions to contemporary problems in regard to minorities and women in criminal justice. Prerequisite: CRJ 105. 4 Semester Hours.

**CRJ 299 Special Topics.** See All-University 299 course description. Prerequisite: CRJ 105.

**CRJ 301 Crime Investigation.** This course covers the fundamental principles and procedure employed in the investigation of a crime. Emphasis is placed on the investigation of specific crimes, the identification of sources of information and the procedures necessary for the proper handling of evidence. This course is

designed to develop a working knowledge of the steps of investigation beginning with the initial security of the crime scene and concluding with the preparation of the courtroom report. Prerequisites: CRJ 105 and CRJ 201; or permission of the instructor. 4 Semester Hours.

**CRJ 308 Criminal Law and Procedure.** This course will examine the elements which define specific crimes and analyze the processing of a criminal case from the time it is presented for prosecution until its conclusion at the trial court. The course will introduce students to the steps of the criminal process and analyze the constitutional rights of the accused. Prerequisite: CRJ 105. 4 Semester Hours.

**CRJ 355 Criminal Justice Administration.** The primary focus of this course is on current organizational theories in law enforcement and corrections. These theories will be explored in relation to the management and administration of criminal justice agencies through both classroom exercises and experiential learning. Prerequisite: CRJ 105. 4 Semester Hours.

**CRJ 376 Drugs and Crime.** The primary focus of this course is how the criminal justice system responds to drug-related crimes and drug-related offenders. The course will compare current criminal justice policies on drug-related crimes, analyze intervention strategies, and look at criminal justice initiatives to reduce the drug problem. Prerequisite: CRJ 105. 4 Semester Hours.

**CRJ 399 Special Topics.** See All-University 399 course description. Prerequisite: CRJ 105.

**CRJ 410 Advanced Seminar.** The topics for this seminar will vary. Examples of potential topics include: violence and society, administration of justice, and victimology. Students must be prepared to work within the framework of a seminar-style format. Students may repeat this course one time, due to the rotation of topics. Prerequisite: CRJ 105. 4 Semester Hours.

**CRJ 490 Senior Practicum.** This course is a practical examination of careers in criminal justice. It will feature speakers who are criminal justice practitioners in areas such as law enforcement, corrections, homeland security, and private security. Assignments, such as off-campus activities in professional criminal justice related settings, will be designed to improve student understanding of various career opportunities and improve student ability to pursue those opportunities. Prerequisites: CRJ 105, CRJ 208, CRJ 308, CRJ 355 and SOC 364; or permission of the instructor. 4 Semester Hours.

**CRJ 494 Honors Thesis/Project.** See All-University 494 course description.

**CRJ 499 Internships.** See All-University 499 course description.

## Economics

The field of economics is a fascinating look at what makes the world work from day to day. This includes the study of trading, growth, money, income, recessions and depressions, prices, and monopoly. Economics is important in the world because it can answer questions such as What causes inflation? and Why are people unemployed? Economics includes the study of labor, land, and investments, of money, income, and production, and of taxes and government expenditures and is one of the fastest growing majors in the country. A solid background in fundamental, undergraduate economics can help the well-informed citizen understand the world's economic challenges—especially recent developments in the U.S. and Europe.

The economics major helps prepare you for jobs in business, government, education, and the non-profit sector. Studying economics, you will be able to develop the analytical skills needed to work successfully in the field. Coursework at Mount Union includes the study of microeconomics and macroeconomics, international and domestic economic issues, buyer and seller behavior, strategic decision-making, and economic performance.

Students interested in an eventual Masters or Doctorate in economics or in graduate and professional education in business, law, or public policy will find an undergraduate major in economics to be an excellent preparation. We encourage you to take as many mathematics courses as possible if you plan to do graduate work in economics.

## Requirements for the Major in Economics

Required Economics Courses		Semester Hours
ECN 200S	Introduction to Microeconomics	4
ECN 201	Introduction to Macroeconomics	4
ECN 360	Managerial Microeconomics	4
ECN 365	Global Macroeconomics	4
ECN 401	SCE in Economics*	1
Any four additional economics courses at the 300 or 400 level		16
Required Departmental Courses		
BUS 313	Planning for Meaningful Work	2
ACC 205	Financial Accounting	4
ECN 271	Quantitative Methods for Business	4
or		
MTH 141	Calculus I	4
Required Extra-Departmental Courses		
MTH 123	Introduction to Statistics	4
Total		47

\*Note: ECN 401 SCE in Economics is to be taken in conjunction with another 300-level or 400-level ECN course. Instructor's permission should be obtained well in advance of registration for the two courses. Consultation between student, academic advisor, and instructor is expected.

## Requirements for the Minor in Economics

Any two of the following		Semester Hours
ECN 105S	Introduction to Economics	4

ECN 200S	Introduction to Microeconomics	4
ECN 201	Introduction to Macroeconomics	4
Three additional ECN courses at the 300 level or above		12
Total		20

## Requirements for Honors in Economics

Courses that may be taken for honors in economics are the following: ECN 310, ECN 315, ECN 327, ECN 328, ECN 330, ECN 375, ECN 371, ECN 372, ECN 373, ECN 380, ECN 390, ECN 435, ECN 436, ECN437, and ECN 450.

## Course Descriptions

**ECN 105S Introduction to Economics.** An introduction to the tools and techniques of economic analysis. Economics principles and concepts are used to examine current issues such as pollution, education, health care, poverty, housing, discrimination, international trade, national debt, inflation and unemployment. Designed for majors outside the Department of Economics, Accounting, and Business Administration. Not open to students with credit for both ECN 200 and ECN 201. 4 Semester Hours.

**ECN 200S Introduction to Microeconomics.** An introduction to economic principles and analytical tools needed to think intelligently about social and economic problems. The course looks at the behavior of individual economic units—consumers, producers, and workers—and examines topics such as opportunity cost, gains from trade, market equilibrium, price controls, consumer decision-making, production, cost, market structure, input markets, and externalities. The course emphasizes concepts and principles and their use in analyzing economic issues. 4 Semester Hours.

**ECN 201 Introduction to Macroeconomics.** An introduction to the activities and impact of government, consumers, and business firms on the national economy, including the determination of national income and the use of monetary and fiscal policy. Prerequisite: ECN 105 or ECN 200. 4 Semester Hours.

**ECN 271 Quantitative Methods for Business.** Methods of solving quadratic equations. A study of limits, continuity, differentiation, and an introduction to indefinite and definite integrals, including applications to minimization and maximization problems related to Business and Economics. Functions of two or more variables, including partial differentiation, and applications to Business and Economics. Prerequisites: ECN 201 and a satisfactory score on the mathematics placement examination. 4 Semester Hours.

**ECN 299 Special Topics in Economics.** See All-University 299 course description.

**ECN 310 Health Economics.** This course examines how economic analysis can be applied to various components of the health care system. Microeconomic theory is used to understand the operation of health care markets and the behavior of participants (consumers, insurers, physicians, and hospitals) in the health care industry. International comparisons and the role of the public sector will be included. Prerequisites: ECN 105 or ECN 200. 4 Semester Hours.

**ECN 315 Money and Banking.** A study of the nature and definition of money, the role of money and financial institutions in the macro-economy, interest rates, monetary policy, the demand for and supply of money, financial crises, and the Federal Reserve System. Prerequisites: ECN 200, ECN 201. 4 Semester Hours.

**ECN 327 International Trade.** An analysis of international economics using the tools of microeconomics: the pure theory of trade, trade in intermediate goods, trade with imperfect competition, tariffs, quotas, discriminatory and non-discriminatory trade liberalization, regional integration, migration, and the World Trade Organization. Prerequisites: ECN 200, ECN 201. 4 Semester Hours.

**ECN 330 Economics of Gender.** This course examines the impact of gender differences on economic opportunities, activities, and rewards. Economic issues emphasized are labor force participation, earnings, investment in human capital, and gender segregation in the workplace. Cross-societal comparisons also will be made. Prerequisites: ECN 105 or ECN 200. 4 Semester Hours.

**ECN 360 Managerial Microeconomics.** Intermediate microeconomic theory from the perspective of the business manager. Topics are similar to those of ECN 200 but are presented at a more advanced level: household decision-making, behavioral economics, prices, production, cost, wages, market structure, the contributions of game theory to the understanding of economic behavior. An empirical project using regression analysis. This course is intended to serve the requirements of both the economics majors for intermediate microeconomics and the business majors for managerial economics. Prerequisites: ECN 200, ECN 201, previous exposure to differential calculus and Ordinary Least Squares regression. 4 Semester Hours.

**ECN 365 Global Macroeconomics.** A course in international monetary economics and intermediate open-economy macroeconomics. Foreign exchange rates, balance of payments, capital flows, international indebtedness, common currencies, alternative international monetary systems. The analysis of consumption, investment, government expenditures, exports, and imports. A study of monetary, fiscal, and exchange-rate policies. Responses to international economic crises. The role of the IMF. Short-run business cycle concerns and long-run economic growth. Prerequisites: ECN 200, ECN 201. 4 Semester Hours.

**ECN 371 Environmental Economics.** An economic analysis of the environment. The course treats a high-quality environment as a scarce resource and looks at various types of pollution such as air pollution, water pollution, and noise pollution. It studies the relative strengths of alternative policies—both market and non-market approaches—for improving the environment. Special attention is devoted to environmental issues that cross national borders. Prerequisites: ECN 200, ECN 201. 4 Semester Hours.

**ECN 372 Natural Resource Economics.** Economic theory of managing non-renewable and renewable resources, including optimal use, the incentives for use under decentralized markets, and public policy design. Topics in conservation and sustainable economic growth. Prerequisites: ECN 200, ECN 201. 4 Semester Hours.

**ECN 373 Sports Economics.** This course explores professional and amateur sports from an economic perspective. The skills and techniques from several fields of economics can be used to analyze the sports world. The topics of anti-trust, monopolistic leagues, collusive behavior, and franchising can be examined with the tools of industrial organization. The financing of sports facilities is a topic in the field of public finance. Free agency, the draft, payroll caps, and player unions can be analyzed with the tools of labor economics. Prerequisites: ECN 200, ECN 201. 4 Semester Hours.

**ECN 375 Development Economics.** A study of Third-World development problems, such as poverty, inequality, debt burdens, and rural stagnation. The course will examine global interdependency and policies for management of food, energy, natural resources, technology, and financial flows. Prerequisites: ECN 200, ECN 201. 4 Semester Hours.

**ECN 380 Comparative Economic Systems.** An examination of the basic institutions of capitalism, socialism and communism from an economic point of view. The course stresses the development and functioning of present varieties of these "isms." Special emphasis is given to those countries of the former Soviet

Union and Central and Eastern Europe which are making the transition from centrally planned socialistic states to market economies. Prerequisite: ECN 105 or ECN 201. 4 Semester Hours.

**ECN 390 Economies of the Asian Pacific Rim.** A survey of economic development in the economies of East Asia, focusing on Japan as the model for the region, the four tigers—Hong Kong, Taiwan, Singapore and South Korea—and the newly industrializing economies of Thailand, Malaysia, Indonesia and the Philippines. The course will include an economic analysis of the factors that contributed to the substantial growth in East Asia from 1960 to 1989 and the subsequent financial crisis that ensued in the 1990s. Prerequisite: ECN 105 or ECN 201. 4 Semester Hours.

**ECN 399 Special Topics in Economics.** See All-University 399 course description.

**ECN 400 Independent Study—Economics.** Involves the independent investigation of a problem in economics. Open to advanced students majoring in economics. A prospectus must be submitted for approval prior to registration. Prerequisite: Permission of instructor. 4 Semester Hours.

**ECN 401 SCE in Economics.** With the instructor's permission, a student majoring in economics can complete a Senior Culminating Experience in an upper-level (300- and 400-courses) economics course. The student will register for the specific course and for EC 401. The particular requirements for the SCE (such as project, research, paper, presentation) should be proposed during the previous semester. Prerequisite: declared major in economics and permission of instructor. 1 Semester Hour.

**ECN 436 Introduction to Econometrics.** An introduction to basic econometric concepts and forecasting techniques with an emphasis on the empirical analysis of applications in various fields of business, economics, government, finance and many other fields. It covers an introduction to econometric time-series models and methods that can be used to generate forecasts. Linear regression with one regressor, linear regression with multiple regressors and some issues with multivariate linear regression analysis will be covered. Software such as MS Excel, Eviews, and SPSS will be used in the course to carry out the computer-based exercises. Typically offered in the fall semester. Prerequisite: MTH 123 4 Semester Hours.

**ECN 437 Operations Research.** This course focuses on the effective use of technology by organizations. Employing techniques from other mathematical sciences — such as mathematical modeling, statistical analysis, and mathematical optimization — operations research arrives at optimal or near-optimal solutions to complex decision-making problems. Topics covered include modeling and graph theory with applications to linear programming, critical path analysis, transportation and allocation problems and queuing theory. Prerequisites: MA123 and EC271 or MA 141. 4 Semester Hours.

**ECN 450 Seminar in Labor.** This seminar deals with the problems of labor relations and labor economics. Key issues dealt with are unemployment, poverty, race relations, and inflation. Current labor problems are emphasized. Prerequisites: ECN 201 and MGT 200. 4 Semester Hours.

**ECN 455 Seminar in Economics.** An in-depth study of a few contemporary problems and issues such as poverty, welfare, discrimination, crime, government, energy, and unemployment. Topics will be announced in advance. Emphasis is placed on critical analysis, discussion, research, and reporting. Prerequisites: ECN 200, ECN 201, ECN 360, ECN 365, or permission of instructor. 4 Semester Hours.

**ECN 494 Honors Thesis/Project.** See All-University 494 course description.

**ECN 499 Internship in Economics.** An experience-based course in which a student works in an appropriate business or agency. Previous classroom learning is integrated with the work experience. The location, program, method of education, and method of assessment are provided in a contract drawn between the student, the department faculty internship coordinator, and the host internship supervisor. Specific restrictions apply. Departmental approval is required prior to registration for this course. Will count as only one course towards the major or minor in economics. Graded S/U. Prerequisite: departmental approval. 1-16 Semester Hours.

## Department of Education

The Department of Education's Teacher Education Program is approved by the Ohio Department of Education for the preparation of competent, capable and caring teachers in early childhood, middle childhood, intervention specialist, adolescence to young adult, and multiage licenses. Mount Union's Department of Education's Teacher Education Program is also accredited by the National Council for Accreditation of Teacher Education (NCATE) recently known as Council for the Accreditation of Educator Preparation (CAEP). Candidates are able to major or minor in early childhood, middle childhood and intervention specialist. Candidates are able to minor in adolescence to young adult and multiage education.

- The early childhood major and license prepare candidates to work with typically developing and included children for grades PK-3.
- The middle childhood major offers a choice of four different areas of emphasis leading to licensure: language arts, science, social studies and mathematics for grades 4-9. The middle childhood major chooses two areas of emphasis in addition to a minor area of study.
- The intervention specialist major chooses one area of focus: early childhood intervention specialist or mild/moderate intervention specialist. The early childhood intervention specialist teaching license is valid for teaching learners with mild/moderate/intensive education needs from ages 3 through 8 and prekindergarten through grade three. The mild/moderate intervention specialist teaching license is valid for teaching learners with mild/moderate education needs from ages 5 through 21 and kindergarten through grade 12.
- The Minor in Multiage and Adolescence to Young Adult Education focuses on both multiage and adolescence to young adult. The adolescence to young adult emphasis of this minor, when taken with an appropriate major, offers programs leading to licensure in the following areas: earth science (geology major); physical science (chemistry or physics major); life science (biology major); integrated mathematics (mathematics major); integrated language arts (English literature or writing major); and integrated social studies (history, political science, or American studies major). The multiage emphasis of this minor, when taken with an appropriate major, leads to licensure in the following areas: French, German, Japanese, Spanish, music, health, physical education and visual arts.

In all programs, the candidate is prepared to meet the requirements for the appropriate Ohio License. The early and middle childhood generalist endorsements are also available. Licensure course requirements are available in the Teacher Education Program office or on the Teacher Education Program website (<http://www.mountunion.edu/licensure-1>). In order to meet the requirements for licensure in all programs, it is critical that the candidate begins the professional education sequence during the second semester of the freshman year and scrupulously follows the sequences for the appropriate major, minor and general education requirements.

Field experience begins in the spring semester of the freshman year. In order to provide a rich experience, placements are made in varied school and community agency settings. It is recommended that candidates have access to their own automobiles. All field experience placements are within a 35-mile radius.

Candidates interested in teaching in other states should contact the state Department of Education of the other state(s) for information on reciprocity and other licensure information. Assistance to teacher education candidates and graduates seeking teaching positions is provided by the Teacher Education Program office.

Candidates must meet and maintain the requirements for admission and continuance in the Teacher Education Program (TEP) including course grade requirements, successful field experiences for the licensure area, and other criteria, such as a disposition evaluation and an interview. If a candidate is not making

satisfactory progress as described in the assessment plan at each transition point, the candidate will be notified of his/her suspension and/or removal from the TEP. Candidates must be admitted into the TEP in order to take 300/400-level education classes. Teacher candidates must also meet the criteria established for acceptance into pre/clinical practice. Specific information regarding requirements at each transition point (TEP admission, entry into pre/clinical practice, and program completion) is available on the TEP website (<http://www.mountunion.edu/forms-7>).

## Requirements for the Major in Early Childhood Education

Required Courses		Semester Hours
EDU 150	Introduction to the Teaching Profession	4
ECH 200	The Foundations and Management of the Early Childhood Classroom	4
ECH 320	Early Childhood Mathematics Practices and Curriculum	4
ECH 330	Early Childhood Scientific and Social Studies Practices and Curriculum	4
ECH 360*	Early Childhood Language Arts Practices and Curriculum	4
ECH 404	Early Childhood Professional Practices, Research and Preclinical Practice	4
ECH 440*	Early Childhood Assessment and Literacy Practices	4
EDU 340*	Phonics, Process, and the Structures of Language Acquisition	4
Total		32

\*12 hour reading requirement through Ohio Department of Education  
Additional coursework is necessary for licensure.

## Requirements for the Minor in Early Childhood Education

Required Courses		Semester Hours
EDU 150	Introduction to the Teaching Profession	4
ECH 200	The Foundations and Management of the Early Childhood Classroom	4
ECH 320	Early Childhood Mathematics Practices and Curriculum	4
ECH 330	Early Childhood Scientific and Social Studies Practices and Curriculum	4
EDU 340	Phonics, Process, and the Structures of Language Acquisition	4
Total		20

## Requirements for the Major in Intervention Specialist

Required Courses		Semester Hours
EDU 150	Introduction to the Teaching Profession	4
ISP 220	Development and Characteristics of Typical and Atypical Learners	4
ISE 320/ISM 320	Methods	4
ISE 380/ISM 380	Applied Behavioral Analysis for Teachers	4
ISP 404	Intervention Specialist Professionalism, Practices, Research and Preclinical Practice	4
ISE 440/ISM 440	Assessment and Literacy Practices	4
ECH 320	Early Childhood Mathematics Practices and Curriculum	4
ECH 360	Early Childhood Language Arts Practices and Curriculum	4
EDU 340	Phonics, Process, and the Structures of Language Acquisition	4
Total		36

## Requirements for the Minor in Intervention Specialist

Required Courses		Semester Hours
EDU 150	Introduction to the Teaching Profession	4
EDU 234	Interdisciplinary Planning for Diverse Learners and Families	4
ISP 220	Development and Characteristics of Typical and Atypical Learners	4
ISE/ISM 320	Intervention Specialist Methods	4
ISE/ISM 380	Applied Behavioral Analysis for Teachers	4
Total		20

## Requirements for the Major in Middle Childhood Education

Required Courses		Semester Hours
EDU 150	Introduction to the Teaching Profession	4
MCH 205	Foundations of Middle Childhood Education	2
MCH 345*	Content Area Literacy in the Middle School	4
MCH 404	Middle Childhood Professional Practices, Research and Preclinical Practice	4
MCH 440*	Middle Childhood Assessment and Literacy Practices	4
EDU 215	Multicultural Education	4
EDU 340*	Phonics, Process and the Structures of Language Acquisition	4

Choose two of the following:

MCH 315	Teaching Social Studies in the Middle School	2
MCH 320	Teaching Mathematics in the Middle School	2
MCH 325	Teaching Reading and Writing in the Middle School	2
MCH 335	Teaching Science in the Middle School	2

Total 30

*\*12 hour reading requirement through Ohio Department of Education  
Additional coursework is necessary for licensure.*

## Requirements for the Minor in Middle Childhood Education

Required Courses		Semester Hours
EDU 150	Introduction to the Teaching Profession	4
MCH 205	Foundations of Middle Childhood Education	2
MCH 345	Content Area Literacy in the Middle School	4
EDU 340	Phonics, Process and the Structures of Language Acquisition	4

Choose two of the following:

MCH 315	Teaching Social Studies in the Middle School	2
MCH 320	Teaching Mathematics in the Middle School	2
MCH 325	Teaching Reading and Writing in the Middle School	2
MCH 335	Teaching Science in the Middle School	2

Total 18

## Requirements for the Minor in Multiage and Adolescence to Young Adult Education

Required Courses		Semester Hours
EDU 150	Introduction to the Teaching Profession	4
EDU 215	Multicultural Education	4
EDU 230	Student Development: Implications for Planning and Teaching	4
EDU 355	Content Area Literacy	4
EDU 372	Assessment, Instructional Design, and Evaluation in Education	4

Total 20

Additional coursework is necessary for licensure. Each licensure area requires coursework in disciplines other than education. This additional coursework should be carefully chosen and scheduled to fulfill other University requirements when appropriate. Please refer to Catalogue listing of specific department course grade requirements. It is essential that a candidate wishing to minor in education consult an advisor in the Department of Education early in the first year at Mount Union.

## Adolescence to Young Adult Course Descriptions

**AYA 315 Teaching Social Studies.** Recognizing of the challenges of standards-based instruction this course develops the candidate's skill in teaching social studies as active and student-centered, while being mindful of the need to remember important content. Based on the Bringing Learning Alive approach, the goal is to develop strategies to excite middle and high school students about social studies. Candidates, also, learn effective assessment techniques and methodology used in Advanced Placement courses including free response and data- based questions (DBQ). Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**AYA 325 Teaching Language Arts.** Mindful of the challenges of standards-based instruction this course develops the candidate's skill in teaching language arts as active and student centered, while emphasizing many aspects of traditional English instruction. Candidates will learn strategies for teaching the various genres, including writing, literature, grammar, speech arts, journalism, drama and literary criticism. Effective assessment techniques will also be included. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**AYA 335 Teaching Science.** Mindful of the challenges of standards-based instruction, this course develops the candidate's skill in teaching science as active and student centered, emphasizing the scientific method. Candidates will learn the importance of collecting and drawing conclusions from data, based on the assumption that good science teachers model independent thinking, research and asking logical questions. Candidates will also learn effective assessment techniques. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**AYA 404 Adolescence to Young Adult/Multiage Professional Practices and Research and Preclinical Practice.** Candidates will review Understanding by Design (UbD), lesson planning models and research-based techniques of effective instruction and management. Schema involving behaviorism, as well as the latest brain-compatible teaching strategies, will be explored and practiced. Effective oral presentation skills will be emphasized. Classroom management strategies ranging from "assertive" to "choice theory" to "community building" will be presented. Candidates will spend 90 hours in a diverse or non-diverse school setting appropriate to their program, under the guidance of a cooperating teacher and university supervisor, highlighted by the teaching of a two week unit of instruction. The completion of an "Impact on Student Learning" project is required. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**AYA 470 Clinical Practice-Adolescence to Young Adult.** The candidate assumes full responsibilities of teaching in a secondary school setting. A special emphasis is on self-reflection, professional development, and a commitment to lifelong learning. This course is graded S/U. Group seminars are arranged by the field placement coordinator. The clinical practitioner's setting for clinical practice (diverse or nondiverse) will be the opposite of the preclinical choice. Prerequisite: Admission into Clinical Practice. 12 Semester Hours.

## Early Childhood Course Descriptions

**ECH 200 The Foundations and Management of the Early Childhood Classroom.** A further study to the field of early childhood education, based on standards set by the National Association for Education of Young Children (NAEYC), includes: an in-depth study of developmentally appropriate practice (DAP) including how it is informed, implemented, and evaluated, and a review of the Code of Ethical Behavior. It also considers procedures of classroom structure and behavior management, including special education. Behavioral assessment, self-assessment, and self-control skills are emphasized and sensitivity to possible differences between classroom behavioral expectations and the home environment is developed. Field experience is required in order to complete course assignments. 4 Semester Hours.

**ECH 320 Early Childhood Mathematics Practices and Curriculum.** This course includes an exploration of number concepts and problem-solving strategies designed for prospective early childhood teachers. Real number concepts, operations, algebraic, and geometric properties are considered. Candidates will study the goals, content, material, technology, and methods of teaching mathematics to young children between the ages of 3 and 8. Emphasis is placed on the young child's natural mathematical development. Candidates will create lessons based on play-centered activities, student exploration, and ongoing assessment. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**ECH 325 Teaching Language Arts and Social Studies in the Elementary School.** This course focuses on the integration of language arts and social studies in the elementary school (grades 4 and 5). Candidates will explore the dynamic context and needs of language arts and social studies classrooms and design engaging lessons that integrate language arts and social studies, including the use of literature and technology to meet the needs of diverse learners. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 3 Semester Hours.

**ECH 330 Early Childhood Scientific and Social Studies Practices and Curriculum.** This course includes an exploration of national and state standards-based study of objectives, content, materials, technology, and methods of instruction essential to the teaching of science and social studies to young children between the ages of 3 and 8. Emphasis is placed on lesson development based on play-centered activities, exploration, and hands-on experiences. Candidates will focus on the National Council for the Social Studies (NCSS) curriculum standards; these serve as guidelines for interdisciplinary and multicultural lesson design. The incorporation of history, civics, and geographical themes, in addition to appropriate use of children's literature and technological resources in the designing of units, lessons, and assessment to meet the needs of a variety of learners, will also be studied. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**ECH 360 Early Childhood Language Arts Practices and Curriculum.** This course explores the scope, importance, and content of literature for children. Candidates will be exposed to the techniques of evaluating, presenting, and studying literature with children as an emerging process. Candidates will study theories of development of narrative and expository reading and writing. Attention is given to issues, purpose, materials, technology, and processes for teaching emergent and early reading and writing. A firm knowledge base and skills in planning, delivery, and assessment of content will also be emphasized. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**ECH 404 Early Childhood Professional Practices, Research and Preclinical Practice.** This course focuses on professional, ethical, and professional practice (NAEYC) standards through professional activities, research, and scholarship. This course is also designed to initiate work that benefits individuals in an early childhood setting, their families, colleagues, and the professional growth of teacher candidates. Field experience is required in order to complete course assignments. Candidates spend 12-13 hours per week for 7-8 weeks (90 hours) in a preschool, kindergarten, or primary grade setting daily observing and applying theories, principles, and methods of teaching related to Early Childhood Education. The candidate is a teaching assistant and works closely with school personnel in instructional, clinical, and non-instructional activities designed to promote readiness for clinical practice. The completion of an Impact on Student Learning Unit is required. Group seminars are arranged by the field placement coordinator. Prerequisites: ECH 320, ECH 330, ECH 360 and Admission into the Teacher Education Program. 4 Semester Hours.

**ECH 440 Early Childhood Assessment and Literacy Practices.** This course explores theories of literacy and multiple forms of current literacy assessment and instruction for the PK-3 classroom and clinical situations. Emphasis is on assisting struggling readers and writers, including English language learners, through a variety of formal and informal assessments and instructional strategies. Candidates will develop an understanding of the following: processes and approaches, procedures useful in reading assessment and diagnosis, the remediation of reading, writing, and language, and the utilization of administration techniques. Special attention is given to the alignment of assessment with curriculum and instruction and the assessment to instruction link will be emphasized. This course provides a variety of strategies to address the literacy needs of a wide range of students. Field experience is required in order to complete course assignments. Prerequisite: ECH 360 and Admission into the Teacher Education Program. 4 Semester Hours.

**ECH 470 Clinical Practice-Early Childhood.** The candidate assumes all responsibilities of teaching in a preschool through 3<sup>rd</sup> grade setting. This course is graded S/U and is required for Ohio State Early Childhood teaching licensure. Group seminars to enable collaboration, evaluation, and reflection are arranged by the field placement coordinator. Prerequisite: Admission into Clinical Practice. 12 Semester Hours.

## Education Course Descriptions

**EDU 150 Introduction to Teaching Profession.** This introductory course is designed to familiarize future teachers with the important issues existing in educational theory and practice. Each student is obligated to develop a personal philosophy of education to be able to analyze basic concepts such as ethical and legal issues facing teachers, to understand the meaning of professionalism, and to incorporate appropriate methods of teaching. Successful fieldwork is required in order to complete the course requirements. 200 minutes of class and 100 minutes of lab per week. 4 semester hours.

**EDU 215 Multicultural Education.** This course introduces candidates to the conceptual, theoretical, and philosophical issues in multi-cultural education. The underlying theme of the course is that education is a social concept that should be made accessible and equitable to all students. Instructional modalities include lectures, discussions, projects, guest speakers, technology, and site visitations. It addresses the current standards for diversity in education. Theme Cluster 14. Theme prerequisite: completion of all four foundations or Junior standing. Course Prerequisite: A 100 level, introductory course with an AYA, MCH, or EDU prefix or the equivalent, or permission of the instructor. 4 Semester Hours.

**EDU 218 Educational Technology.** This course provides an introduction to the application and introduction of emerging educational technologies in teaching and learning using strategies in design, selection, development, integration, assessment, and evaluation. Candidates examine current trends and gain an understanding of the appropriate integration of technology and instruction. Field experience is required in order to complete course assignments. Prerequisite: A 100 level, introductory course with an AYA, MCH, or EDU prefix or the equivalent, or permission of the instructor. 4 Semester Hours.

**EDU 230 Student Development: Implications for Planning and Teaching. Student Development.** Learning developmentally appropriate practice for young children, preadolescent and adolescent development, and a focus on cognitive, social and behavioral development of all ages are key elements of this course. An understanding of differentiated instruction for teaching students with ELL, and exceptionalities including an emphasis on dyslexia. Other topics developed

include lesson planning, writing objectives, standards based decision making, and planning. Successful completion of field experience (minimum of 20 clock hours) is required. This course is required for those individuals seeking adolescent to young adult, multiage, and middle school licenses. 4 Semester Hours.

**EDU 234 Interdisciplinary Planning for Diverse Learners and Families.** Candidates develop an understanding of the central concepts of teaching and learning. They learn to organize, integrate cross disciplinary skills, and develop meaning full learning progressions for diverse learners and families including students with exceptionalities and ELL. Prerequisite: ECH200 and ISP220. 4 Semester Hours

**EDU 340 Phonics, Process, and the Structures of Language Acquisition.** This course focuses on theories of language acquisition and the nature, role, and elements of phonics and phonemic awareness with the language arts processes. A firm knowledge and skill base in planning, instruction, and assessment is developed. An overview of language, both typical and atypical, emphasizing terminology, acquisition, development, physiological and psychological systems, impact on learning, assessment and intervention strategies including augmentative communication. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**EDU 350 Teaching Language Arts and Social Studies to Young Adolescents.** This course focuses on the integration of language arts and social studies at the middle level. Candidates will explore the dynamic context and needs of language arts and social studies classrooms and design engaging lessons that integrate language arts and social studies, including the use of literature and technology to meet the needs of diverse learners. Additionally, the candidates will analyze the alignment of language arts and social studies standards with the development of the young adolescent. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 semester hours.

**EDU 355 Content Area Literacy.** Emphasis is placed on the development, purpose, methods, materials, technology and processes of teaching reading and writing and study skills, applicable to the content areas in grades 7-12 as well as for Multiage Programs. A firm knowledge base and skills in planning, instruction and assessment, based on the Ohio Department of Education's Competency-Based Language Arts Model curriculum, is developed. The understanding of reading and writing, as well as the other language arts strands as interactive processes influenced by various factors and sensitive to individual differences (e.g., diversity, exceptionalality), is emphasized. Special attention is given to unit integration and integrating various types of literature (e.g., multicultural, gender studies) in the content areas. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**EDU 360 Teaching Mathematics and Science to Young Adolescents.** This course focuses on the integration of mathematics and science at the middle level. Candidates will explore the dynamic context and needs of mathematics and science classrooms, and design engaging lessons that integrate mathematics and science, including the use of inquiry and technology to meet the needs of diverse learners. Additionally the candidates will analyze the alignment of mathematics and science standards with the development of the young adolescent. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 semester hours.

**EDU 372 Assessment, Instructional Design, and Evaluation in Education.** Assessment, Instructional Design, and Evaluation in Education: This course focuses on assessment development, student data analysis, growth models, accountability systems, teacher evaluation systems, and current trends in educational policy. Additionally there is a focus on assessing all students including students with dyslexia. Candidates will evaluate and design assessments, analyze student data, and collaborate with one another and inservice professionals. Field experience is required for this course. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**EDU 408 Multiple Licensure Practicum.** This course is designed for candidates seeking multiple teaching licenses. The candidate assumes responsibilities of teaching various lessons and other preclinical teaching requirements for a minimum of 45 clock hours in the additional licensure area being sought. The course is graded S/U. Prerequisite: Admission into the Teacher Education Program. 2 Semester Hours.

**EDU 420 Reading Professionalism and Practicum.** Candidates work with colleagues to observe, evaluate, reflect, and provide feedback on instructional reading practices. They participate in, initiate, implement, and evaluate reading professional development programs. Additionally, candidates collaborate with other educational professionals while utilizing assessment and instructional practices. Candidates participate in an extensive reading field experience (minimum 40 clock hours). Prerequisites: Admission into the Teacher Education Program and MCH 325. 2 Semester Hours.

**EDU 470 Clinical Practice-Multiage.** The candidate assumes full responsibilities of teaching in an early, middle or secondary school setting. A special emphasis is on self-reflection, professional development, and a commitment to lifelong learning. This course is graded S/U. Group seminars are arranged by the field placement coordinator. The clinical practitioner's setting for clinical practice (diverse or non-diverse) will be the opposite of the preclinical choice. Prerequisite: Admission into Clinical Practice. 12 Semester Hours.

**EDU 478 Clinical Practice-Multiple Licenses.** The candidate assumes full responsibilities of teaching in two different licensure types. Teaching is equally divided between each experience and the overall course grade is S/U. For completion of the course each clinical practice experience must be successful. Special emphasis in each experience includes planning, teaching, assessing, self-reflection, professional development, and commitment to lifelong learning. Group seminars are arranged by the field placement coordinator. Prerequisite: Admission into Clinical Practice. 14 Semester Hours.

## Intervention Specialist Course Descriptions

**ISE 320 ISE Methods.** This course focuses on the selection, adaptation, and the use of instructional strategies to promote young children's learning. Methods for designing and implementing instruction to assure acquisition and fluency through maintenance and generalization development are emphasized. Individualized Education Programs are developed. Field experience with young children is required in order to complete course assignments. Prerequisite: ISP 220, and Admission into the Teacher Education Program. 4 Semester Hours.

**ISE 380 Applied Behavioral Analysis for ISE Teachers.** This course considers theories, basic principles and procedures of classroom structure and behavior management in preschool and primary school settings. The principles of applied behavior analysis are emphasized. Candidates gain an understanding of behavioral principles and how to apply that knowledge in the classroom. Field experience with young children is required in order to complete course assignments. Prerequisite: ISP 220, and Admission into the Teacher Education Program. 4 Semester Hours.

**ISE 440 ISE Assessment and Literacy Practices.** This course focuses on general, specialized, and literacy assessment strategies and the use of multiple types of assessment information for a variety of educational decisions. Legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for young children with educational learning needs. Candidates collaborate with families and other colleagues to assure nonbiased, meaningful assessment and decision making. Field experience with a young child is required in order to complete course assignments. Prerequisite: ISP 220, ISE 320 or ISM 320, EDU 340, ECH 360, and Admission into the Teacher Education Program. 4 Semester Hours.

**ISM 320 ISM Methods.** This course focuses on the selection, adaptation, and the use of instructional strategies to promote elementary, middle school and high school student learning. Methods for designing and implementing instruction to assure acquisition and fluency through maintenance and generalization development are emphasized. Individualized Education Programs are developed. Field experience with older students is required in order to complete course assignments. Prerequisite: ISP 220 and Admission into the Teacher Education Program. 4 Semester Hours.

**ISM 380 Applied Behavioral Analysis for ISM Teachers.** This course considers theories, basic principles and procedures of classroom structure and behavior management in elementary, middle and high school settings. The principles of applied behavior analysis are emphasized. Candidates gain an understanding of behavioral principles and how to apply that knowledge in the classroom. Field experience with older students is required in order to complete course assignments. Prerequisite: ISP 220, and Admission into the Teacher Education Program. 4 Semester Hours.

**ISM 440 ISM Assessment and Literacy Practices.** This course focuses on general, specialized, and literacy assessment strategies and the use of multiple types of assessment information for a variety of educational decisions. Legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for older students with educational learning needs. Candidates collaborate with families and other colleagues to assure nonbiased, meaningful assessment and decision making. Field experience with an older student is required in order to complete course assignments. Prerequisite: ISP 220, ISE 320 or ISM 320, EDU 340, ECH 360, and Admission into the Teacher Education Program. 4 Semester Hours.

**ISP 220 Development and Characteristics of Typical and Atypical Learners.** This course based on standards set by the Council for Exceptional Children (CEC), includes a focus on the cognitive, social, and behavioral development of typical and atypical learners. An understanding of the relationship of special education to schools, school systems, and other agencies is emphasized. Field experience is required in order to complete course assignments. 4 Semester Hours.

**ISP 404 Intervention Specialist Professional Practices, Research and Preclinical Practice.** This course focuses on research, ethical and professional practice standards. Candidates engage in professional activities and in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Extensive field experience is required in order to complete course assignments. In this course the candidate spends 12-13 hours per week for 7-8 weeks (90 hours) in a special education setting observing and applying theories, principles, and methods of teaching related to the candidate's major field of study. Prerequisite: ISP 220, ISE 320 or ISM 320, ISE 380 or ISM 380, and Admission into the Teacher Education Program. 4 Semester Hours.

**ISP 470 Clinical Practice-Intervention Specialist.** The candidate assumes all responsibilities of teaching in a special education setting. This course is graded S/U and is required for the Intervention Specialist teaching licensure. Group seminars to enable collaboration, evaluation, and reflection are arranged by the field placement coordinator. The clinical practitioner's setting for clinical practice (MRDD or public school), age range, and diverse or non-diverse will be opposite of the preclinical choice. Prerequisite: Admission into Clinical Practice. 12 Semester Hours

## Middle Childhood Course Descriptions

**MCH 205 Foundations of Middle Childhood Education.** The course emphasizes the role of the teacher in the middle school and the relationship between the diverse needs of the young adolescent and the curriculum. Field experience is required in order to complete course assignments. 2 Semester Hours.

**MCH 315 Teaching Social Studies in the Middle School.** This course includes a study of the objectives, content, materials and methods of instruction essential for teaching social studies in the middle school. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 2 Semester Hours.

**MCH 320 Teaching Mathematics in the Middle School.** A national and state standards-based study of the goals, content, materials, technology and methods of teaching mathematics in the middle school is emphasized. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 2 Semester Hours.

**MCH 325 Teaching Language Arts in the Middle School.** This course focuses on the theories, issues, purposes, materials, technology and processes for teaching the language arts with special attention to narrative reading and writing in the middle school. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 2 Semester Hours.

**MCH 335 Teaching Science in the Middle School.** A national and state standards-based study of objectives, content, materials, technology and methods of teaching science in the middle school is emphasized. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 2 Semester Hours.

**MCH 345 Content Area Literacy in the Middle School.** This course focuses on the development, purpose, methods, materials, technology and processes of teaching reading and writing and study skills, applicable to the content areas in the middle school curriculum. Field experience is required in order to complete course assignments. Prerequisite: Admission to the Teacher Education Program. 4 Semester Hours.

**MCH 404 Middle Childhood Professional Practices, Research and Preclinical Practice.** This course focuses on professional, ethical, and professional practice (NMSA) standards, as well as "best practice" research through professional activities, research, and scholarship. The course also focuses on such topics as classroom management, collaborating in teams to create and teach interdisciplinary units appropriate for a diverse population, and advising middle school students. Candidates spend 12-13 hours per week for 7-8 weeks (90 hours) in a middle school grade setting daily observing and applying theories, principles, and methods of teaching related to Middle Childhood Education. Admission into the Teacher Education Program. 4 Semester Hours.

**MCH 440 Middle Childhood Assessment and Literacy Practices.** This course explores theories of literacy and multiple forms of current literacy assessment and instruction for middle school grades. The field experience includes an intensive case study, which incorporates reading assessment as a function of interdisciplinary content, as well as diagnosis and remediation of a school-aged student. Prerequisite: MCH 325 or MCH 345. Admission into the Teacher Education Program. 4 Semester Hours.

**MCH 470 Clinical Practice-Middle Childhood.** The candidate assumes full responsibilities of teaching in a middle school setting, with placement in two areas of emphasis. A special emphasis is on self-reflection, professional development and a commitment to lifelong learning. This course is graded S/U and is required for the middle childhood licensure. Group seminars are arranged by the field placement coordinator. The clinical practitioner's setting for clinical practice (diverse or nondiverse) will be the opposite of the preclinical choice. Prerequisite: Admission into Clinical Practice. 12 Semester Hours.

## Department of Engineering

The Department of Engineering offers programs that provide technical breadth and depth in an engineering discipline and are integrated with the overall mission of Mount Union. These programs will prepare graduates to become leaders in the engineering profession through inclusion of unique topical threads, like sustainability and professional ethics and responsibility that will be integrated throughout the required courses. The programs will also require an international experience so graduates are prepared to enter the increasingly global engineering workplace. The engineering curricula will make use of experiential and collaborative learning in lecture and laboratory courses.

## Requirements for the Major in Civil Engineering

Required Courses		Semester Hours
EGE 110	Introduction to the Engineering Profession	2
EGE 120	Introduction to Engineering Analysis and Design	4
EGE 210	Statics and Dynamics	4
EGE 220	Thermodynamics and Fluid Mechanics I	4
EGE 230	Material Science	2
EGE 240	Mechanics of Materials	4
EGE 310	Product Design and Development	4
EGE 320	International Engineering Field Experience	2
ECE 310	Engineering Surveying	2
ECE 320	Transportation Engineering and Traffic Analysis	2
ECE 330	Environmental Engineering	4
ECE 340	Structural Analysis	4
ECE 350	Geotechnical Engineering	4
ECE 360	Water Resource Engineering	4
ECE 420	Structural Design	4
ECE 440	Hydraulic Engineering Design	2
ECE 450	Separation Processes	2
ECE 460	Geotechnical Engineering Design	2
ECE 480	Civil Engineering Capstone I	2
ECE 490	Civil Engineering Capstone II	4

### Required Extra-Departmental Courses

CHE 120N	Concepts in Chemistry	4
MTH 141	Calculus I	4
MTH 142	Calculus II	4
MTH 241	Calculus III	4
MTH 305	Introduction to Probability and Statistics for Engineering	2
MTH 333	Linear Algebra and Differential Equations	4
PHY 101N	General Physics I	4
PHY 102	General Physics II	4
MGT 495	Project Management	2

Science Elective(s) from Approved List Below 4

Total Credit Hours 98

Four credits in college level science are required in addition to those already required by the program. This is typically referred to as a science elective course and students may select from an approved list.

The approved list is:

BIO 140N	The Unity of Life	4
BIO 141N	The Diversity of Life	4
ENV 190N	Introduction to Environmental Science	4
GEO 112N	Physical Geology: How the Earth Works	4
GEO 116N	Investigation Earth	4

ABET requires all engineering majors to take a minimum of one year of college level math and basic science and a minimum of one and one half years of engineering topics. The listed civil engineering curriculum contains 34 credit hours of college level math and basic science and 62 hours of engineering topics.

## Requirements for the Major in Mechanical Engineering

Required Courses		Semester Hours
EGE 110	Introduction to the Engineering Profession	2
EGE 120	Introduction to Engineering Analysis and Design	4
EGE 210	Statics and Dynamics	4
EGE 220	Thermodynamics and Fluid Mechanics I	4
EGE 230	Material Science	2
EGE 240	Mechanics of Materials	4
EGE 310	Product Design and Development	4
EGE 320	International Engineering Field Experience	2
EME 310	Kinematics and Dynamics of Machinery	4
EME 320	Thermodynamics and Fluid Mechanics II	4
EME 330	Design of Machine Elements	4
EME 410	Control of Dynamic Systems	4
EME 420	Mechanical Vibrations	4
EME 430	Heat Transfer	4
EME 480	Mechanical Engineering Capstone I	2
EME 490	Mechanical Engineering Capstone II	4

*Technical Electives (choose two)		
EGE 440	Introduction to Finite Element Analysis	2
EGE 450	Fatigue and Fracture Analysis	2
EME 440	Power Plant Engineering	2
EME 450	Manufacturing Science	2
EME 460	Introduction to Robotics	2
EME 470	Probabilistic Design and Reliability	2

Required Extra-Departmental Courses		
CHE 120N	Concepts in Chemistry	4
MTH 141	Calculus I	4
MTH 142	Calculus II	4
MTH 241	Calculus III	4
MTH 306	Probability and Statistics for Engineering and Science	4
MTH 333	Linear Algebra and Differential Equations	4
PHY 101N	General Physics I	4
PHY 102	General Physics II	4
PHY 230	Electronics	4
MGT 495	Project Management	2

Total Credit Hours 98

ABET requires all engineering majors to take a minimum of one year of college level math and basic science and a minimum of one and one half years of engineering topics. The listed mechanical engineering curriculum contains 36 credit hours of college level math and basic science and 60 hours of engineering topics.

## Course Descriptions

**ECE 310 Engineering Surveying.** This course presents the theory and practice of land surveying including observing distances, elevations, and angles; analysis of errors in surveying measurements; computations of irregular areas; circular and parabolic curves; and Earth-work estimates. It also includes computer applications, photogrammetry, geographic information systems (GIS) and global positioning systems (GPS) technologies. This course has a laboratory component. Prerequisites: EGE 120 and MTH 142. 2 Semester Hours.

**ECE 320 Transportation Engineering and Traffic Analysis.** This course presents an introduction to highway engineering and traffic analysis including road vehicle performance involving tractive effort, resistances, and principles of braking; geometric design of highways considering horizontal and vertical alignments; pavement analysis and design of rigid and flexible pavements; fundamentals of traffic flow and queuing theory; and highway capacity and level-of-service analysis. Prerequisites: EGE 210 and ECE 310. 2 Semester Hours.

**ECE 330 Environmental Engineering.** This course provides an introduction to environmental engineering. The emphasis will be on introducing students to the fundamental science and principles of environmental engineering. These principles are applied to solve environmental engineering problems, including the design of unit processes in engineered systems and modeling of pollutants in natural systems. This course has a laboratory component. Prerequisites: CHE 120N and EGE 220. 4 Semester Hours.

**ECE 340 Structural Analysis.** This course presents an introduction to structural analysis of statically determinate and indeterminate structures including shear and moment diagrams, influence lines, and deflection calculations using force-displacement methods. Students will determine structural loads, and the use of commercially available software to analyze trusses and frames. Prerequisite: EGE 240. 4 semester hours.

**ECE 350 Geotechnical Engineering.** This course provides students with theoretical background in soil mechanics as applied to civil engineering design. Students will learn how the soil history affects engineering properties such as bearing capacity. They will learn how to classify soil and determine internal stresses. The laboratory component provides students with the opportunity to apply their theoretical knowledge to standard soil testing techniques. There is a design project associated with this course. This course consists of three lecture hours and one three-hour lab session per week. Prerequisites: EGE 240. 4 semester hours.

**ECE 360 Water Resource Engineering.** This course provides students with theoretical background in closed-conduit hydraulics, open channel hydraulics, and hydrology applied to civil engineering design. This course introduces students to a) the quantification of water flows in the hydrologic cycle, b) the design of simple water distribution networks, and c) the principles of uniform and gradually varied open channel flow. There is a design project and a two hour lab associated with this course. Prerequisite: EGE 220. 4 semester hours.

**ECE 420 Structural Design.** This course provides students with the principles to design structures, using applicable design codes. Students will learn to determine structural loads, design steel members (tension, compression, beams, and frames), as well as simple steel connections. Students will also understand the properties of concrete and how to design reinforced concrete beams, columns, one-way slabs, and retaining walls. Students will mold and strength test concrete specimens. Structural engineering software will be used to reinforce the analysis and design principles. Prerequisites ECE 340 and MTH 333. 4 semester hours.

**ECE 440 Hydraulic Engineering Design.** This course will apply knowledge gained in water resources engineering to hydraulic engineering design. Students will design a hydraulic structure that conforms to client requirements and local codes. There will be a final design report and presentation. In addition material associated with the design project, students will be exposed to contemporary issues in hydraulic engineering. Prerequisite: ECE 360. 2 semester hours.

**ECE 450 Separation Processes.** This course provides students with the theory and applications of separation processes to the design of systems for solids, liquids, and gas separation. Topics include but not limited to: absorption, adsorption, membrane processes, ion exchange, stripping, and distillation. Prerequisite: ECE 330. 2 Semester Hours

**ECE 460 Geotechnical Engineering Design.** In this course students will apply knowledge of geotechnical engineering theory to the design of foundations and retaining walls. Use knowledge of shear strength, bearing capacity, and lateral earth pressures in their designs. Design topics discussed will include both shallow and deep foundation design along with wall and geotextile design. Prerequisite: ECE 350. 2 Semester Hours.

**ECE 480 Civil Engineering Capstone I.** This course involves the study and investigation of an open-ended problem in the field of Civil Engineering. The emphasis of this course is on independent learning, literature search and identification of viable solutions for the defined problem. This course is the first component of the Senior Culminating Experience requirement. Prerequisites: ECE 330, ECE 340, ECE 350 and ECE 360. 2 Semester Hours.

**ECE 490 Civil Engineering Capstone II.** This course is a continuation of ECE 480 with an emphasis on the execution of the design identified for solving the problem introduced in ECE 480. The emphasis of this course is on data collection, analysis, and justification of the most viable solution for the defined problem. This includes providing detailed design calculations and engineering drawings in addition to incorporating engineering standards and realistic constraints that include economic, environmental, sustainability, manufacturability, ethical, health, social, and political considerations. This course is the second and final component of the Senior Culminating Experience requirement for Civil Engineering students. Prerequisite: ECE 480 with a grade of C or better. 4 Semester Hours.

**EGE 110 Introduction to the Engineering Profession.** A highly interactive seminar style course that explores all aspects of the engineering profession, including engineering disciplines, challenges, education, and employment; creativity and design; and the professional responsibilities of engineers. Student teams make presentations that discuss the relevance of course topics to current events. 2 Semester Hours.

**EGE 120 Introduction to Engineering Analysis and Problem Solving.** A hands-on introduction to the practice of engineering and the use of engineering tools to solve problems and design products. Students will complete individual and team assignments using hardware and software platforms. Prerequisites: EGE 110 and MTH 141. (MTH 141 may be taken concurrently.) 4 Semester Hours.

**EGE 210 Statics and Dynamics.** The study of force systems in two and three dimensions to explore the principles of equilibrium applied to various bodies and simple structures, and the kinematics and kinetics of plane motion of particles. The principles of work and energy and impulse and momentum are also introduced. Course makes extensive use of vector methods. This course has a laboratory component. Prerequisites: EGE 120, MTH 141 with a grade of C- or better, PHY 101, and MTH 142. (MTH 142 may be taken concurrently). 4 semester hours.

**EGE 220 Thermodynamics and Fluid Mechanics I.** This course is an equal balance between Thermodynamics and Fluid Mechanics. Thermodynamics concepts covered are basic concepts, ideal gas, internal energy, enthalpy, evaluating properties and the first law applied to control mass and control volume systems. Fluid Mechanics concepts covered are fluid measurement, hydrostatics, integral relations-conservation of mass, momentum and energy, Bernoulli equation and viscous flow in pipes. 200 minutes of lecture and one 110 minute lab per week. Prerequisites MTH 142, CHE 120N and EGE 210. 4 Semester Hours.

**EGE 230 Material Science.** Introduction to the structure, processing, properties, and performance of engineering materials, including metals, glasses, ceramics, and composites. Prerequisite: CHE 120N. 2 Semester Hours.

**EGE 240 Mechanics of Materials.** Introduction to the behavior of materials, including stress-strain diagram, Hooke's law, principal stresses and strains, Mohr's circle, strain gauges, determination of stresses and deformations in statically determinate and indeterminate members subjected to axial loading, torsion, and bending. Stress analysis of components under general loading are also presented in this course. This course has a laboratory component. Prerequisite: EGE 210. 4 Semester Hours.

**EGE 310 Product Design and Development.** This course presents interdisciplinary content from business and engineering with an emphasis on the process of product development. The steps in the product development process are presented to give shape to a design idea to make a commercially viable product. Student teams will design a product, construct an Alpha prototype and present the prototype with a business case in support of the product. Prerequisites: EGE 230, EGE 240 and MGT 495. 4 Semester Hours.

**EGE 320 International Engineering Field Experience.** This course will provide the student with an interdisciplinary, multidisciplinary, and international exposure to engineering projects, specifically projects in the developing world. The course will expose students to the grand challenges of engineering and the need for various stakeholders (engineers, scientists, policy-makers, etc.) to collaborate and to develop, test, and implement innovative, appropriate, cost-effective, and sustainable solutions. Prerequisites: EGE 220, EGE 230, EGE 240 and Foreign Language Proficiency. 2 Semester Hours.

**EGE 440 Introduction to Finite Element Analysis.** This course introduces the methodology of finite element modeling and analysis. Topics include selection of elements, use of symmetry, plane stress, plane strain, and isoparametric formulation. This course will make extensive use of ANSYS for finite element analysis. Prerequisites: EGE 230 and EGE 240. 2 Semester Hours.

**EGE 450 Fatigue and Fracture Mechanics.** This course involves the study of low cycle fatigue, high cycle fatigue and fracture mechanics. The emphasis of the course content will be on the incorporation of fatigue and fracture considerations in engineering design to ensure structural integrity. Topics of study include crack initiation, crack growth, notch effects, stress-based fatigue and strain-based fatigue. Prerequisites: EGE 230 and EGE 240. 2 Semester Hours

**EME 310 Kinematics and Dynamics of Machinery.** This course involves the study of the synthesis and analysis required for the design of mechanical systems. The core content is based on the kinematic and kinetic analysis of rigid bodies and the application of this analysis to commonly used devices and products. This course introduces computer aided engineering (CAE) for the analysis of mechanisms. Prerequisite: EGE 210. 4 Semester Hours.

**EME 320 Thermodynamics and Fluid Mechanics II.** This course is a continuation of Thermodynamics and Fluid Mechanics I. Thermodynamics concepts covered are second law, entropy, exergy, power cycles – rankine, otto, diesel, brayton, refrigeration, psychrometry and reaction thermodynamics. Fluid Mechanics concepts covered are flow past immersed bodies, similarity analysis, differential analysis – total acceleration, continuity, navier-stokes and turbomachines. 200 minutes of lecture and one 110 minutes of lab per week. Lab includes experiments and computer simulations to compliment the lectures. Prerequisites: MTH 333 and EGE 220. 4 Semester Hours.

**EME 330 Design of Machine Elements.** This course provides students with the theoretical background required for designing components and systems that need to withstand static as well as cyclic loading. The principles of design are applied to multiple elements that are commonly used in Mechanical Engineering. This course introduces students to the application of finite element analysis and the principles of probabilistic design for designing machine elements, parts and systems. Prerequisites: EGE 230 and EGE 240. 4 Semester Hours.

**EME 410 Control of Dynamic Systems.** This course involves the study of analysis and design of control systems for mechanical, electrical and electro-mechanical systems. The core content of this course involves mathematical modeling of dynamic systems and subsequent analysis in time domain and frequency domain. This course introduces concepts of state space design and digital control. Extensive usage of computing tools for simulation of control systems is also integrated into the course content. Required laboratory in dynamic systems provides hands-on experience with dynamic system equipment, instrumentation, control and analysis. Prerequisites: EME 310 and MTH 333. 4 semester hours.

