UNDERGRADUATE CATALOG

2019-2020
Accreditation and Affirmative Action Statement

Notre Dame College is accredited by The Higher Learning Commission as a degree-granting institution. Other college accreditation, program approvals and affiliations include:

- The American Association of Colleges for Teacher Education
- Registration for State Teachers’ Licenses by The State of Ohio Department of Education
- Association of American Colleges and Universities (AAC&U)
- Association of Catholic Colleges & Universities (ACCU)
- Association of Independent Colleges and Universities of Ohio (AICUO)
- College Entrance Examination Board (The College Board)
- College and University Personnel Association (CUPA)
- Council of Independent Colleges (CIC)
- Council of Independent Colleges Tuition Exchange Programs
- National Association of Independent Colleges and Universities (NAICU)
- Council for the Accreditation of Educator Preparation (CAEP)
- Northeast Ohio Council on Higher Education (NOCHE)
- Ohio Board of Nursing (full approval for the Bachelor of Science in Nursing Program)
- Ohio Council of Teacher Education Organizations (OCTEO)
- Ohio Foundation of Independent Colleges (OFIC)
- The Baccalaureate and Master’s degree programs in nursing at Notre Dame College are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Notre Dame College upholds the policy that there shall be no discrimination against any student, faculty or staff because of race, color, religion, national origin, age or disability. The fees, programs, and requirements contained in this catalog are necessarily subject to change without notice at the discretion of Notre Dame College. It is the student’s responsibility to know and follow current requirements and procedures.
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Purpose of This Catalog
This catalog serves two fundamental purposes. The primary purpose is to define the academic course requirements of all NDC programs: the degrees, majors, minors, and concentrations. In this context, the program of study outlined in the catalog of a student’s first semester of attendance defines the courses required for that student to complete a given course of study. The secondary purpose is to articulate policies and procedures related to the College. In this context, the current catalog applies to all students regardless of when the student first enrolled at NDC. Changes in policies and procedures may occur at any point during the year. As changes are approved, the online version of the catalog will be updated to reflect those changes.

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

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

Our mailing address is:
Notre Dame College 4545 College Road
South Euclid, Ohio 44121-4293

Phone: 216.373.5355
Toll Free: 877.NDC.OHIO (877.632.6446) ext. 5355
Admissions Fax: 216.937.0357

Undergraduate, Graduate and Online Learning Information: Office of Admissions, First Floor, Main Administration Building 216.373.5355; toll free: 877.632.6446 ext. 5355; admissions@ndc.edu

Registration, class schedules and acceptance of credits: Office of the Registrar, First Floor, Main Administration Building, 216.373.5287

Financial aid, scholarship and loan inquiries:
Office of Financial Aid, First Floor, Main Administration Building, 216.373.5213

Housing inquiries:
Office of Residence Life, housing@ndc.edu

Athletics inquiries:
Office of Intercollegiate Athletics, Keller Center, 216.373.5138

Academic advising:
Student Success Center, Second Floor, Main Administration Building, 216.373.5383

Career development, internships, employment assistance:
Career Services Center, 216.373.5290
Mission Statement
Notre Dame College, a Catholic institution in the tradition of the Sisters of Notre Dame, educates a diverse population in the liberal arts for personal, professional and global responsibility.

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

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

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

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

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

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

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

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

As a Catholic College, Notre Dame College was founded upon and continues to teach in light of our rich Catholic tradition and Catholic principles. Relying on our expansive intellectual heritage, Catholic intellectual life relies on a
breath-taking body of works and treatise stretching “from Justin to Augustine to Lonergan, from Origen to Anselm to Teilhard, from Aquinas to Newman, to Küng.\textsuperscript{3}

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

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

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

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

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

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

Free support services provided by the Student Success Center and the Dwyer Learning Center:
- Walk-in professional tutoring for writing provided by NDC English faculty
- Walk-in tutoring in all subjects by faculty recommended peer tutors
- Study groups in writing, math and accounting led by Graduate Assistants
- Academic Advising
- Financial Aid information and advising
- Assistance with acclimation to college life
- Mentoring programs
- Exam preparation and review
- Review and assistance with homework and class preparation
- Development of study skills
- Assistance with writing organization and grammar review
Clara Fritzsche Library. The Clara Fritzsche Library, dedicated in 1971, houses a collection of more than 95,000 volumes. Located next to the Keller Center and adjacent to the Administration Building, the two story structure contains a general collection supporting all areas of the curriculum with a special emphasis on education, literature, art, nursing and intelligence analysis. In addition, the Library maintains a comprehensive juvenile collection, and a 5,000-volume Curriculum Library which provides a wealth of resource materials for prospective teachers. In an effort to provide timely information for all disciplines, the Clara Fritzsche Library is a member of OhioLINK, a network of 91 academic, public and special libraries that provides access to over 49.5 million books and audiovisual materials, 62,000 e-books, thousands of downloadable educational videos, images and sounds and 140 databases containing thousands of journal titles and full text articles.

Student Center. The College’s Student Center, Falcons’ Nest, occupies 25,000 square feet on the first floor of the Clara Fritzsche Library building. It includes exercise facilities with wifi; a game area with billiards, air hockey and arcade games; a lounge with televisions and charging stations; a student art gallery; computer and study spaces; and a conference room and student meeting areas, among other amenities. It provides a centralized service, study and social hub on campus for all students.

Falcon Café. Adjoining Falcons’ Nest is the Falcon Café which features an area for live musical performances and a spirit shop that features College apparel, health and beauty aids and other items for sale. Regular and specialty coffee drinks, quick snacks and light lunches, soups and pastries make Falcon Cafe a friendly place for students to study or relax with friends.

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

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

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

Admission Requirements
Notre Dame College admits students who demonstrate potential for academic success. The credentials of each applicant are individually evaluated with consideration given to a combination of previous academic records, standardized test scores and evidence of potential to succeed in college. The College has a very fair and generous policy on the transfer of academic credit earned at regionally accredited colleges or universities. Course work completed more than five years ago at a regionally accredited college or university is evaluated on a course-by-course basis. Notre Dame College reserves the right to deny admission to any applicant who does not meet its admission standards. Recognizing that the needs of a diverse student body are equally diverse, Notre Dame College has established alternative admission requirements for traditional, traditional transfer, adult and international degree- seeking and certificate-seeking students.
Traditional Students

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

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

- Application for Undergraduate Admission
- Official high school transcript stating date of graduation, and
- Official ACT or SAT I score report (optional – see details below)

A test-optional policy is in place for applicable, first-time students. Any student with a 2.75 cumulative GPA and above at the end of his/her junior year, SAT and ACT scores are optional for admission to Notre Dame College. If the student chooses to submit his/her scores, we will consider them when reviewing the application.

Exceptions include homeschooled and international students. Athletes wishing to participate in a varsity sport must submit their SAT or ACT score to be considered for eligibility purposes. Also, if a student wishes to test out of entry-level English or Math, he/she must take the Accuplacer test or submit test scores.

The Admissions Office will implement a self-report admit strategy based on this new model. Self-reporting means that admit decisions are made on the basis of students’ self-reported high school transcript and/or test score information, if applicable.

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

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

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

Provisional Admission. Traditional and international students will be granted Provisional Admission when the cumulative grade point average or standardized entrance examination performance falls below those standards necessary for Full Admission. A student admitted on a provisional basis will be limited to registering for no more than sixteen (16) credit hours during the first term of enrollment and will be required to use the services of the Dwyer Learning Center regularly. The student will meet with the Director of the Learning Center to develop an action plan in order to afford the greatest possibility for academic success. A student admitted provisionally is expected to achieve a 2.0 grade point average upon completion of the first term of enrollment.

International Students

International students are those who legally reside in a country other than the United States. Form I-20, Certificate of Eligibility for Nonimmigrant F-1 Student Status, is issued by the Office of Admissions upon receipt of a signed Confirmation of Enrollment form. Bureau of Citizenship and Immigration Services (BCIS) regulations require foreign students on a student visa to carry a full course of study during each term of enrollment at Notre Dame College in order to maintain F-1 student status while in the United States.

Notre Dame College requires the following credentials from each International Student seeking admission:

- Application for Undergraduate Admission for international students,
- Official academic transcript(s). (official translation required for any document in a language other than English),
• Competency in English – (see below – applicable only to non-native English speakers)
• Declaration and Certification of Financial Support form,
• International Student Financial Aid Form,
• Verification of Country of Birth and Citizenship form, and

Admission Requirements for International Students:
• 2.5 cumulative grade point average on a 4.0 scale (most recent academic work)
• Displayed competence in the English language as evidenced by one of the following:
  o TOEFL (Test of English as a Second Language)
  o IELTS (International English Language Testing System)
  o CAE (Cambridge Certificate of Advanced English)
  o ELS Language Centers
  o General Certificate of Education
• See page 40 for additional transfer policies

Transfer Students
Traditional Transfer Students are those who have graduated from high school within four years of their first term of enrollment and who have attended a regionally accredited institution of higher learning following high school graduation. Adult Transfer Students are those students 23 years of age and older who have graduated from high school five or more years prior to their first term of enrollment or who have earned a General Education Diploma (GED), and who have attended a regionally accredited institution of higher learning following either high school graduation or the completion of a GED.
• See page 40 for additional transfer policies

Notre Dame College requires the following credentials from each transfer student seeking admission:
• Application for Undergraduate Admission
• Official academic transcripts from each college or university previously attended and a
• Personal interview with an Admissions Counselor
• If you have completed less than 12 credit hours at a regionally accredited institution of higher learning than an official high school transcript is required

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

Full Admission. Ordinarily, a transfer student will be granted Full Admission when the following conditions have been met:
• 2.5 cumulative grade point average on a 4.0 scale and
• Evidence of scholarship and the potential for academic success as profiled on the academic transcript and in the personal interview.

Provisional Admission. A transfer student will be granted Provisional Admission when his/her cumulative grade point average falls below those standards necessary for Full Admission. A student admitted on a provisional basis may be limited to registering for no more than sixteen (16) credit hours during the first term of enrollment. A student admitted provisionally will be expected to achieve a 2.0 grade point average upon completion of the first term of enrollment.

Denied Admission. A student may be Denied Admission when any requirement of admission is unmet and/or when there is a lack of evidence through evaluation of academic transcripts and/or a personal interview to support a student’s ability to succeed in college.
Readmission
Students who have been absent from the College for one calendar year or longer must reapply for admission. For the purpose of readmission, one calendar year is defined as any consecutive combination of a Fall Semester, Spring Semester and Summer Session. The Dean of Admissions determines the official length of academic absence. Students seeking readmission are expected to follow the same admission process as those prospective students who will be attending Notre Dame College for the first time.

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

Office for Professional Development
Professional Development
The Finn Center Office of Professional Development at Notre Dame College offers flexibly scheduled face-to-face and online courses covering a broad range of topics for those who want to attain or maintain certificates or licensure in a particular field, learn new job skills, or simply want personal enrichment.

Endorsement Programs
4th/5th Grade Endorsement
Reading Endorsement
Principal Licensure Endorsement
Teacher Leader Endorsement (in cooperation with Instructional Delivery Services)

Continuing Education
Educators needing courses in graduate credit must seek approval from their Local Professional Development Committee (LPDC).

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

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

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

In order to receive federal or state aid, Notre Dame College requires students to file the Free Application for Federal Student Aid (FAFSA). This need analysis report must be completed to determine a student’s need as determined by the Department of Education. To qualify for federal financial aid, a student must be a United
States citizen or an eligible non-citizen (For more information, visit the Federal Student Aid website at https://studentaid.ed.gov/sa/eligibility/non-us-citizens). Additionally, a student must be enrolled in a degree seeking program and maintain satisfactory academic progress to receive financial aid, and be enrolled at least half-time to qualify for federal student loans.

Sources of Financial Aid
Federal Financial Assistance Programs
- Federal Pell Grant
- Federal Direct Subsidized and Unsubsidized Loans
- Federal Direct PLUS (parent) Loan
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Perkins Loan
- Federal Work Study (FWS)
- Federal TEACH Grant

State Financial Assistance Programs
- Ohio College Opportunity Grant
- Ohio War Orphans Scholarship
- Ohio Nursing Education Assistance Loan Program (NEALP)
- Ohio National Guard Scholarship

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

Historical Gifts Made to Advance Student Scholarship
• Arthur S. Armstrong Scholarship
• Edward Brandon Scholarship Fund
• Christopher Foundation Scholarship
• Sister Mary Aquinas & Sister Mary Clotilda Award
• F. J. Cole Scholarship
• Daniel S. Connelly Scholarship
• Albert & Veronica Conrad Award
• HCS Foundation Scholarship Fund
• Sister Mary Patricia Hlivak Award
• Reverend Henry Hofer Award
• Jean G. & Joseph H. Keller Scholarship
• Fred A. Lennon Scholarship
• Joseph and Eleanore Loehr Scholarship
• The Helen & Michael Earl McCloskey Award
• McHugh Award
• Catherine & F. Jerome McKeever Scholarship
• Sr. Mary Cesarie Miday Award
• Dorothy & Eugene J. Murray Scholarship
• Sr. Mary Patrice Award
• Sr. Mary Priscilla Award
• Regis & Leona Reinhard Award
• Mary Louise Ruffing Student Scholarship Fund
• Gertrude Schaefer Award
• Dan C. Smith Award
• Frank J. & Helena M. Smith Award
• Mary Strassmeyer Scholarship
• Marianne Artino Taylor Scholarship
• John and Alma Tercek Award
• Monsignor Angelo J. Trivisonno Award
• TRW Scholarship Fund
• John C. & Florence M. Wasmer Foundation Award
• Jeanne Ann Woessner Award
• Stella Scarana Zannoni Scholarship

Private Assistance Programs
• Batta Reading Fund
• The John Huntington Fund for Education Kathleen Kendel Scholarship
• The Laub Foundation
• Monaghan-Maher Scholarship Fund
• Ohio Foundation of Independent Colleges
Satisfactory Academic Progress Policy for Financial Aid

Federal regulations require that Notre Dame College establish and implement a policy to measure whether students applying for and/or receiving financial aid are making satisfactory academic progress (SAP) towards a degree. This regulation applies to all students applying for aid, whether or not financial aid has been previously received.

There are three measurements that are used to determine eligibility: (1) Grade Point Average, (2) Credit Hour Requirement, and (3) Maximum Time Frame. Failure to meet one or more of these requirements may result in loss of financial aid.

Monitoring of Academic Progress

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

Evaluations will be done in a timely manner; however the next semester may be in progress at the time the Financial Aid office is able to notify students of their ineligibility. Students who are concerned that they may not have met the requirements may contact the Financial Aid office during normal business hours.
Students will be notified via their Notre Dame e-mail account if they have failed one or more measurements. Students may complete an appeal process by following the directions located on the Notre Dame College website.

There are three (3) parts to the measurement:

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

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

<table>
<thead>
<tr>
<th>Undergraduate students</th>
<th>2.00 GPA</th>
<th>60 + hours attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEEL and RN to BSN students</td>
<td>2.00 GPA</td>
<td>Throughout entire program; reviewed each semester</td>
</tr>
<tr>
<td>Graduate students</td>
<td>3.00 GPA</td>
<td>Throughout entire program; reviewed each semester</td>
</tr>
</tbody>
</table>

2. **Credit hour Requirement: Reviewed Each Semester**

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

   **First-time freshmen with less than 32 attempted credit hours:**

<table>
<thead>
<tr>
<th>Total Registered (Attempted) Hours</th>
<th>Hours Required (Earned)</th>
<th>Completion %</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>9</td>
<td>60%</td>
<td>.60 x 15 = 9.0</td>
</tr>
<tr>
<td>30</td>
<td>18</td>
<td>60%</td>
<td>.60 x 30 = 18.0</td>
</tr>
</tbody>
</table>

   **TEEL students and Undergraduate students with 32+ attempted credit hours:**

<table>
<thead>
<tr>
<th>Total Registered (Attempted) Hours</th>
<th>Hours Required (Earned)</th>
<th>Completion %</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>22</td>
<td>70%</td>
<td>.70 x 32 = 22.4</td>
</tr>
<tr>
<td>60</td>
<td>42</td>
<td>70%</td>
<td>.70 x 60 = 42.0</td>
</tr>
<tr>
<td>90</td>
<td>63</td>
<td>70%</td>
<td>.70 x 90 = 63.0</td>
</tr>
<tr>
<td>120</td>
<td>84</td>
<td>70%</td>
<td>.70 x 120 = 84.0</td>
</tr>
</tbody>
</table>

   **Graduate/Professional Students:** Students must successfully complete a minimum of 75% of the total number of hours for which they are enrolled after the first week of the semester and cumulatively.

   Successful completion of a course for all students, for purposes of SAP calculations, are grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P (Pass Credit or Developmental Courses). All other grades, including F, W
(Withdrawal), I (Incomplete), R, (Repeated), and NC or CR (No credit or Pass no credit) will not be counted as a successful completion.

Incomplete (I) grades are counted as unsuccessful attempts. Only an incomplete that has been changed to an A, A-, B+, B-, C+, C, C-, D+, D, D- or P can be added to the number of hours completed for the semester of the original registration. It is the students’ responsibility to notify the Office of Financial Aid once an incomplete grade has been changed to a valid grade.

3. **Maximum Time Frame for Eligibility: Reviewed Each Semester**

**Undergraduates:** Students are required to complete their degree requirements within a specific time frame. This time frame is a period no longer the 150% of the published length of the program. At Notre Dame College that would mean 180 attempted credit hours. The maximum time frame allowance for completion of the program is intended to be long enough to allow for changes in major, loss of credit due to transfer, withdrawn coursework, minor, double majors, etc. Therefore, no extensions of the maximum time frame will be granted for those reasons.

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

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

**SAP Probation and Appeal Process**

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

**Steps to Appeal:**

1. Complete and submit an NDC SAP Appeal Form. The form is available on My.NDC and the College website. The appeal requires a signature from an advisor or the person indicated on the form. (Your appeal may be faxed, e-mailed, mailed, or submitted in person at the Student Services Office.)

2. The appeal must contain an explanation as to why you were not able to complete your course work, why your grades fell below the SAP requirement, or why you have not been able to complete your degree requirements in an acceptable timeframe. Please indicate what plans you have to change your academic performance in the future. Documentation should not only indicate the mitigating circumstance that caused you to have academic problems during the semester, but also must clearly indicate that the circumstances that caused the problems have been rectified so that you will be able to successful in future semesters.
3. In most cases, the SAP Appeals Committee will render a decision within two weeks of receipt of a fully completed appeal. All decisions of the SAP Appeals Committee are final. Notification of the decision will be sent via your Notre Dame e-mail account.

4. If the SAP appeal is approved, you will receive an Academic Plan Form, which must be signed and returned to the Office of Financial Aid before financial aid may be awarded (or reinstated) for the next semester. You must meet the conditions of the Academic Plan (or SAP standards) in order to continue to receive financial aid in subsequent semesters.

5. If the SAP appeal is denied, financial aid will be cancelled. If you have been denied aid please review the section below (Regaining Financial Aid Eligibility).

**Regaining Financial Aid Eligibility**

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

- Successfully completing coursework that will raise their cumulative GPA to meet or exceed the minimum required for their total attempted hours.
- Raising their overall cumulative completion rate for all coursework attempted to the 70% or 75% level as required by their program.
- Students who have reached their maximum time frame are not able to regain eligibility

Students who are ineligible to receive financial aid may use one or more of the following payment options while attempting to regain eligibility: (1) student’s own resources, (2) Notre Dame College Payment Plan, and/or (3) alternative/private educational loan.

Students who have taken the necessary measures to regain eligibility for financial aid must contact the Office of Financial Aid immediately upon doing so and apply for Reinstatement of Eligibility. Students’ academic performance will then be reviewed, and if all required SAP criteria is met, full financial aid eligibility will be reinstated, effective the following semester.

**Student Accounts**

**Tuition and Fees**

Tuition and fees, residency charges and dining options are located at [http://notredamecollege.edu/admissions/financial-information/tuition-and-fees](http://notredamecollege.edu/admissions/financial-information/tuition-and-fees)

**Au Pairs**

Tuition is $100 per credit hour. Students must pay in full at the time of registration.

**Late Fees**

Students making payments after the due date are subject to a late fee of $100 and 2% of the outstanding past due balance.

**Deposits**

New, full-time students to Notre Dame College are required to make a confirmation deposit of $250.00 upon acceptance to the College. This deposit is NOT refundable after May 1, 2018. The deposit will be applied to the student's first term tuition balance.

**Payment**

It is the policy of Notre Dame College that tuition, room, board, and fees for a given term are to be paid in full OR acceptable arrangements made by August 1st for Fall Semester, January 2nd for Spring Semester, and by the first 20
day of classes for Summer Semester. Acceptable arrangements are payment in full or signing up for the payment plan and making on-time payments. Students who register after the deadline are expected to make acceptable payment arrangements at the time of registration. Pending financial aid is not an acceptable payment arrangement. An unpaid balance is considered an educational debt that is not dischargeable in bankruptcy. An account is considered delinquent if the full payment is not received and posted to your account by 3pm on the payment due date listed on the statement. Please be advised that failure to read mail, email, or view online activity does not relieve a student of the responsibility to make on-time payments in the correct amount. If you have not made a scheduled payment by the time the next statement of the semester is mailed, you will be charged the $100 late fee and 2% interest plus you could be removed from your classes and/or the residence halls. Each semester’s charges must be paid in full prior to registration for the next term.

Notre Dame Deferred Payment Options
The in house payment plan is available through My.NDC.edu. There is no enrollment fee to participate in the plan. The first installment must be paid in order to be considered an acceptable payment arrangement. NDC calculates equal monthly installment payments by taking the balance due after financial aid is posted and dividing it by five. All outstanding balances from the previous semester must be paid before participating in the payment plan for the new semester. Students must be current with payment plan prior to registration for the next term.

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

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

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

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

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

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

Residency fees/meals:
Please refer to your housing contract for meal and residency refund policies.

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

When we use information from your check to make an electronic funds transfer, funds may be withdrawn from your account as soon as the same day you make your payment.
A return check fee of $30.00, or maximum allowable by law, will be charged to your student account in the event your electronic transfer is returned from your institution.

Return of Federal Financial Aid Funds Covered under Title IV Funding:
As part of the Higher Education Amendment Act of 1998, Congress passed regulations that dictate what happens to a student’s federal financial aid when a student ‘completely’ withdraws, officially or unofficially, from the college during any given semester. Even though students are awarded and have federal and/or state funds disbursed to them at the beginning of the semester, students are required to “earn” the financial aid disbursed to them by attending classes up the point that at least 60% of the semester has expired.

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

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

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

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

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

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

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

**Withdrawning From Classes**
If you determine that it is necessary to withdraw from a semester, you must submit a completed change of schedule (withdrawal) form to the Registrar’s Office. Please note that non-attendance does not constitute official withdrawal. Click here for additional information.

**Veterans**
The college will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

**Student Life & Resources**

**Academic Support Center**
Located on the second floor of Regina Hall, the Academic Support Center (ASC) is designed to support students with documented learning differences such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and dyslexia. Services offered by the Center are voluntary and comprehensive, created to develop independence and self-advocacy.

In the ASC, Transfer to Action groups help students keep up academic momentum through goal setting. Instructional Advisors help students hone study and organizational skills. The ASC provides adaptive equipment and books on tape. The ASC’s goal is to provide skills, support, services and strategies. More information can be found on the [ASC webpage](#).

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

The Campus Ministry program supports multiple service trips each year intended to immerse students in alternative cultures and offer them the opportunity to serve communities outside of their own. The Campus Ministry Office employs numerous work study students and interns and offers opportunities for students to use their gifts and develop as leaders.
The Campus Ministry Office exists to serve all who desire a deeper spiritual life. Our retreats, service opportunities and other programs are open and available to the entire Notre Dame family. In the true spirit of our Catholic heritage, all are welcome. More information can be found on the Campus Ministry webpage.

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

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

Specific information about the Career Services Center and the Internship Program can be found on the Career Services webpage.

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

The choice to begin, continue or terminate counseling is left to the student. Counseling services are free for all full- and part-time students. The counseling relationship is protected by law and is strictly confidential. Referrals will be made to students who may require a special area of counseling or psychiatric care.

Counseling services include individual and group counseling, personal growth workshops and education about mental health topics. More information can be found on the Counseling Center webpage.

Dean of Students Office
The Dean of Students Office is comprised of the Dean of Students and Assistant Dean for Student Care & Conflict Resolution. This office provides leadership and coordinator for many of the co-curricular program and services for Notre Dame College students. This office, located in the Falcons’ Nest, can be used as a resource and support for the student experience.

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

The Center assists with the coordination of Notre Dame College’s placement testing in English, math and computer skills. The tests are given by appointment. Failure to take these tests at the earliest opportunity can delay a student’s enrollment for specific classes. More information can be found on the Dwyer Learning Center webpage.
Honors Scholar Program
The Honors Scholar Program is a select community of individuals dedicated to independence of thought, engagement in creative endeavors, precision in analysis, commitment to the local and global community and the celebration of learning. Students will be chosen for the Honors Program on the basis of ACT/SAT scores and high school GPA. Through enhanced courses and enrichment opportunities in and out of the classroom, students and faculty will share academic, social, cultural and spiritual experiences that contribute to increased personal and professional development. More information can be found on the Honors Scholar Program webpage.

International Educational Travel
Study abroad is an important component of the international education experience of Notre Dame College. Students can choose from over 50 different programs and cities. All of the majors offered at the college have at least one country or city to choose from to study aboard. Students who study aboard are exposed to new cultural experiences, outlooks on political, economic, and social issues.