**EME 420 Mechanical Vibrations.** This course involves the study of mathematical modeling for the analysis of dynamic systems. Systems with one degree-of-freedom and multiple degrees-of-freedom are covered with specific focus on mechanical vibrations. Topics of study include vibration isolation and control, damping, harmonic excitation, periodic and non-periodic excitation and modal analysis. An introduction to laboratory equipment and measurement for modal analysis of vibrations. Prerequisites EME 310 and MTH 333. 4 semester hours.

**EME 430 Heat Transfer.** This course covers the basic modes of heat transfer, steady heat conduction, extended surface heat transfer, transient heat conduction, computational methods, forced and free convection, boiling and condensation, heat exchangers, thermal radiation and a thermal systems design

project. 200 minutes of lecture and one 110 minute lab per week. Lab includes experiments and computer simulations to compliment the lectures. Prerequisite: EME 320. 4 semester hours.

**EME 440 Power Plant Engineering.** Analysis of thermodynamic cycles, environmental, and economic considerations that affect the design and performance of modern fossil fuel based power plants; overview of power generation system and its components, including boilers, turbines, circulating water systems, and condensate-feedwater systems; fuels and combustion; gas turbine and combined cycles. Exposure to nuclear power plants and alternative energy systems based on geothermal, solar, wind, and ocean energy. Prerequisite: EME 430 or Instructor's permission. 2 Semester Hours.

**EME 450 Manufacturing Science.** This course involves the study of topics in manufacturing science for the understanding of manufacturing systems and processes. Topics of study will include manufacturing methods for metal processing and cutting, additive manufacturing, and tribology applied to manufacturing systems; and exposure to polymers, ceramics, and microelectronic manufacturing. An emphasis will be made on additive manufacturing laboratory systems and composites manufacturing laboratory experience. This course has a laboratory component. Prerequisite: EME 310. 2 Semester Hours.

**EME 460 Introduction to Robotics.** This course involves the study of kinematics, dynamics and control of robotic manipulators. Topics of study include path and trajectory planning, independent joint control and current topics in the application and research of robot modeling and control. This course will also introduce students to Programmable Logic Controller (PLC) programming that is commonly used in the industry. Prerequisite: EME 310. 2 Semester Hours.

**EME 470 Probabilistic Design and Reliability.** This course involves the study of probabilistic techniques in product and system design. The focus of this course will be on the design of Mechanical Engineering components, but the principles of probabilistic design can be applied to other systems as well. This course also introduces concepts in statistical quality control, robust design, design of experiments and product reliability. Prerequisite: EME 330. 2 Semester Hours.

**EME 480 Mechanical Engineering Capstone I.** This course involves the study and investigation of an open-ended problem in the field of Mechanical Engineering. The emphasis of this course is on independent learning, literature search and identification of viable solutions for the defined problem. This course is the first component of the Senior Culminating Experience requirement. Prerequisites: EME 320 and EME 330. 2 Semester Hours.

**EME 490 Mechanical Engineering Capstone II.** This course is a continuation of EME 480 with an emphasis on the execution of the design identified for solving the problem introduced in EME 480. Analysis as well as experimentation and data collection will be required to support the identified design. This course is the second and final component of the Senior Culminating Experience requirement for Mechanical Engineering students. Prerequisites: EME 480 with a grade of C or better. 4 Semester Hours.

## Department of English

### English

The English department plays a central role in the liberal education that prepares Mount Union students for fulfilling lives and successful careers in our ever-changing world. It is a world that has demanded insightful readers and powerful communicators in each new phase of its history going back thousands of years, even before the term "liberal arts" -- "skills of freedom" -- was invented.

Students in the English department explore writing from the past and the present and all over the world because all of it helps us understand life, whether it be our lives as individuals or our nation's place in a global society. We celebrate the beauty and power of words but we do not stop there. We see words as the basis for action. To become a liberally educated person is to become more than just "well-rounded." It is to internalize the habit of critical, flexible, compassionate thinking and thereby to become a more *responsible* agent in society. It is also to become a more eloquent and persuasive communicator, therefore a more *effective* agent in society.

The English major's focus on developing superior core skills of interpretation and communication prepares students for success in a huge range of professions. For example, apart from the well-known paths to teaching and various kinds of professional writing, the English major is also a traditional preparation for law school because of its emphasis on persuasion and the evaluation of verbal evidence. In fact, English is among a handful of majors that consistently place highest for scores on the national law school admissions test (LSAT). Given that a typical American now switches careers three or even five times, the flexible skill set of the English major is a major advantage in both traditional and emerging fields. In other words, the English department is built from the ground up to prepare 21<sup>st</sup>-century students for success in all three parts of the Mount Union credo: "fulfilling lives, meaningful work and responsible citizenship."

### Requirements for a Major in English

Required Courses	Semester Hours
ENG 250H True Lies: Introduction to the Literary Imagination	4
ENG 260 British Literature I	4
ENG 265 British Literature II	4
ENG 270 American Literature I	4
ENG 275 American Literature II	4
One course in global, transnational literature:	
ENG 305 Global Anglophone Literature	4
ENG 310 Africana Literature	4
ENG 315 Native American Literature	4
ENG 320 Irish Literature and Culture	4
Three elective courses	
ENG 330 Literature to Film	4
ENG 335 Literature and Human Rights	4
ENG 340 Modernism/Postmodernism	4
ENG 345 Gender Issues in Literature and Culture	4
ENG 350 Introduction to Linguistics	4
ENG 355 History of the English Language	4
ENG 360 Critical Theory	4
ENG 400 Reading in Depth	2



**ENG 210 Children's Literature.** A course exploring the scope, importance and content of literature for children. Students will be exposed to the techniques of evaluation and methods of presenting and studying literature with children. Priority is given to students seeking licensure in inclusive early childhood education. 4 Semester Hours.

**ENG 215 Literature for Adolescents.** A survey of literature appropriate for readers in grades four through nine. The course will include a wide selection of works ranging from traditional folk tales to contemporary fiction. The goal is to help class members establish personal criteria for judging both appropriateness and merit of material suitable for this age level. Whenever possible, connection will be made between analysis of literature and presentation of literature in middle school classrooms. Priority is given to students seeking licensure in middle childhood education. 4 Semester Hours.

**ENG 250H True Lies: Introduction to the Literary Imagination.** What distinguishes literature from other kinds of writing? How is it that fictional works reveal deep truths about our lives and the world around us? Why is it that, across time and across cultures, institutions and those in power frequently fear the power of literature and seek to silence its voices? To answer these and other questions, you will be introduced to readings in a variety of literary forms, from drama composed in ancient times to today's detective stories and cyberfiction. You will also become familiar with some of the important assumptions, questions, and debates typical of the dynamic and ever-evolving field of English studies. Instruction in close reading, critical thinking and persuasive writing will provide a foundation for understanding and exploring the humanities. 4 Semester Hours.

**ENG 260 British Literature I.** An introduction to British literature from its beginnings in the Anglo-Saxon period through the High Middle Ages, the Early Modern (or Renaissance) period, to the Restoration and Eighteenth Century. All readings will be considered in a literary and historical context in order to produce an understanding of the historical, cultural and philosophical influences that shape texts. Reaching into the literature of the past will force us to ask questions about our positions as readers, about the ideas and literary genres that define each of these periods, about different values and perspectives, and about the political, social, and religious assumptions that characterize earlier eras. What changes and what remains constant? How do Beowulf and Lemuel Gulliver compare with each other and what do they have to say to us? Prerequisite: ENG 250, or First-Year Seminar. 4 Semester Hours.

**ENG 265 British Literature II.** This course examines the literature and culture of Britain from the "Age of Revolution" beginning in the 1700s through the Victorian age and up to the present day. Students will explore the ways in which writers contributed to and critiqued dramatic historical changes of the period, including the rise of modern democracy, modern technology, modern warfare, and modern psychology as well as the apex and demise of the largest empire in history. Along the way, students will also trace the development of the period's major cultural movements, including Neoclassicism, Romanticism, the Gothic, Realism, Naturalism, Decadence, Modernism, and Postmodernism. Prerequisite: ENG 250, or First-Year Seminar. 4 Semester Hours.

**ENG 270 American Literature I.** An introduction to the breadth and depth of literature in the Americas from the earliest period of "discovery," exploration and encounter in the New World of the 16<sup>th</sup> and 17<sup>th</sup> centuries, the evolution of an Atlantic world in the 18<sup>th</sup> century, continuing through the 19<sup>th</sup> century with emergence and coming of age of a distinctive American literary tradition culminating in the Civil War. Prerequisite: ENG 250, or First-Year Seminar. 4 Semester Hours.

**ENG 275 American Literature II.** This course offers an introduction to the rich variety of literature written in this country from the conclusion of the Civil War to the present. Though much of the emphasis in the course will be placed on an understanding of American literature as a "living tradition," we'll also carefully explore the major trends and movements that help define the period, with close attention paid to realism, modernism and postmodernism. We will also examine how Native American, African American and immigrant voices have complicated and enriched our understanding of a unified "American" literature. Prerequisite: ENG 250, or First-Year Seminar. 4 Semester Hours.

**ENG 305 Global Anglophone Literature.** An exploration of literatures written in English by authors originating from English speaking nations other than Great Britain and the United States of America. The course may be comparative and may be organized according to region (the Caribbean, South Asia, or North Africa), nation (South Africa, India, or Australia), or continent (Africa). It may focus on specific historical moments or phenomena such as South African apartheid, Indian partition, Pan-Africanism, or issues such as the development of English as global language(s), hybridity and identity, or de-colonization and modernity. Prerequisite: ENG 250, or Junior-level standing or above, or permission of the instructor. 4 Semester Hours.

**ENG 310 Africana Literature.** A comprehensive examination of literatures produced by people of African origin, both in Africa and in the African diaspora. The course is comparative and may be organized according to region (the Caribbean, the Black Atlantic), nation (Great Britain, Brazil, the United States of America, Canada) or continent (Africa, North America); specific historical events such as the Atlantic Slave Trade, South African apartheid, Black Power and the Black Arts movements; or themes such as negritude, Pan-Africanism, or womanism. Prerequisite: ENG 250, or Junior-level standing or above, or permission of the instructor. 4 Semester Hours.

**ENG 315 Native American Literature.** This course will focus on the literature of Native Americans which is not covered by traditional genre and survey courses. It will deal with the distinctive geographical settings, nationalities, social concerns and political issues related to the Native American experience. Prerequisite: ENG 250, or Junior-level standing or above, or permission of the instructor. 4 Semester Hours.

**ENG 320 Irish Literature and Culture.** This course brings together fiction, poetry, drama, and film with a focus on the dramatic last century of Irish history. Like our own history, it is a period marked by the idealism of a revolutionary war against the British Empire and the trauma of a bloody civil war. Unlike our own history, it also includes partition of the island into two countries and the deployment of British troops within recent memory. Do bad times make for good art? Does art record the story of a nation or create it? Where does true liberation begin and end? These are some of the questions this course raises through the extraordinary array of poets and storytellers that emerged from Ireland during this period, a list that includes several winners of the Nobel Prize and the leaders of international movements in art. Choosing from this abundance of influential figures—including Yeats, Joyce, Synge, Bowen, Beckett, Heaney, Boland, and many more—the course explores the power of great stories and places these stories in both national and transnational contexts, including those of post-colonialism, feminism, and modernism. Prerequisite: ENG 250, or Junior-level standing or above, or permission of the instructor. 4 Semester Hours.

**ENG 330 Literature to Film.** This course explores literature and film together, tracing the many ways that literary works have been transformed for the screen as well as the cultural impact of such transformations. Students will read films with the same attention scholars pay to the written word, learning to recognize and analyze the techniques used in both mediums. Since films often seek to adapt literature for a different audience, the impact of historical/cultural context will be one major source of research and discussion while the differing artistic visions of authors and filmmakers will be another. Prerequisite: ENG 250, or Junior-level standing or above, or permission of the instructor. 4 Semester Hours.

**ENG 335 Literature and Human Rights.** Words can change the world. Stories can move readers to action. This course inquires into the many ways in which the written word has helped promote human rights across the globe. We will look deeply into how literature fosters imaginative empathy for fellow world citizens, and how it can lead readers to take social and political action. The course will introduce students to human rights theory and will address the literary and ethical challenges that accompany the representation of the suffering of others. Prerequisite: ENG 250, or Junior-level standing or above, or permission of the instructor. 4 Semester Hours.

**ENG 340 Modernism and Postmodernism.** Modernism and postmodernism remain two of the most influential movements in both British and American literature, yet they are also global movements, with a reach that extends far beyond British and American shores. As influential as these movements are, that fact

is that both are still poorly understood and often unfairly maligned. This course will examine both modernism and postmodernism in a variety of national contexts. Taking this course will help you make sense of the modern and the postmodern and will enrich your appreciation of the various local and national inflections these two movements have taken on. Prerequisite: ENG 250, or Junior-level standing or above, or permission of the instructor. 4 Semester Hours.

**ENG 345 Gender Issues in Literature and Culture.** An exploration of gender issues in literature and the many ways that these issues impact writers (who writes and what do they write about?); readers (who reads, what do they read, and how do they understand texts?); and the texts themselves (what cultural perspectives and attitudes do the texts reflect and contribute to?). A range of theoretical approaches will also be examined and discussed. The focus and range of literature will vary from semester to semester, but some of the particular issues that may be addressed are questions of cultural attitudes and assumptions toward men and women, literacy and education, gender and class considerations, the masculine literary tradition of Western Europe and its effect on women writers and readers, feminism and feminist theory, theories of gender and

**ENG 350 Introduction to Linguistics.** An introduction to linguistics—the scientific study of language. Through an exploration of the subsystems of languages (phonetics, phonology, morphology, syntax, semantics, pragmatics), the contributions of current theoretical approaches which examine how language is learned and processed, and the social aspects of language (language varieties, identities, communication) change over time and related topics of language acquisition (human and nonhuman communication), sign languages, language varieties (dialects of a language), and historical change. 4 Semester Hours.

**ENG 355 History of the English Language.** A study of the development of the English language from its roots in Proto-Indo-European, through its earliest written records and the three traditional historical phases—Old English, Middle English, and Modern English—into its present forms, the various Englishes that are spread across the globe. This study will examine lexical, semantic, morphological, syntactic, and phonological change as well as explore the intersections between language, literature, and culture. 4 Semester Hours.

**ENG 360 Critical Theory and Practice.** An advanced introduction to critical and literary theories through the reading of primary texts. Emphasis will be placed on contemporary critical practices beyond what has been introduced in ENG 250. Attention will be devoted to the history of literary criticism particularly as it informs current literary theory. Prerequisite: ENG 250, or Junior-level standing or above, or permission of the instructor. 4 Semester Hours.

**ENG 400 Reading in Depth.** Readings courses focus on a particular author or authors, genre, or topics—historical or cultural—not provided in the regular departmental curriculum. Examples might include but are not limited to: “19<sup>th</sup> Century British and American Women Writers”; “Edgar Allen Poe and the Invention of Detective Fiction”; “The Short Fiction of Henry James”; “Leaves of Grass”; “American Travel Narrative(s)”; “The Graphic Novel.” Prerequisite: ENG 250, or Junior-level standing or above, or permission of the instructor. 2 Semester Hours.

**ENG 410 Major Authors.** A study of representative works by one, two, or three authors who have made important contributions to English, American, or world literature[s]. This course allows students the opportunity for in-depth study of a specific body of work. The schedule of classes will indicate which authors will be studied. Prerequisites: ENG 250 and Junior or Senior standing. 4 Semester Hours.

**ENG 450 Senior Project.** A conference course for senior English majors, focusing on the research and development to revise a class project into a senior capstone presentation. The emphasis will be on independent research, writing and professionalization. Students will refine a project (from an earlier English class or a concurrent English class) and present it in both written and oral modes. Subject matter and approaches may vary, depending on the student’s interests, background and goals. Prerequisites: ENG 250 and senior standing. Juniors with outstanding performance in the major may take this course with the permission of the instructor. 2 Semester Hours.

**ENG 490 Independent Study.** Open to senior English majors who wish to pursue a topic related to the study of language or literature. Study may be taken on an interdepartmental basis with permission of the departments involved. A prospectus and preliminary bibliography of the project must be submitted for departmental approval prior to registration. 1-4 Semester Hours.

#### ENG 499 Internship

## Writing Course Descriptions

**WRT 100 College Writing.** A course requiring a research paper and frequent written assignments related to classroom discussions and readings. Individual conferences help students formulate, organize, and express ideas. WRT 100 satisfies the General Education Requirement for Written Communication (I,B.1) and is intended for students entering before fall 2012. Prerequisite: None. 4 Semester Hours.

**WRT 110 Introduction to Professional Writing.** A course introducing students to the rhetorical foundations of business, professional, and technical writing. In this class we will pay attention to such rhetorical elements as style, audience, purpose, and design and learn how these varying contextual factors affect the creation and reception of professional and technical documents. Prerequisite: None. Typically offered every year. 4 Semester Hours.

**WRT 120A Introduction to Creative Writing.** A course introducing students to the craft of creating fiction, poetry, creative nonfiction and drama. In this course we will explore the various techniques, decisions, styles and approaches used by creative writers. Students will also read extensively and participate in exercises designed to develop the creative process. Prerequisite: None. Typically offered every year. 4 Semester Hours.

**WRT 200 Fieldwork for Writers.** A course introducing students to the type of research real writers do. Writers learn to conduct research in order to present a piece of writing that is “right” not only factually, but aesthetically. They conduct interviews, observe scenes, walk the ground, consult archives and read extensively to find the story and the story beneath the story. In this class, we will study how writers research their subjects and practice doing research using multiple methods. Students will identify a writing project and conduct both primary and secondary research. Primary research might include observation, interviews, and case studies; secondary research may include traditional scholarly research and the use of a wide net of resources useful to a particular project (resources that would not be considered scholarly but which would illuminate the subject for readers in new ways). Prerequisite: WRT 110 or WRT 120. 4 Semester Hours.

**WRT 230H Rhetorical Grammar.** A course introducing students to the rhetorical choices writers make at the sentence-level to create a particular effect among readers, including grammatical, punctuation, and mechanical choices. In this class, we will wrestle with some of the big questions surrounding language use today: What are the consequences for “incorrect” grammar today? How do societies decide what makes for “correct” grammar? What makes good writing good? How does language use affect meaning? In addition to asking the big questions, we will examine how people use language “rules” to shape writing, and how people break those rules for certain, deliberate effects. We will also learn and practice the methods of studying language use that can be helpful for anyone who wants to communicate well. Practically speaking, we will study examples of effective communication and practice using their successful strategies to produce and revise our own work. This class can be beneficial for the student who just wants to gain a better grasp of grammar as well as the student who really wants to learn more about the power of language in our lives. Typically offered every semester. 4 Semester Hours.

**WRT 310 Theory and Practice of Editing.** A course introducing students to the knowledge, skills, and techniques necessary for a career in professional editing. In this class we will examine textual and literary approaches to editing given particular rhetorical contexts, emphasizing the various approaches to editing

and how to make editorial judgments that promote editorial standards without violating authorial intent. Topics covered will include: visual and textual document design, editorial design, copy editing, proofreading, and plain language principles. Prerequisite: Junior standing. Typically offered every other year. 4 Semester Hours.

**WRT 311 Publications Management.** A course introducing students to the historical, theoretical, and practical aspects of publications management. In this course we will gain familiarity with the responsibilities of people who manage a variety of publications including: in-house publications, those of independent companies, organization-wide information policies, and professional publications. We will cover the principles of effective visual and document design, the role of the technical communicator in the design process, and the application of professional design principles and production techniques to create effective print and digital publications. We will also assist in the management and production of The Agora and Calliope. Prerequisite: Junior standing. Typically offered every other year. 4 Semester Hours.

**WRT 312 Writing and the Web.** A course introducing students to the principles of writing in digital, networked environments. In this class we will conduct oral and/or written analyses of a number of different digital artifacts and practice writing and designing websites, weblogs, and digital video content. We will read contemporary theories of digital, visual, and public rhetoric as well as texts on the history of digital writing technologies and their effect on contemporary practice. Students will propose, plan, and develop a number of individual and group web writing projects. Prerequisite: Junior standing. Typically offered every other year. 4 Semester Hours.

**WRT 320 Reading and Writing Poetry.** A course helping students to expand on introductory material from WRT 120 in a focused study and production of poetry. In this course we will learn where poetry comes from (historical context), how it has changed over the centuries, and where poetry now stands as a literary art form and vibrant cultural expression. We will write about writing poetry, write poetry, and read poetry. We will research poets, publications, and topics for writing poetry. Students will produce a poem a week based on an exercise from the text, which will help to develop a sense of the range and possibilities in poetic expression. Students will also host and participate in monthly coffeehouse events for writers on campus. At least one piece will be revised for inclusion in the major portfolio. Prerequisites: WRT 120A and WRT 200. Typically offered every other year. 4 Semester Hours.

**WRT 321 Reading and Writing Fiction.** A course helping students to expand on introductory material from WRT 220 in a focused study and production of fiction. Writing creatively begins by reading with the eye of a writer. Thus, in this course we will read classic and contemporary fiction paying close attention to aesthetic elements such as characterization, conflict, dialogue, narrative, and plot, while always keeping in mind that good literature appeals to its reader through the senses. The published works of others will provide inspiration as well as a framework through which we can analyze, understand and discuss stories as an enthusiastic community of writers. As the semester progresses we will turn our attention to stories written by class members. These stories will be critiqued in the classic workshop style, whereby students will present their works in progress, and will receive responses from the instructor as well as fellow class-members through writing and through discussion. Students will also host and participate in monthly coffeehouse events for writers on campus. At least one piece will be revised for inclusion in the major portfolio. Prerequisites: WRT 120 and WRT 200. Typically offered every other year. 4 Semester Hours.

**WRT 322 Reading and Writing Creative Nonfiction.** A course helping students to expand on introductory material from WRT 220 in a focused study and production of creative nonfiction. Creative nonfiction uses the techniques of poetry, fiction and journalism to get at truth, both emotionally and factually. Creative nonfiction (CNF) is thriving in the world. Any reader can pick up The New York Times and find it there as the "New Journalism," in essays that tell the stories behind specific events, people, and problems. CNF can be found in hundreds of trade journals and specialty magazines, on any magazine row, in literary journals devoted to the genre, and in the thousands of personal web blogs flourishing today. In this course we will read the works of classic and contemporary creative nonfiction writers in order to provide a framework through which we can analyze and understand creative-nonfiction as writers. This reading will also provide a means for us to discuss our own work, as well as that published by others. As the semester progresses we will turn our attention to work written by class members. These pieces will be critiqued in the classic workshop style whereby students will present their works in progress and will receive responses from fellow class-members through writing and through discussion. Prerequisites: WRT 120 and WRT 200. Typically offered every other year. 4 Semester Hours.

**WRT 330 Special Topics.** A course offering students an opportunity for advanced study of a more focused area of professional or creative writing. Special Topics courses may be offered on occasion as a substitute for a rotational elective (e.g., "The Short Story Collection" instead of "Reading and Writing Fiction") or as an extra topic (e.g., "Writing for the Screen and Stage," "The Novella, Writing about Place," "Argument and Persuasion," or "Major Author") in addition to the rotational offerings. Prerequisite: Varies by topic. 4 Semester Hours.

**WRT 400 Style, Voice, Ethos.** A course helping students to examine some of the most significant concepts common to writers of all texts (poetry and prose of all kinds). In this course we will emphasize the concepts of style, voice, and ethos and explore how writers develop strategies for the choices they make to have a desired effect on readers. Students will also develop strategies for honing their own language choices to better attend to the issues of style, voice, and ethos in their texts. Prerequisite: Senior standing. Typically offered every fall. 4 Semester Hours.

**WRT 410 Professionalizing as a Writer.** The senior capstone for writing majors. In this course, we will focus on finalizing the writing portfolio by revising and polishing selected pieces that showcase abilities and skills for a particular audience (typically graduate school, employment, or publication). Students will also articulate a professional statement of identity as a writer (including style, voice, and ethos). Prerequisite: WRT 400 and senior standing. Typically offered every spring. 4 Semester Hours.

**WRT 450 Independent Study.** Open to senior Writing majors who wish to pursue a topic related to the advanced study of writing in an area not offered under the traditional curriculum. Study may be taken on an interdepartmental basis with permission of the departments involved. A prospectus and preliminary bibliography of the project must be submitted for departmental approval prior to registration. 1-4 Semester Hours.

**WRT 499 Internship.** Through the cooperation of agencies and business in the vicinity of the University, students are provided with a significant learning experience outside of the classroom setting. Although the program is designed to be fundamentally an educational experience, professionally productive work will constitute an integral part of the internship. Specific arrangements and requirements will vary with the program. A contract will specify the activities with which the student will be involved. The basis of determining the grade for the program will be given in the contract and will include an evaluation by the supervisor at the organization where the internship work is done, an assessment by the internship faculty advisor, and a written report of the internship experience submitted by the student. Prerequisites will vary with the internship. Participation is by petition to the chair of the department. Taken under Satisfactory/Unsatisfactory grade option only. Only one internship may be taken for credit but may, in certain cases, be repeated for audit. 1-12 Semester Hours.

## Entrepreneurship

The Entrepreneurship minor is designed to prepare students with the skills and knowledge to start their own business, assist in the start-up of a new business, or bring an entrepreneurial mindset to an already established business. The minor will provide the students with the opportunity to study and analyze ideas and bring the ones that appear to possess the greatest chance of success to the next step in the business development process. Additionally, the students who complete the minor will have had the opportunity to learn from current and past entrepreneurs. The students will have a basic understanding of the financial

needs of a startup business and how to pursue various funding opportunities. Also, they will have been introduced to the skills required in selling their idea to their target audience.

When a student finishes the Entrepreneurship minor, the University's goal is that he/she will be more comfortable with ambiguity and risk taking. They will understand how to push their idea through to reality, how to create an innovative environment/culture, how to deal effectively with failure and rejection, and how to analyze various issues and draw conclusions.

## Requirements for the Minor in Entrepreneurship

Required Courses		Semester Hours
ENT 200	Introduction to Entrepreneurship	4
ENT 300	New Venture Planning	2
ENT 350	The Entrepreneurship Experience	4
Eight Additional Hours from the Following		
ACC 205	Financial Accounting	4
ART 120	Design I	4
BUS 100	Introduction to Business	2
BUS 250	Business Law I	4
COM 227	Public Advocacy and Argumentation	4
COM 254	Social Media Strategies	4
COM 255	Introduction to Public Relations	4
COM 325	Leadership and Team Communication	4
CSC 120	Programming and Problem Solving I	4
EGE 110	Introduction to the Engineering Profession	2
EGE 310	Product Design and Development	4
ENT 499	Internship in Entrepreneurship	2-4
ENV 190	Introduction to Environmental Science	4
EXS 320	Exercise Testing and Prescription	4
EXS 340	Corporate and Worksite Wellness	4
HRM 456	Human Resource Management	4
HRM 491	Seminar in Leadership	4
MKT 220	Marketing Principles	4
MKT 396	Selling and Sales Management	2
MGT 200	Management Principles	4
PSJ 150	Introduction to Peacebuilding and Social Justice	4
PSY 235	Social Psychology	4
SOC 325	Organizational Analysis	4
SPB 380	Sport Entrepreneurship	4
THE 150	Believing in the Imaginary: Beginning Acting for the Theatre	4
WRT 210	Introduction to Professional Writing	4
Total		18

Students may count up to 4 semester hours from their major toward the ENT minor.

## Course Descriptions

**ENT 200 Introduction to Entrepreneurship.** This course will develop a basic understanding of how to identify various opportunities, assess their feasibility, and assemble the fundamental elements required to form a new for-profit or not-for-profit venture. The course is open and encouraged for all majors. Prerequisite: Sophomore standing or permission of instructor. 4 Semester Hours.

**ENT 300 New Venture Planning.** This course continues to develop ideas and opportunities from ENT 200 emphasizing the key components of the business model generation canvas to give students the ability to intelligently discuss and present their idea/opportunity with potential key partners and funding sources. This course will introduce students to the various legal issues associated with new ventures to include the various forms of a business entity. Prerequisite: ENT 200. 2 Semester Hours.

**ENT 350 The Entrepreneurship Experience.** The objective of this course would be to produce a business plan that the student could take to financial sources for funding. To that end students will conduct in-depth research into their chosen idea/opportunity focusing on the analysis of personnel, marketing, and financial aspects providing them the ability to discuss all aspects of their plan with expertise. Prerequisites: ENT 200 and 300. Completion of 2 of the following 3 courses may be substituted for the ENT 300 prerequisite: ACC 205, MKT 220, MGT 200. 4 Semester Hours.

**ENT 499 Internship in Entrepreneurship.** An experience-based course in which students are enrolled once they have secured a position in an appropriate business or agency where previous classroom learning may be integrated with work in their major discipline. The exact location, program and method of education are provided in a contract drawn between the student, the department faculty internship coordinator and the host internship supervisor. Specific restrictions apply. Instructor approval is required prior to registration for this course. 4 Semester Hours.

## Environmental Science

The environmental science major at Mount Union is an interdisciplinary major where students complete an in-depth experience in a traditional area of science, an interdisciplinary breadth experience and four integrative experiences which tie together the sciences and the humanities. The program seeks to

develop environmentally informed professionals and citizens who can contribute to responsible environmental management and who possess leadership, teamwork and problem-solving skills

## Requirements for the Major in Environmental Science

Required Environmental Science Courses		Semester Hours
ENV 190N	Introduction to Environmental Science	4
ENV 210	Hydrology and Water Resources (Cross-listed as GEO 210)	4
ENV 350	Case Studies in Environmental Science	4

### Breadth Experience

PHL 290	Environmental Ethics	4
POL 240	Environmental Policy	4
MTH 123	Statistics or MTH 141 Calculus I	4

### Depth Experience

Students will pick one area – biology, chemistry or geology – and fulfill the following course requirements.

#### Biology Depth Experience

BIO 140N	The Unity of Life	4
BIO 141N	The Diversity of Life	4
BIO 220	Ecology	4
BIO 321	Aquatic Ecology	4
BIO 405	Research	4
CHE 120N	Concepts in Chemistry	4
CHE 210	Environmental Chemistry	4

Plus any from the following courses totaling 16 semester hours

BIO 215	Evolutionary Biology	4
BIO230	Conservation Biology	4
BIO 285	Vertebrate Zoology	4
BIO 305	Microbiology	4
BIO 315	Physiological Ecology	4
BIO 322	Ecotoxicology	2
ENV 280	Geographical Information Systems	4

Or another appropriate course approved by the director of the Environmental Science Program

#### Chemistry Depth Experience

CHE 120N	Concepts in Chemistry	4
CHE 210	Environmental Chemistry	4
CHE 212	Green Chemistry	4
CHE 220	Analytical Chemistry I	4
CHE 231	Organic Chemistry I	4
CHE 341	Physical Chemistry with Laboratory	4
CHE 490	Senior Research	4
MTH 142	Calculus II	4
PHY 101N	Physics I	4
PHY 102	Physics II	4

Plus any from the following courses totaling eight semester hours

CHE 214	Inorganic Chemistry I	4
CHE 232	Organic Chemistry II	4
CHE 320	Analytical Chemistry II	4
CHE 370	Biochemistry	3
CHE 371	Biochemistry Laboratory	1
CHE 414	Inorganic Chemistry II	4
CHE 442	Applied Thermodynamics & Kinetics	2
CHE 443	Computational Chemistry and Spectroscopy	2

#### Geology Depth Experience

GEO 112N	Physical Geology	4
GEO 212	Historical Geology	4
GEO 301	Earth Materials	4
GEO 325	Stratigraphy and Sedimentation	4
GEO 425	Senior Culminating Experience	4
BIO 141N	The Diversity of Life	4
CHE 110N	Foundations of Chemistry or CHE 120N Concepts in Chemistry	4

Plus any from the following courses totaling at least 14 hours (At least 8 must be GEO hours)

GEO 270	Regional Geology	4
GEO 302	Igneous and Metamorphic Petrology	4
GEO 320	Paleontology	4

GEO 330	Structural Geology	4
GEO 410	Research	1-4
BIO 322	Ecotoxicology	2
CHE 210	Environmental Chemistry	4
ENV 280	Geographical Information Systems	4
Or another appropriate course approved by the director of the Environmental Science Program		

Total 66-68

## Requirements for the Minor in Environmental Science

To minor in environmental science, a student must complete the following course work in environmental science and complete courses in one of the three depth experiences below.

Required Environmental Science Courses		Semester Hours
ENV 190N	Introduction to Environmental Science	4
ENV 210	Hydrology and Water Resources	4
ENV 350	Case Studies in Environmental Science	4

### Depth Experience

The minor in environmental science also requires the completion of at least eight hours of coursework in one depth experience area. For science majors, these eight hours must be outside of the major.

Biology Depth Experience		Semester Hours
BIO 141N	The Diversity of Life	4

At least four hours of coursework with a BIO or ENV prefix from the list of approved Biology Depth Experience courses for the Environmental Science Major

4

Chemistry Depth Experience		Semester Hours
CHE 120N	Concepts in Chemistry	4

At least four hours of coursework with a CHE prefix from the list of approved Chemistry Depth Experience courses for the Environmental Science Major

4

Geology Depth Experience		Semester Hours
GEO 112N	Physical Geology	4

At least four hours of coursework with a GEO prefix from the list of approved Geology Depth Experience courses for the Environmental Science Major

4

Total 20

## Course Descriptions

**ENV 190N Introduction to Environmental Science.** This introductory-level course focuses on the scientific principles that underlie the functioning of the global environment. The course addresses problems related to human society and explores possibilities for alleviating these problems. The course will provide the student with knowledge of how the environment functions and understanding of the issues of scale, complexity and conflict resolution. The lab will include field trips, extended case studies and practice making environmental measurements. Three class hours and one three-hour lab per week. 4 Semester Hours.

**ENV 199 Special Topics in Environmental Science.** See All-University 199 course description.

**ENV 210 Hydrology and Water Resources.** A study of water properties, occurrence, distribution, and movement and their relationship with the environment within each phase of the hydrological cycle. The course also examines water quantity and quality issues, and water management policies. Prerequisite: BIO 141 or ENV 190 or GEO 112 or GEO 116 or consent of the instructor. Three class hours and one three-hour laboratory per week. Cross-listed as GEO210. 4 Semester Hours.

**ENV 280 Geographical Information Systems.** This course introduces the practice of GIS. It is a very hands-on course and will require extensive practice using ArcGIS to illustrate both the principles and the skills involved in geographical information systems. The class will culminate with the completion of a major project. Prerequisite: Sophomore standing or consent of instructor. 4 Semester Hours. (typically offered in alternate years, fall semester)

**ENV 299 Special Topics in Environmental Science.** See All-University 299 course description.

**ENV 350 Case Studies in Environmental Science.** This course provides exposure to modern environmental issues on a local, regional and global scale. Using case studies, students will investigate both enacted and proposed solutions to environmental problems and will be required to integrate the disciplines of biology, geology, chemistry, economics, philosophy and political science, seeking to evaluate and improve these solutions. The course will also discuss complexity, scale and conflict resolution. Prerequisite: Sophomore standing. 4 Semester Hours. (typically offered spring semester)

**ENV 494 Honors Thesis/Project.** See All-University course description.

**ENV 499 Internships in Environmental Science.** See All-University course description.

## Exercise Science

The exercise science major is a part of the Department of Human Performance and Sport Business.

The exercise science program is designed to meet the increasing demand in our society for quality health care professionals. The Graduate Track prepares students for graduate school in areas including exercise physiology, biomechanics/kinesiology, nutrition as well as professional programs including physical therapy, occupational therapy, chiropractic college, and physician assistant studies. The Clinical Track prepares students to enter the workforce in areas including personal training, corporate and worksite wellness programs, fitness facilities and sport performance coaching programs. This track will also prepare the student for various certification levels offered by the American College of Sports Medicine (ACSM) and/or the National Strength and Conditioning Association (NSCA) upon graduation.

At the University of Mount Union, courses in Exercise Science (EXS) offer students a life span approach to physical fitness, performance and health and prepares them for a career in the allied-health field. Courses are designed to expand upon information provided in the basic sciences of anatomy/physiology and chemistry. By design students learn about the effects of exercise on children, adolescents, adults, and the geriatric population. Course work also includes basic pharmacology for the health professional, testing and exercise prescription in fitness, research design and individualized direct experiences (IDE) to allow students the opportunity to apply their knowledge and skills.

## Requirements for the Major in Exercise Science

Required Exercise Science Courses		Semester Hours
EXS 100	Introduction to Exercise Science	2
EXS 110	Exercise Physiology	4
EXS 200	Sophomore Seminar: Professional Skills in Exercise Science	1
EXS 210	Exercise Physiology Practicum	2
EXS 220	Foundations of Human Movement	4
EXS 320	Exercise Testing and Prescription	4
EXS 360	Special Populations	4
EXS 361-365	IDE: Special Populations (choose one)	1
EXS 410	Senior Comps	1
<b>Total</b>		<b>23</b>
Required Core: Graduate School Track		
BIO 210	Anatomy and Physiology I	4
BIO 211	Anatomy and Physiology II	4
CHE 120N	Concepts in Chemistry	4
EXS 300	Junior Seminar: Ethics and Grant Writing	1
EXS 400	Senior Seminar: Contemporary Issues	1
EXS 470	Senior Research Thesis	4
EXS 471	IDE: Senior Research Thesis Data Collection	2
<b>Total</b>		<b>20</b>
Required Core: Applied Track		
BIO 105	Elements of Anatomy and Physiology	4
CHE 110N	Foundations Chemistry	4
EXS 250	Strength Training and Conditioning	4
EXS 420	Senior Clinical Thesis	4
<b>Total</b>		<b>16</b>
Electives		
Graduate Track must complete at least 4 credit hours from the following:		
Applied Track must complete at least 8 credit hours from the following:		
EXS 230	Basic Pharmacology	4
EXS 250	Strength Training and Conditioning	4
EXS 260	Scholarship in Exercise Science	4
EXS 270	Foundation of Sports Nutrition and Ergogenic Aids	4
EXS 280	Medical Terminology	2
EXS 310	Advanced Exercise Physiology	4
EXS 330	Cardiac Rehabilitation	4
EXS 340	Corporate and Worksite Wellness	4
EXS 350	Scientific Inquiry	4
EXS 370	Environmental Physiology	4
EXS 380	Exercise Leadership	2
SPB 380	Sport Entrepreneurship	4
EXS 361	IDE: Senior Exercise	1
EXS 362IDE:	Senior Residential	1
EXS 363	IDE: Adult Exercise	1
EXS 364IDE:	Healthy Campus	1
EXS 365IDE:	Youth and Adolescents	1
EXS 381	IDE: Fitness Assistant	1
EXS 382IDE:	Sport Coach	1
EXS 481IDE:	Faculty Research Assistant	2
EXS 491IDE:	Lab Assistant	2

EXS 390	Lifespan Nutrition	4
Graduate School Track total hours:		47
Clinical Track total hours:		47

Students should consult the advising sheet for specific career paths for guidance in choosing Elective courses.

## Requirements for the Minor in Exercise Science

Required Courses		Semester Hours
EXS 110	Exercise Physiology	4
EXS 220	Foundations of Human Movement	4
Choose any two or three (if EXS 210 is chosen) of the following:		
EXS 210	Exercise Physiology Practicum	2
EXS 230	Basic Pharmacology	4
EXS 250	Strength Training and Conditioning	4
EXS 270	Foundation of Sports Nutrition and Ergogenic Aids	4
EXS 320	Exercise Testing and Prescription	4
EXS 330	Cardiac Rehabilitation	4
EXS 340	Corporate and Worksite Wellness	4
EXS 370	Environmental Physiology	4
EXS 390	Lifespan Nutrition	4
Total		16-18

## Requirements for Honors in Exercise Science

To receive honors in the exercise science program a student must meet all criteria for graduating with honors in a major.

## Course Descriptions

**EXS 100 Introduction to Exercise Science.** Introduction to the field of exercise science including aspects of human performance, clinical exercise physiology and strength training and conditioning. Includes basic components of program design, training and assessment while placing the students in a variety of professional field settings. 2 Semester Hours.

**EXS 110 Exercise Physiology.** The goal of this course is to gain an understanding of system physiology and the effects of physical activity on the human body. Cardiovascular, pulmonary, musculoskeletal function, energetics and training for human performance will be the areas of focus in this class. This course is designed to introduce exercise science and athletic training majors to the skills needed to complete certification standards established by the American College of Sports Medicine and the National Athletic Trainers Association, respectively. 4 Semester Hours.

**EXS 200 Sophomore Seminar: Professional Skills in Exercise Science.** This course will give students an introduction to the skills necessary for professional success in the field of exercise science. Emphasis will be placed on written and oral communication within the field. The importance of involvement in professional organizations, such as the American College of Sports Medicine or the National Strength and Conditioning Association, will also be covered. 1 Semester Hour.

**EXS 210 Exercise Physiology Practicum.** This course will allow students to develop practical skills associated with human performance testing (aerobic, anaerobic, strength, power, body composition). Students will become familiar with proper protocols and equipment used in the field of exercise science, in the roles of technician and client. Prerequisite: EXS 110. 2 Semester Hours.

**EXS 220 Foundations of Human Movement.** A study of the science of human movement with emphasis on the structure and functioning of the movement mechanism, mechanical principles underlying human motion, and an analysis of basic motor skills. Prerequisite or concurrently: BIO 105 or BIO 210 or EXS 110. 4 Semester Hours.

**EXS 230 Basic Pharmacology.** This course will give the students understanding of medications commonly prescribed in the exercise science setting and commonly associated exercise responses. The student will become aware of indications, contraindications and side effects of drug therapy. Emphasis will range from drugs used for hypertension, diabetes, epilepsy, asthma, cardiac abnormalities, CVD, cardiac arrhythmias, orthopaedic problems and common illnesses. Prerequisite: BIO 105 or BIO 210. 4 Semester Hours.

**EXS 250 Strength Training and Conditioning.** This is a four hour lecture/laboratory course covering the physiological basis of strength and cardiovascular conditioning along with the fundamentals of designing comprehensive training programs for improving human performance. Students learn the kinesiological aspects of training, cardiovascular training, plyometrics, flexibility training and sport specific training for injury prevention. Prerequisite: EXS 220. 4 Semester Hours.

**EXS 260 Scholarship in Exercise Science.** This course is designed to facilitate discussion of current research topics in the field of exercise science utilizing scholarly journals. Research methodology, scholarly topics and actual findings will be introduced, examined and discussed. The culmination of the course will be the design and implementation of a research study, including familiarization with and utilization of proper format for submission to a scholarly journal. Prerequisite: EXS 110. 4 Semester Hours.

**EXS 270 Foundation of Sports Nutrition and Ergogenic Aids.** The objective of this course is to begin a discussion of what sports nutrition is and proceed to an in-depth review of some of the major concepts within the field of sports nutrition and examine some of the most popular sports supplements currently available on the market. Prerequisites: EXS 110. 4 Semester Hours.

**EXS 280 Medical Terminology.** Students will be introduced to medical word structures, with emphasis on word roots, prefixes, suffixes, and abbreviations while gaining an understanding of the rules for building and analyzing medical terms associated with body systems. Students will define and interpret terms relating to structure and function, pathology, diagnosis, and clinical procedures. Prerequisites: BI 105 or BI 210/BI 211. 2 Semester Hours.

**EXS 300 Junior Seminar: Ethics and Grant Writing.** This course is meant to provide students with an overview of current ethical issues and the grant writing process as they relate to the field of exercise science. Discussions will be centered on the importance of sound ethical practices as they relate to the field

of research, including informed consent and confidentiality concerns. Students will also be introduced to the process of grant writing and provided with opportunities to further develop the skills necessary to seek and apply for appropriate grants. 1 Semester Hour.

**EXS 310 Advanced Exercise Physiology.** The goal of this course is to provide students with an in-depth examination of exercise physiology. Particular emphasis will be placed on physiology at the cellular and molecular level as it relates to performance, training, and adaptations. Prerequisite: Junior standing and instructor approval. 4 Semester Hours.

**EXS 320 Exercise Testing and Prescription.** A study of the standards for exercise testing and prescription. An emphasis will be placed on both preventive exercise programs for apparently healthy individuals and rehabilitative programs for cardio respiratory diseased persons. Prerequisite: EXS 210. 4 Semester Hours.

**EXS 330 Cardiac Rehabilitation.** An introduction to the field of cardiac rehabilitation. Practical aspects of clinical exercise physiology and its application into the hospital rehabilitation setting are emphasized. Discussion of cardiac physiology, common cardiac issues and arrhythmias. This course also includes the use of diagnostic tools such as stress testing and the associated electrocardiograms. Special attention will be paid to the geriatric population. Primarily designed for those students wishing to pursue either graduate school in the field of clinical exercise physiology or those seeking employment in a hospital based rehabilitation setting. Prerequisites: EXS 110 and EXS 230. 4 Semester Hours.

**EXS 340 Corporate and Worksite Wellness.** Components of administering and managing corporate and worksite fitness and wellness programs are examined. Topics covered include paradigms in health promotion, health and exercise program planning, facility planning and design, program management, policies and procedures, staffing, equipment, ethics, safety and legal issues and marketing. Prerequisite: Junior standing or instructor permission. 4 Semester Hours.

**EXS 350 Scientific Inquiry.** In this course, students learn to evaluate elements of research design, to perform and interpret descriptive statistics, to perform and interpret ANOVA, to evaluate critical features of a research journal article, integrate research findings and formulate a clinically significant research hypothesis. Prerequisites: Junior standing or instructor permission. 4 Semester Hours.

**EXS 360 Special Populations.** This course is designed to explore the role of the exercise specialist and special populations. There is an emphasis placed on working with geriatric populations and addressing issues concerning health and disease in this group. A review of physiological and psychological changes with age will be examined along with disease states such as: cancer, cardiopulmonary, obesity, Parkinson's, Alzheimer's, osteoporosis, among others. Prerequisite: EXS 320. Co-requisite: EXS 361, EXS 362, EXS 363, EXS 364, or EXS 365 IDE: Special Populations. 4 Semester Hours.

**EXS 361 IDE: Senior Exercise.** This field experience will provide students with an opportunity to design and implement appropriate fitness programs for an older-adult population with minimal health complications. Co-requisite: EXS 360 Special Populations. IDE may be completed without co-requisite if EXS 360 has been successfully completed and with Director approval. 1 Semester Hour.

**EXS 362 IDE: Senior Residential.** This field experience provides students with an opportunity to design and implement appropriate fitness programs for older-adult populations with minor health complications. Co-requisite: EXS 360 Special Populations. IDE may be completed without co-requisite if EXS 360 has been successfully completed and with Director approval. 1 Semester Hour.

**EXS 363 IDE: Adult Exercise.** This field experience provides students with an opportunity to design and implement appropriate fitness programs for apparently healthy adults. Co-requisite: EXS 360 Special Populations. IDE may be completed without co-requisite if EXS 360 has been successfully completed and with Director approval. 1 Semester Hour.

**EXS 364 IDE: Healthy Campus.** This field experience provides students with an opportunity to design and implement appropriate fitness programs for University faculty, staff, and students. Co-requisite: EXS 360 Special Populations. IDE may be completed without co-requisite if EXS 360 has been successfully completed and with Director approval. 1 Semester Hour.

**EXS 365 IDE: Youth and Adolescents.** This field experience provides students with an opportunity to design and implement appropriate fitness programs for youth and adolescents. Co-requisite: EXS 360 Special Populations. IDE may be completed without co-requisite if EXS 360 has been successfully completed and with Director approval. 1 Semester Hour.

**EXS 370 Environmental Physiology.** A multidisciplinary approach to human adaptation and factors influencing human movement in diverse micro- and macro-environments. Factors considered include temperature, altitude, precipitation, under-water weightlessness, light, noise and socio-cultural. Health and safety in locomotion, rehabilitation, sport/recreation and occupational contexts are emphasized. Prerequisites: Junior standing or instructor permission. 4 Semester Hours.

**EXS 380 Exercise Leadership.** This course is designed to provide students with the opportunity to design and lead group exercise sessions. Students will become familiar with the development processes associated with designing a group fitness class before creating and offering their own fitness class. Prerequisite: EXS 110 and Junior Standing. 2 Semester Hours.

**EXS 381 IDE: Fitness Assistant.** This field experience provides students with an opportunity to further develop skills necessary for working in a clinical setting. Emphasis will be placed on equipment orientation, program design and implementation, and tracking progress of clients. Prerequisite: EXS 380. 1 Semester Hour.

**EXS 382 IDE: Sport Performance Coach.** This field experience provides students with an opportunity to further develop testing skills necessary for working with athletes or athletic teams. Prerequisite: EXS 320. 1 Semester Hour.

**EXS 390 Lifespan Nutrition.** This course will provide students with an introduction to nutrition concepts as they apply to lifetime wellness. Topics of study will include nutritional standards for different phases of life, nutrients, maternal-child nutrition, weight management, eating disorders, altered nutrition during aging, and disease treatment and prevention. Prerequisites: EXS 110 and HED 250 or instructor permission. 4 Semester Hours.

**EXS 400 Senior Seminar: Contemporary Issues.** This course will introduce students to current contemporary issues as related to the field of exercise science. The class will be discussion-based, with the latest and most relevant topics in the field of exercise science and related areas as the primary focus. 1 Semester Hour.

**EXS 410 Senior Comps.** The objective of this course is to reinforce concepts of exercise science, human anatomy and physiology, and performance testing. The course will culminate with a comprehensive exam covering these materials. Prerequisite: EXS 360. 1 Semester Hour.

**EXS 420 Senior Applied Thesis.** This capstone course for clinical track students allows for the incorporation of all knowledge, skills, and abilities with regards to exercise testing and prescription for various populations. Prerequisite EXS 410. 4 Semester Hours.

**EXS 470 Senior Research Thesis.** This capstone course for graduate track students emphasizes research design and in-depth research of a selected exercise science topic of the student's choosing. The research/presentation will count as the thesis for exercise science majors. Prerequisites: Open to seniors only. 4 Semester Hours.

**EXS 471 IDE: Senior Research Thesis Data Collection.** This course is an independent research and/or study project in which the student will collect data from a previously designed study. It is an extension of EXS 470 and is offered to students who have a desire to pursue undergraduate research in preparation for graduate-level education. Prerequisites: EXS 470. 2 Semester Hours.

**EXS 481 IDE: Faculty Research Assistant.** This course is an independent research and/or study project. It is offered to students who have a desire to pursue additional experience as an undergraduate researcher in preparation for graduate-level education. Prerequisites: EXS 260 and instructor approval. 2 Semester Hours.

**EXS 482 IDE: Faculty Research Assistant II.** This course is an independent research and/or study project. It is offered to students who have a desire to pursue additional experience as an undergraduate researcher in preparation for graduate-level education. Prerequisite: EXS 260 and instructor approval. 2 Semester Hours.

**EXS 483 IDE: Faculty Research Assistant III.** This course is an independent research and/or study project. It is offered to students who have a desire to pursue additional experience as an undergraduate researcher in preparation for graduate-level education. Prerequisite: EXS 260 and instructor approval. 2 Semester Hours.

**EXS 491 IDE: Laboratory Assistant.** This course is an independent project. It is offered to students who have a desire to gain experience in the classroom in preparation for graduate-level education. Prerequisite: EXS 210, junior standing and instructor approval. 2 Semester Hours.

**EXS 492 IDE: Laboratory Assistant II.** This course is an independent project. It is offered to students who have a desire to gain experience in the classroom in preparation for graduate-level education. Prerequisite: EXS 320 and instructor approval. 2 Semester Hours.

**EXS 499 Internship.** An experience-based course in which the student spends a specified amount of time with a sport-related medical or allied health agency or organization in order to gain experience and to understand the application of exercise science. Supervision will be jointly provided by the cooperating organization and the University departmental staff. Prerequisites: Junior standing and permission of the instructor. 1- 12 Semester Hours.

## Department of Foreign Languages and Cultures

The Department of Foreign Languages and Cultures supports the liberal arts philosophy of the University and furthers its mission by providing students the opportunity to broaden their perspectives humanistically and pragmatically. Through the study of foreign languages, literatures, and cultures, students develop the flexibility of mind essential to meet the demands of a pluralistic society and an ever-changing global marketplace.

The foreign language majors in French, German, Japanese, and Spanish prepare students for careers where an understanding of a foreign language and culture is needed, such as in business, government, social work, and law, as well as for graduate study and the teaching profession. All foreign language majors must complete a University-approved study abroad experience. Teacher candidates must meet the requirements of the University of Mount Union and the Ohio Department of Education for teacher licensure in French, German, Japanese, or Spanish.

The Department of Foreign Languages and Cultures is committed to the effective use of competent, professionally trained faculty with advanced-level graduate training and research in the teaching of foreign languages at the university level. Additionally, the Department recognizes the value of technology as an enhancement in the language-learning process. The Department's language resource center permits computer-assisted instruction and the use of digital media as tools for effective language learning.

Native speakers of foreign languages offered at the University of Mount Union who wish to enroll in a course in their native language are encouraged to enroll in an upper-level content (not a skills) course such as literature and culture. Such students should seek the advice of the instructor or the department chair if they have questions about which course to take. All courses are taught primarily in the target language unless otherwise indicated in the course description.

Students wishing to receive CLEP credit in a language offered at Mount Union must take the CLEP examination *prior* to completing a course in that target language at Mount Union or at another college/university. Once a student has completed the target language course, *CLEP credit cannot be awarded in that language.*

## The Foreign Language Proficiency Requirement

As a graduation requirement, all Mount Union students must demonstrate proficiency in a modern foreign language equivalent to the satisfactory completion of a 102-level course. Students can demonstrate proficiency in a modern foreign language by choosing one of these options:

- (1) Passing an approved examination administered by the Department of Foreign Languages and Cultures;
- (2) Providing an AP score of 4 or 5;
- (3) Providing a CLEP score of 50;
- (4) Completing course work in a modern foreign language at Mount Union or at another accredited university at or above the 102 level.

International degree-seeking students whose native language is not English can satisfy the foreign language proficiency requirement in one of the above-mentioned ways, or by

- (1) Presenting a TOEFL score of 500 or higher or
- (2) Satisfactorily completing an ESL course at the 110 level or higher.

## English as a Second Language

Administered by the Department of Foreign Languages and Cultures, courses in English as a Second Language (ESL) are offered, but no major or minor is given in this area of study. The courses offered are provided especially for those international students who require additional English language study or who need to meet the academic demands of the University. Students who take ESL 110, ESL 111, or ESL 112 may apply no more than eight hours toward graduation.

## ESL Course Descriptions

**ESL 110 ESL Communication.** A semi-intensive course designed to cover a broad range of English communication strategies. Prerequisite: Permission of the instructor. 6 Semester Hours.

**ESL 111 ESL Writing.** A writing course designed for students who have learned English as a foreign language. Emphasis is on appropriate organization, focus, structure, and grammar of academic English. Prerequisite: Permission of the instructor. 4 Semester Hours.

**ESL 112 ESL Reading.** A reading course designed for students who have learned English as a foreign language. Emphasis is on syntax and semantics of academic English, as well as on specific aspects of academic reading. Prerequisite: Permission of the instructor. 4 Semester Hours.

## Requirements for the Major in French, German, Japanese, or Spanish

The major in French, German, Japanese, or Spanish consists of 32 or 36 semester hours of study in the target language, depending on the student's point of entry into the program. Students who have passed the Mount Union proficiency test or begin coursework at the 201-level or higher must complete 32 semester hours. Those who begin at the 101- or 102-level must complete 36 semester hours. Every language major must complete a minimum of 5 semester hours in a department-approved study abroad program as part of the total hours for the major. At least two 300-level courses and one 400-level course, one of which must be completed on the Mount Union campus, are required of all students.

A minimum GPA of 2.5 is required for participation in most Mount Union study abroad programs. Certain other programs require a minimum of 3.0 or 3.33. The Teacher Licensure Program requires a minimum GPA of 2.5 for admittance. Licensure is available in French, German, Japanese, and Spanish. Students desiring teacher licensure need to take additional courses as per state requirements. Additionally, licensure students must complete a minimum of one semester (Fall or Spring) in a department-approved study abroad program. Candidates seeking a teaching licensure in French, German, Japanese, or Spanish must earn a grade of "C" or better in FRN/GRN/JPN/SPN 385 and FRN/GRN/JPN/SPN 386. If a minimum grade of "C" is not earned, the candidate is required to retake the course until a grade of "C" or better is earned.