All courses taken aboard will count towards the students overall degree requirements as well as their overall GPA. A minimum GPA of 2.5 is required for participation in most of the study aboard programs. Certain programs require a minimum of 3.00 and some require a 3.50. Notre Dame College students are able to use their financial aid or institutional aid towards the cost of the study aboard program.

Residence Life
The Residence Life program is an integral part of the education of many students. The program is committed to facilitating and enhancing the academic, social and personal growth of students. Residential life affords opportunities for growth and development outside of the classroom. Living on campus provides students innumerable opportunities to live with others who are different from themselves, to become leaders, to communicate well, to manage conflicts successfully, to make sound decisions and to broaden their perspective on the world. More information can be found on the Residence Life webpage.

Student Conduct
The College holds high expectations of how members live, act, and communicate with one another as each of our actions has an effect on the collect community. In order for our community to succeed, all members must actively contribute to an environment where everyone can feel safe, sustained, empowered and appreciated. We must also exhibit integrity in our actions and hold each other accountable as one community. Students of the College are expected to read, know, and abide by the rules, regulations, and principles of the College community as outlined in the Student Conduct of Conduct.

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

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

The student will meet with the Director of the Dwyer Learning Center, provide the required documentation and discuss possible reasonable academic accommodations. Once the student has provided appropriate documentation to the Director of the Dwyer Learning Center, an accommodation letter will be developed.
The student is responsible for picking up the accommodation letter(s) from the Director of the Dwyer Learning Center for each class every semester. A faculty member is not required to provide academic accommodations until he or she has received the accommodation letter from the student.

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

**Student Engagement & Leadership**
The Office of Student Engagement & Leadership strives to connect students to leadership experiences, campus involvement opportunities, and the campus community. In addition to hosting many social and educational events throughout the year, this office also is the home to 20+ Student Clubs which give students an opportunity to meet new people, develop leadership skills, impact their community, network, and have fun! More information can be found on the Student Engagement webpage and the Student Club webpage.

**Performing Arts**
The Performing Arts Department is home to four programs. As a liberal arts institution, the College values the importance of arts education as it provides a holistic development of our students. The mission is to cultivate tools within our students that are transferable to various academic, social, and artistic interests.

**Choral Studies**
The Department of Choral Studies is home of our oldest performing groups and offers a variety of ensembles to meet the needs of our students. Concert Choir and Gospel Ensemble are the main college choirs and are open to all students. Students may audition for Chamber Singers and the Glee Club, both a cappella and range from early music to contemporary, pop and vocal jazz.

**Dance**
The Notre Dame College Dance Team enhances student life and NDC spirit on campus and at Performing Arts and Athletic Events. Dance Team members build long-lasting friendships, team camaraderie, and the opportunity to experience collaborative dance performances at its finest.

**Instrumental Music**
The Department of Instrumental Music is our largest performing group and consists of Marching Band, Concert Ensemble, Pep Band, Jazz Band and the Notre Dame College Wind Symphony. Performances consist of home athletic games, semester concerts, and off-campus performance opportunities.

**Theatre**
The Department of Theatre ranges from large-scale productions and musicals to intimate plays. One major production is presented each semester. In addition, internships, field study and professional training are available. Students may receive academic credit for all performing ensembles.

Please find information about our Performing Arts programs on our website.

**Undergraduate Student Government**
Notre Dame College recognizes that students are entitled to participate in the formulation of rules, regulations and policies directly affecting Student Life. Participation shall be provided through the Undergraduate Student Government and through student participation on College committees and councils.
The Undergraduate Student Government shall have primary responsibility for recognizing student organizations, enforcing Student Government rules, regulations and legislative actions, and budgeting and administering College funds allocated to it.

Traditions
Notre Dame College is a campus rich with traditions. Attendance at college-wide events is an integral part of the learning experience.

- All College Honors Convocation – This awards ceremony is held at the end of spring semester.
- Christmas Tree Lighting & Christmas Concert – Near the end of the fall semester, the annual Christmas Tree lighting is held in Quinlivan Circle and is followed by a concert from our Performing Arts students, in Christ the King Chapel.
- Easter Dinner – During the Easter season, faculty and staff serve dinner to the students in the Connelly Center Dining Hall.
- Founders’ Week – A week dedicated to celebrating the spirit of the founders of Notre Dame College, the Sisters of Notre Dame.
- Homecoming Week – A week of exciting events, all designed to encourage school spirit and to welcome alumni back to the College.
- Opening Convocation – During the opening Welcome Week, this program welcomes new students to join the community of learners.
- Thanksgiving Dinner – During the Thanksgiving season, faculty and staff serve students dinner in the Connelly Center Dining Hall.

Intercollegiate Athletics
Notre Dame College sponsors 26 varsity intercollegiate scholarship athletic teams. Falcon men’s and women’s teams compete throughout the Great Lakes Region and the nation in a busy schedule from August through May. Among 53 four-year colleges and universities in the state of Ohio, only The Ohio State University (33 teams) has more athletic teams than Notre Dame. Detailed information can be found on our website.
Academic Policies and Procedures

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

Graduation Requirements for Bachelor Degree Programs
A candidate for a bachelor’s degree must meet the requirements listed below:

- Have earned a minimum of 120 semester hours of credit.
- Have successfully completed courses fulfilling the Notre Dame College Core Curriculum (see below).
- Have successfully completed courses and experiences fulfilling the chosen major field of study.
- Have earned a minimum overall cumulative GPA of 2.0.
- Have earned the minimum cumulative GPA required by their major (see specific programs for the GPA requirements).
- Complete 50% percent of major coursework at Notre Dame College
- Complete a minimum of 30 credits at Notre Dame College
- Have earned a minimum of 36 credits of upper-biennium (300-400) courses

Graduation Requirements for Associate Degree Programs
A candidate for an associate degree must meet the requirements listed below.
The student shall

- Have earned a minimum of 60 semester hours of credit
- Have successfully completed courses fulfilling the Notre Dame College Core Curriculum (see below).
- Have successfully completed required courses and experiences in the chosen major field of study.
- Have maintained a minimum GPA of 2.0 in the major field.
- Have earned a minimum overall cumulative GPA of 2.0.
- Have attended Notre Dame College for at least one semester and completed a minimum of 15 semester credits of course work at Notre Dame College.

Posthumous Degree Policy
The President may recommend the awarding of a posthumous degree, upon official notification (obituary, death certificate) of student death, based on the following criteria: Students must have completed 75% of the credit hours for their Notre Dame College degree and be in good academic standing (with a cumulative GPA of 2.0 or higher). The posthumous notation will be recorded on both the transcript and diploma. More information regarding the posthumous Degree can be obtained from the Office of Academic Affairs.

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

Outcomes of the Notre Dame College Core Curriculum
Students will be able to:

- Think critically and express ideas effectively both orally and in writing.
- Assess their lives and the world with the broad perspective of a liberally educated citizen.
- Take responsibility for their personal, financial, career, and spiritual development.
- Analyze social issues critically and apply effective measures to promote human rights throughout their lives.
To achieve these outcomes, students will, through courses and other experiences, gain enhanced written, oral, and quantitative fluency as well as engage in creative, literary, philosophical, scientific, and theological inquiries. Students will also take courses to encourage engaged personal, professional, and global responsibility. The Notre Dame Core Curriculum is described below.

### Summary of the Core Curriculum Architecture

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirements are achieved by successful completion of the following courses.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged Responsibility</td>
<td>First Year Seminar for traditional-aged, First Time Freshmen students (FYS 100) or Personal Responsibility and Growth course for non-traditional and transfer students</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>A course designated as a Global Learning course. Consult the current listing of course offerings.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Current Ethical Problems and Positions (PH 480)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Justice: Issues and Actions (TH 450)</td>
<td>3</td>
</tr>
<tr>
<td>Written Fluency</td>
<td>EN110 or EN100/101 (determined by placement)</td>
<td>3 or 6</td>
</tr>
<tr>
<td>Oral Fluency</td>
<td>CA100 (Public speaking course)</td>
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</tr>
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<td>Creative Inquiry</td>
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<td>3</td>
</tr>
<tr>
<td>Literary Inquiry</td>
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<td>3</td>
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<td>Philosophical Inquiry</td>
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<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry</td>
<td>Science course with laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Theological Inquiry</td>
<td>Theology (TH) course other than TH450</td>
<td>3</td>
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<tr>
<td></td>
<td>Total credits</td>
<td>35-40</td>
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</tbody>
</table>

### Core Curriculum Descriptions and Outcomes

**Written Fluency.** The strength of a liberal arts education depends on its ability to teach students how to translate critical and creative thinking into writing. Employers continue to stress clear communication skills, especially writing, as essential to a successful career.

**Outcomes.** Students will be able to:
- Construct sustained, coherent argument or presentation in more than one medium for general and specific audiences.
- Work in collaboration with others to address a social, personal, or ethical dilemmas.
- Demonstrate effective communication skills using conventions of Standard English for academic writing.

**Oral Fluency.** Students research topics, identify sources, and outline their work in order to deliver the types of informative and persuasive speeches critical to career success. Oral fluency and confidence ensure students to read audiences, engage in interpersonal communication, and present themselves appropriately.

**Outcomes.** Students will be able to:
- Demonstrate basic competence in outlining, preparing and delivering informative and persuasive speeches.
Quantitative Fluency. A liberally educated student, irrespective of career choice, should have a demonstrated ability and comfort to reason and solve quantitative problems. Students will be given opportunities not only to use critical thinking skills in quantitative situations but also to communicate and justify their thinking through multiple representations in a cooperative environment.

Outcomes. Students will be able to:
- Analyze and use critical thinking to solve mathematical applications.
- Solve problems with mathematical competency and a willingness to find multiple strategies.
- Communicate mathematical concepts clearly both orally and in written form.
- Use appropriate technology to solve mathematical problems.

Creative Inquiry. In a liberal arts college, students have the priceless opportunity to explore and hone their creative abilities. The study of music, art, theatre, or creative writing stimulates the mind and fortifies the spirit. Students learn about the elements, forms, and styles of different media. By doing so, they understand themselves and their engagement with others critically, thoughtfully, and meaningfully.

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

Literary Inquiry. By examining literature, students learn not only different genres and forms of writing, but also the complexity and beauty of the English language, all while refining their inferential and critical reading skills. Reading literature encourages us to enter new, and often challenging, modes of thinking that in turn help us understand ourselves and our relation to the global community.

Outcomes. Students will be able to:
- Explore the depth and breadth of the human experience expressed in the literature of a variety of genres, times and places.
- Refine skills of inferential and critical reading.
- Engage in thoughtful and reasoned conversation, as well as analytical writing informed by research.

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

Outcomes. Students will be able to:
- Demonstrate knowledge of the traditional themes in the discipline of philosophy, especially those relating to the human person and the liberal arts tradition, e.g., ethics, social philosophy, aesthetics, critical thinking, epistemology, and metaphysics.
- Demonstrate an ability to interpret and analyze philosophical questions and proposed answers to them carefully and critically, using historical context and logical reasoning.
- Demonstrate critical thinking and analysis skills in reading philosophical texts and participate in activities that encourage students to develop an appreciation for philosophical self-reflection, e.g., Socratic class discussions, debates, journaling, reflective essays.

Scientific Inquiry. Science is more than a body of knowledge; it is also a process by which one can systematically gain knowledge of the natural world. Students will engage in methodology or the process of scientific inquiry and critical thinking, both in a classroom and laboratory.
Outcomes. Students will be able to:
- Describe how science is a process to gain knowledge of natural phenomena (through the scientific method).
- Demonstrate factual knowledge in a specific discipline (depending on the course).
- Explore the role of science in society.
- Critically evaluate the validity of scientific claims.

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

Outcomes. Students will be able to:
- Demonstrate skill in examining theological assumptions about themselves and the world.
- Assess some responses to timeless questions about God, morality, and the life hereafter.
- Compare their own beliefs with those of others to grow in clarity and depth.
- Apply values of social justice to critical global issues.

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

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

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

First Year Seminar (FYS). The First Year Seminar course aims to develop in students their personal responsibility for being successful in college. It is the first of four Engaged Responsibility courses, required of all students* and flowing directly from the Notre Dame College mission. Topics in the course include the College’s history and mission, academic literacy, and career exploration. The course builds upon Welcome Week activities and experiences.

Outcomes. Students will take part in activities and experiences in the course designed to help them:
- Demonstrate understanding of the history and mission of the College.
- Demonstrated personal responsibility for achieving academic success.
- Assess their interests, strengths, skills and values to support their academic and career goals.

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

Personal Responsibility and Growth course. We desire that our students develop a responsibility to self, in addition to responsibility to others. This requirement is to focus on responsibility to oneself, in health, finance, relationships, spirituality, etc. Outcomes will be specific to the choice of courses. In general, the course that
fulfills this requirement shall have students complete a tangible experience that relates to their lives, e.g., personal budget or health assessment. See Courses Approved to Fulfill Core Requirements.

Global Learning Course. With enhanced communication technologies, our world has become smaller, and with that, we desire that our students have a sense of global responsibility, that is, to be good global citizens in this smaller world. See Courses Approved to Fulfill Core Requirements.

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

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

Current Ethical Problems and Positions (PH480). The course critically examines the major approaches to ethics given to us by the history of philosophy. The contributions of Aristotle, Aquinas, Kant, and Mill are studied first from a theoretical perspective. These theories are then applied to a variety of ethical issues which face us today. The student is introduced to the world of both the theory and practice of ethics. Junior status required; PH 180 recommended.

Outcomes. Students will be able to:

- Recognize and critically analyze ethical problems
- Resolve ethical conflicts using critical thinking skills
- Explore ethical beliefs contrary to one’s own philosophy
- Demonstrate knowledge of classical and modern ethical theories
- Argue an ethical position and critique opposing views

Social Justice: Issues and Actions (TH450). Fulfilling the Notre Dame mission, “to educate for global responsibility,” this course introduces students to the Christian principles of social justice and their biblical base. Students will apply these principles to issues such as world poverty, racism, sexism, and other justice issues. Students will then seek out forms of action that are supported by faith-based principles. Junior status required.

Outcomes. Students will be able to:

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

Students who are in an associate’s degree program will follow the first two years of the Core Curriculum.

Summary of the Core Curriculum Architecture for AA

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirements are achieved by successful completion of the following courses.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged Responsibility</td>
<td>First Year Seminar for traditional-aged, First Time Freshmen students (FYS 100) or Personal Responsibility and Growth course for non-traditional and transfer students</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>A course designated as a Global Learning course. Consult the current listing of course offerings.</td>
<td>3</td>
</tr>
<tr>
<td>Written Fluency</td>
<td>EN110 or EN100/101 (determined by placement)</td>
<td>3 or 6</td>
</tr>
<tr>
<td>Oral Fluency</td>
<td>CA100 (Public speaking course)</td>
<td>3</td>
</tr>
<tr>
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</tr>
<tr>
<td>Total credits</td>
<td></td>
<td>35-40</td>
</tr>
</tbody>
</table>

If a course in the core is also a component of the student's major, it will usually fulfill both requirements. The credit hours, however, may be counted only once toward fulfilling the degree requirement of 120 credit hours for a baccalaureate degree or 60 credit hours for an associate degree.
Courses Approved to Fulfill Core Requirements as of March 2019

<table>
<thead>
<tr>
<th>Creative Inquiry</th>
<th>Literary Inquiry</th>
<th>Personal Growth (alternative to First Year Seminar)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 101 Drawing</td>
<td>EN 225 Introduction to Literature</td>
<td>CA 201 Interpersonal Communication</td>
</tr>
<tr>
<td>AR 221 Basic Design</td>
<td>EN 255 Introduction to Western Literature: Epics and Poetry</td>
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<tr>
<td>AR 209 Photography</td>
<td>EN 256 Introduction to Western Literature: Prose</td>
<td>HP 110 Personal Health and Wellness; Wellness for College</td>
</tr>
<tr>
<td>AR 310 Intro to Game Production</td>
<td>EN 281 The Short Story</td>
<td>HP 112 Lifetime Wellness</td>
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<tr>
<td>AR 314 Impressionism to Today</td>
<td>EN 283 Ohio Writers</td>
<td>HP 213 Stress Management for Wellness</td>
</tr>
<tr>
<td>AR 223 Graphic Design 1</td>
<td>EN 331 British Literature to 1700</td>
<td>HP 215 Nutrition for Health, Fitness and Sport</td>
</tr>
<tr>
<td>AR 224 Graphic Design 2</td>
<td>EN 332 British Literature 1700-1900</td>
<td>HP 315 Understanding Sexuality</td>
</tr>
<tr>
<td>AR 222 Color and Design</td>
<td>EN 341 American Literature to 1900</td>
<td>SO 425 Conflict Management</td>
</tr>
<tr>
<td>AR 225 Fundamentals of Game Design</td>
<td>EN 342 Seminar in American Literature</td>
<td>TR 250 Spirituality: your personal GPS</td>
</tr>
<tr>
<td>AR 310 Intro to Game Production</td>
<td>EN 343 Major African American Writers</td>
<td>EN 292 Selected topic: Literature of Pain and Forgiveness</td>
</tr>
<tr>
<td>AR 325 Printmaking I</td>
<td>EN 369 British and American Novels since 1800</td>
<td>NR 215 Foundations of Nursing Practice</td>
</tr>
<tr>
<td>AR 341 Painting I</td>
<td>EN 370 20th Century British and American Poetry</td>
<td>NR 305 Health Promotion and Education</td>
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<tr>
<td>AR 371 Three-Dimensional Design</td>
<td>EN 381 Women Playwrights</td>
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<tr>
<td>AR 377 Ceramics 1</td>
<td>EN 382 Women Writers</td>
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<tr>
<td>EN 318 Creative Writing: Poetry</td>
<td>EN 459 Postcolonial Literature</td>
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<tr>
<td>EN 319 Creative Writing: Fiction</td>
<td>EN 460 Literature of Continental Europe</td>
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<tr>
<td>EN 320 Creative Writing: Non-fiction</td>
<td>EN 461 Shakespeare’s Comedies</td>
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<tr>
<td>ED 379 Music, Creative Arts and Physical Movement in ECE</td>
<td>EN 462 Shakespeare’s Histories and Tragedies</td>
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<tr>
<td>CA 305, 374</td>
<td>EN 480 Great Books Seminar</td>
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<tr>
<td>Theological Inquiry</td>
<td>ED 332 Children’s Literature</td>
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<tr>
<td>All 3 credit TH courses, but TH 450</td>
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<tr>
<td>Philosophical Inquiry</td>
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<tr>
<td>All PH courses other than PH 480</td>
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<tr>
<td>Quantitative Fluency</td>
<td>Scientific Inquiry</td>
<td></td>
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<tr>
<td>MA 120 and higher</td>
<td>All BI, CH or PS courses taken with the corresponding lab. Science courses without a lab do not apply.</td>
<td></td>
</tr>
<tr>
<td>Written Fluency</td>
<td>Non-science major course recommendations: BI 105/106, BI 200/201, BI 230/231, CH 102/103, CH 220/221, CH 225/226, PS 150/151</td>
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<tr>
<td>EN 100-101 and EN 110</td>
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<tr>
<td>Global Learning</td>
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<td>BU 450 Global Marketing</td>
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<td>CA 376 Intercultural Communication</td>
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<td>EC 305 Comparative Economic Systems</td>
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<td>EC 331 Money, Banking, and Global Financial Markets</td>
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<td>EC 440 International Economics</td>
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<tr>
<td>HI 210 Anthropology</td>
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<tr>
<td>HI 330 Africa: A Continental History</td>
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<tr>
<td>HI 332 Transformation of Japan</td>
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<tr>
<td>HI 333 Middle Eastern History: From Islam to Nationalism</td>
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<tr>
<td>HI 334 Making of Modern China</td>
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<tr>
<td>HI 335 Making of Modern India</td>
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<tr>
<td>HI 336 Latin America: A Regional History</td>
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<td>HI 338 Southeast Asia: A Regional Overview</td>
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<td>HI 421 Holocaust</td>
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<tr>
<td>NR 474/475/476 International Nursing: a Global Perspective (various versions of the course)</td>
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<td>NR 425 Community and Population Health Nursing</td>
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<tr>
<td>PO 311 Comparative Politics</td>
<td></td>
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<tr>
<td>PO 312 International Relations</td>
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<tr>
<td>PO 411 International Law</td>
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<tr>
<td>TH 370 World Religions and Global Issues</td>
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<tr>
<td>SP 351 Contemporary Latin American Culture and Civilization</td>
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</tbody>
</table>
Degree Programs

Associate Degree Program
Notre Dame College offers an Associate of Arts degree in Management.
Notre Dame College offers an Associate of Arts degree in Liberal Studies.

Bachelor Degree Programs

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

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

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

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

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

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

Double Major
Some students may wish to complete two majors while at Notre Dame College. The student completes all the requirements in effect in the catalog for each major. A double major is only applicable if the two majors apply to the same degree. It is not permissible to pursue a second major that pertains to a different degree. In this situation, it is recommended the student add an applicable minor or second major which falls under the same degree. Only one degree will be granted to any student at the time of graduation.

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

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

Programs of Study
Majors, minors and areas of licensure are listed here. See the indicated discipline’s section of the catalog for specific requirements.
A Bachelor of Arts (BA) degree is available with these majors:

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

Interdisciplinary Majors (Bachelor of Arts degree)

- Political Science (Public Administration) (Public Service & Security Studies)
- Public Relations (Communication/Business)

Not all degrees are available in a fully online format. Please visit our Finn Center For Adult, Graduate and Online Learning Website.

Individually Designed Majors (Bachelor of Arts degree) and Minors

The Individually Designed Major (IDM) or Minor is multi-disciplinary in nature and is available only to exceptional students (minimum 3.0 GPA) whose interests and career goals are not met by current majors or minors. A student wishing to design an IDM must work with the Office of Academic Affairs to develop a unique curriculum that does not duplicate substantial portions of existing programs. The IDM must be reviewed and approved by two faculty members. With faculty endorsement, the Office of Academic Affairs must grant final approval of the curriculum. Students interested in an IDM should inquire at the Office of Academic Affairs.

Areas of the Individually Designed Major must be available at Notre Dame College.

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

- Biology
- Chemistry
- Mathematics

A Bachelor of Science in Nursing (BSN) is available in the Nursing major.
Minors are available in these areas:

- Accounting (Business Administration)
- Art History (Art)
- Biology
- Chemistry
- Coaching (Health/Physical Education)
- Communication
- Economics
- Education: Adolescent/Young Adult (7 - 12)
- English
- Entrepreneurship (Business Administration)
- Financial Services Management (Business Administration)
- Fine Arts
- Game Design (Art)
- Health Education
- History
- International Business (Business Administration)
- Management (Business Administration)
- Management Information Systems (Business Administration)
- Marketing (Business Administration)
- Mathematics
- Multimedia (Art, Information Systems)
- Music
- Performing Arts
- Philosophy
- Political Science
- Psychology
- Public Relations (Communication)
- Software Development
- Theatre
- Theology
- Writing (English)

Licensure Areas

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

Graduate Programs

Graduate programs are offered in Education, Nursing Education, and in Security Policy Studies (Intelligence). For further information, contact The Finn Center for Adult, Graduate and Online Learning at NotreDameCollege.edu/admissions/graduate a copy of the graduate bulletin.
Alternative Methods of Learning Assessment
Notre Dame College acknowledges the fact that learning acquired outside the traditional classroom setting can be equivalent to college-level learning. Upon careful review, and appropriate documentation, the College may grant academic course credit.

The number of credits earned through alternate methods of learning assessment may not exceed 30 semester hours. Credits earned through this process must be requested before the beginning of the academic year in which the degree is to be granted. Credits granted in this manner will be listed as part of the student’s official academic record only after all appropriate fees have been paid. All credits will be subject to the approval of the division chairperson and the Office of Academic Affairs.

Experiential Learning Credits
Those who have acquired academic knowledge or skills through direct experience, in-service training or non-credit classes may have it validated for college credit. Students apply for such credits through a process called portfolio assessment. Portfolio assessment may not be accepted for credit in certain disciplines or for certain courses. A student should contact the appropriate division chairperson for more information prior to preparing the portfolio.

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

College Level Examination Program (CLEP)
Nationally-normed CLEP examinations are accepted at Notre Dame College to validate knowledge of both general and specific subject areas. CLEP exams may not be taken in areas already successfully completed for course credits. A student should contact the Office of the Registrar for more information on courses accepted through CLEP testing and for minimal scores required for credit by NDC.

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

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

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

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

Classification of Students
A DEGREE-SEEKING STUDENT is one who follows a planned program of studies at Notre Dame College leading to a degree. Minimum credit requirements for class standing are as follows:
- Sophomores: 28 semester credits
- Juniors: 60 semester credits
- Seniors: 90 semester credits

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

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

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

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

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

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

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

Students with Disabilities
Notre Dame College makes reasonable accommodations for students with disabilities. A qualified student with a disability may request support services from the Dwyer Learning Center on a yearly basis. In order to receive services at Notre Dame College, students with disabilities must provide documentation such as a statement from a medical doctor or licensed psychologist which meets state and federal standards for indicating the presence of a disability. (See Student Disability Services.)
Transfer Policies for Notre Dame College
All potential transfer students to Notre Dame College must submit an application to the College. Applications can be found on the College website: www.NotreDameCollege.edu.

Students applying for undergraduate or graduate programs whether on campus or online, work with the Admissions Office. Official transcripts must be sent directly from the educational institutions to Notre Dame College. If the applicant received a GED, an official copy of the certificate with the testing scores must be sent directly to NDC by the State Department of Education where the GED was earned.