## Requirements for the Minor in Chinese, French, German, Japanese, or Spanish

The minor in Chinese, French, German, Japanese, or Spanish consists of 16 or 20 semester hours of study in the target language, depending on the student's point of entry into the program. Students who have passed the Mount Union proficiency test or begin coursework at the 201-level or higher are required to complete 16 semester hours. Those who begin at the 101- or 102-level must complete 20 semester hours. No more than 4 semester hours of departmental credit for courses taught in English may count toward the minor. Additionally, licensure students must complete a minimum of one semester (Fall or Spring) in a department-approved study abroad program.

## Requirements for the Minor in Foreign Language

The minor in Foreign Language (FLN) is offered in any language for which sufficient coursework is not available at the University of Mount Union. It consists of 20 semester hours of study in a single modern language. No more than 4 semester hours of coursework taught in English may count toward the minor. Courses for the minor in Foreign Language must be taken at Mount Union, if available, or through coursework at another accredited university or through a university-approved study abroad program.

## Chinese Course Descriptions

**CHN 101 Elementary Chinese I.** This course introduces students to the culture and language of the Chinese-speaking world. Students will develop an ability to communicate in real-life situations by acquiring reading, writing, listening, and speaking skills. CHN 101 is intended for students with no prior knowledge of Chinese, or those who have had 2 years or less of high school Chinese. Prerequisite: none. 4 Semester Hours.

**CHN 102 Elementary Chinese II.** This course builds on the skills acquired in CHN 101. Students will continue to develop an ability to communicate in real-life situations by acquiring additional reading, writing, listening, and speaking skills. Successful completion of this course satisfies the Foreign Language Proficiency requirement. Prerequisite: CHN 101 or 2 or more years of high school Chinese. 4 Semester Hours.

**CHN 201 Intermediate Chinese I.** In this course students will advance their knowledge of Chinese by continuing to work on reading, writing, listening, and speaking. Students will have numerous opportunities for meaningful communication while deepening their knowledge of Chinese cultures. Prerequisite: CHN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**CHN 202 Intermediate Chinese II.** This course is designed to develop competence in both written and spoken Chinese. By examining a range of topics, students will develop self-expression ability, communicative strategies, and sociocultural competence. Prerequisite: CHN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**CHN 203 Chinese Film.** This course is an introduction to Chinese cinema. By examining a variety of Chinese films, students will improve listening comprehension and written and oral expression. Movies will be viewed in Chinese. Prerequisite: CHN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**CHN 210 Travel Seminar.** In this course students will participate in a faculty-led trip to China. 1-4 Semester Hours.

**CHN 235 The Peoples and Cultures of Contemporary China.** In this course students will examine various aspects of contemporary Chinese culture including, but not limited to, education, family, religion, politics, immigration, media, personal space, language, and the arts. Class discussions will emphasize cross-cultural comparisons. Taught in English. 4 Semester Hours.

**CHN 485 Teaching Assistant Practicum -Chinese.** Intended for Chinese-language teaching assistants only. This course may be repeated for credit. 6 Semester Hours.

## French Course Descriptions

**FRN 101 Elementary French I.** This course introduces students to the culture and language of the French-speaking world. Students will develop an ability to communicate in real-life situations by acquiring reading, writing, listening, and speaking skills. FRN 101 is intended for students with no prior knowledge of French, or those who have had 2 years or less of high school French. Prerequisite: none. 4 Semester Hours.

**FRN 102 Elementary French II.** This course builds on the skills acquired in FRN 101. Students will continue to develop an ability to communicate in real-life situations by acquiring additional reading, writing, listening, and speaking skills. Successful completion of this course satisfies the Foreign Language Proficiency requirement. Prerequisite: FRN 101 or 2 or more years of high school French. 4 Semester Hours.

**FRN 201 The Francophone World.** In this course students will advance their knowledge of French by continuing to work on reading, writing, listening, and speaking. Students will have numerous opportunities for meaningful communication while deepening their knowledge of francophone cultures. Prerequisite: FRN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**FRN 202 French Conversation and Composition.** This course is designed to develop competence in both written and spoken French. By examining a range of topics, students will develop self-expression ability, communicative strategies, and sociocultural competence. Prerequisite: FRN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**FRN 203 French Cinema.** This course is an introduction to French cinema. By examining a variety of French films, students will improve listening comprehension and written and oral expression. Movies will be viewed in French. Prerequisite: FRN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**FRN 204 French Society.** This course is an introduction to French society. By reading, discussing, and listening to lectures and presentations, students will increase their French language skills. Prerequisite: FRN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**FRN 210 Travel Seminar.** In this course students will participate in a faculty-led trip to a French-speaking location. 1-4 Semester Hours.

**FRN 230 Topics in French Literature.** In this course students will examine a variety of French literary works within the context of a particular theme or issue. Topic varies from year to year. Taught in English. 4 Semester Hours.

**FRN 235H The Peoples and Cultures of Contemporary France.** In this course students will examine various aspects of contemporary French culture including, but not limited to, education, family, religion, politics, immigration, media, personal space, language, and the arts. Class discussions will emphasize cross-cultural comparisons. Taught in English. 4 Semester Hours.

**FRN 301 French for the Professions.** This course introduces students to advanced structures of the French language with an emphasis on various professional contexts. Students will acquire language abilities in the areas of business, education, the environment, sports, and medicine, among others. Prerequisite: One course from the intermediate level that is taught in French or permission of instructor. 4 Semester Hours.

**FRN 302 French Theatre Workshop.** This course is an introduction to French theatre. Students will read a variety of French plays from various periods and examine themes, characters, and action. Emphasis will be placed on acting and on developing French language skills. Prerequisite: One course from the intermediate level that is taught in French or permission of instructor. 4 Semester Hours.

**FRN 303 Business French.** This course teaches students how to communicate in a business setting. Students will learn appropriate vocabulary, write correspondences, and study cross-cultural differences between French and American business environments. Prerequisite: One course from the intermediate level that is taught in French or permission of instructor. 4 Semester Hours.

**FRN 304 Modern French Poetry.** This course examines the works of a variety of 19th and 20th Century French poets. Prerequisite: One course from the intermediate level that is taught in French or permission of instructor. 4 Semester Hours.

**FRN 305 The French Novel.** This course is an introduction to the French novel. Students will engage in close readings of several works while improving vocabulary and enhancing abilities in the four language skills. Prerequisite: One course from the intermediate level or above that is taught in French or permission of instructor. 4 Semester Hours.

**FRN 306 French Across the Curriculum.** This course allows students to develop their French language skills across disciplines. Prerequisite: One course from the intermediate level or above that is taught in French or permission of instructor. 4 Semester Hours.

**FRN 385 Methods of Teaching French.** A practical and theoretical methodology course which emphasizes lesson planning, writing instructional objectives, assessment, curriculum design, and a study of methodologies and materials relevant to the teaching of French in the elementary, middle, and secondary schools. The course emphasizes the core guidelines of the American Council on the Teaching of Foreign Languages and relates instructional planning to Ohio's Model for a Competency-Based Program in Foreign Languages. This course must be taken prior to or concurrently with Multiage Student Teaching and FRN 386. This course does not count toward the requirements of the major or minor in French. Prerequisites: Successful completion of one 300-level course in French and permission of the instructor. 4 Semester Hours.

**FRN 386 Practicum in the Teaching of French.** A practicum designed to put into immediate practice theories and strategies discussed in FRN 385. The student will serve as a teaching assistant in an elementary or intermediate course in French in the Department of Foreign Languages and Cultures. It is recommended that this course be taken concurrently with FRN 385. This course does not count toward the requirements for the major or minor in French. Prerequisites: Successful completion of one or more 300-level courses in French and permission of the instructor. 2 Semester Hours.

**FRN 387 Teaching French in the Elementary School.** This course is a practicum designed to make available to the teacher candidate in French a practical field experience at the elementary school level. Under the direct supervision of foreign language faculty, the teacher candidate will participate in a FLES program at a local elementary school for one semester. It is recommended that this course be taken concurrently with FRN 385. This course does not count toward the requirements for the major or minor in French. Prerequisite: Permission of the instructor. 1 Semester Hour.

**FRN 401 Advanced Special Topics.** Topics may vary. May be repeated for credit. Consent of instructor required. Prerequisite: One course at the 300 level or permission of instructor. 4 Semester Hours.

**FRN 485 Teaching Assistant Practicum – French.** Intended for French-language teaching assistants only. This course may be repeated for credit. 6 Semester Hours.

## German Course Descriptions

**GRN 101 Elementary German I.** The first of two elementary-level courses intended to help students develop communicative as well as intercultural competence in German. GRN 101 is intended for students with no prior knowledge of German, or those who have had 2 years or less of high school German. Prerequisite: none. 4 Semester Hours.

**GRN 102 Elementary German II.** The second of two elementary-level courses intended to help students develop communicative as well as intercultural competence in German. Successful completion of this course satisfies the Foreign Language Proficiency requirement. Prerequisite: GRN 101 or 2 or more years of high school German. 4 Semester Hours.

**GRN 201 Issues in Contemporary German Culture and Society.** An intermediate-level content-based course designed to improve students' knowledge of German by exploring current cultural and social trends in Germany. Prerequisite: GRN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**GRN 202 Austria, Switzerland, and German-Speaking Europe.** An intermediate-level content-based course designed to improve students' knowledge of German by exploring cultural and social trends in Austria, Switzerland, and German-speaking Europe of both the past and the present. Prerequisite: GRN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**GRN 203 German Through Film.** An intermediate-level course which focuses on improving listening comprehension as well as written and oral expression through the use of German-language film. Prerequisite: GRN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**GRN 204 Germans, Germany, and the American Experience.** An intermediate-level content-based course designed to improve students' knowledge of German by exploring the unique relationship between Germany and the United States, as well as the contributions of German immigrants to America from its founding to the present day. Prerequisite: GRN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**GRN 210 Travel Seminar.** In this course students will participate in a faculty-led trip to German-speaking Europe. 1-4 Semester Hours.

**GRN 230 Topics in German Literature.** A study of literary works by German-speaking authors within the context of a particular theme or issue. Topic varies from year to year. Course readings and all class discussions are in English. Prerequisite: none. 4 Semester Hours.

**GRN 235H The Peoples and Cultures of Contemporary Germany.** A study of unified Germany with an emphasis on social, political, economic, and cultural trends from 1945 to the present. Course readings and all class discussions are in English. Prerequisite: none. 4 Semester Hours.

**GRN 290 Intermediate Conversation and Composition Practicum.** This course features individualized and small group practice designed to help intermediate-level students strengthen their speaking and writing skills in German. Course graded S/U only. May be repeated for additional credit with permission of the instructor. Prerequisite: GRN 201, GRN 202 or GRN 203, or permission of the instructor. 1 Semester Hour.

**GRN 301 Advanced German Language, Literature, and Culture I.** The first of two advanced-level content courses required of all German majors. Topics and content may vary. Emphasis is placed on developing advanced-level skills in German, as well as greater intercultural competence by analyzing German literary and artistic works. This course meets for 7 weeks (1/2) of the semester. Prerequisite: One course from the intermediate level that is taught in German or permission of the instructor. 2 Semester Hours.

**GRN 302 Advanced German Language, Literature, and Culture II.** The second of two advanced-level content courses required of all German majors. Topics and content may vary. Emphasis is placed on developing advanced-level skills in German as well as greater intercultural competence by analyzing German literary and artistic works. This course meets for 7 weeks (1/2) of the semester. Prerequisite: One course from the intermediate level that is taught in German or permission of the instructor. 2 Semester Hours.

**GRN 303 German for the Professions.** An advanced-level course in commercial and technical German designed for students in the fields of business, economics, engineering, and the sciences. Emphasis is placed on developing the linguistic and cultural competence necessary for using German in professional situations. This course meets for 7 weeks (1/2) of the semester. Prerequisite: One course from the intermediate level that is taught in German or permission of the instructor. 2 Semester Hours.

**GRN 304 Special Topics in German Literature and Culture.** An advanced-level course exploring literary, cultural and artistic topics from the German-speaking world. This course may be repeated for additional credit with the permission of the instructor. This course meets for 7 weeks (1/2) of the semester. Prerequisite: One course from the intermediate level that is taught in German or permission of the instructor. 2 Semester Hours.

**GRN 385 Methods of Teaching German.** A practical and theoretical methodology course which emphasizes lesson planning, writing instructional objectives, assessment, curriculum design, and a study of methodologies and materials relevant to the teaching of German in the elementary, middle, and secondary schools. The course emphasizes the core guidelines of the American Council on the Teaching of Foreign Languages and relates instructional planning to Ohio's Model for a Competency-Based Program in Foreign Languages. This course must be taken prior to or concurrently with Multiage Student Teaching and GRN 386. This course does not count toward the requirements of the major or minor in German. Prerequisites: Successful completion of one 300-level course in German and permission of the instructor. 4 Semester Hours.

**GRN 386 Practicum in the Teaching of German.** A practicum designed to put into immediate practice theories and strategies discussed in GRN 385. The student will serve as a teaching assistant in an elementary or intermediate course in German in the Department of Foreign Languages and Cultures. It is recommended that this course be taken concurrently with GRN 385. This course does not count toward the requirements for the major or minor in German. Prerequisites: Successful completion of one or more 300-level courses in German and permission of the instructor. 2 Semester Hours.

**GRN 387 Teaching German in the Elementary School.** This course is a practicum designed to make available to the teacher candidate in German a practical field experience at the elementary school level. Under the direct supervision of foreign language faculty, the teacher candidate will participate in a FLES program at a local elementary school for one semester. It is recommended that this course be taken concurrently with GRN 385. This course does not count toward the requirements for the major or minor in German. Prerequisite: Permission of the instructor. 1 Semester Hour.

**GRN 390 Advanced German Conversation and Composition Practicum.** This course features individualized and small group practice designed to help advanced-level students strengthen their speaking and writing skills in German. Course graded S/U only. May be repeated for additional credit with permission of the instructor. Prerequisite: GRN 301 or permission of the instructor. 1 Semester Hour.

**GRN 401 Advanced Special Topics.** Topics may vary. May be repeated for credit. Consent of instructor required. Prerequisite: One course at the 300 level or permission of the instructor. 4 Semester Hours.

**GRN 485 Teaching Assistant Practicum – German.** This course is intended for German-language teaching assistants only. This course may be repeated for additional credit. Prerequisite: Permission of the instructor. 6 Semester Hours.

## Japanese Course Descriptions

**JPN 101 Elementary Japanese I.** The first of two elementary-level courses intended to help students develop communicative as well as intercultural competence in Japanese. JPN 101 is intended for students with no prior knowledge of Japanese, or those who have had 2 years or less of high school Japanese. Prerequisite: none. 4 Semester Hours.

**JPN 102 Elementary Japanese II.** The second of two elementary-level courses intended to help students develop communicative as well as intercultural competence in Japanese. Successful completion of this course satisfies the Foreign Language Proficiency requirement. Prerequisite: JPN 101 or 2 or more years of high school Japanese. 4 Semester Hours.

**JPN 201 Japanese Conversation.** An intermediate-level course designed to develop speaking, listening, reading, and writing skills in Japanese, plus a general review of Japanese culture. This course will emphasize enhancement of the spoken language competencies in Japanese. Prerequisite: JPN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**JPN 202 Japanese Composition.** The second intermediate-level course for enhancing Japanese language skills. This course will focus on further developing reading and writing competencies in Japanese. Prerequisite: JPN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**JPN 203 Japanese through Popular Culture.** An intermediate-level course designed to develop listening, speaking, reading, writing, and cultural awareness skills via Japanese popular media including animation, manga (comics), and music. Prerequisite: JPN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**JPN 204 Japanese through Film.** An intermediate-level course focusing on language, current events, and culture using feature-length films from Japan. All films viewed are in Japanese with English subtitles. Speaking, listening, and writing skills are reinforced. Prerequisite: JPN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**JPN 210 Travel Seminar.** In this course students will participate in a faculty-led trip to Japan. 1-4 Semester Hours.

**JPN 220 Reading in Japanese.** An intermediate-level course designed to improve reading skills with a focus on Japanese writing. Prerequisite: JPN 102 or permission of the instructor. 1 Semester Hour.

**JPN 230 Topics in Japanese Literature.** A study of literary works by major Japanese authors within the context of a particular theme or issue. Topic varies from year to year. Course readings and all class discussions are in English. 4 Semester Hours.

**JPN 235H The Peoples and Cultures of Contemporary Japan.** A study of Japan with an emphasis on social, political, economic, and cultural trends from 1945 to the present. Students will examine issues relevant to the Japanese people and to Japanese society from both American and Japanese viewpoints. Course readings and all class discussions are in English. 4 Semester Hours.

**JPN 290 Japanese Conversation and Composition Practicum.** This course is designed to help students enhance their Japanese speaking and writing skills through individualized instruction. Course graded S/U only. Prerequisite: JA 202 or permission of the instructor. 1 Semester Hour.

**JPN 301 Advanced Japanese Language and Culture.** An intensive course designed to enhance speaking, listening, reading, writing, and cultural awareness skills at the advanced level. Prerequisite: JPN 202 or equivalent as determined by the instructor. 4 Semester Hours.

**JPN 302 A Cultural Study of Japan.** A cultural survey of Japan, focusing on its political, economic, historical, and social developments and traditional arts. Prerequisite: JPN 301 or permission of the instructor. 4 Semester Hours.

**JPN 303 Advanced Readings in Japanese.** An advanced-level course in which students read texts in the target language on current issues of culture and society in Japan. Prerequisite: JPN 301 or permission of the instructor. 4 Semester Hours.

**JPN 304 Japanese for the Professions.** A course designed to improve the practical use of Japanese in professional environments, including business, education, and engineering. Prerequisite: JPN 301 or permission of the instructor. 2 Semester Hours.

**JPN 305 Japanese Translation.** A study, analysis, and practicum of the techniques of translating technical, literary texts, as well as manga (comics) from Japanese to English. Students will explore the use of software and the Internet for translation purposes. Prerequisite: JPN 301 or permission of the instructor. 2-4 Semester Hours.

**JPN 385 Methods of Teaching Japanese.** A practical and theoretical methodology course which emphasizes lesson planning, writing instructional objectives, assessment, curriculum design, and a study of methodologies and materials relevant to the teaching of Japanese in the elementary, middle, and secondary schools. The course emphasizes the core guidelines of the American Council on the Teaching of Foreign Languages and relates instructional planning to Ohio's Model for a Competency-Based Program in Foreign Languages. This course must be taken prior to or concurrently with Multiage Student Teaching and JPN 386. This course does not count toward the requirements of the major or minor in Japanese. Prerequisites: Successful completion of one 300-level course in Japanese and permission of the instructor. 4 Semester Hours.

**JPN 386 Practicum in the Teaching of Japanese.** A practicum designed to put into immediate practice theories and strategies discussed in JPN 385. The student will serve as a teaching assistant in an elementary or intermediate course in Japanese in the Department of Foreign Languages and Cultures. It is recommended that this course be taken concurrently with JPN 385. This course does not count toward the requirements for the major or minor in Japanese. Prerequisites: Successful completion of one or more 300-level courses in Japanese and permission of the instructor. 2 Semester Hours.

**JPN 387 Teaching Japanese in the Elementary School.** This course is a practicum designed to make available to the teacher candidate in Japanese a practical field experience at the elementary school level. Under the direct supervision of foreign language faculty, the teacher candidate will participate in a FLES program at a local elementary school for one semester. It is recommended that this course be taken concurrently with JPN 385. This course does not count toward the requirements for the major or minor in Japanese. Prerequisite: Permission of the instructor. 1 Semester Hour.

**JPN 401 Advanced Special Topics.** Topics may vary. May be repeated for credit. Consent of the instructor required. Prerequisite: One course at the 300 level or permission of the instructor. 4 Semester Hours.

**JPN 485 Teaching Assistant Practicum – Japanese.** Intended for Japanese-language teaching assistants only. This course may be repeated for additional credit. 6 Semester Hours.

## Russian Course Descriptions

**RSN 101 Elementary Russian I.** The first of two elementary-level courses intended to help students develop communicative as well as intercultural competence in Russian. RSN 101 is intended for students with no prior knowledge of Russian, or those who have had 2 years or less of high school Russian. Prerequisite: none. 4 Semester Hours.

**RSN 102 Elementary Russian II.** The second of two elementary-level courses intended to help students develop communicative as well as intercultural competence in Russian. Successful completion of this course satisfies the Foreign Language Proficiency requirement. Prerequisite: RSN 101 or 2 or more years of high school Russian. 4 Semester Hours.

**RSN 201 Intermediate Russian I.** The first of two intermediate-level courses intended to help students improve their communicative as well as intercultural competence in Russian. Prerequisite: RSN 102 or at least 2 years of high school Russian. 4 Semester Hours.

**RSN 202 Intermediate Russian II.** The second of two intermediate-level courses intended to help students improve their communicative as well as intercultural competence in Russian. Prerequisite: RSN 201. 4 Semester Hours.

## Spanish Course Descriptions

**SPN 101 Elementary Spanish I.** A course designed to develop listening, speaking, writing, and reading skills in Spanish as well as cultural competency in the Hispanic world. SPN 101 is intended for students with no prior knowledge of Spanish or those who have had 2 years or less of high school Spanish. Prerequisite: none. 4 Semester Hours.

**SPN 102 Elementary Spanish II.** A course designed to enhance and further develop listening, speaking, writing, and reading skills in Spanish as well as cultural competency in the Hispanic world. Successful completion of this course satisfies the Foreign Language Proficiency requirement. Prerequisite: SPN 101 or 2 or more years of high school Spanish. 4 Semester Hours.

**SPN 111 Experiential Learning in a Latin American Country.** In this course, high school or transfer students who have completed an Amigos de las Américas service learning experience in a Spanish-speaking country prior to beginning classes at the University of Mount Union will complete a series of evaluative assignments. This course does not satisfy the foreign language proficiency requirement. No more than four credits from the Amigos de las Américas experience may count toward the Spanish major or minor. This course does not count as part of the study abroad experience required for the Spanish major. Graded S/U. 1-4 semester hours (based on the granting of one-credit for every two weeks spent at the Amigos de las Américas project site and completion of the coursework in SPN 111). Prerequisite: Completion of an Amigos de las Américas program prior to beginning classes at the University of Mount Union.

**SPN 201 Spanish-language Cinema.** A course designed as a general review of Spanish grammar structured around films from the Spanish-speaking world. This course is designed to enhance and further develop listening, speaking, writing, and reading skills in Spanish with a heavy emphasis on culture. Prerequisite: SPN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**SPN 202 Introduction to Hispanic Literature.** A course designed as a general review of Spanish grammar structured around readings from the Spanish-speaking world. This course is designed to enhance and further develop listening, speaking, writing and reading skills in Spanish with a heavy emphasis on culture. Prerequisite: SPN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**SPN 203 Introduction to Hispanic Civilization.** A course designed as a general review of Spanish grammar structured around the history and contemporary societies of the Spanish-speaking world. This course is designed to enhance and further develop listening, speaking, writing, and reading skills in Spanish with a heavy emphasis on culture. Prerequisite: SPN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**SPN 204 Introduction to Hispanic Theatre.** A course designed as a general review of Spanish grammar structured around plays from the Spanish-speaking world. This course is designed to enhance and further develop listening, speaking, writing and reading skills in Spanish with a heavy emphasis on culture. Prerequisite: SPN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**SPN 205 Spanish and Spanish-American Pop Culture.** A course designed as a general review of Spanish grammar structured around music, films, and readings from the Spanish-speaking world. This course is designed to enhance and further develop listening, speaking, writing, and reading skills in Spanish with a heavy emphasis on culture. Prerequisite: SPN 102, passing the University of Mount Union proficiency test, or permission of the instructor. 4 Semester Hours.

**SPN 210 Travel Seminar.** In this course students will participate in a faculty-led trip to a Spanish-speaking location. 1-4 Semester Hours.

**SPN 211 Pre-trip Service Learning in a Spanish-speaking Country.** In this course students will participate in a pre-trip service learning experience in a Spanish-speaking country that has been arranged via the Amigos de las Americas organization and complete pre-experience coursework assigned by a Spanish instructor at the University of Mount Union. This course does not count toward the study abroad experience required for the Spanish major. Graded S/U. Prerequisite: Enrollment in the Amigos de las Americas service learning program. 1 Semester Hour.

**SPN 212 Service Learning in a Spanish-Speaking Country.** In this course students will develop projects in Spanish and English to synthesize and share with local communities their Amigos de las Americas service learning experience. This course does not count toward the study abroad experience required for the Spanish major. Graded S/U. Prerequisite: Enrollment in the Amigos de las Americas service learning program in Latin America. 3 Semester Hours.

**SPN 220 Gender and Ethnicity in Spanish-American Literature.** An exploration of gender and ethnicity as revealed through Spanish-American literature supplemented by postcolonial writings that will examine these themes within a global context. Emphasis will be placed on viewing the texts from the perspective of women and minorities. Prerequisite: SPN 201, SPN 202, SPN 203, SPN 204, or SPN 205. 4 Semester Hours.

**SPN 221 Spanish and Spanish-American Culture and Civilization.** A study of the culture and civilization of Spain, pre-Columbian civilizations and their impact upon today's Spanish-speaking world. Taught in English, but with some required work in Spanish. Spanish majors and minors will be encouraged to do all of the readings and the written work in Spanish. This course does not satisfy the Foreign Language Proficiency requirement. 4 Semester Hours.

**SPN 222 Hispanic Literature in Translation.** A study of major literary works from various parts of the Spanish-speaking world. Course content, theme and focus may vary with each offering. Taught in English, but with some required work in Spanish. Spanish majors and minors will be encouraged to do all of the readings and the written work in Spanish. This course does not satisfy the Foreign Language Proficiency requirement. 4 Semester Hours.

**SPN 301 Spanish for Traveling and Living Abroad.** An intensive course designed to enhance reading, writing, listening, and speaking skills in everyday Spanish with strong cultural and grammatical components oriented toward preparing the student for an extensive stay in a Spanish-speaking country. Prerequisite: One course from the intermediate level that is taught in Spanish or permission of the instructor. 4 Semester Hours.

**SPN 302 Spanish for the Professions.** An intensive course designed to enhance reading, writing, listening and speaking skills in everyday Spanish with strong cultural and grammatical components oriented toward preparing the student for employment in a business, agency or institution where proficiency in Spanish is expected. Prerequisite: One course from the intermediate level that is taught in Spanish or permission of the instructor. 4 Semester Hours.

**SPN 303 Hispanic Perspectives on U.S. Society.** A review of writings describing and analyzing U.S. society from the viewpoints of Spanish and Spanish-American authors. Possible topics include, but are not limited to, Hispanic perspectives on U.S. politics, educational systems, commercial practices, daily customs, religious beliefs, and history. Prerequisite: One course from the intermediate level that is taught in Spanish or permission of the instructor. 4 Semester Hours.

**SPN 304 Spanish Across the Curriculum.** This course will encourage students to develop their Spanish language proficiency across disciplines. Students will study authentic Spanish-language materials as they relate to materials in another course. Prerequisite: One course from the intermediate level that is taught in Spanish or permission of the instructor. 4 Semester Hours.

**SPN 305 Translating Spanish.** A study, analysis, and practicum of the techniques of translating from Spanish to English and English to Spanish including the use of software and the Internet. Prerequisite: One course from the intermediate level that is taught in Spanish or permission of the instructor. 4 Semester Hours.

**SPN 306 Spanish-American Readings.** A survey of the literature of the Spanish-speaking countries in the Americas. Prerequisite: One course from the intermediate level or above that is taught in Spanish or permission of the instructor. 4 Semester Hours.

**SPN 307 Hispanic Art and Cinema.** A study of Hispanic cinema, painting, and music as sociocultural products of their time. Prerequisite: One course from the intermediate level or above that is taught in Spanish or permission of the instructor. 4 Semester Hours.

**SPN 308 Peninsular Spanish Readings.** A survey of the literature of Spain including works from different literary movements. Prerequisite: One course from the intermediate level or above that is taught in Spanish or permission of the instructor. 4 Semester Hours.

**SPN 385 Methods of Teaching Spanish.** A practical and theoretical methodology course which emphasizes lesson planning, writing instructional objectives, assessment, curriculum design, and a study of methodologies and materials relevant to the teaching of Spanish in the elementary, middle, and secondary schools. The course emphasizes the core guidelines of the American Council on the Teaching of Foreign Languages and relates instructional planning to Ohio's Model for a Competency-Based Program in Foreign Languages. This course must be taken prior to or concurrently with Multiage Student Teaching and SPN 386. This course does not count toward the requirements of the major or minor in Spanish. Prerequisites: Successful completion of one 300-level course in Spanish and permission of the instructor. 4 Semester Hours.

**SPN 386 Practicum in the Teaching of Spanish.** A practicum designed to put into immediate practice theories and strategies discussed in SPN 385. The student will serve as a teaching assistant in an elementary or intermediate course in Spanish in the Department of Foreign Languages and Cultures. It is recommended that this course be taken concurrently with SPN 385. This course does not count toward the requirements for the major or minor in Spanish. Prerequisites: Successful completion of one or more 300-level courses in Spanish and permission of the instructor. 2 Semester Hours.

**SPN 387 Teaching Spanish in the Elementary School.** This course is a practicum designed to make available to the teacher candidate in Spanish a practical field experience at the elementary school level. Under the direct supervision of foreign language faculty, the teacher candidate will participate in a FLES program at a local elementary school for one semester. It is recommended that this course be taken concurrently with SPN 385. This course does not count toward the requirements for the major or minor in Spanish. Prerequisite: Permission of the instructor. 1 Semester Hour.

**SPN 401 Advanced Special Topics.** Topics may vary. May be repeated for credit. Consent of instructor required. Prerequisite: One course at the 300 level or permission of instructor. 4 Semester Hours.

**SPN 485 Teaching Assistant Practicum – Spanish.** Intended for Spanish-language teaching assistants only. This course may be repeated for additional credit. 6 Semester Hours.

## Gender Studies

This interdisciplinary minor, drawn from the humanities and social sciences, examines the significance of gender in shaping the experiences of communities and individuals. Within the liberal arts tradition, gender studies analyzes the effects of cultural attitudes and social structures about gender identity and experiences, examines previously unavailable information about the lives and contributions of women and gender minorities, and demonstrates the importance of gender as a category of analysis to understand social structures of identity, power, and privilege. Graduates who have completed the gender studies minor are poised to work in a variety of settings ranging from social service to policy and lobbying organizations to research centers and educational services. Additionally, minoring in gender studies appropriately prepares students for many graduate programs.

Students are required to take a minimum of 16 credit hours: GEN201S Introduction to Gender Studies and three other courses in the minor including at least one humanities course and at least one social science course. Students are highly encouraged to complete five courses, one of which may be an internship. The gender studies minor is part of the Department of Interdisciplinary Studies.

### Requirements for the Minor in Gender Studies

Required Gender Studies Courses		Semester Hours
GEN 201S	Introduction to Gender Studies	4
Any one course from the following humanities courses		
ENG 345	Gender in Literature and Culture	4
GEN 220	Gender, Body, Identity	4
HST 260	Women in East Asia	4
HST 280	American Women's History	4
REL 370	Gender and Religion	4
SPN 220	Gender and Ethnicity in Spanish-American Literature	4
Any one course from the following social science courses		
CRJ 208	Diversity Issues in Criminal Justice	4
COM 378	Minorities, Women and the Media	4
COM 380	Gender, Communication and Society	4
ECN 330	Economics of Gender	4
PSY 380	Psychology of Gender	4
SOC 240	Sex, Love and Relationships	4
SOC 310	American Family	4
SOC 320	The World of Males and Females: A Sociological Perspective	4
At least one other course from the entire Gender Studies curriculum		
GEN 199	Special Topics in Gender Studies	4
GEN 210	Introduction to Men's Studies	4
GEN 220	Gender, Body, Identity	4

GEN 299	Special Topics in Gender Studies	4
GEN 310	Seminar in Gender Studies	4
GEN 320	From Antietam to Tora Bora: American Men at War	4
GEN 299	Special Topics in Gender Studies	4
GEN 399	Special Topics in Gender Studies	4
GEN 400	Independent Study in Gender Studies	4
GEN 499	Internship in Gender Studies	4
ENG 345	Gender and Literature	4
HST 260	Women in East Asia	4
HST 280H	American Women's History	4
REL 370	Gender and Religion	4
SPN 220	Gender and Ethnicity in Spanish-American Literature	4
CRJ 208	Diversity Issues in Criminal Justice	4
COM 378	Women, Minorities and the Media	4
COM 380	Gender, Communication and Society	4
ECN 330	Economics of Gender	4
PSY 380	Psychology of Gender	4
SOC 240	Sex, Love and Relationships	4
SOC 310	American Family	4
SOC 320	The World of Males and Females: A Sociological Perspective	4
	Total	16

## Course Descriptions

**GEN 199 Special Topics in Gender Studies.** See All-University 199 course description.

**GEN 2015 Introduction to Gender Studies.** A broad introduction to the basic theories, definitions and methods of the interdisciplinary field of gender studies. The course is devoted to analyzing the experiences of men and women with respect to the psychological, cultural and biological factors that influence individual gender identity development and the construction and representation of gender in society. The complex intersection of race, ethnicity, class and gender will be explored. 4 Semester Hours.

**GEN 210 Introduction to Men's Studies.** An introduction to the diverse and interdisciplinary field of men's studies. The complex intersections between masculinities and race, ethnicity, class, and sexual orientation will be an ongoing concern of the course. 4 Semester Hours.

**GEN 220 Gender, Body, Identity.** The course examines the importance of the human body understood as both a biological and cultural entity. Some of the topics to be explored in the class are foot-binding, genital mutilation, "cutting," tattoos and "body adornment," steroids, anorexia, cosmetic surgery, the medical construction of gender and the cyborg. 4 Semester Hours.

**GEN 299 Special Topics in Gender Studies.** See All-University 299 course description.

**GEN 310 Seminar in Gender Studies.** An advanced seminar exploring current theories and/or issues in the interdisciplinary field of gender studies. The specific topics will vary according to the interests of the faculty member teaching the course. The complex intersections between gender and race, ethnicity, class, and sexual orientation will be an ongoing concern of the seminar. Prerequisite: GEN 201 or permission of the instructor. 4 Semester Hours.

**GEN 320 From Antietam to Tora Bora: American Men at War.** American tradition tells us that not only is war hell, it is the ultimate measure of manhood. However, the actual experiences of men in war tell us that war is so much more than this, and their narratives reveal that the real story of American men at war is a much more complicated and nuanced one. Using a variety of written texts as well as film, we will explore what war can teach us about masculinity—and vice versa. Along the way, the class will introduce students to some of the approaches and methodologies associated with men's studies. Prerequisite: Sophomore standing or above. 4 Semester Hours.

**GEN 330 International Perspectives on Gender.** This course examines cultural constructions of both gender and sexuality including how they interact with systems of power such as ethnicity, race, colonialism, imperialism, globalization, genocide, militarism and slavery. Within the frameworks of human rights and transnational feminisms, this course focuses on contemporary global debates regarding a variety of topics such as violence against women, reproductive rights and other women's health issues, sex trafficking, terrorism, poverty, religious fundamentalism, access to education, political participation, among other key issues that affect women and LGBTQ communities. Special attention will be paid to analyzing conditions that promote and inhibit the status of and rights of women and LGBTQ persons including the work of governments, international non-governmental organizations and local activists. Prerequisites: Sophomore standing. GEN 2015 is recommended. 4 Semester Hours.

**GEN 399 Special Topics in Gender Studies.** See All-University 399 course description.

**GEN 400 Independent Study in Gender Studies.** The study of selected topics or projects in gender studies. Open to juniors and seniors minoring in gender studies. A prospectus must be submitted for approval prior to registration. 4 Semester Hours.

**GEN 499 Internship.** Prerequisite: Junior or senior status and approval of gender studies coordinator. 1-4 Semester Hours

## Department of Geology

The Department of Geology offers a program which is designed to give the student a solid foundation in understanding the materials, processes and history of the earth. Programs of study are available for those students who plan to enter graduate schools and professional careers as well as for those students who intend to terminate their studies with the bachelor's degree. Opportunities are available for students who wish to include geology as part of a double major or self-defined major. Each student works closely with department faculty members in developing a course of study that best suits his or her individual objectives.

## Requirements for the Major in Geology

Required Geology Courses		Semester Hours
GEO 112N	Physical Geology or GEO 116N Investigation Earth	4
GEO 212	Historical Geology	4
GEO 301	Earth Materials	4
GEO 302	Igneous and Metamorphic Petrology	4
GEO 325	Stratigraphy and Sedimentation	4
GEO 330	Structural Geology	4
GEO 381-		
GEO 384	Seminar	2
GEO 425	Senior Culminating Experience or GEO 494 Honors Thesis/Project	4
Eight additional hours of GEO coursework (may include ENV 280)		8
Total		38

Required extra-departmental courses		Semester Hours
MTH 140	Precalculus	4
or		
MTH 141	Calculus I	4
CHE 110N	Foundations of Chemistry or CHE 120N Concepts in Chemistry	4
PHY 101N	General Physics I	4
or		
BIO	One four semester hour BIO course	4
Total		50

Certain requirements may be waived at the discretion of the department if the student presents acceptable alternatives.

Completion of a summer course at an accredited field camp or completion of a summer research project is recommended for geology majors intending to continue advanced studies in graduate school. The amount of credit for such a course which can be applied toward the degree requirements will not exceed seven semester hours.

Students planning graduate study should note that most geology departments require two courses each in chemistry, physics and calculus. Some graduate programs require a reading knowledge of a second language.

## Field Trips

Field trips constitute an integral part of the geology curriculum, and students are strongly encouraged to participate in such trips. Extended field trips may be incorporated into the following courses: GEO 212, 302, 320, 325 and 330.

## Requirements for the Minor in Geology

Required Geology Courses		Semester Hours
GEO 112N	Physical Geology or GEO 116N Investigation Earth	4
GEO 212	Historical Geology	4
Additional 8 semester hours of geology coursework at the 200 level or higher.		8
Total		16

## Requirements for the Minor in Earth Science

Required Geology Courses		Semester Hours
GEO 112N	Physical Geology or GEO 116N Investigation Earth	4
GEO 212	Historical Geology	4
One additional GEO course at the 200 level or higher		4
Required Extra-Departmental Courses		
PHY 120N	Astronomy: A Survey	4
Any One from the Following Courses		
ENV 190N	Introduction to Environmental Science	4
CHE 100N	Chemistry in Society	4
PHY 110	Concepts of Physics	4
Total		20

## Requirements for Honors in Geology

Students are eligible to enter the Honors Program in geology if they have at least a 3.5 grade point average in the major or permission of the Honor Review Board.

To receive honors in geology, a student must have at least a 3.5 grade point average in the major at graduation and honors credit in courses that total a minimum of 12 semester hours. One of the courses required is GEO 494 Honors Thesis/Project that may be taken for three to six credit hours. For permission to register for an honors thesis/project, a completed Honors Application and Registration form must be filed with the director of Honors Programs by the end of the twelfth week of classes of the semester prior to doing the thesis. Students must earn at least a "B+" in the course to earn honors credit.

Other courses students may take for honors in geology include any geology course numbered 200 or higher. For permission to register for a course with honors in the major, a completed Application and Registration form must be filed with the director of Honors Programs by the end of the third week of classes of the semester in which the course is taken. Students must earn at least a "B+" in the course to earn honors credit.

## Course Descriptions

**GEO 112N Physical Geology: How the Earth Works.** An examination of the natural processes that shape the earth's past, present and future and their impact on the residents of the planet. Course will also introduce the methods scientists use to study the Earth. Topics addressed include the formation of earth materials, natural hazards such as volcanoes and earthquakes, plate tectonics and mountain building, and earth history. There will be three hours of classroom study and one two hour lab each week. Students who complete GEO 112 cannot also receive credit for GEO 116. 4 Semester Hours.

**GEO 116N Investigation Earth.** A hands-on exploration of the dynamics that shape planet Earth and an introduction to methods scientists use to study the Earth's past, present, and predict its future. The course will examine the origin, evolution, and interaction of the Earth's lithosphere, hydrosphere and atmosphere and the impact these interactions have had on the Earth's history and on human habitation of the planet. Students who complete GEO 116 cannot also receive credit for GEO 112. Five hours of combined lecture and lab per week. 4 Semester Hours.

**GEO 199 Special Topics** See All-University 199 course description.

**GEO 205 Weather and Climate.** A study of the nature of the Earth's atmosphere, atmospheric circulation and energy, clouds and precipitation, frontal systems and other weather phenomena that affect our everyday lives. The relationship between weather and climate and global problems related to sustainable human existence will be considered. 4 Semester Hours.

**GEO 210 Hydrology and Water Resources.** A study of water properties, occurrence, distribution, and movement and their relationship with the environment within each phase of the hydrological cycle. The course also examines water quantity and quality issues, and water management policies. Prerequisite: BIO 141 or ENV 190 or GEO 112 or GEO 116 or consent of the instructor. Three class hours and one three-hour laboratory per week. 4 Semester Hours.

**GEO 212 Historical Geology.** An investigation of the physical and biologic processes that shape the earth and how those processes are recorded in the rock record. The geologic history of North America will be examined based on the evidence revealed by the rocks and fossils of the continent. Prerequisite: GEO 112 or GEO 116 or instructor's permission. Three class hours and one two hour laboratory session per week. 4 Semester Hours.

**GEO 220 History of Life.** A study of the basic principles used by paleobiologists to understand the history of life on Earth, and an application of those principles through a survey of major events and trends in the evolution and diversification of life. Offered in alternate years. Prerequisites: open to sophomores, juniors and seniors. 4 Semester Hours.

**GEO 270 Regional Geology.** An examination of the geology, geomorphology and geologic history of selected regions of North America. Emphasis will be placed on the use of basic geologic principles in the interpretation of geologic features and landforms. Prerequisites: GEO 112 or GEO 116, GEO 212 or permission of the instructor. Four class hours per week. 4 Semester Hours.

**GEO 299 Special Topics** See All-University 299 course description.

**GEO 301 Earth Materials.** An introduction to the materials that make up the Earth and the tools used to study these materials. Emphasis is placed on the identification, classification and interpretation of the geological significance of minerals. The course introduces crystallography, physical mineralogy, crystal chemistry, optical mineralogy, x-ray diffraction, and hand sample petrography. The origin and environmental impacts of mineral resources are also studied. Prerequisite: GEO 112 or GEO 116. Three class hours and one two hour laboratory session per week. Offered in alternate years. 4 Semester Hours.

**GEO 302 Igneous and Metamorphic Petrology.** A study of the igneous and metamorphic rocks and their significance to the origin and evolution of the earth's crust. Emphasis placed on the identification, physical and chemical classification, petrogenesis, and tectonic significance of igneous and metamorphic rocks. Prerequisite: GEO 301. Three class hours and one two hour laboratory session per week. Offered in alternate years. 4 Semester Hours.

**GEO 320 Paleontology.** An introduction to classification and identification of fossils; and the evolution and distribution of the major invertebrate phyla through geologic time. Prerequisites: GEO 112 or GEO 116; GEO 212, or permission of the instructor. Three class hours and one two hour laboratory session per week. 4 Semester Hours.

**GEO 325 Sedimentation and Stratigraphy.** An examination of the components of sedimentary deposits, processes of sediment deposition in different environments and sedimentary rock formation. The sedimentary rocks are placed in a time-stratigraphic perspective through correlation and basin analysis. Prerequisites: GEO 112 or GEO 116, GEO 212. GEO 301 is recommended but not required. Three class hours and one two hour laboratory session per week. Offered in alternate years. 4 Semester Hours.

**GEO 330 Structural Geology.** A study of deformation in the Earth's crust at all scales. Emphasis on recognition and analysis of structural features and interpretation of their tectonic significance. Prerequisites: GEO 112 or GEO 116, GEO 212, MTH 140 or equivalent. Three class hours and one two hour laboratory session per week. Offered in alternate years. 4 Semester Hours.

**GEO 381-384 Geology Seminar.** A review of classic papers and current publications relevant to the broad spectrum of earth sciences. Each semester students will prepare a written report and give a presentation on a subject of their own choosing that is of current geological interest. Normally taken in junior and senior years. Each student is responsible for giving one seminar presentation each semester. Regular attendance at scheduled seminars is also required. Prerequisite: Registration only by permission of the instructor. 0.5 Semester Hours. each semester

**GEO 385 Directed Studies in Earth Sciences.** Studies relevant to a topic selected by the student in conference with the instructor. The study may take the form of library research, discussion, or field or laboratory investigation under close supervision of the instructor. The study may represent an extension of previous course work. Open to advanced students majoring in geology. Prerequisite: Registration only by permission of the instructor. May be taken more than one semester. 1- 4 Semester Hours.

**GEO 399 Special Topics.** See All-University 399 course description.

**GEO 410 Research.** Independent study and research in earth science. May be taken on an interdepartmental basis with permission of the departments involved. Research projects are determined by the student's interest. A formal presentation of the results of the research is required. Open to advanced students majoring in geology who have demonstrated a desire and an aptitude for independent research. Prerequisite: Registration only by permission of the instructor. May be taken more than one semester. 1 - 4 Semester Hours.

**GEO 425 Senior Culminating Experience.** A two-semester course designed to fulfill the University requirements for a Senior Culminating Experience. This course is required of all geology majors. Students will develop and conduct an independent scientific research project and present the results as a written report and an oral presentation. A grade of "In Progress" will be assigned at the end of the first semester. The final grade will be entered for both semesters at the end of the second semester. Prerequisites: Permission of the instructor. 2 Semester Hours each semester for a total of 4 Hrs.

**GEO 494 Honors Thesis/Project.** A research/project course designed to meet the needs of the individual student seeking honors in the major at graduation. Prerequisites: junior or senior standing, and approval of the instructor, the department chair and the Honors Review Board. Credit variable, 4-6 Semester Hours.

## Health

The health major at Mount Union equips students with the necessary knowledge, skills and dispositions to be discerning and successful health teachers capable of serving and leading in their chosen vocation. A health major along with a multi-age education minor will prepare students to teach health education in Ohio. Students are provided both theoretical foundations and practical experiences related to teaching health education in middle and high school settings, as well as improving school health program. Students may major in health if they wish to enter the teaching profession.

### Requirements for the Major in Health

Required Health Courses		Semester Hours
PBH 101	Introduction to Public Health	4
or		
HED 150	Coordinated School Health Programs and Community Involvement	2
HED 230	Substance Abuse Education and Prevention	4
HED 250	Nutrition	4
PBH 250	Health Data and Research	2
HED 270	Health Literacy	2
PBH 300	Principles of Health Education and Health Promotion	4
HED 325	Introduction to Health Methods	2
HED 350	Methods and Curriculum for Teaching Health in School	4
HED 375	Human Sexuality	2
HED 400	Disease, Illness, and Death (SCE)	4
Required Departmental Courses		
PEP 430	Motor and Developmental Learning	4
Required Extra-Departmental Courses		
BIO 105	Anatomy and Physiology	4
Total		42

Candidates seeking a teaching license in health education must earn a grade of "C" or better in HED 150, HED 325, and HED 350. If a minimum grade of "C" is not earned, candidates are required to retake the course until a grade of "C" or better is earned. Candidates must present proof of current CPR, First Aid, and Emergency Response training by Fall semester of the Sophomore year to the program director.

### Course Descriptions

**HED 150 Coordinated School Health Programs and Community Involvement.** This course will enable teacher-candidates to learn about the various roles they will need to perform in addition to teaching health in the classroom and introduce community health resources. Teacher-candidates will learn about the National Health Education Standards, health literacy and child abuse and neglect, as well as the eight elements of a coordinated school health system and how to engage other professionals to enhance school health. Prerequisite: PBH 101. 2 Semester Hours.

**HED 199 Special Topics in Health.** See All-University 199 course description.

**HED 230 Substance Abuse Education and Prevention.** This course will provide an overview of the major drugs of abuse and their effects on the body as well as the biological, sociological, psychological and legal issues associated with drug use and abuse in our culture. An emphasis will be given to effective educational approaches and prevention programs that address the problems of use and abuse. Prerequisite: PBH 101. 4 Semester Hours.

**HED 250 Nutrition.** A comprehensive investigation of the basics of nutrition, the role that nutrition plays in the maintenance of health, and its effects on human performance. Teacher-candidates will learn about the six main nutrients, dietary supplements, disordered eating, and nutrition for patients with cancer, athletes, and children. 4 Semester Hours.

**HED 270 Health Literacy.** This course is designed to provide health teacher-candidates with the skills necessary to provide health education that meets the needs of children and adults with varied levels of health literacy. The course will focus on communication skills and the development of written health education materials and introduce participants to the fundamentals of health literacy and demonstrate the importance of health literacy within health curriculum. Prerequisite: PBH 101. 2 Semester Hours.

**HED 299 Special Topics in Health.** See All-University 299 course description.

**HED 325 Introduction to Health Methods.** Basic concepts of teaching health education will be introduced in this course. Teacher-candidates will learn about effective teaching practices; a 10- hour field experience with a health-education specialist in a P-12 school setting is required. This course will only be offered in the fall of even years. Prerequisite: PBH 101, HED 150, and HED 270. *2 Semester Hours.*

**HED 350 Methods and Curriculum for Teaching School Health.** This course will provide the theory and experiential learning opportunities for teach candidates to acquire health knowledge and competencies in curricular design, instructional methods, use of technology and other resources, promoting health and meeting diverse needs in the classroom. Teaching and assessing the National Health Education Standards, 6 CDC risk behaviors and 10 general health education content areas will be stressed. A 10-hour clinical practice experience in a P-12 school setting is required. This course will only be offered in the spring of odd years. Prerequisite: HED 325. *4 Semester Hours.*

**HED 375 Human Sexuality.** This course addresses issues related to the practice, meaning and significance of human sexual relations and their biological, psychological, and sociological effects on health. Specific attention will be given to sexually transmitted infections, sexual trends in diverse populations, fostering healthy relationships, refusal skills, morality and values, decision making skills, and teaching sexuality to children and adolescents. Prerequisite: PBH 101. *2 Semester Hours.*

**HED 399 Special Topics in Health** See All-University 399 course description. .

**HED 400 Disease, Illness, and Death (SCE).** An overview of basic prevention and investigation of the signs, symptoms, prognosis, and treatments associated with various common diseases in the world and in the local community. Holistic dynamics associated with illness and death will be explored including related processes, promoting health in the elderly, understanding the meaning of death and the significance of grief, bereavement, cultural differences, and care. Cultural diversity and its relationship to health, disease, and death will be addressed. Prerequisites: HED 270 and 350. *4 Semester Hours.*

**HED 494 Honors Project** See All-University 494 course description.

**HED 499 Internship in Health** See All-University 499 course description.

## Department of History

The History Department develops and maintains an academic curriculum that helps students attain a broad base of knowledge in history, and acquire the intellectual and communication skills necessary to an undergraduate education in history. The department offers a major and minor. Students who enroll in history courses gain knowledge about a range of temporal and geographical historical experiences from different parts of the globe, and learn to think critically about historical processes that have shaped the historical past as well as contemporary civilization.

Majors are required to engage upper-level coursework to develop depth of understanding, and a Senior Culminating Experience (SCE) course in History is required. The history major prepares students for careers in education, and graduate study in history and related fields. Students with a broad range of professional career interests—including education, law, and business—major in history.

### Requirements for the Major in History

History majors will take 44 credit hours in history: 20 required hours, 16 distribution hours selected from three categories, and 8 hours of electives in history at the 200 or 300 level. Majors are also required to take ECN 105S. Completion of the major and all other university requirements results in a Bachelor of Arts with a major in History degree.

Required Courses		Semester Hours
HST 101H	Western Civilization I	4
or		
HST 102H	Western Civilization II	4
HST 110	Asian Civilization	4
HST 200	Historians' Craft	4
HST 230H	Problems of Developing Nations	4
HST 400 or 401	Senior Culminating Experience course	4
ECN 105S	Introduction to Economics	4

Any Two of the Following American History Sequence Courses

*Note: Students planning careers in history education are highly recommended to take all four courses in the American History sequence. (Consult your AYA Education Department mentor for guidance.)*

HST 205	Colonial America.	4
HST 206H	Nineteenth Century America	4
HST 207	Progressive Movement in American History	4
HST 208	United States Since 1945	4

Any One of the Following Asian History and Elements of World History Courses (4 credits)

*Note: Students majoring in Asian Studies should consult the catalog under that title*

HST 260	Women in East Asia	4
HST 265	East Asia to 1800	4
HST 270	East Asia and the U.S. in Historical Perspective	4
HST 360	Modern China	4
HST 365	Southeast Asia	4
HST 370	Modern Japan	4
HST 380	South Asia	4
HST 215H	The Middle East	4
HST 225H	History of Africa	4
HST 336	History of Southern Africa	4

Any One of the Following European History Courses

HST 220	East Europe	4
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HST 320	The Renaissance and Reformation	4
HST 325	Early Modern Europe	4
HST 340	Revolutionary Europe	4
HST 345	Contemporary Europe	4
HST 350	Ancient Greece and Rome	4
HST 355	Medieval Europe	4
HST 385	Modern Russia	4

Elective Courses. Students will choose any 200 or 300 level history courses for a total of 8 hours.

Total 48

## Requirements for the Minor in History

Required Courses	Semester Hours
HST 101H Western Civilization I or HST 102H Western Civilization II HST 110 Asian Civilization	4 4 4
Any 2 additional HST courses	8
Total	16

## Requirements for Honors in History

Students are eligible to enter the Honors Program in history if they have at least a 3.5 grade point average in the major or permission of the Honor Review Board. To receive honors in history, a student must have at least a 3.5 grade point average in the major at graduation and honors credit in courses that total a minimum of 16 semester hours. One of the courses may be HST 494 Honors Thesis/Project that may be taken for four to six credit hours. For permission to register for an honors thesis/project, a completed Honors Application and Registration Form must be filed with the director of Honors Programs by the end of the 12th week of classes of the semester prior to doing the thesis. Students must earn at least a "B+" in the course to earn honors credit. Other courses students may take for honors in history include any 200-level or above course, except HST 400 (students should register instead for HST 494). For permission to register for a course with honors in the major, a completed Application and Registration Form must be filed with the director of Honors Programs by the end of the third week of classes of the semester in which the course is taken. Students must earn at least a "B+" in the course to earn honors credit.

## Course Descriptions

**HST 101H Western Civilization I.** A survey of the development of Western civilization from its earliest times to the mid-17th century. It emphasizes the evaluation of institutions and the cultural contributions of successive periods. 4 Semester Hours.

**HST 102H Western Civilization II.** A survey of the development of western civilization stressing major cultural, political, economic and institutional changes from 1648 to the present. 4 Semester Hours.

**HST 110 Asian Civilization.** A survey of cultural, political, economic, and social developments in Chinese, Japanese, Indian, and Central Asian civilizations. Critical attention will be paid to the interaction of Asia and the West in the modern era. . 4 Semester Hours.

**HST 199 Special Topics in History.** See All-University 199 course description. 4 Semester Hours.

**HST 200 The Historian's Craft.** An examination into the nature and method of historical inquiry and the construction and writing of history. The course will introduce students to historiography, the philosophy of history, issues facing historians, practical research methods and the evaluation of sources. The course stresses critical thinking and analysis as well as close critical reading, writing and speaking skills. HST 200 is a prerequisite for the SCE and is suggested as preparation for 300-level courses. 4 Semester Hours.

**HST 201 Museum Studies.** Public History is a vibrant field within the historical profession, and museum studies is an integral component of public history. This course offers students an understanding of the many facets of museum studies including an understanding of historical memory, creativity and historical purpose in museum exhibits, and an understanding of the knowledge and skills required to be successful in museum work. 4 Semester Hours.

**HST 205 Colonial America.** An examination of American history from the discovery of the Americas through 1787. The course will address elements in political, economic, and cultural histories of the thirteen continental colonies of British North America; students will be introduced to the politics of the Enlightenment and the American founding, including discussion of the U.S. Constitution and Bill of Rights. 4 Semester Hours.

**HST 206H Nineteenth Century United States.** An examination of U.S. history from 1787 to 1880, including the Early National Period, Civil War, and Reconstruction. Political, economic, social, military, and cultural history will be discussed. 4 Semester Hours.

**HST 207 Progressive Movement in American History, 1880 to 1945.** An examination of elements in political, economic, social, and cultural history, as well as foreign affairs, from the Gilded Age to the Second World War. Among topics addressed will be progressivism, the New Deal, the world wars. 4 Semester Hours.