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

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

Transfer policies:

- Only courses with a grade of “D” or better will be considered for transfer.
- Individual courses and credits transfer; grades, quality points, and cumulative grade point average do not transfer.
- Courses considered remedial (below the 100 level) will not transfer.
- Credit will be given for those courses that are equivalent in content or rigor to core and major courses at NDC. Courses not considered equivalent to a core or major requirement at NDC will transfer in as electives.
- Students may not earn credit for the same course twice. A course determined to be equivalent to a Notre Dame course does not need to be taken at NDC. The transfer evaluation will indicate all equivalencies.
- Students must earn a minimum of 30 credits at NDC to graduate.
- Courses taken at a non-regionally accredited post-secondary institution will be considered for transfer only if the institution is accredited by an agency recognized by the U.S. Department of Education and legally authorized to grant specialized associate degrees or higher. Courses with a B will be considered for transfer only after review by the department chair to determine that the content is in conformity to the Notre Dame College Curriculum. A maximum of 15 credits will apply.
- Courses older than 10 years will be considered for transfer on an individual basis; some may transfer in only as electives but not count toward core requirements. Computer courses older than five years will not transfer.
- Nursing and education students must undergo a major review prior to admission to the major.
- Students must complete 50% of their major course work at NDC.
- Notre Dame College will transfer credits earned through advanced placement (AP) courses or the College Level Examination Program (CLEP) based on the scores earned. AP test scores of 3, 4, or 5 will be considered for transfer. To determine if credit will be granted, the College uses the scoring guidelines recommended by CLEP. Generally a score of 50 or above is required for credit.
- No more than 30 credits earned through AP, CLEP, portfolio assessment, proficiency exams, independent study and research will be counted toward the 120 credits required for a bachelor’s degree at Notre Dame College.
- The official evaluation of coursework will determine whether transfer students may enroll in courses with prerequisites.
- Notre Dame College will consider credits earned through or recommended by the military, ACE, DANTES and SMART (Sailor/Marine American Council on Education Registry Transcript) on an individual basis.
Transfer Policy with an Associate’s Degree
Recognizing the system of preparation afforded by the completion of an Associate of Arts and Associate of Science (AA/AS) degree, and in accordance with the Ohio Articulation and Transfer policy, Notre Dame College will guarantee admission to the college and afford junior standing to all students who have earned an AA/AS degree from an accredited institution, provided their grade point average is at least 2.0 for all previous college-level courses, excluding Nursing. Notre Dame College’s Nursing Program has separate admission requirements. If a student chooses to transfer before completing an Associate degree, all collegiate level courses completed at the Two-Year Institution with a “D” or better grade will be accepted toward the student’s class standing at Notre Dame College.

Students completing an AA or AS will be considered to have met all lower biennium general education requirements. Transfer students are required to complete upper biennium general education requirements unless they already have courses similar to these which have been approved in the admission process.

Cross-Registration
Full-time students can broaden the scope of their educational opportunities through a system of cross-registration. Each term or semester, students in good academic standing may enroll in one undergraduate course at any of the participating colleges and universities in Greater Cleveland. There is no additional tuition charge, but cross registrants are responsible for their own transportation and any laboratory or special course fees required for the host institution’s course. Grades from courses taken through cross-registration are part of a student’s Notre Dame College transcript. First-year students are not encouraged to cross-register. For further information, students should contact the Office of the Registrar.

Academic Progress Standards
Earning an undergraduate degree from NDC requires a minimum cumulative GPA of 2.0 both overall and in the courses of the major [note that some majors require higher cumulative GPA achievement]. In order to help students stay on track, academic progress is reviewed after every semester. The paragraphs below describe the academic status descriptions used at NDC.

Good Standing
Cumulative: Above 2.0
Semester GPA: N/A

Students who have maintained a cumulative GPA of 2.0 or higher or who have a cumulative GPA of 2.0 or higher and have successfully completed any academic progress requirements as noted below are considered to be in good academic standing. All students enter in good academic standing.

Good Standing - Academic Warning
Cumulative: Above 2.0
Semester GPA: Less than 2.0 in a single semester or any two consecutive semesters

The academic warning designation is used to identify students who, although their cumulative GPA is above 2.0, are deemed high risk. Students are placed on academic warning for one of two reasons. First, a student currently on academic probation who brings their cumulative GPA above 2.0 will be moved to academic warning status; second, earning a GPA of less than 2.0 in any one or two semesters. Maintaining a cumulative GPA of 2.0 or higher for two successive semesters will return the student to good academic standing.

- Limited to 16 credits for upcoming semester
- Register with the Student Success Center
• If possible, repeat any failed courses
• Meet your class attendance obligations
• Earn a semester GPA of 2.0 or higher and demonstrate that you are making adequate progress toward earning a minimum cumulative GPA of 2.0
• Use the services of the Dwyer Learning Center to help you achieve a higher level of academic success.

**Academic Probation** (First semester students, below 1.75 GPA)
Cumulative: Below 2.0 or 2 Consecutive Semesters on Academic Warning
Semester GPA: N/A

A student whose cumulative GPA falls below 2.0 is placed on academic probation. Unless the student gives evidence of scholastic improvement during the semester after being placed on probation, the student may be suspended from Notre Dame College. A student on academic probation who earns a semester GPA at or above 2.0 may be moved from academic probation to academic warning.

- Limited to 16 credits for upcoming semester
- Register with the Student Success Center
- If possible, repeat any failed courses
- Meet your class attendance obligations
- Earn a semester GPA of 2.0 or higher and demonstrate that you are making adequate progress toward earning a minimum cumulative GPA of 2.0
- Continue to use the services of the Dwyer Learning Center to help you achieve a higher level of academic success.

**Academic Suspension**
A student on who does not show evidence of academic progress or any student who does not pass the majority of his/her courses during any one semester is subject to suspension. A student may be dismissed or placed on academic suspension without having been placed on warning or probation the previous semester. A student may be placed on academic suspension if both the semester and cumulative grade point averages are significantly below a 2.0, but not low enough to meet dismissal criteria.

Students who have been suspended from the College for lack of academic progress may appeal the suspension immediately or apply for readmission after one semester. To appeal the suspension, a student must sign the Final Probation Agreement and fax or email the signed agreement to the Office of Academic Affairs before the deadline stated in the Suspension letter and email.

**Final Probation after Appeal**
A student readmitted after appeal of Academic Suspension must achieve the following criteria to be considered for Academic Probation:

- Register for no more than 16 credits. If you registered for more credits, you must change your schedule. Contact the Student Success Center or your academic advisor.
- Repeat courses in which you earned a grade of F as soon as possible.
- Register with the Dwyer Learning Center (DLC) OR the Academic Support Center (ASC) the first week of the semester; follow all requirements set up by the DLC or the ASC.
- Attend all class meetings; be on time for each class and stay the entire time.
- Establish a calendar listing all assignments including papers, projects, readings, presentations and quizzes and exams. Check the calendar every day to know what is coming up; look beyond one day/week. Turn in papers and projects on time.
- Meet with a representative of the Office of Academic Affairs to discuss academic progress.
- Prioritize your time.
- Earn a minimum term GPA of 2.000 with no Fs or Ws.
Academic Dismissal
Previously suspended students who have been granted readmission and who continue to make less than satisfactory academic progress will be dismissed from the College for no less than one academic year. Readmission after dismissal is most unusual and only for compelling reasons. A report of scholarship grades is available to all students on the NDC portal.

Status Review
A letter requesting an academic status review must be sent to the Office of Academic Affairs before the beginning of the semester in which the student seeks status review. Elements considered in evaluating scholastic improvement include the number of credits attempted and earned, and the semester GPA.

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

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

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

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

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

CR/NC (Pass/Fail) are grades which may be earned in specific instances. CR (Pass) means that a student has achieved a grade of “C” or higher in a course; however, the grade is not computed into the student’s grade point average. NC (Fail) means that a student has not earned academic credit. Ordinarily, a maximum of one course per semester may be taken on a Pass/Fail basis.
Change of registration from CR/NC to a letter grade or vice versa must be carried out through the Office of the Registrar during the first week of the semester.

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

If the “I” is not removed within six weeks after the last day of examinations for semester courses, the letter “I” will be converted to an “F.” The deadline to convert I’s to letter grades for online courses is four weeks after the end of the session.

**Change of Grade**
Grades received in courses are not changed except for special circumstances in which teacher error is apparent. Grade change requests based on simple reevaluation of the instructor’s original judgment are not permitted. Grade changes must be initiated within 45 days after the close of the term in which the grade was earned, with the exception of the spring term. Changes in the spring term must be initiated within 45 days after the fall term has begun. No grade changes may be made without the approval of the Office of Academic Affairs.

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

The two items of an academic nature that follow have specific procedures to address concerns:
- Demonstrably arbitrary and unfair evaluation of student produced course work.
- Accusations of plagiarism or other forms of academic dishonesty.

The processes for each of these follow.

**Demonstrably Arbitrary and Unfair Evaluation of Student-Produced Course Work**
Students have a right to expect fair and consistent issuance of course grades. The grading policy employed in each class, including the comparative weight of each component used to determine the final grade, is outlined in each course syllabus. It is the student’s responsibility to read and understand the grading policy outlined in that syllabus.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Please note: A more formalized step-by-step version of the Grade Appeal Policy is being developed and will take effect as soon as it is finalized.

**Class Attendance**

Regular attendance in classes is expected of all students; however, some College sponsored co-curricular and extra-curricular events may occasionally be scheduled during class hours. It is College policy that students who are participants in a College sponsored event are excused from a class for the specific event. (Exceptions to this policy: students fulfilling nursing clinicals and student teaching requirements.)

All students in all ON CAMPUS courses must attend the first class meeting of each course on their schedule. It is imperative that students attend classes and it is known they are present in class. **Instructors will take attendance and report absences to the Office of Academic Affairs by the end of the first Friday of the semester.** Any student whose name is marked “non-attend/absent” will be removed from the class list, freeing seats for other students during the “ADD” period. The ADD period for ON CAMPUS courses will be extended to Wednesday September 5, 2018 at 12:00 noon.

We recognize that students may have a legitimate reason for not being in class. In such a case, you must contact the professor via email BEFORE THE START OF THE CLASS ON THE FIRST DAY and provide documentation upon your arrival in class.

**Note:**

1. Students are expected to attend each and every class meeting in its entirety. Faculty members shall maintain a record of classroom attendance throughout the semester.
2. Class absences are excused for medical reasons documented by medical personnel, and school-sponsored activities. Other situations to be recognized as excused absences include but are not limited to: athletic events, academic competitions in which the student is a participant, military duties, and death in immediate family, medical emergencies, auto accidents, etc. Verification of such absences will be required by the instructor and the student is responsible for the make-up work as required by the instructor. Make-up work is granted without penalty when the absence is excused and the work is completed with the time frame determined by the professor, however the student must initiate the request to make up work.
Participants in College sponsored co-curricular and extra-curricular events:

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

College personnel who are responsible for the College sponsored co-curricular and extra-curricular events will inform faculty of the game/event schedules at the beginning of each semester. When weather is a factor in College sponsored events and games, an event or game may be cancelled and require rescheduling. It is the student’s responsibility to inform the faculty of any change in the original schedule.

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

**Withdrawal from Courses**

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

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

To be official all withdrawals must be in writing and submitted to the Registrar’s Office for processing. The date the Registrar’s Office receives the written notification determines any refund.

**Withdrawal from the College**

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

Any student who drops below full-time status may face eligibility issues for participation in intercollegiate athletics, living in the residence halls or participating in the Academic Support Center for Students with Learning Differences, as well as participation in anything that requires full time student status.

Students who withdraw from the College are subject to the refund policy established in the “refund” section of this catalogue and all other applicable financial policies. Students who voluntarily withdraw must follow the admission and re-admission standards in place at the time of re-enrollment. If a student withdraws from the College or is not enrolled for one academic year, he/she must follow catalog requirements and academic policies in effect at the time of the readmission or new registration.

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

**Honors and Awards**

**Graduation with Honors.** To be eligible for graduation with honors, “cum laude,” a student must earn a grade point average of 3.50; for graduation “magna cum laude,” he/she must earn an average of 3.75; for “summa cum
laude,” he/she must earn an average of 3.90. Furthermore, the student must have earned at least 120 semester credits, including 60 from Notre Dame College.

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

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

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

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

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

**Sr. Mary LeRoy Finn Award.** The Sr. Mary LeRoy Finn Award is conferred upon an adult student who has demonstrated academic excellence and leadership qualities in and out of the classroom. The recipient must have attained a minimum grade point average of 3.5. He or she must also embody the characteristics inscribed on the custom-made award presentation bowl: “Scholarly, Catalyst, Diligent, Spiritual, and Resilient.”

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

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

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

**Departmental Academic Awards.** A number of disciplines have special awards for high achievement:

**Art**
- Senior Art Award for Excellence in the Fine Arts
- Rising Star Award
- Student Art Show Award: First, Second and Third Place
• Art Club Award
• Art Show Award

Biology
• O’Neill Science Endowment Scholarship
• Outstanding Biology Undergraduate Student with the Highest Biology GPA
• Sr. Patricia Hlivak Memorial Award
• Outstanding Student in General Biology
• Ohio Academy of Science Outstanding Undergraduate Research

Business Administration
• The Elizabeth Unkefer Award
• Outstanding Business Student Award

Chemistry
• O’Neill Science Endowment Scholarship
• Outstanding Student in General Chemistry
• Outstanding Chemistry Undergraduate Award

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

English/Communication/Theatre
• The Sr. Mary Luke Arntz Award for Excellence in English
• The Quinlivan-Burke Award for Excellence in English
• The Carl and Dorothy Harig Award in English and Communication
• The Hoover-Takacs Award for Excellence in English
• The Marguerita C. Banks Award for Excellence in Communication
• Outstanding Senior Peer Consultant

History/Political Science/Criminal Justice/Intelligence
• Outstanding Student in History
• Outstanding Student in Criminal Justice
• Outstanding Student in Political Science
• The Jennifer C. Hrobuchak Memorial Award for the Outstanding Student in Intelligence Studies

Mathematics
• Sr. Mary Cleophas Award

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

Physics
• Outstanding Physics Undergraduate Student

Psychology
• Outstanding Scholarship in Psychology
• Outstanding Research in Psychology

Special Awards and Honor Societies
• President’s Award for Academic and Athletic Excellence
• Sigma Theta Tau International Nursing Honorary Society
• Kappa Gamma Pi National Catholic College Graduate Honor Society
• Sigma Beta Delta International Honor Society for Business, Management, and Administration
• Phi Alpha Theta
• Order of the Sword and Shield
• Pi Sigma Alpha
• Honor Scholar Program Recognition

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

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

The Finn Center Online Programs
Notre Dame College offers a variety of courses and, in some cases, entire degree programs in an online format. Online courses use the Learning Management System, Moodle, to deliver most, and often all, of the course to the student, increasing flexibility and removing geographic and time barriers that sometimes make it difficult for students to complete courses or programs. In fact, a recent study conducted by the U.S. Department of Education concluded “…on average, students in online learning conditions performed better than those receiving face-to-face instruction.” Understanding that the delivery of education can greatly enhance the quality of learning at Notre Dame College (NDC), the college is expanding the opportunities for students to participate in online learning experiences.

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

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

Student Verification and Attendance in Online Courses
Regular attendance and participation are important contributors to student success in online courses. To comply with federal mandates for the college’s management of financial aid, certain kinds of student activity may or may not count as participation sufficient to qualify as “attendance” in online courses. For a copy of the latest version of these federal mandates, please see the Federal Student Aid Handbook.

For verification of enrollment in online courses, students must log in during week 1 of each 8-week “D” term. All students who have not logged in to their class by the end of the 1st week of each 8-week “D” term will be automatically dropped from their course (effective on the last day of 100% refund) and billed a $150 cancellation fee.

Any student enrolled in an online course at Notre Dame College must complete one of the following academically-related activities within their online course in order to be marked as having attended and actively participated in the online course(s):

1. Post to a discussion board
2. Submit an assignment
3. Submit a quiz or exam
4. Submit some other assessment as assigned.

This means that simply logging into a course and navigating within the virtual classroom will not constitute participation; the student must complete one of the above academically-related activities.

All students who logged in to their course, but who have not participated academically by the end of the 2nd week of the “D” term will be automatically dropped from their course (effective on the last day of 100% refund) and billed a $150 cancellation fee.

Please note that there are a significant number of other academically-related activities required when taking online courses, such as reading discussion boards, reading course materials and lectures, and messaging instructors, but these activities are not considered as student participation.

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

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

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

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

What does not count toward course engagement but is required activity of courses?
- Reading required materials (textbooks, articles, etc.)
- Composing written assignments
- Work on projects
- Group work that normally would be required outside of face-to-face class

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

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

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

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

All Education program courses (ED) have a scheduled, live meeting each week during the online term. Students are expected to login, attend and actively participate in all scheduled meetings. NOTE: Students will need to speak and hear the live instruction. Some computers have built in microphone function and some students choose to use a headset with a microphone. It is imperative that students are able to speak live in their course and hear the instructor. Use of a microphone is mandatory in synchronous online courses.

Technical Support for Online courses
There is a 24/7 help desk available for fully online courses. The technical support line for Online Moodle is 800-985-9781. Students can access all of the training without a login ID. At the left-hand side of the screen there is a hyperlink “Launch Help Center.” When the link is clicked, a new screen will open. There are several links on this page. Go through each; they don’t take long. Recommendation: begin with the link labeled “Browser Settings”; this helps set up the computer.

How do I know if I can succeed in an online course?
Succeeding in accelerated online courses is much different from succeeding in traditional classroom courses. A different set of skills and habits is required for students to be successful in any accelerated course, especially those that are taken online. Research conducted over the years has demonstrated that students who can identify with most of the characteristics listed below are likely to be successful in accelerated online courses:
- They are self-starters who do not procrastinate
- They are good at meeting deadlines
- They are motivated to read, write and participate in class activities
• They have the ability to work independently and in teams
• They are resourceful in solving routine technological problems
• They are strong in reading, writing and English language grammar skills
• They schedule specific time each week to participate in online courses
• They don’t delay in asking questions when they don’t understand something
• They have reliable and consistent access to the internet
• They are proficient in basic computer and email skills
• They are disciplined in managing their time and daily schedule

What do I need to participate in an online course?
Taking online courses at NDC is rewarding and fulfilling; however, to succeed students must be highly organized and disciplined. Online faculty and the Finn Center monitor student engagement and participation in online courses. Students who do not log in their courses at the beginning of a term, may be administratively withdrawn.

Minimally students need the following:
• A desktop or laptop computer purchased in the last few years
• A recent version of Microsoft Office products including Word, PowerPoint and Excel
• An internet browser (Highly Recommended: Google Chrome)
• A recent version of Adobe Acrobat Reader (available free online)
• A media player such as Quick Time or Windows Media Player
• Reliable high speed (cable or DSL) internet access
• A backup plan in the event the computer crashes

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

Traditional Students in Good Standing.
Traditional students with a good academic standing at NDC are permitted to register for one online course each online term. To enroll in an online course, traditional students must complete the Online Registration Request Form located on My NDC in the Registrar Forms area under the Academics Tab. The Office of the Registrar will enroll students in the online courses and communicate if there are any issues. There is an additional fee for online courses.

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

All Other Students. Students not classified as traditional (i.e. TEEL®, Adult, Graduate, etc.) do not need approval from the Finn Center to register for online courses. It is strongly recommended that anyone new to online courses at NDC complete the training module entitled, “Is Online Learning for Me?” located at moodle.ndc.edu prior to registering for an online course.

After registering for an online course, students will receive a welcome letter prior to the start of the course. The welcome letter will contain detailed information about accessing and logging into the course(s) for which the student has registered. Students will also likely receive email from the course instructor with introductions and other information regarding the course. All information is sent to students using NDC email accounts. Students will NOT receive email from NDC at alternate email accounts.
Online Course Access
You will be able to access your online course(s) through MyNDC using your NDC issued network login. If you do not know how to login to MyNDC, please be sure to contact the 24/7 Help Desk at 800-985-9781 as the Online Educational Services office is not able to assist with this process.

Once logged into MyNDC, you will need to view your schedule to access the course. If you are viewing your schedule prior to the official start date, you will need to view "Future Courses". Once the term is launched, you can view "Current Courses". A listing of all registered courses will appear and the course number will be hyperlinked. Use this link to access the course content.

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

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

For further information about online education at Notre Dame College, contact Admissions, at 877.NDC.OHIO or admissions@ndc.edu.
Academic Programs
ASSOCIATE IN ARTS DEGREE WITH A MAJOR IN LIBERAL STUDIES

For an outline of the online track, contact the Finn Center for Adult, Graduate and Online Learning.

Students seeking to earn an Associate in Arts degree with a major in Liberal Studies will take courses in the Core Curriculum and remaining course credits will be drawn from additional coursework within the following subsets: global learning, creative inquiry, written fluency, quantitative fluency, oral fluency, literary inquiry, philosophical inquiry, scientific inquiry, theological inquiry, or courses deriving from a students’ intended BA major, minor and/or concentrations.

**CORE CURRICULUM for the AA in Liberal Studies**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirements are achieved by successful completion of the following courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged Responsibility</td>
<td>Personal Responsibility and Growth course for transfer students (more than 12 credits), non-traditional and online students. A course designated as a Global Learning course. Consult the current listing of course offerings.</td>
<td>6</td>
</tr>
<tr>
<td>Written Communication Fluency</td>
<td>Placement EN110 OR EN 100 and 101</td>
<td>3-6</td>
</tr>
<tr>
<td>Oral Fluency</td>
<td>CA 100</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Inquiry</td>
<td>MA 120 or higher</td>
<td>3</td>
</tr>
<tr>
<td>Creative Inquiry</td>
<td>Designated course in art, music, theater, or English</td>
<td>3</td>
</tr>
<tr>
<td>Literary Inquiry</td>
<td>Designated literature (EN) course</td>
<td>3</td>
</tr>
<tr>
<td>Philosophical Inquiry</td>
<td>Philosophy (PH) course other than PH 480</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry</td>
<td>Science course with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Theological Inquiry</td>
<td>Theology (TH) course other than TH 450</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>31-34</td>
</tr>
</tbody>
</table>

*Associate’s Degree requires 60 credit hours for completion.

**ART**

Successful participants in the Notre Dame College Art Department programs, should be able to engage in the design process as it relates to the creative process and all relevant industry standards in all of its stages, in both individual and collaborative settings, by fully utilizing all resources available to develop, produce, execute and present the most effective and or versatile solutions in the form of artwork, design projects, presentations, written statements, oral presentations, visual communications and expressions.

**Goals:**

Demonstrate an understanding of the scope of the industry and related industries through research and the acquisition of examples, vocabulary and concepts, and identities related to the industry or industries.
Demonstrate principles of visual organization, communication and expression, and user experience and or audience, in both studio and digital creative media, tools, and processes.

Develop the creative artistic and design process in timely stages of creative activity from orientation and inspiration to ideation where multiple ideas are explored and evaluated in a spirit of creative collaboration.

Maintain a collaborative “on-task” ethos where required, making meaningful contributions in all aspects and components of the design process from research to development, as well as sharing ideas verbally in review settings where constructive criticism is both offered and welcomed by all participants whether they be peers, faculty, or anyone actively connected to the work at hand.

Present work either individually or in a collaborative setting where the artistic and design goals are displayed in a professional manner—including but not limited to: final executed solutions; proto-types and visualizations; visual communication and or personal expressions; portfolios; oral presentations and or written statements including resumes—all with a level of finish appropriate for either an entry level design position or graduate art school application.

**GRAPHIC DESIGN MAJOR**

The Graphic Design Major offers students an introduction to and basic training in the technology and theory in visual communication and design. Related fields include but are not limited to: print and screen based design; typography; graphic design production, print related media design and production, including but not limited to corporate and institutional communication; advertising design and marketing related fields including introduction to branding and corporate identity; information design; packaging design and layout; freelance. At the conclusion of the program, graphic design majors should have basic understanding and skill sets to be successful interns, entry level graphic production artists, and entry level designers. The Graphic Design program emphasizes studio and design skills as well as creative thinking and problem-solving skills. Additional requirements including Photography and Game Design provide opportunities and training to deepen Graphic Design majors’ experiential, technical, interactive and collaborative skills, as well as provide wider exposure to visual and design related fields.

51 Credits

**Student Learning Outcomes**

Students completing the major in Graphic Design will be able to:

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

**Core Graphic Design Requirements: 36 Credits**

AR 101 Drawing I
AR 114 Introduction to Graphic Design
AR 209 Photography I
AR 221 Basic Design
AR 222 Color and Design
AR 223 Graphic Design I
AR 224 Graphic Design II
AR 300 Graphic Design III
AR 314 Impressionism to Today
AR 325 Printmaking I
AR 371 Three Dimensional Design
AR 491 Senior Studio

Technology Requirements: 9 Credits
IS 243 Multimedia Development
IS 245 Website Design and Development
AR 450 Senior Collaborative Projects

Marketing Requirements: 3 Credits
BU 301 Consumer Behavior or
BU 390 Advertising

Internship Requirements: 3 Credits
AR 395 Internship or
AR 495 Internship

ART MINOR
18 Credits

Requirements: 9 credits
AR 101 Drawing I
AR 221 Basic Design
AR 222 Color and Design

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

GAME DESIGN MINOR
24 Credits

Program Outcomes:
- Game design minors will employ the design process to produce the most effective solutions in both interactive and experiential art forms.
- Game design minors will demonstrate advanced applications in game development software and hardware to expand technical knowledge of game production for a range of platforms.
- Game design minors will defend work in formal and informal group settings.
- Game design minors will assemble professional level portfolio work, from websites to playable
demonstrations.
- Game design minors will demonstrate professionalism when working alongside diverse teams of students, leading, managing time, delegating tasks and meeting deadlines.

Total Credits for Game Design Minor: 24 Credits

Prerequisites: 9 Credits
All game design minors are required to take all prerequisite courses before entering emphasis courses for the game design minor.
AR 220 Game Development Environment
MA 221 Statistics
IS 222 Programming Logic and Design

Game Design Electives: 6 Credits
TR 260 Improvisation, and/or
CA 374 Presentation Techniques, and/or
MU 103 Intro to Musicianship

Emphasis: 9 Credits
AR 225 Fundamentals of Game Design
AR 310 Introduction to Game Production
AR 450 Senior Collaboration

COURSE OFFERINGS
AR 101 Drawing I 3 cr.
A foundation course requiring some drawing skills. Students will explore drawing techniques and media in a variety of observational problems. Emphasis will be placed on principles of line, shape, mass, light and shade, perspective and space, surface and structure. Two, two-and-one-half hour lab periods weekly.

AR 114 Introduction to Graphic Design 3 cr.
This entry-level course for the Graphic Design major provides the student with a strong foundation in principles for visual communication problem solving. Vector concepts used in digital design and production will be utilized. There will be group critiques, demonstrations as well as class discussions. Two, two and one half-hour lab periods weekly. Prerequisite: AR 221.

AR 209 Photography I 3 cr.
An introduction to the basic elements of black & white and color photography. Digital camera techniques are studied. Emphasis placed on photography as an interpretive and illustrative medium in art. This course is designed to develop within the student the basic technical skills required to successfully practice photography with intention and as a uniquely powerful medium as well as a profoundly embedded phenomenon in contemporary life. It is expected that students will spend 2 to 3 hours, minimally, outside of the classroom/laboratory performing course related work such as reading, research, homework assignments, practice, studio work, and other academic work for every hour of instruction spent in the classroom/laboratory. Student supplies digital camera. Two, two-and-one-half hour lab periods weekly.

AR 220 Game Development Environment 3 cr.
Students are introduced to the basic workspace environment of the program “Unity” including the workspace environment, tools, menus, palettes, and other functional components required in building interactive user experiences. Emphasis will be placed on the very basics of how is structured. Students who succeed in this
course will have an introductory to developing knowledge in how to design, build and prototype interactive media projects. Two, two-and-one-half hour lab periods weekly.

AR 221 Basic Design 3 cr.
Study and practice of fundamental elements and principles of two-dimensional design using a variety of media. Two, two-and-one-half hour lab periods weekly.

AR 222 Color and Design 3 cr.
Study of color and its application to various design concepts as the continuation of design fundamentals and organization. Two, two-and-one-half hour lab periods weekly. Prerequisite: AR 221.

AR 223 Graphic Design I 3 cr.
Graphic Design I connects current digital typesetting practices to the rich typographic heritage that is a foundation in the Graphic Design discipline. Students become confident identifying type categorically, typesetting, white space and the ways all of these principles are employed in creating good and functional design. Some technical and creative pieces will be explored. Some traditional studio work as well as Adobe InDesign will be the primary platforms for producing design. Two, two and one-half hour lab periods weekly. Prerequisites: AR 114 and AR 221.

AR 224 Graphic Design II 3 cr.
This course continues to develop typography in larger contexts including image and message. Project production phases will include thumbnail to final solution. Print media and the printing process will be explored. Projects generated will include more advanced design work and will develop production skills and tools helpful in preparing visual information for the print industry. Adobe InDesign and Photoshop are the primary digital tools for this class. Two, two and one-half hour lab periods weekly. Prerequisite: AR 223.

AR 225 Fundamentals of Game Design 3 cr.
There are many types and formats of games. This course is meant to introduce the processes and mechanics of game design through both reading about games and individually developing them. Offering best practices towards various game formats and the opportunity to utilize those practices, the course allows students to design, iterate upon, play test and see designs through to completion. Prerequisite: None.

AR 300 Graphic Design III 3 cr.
This course continues the study of type, text, and image. Students create professional multi-page layouts, creative posters, and other focused portfolio building projects. Adobe InDesign and Photoshop are the primary digital tools for this class. Two, two and one- half hour lab periods weekly. Prerequisite: AR 224.

AR 310 Introduction to Game Production 3 cr.
Open communication is vital for a team’s success. While understanding that each person communicates an receives communication in different fashions, the producer will learn to inspire, protect and motivate the group they are responsible for. The producer will foster trust and open communication throughout all levels of the team by being aware of the strengths and weaknesses specific to the team. The producer will also learn to focus on the requirements of a successful project while remaining aware of the needs of the team. No prerequisite.

AR 314 Impressionism to Today 3 cr.
An historical survey from Impressionism through modern to contemporary art. Concentration on painting and sculpture with frequent field trips to area galleries and museums.
AR 325 Printmaking I 3 cr.
An introduction to basic relief and intaglio printmaking processes with emphasis on traditional as well as contemporary methods. Includes woodcuts, etching, and monoprints. Two, two-and-one-half hour lab periods weekly. Prerequisites: AR 101, 221.

AR 341 Painting I 3 cr.
An introduction to painting, dealing with technical and perceptual concepts. Two, two-and-one-half hour lab periods weekly. Prerequisites: AR 101, 222.

AR 371 Three-Dimensional Design 3 cr.
The dynamics of three-dimensional design principles based on the elements of form, space, shape, light and movement. Basic approaches to sculpture are covered, i.e., construction, modeling, and carving, with various tools appropriate for each method. Includes traditional and contemporary references. Two, two- and-one-half hour lab periods weekly. Prerequisite: AR 101 or 221.

AR 377 Ceramics I 3 cr.
An introduction to the concepts and skills necessary to work with clay. Basic methods of hand building will be covered, including related decorating and firing techniques. Two, two-and-one-half hour lab periods weekly.

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

AR 398 Independent Study 1-3 cr.

AR 450 Senior Collaborative Projects 3 cr.
As a capstone course to the interactive entertainment media concentration, this course focuses on projects that explore what students can create while partnered with other students with different skill sets and backgrounds from their own. The idea is to create something that could not be achieved by one’s individual talent alone. Students will use their previously learned skills to collaboratively attack specific challenges presented with the goal to create short rapid experiences. The best experiences created during the term, and voted on by faculty, will be showcased in an end of term campus wide event to celebrate the achievements of the class. Game Design program prerequisites: AR 225, AR 310, AR 371 or Graphic Design program prerequisites: IS 243, IS 245, AR 371

AR 491 Senior Studio I 3 cr.
This course will provide Art majors with both theoretical and practical application in the visual arts. The course will deal with issues of creative problem solving and self-motivation pertaining to the visual arts. Students will prepare professional portfolios for final class presentation. Students will explore individual approaches to creativity and apply their findings to a specialized art project that they will present to the class and to the Art faculty prior to completion of the course.

AR 295, 395, 495 Internship 1-6 cr.
Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.
BIOLOGY

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

Student Learning Outcomes
Students and graduates of The Department of Biology will be able to:

• Demonstrate understanding of the core concepts of biological literacy* including evolution, structure and function, information flow and exchange, systems, and transformations of energy and matter.
• Apply knowledge of the core concepts of biological literacy to understanding specialized areas of biology.
• Apply the process of science.
• Tap into the interdisciplinary nature of science.
• Demonstrate the ability to communicate scientific information and ideas
• Conduct science ethically and for the greater good.
• Develop skills in self-learning.

* NDC Department of Biology program level objectives are aligned with the National Science Foundation and American Association for the Advancement of Science’s Vision and Change in Undergraduate Biology Education. For more information on this national initiative, visit http://visionandchange.org.

BIOLOGY PROGRAM CORE - ALL BIOLOGY MAJORS
44 Credits

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

BIOLOGY MAJOR (BA): EXERCISE SCIENCE CONCENTRATION
31 additional credits to the Biology Program Core Credits

The Exercise Science concentration is designed to prepare students interested in continuing their education through a graduate program to earn an advanced degree in physical therapy.
In addition to the core courses, the students choosing the Exercise Science concentration will complete the following requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 300, 301</td>
<td>Human Anatomy and Physiology for Majors I and Lab</td>
</tr>
<tr>
<td>BI 302, 303</td>
<td>Human Anatomy and Physiology for Majors II and Lab</td>
</tr>
<tr>
<td>BI 325</td>
<td>Exercise Physiology for Majors</td>
</tr>
<tr>
<td>BI 495</td>
<td>Internship</td>
</tr>
<tr>
<td>CH 305</td>
<td>Biochemistry I</td>
</tr>
<tr>
<td>HP 115</td>
<td>Exercise and Conditioning</td>
</tr>
<tr>
<td>HP 153</td>
<td>Care and Prevention of Athletic Injuries</td>
</tr>
<tr>
<td>HP 215</td>
<td>Nutrition for Sport, Fitness and Health</td>
</tr>
<tr>
<td>HP 350</td>
<td>Applied Kinesiology</td>
</tr>
<tr>
<td>PY 201</td>
<td>General Psychology</td>
</tr>
<tr>
<td>HP 330</td>
<td>Health Psychology</td>
</tr>
</tbody>
</table>

**BIOLOGY MAJOR (BA): GENERAL BIOLOGY CONCENTRATION**

**11 additional credits** to the Biology Program Core Credits

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

In addition to the core courses, the students choosing the General Biology concentration or the Exercise Science concentration will complete the following requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 395, 495</td>
<td>Internship</td>
</tr>
</tbody>
</table>

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

**BIOLOGY MAJOR (BS): COMPREHENSIVE BIOLOGY CONCENTRATION**

**26 additional credits** to the Biology Program Core Credits

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 350</td>
<td>Genetics</td>
</tr>
<tr>
<td>BI 360, 361</td>
<td>Microbiology and Lab</td>
</tr>
<tr>
<td>CH 305, 306</td>
<td>Biochemistry I and Lab</td>
</tr>
<tr>
<td>MA 175</td>
<td>Calculus I</td>
</tr>
</tbody>
</table>

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

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

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

Plus eight (8) additional credits from any BI 300 level or above, or CH 305, 306 Biochemistry I and Lab or CH 405, 406 Biochemistry II and Lab.

Binary Program in Engineering
Students who are interested in pursuing a career in engineering may enter the Binary Program in Engineering. Students who major in mathematics or science at Notre Dame College can apply for admission to a binary program at Case Western Reserve University. See ENGINEERING for more information.

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

BI 105 Introduction to the Biological Sciences 3 cr.
An introductory course designed for NON-SCIENCE majors to fulfill the Core Curriculum in Science or as an elective. Topics addressed include cell structure and function, genetics (including transmission of traits, genetic diseases and genetic engineering), evolution, cell metabolism, diversity of life, and ecological and environmental concerns.

BI 106 Introduction to the Biological Sciences Laboratory 1 cr.
One three-hour laboratory period weekly, which investigates the topics covered in the lecture.

BI 114 General Biology I: Molecular Biology 3 cr.
The topics covered include basic chemistry as it applies to biological systems, cell structure and division, an introduction to classical and molecular genetics and bioenergetics. Prerequisite for all biology courses numbered 260 or higher. Prerequisite: EN 100 or equivalent; MA 105 or equivalent. Not recommended for non-science majors.

BI 115 General Biology Laboratory I: Molecular Biology 1 cr.
One three-hour laboratory period weekly investigating concepts covered in the lecture material.

BI 116 General Biology II: Organismal Biology 3 cr.
An introductory course for biology majors. The topics covered include evolution, a survey of the taxonomic and phylogenetic organization of life with attention given to each of the biological Domains and an introduction into ecology and ecosystems. Prerequisite for all biology courses numbered 260 or higher. Prerequisite: BI 114.
BI 117 General Biology Laboratory II: Organismal Biology 1 cr.
One three-hour laboratory period weekly investigating concepts covered in the lecture material.

BI 200 Environmental Science 3 cr.
A study of the natural environment from the perspective of biology, chemistry and physics. Includes studies of ecosystems, energy, pollution and its consequences in a technological society. Recommended for elementary education students or for any student to fulfill the Core Requirement in Science.

BI 201 Environmental Science Laboratory 1 cr.
One three-hour laboratory period weekly that includes the field study of ecosystems and stresses the scientific method applied to biological, chemical, and physical investigation.

BI 204 Human Anatomy and Physiology I 3 cr.
A study of normal structure and function of major body systems primarily designed for students in nursing and health sciences. Also includes content related to cellular biology and basic principles of genetics.

BI 205 Human Anatomy and Physiology I Lab 1 cr.
One three-hour laboratory period weekly. Includes laboratory experiences that investigate concepts presented in Human Anatomy and Physiology I.

BI 206 Human Anatomy and Physiology II 3 cr.
A continuation of Human Anatomy and Physiology I; furthers the study of normal structure and function of major body systems. Prerequisites: BI 204/5.

BI 207 Human Anatomy and Physiology II Lab 1 cr.
One three-hour laboratory period weekly. Includes laboratory experiences that investigate concepts presented in BI 206, Human Anatomy and Physiology II. Prerequisites: BI 204/205.

BI 210 Introduction to Geographic Information Systems (GIS) 3 cr.
A project-based course that introduces the foundational concepts of GIS, a computer-based application for creating, visualizing, analyzing and interpreting data through maps to understand relationships, patterns and trends. Prerequisite MA 221 (or equivalent) or permission of the instructor.

BI 230 Basic Anatomy and Physiology 3 cr.
A study of the structure and function of the systems of the human body; designed for students in elementary education, psychology and to fulfill the Core Requirement in Science.

BI 231 Basic Anatomy and Physiology Laboratory 1 cr.
One three-hour laboratory period weekly, emphasizing human organ systems, their locations and functions.

BI 240 General Microbiology 3 cr.
Introductory microbiology that introduces basic concepts and applications of medical microbiology. Includes morphology, immunology and physiology of microorganisms. Designed for students in nursing and the health sciences. Prerequisite: BI 206/207.

BI 241 General Microbiology Lab 1 cr.
One three-hour laboratory period weekly. Includes staining and culture techniques used for the identification of unknown microorganisms. Designed for students in nursing and the health sciences. Prerequisite: BI 206/207.
BI 291, 292, 293, 294 Selected Topics 1-3 cr.

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

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

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

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

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

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

BI 311 Ecology Laboratory 1 cr.
One three-hour laboratory weekly. Topics will parallel those discussed in lecture. Laboratory focus will be on experiments that exemplify ecological concepts and on the methodology ecologists use to obtain information on populations and communities. Assumptions, limitations and interpretation of information thus gained will be discussed.

BI 317 Plant Biology and Laboratory 4 cr.
A survey of the anatomy, physiology, genetics, evolution and ecology of plants. Concepts and principles emphasized will include plant evolution, structure and function, flow of information, transformation of energy, and the role of plants in ecosystems. The laboratory will include the examination of plant structure and function of the cell, tissue, and organismal level and the exploration of local plant biodiversity and ecosystem function. Prerequisite: BI 116.

BI 320 Evolution 3 cr.
A study of the evidence, processes and paths of evolution. Areas of emphasis include gradualism, punctuated equilibrium, mass extinctions, endosymbiosis, molecular genetics, and population genetics. Prerequisite: BI 116.
BI 322 Animal Behavior 3 cr.
A study of functional behavior of animals, such as mate choice, feeding, parental care, predation, communication, and social behaviors. Discussions of journal articles dealing with current research in these areas are a major part of this class. Prerequisite: BI 116.

BI 325 Exercise Physiology for Majors 3 cr.
A study of the physiological responses to exercise as related to human performance limitations, training effects, and health related benefits. The relationships between various organ systems, such as the cardiovascular, respiratory, and muscular systems, during exercise will be examined. Prerequisites: BI 300, 302.

BI 340 Parasitology 3 cr.
A study of the morphology, life history, host-parasite relationships, and control of protozoan, helminth, and arthropod parasites as well as the evolution of parasitism. Prerequisite: BI 116.

BI 341 Parasitology Laboratory 1 cr.
One three-hour laboratory period weekly learning techniques of identifying parasites throughout the phases of their life cycles using living specimens, prepared slides, kodachromes and Internet sites.

BI 350 Genetics 3 cr.
A study of the chemical nature of the genetic material, Mendelian genetics, population genetics and current genetic research. Pre- or Corequisite: BI 307.

BI 360 Microbiology 3 cr.
A study of the morphology, nutrition, reproduction, and growth of bacteria, fungi, and viruses. Topics in medical and applied microbiology are also covered. Recommended prerequisite: BI 307.

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

BI 390 Environmental Policy 3 cr.
An introduction to the foundational principles of U.S. environmental policy, focusing on major developments of the past 50 years. Students will investigate what forces have shaped environmental issues and problems during this period and explore the policies in place to address them.

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

BI 415 Field Studies in Ecology and Environmental Science 1-3 cr.

BI 425 Developmental Biology and Laboratory 4 cr.
A comparative study of patterns (embryology) and process (genetic regulation) leading from fertilized egg to adult organism. Laboratory studies including embryogenesis in chordates and invertebrates as well as organogenesis in vertebrates. Prerequisite: BI 307.

BI 430 Immunology 4 cr.
A comprehensive study of the fundamental principles and recent advances in immunology. Topics include the cellular and molecular control of the immune response, antibodies and immunogenetics, immune system dysfunction and methods of immunoassay and diagnosis. Prerequisite: BI 307.
Explores the changing ideas of land ethic in our country and region, the interactions between human, habitat, and wildlife, and the strategies for wildlife conservation and management. Emphasizes the wildlife of The Great Lakes region. Prerequisite: BI 116/117.

BI 460 Endocrinology 3 cr.
A systems approach to the study of the role hormones play in controlling and coordinating organ development and function. Prerequisites: BI 307 and CH 214. Recommended: BI/CH 305, 306.

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

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

BI 481 Coordinating Seminar for Comprehensive Biology Concentration 1 cr.
An in-depth study of some current aspects of biology not covered in the required courses, including discussion of recent journal articles and an oral presentation of student research papers.

BI 482 Coordinating Seminar for Ecology Concentration 1 cr.
An in-depth study of some current aspects of ecology and environmental science not covered in the required courses, including discussion of recent journal articles and an oral presentation of student research papers.

BI 483 Coordinating Seminar for Exercise Science Concentration 1 cr.
An in-depth study of some current aspects of exercise science not covered in the required courses, including discussion of recent journal articles and an oral presentation of student research papers.

BI 486, 487, 488, 489 Independent Research 1-3 cr.
An opportunity for qualified and capable students to do independent research in the life sciences. Hours and credits arranged with faculty advisor. Prerequisites: BI 465, BI 466 and permission of faculty sponsor.

BI 295, 395, 495 Internship 1-6 cr.
An opportunity for on-the-job experience in a hospital or laboratory supervised by a professional in the area. Hours and credits arranged by the Division. Sophomore status and permission of faculty sponsor required. Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.
BUSINESS ADMINISTRATION

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

Student Learning Outcomes
Students majoring in all Business Administration majors will be able to:

• Communicate effectively in both written and oral forms.
• Critically evaluate, analyze and interpret information to solve problems and make business decisions.
• Act ethically while adhering to the highest standards of personal, social and professional integrity.
• Use technology to develop and enhance business processes.
• Demonstrate awareness of economic, environmental, political, cultural, ethical, legal and regulatory contexts of global business.
• Demonstrate leadership and team building skills using collaborative techniques.

Business Administration Core Courses
44 Credits

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

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

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

Each major program has its own specialized requirements. These are given in the following pages.
ACCOUNTING
Students completing a major in Accounting are prepared to function as accounting professionals and advance to positions of leadership in the profession. The program is designed to provide students with a thorough understanding of accounting principles; auditing, tax, reporting practices, and planning; and the management of business, accounting, and financial activities. This program also prepares students to pursue graduate study in the field. There are a number of professional certifications in the field of accounting that students majoring in the field may wish to pursue:

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

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

Student Learning Outcomes
Students completing the major in Accounting will be able to:

- Communicate effectively in both written and oral forms
- Identify strengths and weaknesses of alternative solutions, conclusions or approaches to accounting problems
- Identify ethical implications of the accounting profession and responsibilities toward end users
- Apply technology to accounting and business situations using computer tools and software
- Work effectively in teams and describe the role of the accountant as a member of the management team
- Describe the impact of global economic and cultural influences on business and accounting based decisions
- Apply knowledge and understanding of accounting principles and professional standards in performing financial reporting.

Requirements:
Business Administration Core Courses + 24 credits in the following:
BU 255 Intermediate Accounting I
BU 256 Intermediate Accounting II
BU 315 Auditing
BU 320 Cost Accounting
BU 455 Advanced Accounting
BU 458 Federal Income Tax I

Recommended Coursework:
BU 388 Business Ethics
BU 459 Federal Income Tax II
BU 474 Business Law II
BU 475 Fraud Examination
BUSINESS ADMINISTRATION

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

Student Learning Outcomes

Students completing the major in Business Administration will be able to:

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

Requirements:

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

- Accounting
- Economics
- Finance
- Human Resources Development
- Management Information Systems
- Management
- Marketing
- Software Development
- Sport Management

Recommended Coursework:

BU 388 Business Ethics
PH 200 Critical and Creative Thinking
A communication course such as: CA 201 Interpersonal Communication, CA 374 Presentation Techniques, CA 376 Intercultural Communication, CA 380 Organizational Communication

FINANCE

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

Student Learning Outcomes

Students completing the major in Finance will be able to:

- Communicate effectively in both written and oral forms.
- Prepare, analyze and interpret financial information and apply financial and economic theories to make sound financial decisions.
- Analyze risk and appropriate methods to mitigate financial exposure.
- Evaluate financial strategies to align short and long-term operating requirements with financial instruments, markets, and financial capacities.
- Prepare financial analysis and forecasts using appropriate information technology and analytical tools.
- Demonstrate knowledge of professional ethics and values in financial decisions, as well as their...
implications and consequences on individuals and firms.

Requirements:

Business Administration Core Courses + 22 credits in the following:
- BU 320 Cost Accounting OR
- BU 255 Intermediate Accounting I
- BU 370 Investments
- BU 400 Advanced Corporate Finance
- EC 331 Money, Banking, & Global Financial Markets
- EC 432 Public Finance
- EC 442 International Finance
- MA 120 Pre-Calculus Mathematics

Recommended Coursework:
- BU 256 Intermediate Accounting II
- BU 388 Business Ethics
- EC 350 Managerial Economics

HUMAN RESOURCES DEVELOPMENT

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

Student Learning Outcomes

Students completing the major in Human Resources Development will be able to:

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

Requirements:

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

Selected Business Administration Core: 38 Credits
- BU 155 Accounting Principles I
- BU 156 Accounting Principles II
- BU 235 Management Information Systems
- BU 240 Management Principles
- BU 360 Corporate Finance
- BU 426 Strategic Management
- BU 473 Business Law I
- BU 395 or 495 Internship
- EC 201 Principles of Microeconomics
Human Resources Development Core: 27 Credits
BU 300 Principles of Supervision
BU 341 Human Resources Management
BU 345 Organizational Behavior
BU 355 Compensation and Benefits
BU 436 Labor Relations
PY 201 General Psychology
PY 389 Industrial/Organizational Psychology
SO 305 Minority Groups

Select one (1): 3 credits
SO 425 Conflict Management
CA 201 Interpersonal Communication

Recommended Coursework:
BU 388 Business Ethics
PH 200 Critical and Creative Thinking
A communication course such as: CA 201 Interpersonal Communication, CA 374 Presentation Techniques, CA 376 Intercultural Communication, CA 380 Organizational Communication

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

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

For an outline of the online track, contact the Finn Center for Adult, Graduate and Online Learning.
Requirements:

Business Administration Core Courses + 21 credits in the following:
BU 300 Principles of Supervision
BU 341 Human Resources Management
BU 345 Organizational Behavior
BU 386 Operations Management
BU 425 Project Management

Plus two (2) courses from the following electives:
BU 303 Entrepreneurship
BU 410 New Venture Management
BU 435 Business and Government
BU 436 Labor Relations

Recommended Coursework:
BU 388 Business Ethics
PH 200 Critical and Creative Thinking
A Communication Course such as: CA 201 Interpersonal Communication, CA 232 Professional Communications, CA 374 Presentation Techniques, CA 376 Intercultural Communication, CA 380 Organizational Communication

MANAGEMENT INFORMATION SYSTEMS

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

Student Learning Outcomes

Students completing the major in Management Information Systems will be able to:

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

Requirements:

Business Administration Core Courses + 24 credits in the following:
BU 425 Project Management
IS 222  Programming Logic and Design
IS 310  Systems Analysis
IS 330  Information Technology Infrastructure
IS 340  Security, Ethics and Intellectual Property
IS 350  Database Management Systems
IS 435  Enterprise Architecture
Plus one upper level IS course

Recommended Coursework:
BU 388 Business Ethics

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

Student Learning Outcomes
Students completing the major in Marketing will be able to:

• Communicate effectively in both written and oral forms.
• Demonstrate basic analytical and quantitative techniques for problem solving.
• Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to marketing problems.
• Identify ethical implications of the marketing arena and responsibilities toward suppliers, employees, and customers.
• Apply technology to marketing situations using computer tools and software.
• Work effectively in teams and understand the role of the marketer as a member of the management team.
• Have increased awareness of global economic and cultural influences on marketing based decisions.