**HST 208 United States Since 1945.** An examination of elements in political, economic, social, and cultural history, as well as foreign affairs from the end of the Second World War to the present. Among the topics addressed will be the cold war, the affluent society, the war on poverty, the counterculture, the rise of conservatism, the terrorist attack of September 11, 2001, and more. 4 Semester Hours.

**HST 215H The Middle East.** An interdisciplinary study of social, economic, cultural, and political developments in the Middle East from the decline of the Ottoman Empire to the present in the context of nationalism, religion, and international affairs. Elements in the Israeli-Palestinian conflict will be given careful examination. 4 Semester Hours.

**HST 220 East Europe.** A survey of the history of Eastern Europe from antiquity to the present. Attention will focus on the various empires that have dominated the region at different times, national revival and the emergence of nation-states, communist domination and communist collapse and efforts to craft post-communist political and economic systems. 4 Semester Hours.

**HST 225H History of Africa.** A study of the social, economic, and political history of Africa from the prehistoric era to the present, emphasizing Sub-Saharan tribal histories, slavery, colonization, anti-colonial movements, and the development of modern states. 4 Semester Hours.

**HST 230H Problems of Developing Nations.** An interdisciplinary study of the social, economic and political history of the developing world from 1945 to the present. The course will focus on three broad geographical areas, Asia, Africa and Latin America, in the context of foreign aid, globalization, population growth, and human rights. 4 Semester Hours.

**HST 260 Women in East Asia.** By examining individual life histories, exploring the development of women's consciousness, and analyzing historical events, this course is designed to make a historical survey of continuity and change in the roles and conditions of women in East Asian society from ancient times to the present. 4 Semester Hours.

**HST 265 East Asia to 1800.** A survey of the traditional cultures of China, Korea, and Japan from antiquity to the incursion of the West. Attention will focus on Chinese, Korean, and Japanese society, religion, art and literature, including the Chinese conception of "dao" and the Japanese "myth of uniqueness". 4 Semester Hours.

**HST 270 East Asia and the United States in Historical Perspectives.** Beginning with the first voyages of the Empress of China, the course will examine the economic, political, diplomatic, military, and cultural relations between East Asia and the United States from the late eighteenth century to the present. 4 Semester Hours.

**HST 275H African-American History.** A survey of African-American History from colonial times to the present. Slavery, abolition, segregation, civil rights, and social reform will be discussed in the context of social, political, economic, and intellectual history. 4 Semester Hours.

**HST 280H American Women's History.** This course concentrates on women as active participants in the history of the United States from pre-colonial contact to the present. It will begin with an examination of the status of women in Europe, Africa, and the Americas prior to colonization and will consider the changes that occurred as a result of Europe's "discovery" of the Americas. It will examine both the general contributions women have made to the economic, social and political spheres and the roles specific women have played in the development of the nation. Women of all socio-economic, religious, ethnic and color groups will be considered. 4 Sem. Hrs.

**HST 290H History of Civil Rights Movements in the U.S.** A study of the origins, development, and ramifications of the modern civil rights movement from the Niagara Movement to the presidency of Barack Obama. The course will focus on the development of black socio-political identity in the context of American culture and society. 4 Semester Hours.

**HST 299 Special Topics in History.** See All-University 299 course description. 4 Semester Hours.

**HST 320 Renaissance and Reformation.** A survey of Europe from the first stirrings of the Renaissance in Italy to the conclusion of the Catholic Counter Reformation, covering the approximate years 1300 to 1600. This course emphasizes intellectual, political and institutional developments. 4 Semester Hours.

**HST 325 Early Modern Europe.** A survey of Europe from the religious wars of the 16<sup>th</sup> century through the Enlightenment to the eve of the French Revolution covering the approximate years 1559 to 1789. This course emphasizes intellectual, political and economic developments. 4 Semester Hours.

**HST 336 History of Southern Africa.** A study of social, economic and political history of Southern Africa from the 16<sup>th</sup> century European invasions and Non-Bantu migrations to the present day with emphasis on European colonialism and black-white economic and political confrontations. Independence movements in Lesotho, Swaziland, Namibia, and Union of South Africa will be addressed, as will the nature of the apartheid system in the Republic of South Africa. Attention will focus on post independence achievements and failures of the Republic of South Africa, and its external relations in the context of globalization. 4 Sem. Hrs.

**HST 340 Revolutionary Europe.** A survey of Europe from the French Revolution to the eve of World War I. This course emphasizes the development of nationalism and liberalism, the implications of the progress of science and industry and the emergence of imperialism. 4 Semester Hours.

**HST 345 Contemporary Europe.** A survey of Europe from World War I to the present. This course emphasizes the rise of communism and fascism, the breakdown of collective security, World War II, the Cold War, the development of the EU, and the disappearance of the Soviet Union. 4 Semester Hours.

**HST 350 Ancient Greece and Rome.** A survey of the ancient roots of Western Civilization. Attention will focus on the intellectual, cultural, and political development of Ancient Greece and Rome from c. 800 B.C.E. to 300 C.E. 4 Semester Hours.

**HST 355 Medieval Europe.** A survey of Europe from 300 C.E. to 1300 C.E. with emphasis on religious, political, and economic developments. Particular attention will be given to church and empire, feudalism, commerce, and the rise of the dynastic states. 4 Semester Hours.

**HST 360 Modern China.** An examination of the collapse of the old empire, the rise of Chinese nationalism, Nationalist and communist revolutions, the War of Resistance, the Civil War, the founding of the Peoples' Republic of China, and relations with foreign powers. Attention will focus on China's relationships with Japan, Russia, and the United States. 4 Semester Hours.

**HST 365 Southeast Asia.** An examination of the Asian countries south of China and east of India. Emphasis will be placed on the political, economic, and social development of the region in the 20th century. 4 Semester Hours.

**HST 370 Modern Japan.** An examination of Japanese political, economic, cultural and diplomatic history from the end of the feudal era to the present. 4 Semester Hours.

**HST 380 South Asia.** A study of the social, economic, religious, and political development of South Asia, including India, Pakistan, Bangladesh, and smaller nations, from the end of the Second World War to the present. Economic achievements and failures, and the rise of religious extremism will be discussed. 4 Semester Hours.

**HST 385 Modern Russia.** A survey of Russian history in the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, from the era of the Napoleonic Wars through the Bolshevik Revolution to the collapse of the Soviet Union and the attempts to structure its successor state in the 1990s and 2000s. 4 Semester Hours.

**HST 399 Special Topics in History.** See All-University 399 course description. 4 Semester Hours.

**HST 400 Seminar in Western History.** Each student will select a research project from some area of European or American history, apply critical research techniques to it and complete a polished paper. This course satisfies the Senior Culminating Experience requirement for history majors. Prerequisite: HST 200. Fall Semester. 4 Semester Hours.

**HST 401 Seminar in Asian History.** Each student will select a topic from some area of Asian history, apply critical research techniques to it, and complete a polished paper. Arrangements must be made with the instructor during the semester prior to the one in which the course is offered. Prerequisite: HST 200. (Students majoring in Asian Studies may, with the written permission of the Director of Asian Studies, take HST 401 in fulfillment of their Asian Studies SCE. Generally, the Asian Studies SCE requirement is fulfilled by ASN 401.) 4 Semester Hours.

**HST 405 Independent Study in History.** Open to junior and senior students majoring in history. Emphasis is on an in-depth independent inquiry of a subject. Arrangements must be made with the instructor during the semester prior to the one in which the course is offered. Prerequisite: HST 200 and permission of instructor. Variable credit, 1-4 Semester Hours.

**HST 494 Honors Thesis/Project.** A formal, scholarly paper written under the supervision of an advising professor. (See All-University 494 course description.) Can be completed in one or two semesters. Arrangements must be made with the instructor during the semester prior to the one in which the course is offered and proposal must receive approval from the Honors Review Board. Prerequisite: Junior or senior standing, instructor's permission, and Honors Review Board approval. Prerequisite: HST 200. 4 or 6 Semester Hours.

**HST 499 Internship.** This is an experience-based course in which the student spends a specified amount of time with a local, county or state historical society in order to learn how such institutions function and to understand the richness of local historical sources and their importance to the historian. Supervision is provided by the cooperating society and the Department of History. The specific program for each internship will vary as agreed upon by the intern, the internship coordinator and the cooperating society. Arrangements must be made with the instructor during the semester prior to the one in which the course is offered. 1-8 Semester Hours.

## Honors

### University Honors Curriculum:

Honors General Education	Semester Hours
HON 110 Honors First Year Seminar	4

#### Honors Foundation Courses:

HON 12X Arts	4
HON 14X Humanities	4
HON 16X Natural Science	4
HON 18X Social Science	4

Students will take Honors Foundations courses in three of the four areas. Students will cover the fourth foundational area by taking an elective in the area as approved by the Honors Directors (may include a fourth Honors Foundation, IC Foundation, transfer/post-secondary/AP credit, or any-level elective in that area). Science courses taken to fulfill the requirement must include a lab.

#### Honors Themes:

HON 300 Engaging Diversity	4
XXX 300-400-level concurrent with HON 350	4
HON 350 Honors Theme Project	0

Students will take one Honors Theme course and complete a project that develops the theme of engaging diversity in a second course of their choosing at the 300- or 400-level. Students will submit a proposal similar to that required for an Honors in the Major project and will register for HON 350 Honors Theme Project for 0 semester hours along with the selected course. Students must receive an S in HON 350 and a B+ in the course to fulfill the Honors Theme requirement.

HON 410 Honors Capstone	4
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Total Hours in University Honors	32
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\*University Honors scholars must complete the math and foreign language proficiencies and the WOC portfolio required of all University of Mount Union students.

Special recognition will be given on graduation day for students who earn University Honors.

## Course Descriptions

**HON 110 Honors First Year Seminar.** This seminar will emphasize academic skills, such as critical reading and writing and active discussion, while stimulating intellectual curiosity and inquiry-based learning. The content of the seminar will vary with professor and will be announced in advance. A grade of B+ or above is necessary to earn University Honors credit. Open only to University Honors scholars. 4 Semester Hours.

**HON 120A Great Plays of Theatre; Are They Still?** Throughout all of theatrical history, playwrights have written plays in a wide variety of different styles. During the course of this semester, three to five great plays will be examined using a framework of dramatic analysis and historical context, to answer questions of contemporary relevancy, currency, and immediacy: What was the cultural climate during which the play was written? What were the playwrights trying to say with these plays and do these plays still resonate with contemporary audiences, whether two thousand years or fifty years, after they were first produced? What were these playwrights attempting to say in regards to the nature of being human and our progression through human life? Having lasted this long, will these plays still be produced in another thousand years or so? What makes a great play great? In an attempt to answer these questions, the class will be divided into "production" companies to facilitate new hands-on approaches to the scripting and production of these plays. Honors Foundations focus on research methods and design, the broader intellectual context of the field, a greater emphasis on student autonomy, and connections with other fields. 4 Semester Hours.

**HON 125A Music, the Arts, and Cultural Context.** The study of some of the basic elements, forms, stylistic traditions, social functions, and standard literature of vernacular and art music throughout history. Music's relationships with other art forms, historical periods and movements, religion, and politics are explored, as are the processes of artistic creation and interpretation. Students will begin to develop the tools to evaluate and place into context artistic works. Not a music history survey, this course will focus in depth on several specific genres, time periods, and historical contexts, as determined by the instructor and the students. Attendance at concerts and other cultural events throughout the semester is required. Honors Foundations focus on research methods and design, the broader intellectual context of the field, a greater emphasis on student autonomy, and connections with other fields. Open only to University Honors scholars. 4 Semester Hours.

**HON 140H Exploring Religion through Film: Big Questions on the Big Screen.** This course applies interpretive and critical-analytical methods to the medium of film, which serves as an important conveyor of religious meaning and expression in society. Students will explore meta-questions by examining religious issues through engagement with and evaluation of both contemporary and less-recent films. In particular, the course will focus on the power and value of film for exploring inter-religious dialogue and understanding the religious "other." Through intensive discussion, research, and various written and oral assignments, students will discover and explore the religious themes, symbols, and concepts present in a variety of films. Honors Foundations focus on research methods and design, the broader intellectual context of the field, a greater emphasis on student autonomy, and connections with other fields. 4 Semester Hours.

**HON145H The Logic of Gothic.** It has thrived in literature, film, the fine arts, music, fashion, and beyond. It is well represented in both popular and high culture. It is rooted in archetypal taboos but has morphed from time to time and place to place, adapting to the deep fears and dark desires of its audience. Gothic challenges us to decode it in a multitude of ways and we take up this challenge in "The Logic of Gothic," bringing our powers of analysis to texts such as *Dracula* and *Beloved*. The course includes both scholarly and creative writing, and students are encouraged to devise projects that combine research in the Humanities with research in other fields of interest, including the natural sciences, psychology, and religious studies. After all, the Gothic is interested in our bodies and our minds as well as our souls. Honors Foundations focus on research methods and design, the broader intellectual context of the field, a greater emphasis on student autonomy, and connections with other fields. Open only to University Honors scholars. 4 Semester Hours.

**HON 160N Concepts in Chemistry.** This introductory course is a study of atomic structure, intermolecular interactions, chemical kinetics, equilibrium, and chemical thermodynamics. This course provides a chemical basis needed for the continuing study of chemistry and other natural sciences. Honors Foundations focus on research methods and design, the broader intellectual context of the field, a greater emphasis on student autonomy, and connections with other fields. Prerequisite: 1 or 2 years of high school chemistry or CHE 110. Three class hours and one three hour lab period. 4 Semester Hours.

**HON 180S The Psychological Sciences.** This course examines the scientific study of behavior and mental processes using current issues and research as the framework for exploring the discipline of psychology. In this course you will learn that psychology is a science that attempts to answer some of the age-old questions about the human experience by using rigorous empirical methods. Students will become familiar with the concepts, general theories, and specific approaches and applications used in the field of psychology as well as how they relate to the work done by other social scientists. The following subfields in psychology will be explored: research methodology, biological bases of behavior, development, sensation and perception, consciousness, learning, memory and cognition, motivation and emotion, personality, social behavior, abnormal psychology, and the treatment of psychological disorders. Honors Foundations focus on research methods and design, the broader intellectual context of the field, a greater emphasis on student autonomy, and connections with other fields. Prerequisites: None. 4 Semester Hours.

**HON 185S World Politics.** This course examines the structure and operation of the international system, providing an overview of the nature, forms and dynamics of world politics covering issues of international security, international political economy and emerging trends in the post-Cold War world. This course will include an experiential learning component. Honors Foundations focus on research methods and design, the broader intellectual context of the field, a greater emphasis on student autonomy, and connections with other fields. Open only to University Honors scholars. 4 Semester Hours.

**HON 300 Honors Theme.** The Honors Theme is an interdisciplinary course focused on a central issue related to diversity. The purpose of the theme is to challenge students to approach an issue from multiple perspectives, while actively, critically and collaboratively engaging with classmates and faculty. The content of the seminar will vary and will be announced in advance. Prerequisites: HON 110 and completion of Honors Foundations requirements. 4 Semester Hours.

**HON 350 Honors Theme Project.** The Honors Theme Project requires a student to apply the concepts learned in HON 300 by developing a project related to diversity in conjunction with **any** approved 300-or 400-level course. Students will submit an Honors Theme Project proposal prior to the start of the semester of the intended project and will register for HON 350 concurrently with the course in which the project will be completed. Prerequisite: HON 300. 0 Semester hours.

**HON 410 Honors Capstone.** The Honors Senior Capstone provides the opportunity for students to engage in collaborative, interdisciplinary learning as they research, plan, implement, and evaluate solutions to existing problems in global or local community. Prerequisite HON 300 and HON 350. 4 Semester Hours.

## Human Development and Family Science

Human Development and Family Science is an interdisciplinary major/minor that focuses on the study of human development from a systems perspective, examining the dynamic transaction of human life and the environment. The goal of both the major and minor is to help students acquire a comprehensive core of knowledge and understanding of human development across the lifespan, the development and dynamics of couple and family relationships, and the impact of family, community, society, and culture on individual development and family life. With an emphasis in theory, research, and application, a major/minor in Human Development and Family Science prepares students for graduate study and meaningful work in a variety of human-related fields.

All HDFS majors will take 44-46 semester hours: 28-30 required hours, and 16 distribution hours selected from three categories. Completion of the major and all other University requirements results in a Bachelor of Science degree with a major in Human Development and Family Science. Students majoring in Psychology, Neuroscience, and/or Sociology may not major in HDFS.

### Requirements for the Major in Human Development and Family Science

Required Core Courses	Semester Hours
PSY 110S Introduction to Psychological Science	4
SOC 100S Introduction to Sociology	4
PSY 225 Lifespan Development	4
SOC 310 The American Family	4
Complete a two course series in research and statistical methods from the following	
PSY 200 Research Methods and Data Analysis I	4
PSY 205 Research Methods and Data Analysis II	4
or	
SOC 364 Research Methods	4
SOC 365 Social Science Statistics and Analysis	4

Students SCE course(s) will be determined by the research and statistical methods track chosen above. Students will consult with their advisor to determine which choice is appropriate.

PSY 400	Senior Projects 1	4
PSY 405	Senior Projects 2	2
or		
SOC 490	Senior Practicum	4
Core Distribution Courses (16 hours)		
Human Development		
SOC 205	Juvenile Delinquency	4
PSY 215	Child and Adolescent Development	4
PSY 220	Adulthood and Aging	4
PSY 240	Abnormal Psychology	4
PSY 310	Child and Adolescent Psychopathology	4
PSY 380	Psychology of Gender	4
Family Development		
SOC 225	Family Violence	4
SOC 235	Stress and Wellbeing	4
SOC 240	Sex, Love, and Relationships	4
SOC 260	Social Gerontology	4
PSY 330	Drugs and Behavior	4
PSY 390	Introduction to Marriage and Family Therapy	4
Society and Culture		
SOC 200	Contemporary Social Issues	4
PSY 210	Educational Psychology	4
SOC 220	The Many Faces of Poverty	4
SOC 320	The World of Males and Females	4
PSY 235	Social Psychology	4
SOC 215	Drugs and Society	4
SOC 345	Deviance	4
Total		44-46

\*Students must select at least four courses from the categories above to fulfill their distribution requirement. Two courses must be from the Department of Psychology & Neuroscience, and two must be from the Department of Sociology & Criminal Justice. No more than two courses may be from the same category, and at least one course must be at the 300 level.

#### Internship Option

Students majoring in Human Development and Family Science will have the option of gaining real-world experience with an optional internship course. Students will be placed in a work setting and work one-on-one with a site supervisor as well as faculty. While this is optional, it is highly recommended as part of the student's overall curriculum.

PSY 499	Psychology Internship	4 – 12
or		
SOC 499	Field Work Internship	4 - 12

### Requirements for the Minor in Human Development and Family Science

Required Courses	Semester Hours	
PSY 110S	Introduction to Psychological Science	4
SOC 100S	Introduction to Sociology	4
Required Core Option		
PSY 225	Lifespan Development	4
or		
SOC 310	The American Family	4
Any 2 additional core distribution courses		8
Total		20

\*Each elective course must come from a different distribution category, with at least one course at the 300 level. Of the five courses taken, no more than three courses may be from either the Psychology & Neuroscience or Sociology & Criminal Justice departments.

Due to course overlap, students majoring in Psychology and Neuroscience may not pursue a minor in HDF5.

### Integrative Core

See page 39 for additional information about the Integrative Core: First Year Seminar, Foundations, Second Year Written and Oral Communication (WOC) Portfolio, Themes and Capstone.

### Course Descriptions

**FYS 100 First Year Seminar.** The first year seminar (FYS) is a topic-oriented course designed to assist students in making the personal and academic transition to higher education and launch them on their journeys through liberal education in small, interactive classes. The FYS further serves to introduce the

core learning abilities (with particular emphasis on communication skills) in the context of academic inquiry. In this course, students will begin to develop a comprehensive perspective of a liberal arts education, understand critical thinking in the university context and become oriented to university life. Additionally, the faculty member who teaches this seminar will serve as the students' initial advisor and will help them explore the opportunities of a University of Mount Union education. 4 Semester Hours.

**CAP 400 Integrative Core Capstone Seminar.** The Senior Capstone is a topic-oriented course that builds on the Themes requirement by moving students from faculty-guided synthesis to student-led integration. The purpose of the Senior Capstone is twofold:

- providing students with opportunities to engage in collaborative learning with peers from a variety of academic disciplines;
- utilizing the e-portfolio to reflect upon their intellectual journeys through the curriculum in a reflection upon their philosophies of learning

These seminars provide students with the opportunity to engage in collaborative learning with their peers in the context of real world problems. As they work to generate possible solutions for these real-world problems, students will actively integrate the cumulative knowledge and skills they have acquired over the course of their liberal arts educations in both the integrative Core and their respective majors and minors. The Senior Capstone Seminar e-portfolio affords students the opportunity to reflect upon as well as document their individual intellectual journeys through their University of Mount Union curricular and co-curricular experiences. These seminars offer students the opportunity to draw their disciplinary skills and resources into real-world scenarios in ways that link the arts, humanities and sciences with the 21st century global community in which they will live and work, helping them to realize how their education in disciplinary, interdisciplinary and integrative learning through the Integrative Core equips them with resources to address complex issues, especially the ability to work collaboratively across disciplines and to negotiate competing interests and worldviews. Prerequisite: Successful completion of the Second Year Written and Oral Communication (WOC) Portfolio and all other Integrative Core requirements. 4 Semester Hours.

## Interactive Media

*In the fall of 2016, Mount Union's program in interactive media will be discontinued. Students enrolled at the institution during or prior to the 2015-2016 Academic Year will have the opportunity to pursue and complete the program as detailed in this Catalogue.*

Interactive Media is an interdisciplinary major with courses from three departments: art, communication and computer science. In this program each course is designed for interactive media majors as well as for students studying in the department listing the course. This is clearly an advantage in terms of student resources and planning. Although the program lives in this ever-evolving intersection, it maintains harmony with the overall mission of the University and with the missions of each of the departments. Interactive media is a natural extension of and has replaced the previous Media Computing program.

## Requirements for the Major in Interactive Media

Required Art Courses		Semester Hours
ART 120	Design I	4
ART 215	Design II or ART 110 Drawing I	4
ART 240	Graphic Design I	4
ART 360	Three Dimensional Modeling and Animation	4
Required Communication Courses		
COM 145	Audio and Video Production I	4
COM 150	Writing for the Media	4
COM 270	Photojournalism	4
COM 425	Design for Multimedia	4
Required Computer Science and Information Systems Courses		
CSW 103	Introduction to Web Design	2
CSW 113	Introduction to Animation	2
CSW 223	Programming for Interactive Media	4
CSW 323	Interactive Animation	4
CSW 423	Interaction Design	4
Required Music Courses		
MUS 315	Digital Sound	4
Total		52

*There is no Minor in Interactive Media*

*Counting a course toward both the Interactive Media major and any other major or minor offered by the Department of Art or the Department of Computer Science and Information Systems is prohibited.*

## Department of Interdisciplinary and Liberal Studies

Interdisciplinary Studies is the process of posing and answering questions, solving problems, or addressing issues which are too broad or complex – or both – to be dealt with adequately by a single discipline. Since most significant issues have multiple causes, interdisciplinary studies integrates a range of perspectives and methodologies to provide a more comprehensive understanding of issues and challenges. It draws upon multiple disciplinary perspectives and integrates their insights to produce an integrative result, a more comprehensive understanding or insight: interdisciplinary understanding. Interdisciplinary Studies students develop and refine the intellectual tools needed to build bridges between academic disciplines.

The department is home to the interdisciplinary programs in Africana, American, Gender, and Peacebuilding and Social Justice Studies Programs and offers American Studies and Self-Defined Interdisciplinary majors along with minors in Africana, American, Gender and Peacebuilding and Social Justice Studies.

A self-defined interdisciplinary major is available to a student interested in pursuing a concentration of study not specified in this Catalogue. Such interdisciplinary majors must satisfy all University requirements for graduation and must be consistent with the learning goals of the University of Mount Union. Twenty-eight semester hours must be completed in any one department discipline within the self-defined major; however, no more than 44 semester hours in any one departmental discipline may be applied toward the total 128 semester hours required for graduation. A student who has completed less than half the course

work in the interdisciplinary major, and who has achieved at least a 2.500 grade point average may submit a self-defined program proposal which will be reviewed and adjudicated by a committee composed of three faculty members representing the disciplines involved in the proposal and the Academic Policies Committee.

## Course Descriptions

**IDS 200H Why Forgive?** In the wake of the terror attacks of September 11, 2001, school bullying, wars, and heated political arguments the question, "Why forgive?" has taken on new importance in the twenty-first century. This course explores the concept of forgiveness and the second-level questions raised by the plethora of answers to the question from the viewpoint of several religions, music, literature, poetry, and film. 4 Semester Hours.

## Leadership

The Leadership Minor seeks to prepare students to assume roles or assigned responsibilities where they will inspire, motivate, and influence people and organizations to accomplish organizational goals and objectives. The students will also be prepared to motivate people both inside and outside the organization to pursue actions, focus thinking, and shape decisions for the greater good of the organization. Students will explore the attributes of leadership and compare leadership styles to determine their dominant leadership traits. The minor seeks to provide students with breadth across different leadership methods and styles.

## Requirements for the Minor in Leadership Studies

Students must complete one track:

ROTC Track		Semester Hours
MSL 180	Introduction to Leadership	1
MSL 185	Development of Leadership and Self Development	1
MSL 190	Leadership Seminar I	0
MSL 280	Leadership in Small Groups I	2
MSL 285	Leadership in Small Groups II	2
MSL 290	Leadership Seminar II	0
MSL 360	Leadership of Groups/Teams I	2
MSL 370	Leadership of Groups/Teams II	2
MSL 390	Leadership Seminar III	2
MSL 460	Officership and the Profession of Arms	2
MSL 470	Transition to Lieutenant	2
MSL 490	Leadership Seminar IV	2

Total 18

Non-ROTC Track		Semester Hours
LDR 105	Emerging Leadership	4
LDR 205	Developing Leadership	2
LDR 250	Practicum Experience in Leadership	4

Two of the following:

COM 325	Leadership and Team Communication	4
SOC 325	Sociology of Organizations	4
HRM 491	Seminar in Leadership	4

Total 18

## Course Descriptions

**LDR 105 Emerging Leadership.** Emerging Leadership is designed to be an introduction to leadership for students early in their academic career. The course introduces students to the theories, principles, and types of leadership, particularly focusing on the Social Change Leadership model. Individual leadership styles and characteristics will be explored and specific leadership skills, such as communication, problem-solving, and working in small groups will also be covered. In-class interactive activities and discussions as well as outside experiential projects will complement the course material and promote student growth and development. 4 Semester Hours.

**LDR 205 Developing Leadership.** Developing Leadership provides students with a complete look at the theoretical and practical leadership dimensions, particularly those revolving around working with others in community. The course will use interactive class discussion and activities to aid students in a better understanding of their own leadership and working with others. Upon completion, students will be grounded in fundamental leadership principles and will be better prepared to apply these principles in a wide variety of life experiences. Prerequisite: LDR 105 or permission of instructor. 2 Semester Hours.

**LDR 250 Practicum Experience in Leadership.** Through hands-on engagement in the form of service to others, as well as thoughtful reflection, it is the aim of this course to prepare student leaders to recognize that service to others is far more than a check or the total number of community service hours accumulated. Through both course and fieldwork surrounding leadership, education, advocacy and reflection, the practicum experience will enable students to connect with one another in a meaningful and thoughtful way. Prerequisite: LDR 105 or permission of instructor. 4 Semester Hours.

## Legal Studies

The Legal Studies Minor is designed to provide all University of Mount Union students with the opportunity to become familiarized with this important academic field of study. The courses within this minor are not intended solely for students who are interested in attending law school. Rather it is intended to be

more compatible with the liberal arts tradition of our University and a general understanding of the importance of law in our society. Legal issues have a profound impact on the lives of all our citizens and its influence continues to increase. Laws determine issues such as what types of speech and expression can be censored, whether a student or employee can be forced to take a drug or lie detector test, how issues of child custody are resolved, is an oral agreement a binding contract, what constitutes sexual harassment, what is the legal status of affirmative action, and can the police randomly stop drivers. At a time when laws are increasingly important in their scope and reach, it is important for students to understand the operation of our legal institutions, the source of our laws, and how to interpret and apply legal concepts. This minor is designed for all students who wish to gain an appreciation of this complex system.

## Requirements for the Minor in Legal Studies

Required Courses:		Semester Hours
POL 300	Introduction to Law and the Legal System	4
POL 305	Constitutional Law	4
Either one of the following:		
COM 227H	Persuasion and Argumentation	4
POL 320	Legal Advocacy minor	4
Any one of the following:		
BUS 250	Business Law I	4
BUS 255	Business Law II	4
COM 435	Media Law and Policy	4
PHL 210	Logic	4
POL 302	The U.S. Congress	4
Total		16

*Note that students who are majoring in Political Science may not take POL 302 as their elective to complete the Legal Studies minor; they must choose from one of the other courses on the list of electives.*

## Library Science

### Course Descriptions

**LIB 100 Library Research Methods.** A basic course covering information literacy and the research process, emphasizing the principles and methodologies of effectively planning and executing your research. The student learns to utilize library resources (books, journals, digital media and government documents) and research tools (search engines, subscription databases, online catalogs and management tools), and how to integrate these techniques into academic life. In addition, students will learn guidelines on evaluating the quality, authority and accuracy of a source. Ethical and legal considerations about the responsible use of information will also be discussed. 2 Semester Hours.

## Department of Mathematics

The Department of Mathematics seeks to contribute to the achievement of the general objectives of Mount Union by providing instruction in mathematics as a major independent area of knowledge and by providing preparation for study in other departments, since mathematics is the language in which many of the ideas of the natural and social sciences are expressed. The department offers experience in deductive reasoning, critical analysis and problem solving all of which prepares the student for immediate employment or for graduate study.

### Requirements for the Major in Mathematics

A major in mathematics will give students a substantial introduction to an immense area of interesting and useful ideas. It will equip them for careers in business, industry, government or education and will prepare them for graduate study.

Required Mathematics Courses		Semester Hours
MTH 123	Elementary Statistics	4
MTH 141	Calculus I	4
MTH 142	Calculus II	4
MTH 241	Calculus III	4
MTH 301	Introduction to Advanced Math and Number Theory	4
MTH 333	Linear Algebra and Differential Equations	4
MTH 341	Advanced Calculus	2
MTH 362	Discrete Mathematics	2
MTH 405	Mathematical Statistics I	2
MTH 411	Abstract Algebra	4
Required Extra-Departmental Course		
CSC 120	Programming and Problem Solving I	4

At least one of the following four tracks in statistics:

<b>Applied Mathematics Track</b>		
MTH 351	Numerical Analysis	2
MTH 406	Mathematical Statistics II	4
MTH 460	Senior Seminar in Applied Mathematics	2
<b>Mathematics Education Track</b>		
MTH 300	College Geometry	2
MTH 395	The Teaching of Mathematics	4
MTH 460	Senior Seminar in Mathematics Education	2
<b>Pure Mathematics Track</b>		
MTH 401	Topics in Pure Mathematics	2 or 4 (must total at least 6)
MTH 460	Senior Seminar in Pure Mathematics	2
<b>Statistics Track</b>		
MTH 406	Mathematical Statistics II	4
ECN 436	Econometrics	4
MTH 460	Senior Seminar in Statistics	2
<b>Total</b>		<b>46-48</b>

## Requirements for the Minor in Mathematics

<b>Required Courses</b>		<b>Semester Hours</b>
MTH 141	Calculus I	4
MTH 142	Calculus II	4
MTH 241	Calculus III	4
MTH 333	Linear Algebra and Differential Equations	4
<b>Total</b>		<b>16</b>

## Requirements for the Minor in Mathematics for Education

<b>Required Courses</b>		<b>Semester Hours</b>
MTH 123	Elementary Statistics	4
MTH 141	Calculus I	4
MTH 142	Calculus II	4
MTH 222	History of Mathematics	2
MTH 300	College Geometry	2
MTH 362	Discrete Mathematics	2
<b>Total</b>		<b>18</b>

## Requirements for the Major in Financial Mathematics

A major in financial mathematics will give the student a strong mathematical and computational background in addition to strong skills in business and economics. It will equip them for quantitative financial careers such as financial engineering, risk management and the actuarial field. Students will also be prepared for graduate study.

<b>Required Mathematics Courses</b>		<b>Semester Hours</b>
MTH 123	Elementary Statistics	4
MTH 141	Calculus I	4
MTH 142	Calculus II	4
MTH 241	Calculus III	4
MTH 333	Linear Algebra and Differential Equations	4
MTH 351	Numerical Analysis	2
MTH 405	Mathematical Statistics I	2
MTH 406	Mathematical Statistics II	4
MTH 460	Senior Seminar in Financial Mathematics	2
<b>Required Extra-Departmental Courses</b>		<b>Semester Hours</b>
ECN 200S	Introduction to Microeconomics	4
ECN 201	Introduction to Macroeconomics	4
ACC 205	Financial Accounting	4
FIN 320	Corporate Finance I	4
FIN 473	Seminar in Derivatives	2
ECN 436	Introduction to Econometrics	4
CSC 100	Introduction to Information Management	2
CSC 120	Programming and Problem Solving I	4
CSC 220	Programming and Problem Solving II	4

A student with a major in financial mathematics may not major or minor in mathematics. There is no minor in financial mathematics.

## Requirements for Honors in Mathematics or Financial Mathematics

For honors in mathematics or financial mathematics, students may take any 200-level or above course that counts towards that major. Students majoring in financial mathematics may also count ECN 436 for Honors.

## Mathematics Proficiency

A graduate of the University of Mount Union must demonstrate a proficiency in mathematics. In order to be deemed proficient in mathematics, a student must have developed the mathematical skills and concepts that are needed to reason quantitatively and to solve problems analytically. A student should be able to read newspapers, magazines, and other literature geared to the general public with a full understanding of graphs, data interpretation, percents, ratios, and the like.

A student proficient in mathematics will have a demonstrated aptitude in the general areas of arithmetic, algebra, geometry, and data analysis. These areas coincide with the areas of emphasis in the quantitative reasoning measure established by the Educational Testing Standards for the Graduate Record Exam.

All incoming students will be required to take the COMPASS test, a multiple choice exam developed by ACT that tests basic operations skills, knowledge of proper applications of those skills, and conceptual understandings of mathematical principles. A student will be deemed proficient in mathematics if he or she either

- a. earns a satisfactory score, as determined by the Department of Mathematics, on the COMPASS test, or
- b. receives credit for any one of the following courses: MTH120 (Precalculus), MTH121 (Data Analysis), MTH 123 (Elementary Statistics), MTH 125 (Elementary Discrete Math), MTH 141 (Calculus I), or MTH 142 (Calculus II).

## Mathematics Placement

The COMPASS test will place the student into one of four levels. The following course sequences will be required to meet the mathematics proficiency component of general education for levels 1, 2, and 3. Students testing into Level 4 will already have met the mathematics proficiency requirement.

1. Level 1 Students: MTH 100 (Intermediate Algebra) and then one of the following options:
  - a. MTH 121 (Data Analysis), or
  - b. MTH 105 (College Algebra) and MTH 140 (Precalculus), or
  - c. MTH 105 (College Algebra) and MTH 123 (Elementary Statistics)
  - d. MTH 105 (College Algebra) and MTH 125 (Elementary Discrete Math)
2. Level 2 Students: Must complete one of the four options:
  - a. MTH 105 (College Algebra) and MTH 140 (Precalculus), or
  - b. MTH 105 (College Algebra) and MTH 123 (Elementary Statistics), or
  - c. MTH 105 (College Algebra) and MTH 125 (Elementary Discrete Math), or
  - d. MTH 121 (Data Analysis).
3. Level 3 Students: Must complete any one of the following options:
  - a. MTH 140 (Precalculus)
  - b. MTH 121 (Data Analysis)
  - c. MTH 123 (Elementary Statistics)
  - d. MTH 125 (Elementary Discrete Math)
4. Level 4 Students: Mathematics Proficiency Requirement completed. If further mathematics courses are required or desired, then any of the following courses may be taken: MTH 140 (Precalculus), MTH 123 (Elementary Statistics), MTH 125 (Elementary Discrete Math), MTH 141 (Calculus I), MTH 142\* (Calculus II), or MTH 241\* (Calculus III).

\*Students who already have earned credit for Calculus I and/or Calculus II only, or permission of the Department of Mathematics.

## Course Descriptions

**MTH 100 Intermediate Algebra.** A study of the real number system, linear equations and inequalities, and systems of linear equations and inequalities intended to better prepare the student for higher levels of mathematics. May not be taken after credit is granted for MTH 105 or above except for change of grade. 2 Semester Hours.

**MTH 105 College Algebra.** A study of exponents and polynomials, factoring, rational expressions, and quadratic equations intended to better prepare the student for higher levels of mathematics. May not be taken after credit is granted for MTH 140 or above except for change of grade. Prerequisite: satisfactory score on the mathematics placement exam or MTH 100. 2 Semester Hours.

**MTH 121 Data Analysis.** A study of graphical and numerical methods for describing data, counting methods, probability, distributions of data, and data interpretation. Prerequisite: satisfactory score on the mathematics placement exam or MTH 100. May not be taken after credit is granted for MTH 123 or above, except for change of grade. 2 Semester Hours.

**MTH 123 Elementary Statistics.** A study of measures useful in giving concise descriptions of masses of numerical data. A brief study of probability theory provides the basis for an introduction to methods of testing hypotheses and measuring the confidence with which conclusions may be drawn by sampling. Historical developments of statistics and probability will be explored as will applications in various fields. Prerequisites: MTH 105 or a satisfactory score on the math placement examination. 4 Semester Hours.

**MTH 125 Elementary Discrete Mathematics.** An introduction to discrete mathematics. Topics include logic and proof, sequences and sets, recurrence relations, elementary probability, functions, mathematical induction, recurrence relations, graphs and trees, and matrix manipulation. Prerequisite: MTH 105 or a satisfactory score on the mathematics placement examination. 4 Semester Hours.

**MTH 140 Precalculus Mathematics.** A study of topics needed to prepare a student for calculus including polynomial, exponential, and logarithmic functions, graphs, quadratic equations and inequalities, and selected topics from analytic geometry and trigonometry. May not be taken after credit is granted for MTH 141 except for change of grade. Prerequisite: MTH 105, which may be taken concurrently, or a satisfactory score on the mathematics placement examination. 4 Semester Hours.

**MTH 141 Calculus I.** A study of limits, continuity, differentiation, and an introduction to the indefinite and definite integrals. Includes applications to optimization problems, related rates and the Fundamental Theorem of Calculus. May not be taken after credit is granted for MTH 142 except for change of grade. Prerequisites: MTH 140 with a grade of C- or higher, or a satisfactory score on the math placement examination. 4 Semester Hours.

**MTH 142 Calculus II.** A continued study of techniques and applications of integration and study of the calculus of infinite series, polar coordinates and parametric equations. Also includes an introduction to differential equations. Prerequisite: MTH 141 with a grade of C- or higher. 4 Semester Hours.

**MTH 200 Statistics for the Health Sciences.** The course provides an introduction to the concepts of statistical analysis and statistical reasoning, specifically geared toward health science data. The main topics covered are sampling, experimental design, data summaries, probability, and basic methods of inference. An emphasis will be placed on reading and understanding experimental design and statistical decisions in the healthcare setting. Prerequisites: MTH 105 or a satisfactory score on the math placement examination. 4 Semester Hours.

**MTH 222 History of Math.** A survey of the history of mathematics from antiquity through the present time. Contributions by various individuals and cultures will be examined. Both European and non-European mathematical developments will be explored, with an emphasis on the interrelationship between mathematics and the culture of the time. Prerequisite: MTH 141. 2 Semester Hours.

**MTH 241 Calculus III.** A study of vectors and vector analysis, functions of two or more variables, partial derivatives, multiple integrals, line and surface integrals, and Green's Theorem. Prerequisite: MTH 142. 4 Semester Hours.

**MTH 300 College Geometry.** An informal introduction to the concepts and principles of Euclidean geometry in two and three dimensions. Geometric software will be used to explore geometric ideas and their applications in real-world contexts. Typically offered in the fall semester of even-numbered years. Prerequisite: MTH 142. 2 Semester Hours.

**MTH 301 Introduction of Advanced Mathematics and Number Theory.** A study of selected topics intended to introduce the student to abstract mathematics. Topics include the language of sets and functions and methods of proof, as well as selected topics from number theory including the Euclidean Algorithm and congruences. Prerequisite: MTH 142. 4 Semester Hours.

**MTH 305 Introduction to Probability and Statistics for Engineering.** This course provides an introduction to the use of probability and statistics in engineering. Topics include descriptive statistics, simple regression, probability, continuous probability distributions, point estimation, confidence intervals, hypothesis tests, and risk assessment. Prerequisite: MTH 142. 2 Semester Hours.

**MTH 306 Probability and Statistics for Engineering and Science.** This course provides the theory and practice of the use of probability and statistics in engineering and science. Topics include descriptive statistics, probability, discrete and continuous probability distributions, estimation and confidence intervals, hypothesis tests, risk assessment, Monte Carlo methods, correlation and regression, analysis of variance, and design of experiments. An applied group project is required in which experimental design, data collection, and computer analysis of data are utilized. Prerequisite: MTH 142. 4 Semester Hours.

**MTH 333 Linear Algebra and Differential Equations.** An introduction to the principal ideas and methods in linear algebra and differential equations. Some of the topics include systems of linear equations, matrices and determinants, vector spaces, eigenvalues and eigenvectors, linear differential equations, system of differential equations, and applications. Prerequisite: MTH 142. 4 Semester Hours.

**MTH 341 Advanced Calculus.** A rigorous study of the basic concepts and history of calculus including the formal definitions and theorems of limits, the derivative, and the Riemann integral. Prerequisite: MTH 301. 2 Semester Hours.

**MTH 351 Numerical Analysis.** A study of numerical integration and the numerical solution of differential equations, numerical methods of linear algebra, matrix inversion and the solving for real roots of equations. Oriented toward computation using computers. Typically offered in the fall semester of even-numbered years. Prerequisites: MTH 333. A computer programming course such as CSC 220 is recommended. 2 Semester Hours.

**MTH 362 Discrete Mathematics.** A study of the basic elements and history of discrete mathematics such as graph theory, recurrence relations, finite difference approaches, linear programming, and combinatorics. Prerequisite: MTH 142. 2 Semester Hours.

**MTH 395 The Teaching of Mathematics.** A mathematical methods course for students who are preparing to teach in adolescence to young adult or middle school programs. Content includes: theories, models and strategies for teaching diverse learners, planning instruction, creating effective learning environments and collaboration with parents and other professionals. Emphasis is placed on helping the student to develop the professional knowledge base necessary for success in accordance with the requirements of State and other educational agencies. Twenty clock hours of fieldwork in a secondary school are required. Prerequisites: MTH 142 and permission of the instructor. 4 Semester Hours.

**MTH 401 Topics in Pure Mathematics.** The content of this course will come from the general areas of algebra, topology, real and complex analysis, or number theory. This course can be repeated for additional credit hours. Prerequisite: Junior or Senior standing and MTH 301. 2 or 4 Semester Hours.

**MTH 405 Mathematical Statistics I.** An introduction to statistics making use of calculus. Topics include historical developments of statistics, probability theory, discrete random variables, and continuous random variables. Prerequisites: MTH 123 and MTH 142. 2 Semester Hours.

**MTH 406 Mathematical Statistics II.** A continuation of MTH 405. Topics include multivariate probability distributions, functions of random variables, sampling theory, estimation, hypothesis testing, linear models, and ANOVA. Prerequisite: MTH 241 and MTH 405. 4 Semester Hours.

**MTH 411 Abstract Algebra.** A study of the basic properties of groups and rings. The axiomatic approach is emphasized. Prerequisites: MTH 241, MTH 301, and MTH 333. 4 Semester Hours.

**MTH 460 Senior Seminar.** This course will be taken with one of the following topics of emphasis: Mathematics Education, Pure Mathematics, Applied Mathematics, Statistics, or Financial Mathematics. This course is required of all mathematics and financial mathematics majors. This course has as its requirements the completion of a senior research project which will be communicated to the department in either a poster or a presentation, and a research paper. A total of two credits must be completed in one or both semesters of the senior year. Prerequisites: Mathematics or financial mathematics major with senior standing, or permission of the instructor. 1-2 Semester Hours.

## Department of Music

The University of Mount Union Department of Music offers vital instruction and essential experiences for future professional musicians and also fulfills its role in the liberal arts curriculum. A highly qualified faculty provides fine training for students who anticipate careers in music and provides instruction in topics such as music theory, music appreciation, performance, and music history for majors and non-majors alike. Course offerings allow all students to acquaint themselves with the rich musical heritage of the world and to develop a greater understanding of the aesthetic experience.

The University of Mount Union Department of Music is an accredited institutional member of the National Association of Schools of Music. The Mount Union Department of Music has been accredited by the NASM since 1935, and the requirements for entrance and graduation set forth in the *Catalogue* are in accordance with the published regulations of that organization.

### Curricula Offered

Mount Union offers two degrees in music: Bachelor of Music with a major in Performance or Music Education (a professional degree), and Bachelor of Arts with a Major in Music (a liberal arts degree). Flexibility in curriculum choice and variety allows students to prepare for graduate work in music or for professional work in music education. Each degree program serves a specific role for our students. The philosophy and focus of each degree is given below:

#### Bachelor of Arts with a Major in Music

As a liberal arts degree, Bachelor of Arts with a Major in Music allows the student to hone skills in musicianship, to focus on a primary performance area, to gain keyboard competency, and to acquire a solid grounding in theory and music history; however, this degree program allows students to complete a significant amount of coursework in another academic discipline. Students in this degree program also have room in their required 128 hours for additional electives. By combining study in music with significant amounts of study in one or more other academic disciplines, the Bachelor of Arts allows students to integrate their work in creative ways that may lead directly to employment or graduate study in music or another related area.

#### Bachelor of Music with a Major in Performance

As a more focused, professional degree program (as defined by the National Association of Schools of Music) the Bachelor of Music in Performance allows students to acquire keyboard skills, higher-level performance ability in two areas, to acquire a solid grounding in musicianship skills, theory, and history, to acquire knowledge in the pedagogy of private music teaching, as well as to pursue high-level scholarship in music literature. This degree program most frequently leads to graduate study; therefore, well-rounded preparation for professional performance and graduate study are the primary goals of the Bachelor of Music degree.

#### Bachelor of Music with a Major in Music Education

As a professional degree in music education (as defined by the National Association of Schools of Music), the Music Education program is focused on developing skills in musicianship and performance, as well as conducting, rehearsing small and large vocal, instrumental, and mixed ensembles, and teaching general music classes, pre-K through grade 12. Our focus in this degree program is to help students to become well-qualified teachers, not only by training them for their first job, but also by equipping them with skills for life-long learning.

### Requirements for the Bachelor of Music Degree with a Major in Music Performance

Required Music Courses		Semester Hours
MUS 110	Music Theory I	3
MUS 111	Foundations of Musicianship	2
MUS 112	Music Theory II	3
MUS 113	Musicianship Skills I	2
MUS 140	Vocal Techniques and Diction	2
MUS 143	Piano Class I	1
MUS 144	Piano Class II	1
MUS 201	History and Analysis of Western Music I	4
MUS 210	Music Theory III	3
MUS 211	Musicianship Skills II	3
MUS 213	Musicianship Skills III	3
MUS 243	Piano Class III	1
MUS 244	Piano Class IV	1
MUS 301	History and Analysis of Western Music II	4
MUS 320	Choral Conducting	2
MUS 321	Instrumental Conducting	2
MUS 352	World Music and Ethnographic Music Study	4
MUS 488	Joint Recital	2
MUS 490	Senior Recital	4

Two from among the following:

MUS 400	Orchestral Literature	1
MUS 401	Keyboard Literature	1
MUS 402	Vocal Literature	1
MUS 403	Choral Literature	1
MUS 404	Band and Jazz Literature	1
MUS 405	Chamber Music Literature	1

Any One from the Following Music Courses for Eight Semesters:

MUS 260	Concert Choir	1
MUS 261	Mount Union Alliance Chorale	.5
MUS 262	Cantus Femina	1

MUS 266	Symphony Orchestra: Strings	1
MUS 267	Fall Band	1.5
MUS 268	Wind Ensemble	1
MUS 269	Concert Band	.5

Any One from the Following Music Courses for Four Semesters:

MUS 360	Keyboard Ensemble	.5
MUS 361	Accompanying	.5
MUS 362	Master Chorale	.5
MUS 364	Guitar Ensemble	.5
MUS 365	Musical Theatre Workshop	.5
MUS 366	Student Musical	.5
MUS 367	String Chamber Ensemble	.5
MUS 368	Flute Ensemble	.5
MUS 369	Woodwind Ensemble	.5
MUS 370	Clarinet Ensemble	.5
MUS 371	Saxophone Ensemble	.5
MUS 372	Woodwind Quintet	.5
MUS 373	Trumpet Ensemble	.5
MUS 376	Brass Quintet	.5
MUS 377	Brass Ensemble	.5
MUS 378	Percussion Ensemble	.5
MUS 379	Handbell Choir	.5
MUS 380	Jazz Band	.5
MUS 381	Collegium Musicum	.5
MUS 385	Other Ensemble	.5

Any One from the Following Music Courses as an Applied Major (15 hours) and an Applied Minor (eight hours):

MUS 460	Piano	1-2
MUS 461	Organ	1-2
MUS 462	Harpsichord	1-2
MUS 463	Voice	1-2
MUS 464	Violin	1-2
MUS 465	Viola	1-2
MUS 466	Violoncello	1-2
MUS 467	String Bass	1-2
MUS 468	Electric Bass	1-2
MUS 469	Guitar	1-2
MUS 470	Harp	1-2
MUS 471	Flute	1-2
MUS 472	Oboe	1-2
MUS 473	Clarinet	1-2
MUS 474	Saxophone	1-2
MUS 475	Bassoon	1-2
MUS 476	Trumpet	1-2
MUS 477	French Horn	1-2
MUS 478	Euphonium	1-2
MUS 479	Trombone	1-2
MUS 480	Tuba	1-2
MUS 481	Percussion	1-2

Total 76-84 credits from MUS courses

*Non-pianists may count MUS 143, MUS 144, MUS 243, and MUS 244 and MUS 459, Piano for Proficiencies, toward the applied minor. Proficiency requirements in keyboard must be met before the student may register for MUS 490 (Senior Recital).*

Required Extra-Departmental Courses

In addition to meeting the University foreign language proficiency requirement, the candidate for the Bachelor of Music in Performance degree must also take one four-credit class that is taught in that foreign language at the 200-level.

## Requirements for the Bachelor of Music Degree with a Major in Music Education

Required Music Courses	Semester Hours	
MUS 110	Music Theory I	3
MUS 111	Foundations of Musicianship	2
MUS 112	Music Theory II	3
MUS 113	Musicianship Skills I	2
MUS 140	Vocal Techniques and Diction	2
MUS 141	Brass Instruments	1
MUS 143	Piano Class I	1
MUS 144	Piano Class II	1

MUS 150	Introduction to Music Education	2
MUS 201	History and Analysis of Western Music I	4
MUS 210	Music Theory III	3
MUS 211	Musicianship Skills II	3
MUS 213	Musicianship Skills III	3
MUS 240	Stringed Instruments	1
MUS 242	Woodwind Instruments	1
MUS 243	Piano Class III	1
MUS 244	Piano Class IV	1
MUS 245	Percussion Instruments	1
MUS 301	History and Analysis of Western Music II	4
MUS 310	Orchestration and Arranging	2
MUS 320	Choral Conducting	2
MUS 321	Instrumental Conducting	2
MUS 330	Music Methods: Early Childhood	4
MUS 331	Music Methods: Middle Childhood and Adolescence to Young Adult	4
MUS 352	World Music and Ethnographic Music Study	4
MUS 430	Music Methods: Instrumental	4
MUS 438	Clinical Practice	12

Any One from the Following Music Courses for Seven Semesters:

*(Except for the semester of Clinical Practice)*

MUS 260	Concert Choir	1
MUS 261	Mount Union Alliance Chorale	.5
MUS 262	Cantus Femina	1
MUS 266	Symphony Orchestra: Strings	1
MUS 267	Fall Band	1.5
MUS 268	Wind Ensemble	1
MUS 269	Concert Band	.5

Any one from the Following Music Courses for Two Semesters:

MUS 360	Keyboard Ensemble	.5
MUS 361	Accompanying	.5
MUS 362	Master Chorale	.5
MUS 364	Guitar Ensemble	.5
MUS 365	Musical Theatre Workshop	.5
MUS 366	Student Musical	.5
MUS 367	String Chamber Ensemble	.5
MUS 368	Flute Ensemble	.5
MUS 369	Woodwind Ensemble	.5
MUS 370	Clarinet Ensemble	.5
MUS 371	Saxophone Ensemble	.5
MUS 372	Woodwind Quintet	.5
MUS 373	Trumpet Ensemble	.5
MUS 376	Brass Quintet	.5
MUS 377	Brass Ensemble	.5
MUS 378	Percussion Ensemble	.5
MUS 379	Handbell Choir	.5
MUS 380	Jazz Band	.5
MUS 381	Collegium Musicum	.5
MUS 385	Other Ensemble	.5

Any One from the Following Music Courses as an Applied Major (seven hours) and an Applied Minor (three hours):

MUS 460	Piano	1-2
MUS 461	Organ	1-2
MUS 462	Harpsichord	1-2
MUS 463	Voice	1-2
MUS 464	Violin	1-2
MUS 465	Viola	1-2
MUS 466	Violoncello	1-2
MUS 467	String Bass	1-2
MUS 468	Electric Bass	1-2
MUS 469	Guitar	1-2
MUS 470	Harp	1-2
MUS 471	Flute	1-2
MUS 472	Oboe	1-2
MUS 473	Clarinet	1-2
MUS 474	Saxophone	1-2
MUS 475	Bassoon	1-2
MUS 476	Trumpet	1-2
MUS 477	French Horn	1-2
MUS 478	Euphonium	1-2

MUS 479	Trombone	1-2
MUS 480	Tuba	1-2
MUS 481	Percussion	1-2

Required Education Courses:

EDU 230	Student Development: Implications for Planning and Teaching	4
EDU 355	Content Area Literacy	4

Total: 85.5 - 89 credits from MUS and EDU courses.

One hour of the applied major should be taken each semester (for a total of seven) with the exception of the semester of Clinical Practice. MUS 143, MUS 144, MUS 243, and MUS 244 may count toward the applied minor requirement.

Proficiency requirements in keyboard must be met before the student may register for MUS 438 (Clinical Practice).

Candidates seeking a teaching license in music must earn a grade of "C" or better in all professional music education courses. If a minimum grade of "C" is not earned, candidates are required to retake the course until a grade of "C" is earned. Professional music education courses include MUS 330, MUS 331, MUS 430 and MUS 438.

## Requirements for the Bachelor of Arts Degree with a Major in Music

Required Music Courses:	Semester Hours	
MUS 110	Music Theory I	3
MUS 111	Foundations of Musicianship	2
MUS 112	Music Theory II	3
MUS 113	Musicianship Skills I	2
MUS 143	Piano Class I	1
MUS 144	Piano Class II	1
MUS 201	History and Analysis of Western Music I	4
MUS 210	Music Theory III	3
MUS 211	Musicianship Skills II	3
MUS 213	Musicianship Skills III	3
MUS 301	History and Analysis of Western Music II	4
MUS 487	Senior Project	3

Any One from the Following Music Courses for Six Semesters

MUS 260	Concert Choir	1
MUS 261	Mount Union Alliance Chorale	.5
MUS 262	Cantus Femina	1
MUS 266	Symphony Orchestra: Strings	1
MUS 267	Fall Band	1.5
MUS 268	Wind Ensemble	1
MUS 269	Concert Band	.5

Any from the Following Music Courses for a Total of Two Semesters:

MUS 360	Keyboard Ensemble	.5
MUS 361	Accompanying	.5
MUS 362	Master Chorale	.5
MUS 364	Guitar Ensemble	.5
MUS 365	Musical Theatre Workshop	.5
MUS 366	Student Musical	.5
MUS 367	String Chamber Ensemble	.5
MUS 368	Flute Ensemble	.5
MUS 369	Woodwind Ensemble	.5
MUS 370	Clarinet Ensemble	.5
MUS 371	Saxophone Ensemble	.5
MUS 372	Woodwind Quintet	.5
MUS 373	Trumpet Ensemble	.5
MUS 376	Brass Quintet	.5
MUS 377	Brass Ensemble	.5
MUS 378	Percussion Ensemble	.5
MUS 379	Handbell Choir	.5
MUS 380	Jazz Band	.5
MUS 381	Collegium Musicum	.5
MUS 385	Other Ensemble	.5

Any One from the Following Music Courses as an Applied Major (six hours):

MUS 460	Piano	1-2
MUS 461	Organ	1-2
MUS 462	Harpsichord	1-2
MUS 463	Voice	1-2
MUS 464	Violin	1-2
MUS 465	Viola	1-2
MUS 466	Violoncello	1-2

MUS 467	String Bass	1-2
MUS 468	Electric Bass	1-2
MUS 469	Guitar	1-2
MUS 470	Harp	1-2
MUS 471	Flute	1-2
MUS 472	Oboe	1-2
MUS 473	Clarinet	1-2
MUS 474	Saxophone	1-2
MUS 475	Bassoon	1-2
MUS 476	Trumpet	1-2
MUS 477	French Horn	1-2
MUS 478	Euphonium	1-2
MUS 479	Trombone	1-2
MUS 480	Tuba	1-2
MUS 481	Percussion	1-2

Total: 40-44.5 from MUS courses, 12-18 from another Academic Department (to complete the Academic Minor)

*Completion of an Academic Minor (12-18 cr.) is required for the Bachelor of Arts with a Major in Music.  
Proficiency Requirements in keyboard must be met before the student may register for the eighth semester.*

## Requirements for the Minor in Music

Required Courses	Semester Hours	
MUS 200A	Music, the Arts, and Culture	4
MUS 110	Music Theory I	3
MUS 111	Foundations of Musicianship	2
MUS 112	Music Theory II	3
MUS 113	Musicianship Skills I	2
MUS 460	Applied Piano	1

Any from the Following Music Courses for Two Semesters:

MUS 260	Concert Choir	1
MUS 261	Mount Union Alliance Chorale	.5
MUS 262	Cantus Femina	1
MUS 266	Symphony Orchestra: Strings	1
MUS 267	Fall Band	1.5
MUS 268	Wind Ensemble	1
MUS 269	Concert Band	.5

Any One from the Following Applied Music Courses (two hours):

Required Courses	Semester Hours	
MUS 460	Piano	1
MUS 461	Organ	1
MUS 462	Harpsichord	1
MUS 463	Voice	1
MUS 464	Violin	1
MUS 465	Viola	1
MUS 466	Violoncello	1
MUS 467	String Bass	1
MUS 468	Electric Bass	1
MUS 469	Guitar	1
MUS 470	Harp	1
MUS 471	Flute	1
MUS 472	Oboe	1
MUS 473	Clarinet	1
MUS 474	Saxophone	1
MUS 475	Bassoon	1
MUS 476	Trumpet	1
MUS 477	French Horn	1
MUS 478	Euphonium	1
MUS 479	Trombone	1
MUS 480	Tuba	1
MUS 481	Percussion	1

Total: 17-20 credits (depending on major ensembles and primary performance area)

*Students for whom piano is their major performing area need to take two semesters hours (total) of applied piano (MUS 460).*

## Requirements for the Concentration in Piano Pedagogy

Required Music Courses	Semester Hours
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MUS 160/460	Applied Piano	3
MUS 275	Piano Pedagogy I	2
MUS 276	Piano Pedagogy II	2
MUS 277	Piano Pedagogy III	2
MUS 278	Piano Pedagogy IV	2
MUS 401	Keyboard Literature	1
MUS 431	Piano Pedagogy Practicum	taken for a total of 4

Total 16

## Requirements for the Concentration in Collaborative Piano

Required Music Courses	Semester Hours
MUS160/460 Applied Piano	2
MUS 275 Piano Pedagogy I	2
MUS 431 Piano Pedagogy Practicum	1
MUS 401 Keyboard Literature	1
MUS 405 Chamber Music Literature	1
MUS 361 Accompanying	taken three times for a total of 1.5
MUS 486 Collaborative Piano Recital	1-2

*Students are encouraged to make at least one of their MUS 361 accompanying courses consist of participation in a large choral or instrumental ensemble.*

Choose three of the following six ensembles:

MUS 360	Keyboard Ensemble	.5
MUS 365	Musical Theatre Workshop	.5
MUS 366	Student Musical	.5
MUS 367	String Chamber Ensemble	.5
MUS 380	Jazz Band	.5
MUS 385	Other Ensemble	.5
	(must be a mixed chamber ensemble)	

*Students must play the piano in all ensembles taken for this concentration.*

Additional coursework up to a total of 16 semester hours (choose from among the following courses or fulfill other closely related courses as approved by the Chair of the Department of Music):

MUS 402	Vocal Literature	1
MUS 403	Choral Literature	1

More work in any of the following:

MUS 160/460	Piano
MUS 360	Keyboard Ensemble
MUS 361	Accompanying
MUS 365	Musical Theatre Workshop
MUS 366	Student Musical
MUS 380	Jazz Band
MUS 385	Other Ensemble (must be a mixed chamber ensemble)
MUS 367	String Chamber Ensemble
MUS 486	Chamber Recital

Total 16 credits

## Requirements for Honors in Music

The requirements for graduation with honors in music are:

- a grade point average of at least 3.5 in music at graduation
- completion of at least three courses in music for honors credit for a total of at least 12 semester hours; the courses must be numbered 200, 300, or 400; honors in these courses will be earned with the approval of the instructor and the music faculty; additional requirements for honors may include a series of oral reports, a bibliographic paper, or a music performance or research project; superior quality work is required throughout these courses;
- one of the three courses in part "b" may be an honors thesis/project (MUS 494) of three to six hours credit.

## Departmental Regulations

All music majors are required to attend 15 recitals and concerts per semester except for the semester of clinical practice. All music minors must attend five recitals or concerts per semester. The specific distribution of recitals and concerts is posted at the Visual and Performing Arts Office near the beginning of each semester.

Freshman music majors are required to perform a solo in a Student Showcase once each academic year. Sophomore, junior and senior music majors are required to perform a solo in a student recital each semester of applied music major lessons.

Any student enrolled in the Department of Music must have prior approval of the applied instructor and notify the department chair of such approval before making a public appearance as a music performer.

Students preparing public recitals, other than general student recitals, must perform for the music faculty approximately one month prior to the recital date. Final permission for public appearance is contingent upon faculty approval at this hearing.

Accompanists must be approved by the keyboard faculty four weeks before a scheduled appearance.

All candidates for the Bachelor of Music in performance degree must include the study of pedagogy in their major performance area as part of their curriculum. Piano majors should take at least one course in the Piano Pedagogy sequence (MUS 275, 276, 277, 278). Non-piano majors should take two semester hours in Applied Pedagogy (MUS 279).

Student-composed works must be produced under the guidance of a qualified University of Mount Union faculty member. Compositional study should be undertaken the semester before the proposed performance as a registered independent study.

Music education majors are required to participate in one of the large ensembles in their major performance area each semester except when completing clinical practice. Instrumental majors are additionally required to participate in a large choral ensemble for a minimum of two semesters. Vocal majors are additionally required to participate in a large instrumental ensemble for a minimum of two semesters. These ensembles are MUS 260, 261, 262, 266, 267, 268, or 269. Students are strongly advised to participate in at least one semester of the opposite area ensemble before the conducting sequence (MUS 320 and MUS 321) is begun.

Candidates for the Bachelor of Arts degree, with a major in music, must take the Integrative Core fine arts courses from a department other than music.

Advanced standing in music theory may be granted to students who pass examinations proving they have completed work equivalent to that required by the course. Written consent of the department chair and the dean of the University is necessary for the examination to be given. Success in the examination affects only the theory requirement and does not diminish the number of hours necessary for graduation.

Music education majors are required to fulfill the policies for the Teacher Education Program. More information can be found in the Department of Education section of this *Catalogue*.

All freshmen considering music as a major will be enrolled in an identical music schedule (except for applied major and minor areas) for the first semester. At the end of the first semester, freshmen desiring to continue in music will apply to the department for admittance to the appropriate degree program. At the end of the freshman year, a decision on acceptance of the student will be made by the faculty on the basis of faculty evaluation and student self-evaluation. Students seeking continuation in the BM degree track must demonstrate a combined average of "C" or higher in the following courses: MUS 110, 111, 112, 113, 143 and 144. Upon evaluation by the music faculty, students whose combined GPA in these courses is lower than a "C" may not continue in the BM degree.

In the fourth semester, all music majors will undergo a Sophomore Evaluation consisting of the following criteria: an Academic Evaluation of progress in music theory, musicianship skills, and music history; a Performance Evaluation; a Reflective Essay; a Résumé; and the Academic Transcript and Recital Attendance/Performance Record. Students will meet formally with the full-time music faculty at the end of the sophomore year. The results of this Sophomore Evaluation will be: (1) Continuation; (2) Continuation with Reservation, with deficiencies specified to be remedied and demonstrated at a specified re-examination; or (3) Non-Continuation in the music major. The *Music Student Handbook* outlining all policies and programs pertaining to the music major and minor and private music lessons is available on the University of Mount Union website and is to be considered an extension of this *Catalogue*.

## Course Descriptions

**MUS 110 Music Theory I.** A study of the fundamentals of music, diatonic harmony, and basic musical structures. The course aims to develop skills in common-practice part writing, improvisation, the use of music notation software, composition and analysis, and is preparation for intermediate and advanced work in music theory. Offered fall semester. 3 Semester Hours.

**MUS 111 Foundations of Musicianship.** The course will serve as a primer for freshman music majors in need of preparatory work in musicianship prior to taking the musicianship skills sequence (MUS 113, 211, 213). Topics will include introductory work in basic vocal production, solfege-based sight-singing, rhythmic production, and ear training. Prerequisites: The musicianship entrance exam, given the week before the fall semester begins. Music majors and minors who do not achieve a minimum score on the exam will be required to enroll in MUS 111 before taking MUS 113. 2 Semester Hours.

**MUS 112 Music Theory II.** The continued study of diatonic harmonic and musical structure and beginning work in chromatic harmony. The course aims to develop skills in common-practice part writing, improvisation, composition and analysis, and the use of music notation software in the study of form, non-harmonic tones, triads and seventh chords in inversions, harmonic sequences, secondary dominant function, and modulation. Prerequisite: MUS 110. Offered spring semester. 3 Semester Hours. General

**MUS 113 Musicianship Skills I.** An introductory course in sight-singing and melodic and harmonic perception. The course aims to develop skills in identifying, notating, and performing scales, intervals, rhythms, melodies, and harmonies, and in improvisation. Both in-class singing and identification/dictation and computer-assisted instruction are used. Offered fall semester. Prerequisite: MU 111 or passage of musicianship entrance exam. 2 Semester Hours.

**MUS 140 Vocal Techniques and Diction.** A course in which students will learn the fundamentals of voice production, principles of diction for singers, teaching methods, the International Phonetic Alphabet, the elements of interpretation, and stage deportment. Offered fall semester. 2 Semester Hours.

**MUS 141 Brass Instruments.** A course designed to acquaint the student with performance techniques, teaching methods, literature, and maintenance of brass instruments. Offered spring semester. 1 Semester Hour.

**MUS 143 Piano Class I.** An introductory course in piano technique. The course seeks to begin to develop skills necessary for successful completion of the piano proficiency examination. Emphasis will be placed on rudimentary sight-reading, improvisation, scales, arpeggios, and harmonic progressions. Music majors (B.A. and B.M.) successfully completing the piano proficiency examination after completing this course may be exempted by the department from the remaining courses (MUS 144, MUS 243, and MUS 244) in the piano class sequence. Offered fall semester. 1 Semester Hour.

**MUS 144 Piano Class II.** An introductory course in piano technique that builds on skills developed in Piano Class I. The course seeks to begin to develop skills necessary for successful completion of the piano proficiency examination. Emphasis will be placed on rudimentary sight-reading, improvisation, scales, arpeggios, and harmonic progressions. Music majors (B.A. and B.M.) successfully completing the piano proficiency examination after completing this course may be exempted by the department from the remaining courses (MUS 243 and MUS 244) in the piano class sequence. Prerequisite: MUS 143. Offered in the spring semester. 1 Semester Hour.

**MUS 150 Introduction to Music Education.** A survey of the music education profession and the total music program in various school settings. Historical, sociological, and philosophical foundations of American music education will be considered, as well as the roles of assessment, research, curriculum, and

instruction. Twenty clock hours of field experience are required. This introductory course is designed for the prospective teacher in music education and serves as the beginning course in the professional sequence for multiage music teacher candidates. 2 Semester Hours.

**MUS 200A Music, the Arts and Culture.** The study of the basic elements, forms, stylistic traditions, social functions, and standard literature of vernacular and concert music throughout history. Music's relationships with other art forms, historical periods and movements, religion, and politics are explored, as are the processes of artistic creation and interpretation. Students will begin to develop the tools to evaluate and place into context artistic works. Attendance at concerts and other cultural events throughout the semester is required. 4 Semester Hours.

**MUS 201 History and Analysis of Western Music I.** A course that consists of an overview of Western music history, followed by more in-depth study of the music of the early Greek period through the Baroque period. The connectedness of music, religion, philosophy, politics, and the arts of the periods is also explored. The course also covers research techniques. Prerequisite: MUS 210. Offered spring semester. 4 Semester Hours.

**MUS 210 Music Theory III.** An advanced course in chromatic harmony and the compositional and analytical systems of the twentieth century through the present. The course aims to develop skills in part writing, analysis, composition, and improvisation. Prerequisite: MUS112. Offered fall semester 3 Semester Hours.

**MUS 211 Musicianship Skills II.** An intermediate course in sight-singing and melodic and harmonic perception. The course aims to further enhance those skills developed in MUS 113. Prerequisites: MUS 112 and MUS 113. Offered fall semester. 3 Semester Hours.

**MUS 213 Musicianship Skills III.** An intermediate to advanced course in sight-singing and melodic and harmonic perception. The course aims to further enhance those skills developed in MUS 113, and MUS 211. Prerequisite: MUS 112, MUS 211. Offered spring semester. 3 Semester Hours.

**MUS 240 Stringed Instruments.** A course designed to acquaint the student with performance techniques, teaching methods, literature, and maintenance of bowed stringed instruments. Co-requisite: MUS 367. Offered fall semester. 1 Semester Hour.

**MUS 242 Woodwind Instruments.** A course designed to acquaint the student with performance techniques, teaching methods, literature, and maintenance of woodwind instruments. Offered fall semester. 1 Semester Hour.

**MUS 243 Piano Class III.** An intermediate course in piano technique. The course seeks to continue to develop skills necessary for successful completion of the piano proficiency examination. Emphasis will be placed on rudimentary sight-reading, improvisation, scales, arpeggios, and harmonic progressions. Music majors (B.A. and B.M.) successfully completing the piano proficiency examination after completing this course may be exempted by the department from the remaining course (MUS 244) in the piano class sequence. Prerequisite: MUS 144. Offered fall semester. 1 Semester Hour.

**MUS 244 Piano Class IV.** An intermediate course in piano technique. The course seeks to continue to develop skills necessary for successful completion of the piano proficiency examination. Emphasis will be placed on rudimentary sight-reading, improvisation, scales, arpeggios, and harmonic progressions. Prerequisite: MUS 243. Offered spring semester. 1 Semester Hour.

**MUS 245 Percussion Instruments.** A course designed to acquaint the student with performance techniques, teaching methods, literature, and maintenance of percussion instruments. Offered spring semester. 1 Semester Hour.

**MUS 250H Music in American Life.** A survey of musical practices and genres of the United States of America, how these have reflected and informed groups of Americans throughout history, and how they continue to relate to the American experience today. From the music of Native Americans and the music of the Colonial era to the latest in popular music styles, the course includes such diverse areas as folk, church, country, jazz, blues, concert, stage, and popular music. 4 Semester Hours.

**MUS 260-270 Large Ensembles.** Course designed to study the music of various composers, periods, and styles through performance. Students will have the opportunity to study the conductors as role models in such areas as rehearsal pacing, rehearsal technique, and conducting technique, an aspect of the course that may be of particular interest to B.M. in Music Education students. All performance ensembles are open through audition. Due to the evolving nature of the repertoire prepared each semester by these ensembles, these courses may be taken multiple times, but not for a "change of grade." Ensembles are not available for audit.

MUS 260	Concert Choir. 1 Semester Hour.
MUS 261	Mount Union Alliance Chorale. 0.5 Semester Hour.
MUS 262	Cantus Femina. 1 Semester Hour.
MUS 265	Symphony Orchestra – Woodwinds, Brass, and Percussion. 0.5 Semester Hour.
MUS 266	Symphony Orchestra – Strings. 1 Semester Hour.
MUS 267	Fall Band. 1.5 Semester Hours.
MUS 268	Wind Ensemble. 1 Semester Hour.
MUS 269	Concert Band. 0.5 Semester Hour.

**MUS 275 Piano Pedagogy I.** This course is designed to familiarize students with the resources available for teaching average-age beginning piano students. Students will develop a teaching philosophy, study the inner workings of the independent piano studio as a business, develop teaching skills through observation and in-class peer teaching, and become familiar with the resources offered by the Music Teachers National Association. Students will complete a major project comparing and contrasting several standard teaching method series for average-age beginning piano students. Prerequisite: Permission of the instructor. 2 Semester Hours.

**MUS 276 Piano Pedagogy II.** This course is designed to familiarize students with the resources available for teaching very young beginning piano students, older beginners, transfer students, and intermediate-level students. Students will develop teaching skills through observation and supervised teaching, and will demonstrate a thorough understanding of curriculum development and lesson planning for beginning piano students through successful completion of a curriculum project. Prerequisite: MUS 275 or permission of the instructor. 2 Semester Hours.

**MUS 277 Piano Pedagogy III.** This course is designed to familiarize students with the resources available for teaching adult beginning piano students, adolescent students, and advanced students. Students will continue to develop teaching skills through observation and supervised teaching. Class discussions will focus on important and current pedagogy topics including rhythm, reading, fingering, pedaling, ornamentation, and composition, as well as memorization, musicality, competition preparation, and editions of keyboard music. Students will demonstrate an understanding of the history of keyboard pedagogy and will complete an in depth study of one or more pedagogical composers and their output and contributions to piano pedagogy. Prerequisite: MUS 276 or permission of the instructor. 2 Semester Hours.

**MUS 278 Piano Pedagogy IV.** This course is designed to familiarize students with the resources available for teaching group/class piano to children and adults, including college music majors. Students will continue to develop teaching skills through observation and supervised teaching. This advanced course in pedagogy includes a significant seminar-style portion that focuses on discussion of important pedagogy aspects including Suzuki teaching, master class teaching, and adjudication. The course capstone project aims to prepare students for a future as professional piano pedagogues through the completion of a career outlook paper and preparation and completion of a mock interview for a piano teaching position. Prerequisite: MUS 277 or permission of the instructor. 2 Semester Hours.

**MUS 279 Applied Pedagogy.** This course aims to develop appropriate studio teaching techniques through observation, study of pedagogical practices, and study of pedagogical literature in the student's primary performance area. Because the University offers a Piano Pedagogy Sequence (MUS 275—278), this course is not intended for pianists. Successful completion of this course enables students, upon permission of the instructor, to participate as student teachers under faculty supervision in the Preparatory Division of the Department of Music. Prerequisite: Permission of the instructor. 2 Semester Hours.

**MUS 300 Special Topics in Music and Society.** A variable series of courses that will be individually designed around Mount Union's Integrative Core requirement for Themes courses. 4 Semester Hours.

**MUS 301 History and Analysis of Western Music II.** A study of the history and development of Western music from the Classical period through the present. The connectedness of music, religion, politics, and the arts of the periods is also explored. Offered fall semester. 4 Semester Hours.

**MUS 310 Orchestration and Arranging.** In this course, students will learn the description, ranges, and use of instruments in scoring for various instrumental ensembles, including orchestra, concert band, and marching band. Some attention may be given to arranging for choral and mixed choral/instrumental ensembles. The course includes the working out of exercises in orchestration and a major scoring project. In-class performances of scoring assignments provide for a practical laboratory experience as part of the course. Prerequisite: MUS 210, MUS 213, and completion of proficiency requirements in piano. 2 Semester Hours.

**MUS 315 Digital Sound.** The course covers a variety of topics relating to the treatment of sound and sound processing as a digital medium. Students will learn through hands-on activities and on-line materials the basics of digital recording and sound sampling, including the study of synthesis, digital sound processing, music hardware communications, and web-based multimedia. The ability to read music is not a prerequisite for this course. 4 Semester Hours.

**MUS 320 Choral Conducting.** This course aims to help the student develop expressive conducting through score analysis, development of rehearsal strategies, control of dynamics and tempo, and communicating with words, gestures, facial and bodily expressions. Prerequisite: Grade of "C" or higher in MUS 210, MUS 213, and MUS 244, and completion of proficiency requirements in piano. Offered fall semester. 2 Semester Hours.

**MUS 321 Instrumental Conducting.** Further development of conducting techniques, principles, and skills introduced in Beginning Conducting, including score reading, musical terminology, transposition, compound and non-symmetrical meters, and organizing the rehearsal. Prerequisite: MUS 320 Offered spring semester. 2 Semester Hours.

**MUS 330 Music Methods: Early Childhood.** The study of curricula, methods, activities, and materials for the teaching of music to all children in pre-school through the third grade by means of field observations, demonstrations, and lectures. A weekly one-hour guitar-techniques laboratory and field experience are required in order to complete course assignments. Prerequisites: MUS 210, MUS 213, completion of the proficiency requirements in piano, successful completion of the Department's sophomore evaluation, and admission to the Teacher Education Program. 4 Semester Hours.

**MUS 331 Music Methods: Middle Childhood and Adolescence to Young Adult.** The study of curricula, methods, activities, and materials for the teaching of vocal music, including music appreciation and music theory, to all students in the middle childhood and adolescence to young adult program areas. Field experience is required in order to complete course assignments. Prerequisites: MUS 210, MUS 213, completion of the proficiency requirements in piano, successful completion of the Department's sophomore evaluation, and admission to the Teacher Education Program. 4 Semester Hours.

**MUS 350 Hearing Heaven: Death, Dying, and the Music of Mahler.** A theme course that explores the topics of death and the afterlife through the study the works of Gustav Mahler. Through study and analysis of Mahler's life, philosophical and religious views, music, and choice of literary texts in his works, students will debate and defend the purpose and meaning of the composers multiple statements on death and the afterlife. 4 Semester Hours.

**MUS 352 World Music and Ethnographic Music Study.** A survey of global music with emphasis on Native America, India, Indonesia, Japan, and Africa. A brief history of each culture is presented with an analysis of the music, including theoretical systems on which it is based, a study of the instruments and the types of notation used. The course also includes an introduction to ethnographic field research and a field research project. Offered spring semester. 4 Semester Hours.

**MUS 360-385 Small Ensembles.** Course designed to study the music of various composers, periods, and styles through performance. Of special interest to Music Education majors, these ensembles provide a practical chamber music laboratory that emphasizes the type of coaching to be done in their future teaching careers. Prerequisite: Audition or permission of the instructor. Due to the evolving nature of repertoire prepared each semester by these ensembles, these courses may be taken multiple times, but not for a "change of grade." Ensembles are not available for audit. 0.5 Semester Hour.

MUS 360	Keyboard Ensemble
MUS 361	Accompanying
MUS 362	Master Chorale
MUS 364	Guitar Ensemble
MUS 365	Musical Theatre Workshop
MUS 366	Student Musical
MUS 367	String Chamber Ensemble
MUS 368	Flute Ensemble
MUS 369	Woodwind Ensemble
MUS 370	Clarinet Ensemble
MUS 371	Saxophone Ensemble
MUS 372	Woodwind Quintet
MUS 373	Trumpet Ensemble
MUS 376	Brass Quintet
MUS 377	Brass Ensemble
MUS 378	Percussion Ensemble
MUS 379	Handbell Choir
MUS 380	Jazz Band
MUS 381	Collegium Musicum
MUS 385	Other Ensemble

**MUS 400 Orchestral Literature.** A study of the emergence of the orchestra and orchestral literature in the late Renaissance and its subsequent development. Major materials for the course include the large collection of recordings and scores available in Sturgeon Music Library. Prerequisite: MUS 301. Offered spring semester of odd-numbered years. 1 Semester Hour.

**MUS 401 Keyboard Literature.** This course will give students an understanding of the history of the piano as an instrument and will focus on the important genres, composers, and musical styles of keyboard literature, highlighting music from the late Baroque to the present. Prerequisite: MUS 301 or permission of the instructor. Offered spring semester of odd-numbered years. 1 Semester Hour.

**MUS 402 Vocal Literature.** A study of the history of solo song and the development of opera. Class members perform example works, listen to representative recordings, and do individual research. Prerequisite: MUS 301. Offered fall semester of even numbered years. 1 Semester Hour.

**MUS 403 Choral Literature.** A survey of secular and sacred choral literature from the medieval to contemporary eras. The motet, mass, oratorio, madrigal, chanson, and composition in contemporary idioms are analyzed in terms of stylistic development. Prerequisite: MUS301. Offered spring semester of even-numbered years. 1 Semester Hour.

**MUS 404 Band and Jazz Literature.** A study of the emergence of the band and jazz ensemble and the subsequent development of literature for these ensembles. Major materials for the course include the large collection of recordings and scores available in Sturgeon Music Library. Prerequisite: MUS301. Offered spring semester of odd-numbered years. 1 Semester Hour.

**MUS 405 Chamber Music Literature.** A survey of the principal works in the chamber music genre from the Baroque era to the present. Performance by class members is supplemented with recorded works from the department's collection. Prerequisite: MUS301. Offered fall semester of odd-numbered years. 1 Semester Hour.

**MUS 430 Music Methods – Instrumental.** Organizing the instrumental music program, including concert bands, marching bands, orchestras, and small ensembles; a survey of the problems of instrumental teaching at various age and ability levels; the care and repair of musical instruments; and a study of methods and materials for class and private instruction. A portion of the course will be devoted to charting and scoring techniques for marching band, including the use of various computer software packages. Field experience is required in order to complete course assignments. The Ohio Competency Based Model for Arts Education will be addressed in this course. Prerequisites: MUS 141, MUS 240, MUS 242, MUS 245, MUS 320, MUS 321, and admission to the Teacher Education Program. 4 Semester Hours.

**MUS 431 Piano Pedagogy Practicum.** Students enrolled in this course teach private piano lessons and/or group piano classes under the supervision of the course instructor. Students build on the teaching skills they learn in the Piano Pedagogy course sequence (MUS 275—278) by employing their pedagogical knowledge in an applied teaching setting. Prerequisites: MUS275 or permission of the instructor. This course may be taken multiple times for credit, but not for a "change of grade." 1-4 Semester Hours.

**MUS 438 Clinical Practice: Multi-Age Music.** The candidate assumes responsibility for teaching music in a school setting for a minimum of 300 total clock hours. An additional 30 clock hours of field/clinical experience are required prior to the beginning of clinical practice. The course is graded S/U. The Field Placement Coordinator arranges field placement and required group seminars. Prerequisites: Completion of MUS 320 and MUS 321 with a "C" or better, proficiency requirements in piano, and completion of all other coursework required for the Bachelor of Music degree. See Entry into Clinical Practice and the Music Student Handbook for additional prerequisites. 12 Semester Hours.

**MUS 450 Special Projects in Music.** Special work adapted to majors in music who wish to pursue fields of interest not covered in the regular departmental offerings. May be repeated. Some possible areas of exploration include advanced form and analysis, counterpoint, advanced conducting, musicology, and pedagogy. Permission of the instructor is required. 1-4 Semester Hours.

**MUS 459 Piano for Proficiencies.** A course designed to develop skills required in the piano proficiency examination, which must be passed by all music majors (B.A. and B.M.). The fundamental skills include: major and minor scales, arpeggios, and cadences; prepared pieces; sight-reading of hymns and early intermediate-level piano pieces; and simple melodic harmonization. Prerequisites: MUS 143, MUS 144, MUS 243, and MUS 244, or permission of the instructor. May be repeated for credit, but not for a "change of grade." Extra fee required. 1 Semester Hour.

**MUS 460-481 Applied Lessons in Music (Private Instruction).** Courses designed to guide the student in gaining proficiency on his or her instrument. The student will work one on one with an expert teacher to learn performance techniques, literature, wellness issues, and practice techniques for the instrument, as well as providing the potential future music educator with an example to emulate in the techniques of private teaching and pedagogy. All students registered for private music lessons must stop at the Visual and Performing Arts Office, located in Cope Music Hall, during the first week of the semester to make arrangements for lesson times. Due to the evolving nature of repertoire prepared for private music lessons, these courses may be taken multiple times, but not for a "change of grade." Students must meet departmental requirements regarding recital attendance (see Music Student Handbook for details). Extra fee required. Credit variable, 1-2 Semester Hours.

MUS 460	Piano
MUS 461	Organ
MUS 462	Harpichord
MUS 463	Voice
MUS 464	Violin
MUS 465	Viola
MUS 466	Violoncello
MUS 467	String Bass
MUS 468	Electric Bass
MUS 469	Guitar
MUS 470	Harp
MUS 471	Flute
MUS 472	Oboe
MUS 473	Clarinet
MUS 474	Saxophone
MUS 475	Bassoon
MUS 476	Trumpet
MUS 477	French Horn
MUS 478	Euphonium
MUS 479	Trombone
MUS 480	Tuba
MUS 481	Percussion

**MUS 486 Collaborative Piano Recital.** This course is designed for pianist students preparing and performing a collaborative piano recital. Performance of the recital is contingent upon the student performing and passing a pre-recital hearing no fewer than four weeks before the proposed recital date. Number of credits shall vary based on the length and literature chosen for performance. Prerequisite: Permission of instructor. Credit variable, 1-2 Semester Hours.

**MUS 487 Senior Project: Bachelor of Arts in Music.** Independent study/senior research paper and/or full recital or lecture-recital. Proficiency requirements in piano must be passed before registering for this course. Please see the Music Student Handbook for pre-recital hearing requirements for recitals and lecture-recitals. Prerequisites: MUS 213, senior standing, and permission of the instructor. 3 Semester Hours.

**MUS 488 Joint Recital.** For students giving joint recitals. Please see the Music Student Handbook for pre-recital hearing requirements. Prerequisites: Sophomore or junior standing and permission of the instructor. 2 Semester Hours.

**MUS 489 Recital.** The student will prepare and present a full recital to be performed on his/her primary instrument. Please see the Music Student Handbook for pre-recital hearing requirements. Prerequisites: MUS 213, junior or senior standing, and permission of the instructor. 3 Semester Hours.

**MUS 490 Senior Recital.** This course consists of an independent study/senior research paper and full recital. Proficiency requirements in piano and basic musicianship skills must be passed before registering for this course. Please see the Music Student Handbook for pre-recital hearing requirements. Prerequisites: MUS 213, senior standing, and permission of the instructor. 4 Semester Hours.

**MUS 494 Honors Thesis/Project.** Please see All-University 494 course description.

## Department of Nursing

The BSN program pursues academic, clinical and professional excellence that will lead to a meaningful professional career. Nurses care for patients, families and communities and make up an indispensable component of our nation's healthcare delivery system.

Students enrolled in the BSN program at Mount Union will benefit from a new science facility with state-of-the-art laboratories and classrooms, which provide an exceptional venue for foundational science courses integral to the nursing curriculum.

Admission to the direct-entry nursing program is on a rolling basis and will be competitive, with notification being made to the upcoming fall semester's enrollment on rolling basis until all available seats filled. (Limited opportunity for spring semester enrollment may be available and will be handled on a case-by-case basis for any given term of study).

The application review process will include, but will not be limited to, a review of all coursework taken, grades achieved in each course, overall high school grade point average, class rank and test scores as well as any recommendation or reference forms required.

First time students who are completing or have recently completed high school:

Priority consideration for admission to the nursing program begins at the following academic levels:

- Admission to the University of Mount Union **and**
- A cumulative high school grade point average of a B+ (3.3 on a scale of 4.0) **and**
- Grades of "B" or higher in high school lab-based biology and chemistry coursework **or** a sub score of 24 **or** higher on the Science Reasoning Portion of the ACT **and**
- An ACT composite score of 23 or higher

Students demonstrating exceptional academic potential through alternative, but related academic indicators (e.g. rank in class, SAT score, dual credit or AP coursework etc.), may be considered on a case-by-case basis by the admission committee.

### Admission requirements:

1. [Apply](#) and be admitted to the University, meeting all normal admission requirements.
2. \*Indicate nursing as the first academic interest on the [application for admission](#).
3. Complete the questions specific to nursing applicants within your online application to the University of Mount Union.
4. Submit a personal statement with with your application to the University of Mount Union. In 500 or more words, describe why you want to be a nurse.

*By taking steps 1- 4 above, you have notified us that you are applying for admission to Mount Union and into the nursing program.*

5. \*\*Ability to meet the [Technical Standards](#) of the nursing program.
6. \*\*Annual [Criminal Background Check](#).
7. \*\*[Health Data and Clinical Requirements](#).
8. Note: There is no advanced placement within the Mount Union Nursing Program.

*\* If you are a current Mount Union student and are interested in applying to the nursing program, please contact The Department of Nursing ([nursing@mountunion.edu](mailto:nursing@mountunion.edu)) to obtain a supplemental application.*

*\*\* Note that these are mandatory requirement that must be completed prior to beginning of clinical. Clinical courses begins in Fall of Sophomore year, documents must be received by the Department of Nursing no later than by end of May prior to your sophomore year.*

## Requirements for the Major in Nursing

Required Courses		Semester Hours
NUR 120	Introduction to Professional Nursing	2
NUR 180	Theoretical Foundations of Professional Nursing	2
NUR 220	Introduction to Concepts in Nursing Practice	2
NUR 240	Health Assessment & Physical Examination Across the Lifespan	4
NUR 260	Basic Clinical Pharmacology for Nursing Practice	4
NUR 262	Basic Nutrition for Nursing Practice	2

NUR 290	Foundations of Nursing Practice	6
NUR 295	Introduction to Nursing Informatics	2
NUR 340	Nursing Care of the Childbearing Family and Newborn	4
NUR 360	Nursing Care of Adults with Psychiatric Mental Health Conditions	4
NUR 370	Introduction to Research Methods & Evidence-Based Practice in Nursing	4
NUR 380	Nursing Care of Adults with Acute & Chronic Health Conditions I	6
NUR 390	Nursing Care of Adults with Acute & Chronic Health Conditions II	6
NUR 420*	Community Health Nursing	4
NUR 430	Professional Leadership & Management in Nursing Practice	4
NUR 440	Nursing Care of Clients with Critical Health Conditions	6
NUR 450	Nursing Care of Children & Parents	4
NUR 480	Professional Role Development & Transition into Nursing Practice	4

Required Extra-Departmental Course

BIO 200	Fundamentals of Medical Microbiology	4
BIO 210	Anatomy and Physiology I	4
BIO 211	Anatomy and Physiology II	4
BIO 290	Pathophysiology	4
CHE 110N *	Foundations of Chemistry	4
CHE 115	Organic and Biochemistry for Nursing	4
MTH 200	Statistics for Health Sciences	4
PHL 280H*	Bio-Medical Ethics	4
PSY 110S *	The Psychological Sciences	4
PSY 225	Lifespan Development	4

\*this course meets a University integrative core (IC) requirement

## Course Descriptions

**NUR 120 Introduction to Professional Nursing.** The course introduces students to nursing as a profession and a discipline. An exploration of the historical development of nursing, evolution of nursing role, and health care system delivery is presented. The role of the professional nurse and scope of practice is examined. Introduction to core health care professional competencies and concepts related to nursing practice concepts are introduced. The philosophy, conceptual framework, and program outcomes of the nursing program are introduced. An emphasis on the acquisition of basic knowledge of social justice, ethical values, holistic care, and respect for diversity, human dignity, and altruism is included. Prerequisite: None. 2 Semester Hours.

**NUR 180 Theoretical Foundations of Professional Nursing.** The course introduces students to the theoretical foundations of professional nursing practice. Selected theories and models from nursing and non-nursing disciplines are discussed. The role of theory in the advancement of nursing science, practice, promotion of health and wellness is examined. The conceptual framework for the nursing program is re-introduced. Emphasis is placed on the acquisition of knowledge and skills to promote health and enhance nurse-client communication and client education. The significance of client interaction with the environment and diversity in health care is examined. Prerequisite: None. 2 Semester Hours.

**NUR 220 Introduction to Concepts in Nursing Practice.** This course introduces basic concepts of nursing practice. The nursing process is introduced as the fundamental organizing framework of nursing care planning and delivery. Components of the nursing process and relationship to critical thinking are discussed. Formulating a comprehensive care plan using the nursing process and concept/mind mapping to plan, implement, and promote the health of the client and community is examined. Practical concepts, including problem solving, decision making, communication, documentation, community health, and ethical/legal principles, are discussed. The scope of nursing practice with emphases on ethical, legal and organizational factors that regulate the practice of the professional nurse and health care is explored. A focus on nursing care of older adults is discussed. Prerequisites: NUR 120, NUR 180, BIO 210, BIO 211, CHE 110 and CHE 115. 2 Semester Hours.

**NUR 240 Health Assessment & Physical Examination Across the Lifespan.** This course provides the student with basic knowledge and skills to conduct a complete health history and systematic physical examination for clients across the lifespan with emphasis on adult clients as they adapt to stressors in the internal and external environment. A holistic and systematic approach to assessment of the physical, psychosocial, developmental, spiritual, and emotional aspects is utilized, taking into consideration the client's sociocultural and environmental context. Normal physical findings and variations in health & wellness, as well as common relevant laboratory and diagnostic tests, are examined and recognized. Application of the appropriate medical terminologies, therapeutic communication, and accurate documentation is emphasized. Knowledge and skills in information management and patient-care technology in assessment, communication, and documentation are introduced. Emphasis is given to the role of the nurse as collaborator, communicator, and teacher. Students practice assessment skills in the laboratory setting and long-term facility as part of the course component. Prerequisites: NUR 120, NUR 180, BIO 210, BIO 211, CHE 110, CHE 115 and PSY 225. 4 Semester Hours.

**NUR 260 Basic Clinical Pharmacology for Nursing Practice.** This course has theoretical and laboratory components. The course examines mechanisms of drug action, indications and contraindications of drug therapy, nursing interventions related to dosage, and therapeutic effects as well as toxic and expected side effects of various medications. Effects of drug therapy on health promotion, health maintenance, and restoration will be explored. Current nursing and related scientific research in medication administration will be discussed in relation to current practice. Emphasis will focus on the care of clients receiving medication across the lifespan and in culturally and socioeconomically diverse settings. Techniques involved in the calculation of drug dosages, regulation and maintenance of controlled substances, I.V. therapy, and administration of medications in parenteral and non-parenteral forms are presented and practiced. Professional issues related to the role of the professional nurse in medication administration are explored. Prerequisites: NUR 120, NUR 180, BIO 210, BIO 211, CHE 110 and CHE 115. 4 Semester Hours.

**NUR 262 Basic Nutrition for Nursing Practice.** The course introduces the principles of basic normal nutrition and explores basics of nutrition for clients with altered health conditions. The emphasis is on the role of nutrition management in promoting and maintaining health of individuals across the lifespan. Health nutrition for healthy individuals and selected altered health conditions is addressed. Prerequisites: BIO 210 and BIO 211. 2 Semester Hours.

**NUR 290 Foundations of Nursing Practice.** This is a theoretical and practical course that introduces the student to basic nursing concepts. Students are prepared to provide skilled nursing care, including basic comfort, hygienic and self-care interventions, for older adult clients. Emphasis is placed on scientific nursing practice and evidence, basic human needs, and the care of clients with diverse needs. Communication skills and sensitivity to developmental and cultural

needs, and holistic care are emphasized. The nursing process is the organizing framework for the care provided to meet human needs. Students will develop competencies in therapeutic intervention skills for older adult clients with altered health states in the laboratory and clinical settings. Considerations for professional nursing practice standards are examined. Prerequisites: NUR 220, NUR 240 and NUR 260. If not previously taken, BIO 290 will be a corequisite. *6 Semester Hours.*

**NUR 295 Introduction to Nursing Informatics.** This course is designed to explore the application of information systems and technology in health care and nursing practice. Use of computers, electronic technologies, and selected computer applications of data management through information systems and telecommunications is examined. The impact of these technologies on nursing practice, administration, teaching, and research is explored. The role of the nurse, responsibilities, and the legal, ethical and social implications are discussed. Prerequisites: NUR 120 and NUR 180. *2 Semester Hours.*

**NUR 340 Nursing Care of the Childbearing Family and Newborn.** This course introduces students to theories and practical skills related to the care of the childbearing family, newborn infant, and women's health. Students examine the childbearing family and newborn infant needs, responses, and adaptations to the physical, physiological, psychological, and environmental changes and the internal and external stressors. The nursing process is utilized to manage the care of the family and newborn infant when planning and implementing therapeutic nursing interventions, promoting adaptive responses, and/or supporting death with dignity. Examination of the best evidence for practice and the application of knowledge learned from the liberal arts and sciences are emphasized when providing holistic, ethical, and culturally sensitive care for the family and their newborn infant in a diverse care setting. Utilization of effective oral, written, and electronic communication with the childbearing family and health care team is exercised. Collaboration with the health care team in utilizing resources to promote adaptation to the environment is emphasized. Concepts of responsibilities and accountability and consideration of policies and standards for safety and quality when implementing and delegating care are reinforced. A clinical rotation in various clinical care units provides practical application of the content of this course. Prerequisites: NUR 220, NUR 240, NUR 260, NUR 262, NUR 290 and BIO 200. *4 Semester Hours.*

**NUR 360 Nursing Care of Adults with Psychiatric Mental Health Conditions.** This course focuses on the care and management of clients with psychiatric mental health conditions. Therapeutic nursing intervention with clients of all ages at varying points on the mental health continuum who are experiencing internal and external stressors is explored. Application of mental health concepts to nursing practice is stressed as well as collaboration with an interdisciplinary team to meet client needs and foster a therapeutic environment. Communication skills and "therapeutic use of self" are emphasized as the student interacts with the client individually and in groups to promote, maintain, restore, and reorganize health or to support death with dignity. Accountability and responsibility are expected as the student grows in self-knowledge and awareness of how the nurse's behavior impacts care. Theoretical and empirical knowledge from liberal arts and sciences provides the basis for critical thinking and application of therapeutic nursing intervention with the client who has mental health needs. The delegation of nursing responsibilities in mental health settings will be examined. The use of technology and research data will be emphasized to collect data from various resources. Prerequisites: NUR 220, NUR 240, NUR 260, NUR 262, NUR 290 and BIO 200. *4 Semester Hours.*

**NUR 370 Introduction to Research Methods & Evidence-Based Practice in Nursing.** This course introduces the application of research process and evidence-based practice in nursing. The course focuses on the interaction of the components of the research process with application to the theory and practice of nursing in efforts to improve health and wellness from conception to death. Students will learn to apply critical thinking skills to appraise, utilize, and communicate published nursing research and evidence for application to practice. Ethical issues in research and the value of nursing and health care research will be critically explored. The role of the nurse researcher in promoting evidence-based practice and making the connection between theory, research and practice is emphasized. Critical and reflective thinking as a consumer of nursing research will be stressed. Prerequisites: NUR 220, NUR 240, NUR 260, NUR 262, and NUR 290. If not previously taken, MTH200 will be a corequisite. *4 Semester Hours.*

**NUR 380 Nursing Care of Adults with Acute & Chronic Health Conditions I.** This course has theoretical and practical components. The course introduces students to selected knowledge and skills of acute and chronic health conditions for adults in acute and ambulatory care settings. Students examine the adult clients and their families' needs, responses, and adaptations during periods of acute and chronic illness. The nursing process is utilized to manage the care of adult clients and their families when planning and implementing therapeutic nursing interventions, promoting adaptive responses, and/or supporting death with dignity. Examination of the best evidence for practice and the application of knowledge learned from the liberal arts and sciences are emphasized when providing holistic, patient-centered, ethical, and culturally sensitive care for clients and their families in diverse acute and ambulatory care settings. Utilization of effective oral, written, and electronic communication with client, family, and health care team is exercised. Collaboration with the health care team in utilizing resources to promote adaptation to the environment is emphasized. Students examine the concepts of responsibilities and accountability and consider policies and standards for safety and quality when implementing and delegating care with acutely and chronically ill adult clients. A clinical rotation in various clinical care units provides practical application of the content of this course. Prerequisites: NUR 220, NUR 240, NUR 260, NUR 262, NUR 290 and BIO 200. *6 Semester Hours.*

**NUR 390 Nursing Care of Adults with Acute & Chronic Health Conditions II.** This course is a continuation of NUR 380. The course introduces students to additional selected content and skills related to the care of adult clients with acute and chronic health conditions in acute and ambulatory care settings. Students examine the adult clients and their families' needs, responses, and adaptations during periods of acute and chronic illness. The nursing process is used to manage the care of adult clients and their families when planning and implementing therapeutic nursing interventions, promoting adaptive responses, and/or supporting death with dignity. Examination of the best evidence for practice and the application of knowledge learned from the liberal arts and sciences are emphasized when providing holistic, patient-centered, ethical, and culturally sensitive care for clients and their families in diverse acute and ambulatory care settings. Utilization of effective oral, written, and electronic communication with client, family, and health care team is exercised. Collaboration with the health care team in utilizing resources to promote adaptation to the environment is emphasized. Concepts of responsibilities and accountability and consideration of policies and standards for safety and quality when implementing and delegating care with acutely and chronically ill adult clients are reinforced. A clinical rotation in various clinical care units provides practical application of the content of this course. Prerequisites: NUR 220, NUR 240, NUR 260, NUR 262, NUR 290, NUR 380 and BIO 200. *6 Semester Hours.*

**NUR 420 Community Health Nursing.** This course introduces students to the nursing theory and public health theory applied to promoting and preserving health of populations. The focus of practice is the community as a whole and the effect of the community's health status and resources on the health of individuals, families, and groups. Care is provided within the context of preventing disease and disability and promoting and protecting the health of the community as a whole. Students will apply therapeutic communication and nursing interventions using the nursing process to populations within the community. Integration of evidence from nursing research and knowledge from nursing and liberal arts and sciences are emphasized. Awareness of the influence of the cultural, political, socioeconomic, regulatory, demographic, environmental, and global factors on the population's health patterns and status at the local, state, national, and international levels is examined. Students explore the leadership role, accountability and responsibility of the nurse in the health care delivery systems and public policy and in maintaining, promoting, and restoring the health of population in communities. Students will apply principles of critical thinking and best evidence to assess, plan, implement, and evaluate population at risk. The use of technology and research data will be emphasized to collect population data from various resources. Prerequisites: All 300-level NUR courses. *4 Semester Hours.*

**NUR 430 Professional Leadership & Management in Nursing Practice.** This course provides an introduction and overview of leadership, management, and organizational behavior in health care. Students will integrate theory with practice in the development of skills necessary to provide organizational and systems leadership in health care settings. Leadership development for entry-level professional nursing practice is emphasized. Key leadership concepts of

management, leadership, followership, and organizational structure as frameworks for managing delivery of nursing care to groups of clients in an acute care setting are examined. The transition from student role to professional nursing role is emphasized. Components of leadership including change processes, collaboration and conflict resolution, intra- and inter-professional communication and team work, delegation and supervision, motivation, staffing and scheduling, ethical decision-making, and accountability issues are discussed. The course addresses building cultures of quality and safety in complex health care delivery systems based on organizational strengths, health policy, and legislative factors. Prerequisite: All 300-level NUR courses. *4 Semester Hours.*

**NUR 440 Nursing Care of Clients with Critical Health Conditions.** This course introduces students to the management of the care of adult clients and their families who are experiencing conditions that are life threatening and/or involve multiple body systems in acute care settings. Students examine the adult clients and their families' needs, responses, and adaptations during periods of critical and complex health conditions. Critical thinking, clinical reasoning and decision-making, and problem-solving skills are emphasized when assessing, planning, implementing, and evaluating the client/family needs and responses to care. Utilization of the best evidence for practice and integration of knowledge learned from nursing and the liberal arts and sciences are emphasized when promoting and providing holistic, patient-centered, safe, quality, ethical, and culturally sensitive care for clients and their families in diverse acute care settings. Competencies in communication, documentation, application of technologies, leadership and management, delegation, time management, prioritization, coordination and evaluation of client care, and interdisciplinary collaboration are enhanced. A clinical rotation in various critical care units provides practical application of the content of this course. Prerequisites: All 300-level NUR courses. *6 Semester Hours.*

**NUR 450 Nursing Care of Children & Parents.** This course introduces students to theories and practical skills important to the care of children and their families as clients on the health continuum who are in varying stages of growth and development in acute and ambulatory care settings. Emphases are placed on the children and their families' needs, responses, and adaptations to the physical, physiological, psychological, developmental, and constant environmental internal and external stressors. The nursing process is utilized to manage the care of children and families when planning and implementing therapeutic nursing interventions, preventing diseases, promoting adaptive responses, and/or supporting death with dignity. Application of the best evidence for practice, knowledge learned from the liberal arts and sciences, and technologies are emphasized when providing holistic, client-centered, ethical, and culturally sensitive care for children and families in diverse health care settings. Students perform effective oral, written, and electronic communication and documentation in the interactions with children, families, and health care teams. Collaboration with health care teams, children, and families in utilizing resources to promote adaptation to the environment is emphasized. Concepts of responsibilities and accountability and consideration of policies and standards for safety and quality when implementing and delegating care are stressed. A clinical rotation in various clinical care units provides practical application of the content of this course. Prerequisites: All 300-level NUR courses. *4 Semester Hours.*

**NUR 480 Professional Role Development & Transition into Nursing Practice.** The course prepares senior students to make a smooth transition into the role of entry-level professional nurse. Students apply leadership and management theory and research findings to professional practice as a direct-care provider and coordinator of care to groups of clients. In their practicum, students communicate and collaborate with health care providers and clients to plan, implement and evaluate therapeutic nursing interventions for culturally and ethnically diverse individuals, families, and/or groups in acute care settings. In the classroom, students engage in seminar activities in which they integrate knowledge, values, and practical experiences from current and previous learning in nursing and the liberal arts and sciences throughout their nursing program. This course builds upon content taught in the prerequisite courses and is based on standards and guidelines by the American Nurses' Association and the American Association of Colleges of Nursing. Taken in the senior year of the nursing program. *4 Semester Hours.*

## Peacebuilding and Social Justice

The peacebuilding and social justice minor at the University of Mount Union is an interdisciplinary program rooted in the humanities and drawing from the social sciences and other academic realms as well. Students will engage, analyze, and work to resolve messy, overlapping and complex interpersonal, community, and international conflicts, consider and implement creative, nonviolent, and sustainable solutions which draw from the expertise and perspectives of multiple academic perspectives, and will leverage their interdisciplinary training and disciplinary expertise to prevent conflict and to be makers and sustainers of peace and justice at home and abroad, in their homes, workplaces, and communities. As an excellent complement to nearly any academic major, and given the program's commitment to theoretical understanding, practical skills-building, and engagement with diversity, completion of the minor in peacebuilding and social justice well prepares students for graduate work and/or for a career in law, education, counseling, business, the non-profit world, social service, and many other fields. The Peacebuilding and Social Justice Program is part of the Department of Interdisciplinary and Liberal Studies.

### Requirements for the Minor in Peacebuilding and Social Justice

Required Course		Semester Hours
PSJ 150H	Peacebuilding and Social Justice	4
Two of the following in the Humanities		
IDS 200H	Why Forgive?	4
REL 340	Christian Social Ethics	4
REL 360	Religious Conflict and Peacebuilding	4
ENG 305	Global Anglophone Literatures	4
ENG 320	Irish Literature and Culture	4
ENG 335	Literature and Human Rights	4
One of the following in the Social Sciences		
HST 207	Progressive Movement in American History, 1880-1945	4
HST 208	United States since 1945	4
HST 230H	Problems of Developing Nations	4
POL 321	Terrorism	4
POL 348	Politics of the Developing World	4
PSY 350	Social Responsibility and Personal Well-Being	4
SOC 220	The Many Faces of Poverty	4
COM/SOC 384	Intercultural Communication	4
SOC 225	Family Violence	4

Extra Program Elective:		
ENT 200	Introduction to Entrepreneurship	4

Experiential Requirement (minimum of 4 hours)

One of the following practicums in peacebuilding that bridges theory and practice

PSJ 400	Building Community, Building Peace	4
PSJ 490*	Travel Seminar (or other study abroad experience in consultation with and approval by the Coordinator of the Peacebuilding and Social Justice Program	4
PSJ 495	Independent Study	4
PSJ 499	Internship	4

\*In consultation with and approval of the Coordinator of the Peacebuilding and Social Justice Program. USAC programs offer a variety of appropriate experiences including but not limited to Holocaust/Genocide/Peace Studies programs in England, Israel, Japan, Korea, Norway, Scotland and Sweden; short-term travel seminars may also qualify.

## Course Descriptions

**PSJ 150H Introduction to Peacebuilding and Social Justice.** This course introduces students to the interdisciplinary field of peace and justice studies. The study of peace, conflict, and social justice draws from many fields, including (but certainly not limited to) religious studies and theology, literature, philosophy, communication, history, political science, sociology, and psychology. This course emphasizes a humanistic approach to the field of peace and justice studies, and students will explore the methods, content, and key questions and issues in the field. The course investigates theories of violent conflict and explores the theories and practices of strategic, effective, and just peace-making, drawing from a variety of academic disciplines. The course also provides students with basic conflict mediation and resolution skills. The course emphasizes written and oral communication skills, particularly analytical and persuasive argument. 4 Semester Hours.

**PSJ 400 Building Community, Building Peace.** How has the breakdown of community contributed to the rise of conflict? Locally? Regionally? Nationally? Globally? Is peace possible in the absence of community? This course is an examination of the roots of conflict and the role of peace building in the context of community(ies) – literal and figurative, real and imagined, large and small. Students will engage with a variety of ways in which community has been theorized, conceptualized and experienced from a range of disciplinary and interdisciplinary perspectives. Students will bring their major/minor training to bear on the question of community and varieties of community as well as conflict and sources of conflict to answer the question – in an interdisciplinary context – of how building community is relevant to the question of peace. Prerequisite: Completion of IC Themes requirement, or permission of the instructor. 4 Semester Hours.

**PSJ 495 Independent Study.** Independent study projects can involve an extensive research project and may include an extended service learning project framed by an appropriate academic context which may integrate elements of the student’s major. 4 Semester Hours.

## Philosophy

The study of philosophy enables students to think more clearly and creatively by providing them with experience in analyzing and evaluating arguments about the most fundamental topics: the sources and limits of human knowledge, the nature of the world and the self, and the foundations of ethical and aesthetic value. The courses are designed to help students engage with important philosophical works, both historical and contemporary, and to thereby assist in developing rational and reflective approaches to both theoretical and applied issues.

Because the study of philosophy is excellent preparation for further study and practice in many areas, the philosophy major at the University serves a variety of students, including students who intend to continue their studies in philosophy graduate programs, and double majors who intend to continue their studies in law, computer science, seminary, writing, or other fields. Most Philosophy courses have no prerequisites and are open to all students with an interest in the area.

The philosophy major and minor are administered by the Department of Philosophy and Religious Studies.

## Requirements for the Major in Philosophy:

Required Philosophy Courses:		Semester Hours
PHL 210	Logic	4
PHL 220H	Ancient Greek Philosophy	4
PHL 230	Modern Philosophy	4

Ethics Requirement - Any One from the Following Courses

PHL 270	Ethics	4
PHL 280H	Bio-Medical Ethics	4
PHL 290	Environmental Ethics	4

Epistemology/Metaphysics Requirement - Any One from the Following Courses

PHL 250	Philosophy of Religion	4
PHL 330	Theory of Knowledge	4
PHL 340	Philosophy of Science	4
PHL 360	Philosophy of Mind/Artificial Intelligence	4

Three additional 4-sem-hrs PHL courses, at least two of which must be at the 200-level or above 12

In meeting the Electives requirement, students with a double major may include one course from their other major that is approved by the Philosophy and Religious Studies Chair as a “theoretical foundations” course.