Requirements:
Business Administration Core Courses + 21 credits in the following courses:
BU 301 Consumer Behavior
BU 375 Marketing Research
BU 380 Sales Management
BU 385 Marketing Management
BU 390 Advertising
BU 450 Global Marketing

Including one (1) of the following courses:
AR 209 Photography I
AR 223 Graphic Design I
CA 220 Newswriting
CA 323 Media Writing
CA 403 Public Relations
IS 243 Multimedia Development
IS 245 Website Design and Development
SOFTWARE DEVELOPMENT

Students completing a major in Software Development are prepared to function as professionals in the discipline or to continue their education in graduate school. The program is designed to provide students with fundamental skills and knowledge to succeed as a corporate, vendor, or independent software developer, while allowing them to specialize in a number of tracks for more advanced topics. Students will learn software engineering approaches to identify and analyze problems and to design and deliver appropriate solutions. Learning outcomes for students are in accordance with recommendations from the Association for Computing Machinery’s Curricula Report.

Student Learning Outcomes

Students completing the major in Software Development will be able to:

• Critically evaluate, analyze and interpret information to solve problems and make business decisions
• Use technology to develop and enhance business processes
• Communicate effectively in both written and oral forms
• Act ethically while adhering to the highest standards of personal, social and professional integrity
• Collaborate effectively in diverse teams across cultures
• Show mastery of software development knowledge and skills and of the professional standards necessary to begin practice as a software developer.
• Demonstrate an understanding of and apply appropriate theories, models, and techniques that provide a basis for problem identification and analysis, software design, development, implementation, verification, and documentation.
• Work both individually and as part of a team to develop and deliver quality programs/applications.
• Demonstrate an understanding and appreciation of the importance of negotiation, effective work habits, leadership, and good communication with stakeholders in a typical software development environment.
• Design appropriate solutions in one or more application domains using software engineering approaches that integrate ethical, social, legal, and economic concerns.
• Reconcile conflicting project objectives, finding acceptable compromises within the limitations of cost, time, knowledge, existing systems, and organizations.

Requirements:

Business Administration Core Courses (44 credits) plus 25 credits in the following courses:

Software Development Core: 19 Credits
IS 222 Programming Logic and Design
IS 235 Software Engineering
IS 310 Systems Analysis
IS 336, 337 C++ Programming and Lab
IS 425 Data Structures and Storage
MA 332 Introduction to Discrete Mathematics

Advanced Programming: 6 Credits:
IS 345 contemporary Languages
IS 436 Advanced Programming

SPORT MANAGEMENT

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

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

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

Selected Business Administration Core 41 Credits
BU 155 Principles of Accounting I
BU 156 Principles of Accounting II
BU 230 Marketing Principles
BU 235 Management Information Systems
BU 240 Management Principles
BU 360 Corporate Finance
BU 426 Strategic Management
BU 395, 495 Internship
BU 473 Business Law I
EC 201 Microeconomics
EC 202 Macroeconomics
IS 260 Computer Decision-Making Applications
MA 221 Statistics

Sport Management Core: 24 Credits
BU 270 Sport Industry: Cultural and Sociological Perspectives
BU 348 Sports Events, Sponsorship and Promotions
BU 462 Legal Issues in Sports
BU 463 Sport Program Administration
BU 465 Sport Facilities Management
HP 321 Exercise Physiology*
PY 201 General Psychology
PY 235 Sports Psychology

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

In addition to the above courses, each student is encouraged to complete one or more minors in specific, related interest areas. Typical minors include Coaching, Communication, Management, Marketing and Psychology.
ASSOCIATE IN ARTS DEGREE WITH A MAJOR IN MANAGEMENT

For an outline of the online track, contact the Finn Center for Adult, Graduate and Online Learning.

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

### CORE CURRICULUM for the AA in Management

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirements are achieved by successful completion of the following courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged Responsibility</td>
<td>Personal Responsibility and Growth course for transfer students (more than 12 credits), non-traditional and online students. A course designated as a Global Learning course. Consult the current listing of course offerings.</td>
<td>6</td>
</tr>
<tr>
<td>Written Communication Fluency</td>
<td>Placement EN110 OR EN 100 and 101</td>
<td>3-6</td>
</tr>
<tr>
<td>Oral Fluency</td>
<td>CA 100</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Inquiry</td>
<td>MA 221</td>
<td>3</td>
</tr>
<tr>
<td>Creative Inquiry</td>
<td>Consult current listing of course offerings</td>
<td>3</td>
</tr>
<tr>
<td>Literary Inquiry</td>
<td>Consult current listing of course offerings</td>
<td>3</td>
</tr>
<tr>
<td>Philosophical Inquiry</td>
<td>PH 180 or PH 200</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Inquiry</td>
<td>Science course with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Theological Inquiry</td>
<td>Theology (TH) course other than TH 450</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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**Major Curriculum for the AA in Management: 32 credits**

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

*Associate’s Degree requires 60 credit hours for completion.

The AA in Management is available only online at this time.
ACCOUNTING MINOR
Lower Biennium Prerequisites: 8 Credits
BU 155 Accounting Principles I
BU 156 Accounting Principles II

+ 16 Credits from the following:
BU 255 Intermediate Accounting I
BU 256 Intermediate Accounting II
BU 315 Auditing OR BU 320 Cost Accounting
BU 455 Advanced Accounting

ENTREPRENEURSHIP MINOR
Requirements – Business Majors 12 Credits
BU 301 Consumer Behavior
BU 303 Entrepreneurship
BU 380 Sales Management
BU 410 New Venture Management

Requirements – Non-Business Majors: 18 Credits
BU 150 Accounting Basics
BU 301 Consumer Behavior
BU 303 Entrepreneurship
BU 380 Sales Management
BU 410 New Venture Management
EC 100 Economics and Contemporary Issues

FINANCIAL SERVICES MANAGEMENT MINOR
Requirements – Business Majors
Required Courses: 12 Credits
BU 370 Investments
EC 331 Money, Banking and Global Financial Markets

Choose 2 of the following
BU 400 Advanced Corporate Finance
EC 432 Public Finance
EC 442 International Finance

Requirements – Non-Business Majors
Prerequisites: 20 Credits
BU 155 Accounting Principles I
BU 156 Accounting Principles II
EC 201 Principles of Microeconomics
EC 202 Principles of Macroeconomics
BU 360 Corporate Finance
MA 145 Applied Calculus or higher

+ Required Courses: 12 Credits
BU 370 Investments
Choose 2 of the following
BU 400 Advanced Corporate Finance
EC 432 Public Finance
EC 442 International Finance

INTERNATIONAL BUSINESS MINOR
Lower Biennium Prerequisites: 17 Credits
BU 155 Accounting Principles I
BU 156 Accounting Principles II
BU 230 Marketing Principles
EC 201 Principles of Microeconomics
EC 202 Principles of Macroeconomics

+ Required Upper Biennium Courses: 12 Credits
BU 450 Global Marketing
EC 305 Comparative Economic Systems
EC 440 International Economics
EC 442 International Finance

MANAGEMENT MINOR
Lower Biennium Prerequisites: 3 Credits
BU 240 Management Principles

+ Required Upper Biennium Courses 15 Credits
BU 300 Principles of Supervision
BU 341 Human Resources Management
BU 345 Organizational Behavior
BU 386 Operations Management
BU 426 Strategic Management

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

MANAGEMENT INFORMATION SYSTEMS MINOR
Required Courses: 15 Credits
BU 235 Management Information Systems
IS 222 Programming Logic and Design
IS 260 Computer Decision-Making Applications
IS 310 Systems Analysis
IS 350 Database Management Systems

Plus one course from the following 3 or 4 Credits:
Any IS course numbered 223 or higher
BU 425 Project Management
79
MARKETING MINOR
Lower Biennium Prerequisites: 6 Credits
BU 230 Marketing Principles
EC 201 Principles of Microeconomics OR
EC 202 Principles of Macroeconomics

+ 12 Credits from the following:
BU 301 Consumer Behavior
BU 375 Marketing Research
BU 380 Sales Management
BU 385 Marketing Management
BU 390 Advertising
BU 450 Global Marketing

SOFTWARE DEVELOPMENT MINOR
19 Credits

Student Learning Outcomes:
- Students completing the minor in Software Development will:
- Demonstrate competency in programming specific to their chosen track
- Design programs/applications according to accepted principles of software engineering

Core: 13 Credits
IS 222 Programming Logic and Design
MA 332 Introduction to Discrete Mathematics
IS 235 Software Engineering
IS 336, 337 C++ Programming and Lab

Advanced Programming: 6 Credits:
IS 345 Contemporary Languages
IS 436 Advanced Programming

COURSE OFFERINGS
BU 100 Introduction to Business 3 cr.
Survey course of business, including management and organization, human resource management, marketing, social media and e-business, information systems, accounting, and finance. Topics included within these areas include ethics and social responsibility, small business concerns and entrepreneurship, and global issues. Students will explore topics such as the impact of social media on business the economic crisis, green and socially responsible business, and sustainability. The course includes an introduction to Microsoft Excel and other software used in business.

BU 150 Accounting Basics 3 cr.
Introductory course in basic accounting principles designed for non-business majors. Financial and managerial accounting topics relevant to the individual or small business owner are presented. Students who have completed BU 155 are not eligible to take this course.
BU 155 Accounting Principles I
Introductory course in financial accounting. Presents basic accounting theory, principles and practices related to double-entry system. Accounting cycle including journalizing and posting entries, preparing worksheet, making adjusting, closing, and reversing entries and preparing periodic statements is covered.

BU 156 Accounting Principles II
Continuation of BU 155. Application of basic principles of accounting to partnerships and corporations, owner’s equities, cost systems, management reports and financial statement analyses. Prerequisite: BU 155.

BU 192, 193, 194 Selected Topics
Topics to be arranged by the department and student. Hours and credits to be arranged by the department.

BU 230 Marketing Principles
Introduction to the social foundations of marketing, the marketing management process, the role of marketing research, the analysis of market opportunities, the selection of target markets, and the development of the marketing mix. Prerequisites: EC 100, EC 201 or EC 202.

BU 235 Management Information Systems
Focus upon ways in which information systems can be created to give competitive advantages to businesses. Emphasis on effective management of information technology and organizational issues in information systems. Exploration of these issues through case studies.

BU 240 Management Principles
An examination of the basic principles, processes and functions of management, including planning, organizing, leading and controlling. A look at contributions from key classical theorists and present applications of these theories. Topics also include ethics, globalization and decision-making. Application assignments are used to assist the development of student’s written communication skills. Prerequisite: EN 110 or equivalent.

BU 255 Intermediate Accounting I
Emphasis on accounting functions; advanced problems of asset and liability valuation, cash flow, and application of funds are presented. Prerequisite: BU 156.

BU 256 Intermediate Accounting II
Continuation of BU 255. Emphasis on stockholder’s equity, theory of income determination and presentation and analysis of financial statements. Prerequisite: BU 255.

BU 270 Sport Industry: Cultural and Sociological Perspectives
An introduction to commercial recreation and sports and their function in the leisure service delivery system. Focus on socio/historical perspectives and ethical issues. Discussion of resources, financing, pricing, programming and marketing.

BU 300 Principles of Supervision
An examination of the importance of supervising people in the workplace, including the role of the supervisor in understanding human resources problems. Emphasis on the role of the supervisor in handling labor problems, improving communication in the organization, directing, staffing, and training. Prerequisite: BU 240
BU 301 Consumer Behavior 3 cr.
The decision-making processes which consumers use in selecting and purchasing goods and services and the psychological, sociological, and cultural factors which influence these decisions. An analysis of the marketing mix with strategies and policies in a behavioral context is covered. Prerequisite: BU 230

BU 303 Entrepreneurship 3 cr.
Principles and techniques of owning, operating and managing a small business are introduced. Students examine how to obtain financing, determine location, investigate expansion, franchising, facilities and resource management and legal considerations. Students develop a business plan.

BU 315 Auditing 4 cr.
Concepts and objectives of auditing with emphasis on duties and responsibilities of the external auditor. Auditing standards, procedures and terminology are presented. Problems relating collection of evidence, evaluation of internal control, verification and preparation of working papers and reports. Prerequisite: BU 255.

BU 320 Cost Accounting 4 cr.
Theory and practice of cost accounting procedures as applied to job cost systems, process cost systems and standard cost systems. Price setting, determination of profitability and management systems for accountability. Prerequisite: BU 156.

BU 341 Human Resources Management 3 cr.
Specific techniques used in managing human resources, such as employee recruiting, selecting, development and training, job analysis, wage and salary administration, performance appraisal, equal employment, safety, security, recreation, communications, employee and labor relations and collective bargaining relating to the function of management within a business enterprise. Focus will also be placed on the importance of managing human resources to add long-term value to a corporation in order to meet competitive challenges. Prerequisite: BU 240.

BU 345 Organizational Behavior 3 cr.
Study of motivation, leadership, and other various factors which affect individual and group behaviors as they relate to performance, productivity and satisfaction in work organizations. Students analyze the application of these concepts in a number of organizations and examine the challenges and ethical concerns related to managing workers within a global and virtual work environment. Prerequisite: BU 240, junior standing

BU 348 Sports Events, Sponsorship and Promotions 3 cr.
An analysis of techniques and strategies for publicizing and marketing sport and recreation programs. Focus on public relations and promotion, factors affecting consumer behavior, market management and development of information and marketing plans. Prerequisites: BU 230, BU 270.

BU 355 Compensation and Benefits 3 cr.
A study of the principles and procedures for the determination of compensation levels, benchmark positions, wage structures and methods of payment. The course will also examine fringe benefits, their cost evaluation and the impact that benefits have on employee satisfaction and retention. Prerequisites: BU 156, BU 341.

BU 360 Corporate Finance 3 cr.
Study of how business corporations can plan for, acquire and make maximum utilization of funds available to them. Extensive review of time value of money calculations and concepts. Investigate effects of taxes on types of
business ownership, analysis of financial ratios, capital budgeting, rates of return and risk analysis. Prerequisites: BU 155, BU 156, EC 201, EC 202, MA 145 or higher.

**BU 370 Investments**
3 cr.
Study of common and preferred stocks, corporate bonds, government bonds and other financial investments. Techniques in determining investment objectives and strategies analyzing investment opportunities, and initial development of an investment portfolio are presented. Prerequisite: BU 360.

**BU 375 Marketing Research**
3 cr.
Fundamentals of collection, analysis, interpretation, presentation and application of data for the solution of marketing problems. Survey research and experimental design with emphasis on problem definition, research design, primary and secondary data collection, sampling, statistical analysis and decision making are presented. Prerequisites: BU 230, MA 221.

**BU 380 Sales Management**
3 cr.
Covers the role of the sales manager in sales training programs, motivating, compensating, and supervising the sales force and various aspects of sales planning. Prerequisite: BU 230.

**BU 385 Marketing Management**
3 cr.
Emphasizes the decision-making role of the marketing manager in analyzing market opportunities, selecting target markets, and planning, implementing, and controlling marketing programs (product, price, distribution, and promotion decisions) to reach those markets. Prerequisites: BU 230, MA 221.

**BU 386 Operations Management**
3 cr.
Examines the processes used by a company to produce and distribute valuable products and services to its customers. Operations management appraises the methods that aid in management decision-making. Course topics addressed are strategy and value, capability, capacity, supply chain, quality tools, inventory management, project management and value creation. Prerequisite: BU 235.

**BU 388 Business Ethics**
3 cr.
Provides a framework for integrating ethics into decision-making in the context of a business/professional environment that is complex, dynamic and increasingly global in scope. Will focus on actual case problems and companies that have developed ethically sound policies in a number of areas, for example, community service, environmental responsibility, work-family programs, labor practices, conflict of interest, falsification of information, Internet privacy, legal compliance, etc. Prerequisite: junior or senior status.

**BU 390 Advertising**
3 cr.
Examines the place of advertising in the marketing of goods and services, the planning of effective advertising, the use of media in advertising and the management of advertising. Prerequisite: BU 230.

**BU 391-394 Selected Topics**
1-3 cr.
Advanced topics in business. Specific credit hours and topics to be arranged with division approval.

**BU 400 Advanced Corporate Finance**
3 cr.
This course expands on the fundamentals of corporate finance and introduces students to integrated financial analysis and issues relating to investment decisions, financing decisions, payout estimations, and borrowing and leasing alternatives. Modern financial markets and instruments such as options and derivatives are examined as well as dividend and retention decisions to optimize shareholder value. The subjects of risk management, diversification and valuation will also be discussed. Prerequisite: BU 360.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BU 410</td>
<td>New Venture Management</td>
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<td>This capstone course completes the study</td>
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<td>of owning, operating and managing a</td>
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<td>small enterprise. Through the use</td>
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<td>of case studies, emphasis is placed</td>
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<td>on planning the product or service,</td>
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<td>screening opportunities, developing</td>
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<td>financial projections, obtaining capital</td>
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<td>and managing growth. The issues</td>
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<td>surrounding business dissolution are</td>
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<td>also discussed. The student may</td>
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<td>complete a business plan for their own</td>
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<td>venture.</td>
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<td>BU 425</td>
<td>Project Management</td>
<td>3 cr.</td>
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<td>Exploration of Project Management</td>
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<td>through case studies and projects. This</td>
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<td>course examines both the technical</td>
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<td>and behavioral aspects of project</td>
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<td>management. Students will participate</td>
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<td>in project teams throughout the</td>
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<td>semester. Prerequisite: junior standing</td>
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<tr>
<td>BU 426</td>
<td>Strategic Management</td>
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<td>Capstone course for all Business majors.</td>
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<td>Provides students the opportunity to</td>
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<td>enhance their skills to analyze and</td>
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<td>understand the strategic use of</td>
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<td>resources, how organizations adapt to</td>
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<td>rapid technology changes as well as</td>
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<td>how they restructure and operate in a</td>
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<td>culturally diverse market. Students</td>
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<td>work on a number of case studies to</td>
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<td>develop their skills, knowledge and</td>
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<td>abilities. Emphasis is placed on the</td>
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<td>strategic importance of social</td>
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<td>responsibility and ethics. Issues</td>
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<td>include sustainability, community</td>
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<td>relations and the global environment.</td>
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<td>Prerequisites: BU 240, BU 150 or BU</td>
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<td>155, EC 201/202; BU 345 is strongly</td>
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<td>recommended, Senior standing.</td>
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<td>BU 435</td>
<td>Business and Government</td>
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<td>An historic as well as current</td>
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<td>investigation into the roles and</td>
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<td>relationships between business</td>
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<td>enterprises and the governmental</td>
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<td>sector. Governmental regulation and</td>
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<td>regulatory bodies related to business,</td>
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<td>antitrust and other related topics are</td>
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<td>presented. Emphasis is placed on the</td>
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<td>strategic importance of social</td>
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<td>include sustainability community</td>
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<td>relations and the global environment.</td>
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<td>Prerequisites: BU 240, EC 201/202.</td>
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<td>BU 436</td>
<td>Labor Relations</td>
<td>3 cr.</td>
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<td>An analysis of the current relationship</td>
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<td>between labor and management including</td>
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<td>an historical view of the relationship</td>
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<td>through an understanding of current</td>
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<td>labor laws and regulation. Students</td>
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<td>examine collective bargaining in both</td>
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<td>the private and public sectors as well</td>
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<td>as strategies used by labor and</td>
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<td>management to address the challenges</td>
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<td>of today’s workplace. Prerequisites: BU</td>
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<td>240, EC 201/202 and junior standing.</td>
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<td>BU 450</td>
<td>Global Marketing</td>
<td>3 cr.</td>
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<td>Modification of basic marketing</td>
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<td>concepts to the global perspective.</td>
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<td>Differences among markets due to</td>
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<td>geography, culture, politics,</td>
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<td>economics, government laws and</td>
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<td>regulations, and commercial policy and</td>
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<td>trade practices are emphasized.</td>
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<td>Prerequisite: BU 230.</td>
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<td>BU 455</td>
<td>Advanced Accounting</td>
<td>4 cr.</td>
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<td>Concepts, principles, theories and</td>
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<td>problems in accounting for business</td>
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<td>combinations, stock investments,</td>
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<td>partnerships, branch operations,</td>
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<td>foreign currency transactions,</td>
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<td>international operations and in the</td>
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<td>preparation of consolidated financial</td>
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<td>statements. Accounting and reporting by</td>
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<td>governmental units. Prerequisite: BU</td>
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<td>BU 458</td>
<td>Federal Income Tax I</td>
<td>4 cr.</td>
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<td>Study of federal income tax laws,</td>
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<td>regulations and procedures as related</td>
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<td>and applied to individuals. This will</td>
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<td>include federal taxation of property</td>
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<td>transactions as they relate to</td>
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<td>individuals. Students will be required</td>
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<td>to complete a Form 1040, utilizing</td>
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<td>available software. Prerequisite: BU</td>
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</table>
BU 459 Federal Income Tax II 3 cr.
Study of federal income tax laws, regulations and procedures as related and applied to entities. This will include federal taxation of property transactions as they relate to entities. Includes coverage of partnerships, corporations, estates and trusts. There will be an introduction to research techniques. Prerequisite: BU 458.

BU 462 Legal Issues in Sports 3 cr.
The interaction and application of law to particular topics in sports and recreation, including contractual and business obligations, drug testing, sports violence, labor relations, regulation of intercollegiate and amateur sports and gender discrimination. Contracts, torts, professional responsibility and constitutional law issues are explored. Strategies for reducing risks and minimizing litigation will be discussed.

BU 463 Sport Program Administration 3 cr.
An in depth study of recreational programming including assessment of need, scheduling, budgets, hiring and supervision of personnel, equipment management and evaluation. Prerequisites: BU 240, BU 270.

BU 465 Sport Facilities Management 3 cr.
Principles of financing, operating and managing a sport and recreation facility. Overview of planning, design, construction, operation, maintenance, security, evaluation and risk management. Prerequisites: BU 240, BU 270.

BU 473 Business Law I 3 cr.

BU 474 Business Law II 3 cr.
Expansion of Business Law I with emphasis on forms of business organizations, agency, sales, negotiable instruments, regulations of business, accountant liability, and environmental law and property. Prerequisites: BU 473 and junior standing.

BU 475 Fraud Examination 3 cr.
The study of the principles and methodology used in the examination, identification and detection of fraud. The course will examine the most common schemes used by executives, managers and employees to commit fraud against their organizations. It provides an analysis of various types of fraud and includes cases that illustrate and help the student understand each type of fraud. Prerequisites: BU 256 and BU 315.

BU 491-494 Independent Study 1-3 cr.
Opportunity for the student to study specific topics of interest not covered in curriculum which would aid in overall content knowledge of business or help better prepare student for career. Must have approval of division. Prerequisite: junior standing.

BU 295, 395, 495 Internship 1-6 cr.
BU 295 is an on-campus initial work experience designed to introduce the student to the discipline of the workplace. Prerequisite: Sophomore standing and permission of advisor. BU 395 is a work experience designed to integrate course objectives with a practical experience in an off-campus work environment. Prerequisites: Permission of advisor and junior standing. BU 495 is an advanced work experience with clear career or project orientation designed for juniors and seniors with prior on-the-job-training. Prerequisite: permission of advisor. Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.
CHEMISTRY

Notre Dame College offers two degree programs in chemistry: Bachelor of Science and Bachelor of Arts. These two degree programs give students a choice in the extent of the chemistry they would like to pursue relative to other areas of study outside the major, for example, in the liberal arts or business.

Program Mission: Students majoring in chemistry at Notre Dame College will seek to understand their world at the atomic level. Students will broadly explore chemistry theory and practice, through both didactic and laboratory study. The chemistry graduate will be prepared to enter the chemistry workplace, to pursue graduate studies in chemistry and related fields or to pursue professional studies in medicine. Furthermore, graduates will be empowered to use their knowledge of chemistry responsibly in a global society.

Student Learning Outcomes
Students completing a major in Chemistry will be able to:
- Demonstrate current knowledge in the major disciplines of Chemistry.
- Critically evaluate current chemical theory.
- Demonstrate standard laboratory techniques, including: wet chemistry, instrumentation, molecular modeling, experimental design, and keeping a laboratory notebook.
- Communicate scientific information effectively in written, oral, and other informational technologies.
- Engage in the process of discovery through literature review, hypothesis formulation, research design, experimentation, and analysis.
- Incorporate The Chemical Professional's Code of Conduct as outlined by the American Chemical Society in their work within the major.

CHEMISTRY MAJOR (BS)
Graduates in the Bachelor of Science degree program in Chemistry will have acquired broad foundational knowledge in the chemical and physical sciences and the knowledge and skills to either continue graduate education or obtain employment in their professional fields.

Students in the Bachelor of Science degree program in Chemistry choose one of two emphasis areas. Each emphasis consists of a common core and specialized coursework in the emphasis of choice.

BIOCHEMISTRY CONCENTRATION (BS)
This program offers a comprehensive background for students wishing to pursue research careers in biochemistry, pharmacology, medicinal chemistry, pharmaceutical chemistry, toxicology, immunology, clinical chemistry, and other areas of biochemical and biomedical research. All these areas require graduate work.

Requirements:
- CH 118, 119 General Chemistry I and Lab
- CH 120, 121 General Chemistry II and Lab
- CH 211, 213 Organic Chemistry I and Lab
- CH 214, 215 Organic Chemistry II and Lab
- CH 305, 306 Biochemistry I and Lab
- CH 310, 311 Quantitative Analysis and Lab
- CH 360, 361 Physical Chemistry I and Lab
- CH 405 Biochemistry II
- CH 473, 474 Research Topics
- CH 427 Coordinating Seminar
- BI 114, 115 General Biology I and Lab: Molecular Biology
- BI 307, 307L Cell and Molecular Biology and Lab
BI 350    Genetics
MA 175    Calculus I
MA 176    Calculus II
PS 200, 201 College Physics I and Lab
PS 202, 203 College Physics II and Lab

**CHEMISTRY PRE-PROFESSIONAL CONCENTRATION (BS)**

This program offers a comprehensive background for students wishing to attend Medical, Dental, Veterinary, or Graduate Schools.

**Requirements:**

- CH 118, 119 General Chemistry I and Lab
- CH 120, 121 General Chemistry II and Lab
- CH 211, 213 Organic Chemistry I and Lab
- CH 214, 215 Organic Chemistry II and Lab
- CH 305, 306 Biochemistry I and Lab
- CH 310, 311 Quantitative Analysis and Lab
- CH 360, 361 Physical Chemistry I and Lab
- CH 405 Biochemistry II
- CH 427 Coordinating Seminar
- MA 175 Calculus I
- MA 176 Calculus II
- PS 200, 201 College Physics I and Lab
- PS 202, 203 College Physics II and Lab
- BI 114, 115 General Biology I and Lab: Molecular Biology
- BI 116, 117 General Biology II and Lab: Organismal Biology
- BI 300, 301 Human Anatomy and Physiology I for Majors and Lab
- BI 302, 303 Human Anatomy and Physiology II for Majors and Lab
- BI 307, 307L Cell and Molecular Biology and Lab

**CHEMISTRY MAJOR (BA)**

53 Credits

The Bachelor of Arts degree in Chemistry is designed for those students who seek a strong background in chemistry, but who anticipate a career in a related area such as health sciences, pharmacology, chemical management, secondary education, chemical information systems, technical publications/communication, patent law or environmental technology.

Students are strongly encouraged to select a minor that would enhance their studies and job opportunities, such as Biology, Business Administration, Communications, Economics, Information Systems, Management, Marketing, Mathematics, or Writing. Consult the catalog listing in the appropriate discipline for specific requirements.

**Requirements:**

- CH 118, 119 General Chemistry I and Lab
- CH 120, 121 General Chemistry II and Lab
- CH 211, 213 Organic Chemistry I and Lab
- CH 214, 215 Organic Chemistry II and Lab
CH 305, 306  Biochemistry I and Lab  
CH 310, 311  Quantitative Analysis and Lab  
CH 360, 361  Physical Chemistry I and Lab  
CH 395, 396  Internship  
CH 427  Coordinating Seminar  
MA 175  Calculus I  
MA 176  Calculus II  
PS 200, 201  College Physics I and Lab  
PS 202, 203  College Physics II and Lab

CHEMISTRY MINOR  
28 Credits

Requirements:  
CH 118, 119  General Chemistry I and Lab  
CH 120, 121  General Chemistry II and Lab  
CH 211, 213  Organic Chemistry I and Lab  
CH 214, 215  Organic Chemistry II and Lab  
CH 310, 311  Quantitative Analysis and Lab  
Plus six (6) credits from any upper biennium chemistry courses except CH 427.

Binary Program in Engineering  
Students who are interested in pursuing a career in engineering may enter the Binary Program in Engineering. Students who major in mathematics or science at Notre Dame College can apply for admission to a binary program at Case Western Reserve University. See ENGINEERING for more information.

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

COURSE OFFERINGS  
All laboratory courses must be taken concurrently with the corresponding lecture courses. A student must have the permission of the instructor to deviate from this policy. A student who withdraws from a lecture course may not continue the laboratory course except under unusual circumstances and with the permission of the instructor.

CH 102 Introductory Chemistry  
3 cr.  
An introductory treatment of fundamental principles of chemistry, designed for non-science majors as well as preparation for CH 106. Prerequisite: MA 105.

CH 103 Introductory Chemistry Laboratory  
1 cr.  
One three-hour laboratory period weekly.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CH 106</td>
<td>Principles of Inorganic Chemistry</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Introduction to inorganic chemistry, including</td>
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<td></td>
<td>fundamental concepts, tools and techniques. The course</td>
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<tr>
<td></td>
<td>content will include: atomic structure, bonding,</td>
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<td></td>
<td>reactions, solutions, reaction dynamics, equilibrium</td>
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<tr>
<td></td>
<td>and gases. This course is not designed for students</td>
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<tr>
<td></td>
<td>majoring in chemistry, biology or environmental</td>
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<tr>
<td></td>
<td>science. Prerequisites: MA 105, high school chemistry</td>
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<tr>
<td></td>
<td>or CH 102.</td>
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<tr>
<td>CH 107</td>
<td>Principles of Inorganic Chemistry Laboratory</td>
<td>1 cr.</td>
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<tr>
<td></td>
<td>One three-hour laboratory period weekly.</td>
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<tr>
<td>CH 116</td>
<td>Principles of Organic and Biological Chemistry</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Continuation of the introduction to chemistry with</td>
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<td></td>
<td>emphasis on organic and biological chemistry. The</td>
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<td>course content will include: hydrocarbons, alcohols,</td>
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<tr>
<td></td>
<td>carbonyls, organic acids and their derivatives,</td>
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<td></td>
<td>carbohydrates, lipids, proteins, hormones, vitamins,</td>
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<td></td>
<td>metabolism, and body fluids. This course is not</td>
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<td></td>
<td>designed for students majoring in chemistry, biology</td>
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<tr>
<td></td>
<td>or environmental science. Prerequisite: CH 106/107.</td>
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<tr>
<td>CH 117</td>
<td>Principles of Organic and Biological Chemistry</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>Laboratory</td>
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<tr>
<td></td>
<td>One three-hour laboratory period weekly.</td>
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<tr>
<td>CH 118, 120</td>
<td>General Chemistry I, II</td>
<td>4, 4 cr.</td>
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<tr>
<td></td>
<td>An introduction to the principles of inorganic</td>
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<td></td>
<td>chemistry with emphasis on quantitative relationships,</td>
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<td></td>
<td>atomic and molecular structure, solutions, chemical</td>
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<td>equilibrium and chemical kinetics. A weekly one-hour</td>
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<td></td>
<td>problem/recitation session is required. Prerequisites:</td>
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<td></td>
<td>One-year high school chemistry or CH 102, and MA 110</td>
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<td>or equivalent.</td>
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<tr>
<td>CH 119, 121</td>
<td>General Chemistry Laboratory I, II</td>
<td>1, 1 cr.</td>
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<td></td>
<td>One three-hour laboratory period weekly.</td>
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<tr>
<td>CH 191, 192</td>
<td>Selected Topics</td>
<td>1-3 cr.</td>
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<tr>
<td>193, 194</td>
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<tr>
<td>CH 211, 214</td>
<td>Organic Chemistry I, II</td>
<td>3, 3 cr.</td>
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<tr>
<td></td>
<td>Treatment of fundamental concepts of aliphatic and</td>
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<td></td>
<td>aromatic organic chemistry, structural theory,</td>
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<td>reaction mechanisms, and synthetic methods. An</td>
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<td></td>
<td>introduction to structure determination using</td>
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<tr>
<td></td>
<td>spectroscopic methods. Prerequisites: CH 118 and 120</td>
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<td></td>
<td>or their equivalent.</td>
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<tr>
<td>CH 213, 215</td>
<td>Organic Chemistry Laboratory I, II</td>
<td>1 cr.</td>
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<tr>
<td></td>
<td>One three-hour laboratory period weekly.</td>
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<tr>
<td>CH 220</td>
<td>Earth Science</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Study of the structure of the earth, rocks and</td>
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<td>minerals, continents and ocean basins, weather and</td>
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<td></td>
<td>climate, and stars and planets.</td>
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<tr>
<td>CH 221</td>
<td>Earth Science Laboratory</td>
<td>1 cr.</td>
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<td></td>
<td>One three-hour laboratory period weekly.</td>
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<tr>
<td>CH 225</td>
<td>Science for Living</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Presentation of physical and life science discoveries</td>
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<td>that impact our way of life and their application in</td>
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<td>today’s world. Intended to fulfill the Core Requirement</td>
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<td>in Science.</td>
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</tbody>
</table>
CH 226 Science for Living Laboratory  1 cr.
One three-hour laboratory period weekly. Development of an understanding of the experimental nature of science and an introduction to data analysis and scientific reporting.

CH 320/320L Integrated Earth Systems  4 cr.
An exploration of interactions between the geosphere, hydrosphere, atmosphere and biosphere with analysis of the human impacts and environmental issues affecting these interactions. Application of concepts through a service-learning research project in the community. One three-hour laboratory period weekly. Prerequisites: BI 116/117 and CH 118/119 (or equivalents) or permission of the instructor.

CH 305 Biochemistry I  3 cr.
This course is a study of the structure and function of biological important molecules from a chemistry perspective. Major topics will include carbohydrates, lipids, nucleotides, proteins, and enzymes. Thermodynamic considerations and kinetic analysis of biochemical systems will be emphasized. Prerequisites: CH 211, 214. Recommended: BI 307.

CH 306 Biochemistry I Laboratory  1 cr.
One three-hour laboratory period weekly. This laboratory course will focus on the theory and application of basic biochemical techniques used in the study of proteins including biological buffers, chromatography, spectrophotometry, gel electrophoresis and centrifugation.

CH 308 Environmental Chemistry  3 cr.
A survey of chemical phenomena in the earth’s environment. The study of sources, reactions, transport, effects and fates of chemicals in the water, soil and air, and how humans influence these processes. Prerequisite: CH 211.

CH 310 Quantitative Analysis  3 cr.
A study of the quantitative and statistical aspects of chemical analysis. Prerequisite: CH 120.

CH 311 Quantitative Analysis Laboratory  1 cr.
One three-hour laboratory period weekly. Laboratory will focus on volumetric and gravimetric techniques, some use of instrumentation and computer treatment of data.

CH 344 Analytical Chemistry I  3 cr.
An introduction to the theory and practice of instrumental methods of analysis including electrochemistry, chromatography and spectroscopy. Prerequisites: CH 211, 214, 310.

CH 345 Analytical Chemistry I Laboratory  1 cr.
One three-hour laboratory period weekly. Laboratory practice using basic electrochemical, chromatographic and spectroscopic instrumentation.

CH 360 Physical Chemistry I  3 cr.
An integrated classical and quantum approach to thermodynamics, statistical mechanics, dynamics, atomic and molecular structure. Prerequisites: CH 118, 120; PS 200, 202; MA 175.

CH 361 Physical Chemistry I Laboratory  1 cr.
One three-hour laboratory period weekly.

CH 362 Physical Chemistry II  3 cr.
An integrated classical and quantum approach to thermodynamics, statistical mechanics, dynamics, and atomic and molecular structure. Prerequisite: CH 360.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CH 363</td>
<td>Physical Chemistry II Laboratory</td>
<td>1 cr.</td>
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<tr>
<td></td>
<td>One three-hour laboratory period weekly.</td>
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<tr>
<td>CH 405</td>
<td>Biochemistry II</td>
<td>3 cr.</td>
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<td></td>
<td>This course is an in-depth study of the intermediary metabolic pathways responsible for life. Prerequisites: CH 305 or the equivalent.</td>
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<tr>
<td>CH 406</td>
<td>Biochemistry II Laboratory</td>
<td>1 cr.</td>
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<td></td>
<td>One three-hour laboratory period weekly. This laboratory course will focus on theory and application of molecular biology techniques including the preparation and analysis of DNA and RNA and polymerase chain reaction.</td>
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<tr>
<td>CH 413</td>
<td>Advanced Inorganic Chemistry</td>
<td>3 cr.</td>
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<td></td>
<td>The study of chemical bonding, structure and reaction mechanism in inorganic chemistry based on modern physical chemical concepts. Organometallic complexes are stressed. Prerequisite: CH 120. Recommended: CH 360.</td>
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<tr>
<td>CH 414</td>
<td>Advanced Inorganic Chemistry Laboratory</td>
<td>1 cr.</td>
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<td></td>
<td>One three-hour laboratory period weekly. Laboratory designed to apply principles of Advanced Inorganic Chemistry.</td>
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<tr>
<td>CH 421, 422, 423, 424, 425, 426</td>
<td>Special Topics</td>
<td>1-3 cr.</td>
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<td>Advanced topics in Chemistry to be arranged by the instructor and students. Hours and credits arranged by the instructor.</td>
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<tr>
<td>CH 427</td>
<td>Coordinating Seminar</td>
<td>2 cr.</td>
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<tr>
<td>CH 432</td>
<td>Coordinating Seminar: Environmental Science</td>
<td>1 cr.</td>
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<tr>
<td>CH 444</td>
<td>Analytical Chemistry II</td>
<td>2 cr.</td>
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<td></td>
<td>Advanced theory and analytical techniques in electrochemistry, chromatography and spectroscopy, including hyphenated techniques. Prerequisite: CH 344.</td>
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<tr>
<td>CH 445</td>
<td>Analytical Chemistry II Laboratory</td>
<td>2 cr.</td>
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<tr>
<td></td>
<td>Two three-hour laboratory periods weekly. Laboratory practice in advanced analytical techniques using sophisticated chemical instrumentation and hyphenated methods, such as GC-MS and carbon-13 NMR. Prerequisites: CH 344, 345.</td>
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<tr>
<td>CH 465</td>
<td>Research Methods</td>
<td>1 cr.</td>
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<tr>
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<td>Lecture covering critical topics in the proper design and execution of scientific research.</td>
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<tr>
<td>CH 466</td>
<td>Research Methods Laboratory</td>
<td>2 cr.</td>
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<td></td>
<td>One three-hour laboratory period weekly. Laboratory course covering application of research design, execution, data analysis and presentation.</td>
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</tbody>
</table>
CH 473, 474 Research Topics 1-3 cr.
An opportunity for students to undertake laboratory research under faculty direction. Hours and credit arranged by the department. Participation in the research seminar and a written report are required. Prerequisite: CH 465/466 or permission of faculty sponsor.

CH 491, 492, 493, 494 Independent Study 1-3 cr.
An opportunity for qualified and capable students to do independent work in chemistry. Hours and credit arranged by the instructor.

CH 295, 395, 495 Internship 1-6 cr.
Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.
COMMUNICATION & PUBLIC RELATIONS

Graduates of both communication programs are qualified to pursue graduate studies or a variety of careers requiring problem-solving, critical thinking, critical listening and inferential reading. Graduates demonstrate effective speaking and writing skills in a variety of contexts.

COMMUNICATION MAJOR
39 Credits

Student Learning Outcomes
Students completing a major in communication will be able to demonstrate:

- Effective writing skills that achieve a variety of specific purposes fluently and ethically.
- Different ways communication can be conceptualized within and among interpersonal, organizational, intercultural, and mass communication contexts.
- Facility in preparing and performing creative and cohesive oral presentations.
- Effective critical and appreciative listening skills that contribute to understanding and sharing meaningfully with others.

With a broad and integrated approach to the field of communication, including coursework in process and theory, students will be prepared for graduate study in the field as well as for related areas such as journalism, performance studies, law, mediation and other disciplines.

Core Communication Requirements: 39 credits
CA 201 Interpersonal Communication
CA 220 Newswriting
CA 232 Professional Communication
CA 250 Mass Communication
TR 313 Event/Play Production
CA 323 Media Writing
CA 324 Advanced Media Writing
CA 374 Presentation Techniques
CA 376 Intercultural Communication
CA 380 Organization Communication
CA 401 Communication Theory
CA 410 TV/Radio
CA 495 Internship

Recommended Courses:
TR 212 Oral Interpretation
TR 260 Art of Improvisation
CA 305 Film Studies
TR 309 Acting and Directing
EN 215 Argument and Rhetoric
EN 214 Workshop in Advanced Grammar
EN 318, EN 319, or EN 320 Creative Writing
COMMUNICATION MINOR
18 credits
Requirements: 12 credits
CA 201 Interpersonal Communication
CA 220 Newswriting
CA 250 Mass Communication
CA 374 Presentation Techniques

Two of the following courses: 6 credits
TR 212 Oral Interpretation
CA 305 Film Studies
TR 309 Acting and Directing
TR 313 Event/Play Production Apprenticeship
CA 323 Media Writing
CA 324 Advanced Media Writing
CA 410 TV/Radio

PUBLIC RELATIONS MAJOR
51 Credits

Students in the Communication Public Relations programs are prepared to function as creative, critical and ethical communicators within personal or professional settings. The Communication PR faculty coordinates with the Business Division and Art to foster student learning, student integrity and student success. Graduates of the program will have been educated in a liberal arts tradition to think critically, to analyze complex processes, and to communicate effectively (oral and written) for themselves and others. They will be ready to move into their chosen career field or continue studies.

Student Learning Outcomes
Students completing the Communication Public Relations major will be able to:
• Communicate effectively in both written and oral forms.
• Write effectively for various publics using different technologies.
• Understand the key functions and standard processes of Business and/or Design.
• Critically evaluate, analyze and interpret information to solve problems for business and personal situations.
• Use PR appropriately for different business goals, within different formats, and across various platforms.
• Behave and think ethically while adhering to high standards for personal, social and professional integrity.
• Collaborate effectively in diverse teams across cultures.

Core Communication Requirements: 21 credits
CA 201 Interpersonal Communication
CA 220 Newswriting
CA 250 Mass Communication
CA 374 Presentation Techniques
CA 376 Intercultural Communication
CA 401 Communication Theory
CA 495 Internship
Public Relations Requirements: 18 credits
BU 390 Advertising
CA 323 Media Writing
CA 324 Advanced Media Writing
CA 380 Organizational Communication/PR Case Studies
CA 403 Public Relations Practicum
CA 410 TV/Radio

Professional Track Requirements: 12 credits
Students select one professional track in business or design and complete 12 credits in that track as indicated:

Business Track 12 credits from the following:
BU 230 Marketing Principles
BU 235 Management Information Systems
BU 240 Management Principles
BU 301 Consumer Behavior
BU 341 Human Resources Management
BU 345 Organizational Behavior
EC 100 Economics and Contemporary Issues
EC 201 Principles of Microeconomics
EC 202 Principles of Macroeconomics
IS 260 Computer Decision-Making Applications

Design Track 12 credits from the following:
AR 101 Drawing I
AR 114 Introduction to Graphic Design
AR 209 Photography I
AR 210 Photography II
AR 221 Basic Design
AR 223 Graphic Design I
AR 224 Graphic Design II
AR 300 Graphic Design III
IS 243 Multimedia Development
IS 245 Website Design and Development

PUBLIC RELATIONS MINOR
18 Credits
Core Requirements: 12 credits
CA 201 Interpersonal Communication
CA 220 Newswriting
CA 250 Mass Communication
CA 374 Presentation Techniques

Two (2) of the Following: 6 credits
CA 403 Public Relations Practicum (Highly Recommended)
TR 313 Event/Play Production Apprenticeship
CA 323 Media Writing
CA 324 Advanced Media Writing
CA 380 Organizational Communication/PR Case Studies

COURSE OFFERINGS
* A college level composition course is a prerequisite to most communication courses.

CA 100 Elements of Speech 3 cr.
Introduces the speech communication process, both theory and practice. The purpose of this course is to develop an understanding of oral communication as a fundamental element of being an educated person in our society. The focus is on the principles, skills, and responsibilities of speaking with a purpose, interpreting and adapting to an immediate (live) audience, and critically responding to our own and others’ speaking. The course increases confidence in public speaking.

CA 152, 252, 352, 452 Study Tours 1-6 cr.
CA 171, 271, 371, 471 Workshops 1-3 cr.
CA 191, 192, 193, 194 Selected Topics 1-3 cr.

CA 201 Interpersonal Communication 3 cr.
Studies interpersonal levels of communication and their applications. Skills developed and topics explored include verbal and non-verbal effectiveness; self-disclosure and assertiveness; active and empathic listening; and a variety of dyadic transactions.

CA/EN 220 Newswriting 3 cr.
Introductory journalism course teaching basic skills in writing news for print, broadcast and web. Students learn to write clearly, concisely and accurately under deadline and will submit articles to the student newspaper, Notre Dame News.*

CA 232 Professional Communications 3 cr.
Study of written and oral communication theory and its importance in accomplishing organizational objectives. Practical exercises will be reviewed to build on basic skill requirements.

CA 250 Mass Communication 3 cr.
An introduction to mass communication through study of the commercial, historical and social underpinnings of American mass media and information industries.*

CA 305 Film Studies 3 cr.
Explores film as an art form, treating its language, history and genres with special emphasis on the roles of those under-represented in the film industry. Many films, arranged around various themes and styles of directing, are viewed as primary texts in the course. International films are integrated into the course as well.

CA/EN 323 Media Writing 3 cr.
Offers practice in professional writing skills needed for careers in advertising, public relations, radio and television. Prerequisite: CA/EN 220 or departmental permission.
CA/EN 324 Advanced Media Writing 3 cr.
An advanced professional writing course, providing intensive practice in writing blogs, commentaries and features for publication in print and web. Prerequisite: CA 220, CA 250, and CA 323 or department permission.

CA 374 Presentation Techniques 3 cr.
Practice in a variety of public speaking forms serves as focus: advanced work in the extemporaneous mode, as well as an introduction to manuscript, memorized and impromptu styles. Experiences with special occasion speaking take students beyond the confines of the classroom into settings involving larger spaces, technical considerations and other challenges. Prerequisite: Junior/Senior standing or departmental permission.

CA 376 Intercultural Communication 3 cr.
Probes the influence of individuals’ backgrounds on cross-cultural experiences. The roles of ethnicity, gender, race, religion and sexual orientation are explored by examining how verbal and non-verbal messages are generated and interpreted. Practice with specific skills will empower students to become competent intercultural communicators. Prerequisite: Junior/Senior standing or departmental permission.

CA 380 Organizational Communication 3 cr.
Explores organization communication theory and its application to real world public relations cases involving business, nonprofit and governmental organizations.*

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

CA 401 Communication Theory 3 cr.
Surveys the different ways in which communication has been conceptualized, described and explained. Explores the powers and limitations of various theories and perspectives.* Junior/senior standing.

CA 403 Public Relations 3 cr.
Studies the historical antecedents and contemporary practice of public relations in America. Special emphasis is placed on day-to-day tasks, skills and responsibilities of practitioners. Opportunity for juniors and seniors to explore specific issues and meet professionals in the multi-faceted field of public relations.* Pre-requisite: CA 323, CA 324, CA 401 or departmental permission.

CA 410 Television and Radio 3 cr.
An in-depth analysis of the video and audio industries such as TV and cable networks, AM and FM radio, the music industry and the developing integration of video and computer networks. Special attention is paid to the role of advertising, the impact of video and audio in popular culture and ethical dilemmas.* Pre-requisite: CA 324, CA 401.

CA 491, 492, 493, 494 Independent Study 1-3 cr.
Offers opportunities for junior and senior level students in good academic standing and possessing the necessary skills to pursue a research topic or to develop a project. Closely directed by a faculty member.

CA 295, 395, 495 Internship 1-6 cr.
Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.
ECONOMICS

Economics is a discipline that examines society’s responses to the problem of scarcity. This necessitates that people make choices, and hence, deals with decision-making, problem-solving and critical thinking. Economics courses are offered to support the various majors offered by the Business Administration Division and various interdisciplinary majors. Although there is no major offered in Economics, students may obtain a minor.

Objectives of Economic Courses (Minor in Economics Student Outcomes):
- Learn economic vocabulary. The student should be able to recognize, define, and use economic terminology in classroom discussions, reading assignments, and formal assessments.
- Learn to apply graphing techniques and interpret economic models. The student should demonstrate the ability to read and interpret economic models demonstrated graphically and to use linear algebra to explain the relationships among economic variables.
- Learn about economic problem solving. The student should develop the ability to use economic analytical tools to explain, solve, and predict outcomes in the hypothetical, as well as real world economic situations.
- Learn about and discuss current economic issues. The student should develop the ability to relate economic principles to current and real world situations.

ECONOMICS MINOR

Lower Biennium Prerequisites: 6 Credits
EC 201 Principles of Microeconomics
EC 202 Principles of Macroeconomics

12 additional credits in Upper Biennium Economics courses.

COURSE OFFERINGS
EC 100 Economics and Contemporary Issues 3 cr.
A general introduction to the study of economics, including both micro- and macroeconomics concepts and ideas, as reflected in current domestic socioeconomic and global issues. NOTE: This course is not open to students who have successfully completed the Principles sequence (EC 201, 202).

EC 201 Principles of Microeconomics 3 cr.
The second of a two-course sequence; this course introduces students to the social science of economics, and then examines the behavior of individual consumers and firms, as well as the role of government, in the product and resource markets. On what bases are decisions made to buy (demand) and sell (supply)? How are these markets structured? What if the market system does not work, or is not allowed to work? What is the proper role of the government in a market-based economy? Prerequisite: Cannot take concurrently with EC 202

EC 202 Principles of Macroeconomics 3 cr.
The first of a two-course sequence in Principles of Economics; this course examines the goals of the macro economy (full employment, domestic price stability, economic growth, and stable international economic relations) and how they are promoted by the government’s use of fiscal and monetary policy. The course concludes with a formal introduction to international economics, including the micro-based topics of international trade theory and commercial policy, as well as international finance and open-economy macroeconomics. Prerequisite: Cannot take concurrently with EC 201
EC 304 Economic History of the United States 3 cr.
A topical approach, within a chronological context, to the development of the American economy. Topics examined include agriculture, industry, finance, transportation and communication, commerce, labor and the role of the government in the economy. Prerequisite: sophomore standing

EC 305 Comparative Economic Systems 3 cr.
A non-quantitative course that examines the bases for comparing economies and economic systems; studies the cultural and historic development of economies ranging from open-market capitalistic systems to centrally planned economies, and the hybrid of market socialism; analyzes examples of each of these at various levels of maturity and development. Prerequisite: Sophomore or higher standing.