Research Portfolio Requirement:		Semester Hours
PHL 420	Research Portfolio	1

Philosophy Majors are required to develop a portfolio of three significant research essays during their course of study. In assembling the portfolio, one of the following options should be chosen:

(1) *Distribution* option: one essay in history, one in ethics, and one in epistemology/metaphysics.

(2) *Focus* option: three essays in one area from different courses (e.g., ethics essays on Plato, on environmental ethics, and on the ethics of artificial intelligence).

Essays will normally be written as part of the requirements for regularly-offered courses in the relevant areas. Faculty will work with majors to ensure that appropriate opportunities for such writing are available in those courses. During their senior year, majors will register for PHL 420, which will require them to develop one or more of their research topics into a presentation for Department faculty and students.

Total:

33

## Requirements for the Minor in Philosophy

Required Courses	Semester Hours
Four 4-sem-hrs PHL Courses, at least three of which must be at the 200-level or above	16

### Course Descriptions

**PHL 100 Introduction to Philosophy.** Reflection and critical thinking centered on some of the basic problems and questions in philosophy, such as: What is the nature of ultimate reality? How do we know that what we believe is true? Is there more to our mind than just our physical brain? Do we really have free will? Can the existence of God be proven or disproven? What makes a choice good or evil? 4 Semester Hours.

**PHL 105 Philosophy and Film.** A survey of basic problems in philosophy, e.g., the nature of ultimate reality, the problem of knowledge, human nature and the self, freedom and determinism, the existence of God, good and evil and the meaning of life. This course provides the student with an introduction to philosophy that uses movies to illustrate key concepts relevant to the philosophical problems covered in the course. 4 Semester Hours.

**PHL 120H Contemporary Moral Problems.** This course explores some of the major moral issues confronting contemporary society. Following a brief review of ethical theory, topics discussed may include abortion, physician-assisted suicide, war and pacifism, capital punishment, sexual ethics, legal regulation of drugs, affirmative action, civil disobedience, surrogate parenting, cloning and genetic engineering, global poverty, and environmental ethics. 4 Semester Hours.

**PHL 199 Special Topics in Philosophy.** See All-University 199 course description.

**PHL 210 Logic.** An introduction to the art of correct reasoning, including an introduction to symbolic logic as well as treatment of such topics as: the nature of argument, induction, deduction, validity, soundness, aspects of language which tend to interfere with logical thought, definition, role of emotion, types of disagreement, and fallacies. Special emphasis is placed upon recognizing and overcoming hindrances to critical thinking and upon recognizing misleading, fallacious or irrational appeals that attempt to manipulate our beliefs and actions. 4 Semester Hours.

**PHL 220H Ancient Greek Philosophy.** Socrates, Plato and Aristotle form the core of this introduction to the early history of Western philosophy. Other areas covered may include Pre-Socratics such as Pythagoras and Zeno, later Greek and Roman philosophies such as Stoicism and Skepticism, and early Christian and Medieval philosophies influenced by Greek ideas. Ancient philosophies from other cultures may be presented as points of comparison. 4 Semester Hours.

**PHL 230 Modern Philosophy.** An introduction to Western philosophy beginning with the Renaissance, with an emphasis on the Enlightenment and Modern eras in Europe from the 17th to the early 19th centuries. The course will include study of important thinkers such as Descartes, Hobbes, Locke, Hume and Kant. Some more recent philosophical developments may also be covered. 4 Semester Hours.

**PHL 240H Existentialism.** This course provides an overview of a major philosophical movement which grew out of modern philosophy and laid the groundwork for post-modernism. Historical precedents, central themes and key figures of the existentialist movement are discussed. The course will read and discuss excerpts from the main works of five existential philosophers: Kierkegaard, Nietzsche, Heidegger, Sartre and Camus. Attention will also be given to instances of existentialist thought in modern film, literature, art and architecture. 4 Semester Hours.

**PHL 250 Philosophy of Religion.** This course examines standard attempts to establish the rationality of belief in God and the challenges raised to those attempts by the evil in the world. Also to be considered are issues such as what God is like and how God is related to our lives and the limitations of this world. 4 Semester Hours.

**PHL 260 Aesthetics.** An examination of our aesthetic responses to both the natural world and works of art, including painting, architecture, literature, music and film. Topics discussed may include the nature of the creative process, what counts as art, criteria for judging artworks, the relationship between art and morality/politics, and the aesthetic status of forgeries. 4 Semester Hours.

**PHL 270 Ethics.** An examination of ethical theories about what makes certain actions right or wrong, good or evil, virtuous or vicious, and what constitutes good character and a well-lived life. Some application of ethical theory to practical moral problems will also be included. 4 Semester Hours.

**PHL 280H Bio-Medical Ethics.** Following a brief review of ethical theory, class discussion will focus on ethically complex issues involved in current medical practice. Topics may include research ethics, end-of-life decision-making, abortion, environmental issues, genetic testing and engineering, the just distribution of medical resources, and the responsibilities of healthcare providers concerning confidentiality, truth-telling, and informed consent. 4 Semester Hours.

**PHL 290 Environmental Ethics.** This course introduces students to ethical issues associated with the relationship between humans and the natural world. Do animals have rights? Do trees? What about entire ecosystems? Can traditional human-centered systems of ethics adequately answer such questions or is a more radical approach to environmental ethics required? Depending upon student interests, the course may offer opportunities for reflective wilderness experiences and/or service learning. 4 Semester Hours.

**PHL 291 The Wilderness.** This course will focus on the nature and value of the wilderness. Is there an ethical obligation to preserve wilderness areas? How can humans visit and use wilderness areas responsibly? Students will participate in an extended trip to a wilderness area and will engage in service learning, discussion, and reflection activities exploring the nature and value of the wilderness and problems associated with wilderness preservation. Prerequisite: permission of instructor. 1 Semester Hour.

**PHL 299 Special Topics in Philosophy.** See All-University 299 course description.

**PHL 330 Theory of Knowledge.** A survey of classical and current attempts to define knowledge and to determine what we know (if anything). Epistemological assumptions are near the heart of any theoretical endeavor, and understanding most of the current philosophical literature (and much of the more theoretical literature in other disciplines) is greatly enhanced by familiarity with the central issues considered in this course. 4 Semester Hours.

**PHL 340 Philosophy of Science.** A survey of the range of assumptions that lie behind any work in the sciences and consideration of the numerous second-level questions which are raised by actual scientific practice. Particular attention is given to the nature of science (as opposed to pseudo-science), the nature of scientific explanation, the nature of scientific progress (and retrogression) and the extent to which scientists should think themselves committed to the truth of their theories. 4 Semester Hours.

**PHL 360 Philosophy of Mind/Artificial Intelligence.** This course examines contemporary philosophical theories of the mind. The course includes such topics as the mind/body problem, the problem of consciousness and the problem of mental representation. Special attention is paid to the question of artificial intelligence and to the relation of cognitive psychology, neuroscience, and computer science to the philosophy of mind. 4 Semester Hours.

**PHL 370 Special Studies in Philosophy.** An intensive study of some major philosophy or philosophical issue. May be repeated for different philosophers or issues. Prerequisite: One other PHL course or permission of instructor. 4 Semester Hours.

**PHL 399 Special Topics in Philosophy.** See All-University 399 course description.

**PHL 410 Independent Study.** Advanced research in philosophy. Primarily for philosophy majors at the junior or senior level. Students may repeat for different topics. Prerequisite: Permission of instructor. Credit variable, 1-4 Semester Hours.

**PHL 420 Research Portfolio.** Primarily for philosophy majors at the senior level. The completion and presentation of the Research Portfolio culminates the research requirement for the philosophy major. 1 Semester Hour.

**PHL 494 Honors Thesis/Project.** See All-University 494 course description.

## Physical Education

The physical education pedagogy major requires 38 hours of course work, with additional hours to complete within the Education Department for students seeking to fulfill the state of Ohio teacher licensure requirements. The physical education pedagogy major shall fulfill the Senior Culminating Experience requirement by presenting his/her assessment projects in PE 440 Assessment in Health and Physical Education.

Candidates seeking a teaching license in physical education must earn a grade of "C-" or better in all physical education pedagogy and exercise science courses required for licensure. If a minimum grade of "C-" is not earned, candidates are required to retake the course until a grade of "C-" or better is earned.

### Requirements for the Major in Physical Education Pedagogy

Required Physical Education Courses		Semester Hours
PEP 110	Team Games	2
PEP 130	Lifetime Leisure Activities	2
PEP 150	Lifetime Fitness Activities	2
PEP 200	Principles of Physical Education	2
PEP 330	Teaching in Elementary School Physical Education	4
PEP 332	Teaching in Secondary School Physical Education	4
PEP 430	Motor and Developmental Learning	4
PEP 440	Assessment in Health and Physical Education	4
Required Departmental Courses		
EXS 110	Exercise Physiology	4
EXS 220	Foundations of Human Movement	4
Required Extra-Departmental Courses		
BIO 105	Elements of Anatomy and Physiology	4
Total		36

### Requirements for the Minor in Physical Education Pedagogy

The physical education minor is designed to supplement an undergraduates major field of study while allowing for flexibility in selecting from existing PEP courses with an advisor to fulfill the physical education minor requirements. A minor in physical education does not prepare the student to become a teaching licensure candidate by the state of Ohio.

Required Courses		Semester Hours
PEP 200	Principles of Physical Education	2
PEP 110	Team Games	2
PEP 150	Lifetime Fitness Activities	2
PEP 130	Lifetime Leisure Activities	2
Methodology/Content Courses: select two courses from the following:		
PEP 330	Teaching in Elementary School Physical Education	4
PEP 332	Teaching in Secondary School Physical Education	4
PEP 430	Motor and Developmental Learning	4
PEP 440	Assessment in Health and Physical Education	4
Total		16

## Requirements for Honors in Physical Education

To receive departmental honors in physical education pedagogy (PEP), a student must satisfy all of the following criteria: 1) have a grade point average of 3.5 in PEP major courses; 2) have completed at least three PEP major courses with honors for a total of 12 semester hours from among PEP 330, 332, 430, 440, EXS 110, and 220. One of the three courses in part 3) may be an Honors Thesis/Project (All-University course 494) of three to six semester hours credit.

## Requirements for the Minor in Coaching

Required Courses		Semester Hours
EXS 110	Exercise Physiology	4
EXS 270	Foundations of Sports Nutrition & Ergogenic Aids	4
COA 310	Psychology of Coaching	4
COA 430	Coaching Practicum	2
Choose two of the following:		
COA 320	Coaching Basketball	2
COA 321	Coaching Football	2
COA 322	Coaching Soccer	2
COA 323	Coaching Wrestling	2
COA 324	Coaching Track and Field	2
COA 325	Coaching Baseball	2
COA 326	Coaching Softball	2
COA 327	Coaching Golf	2
COA 328	Coaching Tennis	2
COA 329	Coaching Volleyball	2
COA 330	Coaching Swimming and Diving	2
COA 331	Coaching Lacrosse	2
Total		18

## Physical Education Course Descriptions

**PEP 110 Team Games.** Students will learn various team games including: invasion games, net/wall games, fielding/run-scoring games, and target games. Students will also be exposed to various fitness activities and methods of assessing fitness for use as teachers of children and adolescents. 2 Semester Hours.

**PEP 130 Lifetime Leisure Activities.** Students will be exposed to various activities providing knowledge and application of skills enabling students to participate in activities for a lifetime. This course includes activities such as walking, jogging, golf, tennis, outdoor activities, racquetball, bicycling, and disc golf will be taught in this course. 2 Semester Hours.

**PEP 150 Lifetime Fitness Activities.** Students will be exposed to various activities providing knowledge and application of fitness skills and concepts to promote a healthy lifestyle. Students will also be exposed to various methods of assessing fitness, maintaining current fitness levels, and improving one's fitness. 2 Semester Hours.

**PEP 200 Principles of Physical Education.** An introductory course designed to provide a structural basis for total comprehension of physical education. Students will be exposed to the historical and philosophical foundations, and contemporary principles regarding objectives, curriculum, methodology, and evaluation related to P-12 physical education. This course contains a field experience requiring students to complete 10 hours of observation in a K-12 setting. 2 Semester Hours.

**PEP 330 Teaching in Elementary School Physical Education.** The purpose of this course is to expose students to the fundamental concepts and principles of teaching children in grades P-5 with implications for the selection, adaptation, and teaching of appropriate movement and rhythmic activities. The understanding of movement concepts, fundamental motor skills, specialized motor skills, and skill themes will be emphasized. Integrating these concepts into a developmentally appropriate curriculum accompanied with developmentally appropriate pedagogy will also serve as a primary focus of the course. This course contains a field experience requiring students to complete 20 hours in a K-5 setting. Prerequisites: PEP 110, PEP 130, PEP 200 and EXS 110. 4 Semester Hours.

**PEP 332 Teaching in Secondary School Physical Education.** The purpose of this course is to expose students to the fundamental concepts and principles of teaching students in grades 6-12. The understanding of invasion, net/wall, fielding/run-scoring, and target games and strategies for teaching these games will be provided. Additionally, lifelong activities such as tennis, golf, fitness and physical activity, outdoor activities, bicycling, and racquetball accompanied with strategies for teaching these activities will also be emphasized. Integrating these concepts into a developmentally appropriate curriculum accompanied with developmentally appropriate pedagogy will also be emphasized in this course. This course contains a field experience requiring students to complete 20 hours in a 6-12 setting. Prerequisites: PEP 110, PEP 130, PEP 200 and EXS 110. 4 Semester Hours.

**PEP 430 Motor and Developmental Learning** The purpose of this course is to expose students to the various components of motor control and developmental learning. Students will gain an understanding of skill acquisition and learning in various contexts. Students will learn the basic concepts and issues of biological and psychological growth and development from conception through adulthood. Emphasis will be placed on psychomotor, cognitive, and affective development throughout the lifetime. Prerequisites: PEP 110, PEP 130, PEP 200, EXS 110 and EXS 220. 4 Semester Hours.

**PEP 440 Assessment in Health and Physical Education.** An introduction to measurement and evaluation commonly used in physical education and health education encompassing the administration of skill and performance testing, interpretation of results, basic statistical analysis and grading/evaluation of performance. This course serves as the SCE for physical education pedagogy and will engage students in designing, conducting, and evaluating an assessment project based on the Ohio standards, benchmarks, and grade level indicators. Prerequisites: PEP 330 and PEP 332. 4 Semester Hours.

**PEP 491 Special Topics: Professional Conference.** All PEP majors are required to attend a minimum of one professional conference prior to graduation. Examples of professional conferences include OAHPERD Convention, AAHPERD National Convention, Midwest District Convention, or as approved by the PEP Director. Prerequisite: Instructor Approval. 0 Semester Hours.

**PEP 494 Honors Thesis/Project.** A research/project course designed to meet the needs of the individual student seeking honors in the major at graduation. Prerequisites: junior or senior standing, and approval of the instructor, the department chair and the Honors Review Board. Credit variable, 4-6 Semester Hours.

## Coaching Course Descriptions

**COA 310 Psychology of Coaching.** Course will familiarize students with aspects of psychology that influence performance and participation in athletics. This course will also examine the nature and responsibilities of the coaching profession with a focus on the psychological aspects of competitive sports. Some topics that will be discussed are self-esteem, motivation, stress, and imagery as it applies to one's ability to perform or willingness to participate in athletics. Prerequisites: EXS 110 and EXS 270. 4 Semester Hours.

**COA 320-331 Coaching Theory Courses.** Coaching theory courses will expose students to strategies, techniques, coaching methods and team management strategies related to each distinctive competitive sport. Prerequisite: COA 310, or concurrently with COA 310. 2 Semester Hours.

- COA 320 Coaching Basketball
- COA 321 Coaching Football
- COA 322 Coaching Soccer
- COA 323 Coaching Wrestling
- COA 324 Coaching Track and Field
- COA 325 Coaching Baseball
- COA 326 Coaching Softball
- COA 327 Coaching Golf
- COA 328 Coaching Tennis
- COA 329 Coaching Volleyball
- COA 330 Coaching Swimming and Diving
- COA 331 Coaching Lacrosse

**COA 430 Coaching Practicum.** Students will be expected to complete a full season as an athletic coach in a sport of their choice. Students will be supervised by university faculty/staff during the course of the sport season and will be required to complete several assignments deemed appropriate by the university faculty/staff supervisor. Students will also be required to complete a culminating experience related to the practicum as arranged by the university faculty/staff supervisor. This course is graded S/U. Prerequisites: COA 310 and two COA coaching theory courses. 2 Semester Hours.

## Recreational/Activity Course Descriptions

**REC 105 Aerobic Dance.** This course provides the opportunity for individuals to explore a self-expressive form of physical activity. Students enrolled in the course will be exposed to various forms of aerobic dance movement primarily focused on cardiovascular exercises, but will also include some strength training components. Students of all fitness levels welcome. 1 Semester Hour.

**REC 110 Aerobic Strength and Fitness.** This course provides the opportunity for individuals to experience physical conditioning through a variety of exercise formats. Students enrolled in this class will learn different strength, plyometric, and agility exercises which will allow them to get a high metabolic burn. Recommended for individuals with an intermediate to an advanced level of fitness. 1 Semester Hour.

**REC 115 Bowling.** Introduction to the fundamentals and rules of bowling. 1 Semester Hour.

**REC 120 Golf.** Introduction to the fundamentals, rules and etiquette of golf. 1 Semester Hour.

**REC 125 Lacrosse.** Introduction to the fundamentals and rules of lacrosse. 1 Semester Hour.

**REC 130 Soccer Skills.** Introduction to the fundamentals and rules of soccer. 1 Semester Hour.

**REC 135 Karate and Self Defense.** Introduction to the fundamentals and rules of various martial arts systems and basic self-defense tactics. 1 Semester Hour.

**REC 140 Exploring Extreme Fitness of the Popular Culture.** This course provides the opportunity for individuals to experience physical conditioning through a variety of exercise formats. Students enrolled in this class will learn different strength, plyometric, and agility exercises which will allow them to get a high metabolic burn. Includes activities such as P90x, Insanity, and TRX. Recommended for individuals with an intermediate to an advanced level of fitness. 1 Semester Hour.

**REC 145 Racquet Sports.** Introduction to the fundamentals and rules of tennis and badminton. 1 Semester Hour.

**REC 150 Running/Interval Training.** This is an advanced running course in which principles of running and interval training are discussed and applied to provide a foundation for high level aerobic and anaerobic fitness. Each student will get to experience training through tempo runs, distance runs, sprinting, plyometrics, and strength training. 1 Semester Hour.

**REC 155 Beginning Swimming.** Students will learn the freestyle and are introduced to various other strokes and beginner swimming knowledge. They also learn basic water safety, and rescue skills. Upon completion, students should be able to perform all skills in deep water. 1 Semester Hour.

**REC 160 Advanced Swimming.** Students will learn all the strokes and are introduced to various workouts that an advanced swimmer would use to develop aerobic capacity and anaerobic endurance. Students taking this course should be able to swim well already. 1 Semester Hour.

**REC 165 Team Sports.** The class will teach the methods and tactics for several team sports and activities. Activities may include basketball, ultimate, volleyball, handball, dodgeball, capture the flag and flag football. 1 Semester Hour.

**REC 170 Weight Lifting/Strength Training.** This is a weightlifting and strength training course in which principles of lifting free weights and body weight training will be experienced. Each student will get to experience training with machines, free weights, and body weight and track their strength improvements throughout the course. 1 Semester Hour.

## Department of Physics and Astronomy

The philosophy of the physics major at Mount Union is to develop a strong undergraduate knowledge of the fundamentals of physics. Students also develop skills in scientific inquiry, problem solving, and laboratory techniques. Students can explore our place in the physical universe through majoring in physics with a concentration in Astronomy. Every major will experience independent research, along with both oral and written presentations on physics topics of his or her choice.

Flexibility exists within the courses that satisfy the major, which allows for the curriculum to conform to individual needs. The curriculum can prepare students for graduate study in physics, astrophysics, astronomy or engineering, and prepare students for technical jobs in science and industry. Most students earn a simultaneous minor in mathematics through the completion of the required extra-departmental courses.

Mount Union offers comprehensive preparation for those students desiring to become professional astronomers through a concentration available to those majoring in physics and a minor. Excellent observational facilities available to qualified students include: (1) a 12-inch computer-controlled Schmidt-Cassegrain telescope; (2) a charge coupled device (CCD) camera for digital imaging of faint astronomical objects; (3) an 11-inch Schmidt-Cassegrain telescope equipped for BVRI photometry of stellar objects; (4) a nine-inch f/15 retracting telescope used for the study of lunar and planetary detail; (5) a portable eight-inch Schmidt-Cassegrain telescope; (6) professional-grade software (IRAF) for digital image analysis; (7) remote access to a 32-inch Ritchey-Chrétien telescope near Kitt Peak, AZ.

Students interested in physics or astronomy are urged to talk with members of the department at the earliest opportunity.

### Requirements for the Major in Physics

Required Physics Courses		Semester Hours
PHY 101N	General Physics I	4
PHY 102	General Physics II	4
PHY 211	Modern Physics	4
PHY 233	Advanced Lab I	2
PHY 270	Seminar I	1
PHY 302	Analytical Mechanics	4
PHY 333	Advanced Lab II	2
PHY 370	Seminar II	1
PHY 456	Research	4
or		
PHY 460-461	Senior Thesis I and II	4
Any One from the Following Classical Physics Courses		
PHY 218	Thermodynamics and Statistical Mechanics	4
PHY 307	Electromagnetic Theory	4
Any One from the Following Modern Physics Courses		
PHY 312	Atomic, Nuclear and Particle Physics	4
PHY 322	Astrophysics	4
PHY 409	Quantum Mechanics	4
One additional physics course (at least 4 hours other than PHY 110)		4
Required Extra-Departmental Courses		
CHE 120N	Concepts in Chemistry	4
MTH 141	Calculus I	4
MTH 142	Calculus II	4
MTH 241	Calculus III	4
MTH 333	Linear Algebra and Differential Equations	4
Total		58

Students desiring to teach physics in high school must consult with their advisors regarding other required science courses and professional courses in education.

### Requirements for the Concentration in Astronomy

The concentration in astronomy will be available to students majoring in physics. In addition to or as part of the previously listed major requirements, a student wishing to obtain this concentration will need to take the following:

Required Courses		Semester Hours
PHY 120N	Astronomy	4
PHY 302	Analytical Mechanics	4
Two additional courses from:		
PHY 200	Planets and Moons	4
PHY 201	Einstein's Universe – The Big Bang, Black Holes and Beyond	4
PHY 220	Observational Astronomy	4
PHY 322	Astrophysics	4
Total		16

## Requirements for the Minor in Physics

Required Courses	Semester Hours
PHY 100N General Physics I	4
PHY 102 General Physics II	4
8 additional credit Hours of PHY coursework (PHY 110, PHY 120N, PHY 200, PHY 201, PHY 220 and PHY 322 will not count toward the minor in physics.)	8
Total	16

## Requirements for the Minor in Astronomy

Any Four of the Following Courses	Semester Hours
PHY 120N Astronomy	4
PHY 200 Planets and Moons	4
PHY 201 Einstein's Universe – The Big Bang, Black Holes and Beyond	4
PHY 220 Observational Astronomy	4
PHY 302 Analytical Mechanics	4
PHY 322 Astrophysics	4
Total	16

## Course Descriptions

**PHY 100N How Things Work.** A non-mathematical introduction to the science of physics intended for non-science students. Topics covered will be from elementary mechanics, properties of matter, sound, heat, electricity, magnetism, light, atomic physics, nuclear physics and relativity. Emphasis will be on the development of a solid qualitative understanding of the physical world. Demonstrations and activities involving physical phenomena will accompany lectures. Six contact hours per week. 4 Semester Hours.

**PHY 101N General Physics I.** A practical and theoretical introduction to physics covering elements of classical mechanics including kinematics, forces, momentum conservation, energy conservation, work and rotational motion. Elements of vector analysis and calculus are presented. Three class hours and one three-hour laboratory session per week. Corequisite: MTH 140, MTH 141 or higher. 4 Semester Hours.

**PHY 102 General Physics II.** A practical and theoretical introduction to physics covering elements of thermodynamics, electricity and magnetism, waves, optics and quantum mechanics. Elements of vector analysis and calculus are presented. Three class hours and one three-hour laboratory session per week. Prerequisite: PHY 101 and MTH 140. 4 Semester Hours.

**PHY 120N Astronomy.** This course is designed to introduce students to the field of astronomy. Topics covered include historical astronomy, the Solar System, stars, galaxies, and cosmology. Laboratory sessions include observing constellations and astronomical objects through the observatory's telescopes. Six contact hours per week. 4 Semester Hours.

**PHY 199 Special Topics in Physics.** See All-University 199 course descriptions

**PHY 200 Planets and Moons.** This course is an introduction to the physical and geological study of the properties, origin and evolution of planets, moons, comets and asteroids. The methods used to explore our solar system and planetary systems of other stars will also be studied. Four class hours per week. Prerequisite: MTH 100 or equivalent mathematics in high school. 4 Semester Hours.

**PHY 201 Einstein's Universe – The Big Bang, Black Holes and Beyond.** A study, accessible to non-science majors, of modern scientific cosmology and other ramifications of Einstein's General Theory of Relativity. What is the nature of the universe, and what rules govern it? What is the history of the universe, and what is its future? Do black holes really exist? Could there be more than one universe? These questions, scientific theories related to them, and the observations that lead to those theories will be discussed. Four class hours per week. Prerequisite: MTH 100 or equivalent mathematics in high school. 4 Semester Hours.

**PHY 211 Modern Physics.** A study of topics in modern physics including special relativity, the quantization of matter and energy, atomic structure, the Schrodinger equation, the basic physics of atoms, spectroscopy and the periodic table. Four class hours per week. Prerequisite: PHY 102. Corequisite: MTH 142. 4 Semester Hours.

**PHY 218 Thermodynamics and Statistical Mechanics.** A study of thermodynamics, statistical mechanics and kinetic theory. Core concepts include entropy and the second law of thermodynamics, the canonical probability distribution and the partition function and the chemical potential. Additional topics may include photons and phonons, chemical and phase equilibrium, transport processes and critical phenomena. Four class hours per week. Prerequisites: PHY 102, MA 142 or permission of the instructor. 4 Semester Hours.

**PHY 220 Observational Astronomy.** An introduction to aspects of modern observational astronomy. Includes astronomical instrumentation, time, star charts and catalogs, astrometry, photometry, spectroscopy and other selected topics. Particular attention is paid to CCD imaging and data reduction. Three class hours per week plus laboratory and evening observing sessions on individually arranged schedules. Prerequisites: PHY 120 and MTH 140, or permission of the instructor. 4 Semester Hours.

**PHY 230 Electronics.** A laboratory-based course in the basic principles of practical and theoretical modern electronics. Topics include circuit analysis, semiconductor devices, operational amplifiers, digital electronics and computer interface. Two three-hour lecture/laboratory meetings per week. Prerequisite: PHY 102. 4 Semester Hours.

**PHY 233 Advanced Lab I.** A hands-on course in the basic methods of experimental physics covering topics from classical mechanics, thermodynamics and modern physics. This includes the use of computers for data acquisition and analysis and the communication of scientific results through written and oral presentations. Three laboratory hours per week. Prerequisite: PHY 102. 2 Semester Hours.

**PHY 254 Science, Sound and Music.** This course examines the science of sound, music and acoustics, exploring ideas including how sound is produced and perceived, the effect of room acoustics on sound and how musical instruments work. Four class hours per week. Prerequisites: MTH 100 or equivalent mathematics in high school. 4 Semester Hours.

- PHY 270 Seminar I.** Students review relevant topics from physics and astronomy by presenting formally to the class. 1 Sem. Hour
- PHY 299 Special Topics in Physics.** See All-University 299 course description.
- PHY 302 Analytical Mechanics.** A study of classical statics and dynamics including translational and rotational motion, work and energy, damped and undamped oscillating systems, wave propagation, Lagrange's equations, the Hamiltonian and tensors. Four class hours per week. Prerequisites: PHY 101 and MTH 142. 4 Semester Hours.
- PHY 307 Electromagnetic Theory.** Topics to be covered include electrostatics and electrostatic energy, dielectric media, electric currents, magnetic properties of matter, electromagnetic induction and Maxwell's equations. Four class hours per week. Prerequisites: PHY 102 and PHY 302. 4 Semester Hours.
- PHY 312 Atomic, Nuclear and Particle Physics.** A continued exploration of topics in modern physics including quantum statistics, nuclear physics, solid state physics and elementary particles. Four class hours per week. Prerequisite: PHY 211. 4 Semester Hours.
- PHY 322 Astrophysics.** Introduction to radiative transport theory, stellar atmospheres and interiors. Selected topics from among interstellar matter, variable stars, stellar dynamics, star clusters, galactic structure, general relativity and cosmology are treated. Four class hours per week. Prerequisites: PHY 120. MA 142 (must be taken previously or concurrently). 4 Semester Hours.
- PHY 333 Advanced Laboratory II.** A hands-on course in the basic methods of experimental physics covering topics from electrodynamics, modern physics and quantum mechanics. This includes the use of computers for data acquisition and analysis and the communication of scientific results through written and oral presentations. Three laboratory hours per-week. Prerequisite: PHY 233. 2 Semester Hours.
- PHY 362 Special Assignments in Advanced Physics or Research.** This course permits students, under the direction of a faculty member, to pursue special investigations of interest in physics or in physics-related computer areas. Schedules are arranged individually; the time commitment expected is four hours per week. Prerequisite: Consent of the instructor. May be repeated for credit. 2 Semester Hours.
- PHY 370 Seminar II.** Students review relevant topics from physics and astronomy by presenting formally to the class. Presentations are longer and more in depth in comparison to PHY 270. Prerequisites: PHY 270. 1 Semester Hour.
- PHY 399 Special Topics in Physics.** See All-University 399 course description.
- PHY 409 Quantum Mechanics.** Historical introduction, uncertainty principle, barrier penetration, Hilbert space, Schrodinger formulation, Heisenberg formulation, SU groups, operator concepts, Poisson, Lagrange, and commutator brackets, Dirac four-vectors, introduction to field quantization, and perturbation theory are among the topics presented. Four class hours per week. Prerequisites: PHY 211, PHY 302 and MTH 333. 4 Semester Hours.
- PHY 445 Methods of Mathematical Physics.** A study of the interface between mathematics and physics focusing particularly on partial differential equations. Mathematical modeling and various analytical and numerical solutions will be covered. Additional topics may include special functions, the calculus of residues and group theory. Four class hours per week. Prerequisites: PHY 302 or MTH 333. 4 Semester Hours.
- PHY 456 Research.** This course may serve as the Senior Culminating Experience if arranged in advance with the student's advisor. Class meetings and scheduling are arranged with each student individually; the time commitment expected is eight hours per week Prerequisites: Declared and accepted major in physics and permission of the department chair. May be repeated for credit. 4 Semester Hours.
- PHY 460 Senior Thesis I.** This course involves the independent investigation of a problem in physics and/or astronomy. Emphasis is on generating appropriate research questions, reading relevant literature and designing a realistic plan of study. The course meets 1 hour a week with all enrolled to discuss thesis progress, composing resumes, taking the GRE exams, and applying for jobs and/or graduate school. When combined with PHY 461, this course is designed to fulfill the Senior Culminating Experience requirement. Prerequisites: Permission of the instructor. 2.0 Semester Hours.
- PHY 461 Senior Thesis II.** This course involves the independent investigation of a problem in physics and/or astronomy. Emphasis is on executing the plan of study formulated in PH 460 and analyzing and presenting the results. The course meets 1 hour a week with all enrolled to discuss thesis progress and transitioning to graduate school, industry or other employment. When combined with PHY 460, this course is designed to fulfill the Senior Culminating Experience requirement. Prerequisite: PHY 460. 2.0 Semester Hours.
- PHY 494 Honors Thesis/Project.** See All-University 494 course description.
- PHY 499 Internship in Physics.** An experience-based course designed for juniors and seniors. Students are placed in appropriate laboratories or agencies where previous classroom learning may be integrated with a work experience. The exact location, program and method of evaluation are provided in a contract drawn between the student, the faculty sponsor and the host internship supervisor. Registration by arrangement with the faculty sponsor and departmental chair. Specific restrictions may apply. 1-16 Semester Hours.

## Department of Political Science and International Affairs and Foreign Diplomacy

The mission of the University of Mount Union is to prepare students for meaningful work, fulfilling lives and responsible citizenship, and the study of politics is an important part of this education in our increasingly interdependent world. The Department of Political Science and International Affairs and Foreign Diplomacy seeks to equip students with the requisite skills and tools to succeed in their future and to instill in them a desire for and commitment to lifelong engagement with the political world. In pursuit of these goals, the Department incorporates an applied approach to the study of politics, encouraging intellectual growth through active learning and internships, which provide a variety of opportunities to explore careers in public service and related fields. Coursework will stimulate critical thinking about government and politics, as students improve their analytical abilities, learn both quantitative and qualitative research methods and develop effective written and oral communication skills.

The department offers majors and minors in Political Science, International Affairs and Diplomacy, and National Security and Foreign Intelligence Analysis. The Department of Political Science and International Affairs and Foreign Diplomacy offers a minor in legal studies.

Political Science majors are strongly encouraged to participate in an internship. Credits earned during the internship can count towards the major. International Affairs and Diplomacy majors are required to participate in either a study abroad program or in a foreign policy related internship. National Security and Intelligence Analysis majors are required to participate in a foreign policy related internship. Students should take into consideration that a minimum GPA of 2.5 is required for participation in most of Mount Union's internship programs. In some cases, a GPA of 3.0 or higher may be required. In addition, the approval of the Department Internship Coordinator and Department Chair is required for an internship. In addition, many of the internships available for National Security and Foreign Intelligence Analysis majors require them to pass a security clearance.

The student with a double major should be aware that only four courses taken to satisfy the second major will be counted toward either the International Affairs and Diplomacy or the National Security and Foreign Intelligence Analysis majors. Similarly, only two of the courses taken toward any major will be counted toward both the International Affairs and Diplomacy minor and the National Security and Foreign Intelligence Analysis minor.

## Requirements for the Major in International Affairs and Diplomacy

Students majoring in International Affairs and Diplomacy must minor in a foreign language or demonstrate competence in one modern foreign language that is not their native language. Competence is defined as equivalent to two courses in the target language at the two-hundred level or above.

Required Courses:		Semester Hours
POL 120S	World Politics	4
POL 180	Introduction to Geography	4
ECN 105S	Introduction to Economics	4
POL 225	International Relations	4
POL 245	Comparative Politics	4
POL 350	Introduction to Political Science Methods and Inquiry	4
POL 351	Quantitative Political Analysis	4
INT 400	Seminar in International Studies	4

Any ONE of the following culture/history courses:

FRN 235H	The Peoples and Cultures of Contemporary French	4
GRN 235H	The Peoples and Cultures of Contemporary Germany	4
HST 215H	Middle East	4
HST 220	East Europe	4
HST 225H	History of Africa	4
HST 230H	Problems of Developing Nations	4
HST 285	History of the Contemporary Fundamentalism	4
HST 345	Contemporary Europe	4
HST 360	Modern China	4
HST 365	Southeast Asia	4
HST 370	Modern Japan	4
HST 380	South Asia	4
HST 385	Modern Russia	4
JPN 235H	The Peoples and Cultures of Contemporary Japan	4
SPN 221	Spanish and Spanish-American Culture and Civilization	4
REL 220H	Religions of the World	4

Any TWO of the following Comparative Politics/Area Studies courses:

POL 345	European Politics	4
POL 346	Asian Politics	4
POL 347	Post-Soviet Politics	4
POL 348	Politics of the Developing World	4
ECN 380	Comparative Economic Systems	4
ECN 390	Economies of the Asian Pacific Rim	4

Any ONE of the following Political Science courses:

POL 270	American Foreign Policy	4
POL 275	Intelligence Gathering, Analysis, and Dissemination	4
POL 321	Terrorism	4
POL 340	International Political Economy	4
INT 199	Special Topics in International Studies	4
INT 299	Special Topics in International Studies	4
INT 399	Special Topics in International Studies	4
INT 499	Foreign Policy Internship	4

Total: 48

## Requirements for a Minor in International Affairs and Diplomacy

Required Courses		Semester Hours
POL 120S	World Politics	4
POL 225	International Relations	4
POL 245	Comparative Politics	4

One course in Comparative Politics/Area Studies or one from Political Science course list approved for the IAD Minor 4

One course from the list of History/Culture course approved for the IAD Minor 4

Total 20

## International Affairs and Diplomacy Course Descriptions

**INT 400 Seminar in International Studies.** Each student will select a topic within a given area of international studies and will read it, and analyze it, on his/her own initiative. Emphasis will be placed on primary sources and research methods. A major, scholarly paper is required. This will be the Senior Culminating Experience in the major. Prerequisite: POL 350 and POL 351. 4 Semester Hours.

**INT 499 Internship.** An experience-based course in which the student spends a specified amount of time attached to a public, government, legal, or non-profit agency in order to gain actual work experience and then have the opportunity to relate classroom knowledge to a work experience situation. The exact program is to be agreed upon by the intern, the internship coordinator and the cooperating agency or office. Permission of internship coordinator required prior to enrollment. Arrangements must be made with the instructor during the semester prior to the one in which the course is offered. 1-16 Semester Hours.

### Requirements for the Major in Political Science

Required Courses		Semester Hours
POL 105S	American Government and Politics	4
POL 120S	World Politics	4
POL 235	Introduction to Political Thought	4
POL 350	Introduction to Political Science Methods and Inquiry	4
POL 351	Quantitative Political Analysis	4
POL 400	Seminar in Political Science	4
One of the following advanced international politics courses:		
POL 225	International Relations	4
POL 245	Comparative Politics	4
POL 270	American Foreign Policy	4
Two of the following American politics courses:		
POL 300	Introduction to Law and Legal System	4
POL 302	US Congress	4
POL 303	The American Presidency	4
POL 310	The Electoral Process	4
Two additional political science courses.		8
Required Extra-Departmental Course		
ECN 105S	Introduction to Economics	4
Total		48

### Requirements for the Minor in Political Science

Required Courses		Semester Hours
POL 105S	American Government and Politics	4
POL 120S	World Politics	4
POL 235	Introduction to Political Thought	4
Two additional political science courses		8
Total		20

### Requirements for the Major in National Security and Foreign Intelligence Analysis (NSFIA)

Required Courses		Semester Hours
POL 105S	American Government and Politics	4
POL 120S	World Politics	4
Or		
POL 180	Introduction to Geography	4
POL 350	Introduction to Political Science Methods and Inquiry	4
POL 351	Quantitative Political Analysis	4
ECN 105S	Introduction to Economics	4
National Security and Intelligence Core Courses		
POL 270	American Foreign Policy	4
POL 275	Intelligence Gathering, Analysis, and Dissemination	4
POL 470	Colloquium in National Security	4
Any two from the following National Security and Intelligence Distribution Courses ( <i>select courses in two different disciplines</i> )		
ECN 380	Comparative Economic Systems	4
ECN 390	Economies of the Asian Pacific Rim	4
HST 215H	The Middle East	4
HST 360	Modern China	4

HST 365	Southeast Asia	4
HST 380	South Asia	4
POL 321	Terrorism	4
POL 345	European Politics	4
POL 346	Asian Politics	4
POL 347	Post-Soviet Politics	4
POL 348	Politics of the Developing World	4
REL 360	Religious Conflict and Peace-Building	4
Any one from the following Professional Skills Courses		
WRT 110	Introduction to Professional Writing	4
COM 325	Leadership and Team Communication	4
SOC 325	Organizational Analysis	4
Required Internship		
INT 499	Foreign Policy Internship	4
Total		48

In addition to the required courses listed above, each student is required to complete a minor in one of the following areas (see the University of Mount Union catalog for minor requirements)

- Minor in Foreign Language (20 Semester Hours)
- Minor in Computer and Network Security (16 Semester Hours)

## Requirements for the Minor in National Security and Foreign Intelligence Analysis (NSFIA)

Required Courses	Semester Hours
POL 120S World Politics	4
or	
POL 180 Introduction to Geography	4
National Security and Intelligence Core Courses (12 semester hours)	
POL 270 American Foreign Policy	4
POL 275 Intelligence Gathering, Analysis, and Dissemination	4
National Security and Intelligence Topical/Regional Specialization Courses (4 semester hours – Select one from the list below)	
ECN 380 Comparative Economic Systems	4
ECN 390 Economies of the Asian Pacific Rim	4
HST 215H The Middle East	4
HST 360 Modern China	4
HST 365 Southeast Asia	4
HST 380 South Asia	4
POL 321 Terrorism	4
POL 345 European Politics	4
POL 346 Asian Politics	4
POL 347 Post-Soviet Politics	4
POL 348 Politics of the Developing World	4
REL 360 Religious Conflict and Peace-Building	4
Total	16

## Political Science Course Descriptions

**POL 100 Introduction to Public Service.** This course provides students with a comprehensive introduction to public service, which will be defined and contrasted with “not-for-profits” and the “private sector.” There will be a broad analysis of the role of government in contemporary American society. Several topics pertaining to applied public service will be introduced: the organization, responsibilities and limitations of the public sector, organizational theory, bureaucratic behavior, decision making, public finance, intergovernmental relations and comparative approaches to governing. 4 Semester Hours.

**POL 105S American Government and Politics.** This course provides a comprehensive introduction to the structure and processes of government in the United States. It is a survey course covering the foundations of American government, its major institutions and the various forces that shape political decision making. Some of the topics which will be addressed include: democratic theory, the constitution, federalism, state and local government, public opinion, interest groups, elections, the courts, Congress, and the presidency. 4 Semester Hours.

**POL 120S World Politics.** This course examines the structure and operation of the international system, providing an overview of the nature, forms and dynamics of world politics covering issues of international security, international political economy and emerging trends in the post-Cold War world. This course will include an experiential learning component. 4 Semester Hours.

**POL 180 Introduction to Geography.** This course introduces the general student and the prospective teacher of integrated social studies to an examination of geography, focusing in particular on spatial patterns of political organization, cultural diversity and economic activity; overview of major world regions; in-depth introduction of key countries; human geography; and the overall use and relevance of geography. Geography for Life: National Geography Standards will be addressed. 4 Semester Hours.

**POL 225 International Relations.** This course provides students with an introduction to the basic theories and methods used in the study of international relations. The course covers such topics as the dynamics of conflict and cooperation, the processes of foreign policy decision-making and the evolution of the modern international system. Prerequisite: POL 120. 4 Semester Hours.

**POL 235 Introduction to Political Philosophy.** An examination of the principal themes, philosophies, and ideologies of the western tradition which have molded and continue to affect our political institutions, our political beliefs and our politics. The course will begin with the classical Greek roots of our civilization; will explore the religious, primarily Christian, components of western society; will then discuss the contribution of scientific thought, and conclude with a brief examination of post-modern perspectives. 4 Semester Hours.

**POL 240 Environmental Policy.** An in-depth look at environmental policy in the United States. This course covers Congress's power to regulate the environment as well as successes and failures of major pieces of environmental policy. Students will consider not only the policy but the impact the policy has/had on the environment, society, and the economy. This class will require active in-class participation and will culminate with the completion of a major project. 4 Semester Hours.

**POL 245 Comparative Politics.** This course introduces students to the comparative political analysis. The primary purpose is to familiarize students with the basic themes, concepts, and theoretical and methodological approaches to analyze, compare and contrast the development, governmental structures, political processes, and socio-political and socio-economic dynamics of contemporary political systems. Prerequisite: POL 120. 4 Semester Hours.

**POL 270 American Foreign Policy.** This course provides a critical analysis of the foreign policy of the United States looking at both its content and process. The course will examine the key actors and institutions involved in the foreign policy-making process as well as major trends in US foreign policy and contemporary foreign policy challenges. Prerequisite: POL 120. 4 Semester Hours.

**POL 275 Intelligence Gathering, Analysis, and Dissemination.** The purpose of this course is to introduce the student to the departments and agencies – collectively known as the Intelligence Community (IC). Students will gain a detailed understanding of the definition of intelligence and the role it plays in national security policy. The course will examine the intelligence process, how the IC analyzes threats, and how intelligence fits into American government more broadly in terms of public policy development, bureaucratic politics, and international relations. 4 Semester Hours.

**POL 300 Introduction to Law and the Legal System.** This course is intended to provide students with a general understanding of law and the judicial system in the United States. This course will consist of three major segments: The first will analyze the meaning of law, define our legal system and explain the major sources of law. The second will explain our federal judicial system. It will provide an extensive analysis of the state and national courts. The final section will introduce students to specific areas of substantive law. Prerequisite: POL 105 or permission of instructor. 4 Semester Hours.

**POL 302 The U.S. Congress.** This course examines the origins and development of the American Congress, theories of representation and legislative behavior and the legislative process, with particular emphasis on Congressional rules and procedures. The course also explores the electoral connection between members of Congress and their constituents and the relationship between members of Congress and other political officials and organized interest groups. Prerequisite: POL 105. 4 Semester Hours.

**POL 303 The American Presidency.** This course examines the creation of the presidency and the development of the role of the president within our constitutional system of separated powers. In particular, we will focus on the emergence of the 'public' presidency. Additional topics include the presidential election process, decision making and personality, and policymaking in both domestic and foreign affairs. Prerequisite: POL 105. 4 Semester Hours.

**POL 305 Constitutional Law.** This course will provide students with an in-depth study of American constitutional law. It will include an historical analysis of the constitution and its political and social importance. Than substantive areas of constitutional law will be addressed including the incorporation doctrine, legal federalism, civil rights, and civil liberties. Within this context specific issues which will be examined are the commerce clause, the equal protection clause, freedom of speech, freedom of religion, rights against self incrimination and unreasonable searches and seizures, sex and race discrimination, and affirmative action. Prerequisite: POL 300. 4 Semester Hours.

**POL 310 The Electoral Process.** An analysis of political campaigns and elections for president and Congress. Specific attention will be paid to election trends, voter characteristics and the impact of technology and polling on modern election campaigns. Recommended: POL 105. 4 Semester Hours.

**POL 315 Public Policy.** An analysis of the governmental policy making process and substantive policy issues such as health care, education, criminal justice, and the environment. Within this context we will compare U.S. policy approaches with those of other countries. Recommended: POL 105. 4 Semester Hours.

**POL 320 Legal Advocacy.** This course will introduce students to the methods, concepts, and practice of legal advocacy. Essential to this objective will be instruction in effective techniques of written and oral argumentation as they apply to legal procedure. Course activities will include writing legal and appellate briefs and conducting a mock trial and a simulated oral appellate hearing. Prerequisite: POL 105 or permission of instructor. 4 Semester Hours.

**POL 321 Terrorism.** This course will involve an examination of the historical evolution of terrorism and its development both on a national and international level. Some of the topics covered will include the psychological profile of terrorists, the socio-political conditions that contribute to the growth of terrorism, terrorist group strategies, tactics and targets as well as methods of counterterrorism. Prerequisite: POL 120. 4 Semester Hours.

**POL 330 Western Political Philosophy.** An analysis and evaluation of the principal themes of Western political philosophy from ancient times to the 17<sup>th</sup> century. Major thinkers will include Plato, Aristotle, Augustine, Aquinas, Machiavelli, and Hobbes. Major topics will include community, justice, who should rule, rights, consent, liberty, and views on the proper political regime. Recommended POL 235. 4 Semester Hours.

**POL 331 Modern Political Philosophy.** An analysis of major political thought from the 17<sup>th</sup> century to the present. Major thinkers will include Locke, Rousseau, Burke, Marx, Mill, and Nietzsche. Major topics will include individualism, rights, consent, liberty, equality and democracy. American society will be referenced throughout the semester. Recommended POL 235. 4 Semester Hours.

**POL 340 International Political Economy.** This course examines the interplay of politics and economics on an international and global level. Key themes will include debates on globalization; the role of states vs. markets; shifting distribution of wealth and power; and global competition. Specific emphasis will be put on the role and motivations of national and foreign governments as well as international institutions with regard to cross-border flows of 1) production (e.g. foreign direct investment policies, growth poles and agglomeration economies), 2) capital (e.g. capital controls, international financial crises and bailouts, currency wars, sovereign wealth funds) and 3) goods (e.g. national and international trade policies, trade wars). Prerequisite: POL 120. 4 Semester Hours.

**POL 345 European Politics.** This course provides a comprehensive overview into the situational context, structures, and evolutionary and transformational dynamics of selected European polities (including polities in Western, Northern, Southern, and Central/Eastern Europe) and the European Union. Specific themes will include discussions on European regionalism and supranationalism, social welfare state politics, European integration and enlargement, immigration and demographic challenges, and the rise of extreme right parties, among others. Discussion and contextual analysis of current social, political and/or economic trends and developments, as well as future prospects and challenges, will be an integral part of the course. Prerequisite: POL 120 or POL 180. 4 Semester Hours.

**POL 346 Asian Politics.** This course is designed to provide a comprehensive analysis of the political systems/processes and socio-economic dynamics of China, Japan, South Korea as well as selected countries in Southeast and South Asia. Specifically, the course will address the historical antecedents, contemporary manifestation and the evolution as well as future prospects and challenges of political culture, political institutions/processes, political economy systems and social structures in these countries. Additionally, discussion and contextual analysis of key contemporary domestic political/economic/social dynamics will also be an integral part of the course. Prerequisite: POL 120 or POL 180. 4 Semester Hours.

**POL 347 Post-Soviet Politics.** An introduction to the politics of Russia and the now independent states of the former Soviet Union. This course examines the changes and continuity in post-Soviet politics as well as the origins and development of the political and economic systems. Some of the issues examined in the course include the politics of economic reform, democratization, the rise of ethnic conflicts, and the collapse of communism and its aftermath. Prerequisite: POL 120 or POL 180. 4 Semester Hours.

**POL 348 Politics of the Developing World.** This course is intended as a comprehensive survey of the political, social, cultural, economic and historical factors affecting the developing countries. Particular attention will be devoted to colonial legacies and post-colonial development, domestic political dynamics and the position of developing countries in the global economy and in international politics. In doing so, the course will draw on a diverse range of case studies from Africa, Asia, and Latin America. Prerequisite: POL 120 or POL 180. 4 Semester Hours.

**POL 350 Introduction to Political Science Methods and Inquiry.** This course is designed to introduce students to research methods in political science and international studies. The course will focus on such topics as developing a testable research question, data collection, developing and testing hypotheses, and different methods for analyzing political data with a focus on qualitative analysis. 4 Semester Hours.

**POL 351 Quantitative Political Analysis.** This course will cover the essential quantitative techniques used to analyze many empirical questions involving government and politics. Students will learn how to conduct, interpret, and present the appropriate statistics to test hypotheses. Basic descriptive and inferential statistics will be covered. Prerequisite: POL 350, or permission of the instructor. 4 Semester Hours.

**POL 400/INT 400 Seminar in the major (either Political Science or International Studies depending on prefix).** Each student will select a topic within a given area of political science or international studies and will read it, and analyze it, on his/her own initiative. Emphasis will be placed on primary sources and research methods. A major, scholarly paper is required. This will be the Senior Culminating Experience in the major. Prerequisite: POL 350 and POL 351. 4 Semester Hours.

**POL 405 Independent Study.** Open to juniors and seniors majoring in political science. Emphasis is on independent, in-depth inquiry into a subject. Permission of instructor required. Arrangements must be made with the instructor during the semester prior to the one in which the course is offered. 1-4 Semester Hours.

**POL 470 Colloquium in National Security.** Each student will conduct an in-depth study of a particular national security issue facing the US and will research and analyze it on their own initiative. Emphasis will be placed on primary sources and research methods. A major analysis paper on the chosen issue is required. This will be the Senior Culminating Experience in the National Security and Foreign Intelligence Analysis major. Prerequisite: POL 270, POL 350 and POL 351. 4 Semester Hours.

**POL 494 Honors Thesis/Project.** Formal paper written under the supervision of a departmental member. See All-University 494 course description in the catalog. Arrangements must be made with the instructor during the semester prior to the one in which the course is offered. 4 Semester Hours.

**POL 499 Internship.** An experience-based course in which the student spends a specified amount of time attached to a public, government, legal, or non-profit agency in order to gain actual work experience and then have the opportunity to relate classroom knowledge to a work experience situation. The exact program is to be agreed upon by the intern, the internship coordinator and the cooperating agency or office. Permission of internship coordinator required prior to enrollment. Arrangements must be made with the instructor during the semester prior to the one in which the course is offered. 1-16 Semester Hours.

## Pre-Medical and Pre-Health Professions Program

The pre-medical and pre-health professions program is designed to prepare students for future careers as doctors, dentists, pharmacists, optometrists, physical therapists, physician assistants, veterinarians, podiatrists and chiropractors. The program is not a formal degree program but is a flexible curriculum designed to prepare students for professional schools in the health-related fields. Students will take the appropriate required courses in biology, chemistry, physics, mathematics and social sciences and recommended electives in the arts and humanities to become highly-successful professional school candidates.

**MED 100 Introduction to the Health Professions.** An overview of various health care career opportunities, educational requirements and issues affecting the delivery of health care. This course will also help to prepare students to successfully complete these courses of study, leading to a future in the career in the health care field. 1 Semester Hour.

**MED 200 Community Healthcare: From Theory to Practice The Alliance Community Hospital-Community Care Network.** A study of key issues concerning community health care aimed at developing practical approaches to supporting patients. Students consider obstacles to effective health care as well as strategies for enabling at-risk patients to play more active roles in promoting their health and well-being. Topics include: challenges of delivering adequate healthcare in communities; population medicine; specific problems posed by diabetes, obesity and cardiovascular disease; ethical dimensions of the concept of "underinsurance"; community medicine and the law; and methods of improving compliance and measuring outcomes. Conducted as a seminar, this course provides students with the academic foundation for a subsequent Health Coach Internship with the Alliance Community Hospital Community Care Network. Prerequisites: Sophomore standing, MED 100 and approval of Pre-Health and Pre-Medical Professions Program Director. 1 Semester Hour.

## Department of Psychology and Neuroscience

The mission of the Department of Psychology and Neuroscience is to develop and maintain an academic curriculum and co-curricular activities that help students acquire a broad base of knowledge in Psychology and Neuroscience, acquire the intellectual and communication skills necessary to participate in these fields as scientists and practitioners, and develop characteristics that encourage personal fulfillment, meaningful work, and responsible citizenship.

### Requirements for the Major in Psychology

The psychology major is designed to reflect the basic and applied aspects of psychological science. The major includes a rigorous core emphasizing the acquisition of research methods and data analysis skills culminating in the production and presentation of completed research projects. In addition, majors are required to experience the breadth of the field by selecting courses across the discipline. The major is designed to prepare students both to pursue careers immediately after graduation in a diverse array of positions and to acquire the advanced degrees in psychology and allied fields necessary for the achievement of career goals in academic and applied areas. All psychology majors will take 44 semester hours: 24 required hours, 12 distribution hours selected from three

categories, and 8 hours of electives. Completion of the major and all other University requirements results in a Bachelor of Science degree in psychology. Please note that due to course overlap, anyone who chooses to pursue this major may not pursue other majors or minors in neuroscience, human development & family science and school counseling.

Required Courses (24 hours)	Semester Hours
PSY 110S      The Psychological Sciences	4
PSY 120      Professional Development in Psychology	2
PSY 200      Research Methods and Data Analysis I	4
PSY 205      Research Methods and Data Analysis II	4
PSY 400      Senior Research I	4
PSY 405      Senior Research II	2
PSY 420      The Origins of Psychology	4
or	
PSY 499      Psychology Internship	4-16
Any One of the Following Developmental/Social Courses (4 hours)	
PSY 215      Child and Adolescent Development	4
PSY 220      Adulthood and Aging	4
PSY 225      Lifespan Development	4
PSY 230      Personality Theory	4
PSY 235      Social Psychology	4
Any One of the Following Biological/Experimental Courses (4 hours)	
PSY 245      Learning and Conditioning	4
PSY 250      Neuroscience: The Brain	4
PSY 260      Sensation and Perception	4
PSY 270      Cognitive Psychology	4
PSY 280      Health Psychology	4
PSY 320      Neuroscience: Behavior and Psychiatric Disorders	4
PSY 340      Animal Cognition	4
Any One of the Following Applied Courses (4 hours)	
PSY 210      Educational Psychology	4
PSY 240      Abnormal Psychology	4
PSY 290      Introduction to Autism Spectrum Disorders	4
PSY 310      Child and Adolescent Psychopathology	4
PSY 360      Introduction to Counseling	4
PSY 370      Forensic Psychology	4
PSY 380      Psychology of Gender	4
PSY 385      Psychology of Prejudice and Power	4
PSY 390      Introduction to Marriage and Family Therapy	4
Eight additional PSY credits	8
Total	44

## Requirements for the Minor in Psychology

Students wishing to obtain a minor in psychology begin with an overview of the field and then take more specialized courses that provide greater depth of inquiry. The psychology minor consists of 16 semester hours in psychology: 4 required hours and 12 elective hours. Students majoring in neuroscience or human development & family science cannot double major or minor in psychology.

Required Courses	Semester Hours
PSY 110S      Introduction to Psychological Science	4
Any 3 additional PSY courses	12
Total	16

## The Neuroscience Major

The Neuroscience major provides courses with a focus on the structure and function of the central and peripheral nervous system and how they impact cognition, emotion, and behavior. The introductory courses provide a foundation for understanding how the anatomy and physiology of the nervous system can impact behavior, consciousness, and how we interact with others. Elective classes provide specialization in basic fields such as psychopharmacology and applied areas examining how brain functionality impacts psychiatric disorders. The major is designed to provide graduates with the tools necessary to pursue jobs immediately upon graduation as laboratory assistants in a variety of research settings. The major is also designed for students wishing to pursue graduate study and careers in neuroscience and medicine and students with an interest in nervous system specific fields such as neurology or psychiatry.

## Requirements for the Major in Neuroscience

All Neuroscience majors will take 44 semester hours: 28 required PSY hours, 8 required extra-departmental hours, and 8 hours of electives from two categories. Graduating with a major in neuroscience will require completion of a senior project on a neuroscience topic. Completion of the major and all other University requirements results in a Bachelor of Science degree in Neuroscience. Please note that due to course overlap, anyone who chooses to pursue this major may not pursue other majors or minors within the Department of Psychology and Neuroscience. These would include the majors and minors in psychology, human development & family science, and school counseling.

Required Courses (28 hours)		Semester Hours
PSY 110S	The Psychological Sciences	4
PSY 120	Professional Development in Psychology	2
PSY 200	Research Methods and Data Analysis I	4
PSY 205	Research Methods and Data Analysis II	4
PSY 250	Neuroscience: The Brain	4
PSY 320	Neuroscience: Behavior and Psychiatric Disorders	4
PSY 400	Senior Research I	4
PSY 405	Senior Research II	2
Required Extra-Departmental Courses (8 hours)		
BIO 140	The Unity of Life	4
CHE 120N	Concepts in Chemistry	4
Any 1 of the following basic courses (4 hours)		
PSY 245	Learning and Conditioning	4
PSY 260	Sensation and Perception	4
PSY 270	Cognitive Psychology	4
PSY 340	Animal Cognition	4
Any 1 of the following applied courses (4 hours)		
PSY 280	Health Psychology	4
PSY 290	Introduction to Autism Spectrum Disorders	4
PSY 310	Child and Adolescent Psychopathology	4
PSY 330	Drugs and Behavior	4
Total		44

Neuroscience majors are encouraged to take additional 200 and 300 level PSY courses as well as other upper level science courses in the biology, chemistry, physics, and mathematics departments. Additional recommended electives will be determined via advising. There are several additional courses a Neuroscience major might wish to take based on his/her interests. Students planning to apply to medical/veterinary/physical therapy schools should also take MTH 141; BIO 210 and 211; CHE 231, 232, 370, and 371; and PHY 101 and 102. Such students should discuss their academic plan with the Pre-med advisor and the Neuroscience advisor during their first year.

## Requirements for the Minor in Neuroscience

Students wishing to obtain a minor in Neuroscience can begin with an introductory course in psychology, biology, or chemistry followed by core courses in neuroscience. The Neuroscience minor consists of 16 semester hours: 4 introductory hours selected from any of three disciplines, 8 required hours in Neuroscience, and 4 elective hours in Neuroscience. Students majoring in psychology, school counseling or human development & family science cannot double major or minor in neuroscience.

Any 1 of the following introductory courses (4 hours)		Semester Hours
PSY 110S	The Psychological Sciences	4
BIO 140	The Unity of Life	4
CHE 120N	Concepts in Chemistry	4
Required Neuroscience Courses (8 hours)		
PSY 250	Neuroscience: The Brain	4
PSY 320	Neuroscience: Behavior and Psychiatric Disorders	4
Any 1 of the following courses (4 hours)		
PSY 245	Learning and Conditioning	4
PSY 260	Sensation and Perception	4
PSY 270	Cognitive Psychology	4
PSY 280	Health Psychology	4
PSY 290	Introduction to Autism Spectrum Disorders	4
PSY 310	Child and Adolescent Psychopathology	4
PSY 330	Drugs and Behavior	4
PSY 340	Animal Cognition	4
Total		16

## Requirements for Honors in Psychology and Neuroscience

Students are eligible to enter the Honors Program in psychology or neuroscience if they have at least a 3.5 grade point average in the major or permission of the Honor Review Board. To receive honors in psychology or neuroscience, a student must have at least a 3.5 grade point average in the major at graduation and honors credit in courses that total a minimum of 16 semester hours. One of the courses may be PSY 494 Honors Thesis/Project that may be taken for four to eight credit hours. For permission to register for an honors thesis/project, a completed Honors Application and Registration Form must be filed with the director of Honors Programs by the end of the 12th week of classes of the semester prior to doing the thesis. Students must earn at least a "B+" in the course to earn honors credit. Other courses students may take for honors in psychology include any 200-level or above course except PSY 110, PSY 120, PSY 200, PSY 205, PSY 400 and PSY 405. For permission to register for a course with honors in the major, a completed Application and Registration Form must be filed with the director of Honors Programs by the end of the third week of classes of the semester in which the course is taken. Students must earn at least a "B+" in the course to earn honors credit.

## Course Descriptions

The curriculum in the Department of Psychology and Neuroscience is structured such that 100-level courses are to be considered introductory to either major. These courses are designed to be appropriate for students in their first year of study. The 200-level courses are typically survey courses covering the range of important sub-disciplines within the larger field. These courses are designed to be appropriate for students in their second year or third year of study. The 300-level courses are typically specialized, applied courses examining specific issues in depth. These courses are designed to be appropriate for students in their third and fourth years of study. The 400-level courses are designed to be taken only by majors and typically serve capstone, integrative functions.

**PSY 110S The Psychological Sciences.** This course examines the scientific study of behavior and mental processes using current issues and research as the framework for exploring the discipline of psychology. In this course you will learn that psychology is a science that attempts to answer some of the age-old questions about the human experience by using rigorous empirical methods. Students will become familiar with the concepts, general theories, and specific approaches and applications used in the field of psychology as well as how they relate to the work done by other social scientists. The following subfields in psychology will be explored: research methodology, biological bases of behavior, development, sensation and perception, consciousness, learning, memory and cognition, motivation and emotion, personality, social behavior, abnormal psychology, and the treatment of psychological disorders. Prerequisites: None. 4 Semester Hours.

**PSY 120 Professional Development in Psychology.** This course is designed to acquaint students with the range of career possibilities that exist for them after graduation. This course will also include practical training in two important areas of professional development: writing and ethics. Students will explore their interests across the field of psychology and develop a comprehensive plan for their undergraduate careers. Students will be provided with an introduction to writing in psychology consistent with the requirements of the American Psychological Association. In addition, students will be introduced to ethics in educational, research, and applied settings as related to psychology. Prerequisite: PSY 110. 2 Semester Hours.

**PSY 199 Special Topics in Psychology.** See All-University 199 course description.

**PSY 200 Research Methods and Data Analysis I.** This course is a survey of basic research methodology, design considerations and statistical analyses of corresponding behavioral data. It includes presentation of elementary descriptive and experimental research procedures as well as related statistical procedures (descriptive statistics, data presentation and characterization, inferential statistics, basics of hypothesis testing and parameter estimation). Students will apply these principles in conjunction with and as an introduction to various areas of research psychology through laboratory exercises and use of state-of-the-art statistical packages. Students in PSY 200 are expected to maintain a grade of C- or higher. If the grade earned is lower than a C-, students must retake the course in order to proceed with PSY 205. Only students who have earned a C- or higher in the PSY 200/PSY 205 sequence are permitted to begin their Senior Research course requirements (i.e., PSY 400 and PSY 405) Three lecture hours and one lab hour per week. Prerequisites: PSY 110 (may not be taken concurrently with PSY 205) and sophomore standing. Open only to declared psychology or neuroscience majors. 4 Sem. Hrs. (Typically offered fall semester).

**PSY 205 Research Methods and Data Analysis II.** This course is a continuation of PSY 200 dealing with more complex methodological issues. Advanced correlational and experimental designs are introduced. An experimental research project, laboratory exercises and continued work with computerized statistical programs provide direct experience with these techniques. Students in PSY 205 are expected to maintain a grade of C- or higher. If the grade earned is lower than a C-, students must retake the course in order to proceed with PSY 400. Only students who have earned a C- or higher in the PSY 200/PSY 205 sequence are permitted to begin their Senior Research course requirements (i.e., PSY 400 and PSY 405). Three lecture hours and one lab hour per week. Prerequisite: PSY 200. 4 Sem. Hrs. (Typically offered spring semester).

**PSY 210 Educational Psychology.** This course explores the psychological issues in the educational context beyond reading, writing, and arithmetic. Students that are interested in pursuing careers in school counseling, school psychology, school social work, or teaching should take this course. It examines the application of psychological theories and principles to education and teaching. It is also intended to prepare Education majors for the Praxis PLT exams. There is a focus is on the educational implications and application of research relating to human development (including physical, social, emotional, and cognitive development). The topics covered include: cognitive processes (e.g., metacognition, memory, transfer, critical thinking, problem solving, etc.) the theories and principles of learning; motivation; individual and group differences; social contexts for learning; and classroom management. Prerequisite: PSY 110. 4 Semester Hours.

**PSY 215 Child and Adolescent Development.** This course explores human development from birth to adolescence. The domains of development explored include prenatal, physical, cognitive, linguistic, social and emotional. The course also examines the contexts in which these domains develop. Students are required to engage in regular written and intellectual discourse about contemporary topics related to the course. Prerequisite: PSY 110. 4 Semester Hours.

**PSY 220 Aging and Adulthood.** This course is intended to facilitate an understanding of and appreciation for the significant developmental processes and changes that occur in early, middle and late adulthood. In addition to examining current research and theories related to biological, cognitive and social factors, particular attention is paid to the impact of culture and the environmental context on the aging process. Prerequisite: PSY 110 or equivalent. 4 Semester Hours.

**PSY 225 Lifespan Development.** This course utilizes a holistic approach to understanding the development of the individual from conception to death. Emphasis is placed on the ways in which contextual variables influence development and functioning in physical, cognitive, affective and social domains. Prerequisite: PSY 110 or permission of instructor. 4 Semester Hours.

**PSY 230 Personality Theory.** This course is a survey of the work of a diverse group of theorists who have all sought to explain the structure, development and functioning of human personality. Theoretical perspectives covered will include psychodynamic, sociocultural, humanistic, existentialist, biological, trait, behavioral and cognitive approaches. Prerequisite: PSY 110 or permission of instructor. 4 Semester Hours.

**PSY 235 Social Psychology.** This course is an examination of human behavior in a social and cultural context. Topics covered will include the self in a social context, attitudes, attributions, persuasion, conformity, attraction, altruism, prejudice, aggression, group dynamics and inter-group relations. Prerequisite: PSY 110 or SOC 100. 4 Semester Hours.

**PSY 240 Abnormal Psychology.** Abnormal Psychology is largely concerned with the nature, origin, and treatment of mental illness. This course offers the student a comprehensive overview of the field, focusing on the biological, psychological, relational, and social components of mental disorders. A historical and contemporary exploration of mental illnesses offers the student a broad overview of the field, while a cross-cultural examination of disorders offers students insight to how mental illness is viewed from various perspectives. Prerequisite: PSY 110. 4 Semester Hours.

**PSY 245 Learning and Conditioning.** This course is an introduction to the concepts of learning as reflected in major theories including classical, operant and social learning. This course examines how humans and animals seek and acquire information about their surroundings, make correlational or predictive inferences and express those inferences behaviorally. Students will engage in various activities to help them understand how basic learning principles explain much of human behavior. A major project in the course will involve a service learning project where students train animals to perform various novel behaviors. This training process will be documented in videos that will be made available to the public on the department webpage. When possible, the class will take a trip to the Cleveland Metroparks Zoo to see how classical and operant conditioning are used in a professional setting. Prerequisites: PSY 110. 4 Semester Hours.

**PSY 250 Neuroscience: The Brain.** This course is part of a two course series examining the biological foundations of behavior which can be completed in any order. This course begins with an introduction to the cells and structures of the nervous systems. Current and past research and psychopharmacological methods are covered during the second portion of the course. Final topics include a detailed look into how visual, auditory, and motor functions are processed by the brain. The course includes a psychophysiological and neuroscience laboratory portion. Prerequisite: PSY 110. One semester of University level biology and chemistry is suggested. 4 Semester Hours.

**PSY 260 Sensation and Perception.** This course covers present research theories of how our sensory organs function and how we perceive the world around us. The course begins with an overview of how sensation and perception research is conducted. The second portion of the course focuses on vision and how various cognitive processes lead to our discovery of our environments. The final portion of the course will explore the senses of audition, taste, smell, and touch. Prerequisite: PSY 110. PSY 250 is recommended but not required. 4 Semester Hours.

**PSY 270 Cognitive Psychology.** This course examines how humans process (i.e., acquire, store and use) information. The course addresses such topic areas as perception, attention, memory, knowledge organization, language comprehension and production, problem-solving and creativity. Time is spent examining current theories, research techniques and the effect these theories have on important practical problems in society. Hands-on projects are used to explore theories in depth. Prerequisite: PSY 110. 4 Semester Hours.

**PSY 280 Health Psychology.** This course examines the interrelationships between emotion, stress, and physical health using theories from behavioral and psychosomatic medicine and health psychology. The course will provide insight into the history of stress research. Autonomic and central nervous system control of health will be examined throughout the course. Genetic and individual difference variables will be explored to show how our bodies respond to the psychological and physical stresses of our environments. Prerequisite: PSY 110. PSY 250 is recommended but not required. 4 Semester Hours.

**PSY 290 Introduction to Autism Spectrum Disorders.** This course is for students interested in learning more about people with autism spectrum disorders. In this course students will gain an understanding of the characteristics and incidence of autism, and the implications for children's learning, behavior and ability to process information. Students will explore the latest research on potential causes, best practices for assessment and intervention, areas of impairment, as well as current issues related to autism services. Prerequisite PSY 110. 4 Semester Hours.

**PSY 299 Special Topics in Psychology.** See All-University 299 course description .

**PSY 300 Movies and Madness.** This course explores the ways people with mental illnesses and psychological disorders as well as those who treat them have been presented in feature films. The course examines the issue of stigmatization and marginalization of people with mental illness as a social problem exacerbated by misleading and negative images presented in the mass media. The course will also provide basic information about psychological disorders, the mental health system and various treatment approaches. Students will analyze film content, hear first person accounts of living with mental illness, and develop their own community education projects. 4 Semester Hours.

**PSY 305 The Psychology of Humor.** The study of humor crosses into multiple psychological domains, including the cognitive, neurological, developmental, social, and positive psychology. This course offer students the opportunity to explore each of these different aspects, and presents an overview of relevant past and current research in this growing field. Students will investigate historical and contemporary theoretical perspectives on humor, and how it is applied in different aspects of life. Prerequisite: PSY 110 or permission from instructor. 4 Semester Hours.

**PSY 310 Child and Adolescent Psychopathology.** This course introduces students to the field of Child and Adolescent Psychopathology. Both a historical and contemporary perspective of this field will be explored, with specific focus placed on theoretical models, etiology, and treatment of mental illness. Current research, case studies, and in-class debate concerning contemporary issues allow for a rich overview of this growing and evolving field of study. Prerequisite: PSY 110. Recommended: PSY 240. 4 Semester Hours.

**PSY 315 Clinical Assessment Lab.** This course introduces students to the assessment of child and adult psychopathology. Students will receive training and instruction on how various psychological and neuropsychological assessments of function and personality are conducted while testing their own levels of function. Current research on assessment of function and methods of assessment will be covered. Diversity, gender, and cultural issues with determining what is normal will be explored. Note: This course is optional for majors and does not meet the requirements as a 4-credit psychology elective. Prerequisite: PSY 110. Recommended: PSY 240. 2 Semester Hours.

**PSY 320 Neuroscience: Behavior and Psychiatric Disorders.** This course is part of a two course series examining the biological foundations of behavior which can be completed in any order. This course examines in closer detail how the brain and nervous system impact behavior. The course will begin with an overview of the central nervous system structures. The course will discuss life-sustaining processes such as how the brain regulates sleep, biological rhythms, reproduction, and emotion. Broader topics such as learning, memory, and cognition will be covered as well as how language and communication are handled by the brain. The course will conclude with an examination of neurological correlates of various psychological disorders. The course includes a psychophysiological and neuroscience laboratory portion. Prerequisites: PSY 110. One semester of University level biology and chemistry is suggested. 4 Semester Hours.

**PSY 330 Drugs and Behavior.** This course begins with an exploration of the neurobiological nature of chemical dependency. The course examines various models of chemical addiction as well as providing information about psychopharmacology. The second portion of the course examines various drugs and their impact on the brain-behavior relationship. The course closes with theories related to treatment and recovery. Prerequisite: Successful completion of PSY 110 or permission of instructor. PSY 250 is recommended but not required. 4 Semester Hours.

**PSY 340 Animal Cognition.** This course begins with an overview of the history of philosophical and scientific thought in relation to the debate about what kinds of mental abilities non-human animals have, if any. Past and current empirical research methodologies will be discussed as will findings regarding the existence and extent of self-awareness, memory, problem-solving and other cognitive processes in various species (including but not limited to birds, sea mammals, monkeys and apes). These findings will be discussed in terms of the research on human cognitive processes; however, the implications for the animals themselves will also be explored. Prerequisite: PSY 110 or permission of the instructor. 4 Semester Hours.

**PSY 345 Human Sexual Behavior.** This course examines the developmental and experiential determinants of sexual orientation and behavior from a number of coordinate viewpoints. These viewpoints include culture, history, genes, hormones, emotions, and cognition, as well as gender identity, attitudes, orientation, and intimacy. This course contains discussion and related content of an explicit nature relevant to human sexuality, anatomy and sexual expression. Prerequisite: PSY 110 or permission of the instructor and junior or senior standing. 4 semester hours.

**PSY 350 Social Responsibility and Personal Well-Being.** This is an experientially-based course that looks at what it means to operate in a socially responsible manner in today's world. It is assumed that service and other forms of helping behavior can be a significant component of social responsibility and so the class discusses service extensively and provides both local and international opportunities for service. One of these service components involves a week-long Spring Break service project in a third world country. In addition to service, the course examines such concepts as sustainability (environmental, economic and social), responsible consumer behavior, economic fairness and social justice. By examining these issues and participating in the service projects, it is hoped that students emerge committed to living in a more socially responsible way. Prerequisite: PSY 110 or SOC 100. 4 Semester Hours. (Typically offered spring semester.)

**PSY 360 Introduction to Counseling.** This course is an introduction to the field of Counseling Psychology. This course has a two-tiered emphasis, including 1) an introduction to the classic and contemporary theoretical perspectives that serve as a foundation to the field, and 2) a focus on current issues, research, and trends that are shaping the field today. Students will also gain hands-on experience into the field of counseling through role-play activities in the department counseling offices. Prerequisite: PSY 110. Recommended: PSY 240. 4 Semester Hours.

**PSY 370 Forensic Psychology.** This course is a survey of the field of forensic psychology. Forensic psychology involves the application of the science and profession of psychology to questions and issues relating to law and the legal system. The following topics will be included in the course: defining forensic psychology; describing the profession of forensic psychology; the selection, training and evaluation of police officers; psychological techniques of criminal investigation; insanity and competency; dangerousness and risk assessment; eyewitness identification procedures; interrogations and confessions; sexual abuse and sexual harassment; and death penalty cases. Prerequisite: PSY 110 or SOC 100. 4 Semester Hours.

**PSY 380 Psychology of Gender.** Women are from Venus, men are from Mars... or are they? This seminar explores the psychology of gender by examining psychological issues related to sex and gender. The class explores topics including: the nature and meaning of gender roles and gender stereotypes; research on gender similarities and differences with respect to cognitive, physical, personality and social functioning; how gender stereotypes and roles develop; the effects of gender stereotypes and roles on individuals, relationships, and society; and alternatives to traditional gender stereotypes, roles, and sexual orientations. Students are required to engage in regular intellectual discourse about course content and apply their knowledge of such content to real-world contexts via a service learning project. Prerequisite: PSY 110. 4 Semester Hours.

**PSY 385 Psychology of Prejudice & Power.** This is a seminar that investigates the nature of relationships/interactions between and within groups. These relationships are viewed using the lens and language of social psychology. Specifically, the historical and sociological contexts of issues like classism, heterosexism, racism, ageism, sexism, ethnocentrism and speciesism, among others, are discussed. Close attention is paid to how privilege can influence how we perceive ourselves and others within and outside our social/cultural group(s). Coursework involves readings from psychology and other disciplines, viewing relevant films, and experiential learning that is intended to result in higher levels of empathy and a broadened world view. Prerequisites: PSY 110S, GEN 201S, OR permission of the instructor.

**PSY 390 Introduction to Marriage and Family Therapy.** Marriage and Family Therapy (MFT) is a unique form of psychotherapy that focuses on relationships, interactional patterns, family dynamics, and mental health from a Family Systems perspective. This course is an introduction to the theory, practice, and research in the field of Marriage and Family Therapy. Students will explore both foundational and contemporary theories and practice the ability of applying this knowledge to individual, couple, and family case studies. Also, this course offers an overview and critical analysis of current research, as well the opportunity for students to both observe and demonstrate methods of intervention. Prerequisite: PSY 110. Recommended: PSY 240, especially for majors. 4 Semester Hours.

**PSY 399 Special Topics in Psychology.** See All-University 399 course description.

**PSY 400 Senior Research I.** This course, along with PSY 405 constitutes the major senior research project in the Psychology and Neuroscience majors. Students are required to work in groups to select a research question, review the relevant literature, develop materials for review by the IRB, and write and present a formal research proposal. Only students who have earned a C- or higher in the PSY 200/PSY 205 sequence are permitted to begin their Senior Research course requirements (i.e., PSY 400 and PSY 405) Prerequisites: PSY 110, PSY 200, and PSY 205 (Cannot be taken concurrently with PSY 200 or 205). 4 Sem. Hrs. (Typically offered fall semester.)

**PSY 405 Senior Research II.** In this course, students will complete the research projects begun in PSY 400 by collecting and analyzing data and by writing a detailed research report according to American Psychological Association guidelines. Students will present their findings in a public forum. Prerequisite: PSY 400. (Cannot be taken concurrently with PSY 200 or 205). 2 Semester Hours. (Typically offered spring semester.)

**PSY 410 Psychology Seminar.** This course will cover various topics pertaining to present-day psychological issues. Students may repeat the course for different topics. Prerequisite: PSY 110. 4 Semester Hours.

**PSY 420 The Origins of Psychology.** This seminar explores the philosophical and physiological beginnings of the "new science" of psychology. Students are expected to 1) contemplate seminal questions about human nature posed by early philosophers, 2) see how early experimental psychology emerged from the fields of physiology and medicine, 3) be introduced to important figures and events in the various fields of psychology, and 5) explore the greater cultural and temporal paradigms that have shaped psychological theory from its beginnings to the present day. Students are required to engage in regular writing assignments and conduct historical research. Prerequisite: PSY 110. Freshman and sophomore requirements for departmental majors are strongly recommended. 4 Semester Hours.

**PSY 485 Independent Study.** This course involves an individual study of a special problem. Concentration may be on a research project or on a review of the literature in the problem area. Offered only upon request of the student who shows interest and initiative and with permission of the instructor. Prerequisites: PSY 110, PSY 200, and PSY 205. Variable credit, 2-4 Semester Hours.

**PSY 494 Honors Thesis/Project.** See All-University 494 course description.

**PSY 499 Psychology Internship.** This is an experience-based course in which the student spends an agreed upon amount of time in a social service or psychology-related organization in order to gain first-hand experience and develop an understanding of possible applications of psychology to that setting. Supervision will be jointly provided by the cooperating organization and the instructor of the course. Prerequisite: Permission of the instructor. Variable credit, 4-16 Semester Hours.

## Public Health

The public health major is an interdisciplinary major where students complete a core set of classes in all five areas of public health: social and behavioral sciences, epidemiology, biostatistics, environmental health, and health services management and policy. Public health is an applied discipline so classes stress service-learning as a method of integrating course content with hands-on learning experiences. Students will develop problem-solving skills, communication and group work skills, and leadership skills as they progress through the major. Public health coursework will prepare students for careers in health departments, hospitals, wellness centers, and non-profit organizations as well as for a Master's in Public Health graduate program.

### Requirements for the Major in Public Health

Required Public Health Courses		Semester Hours
PBH 101	Introduction to Public Health	4
PBH 200	Epidemiology	2
HED 230	Substance Abuse Education and Prevention	4
or		
SOC 215	Drugs and Society	
PBH 250	Health and Data Research	2
PBH 270	Program Planning and Evaluation	2
PBH 300	Principles of Health Education and Health Promotion	4
PBH 350	Global Health	2
PBH 450	Community Assessment	4
Total		24
Required Extra-Departmental Courses		
BIO 105	Elements of Anatomy and Physiology	4
ENV 190N	Introduction to Environmental Science	4
HCM 365	Health Policy Analysis	4
SOC 100S	Introduction to Sociology	4
SOC 220	The Many Faces of Poverty	4
SOC 350	Grants and Planning	4
MTH 123	Statistics	4
Total		28
Total Required Hours for the Public Health Major		52

### Requirements for the Minor in Public Health

Required Courses		Semester Hours
PBH 101	Introduction to Public Health	4
PBH 200	Epidemiology	2
PBH 300	Principles of Health Education and Health Promotion	4
PBH 350	Global Health	2
One course from the approved list of electives		
ECN 310	Health Economics	4
EXS 340	Corporate and Worksite Wellness	4
HCM 380	Health Care Finance	4
HCM 390	Health Care Management	4
PSY 220	Aging and Adulthood	4
PSY 225	Lifespan Development	4
PSY 240	Abnormal Psychology	4
PSY 320	Industrial/Organizational Psychology	4
PSY 365	Introduction to Counseling	4
SOC 225	Family Violence	4
SOC 235	Stress and Wellbeing	4
SOC 260	Social Gerontology	4
SOC 310	American Family	4
SOC 325	Organizational Analysis	4
Total		16

### Requirements for Honors in Public Health

Criteria for eligibility are stated under the Honors program. Courses that may be taken for Honors in Public Health are: PBH 200, PBH 250, PBH 270, PBH 300, PBH 350, and PBH 450.

## Course Descriptions

**PBH 101 Introduction to Public Health.** This introductory public health course will include a historical perspective on public health, an introduction to epidemiological and biostatistical principles, determinants of health from a global perspective, an introduction to selected tools of disease control and health

promotion, environmental-occupational, legal, and policy approaches as well as health communications, and issues of health care delivery addressed from a population perspective. 4 Semester Hours.

**PBH 199 Special Topics in Public Health.** See All-University 199 course description.

**PBH 200 Epidemiology.** This course addresses basic epidemiological concepts such as the history and modern use of epidemiology, basic tools of epidemiological analysis and their applications, concepts of cause and effect, integration of statistical/epidemiological concepts into the concept of causal relationships, basic epidemiological study designs, etiology of disease and the efficacy and effectiveness of potential interventions, evidence-based recommendations, and application of epidemiological methods as well as analysis of public health problems such as outbreak investigations. 2 Semester Hours.

**PBH 250 Health Data and Research .** Public health interventions are informed by data, research, and theory; this course will introduce students to major sources of reliable public health data, which will be used in a class project for a community public health agency. Prerequisite: PBH 101 or permission of instructor. 2 Semester Hours.

**PBH 270 Program Planning and Evaluation.** In this course students will learn the process of public health programming including needs assessment, design, planning, implementation, and evaluation, as well as how to utilize public health planning models and theories. Prerequisites: PBH 101 and PBH 200. 2 Semester Hours.

**PBH 299 Special Topics in Public Health.** See All-University 299 course description.

**PBH 300 Principles of Health Education and Health Promotion.** This course provides students with a foundational understanding of the professional fields of health education and health promotion. Students will gain a greater understanding of the theories, elements, practices, and principles that contribute to health education and promotion activities. Prerequisite: PBH 101. 4 Semester Hours.

**PBH 350 Global Health.** Global health issues will be discussed, and case studies and a class project will aid in understanding some basic information about health around the world. Discussion will involve the basic principles of global health, cross-cutting issues underlying health care delivery and population health services strategies and organization, the burden of morbidity and mortality, and approaches to global collaboration to address health issues. Prerequisites: PBH 101 and PBH 200. 2 Semester Hours.

**PBH 399 Special Topics in Public Health .** See All-University 399 course description.

**PBH 450 Community Assessment (SCE).** Students will become familiar with key historical underpinnings of Community Based Participatory Research (CBPR) and principles of CBPR practice. Through fieldwork and course assignments, students apply theories and techniques of analysis to identify assets, problems, and opportunities of an urban community. Teams of students will work with engaged stakeholders to interpret and prioritize assessment findings in order to suggest possible interventions. Prerequisites: PBH 200, PBH 250, PBH 270, and PBH 300. 4 Semester Hours.

**PBH 494 Honors Project.** See All-University 494 course description.

**PBH 499 Internship in Public Health.** See All-University 499 course description.

## Public Service

This interdisciplinary minor offers the opportunity to study the importance of social and public service in today's society. The minor will offer a foundation of theoretical knowledge while offering practical opportunities and hands-on learning in preparation for possible careers in public service and social service. Students will discover the linkages between the social service and public service sectors and will receive guidance and experience in leadership communication, non-profit organization and government service. Graduates who have completed the public service minor will be prepared for possible careers in the social service and public service sectors of our society.

In addition to the requirements outlined below, students are encouraged to take advantage of internships established by the university and through the Ralph and Mary Regula Center for Public Service and Civic Engagement.

### Requirements for the Minor in Public Service

Required Courses		Semester Hours
POL 100	Introduction to Public Service	4
SOC 130	Introduction to Social Services	4
ECN 105S	Introduction to Economics	4
COM 325	Leadership and Team Communication	4
SOC 350	Grants and Planning	4
Total		20

## Religious Studies

The Religious Studies major seeks to prepare students for a fulfilling life, meaningful work, and responsible citizenship through inviting them to engage in questions that are at the core of human identity, value, and meaning. Students will explore the nature and place of religion in human experience in both its individual and corporate dimensions. Religious experience will be explored through scriptural, historical, theological, and ethical traditions in the world's religions. The major seeks to provide students with breadth across the fields of religious studies, as well as an area of depth in comparative and cultural studies or Christian Studies/Pre-Ministry. Students majoring in Religious Studies may not minor in Pre-Ministry

### Requirements for the Major in Religious Studies

Required courses		Semester Hours
REL 150	The Christian Tradition: Past, Present, Future	4
REL 200H	Biblical Texts and Contexts	4
REL 220H	Religions of the World	4
REL 400	Seminar in Religious Studies	4

Tracks

Majors must complete 12 semester hours in one of the following tracks: Comparative and Cultural Studies or Christian Studies/Pre-Ministry.

#### Comparative and Cultural Studies

Any Three from the Following Courses		Semester Hours
REL 180	Religion and Film	4
REL 225	Native American Spirituality	4
REL 260H	Islam: An Introduction	4
REL 270	Death and Dying	4
REL 330	Buddhism in Film	4
REL 360	Religious Conflict and Peace-Building	4
REL 370	Gender and Religion	4

#### Christian Studies/Pre-Ministry

Any Three from the Following Courses		Semester Hours
REL 235	The Black Church	4
REL 300	Old Testament Interpretation	4
REL 310	Jesus and the Gospels	4
REL 315	Paul and the Epistles	4
REL 340	Christian Social Ethics	4
PHL 250	Philosophy of Religion	4
One Elective		4
Experiential Learning Element		2 minimum
Any One of the Following Courses		Semester Hours
REL 490	Travel Seminar	2-4
REL 495	Research	2-4
REL 499	Internship	2-8

Total: 34-36

### Requirements for the Minor in Religious Studies

Required courses four courses		Semester Hours
REL 220H	Religions of the World	4
REL 400	Seminar in Religious Studies	4
Two electives (may include PHL 250)		8
Total:		16

### Requirements for the Minor in Pre-Ministry Studies

The minor in Pre-Ministry Studies prepares students for seminary or other ministry opportunities. Students majoring in Religious Studies may not minor in Pre-Ministry Studies.

#### Required:

REL 150 The Christian Tradition: Past, Present, Future	4
REL 340 Christian Social Ethics	4
One Bible course (REL 200H, 300, 310, or 315)	4
REL 499 Internship	4
One course chosen from the following:	4
COM 220 Interpersonal Communication	4
COM 225 Group and Organizational Communication	4
SOC 100 Introduction to Sociology	4
SOC 220 The Many Faces of Poverty	4
SOC 230 American Society	4
Total:	20

### Course Descriptions

**REL 150 The Christian Tradition: Past, Present, Future.** This course serves as an introduction to understanding the Christian tradition. Attention will be given to the emergence of Christianity out of a 1<sup>st</sup> century Jewish context, the life and teachings of Jesus of Nazareth, theological categories of Christian faith and practice (such as ecclesiology, the Trinity, sacraments, the Atonement), and the major divisions and denominations of Christianity. Some attention will be paid to the realities of contemporary Christianity in the United States and in the broader global context as well. 4 Semester Hours.

**REL 180 Religion and Film.** This course applies interpretive and critical-analytical methods to the medium of film, which serves as an important conveyor of religious meaning and expression in society. Students will examine religious views and values through engagement with and evaluation of both contemporary and less-recent films. Through intensive discussion and corresponding written assignments, students will discover and wrestle with the latent (and sometimes blatant) religious themes, symbols, and concepts present in a variety of films. 4 Semester Hours.

**REL 200H Biblical Texts and Contexts.** This course involves a close reading of biblical texts, which will be examined in light of literary, historical, social, and religious contexts. The course will address enduring questions raised by the text, including creation, suffering, community formation, ethics, and salvation. Students will learn and practice several critical methods of analysis, including the concept of social location. 4 Semester Hours.

**REL 220H Religions of the World.** This course is an introductory study of the history, thought and practice of the religions of Africa, India, Asia and the Middle East. It will focus on the basic tenets, examine some of the basic texts, analyze the historical context in which the religion developed, and explore some of the rituals and worship practices. 4 Semester Hours.

**REL 225 Native American Spirituality.** This course will examine the spirituality of Native Americans in Meso America. The course will focus on general concepts that are found in many Nations of the early America. The course will examine world views, place of ritual, the concept of time, relationship between the earth, animals, creation and humans. 4 Semester Hours.

**REL 235 The Black Church.** This course surveys the growth and development of the Black Church by examining various modes of Christian worship and aspects of the Black Church. As such the course will examine the role of women, the place of the Bible, how public discourse is handled, preaching, role of music and the arts. The course will study the impact the Black Church has had on the Black community. This survey nature of this course will further the learning goals of the department in that the student has to demonstrate an understanding of the major ideas and tenets of the Black Church and understand the use of text and the oral tradition. 4 Semester Hours.

**REL 260H Islam: An Introduction.** The course on Islam will study the development of Islam from its Arabic beginning to its Asian outgrowth. The student will come to understand how Islam came to be a major religion in the world. The course examines the major tenets, important rituals, significant people, profound developments and major viewpoints. The course seeks to provide an understanding of Islam that will broaden student's perspective on what it means to be a religious person in the 21st century. 4 semester hours.

**REL 270 Death and Dying.** The first half of this course surveys ideas about death and dying as found in both Western and Eastern religions and philosophies. The second half of the course is devoted to such practical and ethical issues as suicide, euthanasia, capital punishment, the grieving process, the funeral industry, living wills, hospice care, and the near death experience. Emphasis is placed throughout the course on how the inevitability of death encourages us to live more intentionally and meaningfully. 4 Semester Hours.

**REL 300 Old Testament Interpretation.** A close study of a select group of texts from the Bible, focusing on Old Testament. The course will employ several interpretive approaches including historical, literary, feminist, and third-world perspectives. Topics will vary and may include individual books or blocks, such as Pentateuch, Deuteronomistic History, Prophets, and Wisdom literature. 4 Semester Hours.

**REL 310 Jesus and the Gospels.** This course will focus on the New Testament Gospels of Matthew, Mark, Luke, and John, introducing critical methods in the study of the gospels. It will also address non-canonical texts and the study of the historical Jesus. Particular emphasis will be give to the historical, literary, and theological context of the gospels and the understandings of Jesus that arise from them. The portrayal of Jesus in music, art, and popular culture will also be explored. 4 Semester Hours.

**REL 315 Paul and the Epistles.** This course will examine the apostle Paul and his writings, in the context of both the early Christian communities and contemporary times. Beginning with a survey of Paul's life and the early church as portrayed in Acts, it will then turn to a close reading of the Pauline letters. The latter part of the course will concentrate on important social issues raised by the letters. The course will introduce students to the principles of biblical scholarship, which will be used to interpret the letters in their social, political, and economic context. 4 Semester Hours.

**REL 330 Buddhism in Film.** This course is an introductory course to Buddhism. This course seeks to explore the basic concepts of Buddhism as they are presented in film. The course will examine the Buddhist concepts of karma, impermanence, Nirvana, enlightenment, desire as the cause of suffering, five aggregates, and no self. The course will explore these ideas and more through the characters and situations as they have arisen in various films. The course will also delve into the history of Buddhism as a religious phenomenon and briefly examine the life of the Buddha. 4 Semester Hours.

**REL 340 Christian Social Ethics.** This course is an introduction to Christian ethics which stresses its social dimensions and addresses such issues as politics, human sexuality, economics and environmental problems. Students will have the option to research an ethical issue of their choice or to complete a semester-long service-learning project. Prerequisite: REL 150. 4 Semester Hours.

**REL 360 Religious Conflict and Peace-Building.** This course investigates the role that religion plays in conflict and peace-building. Through a case-study approach in analyzing selected conflict zones, both past and present, the course explores the complexity of such conflicts and the role of religion in exacerbating or alleviating conflict. 4 Semester Hours.

**REL 370 Gender and Religion.** This course will explore the myriad ways in which gender and religion interact. It will address feminist religious ideology and theology, masculinity studies, women's and men's roles in religious institutions, men's and women's religious expression, and the construction of gender in religious texts and structures. The roles that power, cultural attitudes, and social and political context play will be discussed with respect to the above categories. Both specific women and men and general trends within and across different religious traditions will be studied. 4 Semester Hours.

**REL 400 Seminar in Religious Studies.** A student-driven, reading- and discussion-intensive course focusing on critical study and research of a specific area of religious studies. Topics will vary. Prerequisite: Junior standing or permission of the instructor. 4 Semester Hours.

**REL 490 Travel Seminar.** The Travel Seminar will normally consist of in-class instruction and a travel component, although occasionally academic instruction will be included as part of the travel component. Full participation in the Travel Seminar will be required to pass the course. 2 or 4 Semester Hours.

**REL 495 Independent Research.** Involves an extensive research project under the guidance of a faculty supervisor. The independent research may include an extended service-learning or related experiential learning project framed by additional and relevant scholarly work. Independent research projects require submission and acceptance of a proposal to the department before the research can begin. 2-4 Semester Hours.

**REL 499 Internship in Religion.** This course provides the frame work in which students can gain field experience in churches, church agencies, or other social institutions approved by the department chairman. The internship can provide a variety of pre-professional work experiences, e.g., parish administration, radio ministry, institutional chaplaincy, etc. Written application should be made to the internship coordinator (department chairman) during the first two weeks of the semester which precedes the internship. Graded S/U. 2-8 Semester Hours.

## ROTC

### Course Descriptions for Aerospace Studies

**AFL 101 The Foundation of the United States Air Force I.** Survey course providing an introduction to the US Air Force and ROTC. Officership and military customs and courtesies are discussed. Foundations of Air Force communications are covered. Prerequisites: None. 1 Semester Hour.

**AFL 102 The Foundation of the United States Air Force II.** Survey course looking at the origin and organization of the Air Force. Selected topics contributing to an understanding of the Air Force are covered. Prerequisites: None. 1 Semester Hour.

**AFL 103 Leadership Laboratory I.** An instructional program that prepares an individual to undertake the broad range of technical tasks associated with military leadership and defense management. This course uses a Satisfactory/Unsatisfactory grading system based on guidance from Air Force ROTC Headquarters. 1 Semester Hour.

**AFL 104 Leadership Laboratory II.** An instructional program that prepares an individual to undertake the broad range of technical tasks associated with military leadership and defense management. This course uses a Satisfactory/Unsatisfactory grading system based on guidance from Air Force ROTC Headquarters. 1 Semester Hour.

**AFL 201 Evolution of United States Air Force Air and Space Power I.** Survey course to examine air and space power from a historical perspective. Course covers early flight and World War I to the Korean War and ICBMs. Prerequisites: None. 1 Sem Hr.

**AFL 202 Evolution of United States Air Force Air and Space Power II.** Survey course to examine air and space power from an historical perspective. Course covers period from the Vietnam War to the Gulf War plus a look at the Air Force of the future. Prerequisites: None. 1 Semester Hour.

**AFL 203 Leadership Laboratory I.** An instructional program that prepares an individual to undertake the broad range of technical tasks associated with military leadership and defense management. This course uses a Satisfactory/Unsatisfactory grading system based on guidance from Air Force ROTC Headquarters. 1 Semester Hour.

**AFL 204 Leadership Laboratory II.** An instructional program that prepares an individual to undertake the broad range of technical tasks associated with military leadership and defense management. This course uses a Satisfactory/Unsatisfactory grading system based on guidance from Air Force ROTC Headquarters. 1 Semester Hour.

**AFL 301 Leadership Studies I.** Study of leadership, professional knowledge, and communication skills required for an Air Force officer. The role of a leader as supervisor and counselor is discussed. Prerequisite: Permission. 3 Semester Hours.

**AFL 302 Leadership Studies II.** Study of quality management fundamentals and communication skills for the Air Force officer. The Air Force personnel evaluation system is discussed along with military ethics. Prerequisite: Permission of Instructor. 3 Semester Hours.

**AFL 303 Leadership Laboratory I.** An instructional program that prepares an individual to undertake the broad range of technical tasks associated with military leadership and defense management. This course uses a Satisfactory/Unsatisfactory grading system based on guidance from Air Force ROTC Headquarters. 1 Semester Hour.

**AFL 304 Leadership Laboratory II.** An instructional program that prepares an individual to undertake the broad range of technical tasks associated with military leadership and defense management. This course uses a Satisfactory/Unsatisfactory grading system based on guidance from Air Force ROTC Headquarters. 1 Semester Hour.

**AFL 401 Defense Studies I.** Course examines the political, economic and social constraints upon national security and defense structure. The role of the military, including joint operations, is discussed. Regional defense issues studies. Prerequisite: Permission. 3 Semester Hours.

**AFL 402 Defense Studies II.** The role of the military and regional defense are studied. Current Air Force issues and other topics relevant to preparing an air force officer for active duty are covered. Prerequisite: Permission. 3 Semester Hours.

**AFL 403 Leadership Laboratory I.** An instructional program that prepares an individual to undertake the broad range of technical tasks associated with military leadership and defense management. This course uses a Satisfactory/Unsatisfactory grading system based on guidance from Air Force ROTC Headquarters. 1 Semester Hour.

**AFL 404 Leadership Laboratory II.** An instructional program that prepares an individual to undertake the broad range of technical tasks associated with military leadership and defense management. This course uses a Satisfactory/Unsatisfactory grading system based on guidance from Air Force ROTC Headquarters. 1 Semester Hour.

## Course Descriptions for Military Science

**MSL 180 Leadership and Adventure Training.** An introduction to the Army, the principles of leadership in the military and society in general. Develops skills in time management, problem-solving and creative thinking. Additionally, offers practical application of these skills in adventure classes of rappelling, orienteering and marksmanship. Corequisite: MSL 190. 1 Semester Hour.

**MSL 185 Development of Leadership and Self Development.** A development of individual leadership and its application in small groups situations. Examines leadership traits, professional ethics and leadership styles. In-class exercises reinforce material presented. Corequisite: MSL 190. 1 Semester Hour.

**MSL 190 Leadership Seminar I.** Hands-on instructional program preparing individual cadets to practice leadership fundamentals learned in seminar classes while engaging in military training. Decision-making roles of leaders in planning and executing organizational programs are stressed. Corequisites: MSL 180, MSL 185. 0 Semester Hours with successful completion of both Fall and Spring Semesters.

**MSL 280 Leadership in Small Groups I.** Study of the theoretical and practical leadership dimensions. Students will examine several aspects of communication and leadership concepts, emphasizing class participation and intellectual curiosity. Upon completion, students will be grounded in fundamental leadership principles and will be better prepared to apply such principles to a wide variety of life experiences. Corequisite: MSL 290. 2 Semester Hours.

**MSL 285 Leadership in Small Groups II.** Continuing the development of the leadership dimensions, students examine the application of leadership in military settings. The theoretical study of decision-making in military situations is studied and compared to historical examples over the last few decades. Corequisite: MSL 290. 2 Semester Hours.

**MSL 290 Leadership Seminar II.** Hands-on instructional program preparing individual cadets to practice leadership fundamentals learned in seminar classes while engaging in military training. The decision-making roles of leaders in planning and executing organizational programs are stressed. Corequisites: MSL 285. 0 Semester Hours with successful completion of both Fall and Spring Semesters.

**MSL 360 Leadership of Groups/Teams I.** Develops managerial skills with emphasis on group dynamics, leadership theory and practical leadership experiences. Integrates communications skills, decision-making and group motivation through assumption of leadership positions and evaluations. Prerequisite: Permission; Corequisite: MSL 390. 2 Semester Hours.

**MSL 370 Leadership of Groups/Teams II.** Application of management fundamentals, decision theory and leadership principles in varied organizational leadership positions. Emphasis is placed on coordinating, directing and controlling organizations. Prerequisite: Permission; Corequisite: MSL 390. 2 Semester Hours.

**MSL 390 Leadership Seminar III.** Hands-on instructional program preparing individuals to undertake a wide range of tasks associated with the leadership of small organizations. Stress is on decision-making of leaders in planning and executing organizational programs in practical situations on campus and in field environments. Corequisites: MSL 360, MSL 370. 1 Semester Hour.

**MSL 460 Officership and the Profession of Arms.** Professional ethics and the responsibilities of military leaders in our society will be developed. Development of interpersonal and managerial communicative skills will be stressed as it relates to successful leadership. Prerequisite: Permission; Corequisite: MSL 490. 2 Semester Hours.

**MSL 470 Transition to Lieutenant.** An intensive review of management and study of military law for professional military officers. The military justice system and the management of personnel resources will be examined. Prerequisite: Permission; Corequisite: MSL490. 2 Semester Hours.

**MSL 490 Leadership Seminar IV.** Practical leadership program where students plan, execute and evaluate training of ROTC cadets in preparation for the broad range of tasks associated with officership. Prerequisite: Permission and senior standing. Corequisites: MSL 460, MSL 470. 1 Semester Hour.

## School Counseling

*In the fall of 2016, Mount Union's program in school counseling will be discontinued. Students enrolled at the institution during or prior to the 2015-2016 Academic Year will have the opportunity to pursue and complete the program as detailed in this Catalogue.*

The major in School Counseling is an interdisciplinary major that includes courses from Education, Psychology and Sociology and introduces students to work in educational settings, but not as classroom teachers. The major in School Counseling prepares students for graduate study with graduate work being required to obtain employment in this field. School counseling is a distinct profession from school psychology, school social work and educational psychology. It has its own curricular requirements as well as its own set of criteria for licensure and certification. All School Counseling majors will take 46 semester hours: 42 required hours and 4 hours of electives. The School Counseling major is administered under the Department of Psychology and Neuroscience.

School Counseling majors will take **46 semester hours**. Completion of the major and all other University requirements results in a **Bachelor of Arts degree in School Counseling**.

**NOTE: Please note that due to course overlap, anyone who chooses to pursue this major may not pursue other majors or minors within the Department of Psychology and Neuroscience. These would include the majors and minors in psychology, neuroscience and human development & family science.**

## Requirements for the Major in School Counseling

Required Courses		Semester Hours
EDU 230	Student Development: Implications for Planning and Teaching	4
ISP 220	Development & Characteristics of Typical & Atypical Learners*	4
PSY 110S	The Psychological Sciences	4
PSY 200	Research Methods & Data Analysis I	4
PSY 205	Research Methods & Data Analysis II	4
PSY 400	Senior Research I*	4
PSY 405	Senior Research II*	2
PSY 499	Internship in Psychology	4
SOC 100S	Introduction to Sociology	4
SOC 130	Introduction to Social Services	4
ONE course from the Education Major		
EDU 150	Introduction to the Teaching Profession	4
ONE additional elective from the following Psychology Courses:		
PSY 215	Child & Adolescent Development	4
PSY 240	Abnormal Psychology	4
PSY 310	Child & Adolescent Psychopathology	4
PSY 360	Introduction to Counseling	4
Total		46

\*These courses require observations or other applied experiences to complete assignments.

## School Social Work

The major in School Social Work is an interdisciplinary major that includes courses from Education, Psychology and Sociology that introduces students to work in educational settings, but not as classroom teachers. The major in School Social Work prepares students for graduate study with graduate work being required to obtain employment in this field. All School Social Work majors will take 44 semester hours: 36 required hours and 8 hours of electives. The School Social Work major is administered under the Department of Sociology and Criminal Justice.

School Social Work majors will take 44 semester hours. Completion of the major and all other University requirements results in a Bachelor of Arts degree in School Social Work.

NOTE: Students who declare a major in School Social Work may not declare a second major or minor in Psychology, Sociology, Education, or Human Development & Family Science.

## Requirements for the Major in School Social Work

Required Courses		Semester Hours
ISP 220	Development & Characteristics of Typical & Atypical Learners*	4
ISP 234	Intervention Specialist Curriculum*	4
PSY110S	The Psychological Sciences	4
SOC 100S	Introduction to Sociology	4
SOC 130	Introduction to Social Services	4
SOC 364	Research Methods	4
SOC 365	Social Science Statistics & Analysis	4
SOC 490	Senior Practicum*	4

ONE course from the Education Major. The selection is dependent on the population that the candidate desires to work with upon degree completion. (4 hours)

TWO additional electives from Sociology (8 hours)

SOC 220	The Many Faces of Poverty	4
SOC 225	Family Violence	4
SOC 245	The World of Education: A Sociological Perspective	4
SOC 310	American Family	4
SOC 350	Grants & Planning	4

Total 44

\*These courses require observations or other applied experiences to complete assignments.

## Sociology

The primary mission of the sociology program is to provide a program through which students can develop the ability to scientifically study human social behavior. This includes understanding of core abilities, sociological knowledge, professionalization, personal enrichment, and community engagement.

Students who major in both sociology and criminal justice may count no more than three sociology courses toward both majors.

Students who major in both sociology and criminal justice may count no more than 60 hours of field placement taken in SOC 490 Senior Practicum toward the 160 hours required to complete CRJ 499 Internship.

Students who double major in sociology and psychology are not required to take SOC 365. However students must take one additional four-hour sociology elective.

## Requirements for the Major in Sociology

Required Courses		Semester Hours
SOC 100S	Introduction to Sociology	4
SOC 364	Research Methods	4
SOC 365	Social Science Statistics and Analysis	4
SOC 375	Sociological Theory	4
SOC 490	Senior Practicum	4

24 additional SOC semester hours 24

Total 44

## Requirements for the Minor in Sociology

Required Courses		Semester Hours
SOC 100S	Introduction to Sociology	4

Additional SOC hours 12

Total 16

## Course Descriptions

**SOC 100S Introduction to Sociology.** A survey of the basic concepts, methods and principles used in the scientific study of human interaction. Emphasis is on such distinctively sociological concepts as socialization, social stratification, social organization, minority groups, deviant behavior and social change. 4 Semester Hours.

**SOC 130 Introduction to Social Services.** A study of contemporary social service organization and practice in private and public agencies. 4 Semester Hours.

**SOC 199 Special Topics.**

**SOC 200 Contemporary Social Issues.** A study of the major social issues in American society. Among the issues considered are aging, the environment, terrorism, family violence, gender roles and minority group relations. 4 Semester Hours.

**SOC 205 Juvenile Delinquency.** This course is an examination of children and crime. It includes an overview of the theoretical models that explain delinquency and an examination of how these models relate to our social institutions and to juvenile corrections. 4 Semester Hours.

**SOC 215 Drugs and Society.** This course examines the impact of substance use and abuse on the user, the user's interpersonal relationships, as well as on society, as a whole. Also, the course examines the history and philosophy of various regulatory efforts, their successes and failures, and the impact of those on society. 4 Semester Hours.

**SOC 220 The Many Faces of Poverty.** Poverty is one of the most persistent social problems in America. And it is a social problem that causes or impacts many other social conditions in America. Depending on the definition used to measure poverty, between 14 percent and 20 percent of Americans live in poverty. This course covers the social characteristics of the poor, the impact of poverty on personal life chances, and the social consequences of poverty. Analysis is also provided of societal attempts to address poverty. 4 Semester Hours.

**SOC 225 Family Violence.** An examination of family violence from sociological, legal and medical perspectives. Considers major issues related to family violence including types, predictors and consequences. Also evaluates the strategies that are used by professionals to study, detect, intervene, treat and prevent family violence. 4 Semester Hours.

**SOC 235 Stress and Wellbeing.** An examination of how the social environment affects health. Investigates stress processes that are rooted in social structures including race, class, gender, age, work and family. Examines how such characteristics and conditions help explain the unequal distribution of health. 4 Semester Hours.

**SOC 240 Sex, Love, and Relationships.** An examination of the process of forming adult relationships in the U.S. including gender role development, dating, mate-selection, love, sexuality, marriage or alternative relationship choices, and parenthood in sociological perspective. 4 Semester Hours.

**SOC 245 The World of Education: A Sociological Perspective.** This course identifies how various political, economic, and cultural forces influence educational institutions in the American society. Further analysis is directed to analyzing the sociological factors that influence the internal workings of the school and the classroom and the factors that impact how students experience the educational process. 4 Semester Hours.

**SOC 250 Medical Sociology.** An examination of health, illness, and medical care from the sociological perspective. Topics include social epidemiology; health and illness behavior, socialization of health professionals; health care provider /patient relationships; and the organization of health and medical care. 4 Semester Hours.

**SOC 260 Social Gerontology.** An introduction to the process of human aging with particular emphasis on their social and social psychological aspects. Included in the course are examinations of the processes of aging, problems of the aged and demographic characteristics of the aged. 4 Semester Hours.

**SOC 275 White Collar Crime.** The course is designed for Sociology, Criminal Justice, Business, and Accounting majors and explores the various types of white collar crime. The course examines both occupational crimes (which benefit the offender) and corporate crimes (which benefit the company). The causes of these crimes, motives of offenders, and the history of laws governing these offenses are discussed. Finally, the methods used by business and government to deter, investigate, and prosecute these crimes are included. 4 Semester Hours.

**SOC 280 Criminology.** A survey of the major theories of crime causation and a social scientific examination of various types of crime, criminals and criminal behavior. 4 Semester Hours.

**SOC 299 Special Topics.**

**SOC 310 American Family.** Both an historical and contemporary examination of the family system in America from marriage through death or divorce. Includes discussions about marital commitment, adjustment, satisfaction and sexuality as well as child rearing, family violence and abuse. Prerequisite: SOC 100. 4 Semester Hours.

**SOC 315 Corrections.** This course will examine adult corrections in criminal justice. It will examine the history and purpose of correctional philosophy and correctional institutions, and it will explore the history, theories, and issues surrounding probation and parole in America. Students will also be introduced to basic treatment strategies for criminal offenders. Prerequisite: SOC 100 or CRJ 105. 4 Semester Hours.