EC 331 Money, Banking and Global Financial Markets 3 cr.
An examination of the various forms of money and other financial assets and the global markets in which they are traded; the roles of banks and other financial intermediaries, the instruments which they trade, and the effect of their behavior on their customers and the economy; the governments’ monetary policies and their impact on the economic activity of their respective countries. Prerequisite: EC 201-202 or permission of instructor.

EC 350 Managerial Economics 3 cr.
An application of microeconomic theory and methods to business and administrative decision-making; both the neoclassical approach, including a detailed treatment of supply and demand, the theory of the firm, and efficiency in a general equilibrium framework, and modern contributions of economics in the areas of coordination, motivation, organization, and strategy, e.g., the economics of transactions costs and information problems, are presented. Historical and international comparisons of management issues are made. Prerequisites: BU 360, EC 201-202 or permission of instructor.

EC 391, 392, 393, 394 Selected Topics 1-3 cr.
Possible topics include the economics of gender issues, health economics, and the economics of environmental issues. Prerequisite: EC 201-202 or permission of instructor.

EC 432 Public Finance 3 cr.
An examination of the role of the public sector (government) in the economy, especially how it spends and raises money: the traditional functions of government economic policy; how government spending and taxing policies are made; public expenditure programs such as welfare, social insurance, and health care; principles of government financing; the practice of taxation, especially by the national government; and intergovernmental financial relations. Prerequisite: Junior or higher standing.

EC 440 International Economics 3 cr.
An examination of key issues facing the global economy, including trade theory and policy, protectionism and trade blocs, the mobility of labor and capital through multinational corporations and otherwise, various exchange rate systems and how they affect international business, issues of economic development and transition to market economies. Prerequisite: EC 201-202 or permission of instructor.

EC 442 International Finance 3 cr.
A study of the international monetary system and the balance of payments; foreign exchange markets and their implications for businesses involved in global decision-making; the issues surrounding foreign investment; international banks and other global financial resources. Prerequisite: EC 201, EC 202, & BU 360.

EC 480 Labor Economics 3 cr.
A study of the workings and outcomes of the market for labor: the factors determining the demand for labor, and the labor supply decisions of workers; issues relating to the structure of wages and compensation; the incentives for and effects of educational and training investments; the effects of unions on wages, productivity, etc.; the employment and wage effects of such social policies as minimum wage, OSHA, and antidiscrimination laws; the problems of unemployment and the impact of wages on inflation. Prerequisite: EC 201-202 or permission of instructor.

**EC 491, 492, 493, 494 Independent Study** 1-3 cr.
Opportunity to work on a special project or investigation designed by the student and approved by the faculty sponsor. Prerequisite: Senior standing.
EDUCATION

TEACHER EDUCATION
Notre Dame College has a long tradition of teacher education. Students may pursue programs leading to Ohio licensure in early childhood, middle childhood, special education, and adolescent/young adult. Those pursuing adolescent/young adult also pursue an academic major. The detailed organization of the teacher education program and its specific directives are outlined in the Teacher Candidate Handbook.

Education Unit Vision
The Division of Professional Education educates teacher candidates for personal, professional, and global responsibility so that in their role as teachers they are willing to take a stand for human rights and social justice. The willingness to take a stand is critical in local communities and in a world where the disparities in access to goods and resources can threaten human relationships. This aligns with the conceptual framework for the Division of Professional Education at Notre Dame College which is driven by the institutional mission statement of educating “a diverse population...for personal, professional and global responsibility” and the College motto, “Changing the world, one student at a time.” Current theory and research, state and national standards, the standards of specialized professional associations, and the concerns of the division’s P-12 partners have further aided the division in reshaping and redefining its conceptual framework of “changing the classroom, one teacher at a time.” The major themes articulated by the conceptual framework guide candidate performance outcomes and the system by which the division, its programs, and its candidates are assessed.

While the Notre Dame College community embraces and lives out of a carefully articulated and well documented values list (Notre Dame College, 2007), four values stand out in the Notre Dame Education tradition for the Division of Professional Education. The dignity of the whole person and that individual’s right to an education are fundamental to the Notre Dame College teacher preparation program. The Division values the range of diversity among our teacher candidates, in our partnership schools, and among the core and adjunct faculty. Collaboration is highly valued in the Division as we recognize the social nature of learning and work, and we acknowledge the importance of student voice in the education process. Fairness, honesty, respect, and ethical behavior are aspects of responsible professional engagement that the Education Faculty seeks to model for and cultivate in the teacher candidates.

Admission to the Division of Professional Education
Education Program admission is open to students who demonstrate that they have the intellectual ability, emotional stability, and dispositional and professional skills needed to be a professional teacher. Students desiring to apply to the Education Program must first be admitted to the College through the regular Admissions Office application process. Students planning to major in Education will be classified as pre-education until their formal acceptance into the Education program. Formal application should be submitted to the Division during ED 205.

Prerequisites needed for admission to the Division of Professional Education are:
ED 202/203  Introduction to Education/Field Experience
ED 204      Educational Psychology
ED 205/206  Psychology of Special Needs/Field Experience
PY 201      General Psychology

The pre-education courses must be taken in sequence.
Candidates may be required to undergo an Ohio Bureau of Criminal Investigation (BCI) background check before being allowed to participate in field experiences in ED 202/203 and subsequent education courses. The state of Ohio will require another BCI and FBI background check before applying for licensure. Candidates are responsible for the cost of the background check, and the outcome may impact the candidate’s ability to remain in the program. See the following website for more information: http://education.ohio.gov/Topics/Teaching/Licensure/Additional-Information/Background-Check-FAQs#FAQ681.

Applicants must achieve a 2.75 GPA in the professional education prerequisite coursework AND in their cumulative coursework/overall GPA. If the GPA is between 2.5 and 2.75, SAT and ACT scores may be used for admission. A total SAT score of 1080, or a composite ACT score of 18 are acceptable scores for admission to an educator preparation program. Candidates may also be given an Action Plan that will allow for them to have two semesters to bring up their GPAs to 2.75. If, at the end of those two semesters, candidates have not increased their GPAs to 2.75, they may be counseled out of the education major, or redirected to a non-licensure major.

Applicants must also display competency in oral and written communication and mathematics through the successful completion with a grade of “B” or better in the appropriate freshman English sequence and mathematics course beyond the developmental level (see course catalog for further information). Students who have not met this benchmark must work with the Division of Professional Education, The Dwyer Learning Center, the Writing Lab, or The Academic Support Center to strengthen their math and composition skills.

All teacher candidates must give evidence of the physical, emotional, and dispositional abilities required of teachers that include (but are not limited to) the following:
- Ability to communicate effectively in verbal and written form
- Emotional stability to function in stressful situations and to accept personal responsibility and accountability for his/her actions and the safety of students in his/her charge
- Demonstration of initiative and the ability to complete assignments independently
- Responsiveness to constructive feedback/supervision as evident in behavioral changes that manifest elements of the feedback.
- Positive rapport with peers and faculty
- Evidence of high ethical and professional standards exhibited by honesty with and respect for others

Applicants must also complete an Admission Essay as part of the admission process to the Division. Candidates will take a practice assessment in their Freshman Year Seminar course which is evaluated by peer tutors in the Writing Lab and by Division faculty members. If they earn a score below 4 (out of a possible 5), they will be directed to the Writing Lab for tutoring on a regular basis before they take the Admission Essay in the ED 205/206 course. At that time, candidates will receive a letter along with their admission status indicating whether or not they have been admitted with or without writing conditions. Candidates will have one year to demonstrate progress in writing if they are admitted with conditions. A third writing sample will be required, and if candidates are still struggling, they may be required to write a plan of professional development in writing and show evidence of following through with the plan before they are allowed to student teach.

Requirements for Continuing in the Program:
To be retained after formal admission to the program, teacher candidates are required to:
- Earn a B- average or better in education core classes.
Education Unit Outcomes:
The Division of Professional Education at Notre Dame College believes that teacher candidates must possess deep and rich content and pedagogical knowledge in order to successfully create, present, and evaluate meaningful learning experiences for students in grades P-12. The teacher candidates must possess the skills and dispositions necessary to engage P-12 students of diverse backgrounds and various learning needs in challenging yet attainable learning goals. This kind of professional work can only be successfully accomplished with the help of the P-12 parents/caregivers and the collaboration of all members of the school community.

Through its undergraduate licensure programs, the Notre Dame College teacher candidates follow a program of study that develops their ability to meet the expectations of the Ohio Standards for the Teaching Profession. The teacher candidates will:

- Give evidence of understanding student learning and development and the ability to create learning experiences that correspond to P-12 students’ cultural, linguistic, and developmental differences.
- Give evidence of depth and breadth in their content knowledge and the content specific instructional strategies to effectively facilitate learning in grades P-12.
- Plan and deliver effective instruction that advances the learning of each student.
- Understand, create, use, and evaluate varied formal and informal assessments to inform instruction and ensure student learning.
- Create physically and emotionally safe learning environments that promote high levels of achievement for all students.
- Effectively collaborate and communicate with students, parents, other educators, and administrators to support and further student learning.
- Give evidence of assuming responsibility for ongoing professional dispositions, behaviors, and ethics that are marks of professional conduct.
- Create reflection papers that indicate the ability to articulate their teaching/presentation strengths and weaknesses following a teaching segment.
- Apply knowledge of key educational theorists to teaching and learning contexts.

Student Teaching:
Teacher candidates may only register for the 15-week student teaching experience in the Fall or Spring semesters. All teacher candidates must have a completed criminal record and background check prior to beginning student teaching. Teacher candidates must assume all costs associated with the background checks/fingerprinting. The results of the criminal background check may impact the candidate’s ability to complete the clinical component of the program.

Teacher candidates must have completed all required coursework prior to student teaching. The 15-week student teaching experience is considered a full time, 40-hour per week position. Student teachers must attend the required seminar and successfully complete a performance assessment designed to measure their effectiveness in the classroom.
Students who are seeking a bachelor’s degree will take twelve (12) credits of student teaching. Students who participate in the May graduation and who plan to complete student teaching the following fall will take twelve (12) credits of student teaching. The degree earned and the diploma will be presented upon the successful completion of student teaching.

If the student teacher independently and voluntarily chooses to terminate the student teaching placement and removes himself/herself from the student teaching classroom, the candidate will not receive an additional placement during the same semester or any subsequent semesters through Notre Dame College. If a student teacher is removed from a placement due to the request of the cooperating teacher or the school, the Division of Professional Education in consultation with the Office of Academic Affairs will determine whether an additional placement is warranted.

LICENSURE AREAS

Early Childhood Education (Gr. P-5)

Middle Childhood Education (Gr. 4-9)
Areas of Concentration – choose two:
- Mathematics
- Language Arts and Reading
- Social Studies
- Science

Adolescent/Young Adult Education (Gr. 7-12)
Students pursuing an Adolescent/Young Adult or Multi-age license in one of the areas listed below must complete a major field of study and all certification requirements of the teaching field.

Majors:
- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Life Sciences
- Life Sciences and Chemistry

Multi-Age Education (K - 12)
- Mild Moderate Intervention Specialist (K-12)

LICENSURE: EARLY CHILDHOOD EDUCATION (ECE) (GR. P-5)

ECE Program Outcomes
The Early Childhood Education (ECE) field-based licensure program prepares undergraduates and post-baccalaureate P-5 candidates with the knowledge, skills, and dispositions required to successfully meet the educational needs of young children. The program is designed to meet the National Association for the Education of Young Children (NAEYC) initial accreditation standards, CAEP standards for grades K-6, and ODE requirements. In order to be licensed to teach in Ohio, candidates are required to pass the Ohio Assessments for Educators. The Ohio Assessments for Educators assesses the content-area and
the professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio Academic Content Standards and Common Core State Standards. Candidates must also take the Foundations of Reading test as part of the OAE battery. See the Ohio Department of Education website for a complete list of tests, qualifying scores, and registration information.

For an outline of the online track, contact the Finn Center for Adult, Graduate and Online Learning.

**General Content Requirements:**

**Natural Sciences: 3 courses and 3 labs (12 credits)**
- BI 105/106 Intro to Biological Sciences and lab OR BI 200/201 Environmental Sciences and lab (*fulfills Core Scientific requirement*)
- BI 230-231 Basic Anatomy & Physiology with lab
- CH 106/107 Principles of Inorganic Chemistry with lab

**Social and Behavioral: 7 courses (21 credits)**
- GO 200 World Geography
- HI 110 Western Cultures from 1500
- HI 200 Themes in American History
- PY 201 General Psychology
- SO 201 Introduction to Sociology
- PO 111 Am. Government & Politics OR PO 210 State & Local Government & Politics
- EC 100 Economics and Contemporary Issues

**Mathematics: 2 courses (6 credits)**
- MA 130 Elementary Number Theory (*fulfills Core Quantitative requirement*)
- MA 131 Geometry, Probability and Statistics from an Elementary Point of View

**English/Language Arts: 4 courses (12 credits)**
- EN 100 College Composition I OR EN 110 Advanced Composition (*fulfills Core Writing Fluency requirement, EN 101 is required with EN 100 to meet Core requirements*)
- CA 100 Elements of Speech (*fulfills Core Oral Fluency requirement*)
- EN 215 Argument and Rhetoric
- CA 376 Intercultural Communication (*fulfills Core Global Learning requirement*)

**Professional Education Core: 9 courses (22 credits)**
- ED 202 Introduction to Education
- ED 203 Field Experience for ED 202
- ED 204 Educational Psychology
- ED 205 Psychology of Students with Special Needs
- ED 206 Field Experience for ED 205
- ED 301 Integrating Technology across the Curriculum or Accuplacer test
- ED 341 Curriculum Principles Pre-K – 12
- ED 352 Classroom Management
- ED 475 Issues in Education
Early Childhood Education Core: 10 courses (37 credits)
ED 221 Role of Phonics in Reading
ED 265 Foundations of Early and Middle Childhood Education
ED 332 Children’s Literature and Literacy (fulfills Core Literature requirement)
ED 355 Assessment and Correction of Reading Disabilities
ED 376 Developmental Reading
ED 379 Music, Creative Arts and Physical Movement in ECE (fulfills Core Creative requirement)
ED 380 Reading Field Experience for ED 355, MUST be taken concurrently with 355
ED 413 Student Teaching in Early Childhood Education
ED 443 Instructional Methods in English/Language Arts and Social Studies
ED 444 Instructional Methods in Science and Mathematics

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

MCE Program Outcomes
The Notre Dame College Middle Childhood Education (MCE) field-based licensure program prepares undergraduates and post-baccalaureate middle school (MS) teachers with the knowledge, skills, and dispositions required to successfully meet the educational needs of students in grades 4-9. The State of Ohio has outlined expectations for MCE candidates. Candidates are required to select two of the following content areas for a concentration: Language Arts, Mathematics, Science, or Social Studies. In order to be licensed to teach in Ohio, candidates are required to pass the Ohio Assessments for Educators. The Ohio Assessments for Educators assesses the content-area professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio Academic Content Standards and Common Core State Standards. Candidates must also take the Foundations of Reading as part of the OAE battery. See the following website for a complete list of tests, qualifying scores, and registration information: http://education.ohio.gov/Teachers.

Professional Education Core: 11 courses
ED 202 Introduction to Education
ED 203 Field Experience for ED 202
ED 204 Educational Psychology
ED 205 Psychology of Students with Special Needs
ED 206 Field Experience for ED 205
ED 301 Integrating Technology across the Curriculum or Accuplacer test
ED 341 Curriculum Principles Pre-K - 12
ED 342 Integrated Methods Pre-K - 12
ED 343 Field Experience for ED 342
ED 352 Classroom Management
ED 475 Issues in Education

Middle Childhood Education: 7 Courses
ED 221 The Role of Phonics in Reading
ED 265 Foundations of Early and Middle Childhood Education
ED 332 Children’s Literature (fulfills Core Literature requirement)
ED 335 Reading in the Content Areas
AND 1 mathematics course:
MA 130 Elementary Number Theory OR MA 131 Geometry, Probability and Statistics from an Elementary Point of View (either fulfills Core Quantitative requirement)

Content Area Requirements: Choose two areas

Mathematics: 6 courses
MA 120, MA 130, MA 131, MA 221, MA 330
MA 145 OR MA 175

Reading & Language Arts: 7 courses
TR 212, CA 250, EN 312,
CA 220 OR EN 215 OR 225 OR EN 318 OR EN 319 OR EN 320
EN 331 OR EN 332
EN 341 OR EN 342
EN 255 OR EN 256 OR EN 281 OR EN 381 OR EN 382

Recommended, but NOT required:
EN 314

Science: 5 courses with lab (Lecture and lab must be taken concurrently)
BI 200/201, CH 220/221
BI 105/106 OR 114/115 OR 116/117
CH 102/103 OR CH 118/119
PS 150/151 OR PS 180/181

Social Sciences: 6 courses
HI 110, HI 200, HI 318, EC 100, GO 200, PO 111

LICENSURE: ADOLESCENT TO YOUNG ADULT (GR. 7-12)

AYA Program Outcomes
The Notre Dame College Adolescent to Young Adult (AYA) field-based licensure programs prepare undergraduates and post-baccalaureate candidates for teaching grades 7-12. Candidates acquire the knowledge, skills, and dispositions required to successfully meet the educational needs of 7-12 students. The State of Ohio outlines expectations for AYA candidates. Candidates complete content courses and education courses that prepare them to meet the thematic, disciplinary, and pedagogical standards of their particular major. In order to be licensed to teach in Ohio, candidates are required to pass the Ohio Assessments for Educators. The Ohio Assessments for Educators assesses the content-area and professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio Academic Content Standards and Common Core State Standards. See the Ohio Department of Education website for a complete list of tests, qualifying scores and registration information.
Throughout their preparation, the candidates relate their practice to the Ohio Standards for the Teaching Profession. The standards cluster in three categories: teaching and learning, conditions for teaching and learning, and professional work. Candidates are prepared to create effective learning experiences for a diverse student population. Ohio requires all AYA teacher candidates to complete three (3) semester hours of content area reading. This course helps the candidates understand the value of specific reading strategies to use in response to the literacy skills students bring to the AYA classroom, including the recognition of and intervention in students with dyslexia. In the reading, curriculum, methods, and management classes, the candidates develop and implement a repertoire of methods and techniques to use in the AYA classroom to teach diverse learners in a myriad of educational contexts.

**General Content Requirement:**

**Social & Behavioral Sciences: 1 course**
PY 201 General Psychology

**Professional Education Core: 8 courses**
ED 202 Introduction to Education
ED 203 Field Experience for ED 202
ED 204 Educational Psychology
ED 205 Psychology of Students with Special Needs
ED 206 Field Experience for ED 205
ED 301 Integrating Technology across the Curriculum or Accuplacer test
ED 352 Classroom Management
ED 475 Issues in Education

**Adolescent to Young Adult Education Core: 5 courses**
ED 335 Reading in the Content Areas
ED 341 Curriculum Principles Pre-K - 12
ED 342 Integrated Methods Pre-K - 12
ED 343 Field Experience for ED 342
ED 421 Student Teaching: Adolescent to Young Adult (AYA)

**Students pursuing Adolescent/Young Adult and Multi-Age licensure must complete a major field of study AND all certification requirements of the teaching field. Additional content credits needed for Licensure and Major: (Choose one)**
- Integrated Language Arts
- Integrated Life Sciences
- Integrated Life Sciences & Chemistry
- Integrated Math
- Integrated Social Studies
INTEGRATED LANGUAGE ARTS
51-54 Credits
Students preparing for Adolescent to Young Adult licensure in Integrated Language Arts complete the requirements of an English major with two exceptions: EN 482 and the internship are not required.

English Major Requirements: 
TR 212 Oral Interpretation
EN 215 Argument and Rhetoric
EN 225 Introduction to Literature
EN 312 History of the English Language
EN 314 Grammar for Writers and Teachers
EN 321 Introduction to Literary Theory and Criticism
EN 331 British Literature to 1700
EN 332 British Literature 1700-1900
EN 341 American Literature to 1900
EN 342 Seminar in American Literature
EN 462 Shakespeare’s Histories and Tragedies
EN 480 Great Books Seminar

One (1) of the following:
EN 220 Newswriting
EN 318, EN 319, or EN 320 Creative Writing
EN 324 Advanced Media Writing

One (1) of the following:
EN 343 Major African American Writers
EN 382 Women Writers
EN 459 Postcolonial Literature
EN 460 Literature of Continental Europe

One (1) of the following:
CA 305 Film Studies
TR 309 Acting and Directing
TR 313 Event/Play Production Apprenticeship

One (1) of the following:
CA 250 Mass Communication
CA 323 Media Writing
CA 410 TV/Radio

INTEGRATED LIFE SCIENCES
54 Credits

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

**Two (2) of the following: (lecture and lab must be taken concurrently)**
- BI 300, 301  Human Anatomy and Physiology for Majors I and Lab
- BI 302, 303  Human Anatomy and Physiology for Majors II and Lab
- BI 320  Evolution
- BI 425  Developmental Biology and Lab

**Two (2) of the following: (lecture and lab must be taken concurrently)**
- BI 340, 341  Parasitology and Lab
- BI 350  Genetics
- BI 360, 361  Microbiology and Lab
- BI 430  Immunology
- BI 460  Endocrinology
- BI 470  Advanced Cell Biology

**Four (4) of the following: (lecture and lab must be taken concurrently)**
- CH 118, 119  General Chemistry I and Lab
- CH 120, 121  General Chemistry II and Lab
- CH 211, 213  Organic Chemistry I and Lab
- CH 214, 215  Organic Chemistry II and Lab
- PS 180, 181  Basic Physics I and Lab
- PS 182, 183  Basic Physics II and Lab

**Mathematics Requirement:**
- MA 221  Statistics I

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

**INTEGRATED LIFE SCIENCE & CHEMISTRY**

**58 Credits**

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

**Three (3) of the following: (lecture and lab must be taken concurrently)**
- BI 300, 301  Human Anatomy and Physiology for Majors I and Lab
- BI 302, 303  Human Anatomy and Physiology for Majors II and Lab
- BI 320  Evolution
- BI 350  Genetics
- BI 360, 361  Microbiology and Lab
- BI 430  Immunology
Chemistry Requirements:
- CH 118, 119  General Chemistry I and Lab
- CH 120, 121  General Chemistry II and Lab
- CH 211, 213  Organic Chemistry I and Lab
- CH 214, 215  Organic Chemistry II and Lab
- CH 305, 306  Biochemistry I and Lab

One (1) of the following: (lecture and lab must be taken concurrently)
- CH 308  Environmental Chemistry
- CH 310, 311  Quantitative Analysis and Lab

Two (2) of the following: (lecture and lab must be taken concurrently)
- CH 220, 221  Earth Science and Lab
- PS 180, 181  Basic Physics I and Lab
- PS 182, 183  Basic Physics II and Lab

INTEGRATED MATHEMATICS
39 Credits

Common Major Math Requirements: 27 Credits
- MA 175 Calculus I
- MA 176 Calculus II
- MA 277 Calculus III
- MA 280 Differential Equations I
- MA 330 Modern Geometry
- MA 331 Linear Algebra and Matrix Theory
- MA 332 Introduction to Discrete Mathematics
- MA 432 Modern Algebra
- MA 481 Coordinating Seminar

Math Major Requirements in addition to the following:
- MA 221 Statistics I
- MA 310 Number Theory
- MA 350 Math History
- MA 452 Discrete Structures

INTEGRATED SOCIAL STUDIES
51 Credits

Requirements:
- EC 201 Principles of Microeconomics
- EC 202 Principles of Macroeconomics
- HI 110  Western Cultures from 1500
- HI 200  Major Themes in American History
- HI 450  Senior Research Seminar
- PO 111 American Government and Politics
- PO 210 State and Local Government and Politics
PO 311 Comparative Politics

Geography:
GO 200 World Geography

American History:
Choose two (2) from the following:
EC 304 Economic History of the United States
HI 310 From Colonies to Nation
HI 311 Forging the American Nation
HI 312 America Ascendant
HI 410 American Diplomacy
HI 411 African-American History
PO 315 American Constitutional Law

European History:
Choose one (1) from the following:
HI 322 "Isms", Revolution and Imperial Expansion
HI 325 The Passing of the Old Order

World Civilizations:
Choose one (1) of the following:
HI 210 Anthropology
HI 330 Africa: A Continental History
HI 332 The Transformation of Japan
HI 333 The Middle East: From Islam to Nationalism
HI 334 The Making of Modern China
HI 335 The Making of Modern India
HI 336 Latin America: A Regional History
HI 338 Southeast Asia: A Regional Overview

American Political Development:
Choose one (1) from the following:
EC 432 Public Finance
HI 315 American Constitutional Law
PO 313 Public Policy in America

The Interconnected World:
Choose two (2) from the following:
EC 305 Comparative Economic Systems
EC 440 International Economics
PO 312 International Relations
PO 410 American Diplomacy
PO 411 International Law

The Modern Society:
Choose one (1) from the following:
MILD MODERATE INTERVENTION SPECIALIST (MMIS) (K-12)

MMIS Program Outcomes
Notre Dame College’s Mild Moderate Intervention Specialist (MMIS) License, a field-based program, prepares Special Education teachers with the knowledge, skills, and dispositions required to successfully meet the educational needs of students with mild to moderate disabilities in K-12 inclusion, resource, and intervention classrooms. The program is designed to meet the Council for Exceptional Children (CEC) initial accreditation standards, Council for the Accreditation of Education Preparation (CAEP) standards, and requirements for licensure as a Mild Moderate Intervention Specialist in the State of Ohio. Candidates complete course work in professional and special education. In order to be licensed to teach in Ohio, candidates are required to pass the Ohio Assessments for Educators. The Ohio Assessments for Educators assesses the content-area and professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio’s Learning Standards. Candidates must also take the Foundations of Reading test as part of the OAE battery. See the following website for a complete list of tests, qualifying scores, and registration information: http://education.ohio.gov/Teachers.