**SOC 320 The World of Males and Females: A Sociological Perspective.** A study of the cultural norms and social roles which govern the relationships between men and women in contemporary American society. The course examines the origin of masculine and feminine gender roles, the nature of sexism, and the changing roles of men and women in families, occupations, politics and religion. Prerequisite: SOC 100 or GEN 201 . 4 Semester Hours.

**SOC 325 Organizational Analysis.** An examination of bureaucracy, decision making, communication, leadership, power relations and the environmental context for both business and service organizations. This course includes a 15hr field practicum. Prerequisites: SOC 100 or junior standing and permission of instructor. 4 Semester Hours.

**SOC 330 Minority Group Relations.** An examination of the social and structural relationships between racial, ethnic, religious, sexual and other stigmatized groups and the dominant society in America. Prerequisite: SOC 100. 4 Semester Hours.

**SOC 345 Deviance.** Emphasis is upon examination of the major theoretical explanations of deviant behavior and the empirical evidence supporting these perspectives. Prerequisite: SOC 100. 4 Semester Hours.

**SOC 350 Grants and Planning.** This course introduces students to the professional skills required of social scientists working in applied settings. In particular, the course emphasizes the development of both theoretical and practical knowledge associated with grant writing, strategic planning and other philanthropic-related skills required of social scientists working in both non-profit and for-profit organizations. Prerequisites: SOC 100 or PSY 110 and junior standing. 4 Semester Hours.

**SOC 364 Research Methods.** This course will familiarize students with the research methods that are used in the social and behavioral sciences. This includes issues related to research design, measurement, and data collection. Attention will be given to both qualitative and quantitative approaches. Prerequisite: SOC 100 or CRJ 105. 4 Semester Hours.

**SOC 365 Social Science Statistics and Analysis.** This course will introduce students to basic statistical procedures necessary for social science research with quantitative data. Students will also learn data entry and management, conducting statistical analysis and interpreting results utilizing SPSS program. Prerequisite: satisfactory score on the mathematics placement exam or MTH 100. 4 Semester Hours.

**SOC 375 Sociological Theory.** A study of sociological theory from Comte to the present with emphasis upon the major schools of sociological theory and the main contributions of outstanding sociologists. Prerequisites: SOC 100 and junior or senior standing. 4 Semester Hours.

**SOC 384 Diversity: Intercultural Communication.** A study of human communication across cultures focusing on the variables that influence interaction when members of different cultures come together. 4 Semester Hours.

**SOC 399 Special Topics.**

**SOC 405 Independent Study.** A study of selected topics in sociology with emphasis on individual research and systematic reporting. Offered upon demand and with permission of the instructor. Prerequisites: SOC 100, SOC 364, SOC 365. 4 Semester Hours.

**SOC 490 Senior Practicum.** This course will involve an applied experience, which is an on-site placement for a profit or non-profit organization. The applied experience will be the basis for a thesis which will analyze the applied experience by incorporating theory, methods, and knowledge gained from previously-taken sociology classes. In addition, the practicum will include class meetings covering topics related to the applied experience and career paths for majors in Sociology. Prerequisites: SOC 100, SOC 364, SOC 365, SOC 375. 4 Semester Hours.

**SOC 494 Honors Thesis/Project.**

**SOC 499 Field Work Internship.** Sociology majors are placed in appropriate profit or non-profit organizations. Supervision is provided by both the sociology faculty and the host organization. Students will be assigned appropriate readings and written assignments, including a daily journal, as part of a weekly seminar. Prerequisites: senior sociology major, minimum 2.0 GPA, and permission of the sociology faculty. 4, 8, 12, or 16 Semester Hours.

## Sport Business

The sport business major is designed for students interested in joining the growing field of sport managers, directors, promoters, marketers and administrators. A demand for well-trained individuals in sport related fields creates possible employment with professional sport teams, colleges and universities, private clubs, government agencies, city recreation departments and the Y.M.C.A

### Requirements for the Major in Sport Business

Required Sport Business Courses		Semester Hours
SPB 100	Introduction to Sport Business	4
SPB 200	Sport Event and Venue Management	4
SPB 230	Introduction to Sport Sales	4
SPB 300	Finance and Economics of Sport and Recreation	4
SPB 330	Public Relations and Marketing of Sport	4
SPB 450	International Sport Business and Administration	4
SPB 290	Practicum in Sport Business I	1
SPB 390	Practicum in Sport Business II	1
Extra-Departmental Requirements		
MKT 220	Marketing Principles	4
ACC 205	Financial Accounting	4
Total		34
Sport Business Electives		
SPB 199	Special Topics in Sport Business	1-4
SPB 210	Analytics, Business Intelligence & New Media in Sport	4
SPB 275	Sport Journalism	4
SPB 305	Travel Seminar	1-4
SPB 370	Intercollegiate Athletic Administration	4
SPB 380	Sport Entrepreneurship	4
SPB 399	Special Topics in Sport Business	1-4
SBP 400	Independent Study	1-4
SPB 430	Advanced Sport Sales	2
SPB 494	Honors Project	4-8
SPB 499	Internship in Sport Business	1-16

### Requirement for the Minor in Sport Business

The minor in sport business is designed to provide the student with basic knowledge of the management and administration of sport. Students choosing to minor in sport business seek to incorporate a working knowledge of the field into their major.

Required Courses		Semester Hours
SPB 100	Introduction to Sport Business	4
SPB 200	Sport Event and Venue Management	4
SPB 230	Introduction to Sport Sales	4
SPB	Elective(s) (SPB 499 is not allowed)	4
Total		16

### Requirements for Honors in Sport Business

To receive departmental honors in sport business, a student must satisfy all the following criteria: 1) have a grade point average of 3.5 in sport business courses; 2) have completed at least three sport business courses for a total of 10-12 hours with honors from among SPB 300, SPB 305, SPB 330, SPB 370, SPB 380, SPB 430 and SPB 450; 3) have registered with the Honors Review Board for departmental honors. One of the three courses in part 2) may be SPB 494 Honors Thesis/Project of four to eight semester hours credit.

## Course Descriptions

**SPB 100 Introduction to Sport Business.** An investigation of the principles of the sport and recreation business. 4 Semester Hours. (typically offered fall semester)

**SPB 199 Special Topics in Sport Business.** See All-University 199 course description.

**SPB 200 Sport Event and Venue Management.** Planning and organizing sport and recreation events. Included will be facility management and legal considerations. Prerequisite: SPB 100. 4 Semester Hours. (typically offered fall and spring semesters)

**SPB 210 Analytics, Business Intelligence & New Media in Sport.** This course explores basic concepts and the role analytics, business intelligence and new media play in sport. Throughout the course, discovery and communication of meaningful patterns in data are reviewed and applied to improve sport business performance. The course also explores the evolution of digital media technologies and their impact in sport business and considers tools to measure engagement and activity. 4 Semester Hours.

**SPB 230 Introduction to Sport Sales.** Sport businesses succeed based upon their ability to generate revenue. Focusing primarily on ticket sales, this course examines the importance of sales to a sport organization, introduces the steps and strategies of the sales process, and looks at the legitimacy of sales as a career path. Prerequisite: SB 100. 4 Semester Hours. (typically offered fall and spring semesters)

**SPB 275 Sport Journalism.** This course is designed to introduce students to sports journalism in the modern era (21st century). This writing intensive course provides a broad overview of the ever-changing sports media field, discusses journalists as public figures, explores the role of the Internet in covering sports and analyzes the 24-hour news cycle and its effects on journalists and the public figures they cover. Cross-listed as COM 275. 4 Semester Hours.

**SPB 290 Practicum in Sport Business I.** Sport Business majors must complete two practicums in two separate courses. A minimum of 60 work hours is required for the one semester hour practicum credit. Prerequisites: SPB 100, SPB 200, Sophomore status and permission of the instructor. 1 Semester Hour.

**SPB 300 Finance and Economics of Sport and Recreation.** Understanding the factors and ramifications of financial issues with respect to sport and recreation. Addressed will be economic principles, financial resource management, economic impact analysis, stadium financing and grant acquisition. Prerequisite: SPB 100. 4 Semester Hours. (typically offered fall and spring semesters)

**SPB 305 Travel Seminar.** A guided study tour of a domestic or international nature. Emphasis is on site visitations and presentations by administrators and experts in those agencies and institutions. The course incorporates a degree of flexibility in order that it may serve a variety of situations involving foreign on-site study. In addition to the tour, seminar attendance (prior to tour), background study, writing projects and research are required. Prerequisite: Permission of the Instructor. 1-4 Semester Hours.

**SPB 330 Public Relations and Marketing of Sport.** An overview of the role, theory and application of public relations strategies and techniques in the sport industry. Also considered is the application of marketing theory and sponsorship to the sport business. This course provides knowledge of product, price, promotion, place and distribution in a defined market segment. Prerequisites: SPB 100 and MKT 220 or permission of the instructor. 4 Semester Hours. (typically offered every semester)

**SPB 370 Intercollegiate Athletic Administration.** This course is designed to give students a comprehensive understanding of intercollegiate athletics in today's sport industry. Focus will be placed on current issues, management, governance, budgeting, personnel, ethics, collegiate career development and student-athlete welfare. This class is designed to prepare student interested in careers within intercollegiate athletics. Prerequisites: SPB 100 and SPB 200. 4 Semester Hours.

**SPB 380 Sport Entrepreneurship.** Management techniques of private sport clubs are studied in order to prepare the student to start and manage this type of business, i.e., golf courses, racquet and tennis clubs, fitness centers. Prerequisites: SPB 100 and SPB 200 or permission of the instructor. 4 semester hours. (typically offered spring semester)

**SPB 390 Practicum in Sport Business II.** Sport Business majors must complete two practicums in two separate courses. A minimum of 60 work hours is required for the one semester hour practicum credit. Prerequisites: SPB 100, SPB 200, Sophomore status and permission of the instructor. 1 Semester Hour.

**SPB 399 Special Topics in Sport Business.** See All-University 399 course description.

**SPB 400 Independent Study.** Open to juniors and seniors majoring or minoring in sport business. The student, in consultation with the instructor, will select a topic or problem that he/she wishes to research in depth. Departmental permission required for registration. Prerequisite: SPB 100 and Junior or Senior status. 1-4 Semester Hours.

**SPB 430 Advanced Sport Sales.** Building upon the foundation laid in SPB 230, this course develops the steps and strategies of the sales process including overcoming objections and closing the sale. Students will also receive authentic sales training and engage in a ticket sales campaign for a sport organization, utilizing the Mount Union Sport Sales Training and Research (STAR) Centre. Prerequisites: SB 100 and SPB 230. 2 Semester Hours.

**SPB 450 International Sport Business and Administration.** Attention is focused upon sport business that crosses country borders. Aspects of the course will sensitize the student to the cultural and political nature of sport. Regional and global sport associations will be explained and discussed. Prerequisites: SPB 100, SPB 200, SPB 300 or permission of instructor. 4 Semester Hours. (typically offered fall and spring semesters)

**SPB 460 Senior Research in Sport Business.** A research project incorporating concepts learned in sport business curriculum. Open only to majors in sport business. Prerequisites: Senior standing and permission of instructor. 1 Semester Hour.

**SPB 494 Honors Project.** See All-University 494 course description.

**SPB 499 Internship in Sport Business.** An experience-based course in which the student spends a specified amount of time with a sport or recreation agency or organization in order to gain experience and to understand the application of sport administration and facility management in this setting. Supervision will be jointly provided by the cooperating organization and the University departmental staff. Prerequisites: At least junior standing and permission of the instructor. 1-16 Semester Hours.

## Department of Theatre

The theatre major and minor are administered through the Department of Theatre. The department seeks to integrate the strengths of the liberal arts tradition with the career preparation skills necessary to graduates in the field of theatre. The program of study is designed to prepare students who are technically proficient as well as being knowledgeable and conversant in the theory, history, literature and criticism of their discipline.

The theatre major is structured to provide students with a broad foundation in all areas of theatre as preparation for graduate study or careers in professional

theatre. All students complete a common core of classes and then choose to emphasize either the performance or production aspects of theatre by completing one of three tracks: Design Technical, Musical Theatre, or Performance. Theatre electives are available to all students.

## Requirements for the Major in Theatre

Required Theatre Courses	Semester Hours
THE 150 Acting I	4
THE 200A People, Society, and Theatre	4
THE 360 Directing for the Stage	4
THE 275 Theatre Practicum I	.5
THE 276 Theatre Practicum II	.5
THE 375 Theatre Practicum III	.5
THE 376 Theatre as a Profession	.5
THE 420 Senior Culminating Experience	2
<b>Total:</b>	<b>16</b>

In addition to the above required courses, all theatre majors must choose one of the following three tracks to complete the major:

### Design/Technical Track

THE 141 Lighting Craft	2
THE 142 Stage Craft	2
THE 143 Costume Technology	2
THE 144 Stage Make Up	2
THE 341 Lighting Design	4
THE 342 Scene Design	4
THE 343 Costume Design	4

Two from among the following:

THE 205A History of the American Musical Theatre	4
THE 305 Theatre History I	4
THE 306 Theatre History II	4

Departmental requirements 44

Required Extra-Departmental Courses for the Design/Technical Track include:

Art 110 Drawing I 4

Total for the Theatre Major Design/Technical Track 48

### Musical Theatre Track

THE 141 Lighting Craft	2
THE 142 Stage Craft	2
THE 143 Costume Technology	2
THE 144 Stage Make Up	2
THE 121 Dance Fundamentals (8 Semesters Total)	8
THE 205A History of the American Musical Theatre	4

One from among the following:

THE 305 Theatre History I	4
THE 306 Theatre History II	4
THE 255 Voice and Movement for the Actor	4

Departmental requirements 44

Required Extra-Departmental Courses for the Musical Theatre Track include:

MUS 463 Applied Voice (8 Semesters Total) 8

MUS 365 Musical Theatre Workshop (4 Semesters Total) 2

Total for the Theatre Major Musical Theatre Track 54

### Performance Track

THE 121 Dance Fundamentals (4 Semesters Total)	4
THE 255 Voice and Movement for the Actor	4
THE 350 Acting II	4

Two from among the following:

THE 205A History of the American Musical Theatre 4

THE 305 Theatre History I	4
THE 306 Theatre History II	4
One from among the following:	
THE 341 Lighting Design for the Theatre	4
THE 342 Scene Design for the Theatre	4
THE 343 Costume Design for the Theatre	4
Two from among the following:	
THE 141 Lighting Craft	2
THE 142 Stage Craft	2
THE 143 Costume Technology	2
THE 144 Stage Make Up	2
Departmental requirements	44
Required Extra-Departmental Courses for the Performance Track include:	
MUS 463 Applied Voice (2 Semesters Total)	2
Total for the Theatre Major Performance Track	46

In addition to the major requirements, students are encouraged to enroll in courses in art, history, philosophy, psychology, sociology and literature. These selections are made in consultation with the student's advisor and generally reflect the student's career interests. As an adjunct to their career preparation, students are strongly encouraged to actively participate in Mount Union Players, the theatre production organization and any large vocal ensemble from the Department of Music.

## Requirements for the Minor in Theatre

Required Theatre courses	Semester Hours
THE 150 Beginning Acting I	4
THE 200A People, Society, and Theatre	4
THE 275 Theatre Practicum I	.5
THE 276 Theatre Practicum II	.5

One from among the following:	
THE 205A History of the American Musical Theatre	4
THE 305 Theatre History I	4
THE 306 Theatre History II	4

Two from among the following:	
THE 141 Lighting Craft	2
THE 142 Stage Craft	2
THE 143 Costume Technology	2
THE 144 Stage Make Up	2

Total	17
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## Internship Programs in Theatre

Majors in theatre whose career interests lie in professional theatre are urged to participate in the departmental internship program. Internships provide students with professional field experience in their chosen area and are open to qualified juniors and seniors by application. Students planning internships should consult with their advisors during the academic year preceding their internship experience.

## Requirements for Honors in Theatre

Students are eligible to enter the Honors Program in theatre if they have at least a 3.5 grade point average in the major or permission of the Honor Review Board. To receive honors in Theatre, a student must have at least a 3.5 grade point average in the major at graduation and honors credit in courses that total a minimum of 16 semester hours. One of the courses may be TH 494 Honors Thesis/Project. For permission to register for an honors thesis/project, a completed Honors Application and Registration Form must be filed with the director of Honors Programs by the end of the twelfth week of classes of the semester prior to doing the thesis. Students must earn at least a "B+" in the course to earn honors credit.

For permission to register for a course with honors in the major, a completed Application and Registration Form must be filed with the director of Honors Programs by the end of the third week of classes of the semester in which the course is taken. Students must earn at least a "B+" in the course to earn honors credit.

## Course Descriptions

**THE 121 Dance Fundamentals.** This course focuses on the fundamentals of dance, and requires active participation in exercises and choreography designed to establish basic proficiency in specific genres of dance, such as Ballet, Jazz/Musical Theatre, and Modern. May be repeated. Dance style may rotate by semester. 1 semester hour.

**THE 141 Lighting Craft.** The purpose of this course is to help students develop a basic understanding of the backstage activities and terminology of the theatre - theatrical scenery construction and rigging techniques will be emphasized. Offered spring semester of odd years. 2 Semester Hours.

- THE 142 Stage Craft.** The purpose of this course is to help students develop a basic understanding of the backstage activities and terminology of the theatre—basic electrical theory and the technical aspects of theatrical lighting will be emphasized. Offered spring semester of odd years. 2 Semester Hours.
- THE 143 Costume Technology.** An introduction to the process and technical aspects of theatrical costuming including pattern development, garment construction, fabric coloring and decoration, accessory construction, millinery, and shoe making. Offered spring semester of even years. 2 Semester Hours.
- THE 144 Stage Make Up.** A study of the basic principles and techniques involved in creating character make-up for the stage, including various make-up media, emphasis and de-emphasis of facial features, aging techniques, prosthetics, hairpieces, and special effects. Offered spring semester of even years. 2 Semester Hours.
- THE 150 Acting I.** An introductory course in the theory and practice of acting for the stage. Includes consideration of playscript analysis, basic performance techniques and development of the actor's instrument: voice, body and imagination, stage composition, movement, picturization and the work of the production team. Extensive use of practical exercises and scene presentations. 4 Semester Hours.
- THE 200A People, Society and Theatre.** This course is an introduction to the exciting, complex, and collaborative process of theatre. Comprised of the work of a number of dedicated passionate people (playwrights, producers, directors, designers, actors, and technicians), encompassing historical traditions, and drawing from old and new scripts, theatre culminates in a live performance in front of a live audience, both in the same place at the same time. In this class, we will examine and consider the history, the choices, and the process which results in the production. 4 Semester Hours.
- THE 205A The History of the American Musical Theatre.** From *The Black Crook* (1866) to *Spiderman: Turn Off the Dark* (2011), musical theatre has been an integral part of not only the world of theatre, but the world at large. Although all-too frequently regarded as "fluff entertainment," musical theatre has been responsible for significant social observation and change. From the issues of racism in *Showboat* (1927) to the questions of AIDS in *Rent* (1996), unemployment in *The Full Monty* (1997) and sustainability in *Urinetown* (2001), musical theatre has often offered the ticket-buying public the palatable opportunity to examine tough issues from a safe place. This course will examine the history, impact, and the effects of musical theatre. 4 Semester Hours.
- THE 225 Creative Dramatics.** A study of the theories and methods involved in using improvisation, theatre games, and other creative dramatic techniques as an approach to teaching theatre and developing theatrical productions. 4 Semester Hours.
- THE 255 Voice and Movement for the Actor.** An exercise-based course strengthening the external components of performance: voice and body. Coursework will seek to develop a complete performer with a vibrant and resonant voice, along with a controlled and engaged body awareness. 4 Semester Hours.
- THE 275 Theatre Practicum I.** Open to theatre majors and minors fulfilling production participation requirements. Course work involves active participation in a main stage departmental production. .5 Semester Hour.
- THE 276 Theatre Practicum II.** Open to theatre majors and minors fulfilling production participation requirements. Course work involves active participation in a main stage departmental production. .5 Semester Hour.
- THE 299 Special Topics in Theatre.** See All-University 299 course description.
- THE 305 Theatre History I.** A survey of the development of dramatic literature and theatrical production techniques from the Greek to Renaissance periods. 4 Semester Hours.
- THE 306 Theatre History II.** A survey of the development of dramatic literature and theatrical production techniques from the Renaissance to Contemporary periods. 4 Semester Hours.
- THE 341 Lighting Design.** A study and analysis of stage lighting. Consideration given to advanced elements of electricity, electrical control and circuitry, reflection, refraction and color. Emphasis will be on the lighting design and aesthetics of a theatrical production. Prerequisite: THE 240. 4 Semester Hours.
- THE 342 Scene Design.** A study and analysis of the visual elements of theatrical production. Emphasis on the principles and elements of design, drafting and rendering. Consideration of the aesthetics of stage design through specific applied projects. Prerequisite: THE 240. 4 Semester Hours.
- THE 343 Costume Design.** A study of costume history and theatrical costume design from the Greek period to the present day. Emphasis on the manner in which costume reflects the culture and values of each period. Prerequisite: THE 240. 4 Semester Hours.
- THE 350 Acting II.** An advanced course in the theory and practice of acting. Includes practice in classical roles, handling poetic speech and development of audition pieces. Intensive work on the actor's use of specific vocal, physical and emotional choices in creating a characterization. Prerequisite: THE 150. 4 Semester Hours.
- THE 360 Directing for the Stage.** A study of the initial steps in translating the play script into a theatrical production. Particular emphasis is placed on script analysis, stage composition, movement, picturization and the work of the production team. Prerequisite: THE 150 4 Semester Hours.
- THE 375 Theatre Practicum III.** Open to theatre majors and minors fulfilling production participation requirements. Course work involves active participation in a main stage departmental production. .5 Semester Hour.
- THE 376 Theatre as a Profession.** This course is intended to help students prepare for summer theatre opportunities, graduate study or a professional career. Students will work to understand various elements of successful pursuit of theatre opportunities, including portfolio development, auditioning, interviewing, career-related communication and professional presence. .5 Semester Hour.
- THE 399 Special Topics in Theatre.** See All-University 399 course description.
- THE 400 Independent Research.** Open to advanced students wishing to pursue a particular aspect of theatre in depth. A prospectus and preliminary bibliography for the project must be submitted for departmental approval prior to registration.
- THE 420 Senior Culminating Experience.** A senior research seminar that culminates in either: (1) a major thesis focusing on a creative, historical, descriptive or critical aspect of the theatre, or (2) the production of a creative, theatrical project and the composition of a paper which discusses and evaluates the process. Open to seniors only. Offered fall and spring semester. 2 Semester Hours
- THE 494 Honors/Thesis Project.** See All-University 494 course description.
- THE 499 Internship in Theatre.** Open to juniors and seniors majoring in theatre. Students will be placed in internship stations which complement their career orientation. Admission into the program is through a formal application and evaluation process and is dependent on the student's academic record and active participation in the theatre program. Taken under Satisfactory/Unsatisfactory grade option only. 1-16 Semester Hours.

# Writing and Oral Communication

## Course Descriptions

**WOC 200 Revising the Written Portfolio.** This class is for students who have not shown proficiency in the written portion of the 2nd Year WOC Portfolio and have elected to work on their writing in a class setting. In this class, students will learn about effective writing techniques, focusing on those most in need of improvement for each student. While learning more about effective writing, students will work to revise their written portion of the portfolio, which will be the final product of the class. Enrolled students will complete the portfolio requirement if they earn a C or better in this class. Prerequisites: FYS and Foundations. Students must have submitted and failed the written portion of the 2nd Year WOC Portfolio to be eligible to enroll. 2 Semester Hours.

**WOC 201 Revising the Oral Communication Portfolio.** This class is for students who have not shown proficiency in the oral communication portion of the 2<sup>nd</sup> Year WOC Portfolio and have elected to work on their speaking and presenting abilities in a class setting. In this class, students will learn about effective speaking and presenting techniques, focusing on those most in need of improvement for each student. While learning more about effective public speaking, students will work to revise their oral communication portion of the portfolio, which will be the final product of the class. Enrolled students will complete this portion of the portfolio requirement if they earn a C or better in this class. Prerequisites: FYS and Foundations. Students must have submitted and failed the oral communication portion of the 2<sup>nd</sup> Year WOC Portfolio to be eligible to enroll. 2 Semester Hours.

**WOC 240 CWOC Practicum.** This course covers the theory and practice of peer tutoring with emphasis on tutoring writing and oral communication. Students will learn how to support peers through projects from initial conceptualization through final execution. Course expectations include daily reading responses, reflective writing, participation in mock tutoring sessions, and written and practice-based exams. The course is required for all new Center for Writing and Oral Communication consultants. Prerequisites: Successful completion of competitive interview process. 2 Semester Hours.

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**Karen English**, B.A.; Administrative Assistant to Faculty and Security  
**Tami Goshorn**; Administrative Assistant for Physician Assistant Studies  
**Adina Haught**, B.A.; Faculty Administrative Assistant  
**Mary Heather Hickman**, B.A., M.A.; Executive Assistant to the Vice President for Academic Affairs and Dean of the University  
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**Sheri Siefke**; Physical Therapy Department Coordinator  
**Karen Skiba, A.A.B.**; Faculty Administrative Assistant  
**Karen Teal**; Faculty Administrative Assistant  
**Andrea Williams, B.S.**; Faculty Administrative Assistant  
**Beth Zbasnik**, B.A., M.A.; Assistant Clinical Coordinator

## Center for Global Education

**Stephanie Martin Shivelu**, B.S., M.A.; Assistant Director of the Center for Global Education  
**Jennifer Hall**, B.A., M.A., Ph.D.; Faculty Director for the Center for Global Education

## Digital, Writing and Oral Communication Studio

**Danielle Cordaro**, B.A., M.A.; Director of the Digital, Writing and Oral Communication Studio

## Intercollegiate Athletics

**Caitlin Carroll**, B.S., M.A.; Assistant Women's Basketball Coach  
**Kelley Clark**, B.S., M.A.; Head Women's Soccer Coach  
**Geoffrey Dartt**, B.A.; Assistant Football Coach  
**Sandra Douglas**, B.S., M.S.; Head Softball Coach  
**Daryl Ely**, B.A.; Assistant Football Coach  
**Emily Fisher**, B.A., M.Ed.; Head Women's Lacrosse Coach  
**Patricia Fisher**, B.A.; Part-time Athletics Receptionist  
**Michael Fuline**, B.G.S., M.A.; Head Men's Basketball Coach  
**Tyler Griffin**, B.A.; Assistant Men's and Women's Track and Field and Cross Country Coach  
**Paul Hesse**, B.S., M.A.; Assistant to the Athletic Director and Head Baseball Coach  
**Brody Jackson**, B.A., M.A.; Assistant Men's Basketball Coach  
**Chris Kappas**, B.A., M.S.; Assistant Football Coach  
**Larry T. Kehres**, B.A., M.Ed.; Athletic Director and Associate Professor of Human Performance and Sport Business  
**Vince Kehres**, B.A., M.A.; Head Football Coach  
**Kevin Lucas**, B.A., M.Ed.; Head Men's and Women's Track and Field and Cross Country Coach  
**Daniel MacDuffie, II**, B.A., M.A.; Head Men's and Women's Golf Coach and Director of Wellness and Recreation  
**Melissa Mahnke**, B.A., M.A.; Head Women's Volleyball Coach  
**Eric Mojock**, B.S., M.Ed.; Head Men's and Women's Swimming and Diving Coach  
**Carter Poe**, B.S.; Head Men's Soccer Coach  
**William Schindel**, B.A., M.A.; Head Wrestling Coach  
**Brian Stewart**, B.A.; Head Men's Lacrosse Coach  
**Leonard Reich Jr.**, B.S.; Assistant to the Athletic Director for Communication  
**Suzu Venet Pietz**, B.S., M.S.; Senior Women's Administrator and Head Women's Basketball Coach  
**Jeffrey Wojtowicz**, B.A., M.S.; Head Men's and Women's Tennis Coach and Assistant Football Coach and NCAA Compliance Officer

## Library

**Sandra Antonasanti**, Part-time Library Circulation & Reserves Assistant  
**Rebekah Bosler**, B.A.; Periodicals/Documents Assistant  
**Cynthia Cirone**, A.A.S.; Technical Services Assistant, Library  
**Christine Cochran**, B.A.; Part-time Circulation & Interlibrary Loan Coordinator  
**Amanda Dutter**; Part-time Music Library Assistant  
**Nancy Fox**, B.A.; Cataloguer, Library  
**Robert Garland**, B.A., M.L.S., M.B.A.; Director of Libraries  
**Anastasia Guiler**; Library, IT and Acquisitions Coordinator  
**Gina Maida**, B.A.; Circulation Manager  
**Cheryl M. Paine**, B.A., M.L.S.; Documents Librarian  
**Linda Scott**, B.A., M.L.S.; Technical Services Librarian  
**Alan Zahorsky**, B.S., M.L.I.S.; Reference/Instructional Librarian

## Nature Center

**Michael Greiner**, B.S.; Property Manager, Nature Center  
**Charles McClagherty**, B.S., M.S., Ph.D.; Director of the Brumbaugh Center for Environmental Sciences  
**Karen E. Santee**, A.A.S.; Facilities Manager  
**Bonita Twaddle**; Community Outreach Coordinator, Nature Center  
**Lin Wu**, B.S.; M.S.; Ph.D.; Assistant Director  
**Adam Zorn**, B.S.; Program Manager, Brumbaugh Center for Environmental Science

## Radio Station, WRMU-FM

**Lynn Riggle**, B.A., WRMU Coordinator

## The Ralph and Mary Regula Center for Public Service and Community Engagement

**Abigail Honaker**, B.A.; Assistant Director  
**Harry Paidas**, B.A., M.S.; Director

## Registrar

**Tamra Caruthers**; Scheduling Coordinator  
**Lisa Johnson**, B.A.; Assistant Registrar  
**Wendy Lewis**, B.A.; Registrar

## Office of Advancement

**Richard Jackson**, B.A.; M.B.A.; Director of Advancement  
**Crystal Johnson**, B.A.; Prospect Research Manager  
**Elizabeth Johnson**, B.A.; Director of The Mount Union Fund  
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**Patricia Kuhn**, Executive Assistant for the Vice President for University Advancement  
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**Cathy Ossler**, Data Specialist, The Mount Union Fund  
**Kirk Schuring**, PT Assistant Director of College Advancement for the Ralph and Mary Regula Center  
**Sherrie Wallace**, B.A.; Director of Advancement for Planned Giving  
**Alana Wolonsky**, B.A.; Stewardship Coordinator  
**Andrew Youtz**, B.A.; Assistant Director of The Mount Union Fund and Alumni Relations

## Alumni Relations and University Activities

**Anne Graffice**, B.A., M.B.A.; Executive Director of Alumni Engagement  
**Tiffany Hogya**, B.A.; Director of Alumni Relations and The Mount Union Fund  
**Angie Swonger**, Alumni Relations Coordinator

## Office of Business Affairs

**Shawn Bagley**, B.S., M.A.; Purchasing Agent  
**Michelle Baker-Sams**, A.A.S., B.A., C.P.A.; Assistant Vice President and Controller  
**Joan Cockrill**; Executive Assistant for Business Affairs  
**Ron Crowl**, B.S., M.B.A.; Associate Vice President for Business Affairs and Chief Planning Officer  
**Debra Edwards**; Student Accounts Representative  
**Patrick Heddleston**, B.A.; Vice President for Business Affairs and Treasurer  
**Jean Kritz-Conway**; Cashier/Business Representative  
**Rodney Peterson**, A.C.E.; Director of Auxiliary Services  
**Rhonda Stephenson**; Accounts Payable Representative  
**Danial Yard**, B.A., M.B.A.; Staff Accountant  
**Renee Young**, B.S.W.; Students Accounts Manager

## Campus Card and Facilities Scheduling

**Robin Clough**, A.B.; Manager of Campus Card and Facilities Scheduling

## Human Resources

**Dianna Barley**, Payroll Representative  
**Andrew Boothe**, B.A., M.B.A.; Manager Payroll and Compensation Analytics  
**Audrey Schering**; Human Resources Specialist  
**Pamela Newbold**, B.S., J.D.; Director of Human Resources and Staff Development

## Information Technology

**David Bernat**, B.S.; Administrative Systems Support Analyst  
**Jerry Brugh**, B.A.; Manager of Media Services  
**Christine Cook**, B.S.; Instruction Technology Specialist  
**Dajaun Eutsey**, B.S.; Manager of Customer and Helpdesk Services  
**Scott Ginder**, B.S.; Administrative Systems Support Analyst  
**Daniel Hoffman**; Manager of Telephone Services  
**Nicholas Howley**, B.S.; Desktop and Client Support Technician  
**Margherita Kavulla**, B.S.; Assistant Director of IT for Administrative Systems  
**Mark Kolenz**, B.A., M.B.A.; Assistant Director of IT for Instructional Technology  
**Diana Lozier**, A.A.; Network System Analyst  
**Cara McEldowney**; Manager of User and Support Services  
**Catherine Royer**; Microcomputer Support Analyst  
**David R. Smith**; Assistant Director of IT for Technical Services  
**Tina M. Stuchell**, A.C.P., B.S., M.A.; Director of Information Technology  
**Sandy Vild**; Microcomputer Support Analyst

## Physical Plant

**Anson Gross**, Grounds and Fleet Supervisor  
**Blaine D. Lewis**, A.S., B.A.; Director of Physical Plant

**Linda Montgomery**; Physical Plant Coordinator  
**Christine Morey**; Mail Center Clerk  
**Debbie Place**; Housekeeping Supervisor  
**James Rhodes**; Assistant Director of Physical Plant  
**Regina Shellenberger**, Housekeeping Supervisor  
**Diana Snyder**; Physical Plant Coordinator  
**Scott Watson**, Maintenance Supervisor

## University Store

**Deanna Arnold**, Part-time Customer Service Representative  
**Rhonda Drakulich**; Part-time Customer Service Representative  
**Carol Lantz**, Part-time Customer Service Representative  
**Patty Nutial**, Assistant Manager, University Store  
**Jodi ReKolt**, Part-time Customer Service Representative  
**Aimee Schuller**, Manager of the University Store  
**Debra Wolpert**, B.S.; Part-time Customer Service Representative  
**Liana Yoder**, B.A.; University Store Representative

## Office of Enrollment Services

**Amy A. Tomko**, B.A., M.Ed.; Vice President for Enrollment Services

## Admission

**Dawn Adams**, B.A., M.A. Director of International Recruitment and Admission  
**Jess Canavan**, B.A., M.A.; Director of Admission  
**Ann Cowley**, A.A.S., A.S.; Data Entry Processor  
**Stephanie Dominick**, B.A., MPA; Assistant for Enrollment Technology and Communications Coordinator  
**Vincent Heslop**, B.A.; Director of Enrollment Technology  
**Clinton Midkiff**, B.A.; Admission Representative  
**Kaitlin O’Ryan**, B.A.; Admission Representative  
**Lori Peters**; Application Process Coordinator  
**Christian Sanders**, B.A. Admission Officer / Multicultural Recruitment Coordinator  
**Laurie Scarpitti**, B.A.; Part-Time Admission Representative and Admission Coordinator for Physicians Assistant Studies Graduate Program  
**Erin West**; Admission Receptionist / Greeter  
**Eric Young**, B.A. Admission Representative  
**Audra Youngen**, B.A.; Admission Representative and Gartner Welcome Center Coordinator

## Student Financial Services

**Jeanne Capel**; Data Entry Processor  
**James Distel**, B.A.; Financial Aid Representative  
**Emily Mattison**, B.A., M.A.; Director of Student Financial Services  
**Angela Duraine**, B.A.; Financial Aid Representative  
**Lindsey Walton**, B.A. Financial Aid Representative  
**Diana Yarnell**; Data Entry Processor

## Office of Marketing

**Molly Fulton**; Executive Assistant to the Vice President for Marketing  
**Melissa Gardner**, B.A., M.A.; Vice President for Marketing  
**Dominic Golembiewski**, B.A., M.B.A.; Director of Academic Marketing  
**Joni Poorbaugh**, B.A.; Manager of Media Relations and Editor of Mount Union Magazine  
**Ashley Sams**, B.A.; Social Media Specialist  
**Darnell Tucker**, B.A.; Event Coordinator, Wayne Manzella Internship Program  
**Chelsey Wallace**, B.A., M.S.; Manager of Website and E-Communication

## Office of Student Affairs

**Debbie Fink**; Executive Assistant Student Affairs/ Dean of Students  
**John Frazier**, B.A., M.A.Ed.; Vice President for Student Affairs and Dean of Students  
**Teresa Latham**; Student Affairs Coordinator

## Alcohol, Drug and Wellness Education

**Kelleen Weber**, B.A., M.A.Ed., L.P.C.C.-S., L.C.D.C.III; Director of Alcohol, Drug and Wellness Education

## Campus Safety and Security

**Karen English**, B.A.; Administrative Assistant to Faculty and Security

**Keane Toney**, A.S., B.S., M.S.; Director

## Center for Student Success and Career Development

**Sara Fugett**, B.A., M.S.; Director of Career Development

**Marci Muckleroy**, B.A.; Director of Students in Academic Transition

**Craig Theissen**, B.A., M.Ed.; Director of Academic Support Services

**Janice Williams**, B.S.; Center for Student Success Coordinator

## Chaplain

**Martha CashBurless**, B.A., M.Div.; Chaplain

## Counseling Services

**Shannon Ortiz**, B.A., M.Ed., P.C.C., M.F.T.; University Counselor

## Diversity and Inclusion

**Ronald Holden, B.A., M.A.**; Assistant Dean of Students and Director of the Office of Diversity and Inclusion

**Sara Randrianansolo**, B.A., M.S.; Assistant Director Multicultural Student Affairs

**Karen A. Saracusa**, B.A., M.Ed.; Director of the Office of Student Accessibility Service

## First Year Initiatives

**Jessica Cunion**, B.A., M.A.; Director of Exceptional Beginnings and First Year Programs

## Health Services

**Michael McGrady**, M.D.; Medical Director

**Beth Wayt**, L.P.N.; Health Center

## Recreation and Wellness

**Matthew Parnell**, B.A., M.S.; Director of Recreation and Wellness

**Diony Jasmine**, B.A., Wayne Manzilla Diversity Intern, Assistant Director of Recreation and Wellness

## Residence Life

**Emily Yoder**, B.A. M.A.; Assistant Director of Residence Life for Training & Development

**Michelle Gaffney**, B.A., B.S., M.A.; Associate Dean of Students

**Deborah Minton**, B.A., M.Ed., Ed.S.; Director of Student Conduct & Summer Programs

**Sara Sherer**, B.A., M.Ed.; Director of Residence Life

## Student Involvement and Leadership

**Katherine Carnell**, B.A., M.A.; Director of Student Involvement and Leadership

**Lindsey Laret**, B.A.; Assistant Director of Student Involvement and Leadership

## The Faculty

The listing that follows includes full-time members of the faculty and certain administrators. The year of initial appointment is indicated in parentheses.

### Department of Art

**Robert Buganski** (2003) Associate Professor of Art; A.A., Cumberland Community College '75; B.A., Stockton State College '82; M.F.A., Rhode Island School of Design '85.

**Margo Miller** (2004) Associate Professor and Chair of the Department of Art; B.F.A., The University of Akron '82; M.F.A., Kent State University '85.

### Department of Biology

**Phillip LaScola** (2012) Instructor of Biology; B.S., Mount Union College '03; M.Ed. University of Akron '04.

**Christopher Marks**, (2013) Assistant Professor of Biology; B.A., University of Akron '02; M.S., University of Akron '06; Ph.D., University of Akron '12.

**Spiro M. Mavroidis** (2011) Assistant Professor of Biology; B.S., Cleveland State University '90; M.S. Cleveland State University '98; Ph.D. Cleveland State University '06.

**Charles A. McClagherty** (1988) Professor of Biology and The John D. Brumbaugh Chair of Environmental and Ecological Sciences; B.S., Cornell University '73; M.S., University of Virginia '80; Ph.D., University of Wisconsin '83.

**Amy L. McElhinney** (2011) Assistant Professor of Biology; B.A., Wartburg College '97; M.S., University of North Carolina at Wilmington '02; Ph.D. Indiana University '10.

**Kim M. Risley** (2004) Associate Professor and Chair of the Department of Biology and the Milton J. Lichty Chair in Biology; B.S., North Dakota State University '94; Ph.D., East Carolina University School of Medicine '98.

**Jonathan Scott** (1990) Professor of Biology and the Charles S. Gallaher, M.D. Chair in Biology; B.S., Carroll College '78; M.S., University of Wisconsin-Milwaukee '80; Ph.D., Northwestern University '84.

**Tom Wise** (2006) Biology Lab Manager; B.S., Kent State University '87.

**Lin Wu** (1994) Associate Professor of Biology; B.S. Huazhong Agricultural University, China '83; M.S., The Ohio State University '90; Ph.D., The Ohio State University '91.

## Department of Chemistry and Biochemistry

**Debra Boyd-Kimball** (2004) Associate Professor of Chemistry and Biochemistry; B.S., Bethany College '01; Ph.D., University of Kentucky '04.

**Jeffrey Buth** (2012) Assistant Professor of Chemistry and Biochemistry; B.A., Augustana College '04; Ph.D., University of Minnesota '09.

**Jeffrey Draves** (2006) Professor and Chair of the Department of Chemistry and Biochemistry; B.A., Monmouth College '85; Ph.D., University of Illinois '90.

**Patricia Draves** (2006) Vice President for Academic Affairs and Dean of the University and Professor of Chemistry and Biochemistry; B.A., Mount Holyoke College '85; Ph.D., University of Illinois '90.

**Deok-im Jean** (2013) Assistant Professor of Chemistry and Biochemistry; B.S., Dankook University '05; M.S., Dankook University '07; Ph.D., Miami University '13.

**Elizabeth Korach** (2013) General Chemistry Laboratory Coordinator; B.S., Georgia Institute of Technology '93; M.S., Georgia Institute of Technology '99.

**Scott S. Mason** (2001) Professor of Chemistry and Biochemistry and Director of Pre-Health; B.S., Mount Union College '89; Ph.D., University of South Carolina '93.

**Sheryl S. Mason** (2011) Assistant Professor of Chemistry and Biochemistry; B.S., Mount Union College '90; Ph.D., University of South Carolina '94.

**Keith R. Miller** (2013) Assistant Professor of Chemistry and Biochemistry; B.S., University of North Carolina '08; Ph.D., University of North Carolina.

**Carolyn S. Reid** (2013) Assistant Professor of Chemistry and Biochemistry; B.S., University of the West Indies '95; Ph.D., Tulane University '07.

**Barbara Susan Saulitis** (2007) Chemistry Laboratory Supervisor and Chemical Hygiene Officer B.S., State University of New York; M.S., Youngstown State University '96.

**Robert Woodward** (2012) Assistant Professor of Chemistry and Biochemistry; B.A., The Ohio State University '06; B.S. The Ohio State University '06; Ph.D., The Ohio State University '10.

## Department of Communication

**Jamie C. Capuzza** (1992) Professor and Chair of the Department of Communication; B.A., Mount Union College '85; M.A., The Ohio State University '88; Ph.D., The Ohio State University '91.

**Len Cooper** (2007) Associate Professor of Communication; B.A., The University of Akron '94; M.A., The University of Akron '99; Ph.D., The Ohio State University '05.

**Andrea M. Ferraro** (2015) Visiting Assistant Professor of Communication; B.A., The University of Akron '87; M.A., The University of Akron '92; Ph.D., The University of Akron '15.

**Malynnda A. Johnson** (2015) Assistant Professor of Communication; B.A., Mount Mary College '06; M.A., University of Wisconsin – Milwaukee '08; Ph.D., University of Milwaukee '12.

## Department of Computer Science and Information Systems

**Blase B. Cindric** (1999) Associate Professor of Computer Science and Information Systems; B.S., Westminster College '82; M.S., Pennsylvania State University '85

**James R. Klayder** (1991) Associate Professor of Computer Science and Information Systems; B.A., University of Kansas '72; B.S., University of Kansas '75; M.S., University of Kansas '85; Ph.D., University of Kansas '93.

**Kenneth Weber** (1996) Professor and Chair of the Department of Computer Science and Information Systems; B.S., Kent State University '78; M.A., University of Wisconsin-Madison '79; M.S., University of Wisconsin-Madison '83; Ph.D., Kent State University '94.

## Department of Economics, Accounting and Business Administration

**Joel M. Evans** (2013) Instructor of Economics, Accounting and Business Administration; B.S., Youngstown State University '06; M.B.A., Youngstown State University '07.

**Xiaoshu Han** (2007) Associate Professor of Economics, Accounting and Business Administration; B.A., Beijing Foreign Studies University '99; M.A., State University of New York '02; M.S., University of Texas-Austin '04; Ph.D., University of Texas-Austin '07.

**Michael Kachilla** (2009) Associate Professor of Economics, Accounting and Business Administration; B.A., The Ohio State University '77; M.B.A., Ohio University '07.

**Jennifer Leung** (2015) Visiting Assistant Professor of Economics, Accounting and Business Administration; B.S., University of Southern California '03; M.S., California State Polytechnic University '09; M.S., The Ohio State University '14; Ph.D. The Ohio State University '15.

**Holly N. Lucas** (2015) Visiting Assistant Professor of Economics, Accounting and Business Administration; B.A., Indiana University '02; J.D., Capital University Law School '06.

**Mark McConnell** (2007) Associate Professor and Chair of the Department of Economics, Accounting and Business Administration; B.B.A., Youngstown State University '78; M.B.A., Tulane University '81.

**Michael R. Myler** (1983) Professor of Economics, Accounting and Business Administration; B.A., Northern Michigan University '69; M.A., Michigan State University '76; Ph.D., Michigan State University '83.

**Ruth Pogacnik** (2007) Associate Professor of Economics, Accounting and Business Administration; B.S., Youngstown State University '86; M.B.A., Youngstown State University '97.

**Raymond L. Posey** (2003) Professor in Residence of Economics, Accounting and Business Administration and Associate Academic Dean; A.B., Brown University '74; M.B.A., Case Western Reserve University '97, D.B.A., Cleveland State University, 2010.

**William P. Schweizer** (2015) Visiting Assistant Professor of Economics, Accounting and Business Administration; A.B., Saint Louis University '78; M.B.A., University of Akron '81.

**Russell I. Tietz** (2013) Assistant Professor of Economics, Accounting and Business Administration; B.S., University of Akron '81; M.B.A., University of Akron '90.

## Department of Education

**Melissa Askren Edgehouse** (2009) Associate Professor and Chair of the Department of Education; B.A., Mount Union College '99; M.E., Ashland University '03; Ed.D., Bowling Green State University '08.

**Linda Bigham** (1999) Teacher Education Assessment and Licensure Coordinator; B.S., Mount Union College '08; M.S., Kent State University '14.

**Linda C. Burkey** (1995) Professor of Education and The Lester D. Crow Professor in Education; B.S., Kent State University '79; M.A., Lenoir-Rhyne University '89; Ph.D., Kent State University '93.

**Mandy Capel** (2007) Associate Professor of Education; B.A., Mount Union College '98; M.A., Mary Grove University '01; Ph.D., Kent State University '08.

**Thomas W. Gannon** (1996) Professor of Education; B.A., Montclair State University '68; M.A., Montclair State University '71; Ed. M., Auburn University '74; Ed.D., Seton Hall University '91.

**Jennifer Martin** (2012) Assistant Professor of Education; B.A., University of Michigan - Dearborn '94; M.L.S., Eastern Michigan University '96; M.A., Eastern Michigan University '02; Ph.D., Oakland University '05

**Ernest Pratt** (2000) Associate Professor of Education; B.S., University of Sierra Leone, West Africa '78; M.E., University of North Texas '94; Ph.D., University of Tennessee '00.

**Ruth Ann Rinto** (2014) Field Placement and Internship Coordinator; B.S., Bowling Green State University '68; M.S., Bowling Green State University '69.

**Peter L. Schneller** (1998) Professor of Education; B.A., Wittenberg University '72; B.S., Kent State University '76; M.S., University of Akron '81; Ph.D., University of Idaho '97.

**Jan Webler** (2012) Assistant Professor and Professional in Residence of Education; B.S., Kent State University '80; M.Ed., Kent State University '87.

## Department of Engineering

**Joshua Gargac** (2015) Assistant Professor of Engineering; B.S., Ohio Northern University '10; Ph.D., University of Notre Dame '15.

**Gerald Hoover** (2011) Engineering Lab Technician; A.S., Kent State University '75.

**Osama M. Jadaan** (2013) Professor and Chair of the Department of Engineering; B.S., The Pennsylvania State University '82; M.E., The Pennsylvania State University '84; Ph.D., The Pennsylvania State University '90.

**Chad Korach** (2013) Assistant Professor of Engineering; B.S., Georgia Institute of Technology '95; M.S., Georgia Institute of Technology '99; Ph.D., Northwestern University '04.

**Yan Liu** (2014) Assistant Professor of Engineering; B.S., Tongji University '03; M.S., Tongji University '06; Ph.D. Case Western Reserve University '11.

**Helen E. Muga** (2010) Assistant Professor of Engineering; B.S. University of Papua New Guinea '00; M.S. Curtin University of Technology, Australia '03; M.S. Michigan Technological University '07; Ph.D. Michigan Technological University '09.

**Hans Tritico** (2012) Assistant Professor of Engineering; B.S., University of Michigan '99; M.S., Washington State University '02; Ph.D., University of Michigan '09.

## Department of English

**Michelle Collins-Sibley** (1994) Professor of English; A.B., Stanford University '77; M.A., Monterey Institute of International Studies '80; Ph.D., State University of New York at Binghamton '90.

**Danielle Cordaro** (2010) Assistant Professor of English and Director of the Digital, Writing and Oral Communication Studio; B.A., Western Michigan University '03; M.A., Western Michigan University '05; Ph.D., Purdue University '10.

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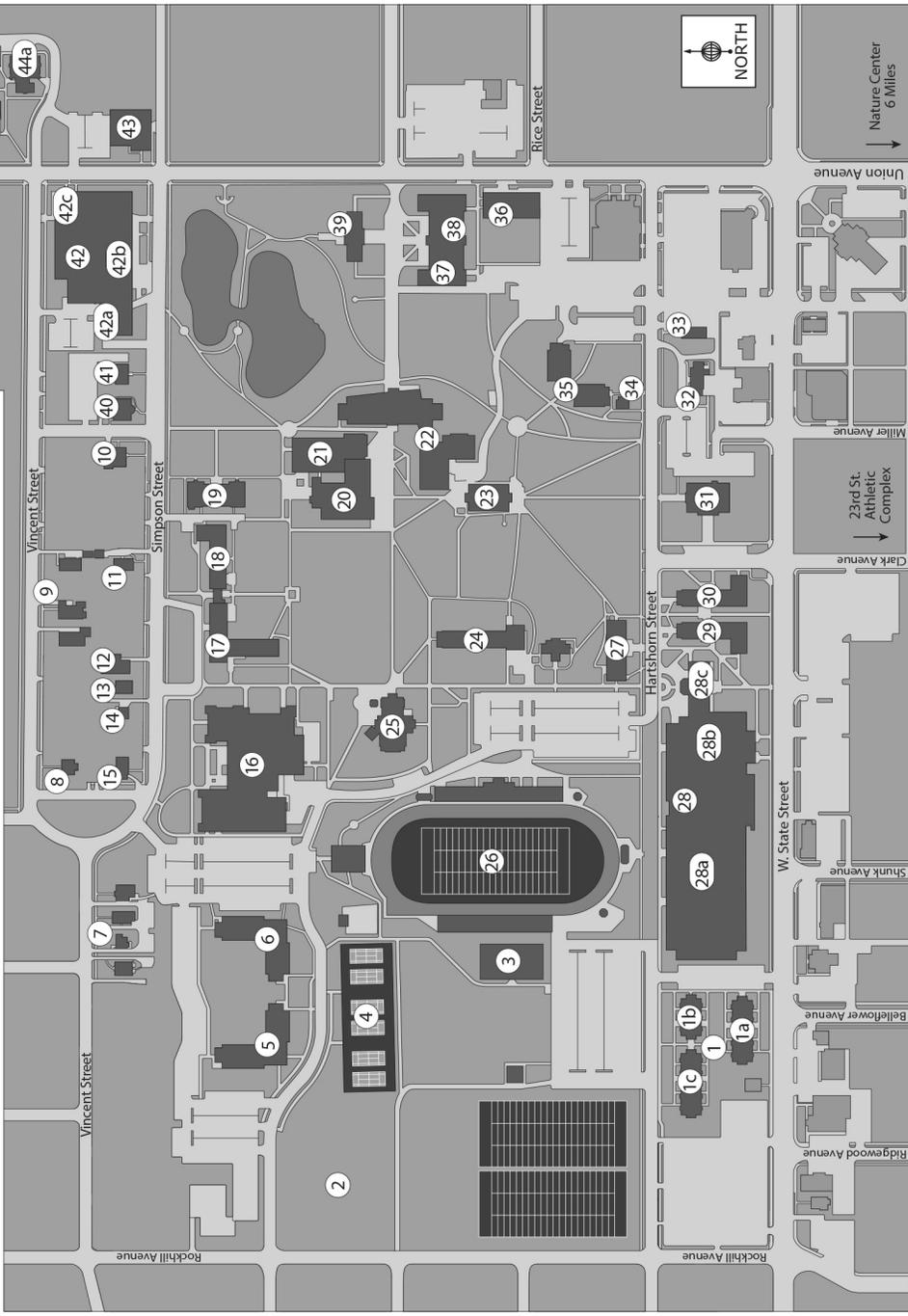
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| 1. Hartshorn Street Townhouses                         | 29. McCready Residence Hall  | 42b. Art Gallery                            |
| 1a. Orwick Court                                       | 30. Cunningham Residence Hall  | 42c. Cope Music Hall (Presser Recital Hall) |
| 1b. Adams Court  | 31. Beeghly Hall   | 43. William H. Eells Art Center             |
| 1c. Grove Court  | 32. van den Eynden Hall  | 44. Brown Village                           |
| 2. Montgomery Field                                    | 33. Structural and Geotechnical Engineering and Projects Lab (SAGEP Lab) | 44a. Jae Manor                              |
| 3. Gulling Training Center                             | 34. Keener House   | 44b. Keller Manor                           |
| 4. Whitehill Tennis Courts                             | 35. Hoiles-Peterson Residence Hall                                       | 44c. Clutter Manor                          |
| 5. Shields Residence Hall                              | 36. Gallaher Hall  | 45. Perry F. King Guest House               |
| 6. Bica-Ross Residence Hall                            | 37. Blacy Hall of Science  | 46. Sigma Nu Fraternity House               |
| 7. 532 - 564 Vincent St.                               | 38. Clarke Astronomical Observatory                                      | 47. Alpha Tau Omega Fraternity House        |
| 8. Weber House   | 39. Gartner Welcome Center   | 48. Delta Sigma Tau Sorority House          |
| 9. 330 - 254 Vincent St.                               | 40. Alpha Xi Delta Sorority House  | 49. Fred J. Haupt President's House         |
| 10. 205 Simpson St.                                    | 41. Alpha Delta Pi Sorority House  | 50. Sigma Alpha Epsilon Fraternity House    |
| 11. Black Cultural Center                              | 42. Performing Arts Center   | 51. Phi Kappa Tau Fraternity House          |
| 12. Alpha Chi Omega Sorority House                     |  | 52. Union Avenue Townhouses                 |
| 13. 355 Simpson St.                                    | 42a. Performance Hall (Black Box Theatre)                                |   |
| 14. Campus Security                                    |  |   |
| 15. 431 Simpson St.                                    |  |   |
| 16. Hoover-Price Campus Center                         |  |   |
| 17. McMaster Residence Hall                            |  |   |
| 18. Ketcham Residence Hall                             |  |   |
| 19. Elliott Residence Hall                             |  |   |
| 20. Engineering and Business Building                  |  |   |
| 21. Tolerton and Hood Hall                             |  |   |
| 22. Kolenbrander-Harter Information Center (Library)   |  |   |
| 23. Chapman Hall                                       |  |   |
| 24. King Residence Hall                                |  |   |
| 25. Dewald Chapel                                      |  |   |
| 26. Mount Union Stadium                                |  |   |
| 27. Miller Residence Hall                              |  |   |
| 28. McPherson Academic and Athletic Complex (The MAAC) |  |   |
| 28a. Peterson Field House                              |  |   |
| 28b. Timken Physical Education Building                |  |   |
| 28c. McPherson Center for Health and Well-Being        |  |   |



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