Throughout the preparation program, the candidates relate their practice to the Ohio Standards for the Teaching Profession. The Ohio standards cluster in three categories: teaching and learning, conditions for teaching and learning, and professional work. A faculty team works together to create a cohesive learning experience for the candidates that reflects the real world work of special education intervention specialists and builds on research-based best practice. The teacher candidates focus on the CEC Standards and the Ohio Office of Exceptional Children and Ohio Department of Education (ODE) recommendations for licensure.

For an outline of the online track, contact the Finn Center for Adult, Graduate and Online Learning.

General Content Requirements:
Natural Sciences: 2 courses with lab
Biological Science: one course with lab
AND
Physical Science: one course with lab

Courses in the following areas or their equivalents are HIGHLY RECOMMENDED:
BI 105/106 Introduction to Biological Science and Lab OR BI 200/201 Environmental Science and Lab
CH 220/221 Earth Science and Lab

Social and Behavioral: 4 courses
HI 110 Western Cultures from 1500
HI 200 Major Themes in American History
GO 200 World Geography
PY 201 General Psychology
Mathematics: 2 courses
MA 130 Elementary Number Theory *(fulfill Core Quantitative requirement)*
MA 131 Geometry, Probability and Statistics from an Elementary Point of View

Fine Arts: 1 course
AR 221 Basic Design (highly recommended)

Professional Education Core: 8 courses
ED 202 Introduction to Education
ED 203 Field Experience for ED 202
ED 204 Educational Psychology
ED 205 Psychology of Students with Special Needs
ED 206 Field Experience for ED 205
ED 301 Integrated Technology across the Curriculum or Accuplacer test
ED 341 Curriculum Principles Pre-K-12
ED 475 Issues in Education

Mild Moderate Intervention Specialist Core: 12 courses
ED 221 The Role of Phonics in Reading
ED 310 Current Issues in Special Education Law, Services, and Leadership
ED 330 Collaborative Teaming
ED 335 Reading in the Content Areas
ED 352 Student Class Management
ED 353 Assessment of Special Needs
ED 354 Instructional Strategies in Mild Moderate
ED 355 Assessment and Correction of Reading Disabilities
ED 356 Field Experience for ED 354
ED 376 Developmental Reading Instruction in Early Childhood Education
ED 380 Field Experience for ED 355, MUST be taken concurrently with ED 355
ED 414 Student Teaching: Mild Moderate Intervention Special

TEACHER EDUCATION EVENING LICENSURE PROGRAM (TEEL)

This program is designed for those students who already hold a baccalaureate degree and wish to pursue a career in teaching. For further information, please contact Admissions Office at 216.373.5173 or visit www.notredamecollege.edu/adult/TEEL.

TEEL students must meet the licensure requirements as outlined for their licensure area (see above). The following courses however, are waived for TEEL students: ED 202 and ED 203. The admissions process follows:

1. Complete the application to Notre Dame College.
2. Complete the application to the Division of Professional Education.
3. The candidate will participate in an interview with the Admissions Office or his/her designee. This interview includes a discussion of the various initial licensure programs, schedule of classes, and financial aid.
4. After acceptance, the Finn Center will review transcripts for potential transfer credits. No courses in which the candidate earned a grade of C+ or below will be accepted.
5. Acceptance to any TEEL program is made with a 2.75 GPA.
a. If the GPA is between 2.5 and 2.75, SAT and ACT scores may be used for admission. A total SAT score of 1080, or a composite ACT score of 18 are acceptable scores for admission to an educator preparation program. Candidates may also be given an Action Plan that will allow for them to have two semesters bring up their GPA's to 2.75. If, at the end of those two semesters, candidates have not increased their GPA's to 2.75, they may be counseled out of the education licensure program.

6. All candidates must have access to a computer, an active NDC email account, Microsoft Office software, and a TK20 subscription.

TEEL Adolescent-Young Adult licensure candidates who have earned a bachelor’s-level degree or higher in English or History disciplines within the last 10 years will not be required to take the content area courses listed in the licensure program requirements. They will be required to take all Education courses, excluding any that may be transferred in from other colleges or universities. Licensure candidates are encouraged to review the Pearson tests for licensure and take any content courses they feel may be necessary to review critical content in their chosen field.

TEEL Adolescent-Young Adult licensure candidates who have earned a bachelor's-level degree or higher in Mathematics or Science (Biology and or/Chemistry) disciplines within the last 5 years will not be required to take the content area courses listed in the licensure program requirements. They will be required to take all Education courses, excluding any that may be transferred in from other colleges or universities. Licensure candidates are encouraged to review the Pearson tests for licensure and take any content courses they feel may be necessary to review critical content in their chosen field.

Field-Based Experience
The Division of Professional Education programs include field-based experiences that provide for observation and practice. They are designed to meet the current Ohio Teacher Education and Licensure Standards. Each student completes field-based experiences in diverse settings (cultural, racial, and socioeconomic). Field experiences are an integral part of each of the professional education courses taken. Candidates must have at least 100 hours of field experience before being admitted to their clinical internship/student teaching placement.

COURSE OFFERINGS
ED 202 Introduction to Education 3 cr.
Introduction to the historical, sociological, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classroom teaching and schools. The focus is on education as a profession. Designed to facilitate career exploration. Must be taken concurrently with ED 203.

ED 203 Field Experience for ED 202 0.5 cr.
Field placement component for ED 202. Twenty hours (20) of observation, one-on-one tutoring, or other classroom-related activities on three separate visits to classrooms representing the ECE, MCE, and AYA licensure areas. Must be taken concurrently with ED 202 and (20) field experience hours required.

ED 204 Educational Psychology: Learning and Human Abilities 3 cr.
Study of development, learning, and instructional theory and its practical application to effective teaching of diverse populations. Explores the psychological foundations of student variability, behavioral and cognitive learning theories, information processing, motivation theories, practices of grading, and the
evaluation of student learning. The findings of research and current best practices in the above areas are explored in relation to creating a positive classroom environment for learning. Co-requisite: PY 201.

**ED 205 Psychology of Students with Special Needs** 3 cr.
Overview of the life span of students with special learning needs. Focus will be placed on the characteristics in mental, sensory, physical, communicative, social, and emotional development that affect learning and adaptive behavior. Discussion of issues related to education, family life, and federal and state legislation. Focus will be on the thirteen disabilities in law and how accommodations are made for those students. Must be taken concurrently with ED 206.

**ED 206 Field Experience for ED 205** 0.5 cr.
Approximately ten (10) hours of observation at an appropriate site, as determined by the instructor and/or Field Placement Director. This course provides time to organize and reflect upon the field experience in classrooms with students with learning differences. Must be taken concurrently with ED 205 and Ten (10) field experience hours required.

**ED 221 The Role of Phonics in Reading** 3 cr.
An understanding of the nature and the role of word recognition literacy. This course analyzes phonological awareness, phonemic awareness, phonics, structural analysis, and morphemic units in decoding, spelling and their application in reading and writing. Knowing how to assess and intervene in word recognition through informal assessments is also investigated. This course should be the first reading course taken.

**ED 265 Foundations of Early and Middle Childhood Education** 3 cr.
This initial course includes an overview of the history, philosophy, and goals of teaching students in grades P-9. It emphasizes the study of developmentally appropriate curriculum organization, the need for integrating the curriculum, and multiple strategies for evaluating and assessing student performance.

**ED 291, 292, 293 Special Topics** 1-3 cr.

**ED 301 Integrating Technology Across the Curriculum** 3 cr.
An intermediate-level course in integrating technology into the classroom, which includes assistive technology that targets diverse and special needs students. Teacher candidates are exposed to basic technology operations for personal and professional use, address the social, ethical and human issues of living in a digital society, and implement teaching methodology that promotes technology as a tool in the learning process.

**ED 310 Current Issues in Special Education Law, Services, and Leadership** 3 cr.
This course reviews legislated and litigated requirements for special education and related services for individuals with disabilities. Students will explore historical and current issues in providing services for individualizes with disabilities including the Individuals with Disabilities Education Act, Americans with Disabilities Act, Elementary and Secondary Education Act, Free and Appropriate Education, Individuals with Disabilities Education Improvement Act, and many legal cases that helped to shape the current laws in Special Education. Students will also explore ethical concerns and guidelines. Leadership types and roles of leaders will also be studied to support future special education teachers in their role as team leaders and case managers. Prerequisite: Admission to the Division of Professional Education.
**ED 330 Collaborative Teaming** 3 cr.
This course is designed to develop collaborative skills and effective communication practices in working with families of children with disabilities. Specific strategies to more effectively develop collaboration with regular classroom teachers and other school and community personnel will be explored as well as opportunities to practice elements of successful and effective team relationships. The student will demonstrate a working knowledge of the Individual Education Plan team, including the consultative role of professionals in related services. Ten (10) hours of field experience are required. It is recommended that ED 354 be taken before ED 330.

**ED 332 Children’s Literature and Literacy** 3 cr.
The course meets the literary requirement for ECE and MCE candidates. The curriculum includes a study of literary genres in fiction and nonfiction, critical stances, story elements and text structure, and sociocultural and historical perspectives of literature for children in the Western world. A wide range of reading levels and varied types of literature for small children, primary, intermediate, middle, and high school will be explored and evaluated. Candidates will create lesson plans to teach the elements of genre and structure, and will apply cross-curricular standards to embed literature across disciplines. Prerequisite: Admission to the Division of Professional Education.

**ED 335 Reading in the Content Areas** 3 cr.
This course is designed to explore the techniques used in the development of successful student reading of subject matter content. This course studies the components of word study, comprehension, writing, teaching for diverse learners (including students who have dyslexia), technology applications, assessment, and collaborative techniques for teaching content area materials. Prerequisites: Admission to the Division of Professional Education.

**ED 341 Curriculum Principles P-12** 3 cr.
An examination of curriculum principles that impact planning instructional activities for students. Emphasis placed on the Backward Design concept. Prerequisites: Completion of ALL other education coursework and 90% of content work. Must be ready to student teach in the one or two semesters following the completion of this course. ED 341 precedes ED 342. Prerequisite: Admission to the Division of Professional Education.

**ED 342 Integrated Teaching Methods P – 12** 3 cr.
Effective teaching methodology that addresses the needs of today’s diverse classrooms is introduced. Prerequisites: Completion of ALL other education coursework and 95% of content work. Must be ready to student teach in the next semester following the completion of this course. Prerequisite: Admission to the Division of Professional Education and ED 341. Must be taken concurrently with ED 343.

**ED 343 Field Experience for ED 342** 1 cr.
Field placement component for the ED 342 methods class required of education of MCE and AYA majors/minors. The planning, teaching, and reflection of multiple lessons that are taught at an off-site location that is arranged through the Office of School and Community Partnerships. Must be taken concurrently with ED 342. Prerequisite: Admission to the Division of Professional Education. Thirty (30) hours of field experience hours are required.

**ED 352 Student Class Management – MMIS** 3 cr.
Behavior management techniques and methods of positive behavior support are discussed as well as the theories used to develop basic standards of reinforcement for all P-12 students, including those with
disabilities. Individual and classroom management plans are discussed, including methods of obtaining baseline data to document observable behavior and to initiate problem-solving methods to change inappropriate behavior. This course meets the state of Ohio’s requirements for instruction in Positive Behavioral Interventions and Supports. Prerequisite: Admission to the Division of Professional Education and twenty (20) field experience hours are required.

**ED 353 Assessment of Special Needs**  
3 cr.  
The student will demonstrate a working knowledge of terminology associated with the assessment of individuals with disabilities, including formal and informal measures used to explore a student’s eligibility and referral for special education. Basic methods of referral, screening, and placement will be analyzed. Prerequisite: Admission to the Division of Professional Education and twenty-five (25) field experience hours are required.

**ED 354 Instructional Strategies for Mild/Moderate**  
3 cr.  
Instructional strategies and methods of differentiating for students with mild and moderate disabilities provide both the theoretical and practical aspects of developing an Individual Education Plan for students with special needs. Included in the course is the use of accommodations, methods for planning and monitoring instruction, choosing and developing materials, and integrating technology to ensure that student abilities are acknowledged. Twenty-five (25) hours of field experience required. Must be taken concurrently with ED 357.

**ED 355 Assessment and Correction of Reading Disabilities**  
3 cr.  
A study of assessment and intervention procedures for classroom diagnosis and remediation of reading. There is an emphasis on methods and materials for the correction of reading problems. Last course in ECE, MCE, MMIS reading core. Pre-requisite: ED 221 and should be taken concurrently with ED 380.

**ED 357 Field Experience for ED 354**  
1 cr.  
Field placement component for the ED 354 course. (MMIS students do not take ED 343; they take ED 354 instead). The planning, teaching, and reflection of multiple lessons taught in classrooms or resource rooms to students on Individual Education Plans. Completed under the direction of an Intervention Specialist or classroom teacher. Determined by the instructor and/or field placement director. Must be taken concurrently with ED 354.

**ED 376 Developmental Reading Instruction in ECE**  
3 cr.  
A comprehensive approach to the development of reading with a focus on language development, oral communication skills, and reading/writing through developmentally, individually and age-appropriate activities for young children. Emphasis on children’s progress in literacy development, appropriate teaching methodologies, and the holistic approach to literature and content materials for young learners. Prerequisite: Admission to the Division of Professional Education.

**ED 379 Music, Creative Arts and Physical Movement Activities in ECE**  
3 cr.  
This course focuses on the appreciation for and integration of art, music, and physical movement activities into the classroom learning environment. Students will learn strategies and techniques to meet the needs of students with diverse needs and cultural backgrounds in the context of developmentally appropriate practice. This course has five (5) hours of fieldwork embedded within the course. Prerequisites: Admission to the Division of Professional Education.
ED 380 Field Experience for Reading for ECE, MCE & MMIS Licensure  
1 cr.
Field placement component for the reading core required for all licenses. Thirty (30) hours of observation/activities at an appropriate site, as determined by the instructor and/or Field Placement Director. The study and the administration of multiple assessments from an informal reading inventory for primary, middle, and high school students. Should be taken concurrently with ED 355. This is the last of the reading core courses.

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

ED 412 Student Teaching: Middle Childhood  
12 cr.
Fifteen (15) weeks of student teaching in a chartered school in middle childhood classrooms (4-9) in one or both areas of concentration under the supervision of cooperating teachers and a college supervisor. Prerequisite: Departmental approval. ALL education coursework and content-area coursework must be completed prior to student teaching. Formal application made one semester prior to student teaching.

ED 413 Student Teaching: Early Childhood  
12 cr.
Fifteen (15) weeks of student teaching in a chartered school in the early childhood classroom (Pre-K - 3) under the supervision of a cooperating teacher and a college supervisor. Prerequisite: Departmental approval. ALL education coursework and content-area coursework must be completed prior to student teaching. Formal application made one semester prior to student teaching.

ED 414 Student Teaching: MMIS  
12 cr.
Fifteen (15) weeks of student teaching in an accredited school in the special education (MMIS) classroom in grades K-12 under the supervision of a cooperating teacher and a college supervisor. Prerequisite: Departmental approval. ALL education coursework and content-area coursework must be completed prior to student teaching. Formal application made one semester prior to student teaching. Candidates who are seeking BOTH MMIS and ECE licenses will complete the clinical internship in an MMIS or inclusion classroom in grades P-3.

ED 421 Student Teaching: Adolescent to Young Adult (AYA)  
12 cr.
Fifteen (15) weeks of student teaching in a chartered school in adolescent/young adult classrooms (7-12) under the supervision of a cooperating teacher and a college supervisor. Prerequisite: Departmental approval. ALL education coursework and content-area coursework must be completed prior to student teaching. Note: Multi-age teaching can be done at either the early, middle, or secondary levels. Formal application made one semester prior to student teaching.

ED 443 Instructional Methods in English Language Arts and Social Studies  
3 cr.
This course is designed to prepare Early Childhood Education majors to successfully teach English language arts and social studies to students in the fourth and fifth grades. Pedagogy directly linked to the nature and needs of the child in the fourth and fifth grades as related to the language arts and social studies will be discussed and practiced throughout the course. Attention will be given to the developmental needs of children in the fourth and fifth grades; and best practices for teaching fourth and fifth grade language arts and social studies will be discussed, demonstrated and practiced. Prerequisite: Admission to the Division of Professional Education and fifteen (15) hours of field experience are required.
ED 444 Instructional Methods in Science and Mathematics 3 cr.
This course is designed to prepare Early Childhood Education majors to successfully teach mathematics and science to students in the fourth and fifth grades. Pedagogy directly linked to the nature and needs of the child in the fourth and fifth grades as related to math and science will be discussed and practiced throughout the course. Attention will be given to the developmental needs of children in the fourth and fifth grades; and best practices for teaching fourth and fifth grade math and science will be discussed, demonstrated and practiced. Prerequisite: Admission to the Division of Professional Education. Fifteen (15) hours of field experience are required.

ED 475 Issues in Education 3 cr.
An integrative seminar which focuses on an understanding of current issues affecting education and educational practices in the United States and the role of the professional educator in responding to these issues. Students are required to complete and submit an electronic portfolio prior to the completion of this course. Senior status required. Must be taken immediately before student teaching.

ED 412, 413, 414, 421 Student Teaching (TEEL) 6 cr.
Student teaching for TEEL® students. Formal application must be submitted one semester prior to student teaching.

ED 460 Practicum in MMIS (TEEL) 3 cr.
In educational clinical settings, students will practice appropriate examination, evaluation, and intervention of various educational application designed to serve and meet the needs of children identified and diagnose with learning disabilities. This is a structured clinical experience requiring students demonstrating their ability to plan, facilitate, and evaluate instructional activities. The student will spend up to five days in the classroom within an 8-week timeframe to fulfill a total of 60 hours in the field. All students enrolled in the class must have a current BCI/FBI report. Prerequisites: Successful completion of MMIS coursework.

ED 491, 492, 493, 494 Special Projects 1-3 cr.

ED 495 Education Internship 6 cr.
A field-based experience that is tailored to meet the career goals of students who do not wish to work in P-12 classrooms. The internship is supervised by site coordinators and college supervisors and includes 6 credit hours that culminate in a capstone project. All education courses must be completed before taking the internship.
ENGINEERING (PRE-ENGINEERING PARTNERSHIP WITH CWRU)

Notre Dame College in partnership with Case Western Reserve University offers a Binary Program in Engineering. The Binary Engineering Program constitutes a rigorous curriculum for highly motivated students with a demonstrated aptitude for science and mathematics as evidenced by high school transcripts and/or performance on standardized tests. At the conclusion of the engineering degree requirements at Case Western Reserve University, the student will receive a B.S. degree from Notre Dame College and a B.S. degree from the School of Engineering, Case Western Reserve University. The program requires a minimum of five years.

Students who are interested in pursuing a career in engineering should declare a pre-engineering emphasis in addition to their major course of study. Freshman entering Notre Dame College should make known their intent to enter the binary program so that they may meet with the Coordinator of the Binary Engineering Program to discuss program requirements. Students who wish to pursue engineering after graduation can do so with an undergraduate major in science or mathematics. During the sophomore year the student should know the program requirements of the planned graduate school so that appropriate course electives can be made.

Program Requirements
Students spend their freshman through junior years at Notre Dame College completing the degree requirements for an NDC major (see appropriate section of this catalogue). Depending upon the particular area of engineering in which the student is interested possible majors may include:

- Mathematics
- Information Systems
- Chemistry
- Biology
- Environmental Science

Common Binary Engineering Requirements (Pre-engineering Credits: 44)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MA175</td>
<td>Calculus I</td>
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<td>MA176</td>
<td>Calculus II</td>
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<tr>
<td>MA277</td>
<td>Calculus III</td>
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<tr>
<td>MA280</td>
<td>Differential Equations I</td>
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<tr>
<td>MA221</td>
<td>Statistics I</td>
</tr>
<tr>
<td>CH118</td>
<td>General Chemistry I</td>
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<tr>
<td>CH119</td>
<td>General Chemistry I Laboratory</td>
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<tr>
<td>CH120</td>
<td>General Chemistry II</td>
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<tr>
<td>CH121</td>
<td>General Chemistry II Laboratory</td>
</tr>
<tr>
<td>PS200</td>
<td>College Physics I</td>
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<tr>
<td>PS201</td>
<td>College Physics I Laboratory</td>
</tr>
<tr>
<td>PS202</td>
<td>College Physics II</td>
</tr>
<tr>
<td>PS203</td>
<td>College Physics II Laboratory</td>
</tr>
<tr>
<td>IS222</td>
<td>Programming Logic and Design</td>
</tr>
<tr>
<td>PH200</td>
<td>Critical and Creative Thinking</td>
</tr>
</tbody>
</table>
Formal admittance to the Binary Engineering Program is made to Case Western Reserve University during spring semester of the junior year. In addition to having completed the above engineering prerequisites a student must have maintained an overall 3.0 GPA and a 3.0 GPA in science and mathematics courses. Upon acceptance a student will spend a minimum of two years at Case Western Reserve University completing courses required for an engineering degree.

Through the Binary Engineering Program, Case Western Reserve University offers degrees in twelve areas of engineering including the following:

- Mechanical Engineering
- Civil Engineering
- Chemical Engineering
- Electrical Engineering
- Biomedical Engineering
- Engineering Physics
- Computer Engineering

Please see Case Western Reserve University’s Dual Degree Program website for more information: engineering.case.edu/delpp/dualdegree.

Financial Considerations
While at Notre Dame College a student pays the usual Notre Dame College tuition and fees. Financial aid is also administered through Notre Dame College. After formal acceptance into the binary engineering program a student is subject to the tuition and fees of Case Western Reserve University. Financial aid is then administered through Case Western Reserve University.
ENGLISH

English Department Mission Statement:
The Notre Dame College English Program strives to develop students’ skills in writing, reading, researching, and critical thinking, while also promoting personal responsibility and fostering appreciation for literature.

Student Learning Outcomes
Students completing a major in English will be able to:

- Write complete and effective sentences, paragraphs and essays in Standard American English (Linguistic Analysis).
- Analyze any text for its purpose, audience, genre, voice and format (Rhetorical Analysis).
- Discuss key elements of the works of major authors in their cultural contexts (Literary Analysis).
- Locate, evaluate and synthesize disparate ideas and sources of information in support of a central idea (Research and Analysis).
- Apply critical theories to a variety of texts in a broad range of media (Theoretical Analysis).

ENGLISH MAJOR
48 Credits

Requirements:
EN 215 Argument and Rhetoric
EN 225 Introduction to Literature
EN 312 History of the English Language
EN 314 Rhetorical Grammar**

Historical Literary Surveys (12 credits)
EN 331 British Literature to 1700       EN 332 British Literature 1700-1900
EN 341 American Literature to 1900
EN 342 American Literature after 1900 **

Pick 2 (6 credits)
EN 255 Introduction to World Lit: Epics and Poetry **
EN 256 Introduction to World Lit: Prose **
EN 370 20th-21st Century Brit/Am Poetry
EN 3XX Special Topics (topic will vary)
EN 459 Post-Colonial Literature
EN 460, 461, 462, 463 Major Authors*

Writing Pick 2 (6 credits)
EN 318 Creative Writing: Poetry
EN 319 Creative Writing: Fiction
EN 320 Creative Writing: Creative Non-Fiction
EN 326 Writing for the Sciences*
EN 325 Legal Writing*

Strongly recommended as electives: CA 220, CA 323, CA 324

Senior Year Capstone and Internship (4-6 credits)
EN 480 Great Books
EN 395/495 Internship (1-3 credits)  
*denotes new course  
**denotes new name for existing course

ENGLISH MINOR  
24 Credits

Requirements: 9 credits  
EN 215 Argument and Rhetoric  
EN 225 Introduction to Literature  
EN 480 Great Books

Plus 6 more credits of literature: including but not limited to  
EN 255, EN 256, EN 331, EN 332, EN 341, EN 342, EN 370.

Plus 9 credits of writing or language focused courses:  
including but not limited to EN 318, EN 319, EN 320, EN 312, EN 314.

Strongly recommended as electives: CA 220, CA 323, CA 324

COURSE OFFERINGS

* A college level composition course is a prerequisite to all other English courses.

EN 100 College Composition I  
3 cr.  
College Composition I (EN100) is part of the First-Year Composition Course curriculum. In this course, writing instruction begins at the paragraph level. EN100 will prepare students for college-level skills in writing, reading comprehension, and critical thinking with an introduction to rhetorical analysis and the research process. This course will meet for three class hours a week. Upon passing this course, students should enroll in EN101: College Composition II the following semester to complete the composition course requirement for First-Year Composition.

EN 101 College Composition II  
3 cr.  
College Composition II (EN101) is part of the First-Year Composition Course curriculum. Through writing as inquiry, in this course students will practice critical analysis to evaluate arguments, research and organize evidence and learn to understand contexts by studying the rhetorical situation out of which a text arises. This course will meet for three class hours a week. If students have already taken EN100, they should enroll in EN101: College Composition II to complete the composition course requirement for First-Year Composition.

EN 108 English as a Second Language  
3 cr.  
A college-level course in English for international students which focuses on developing skills in listening, speaking, and writing needed for success in college. International students take this course, followed by EN 110, to complete the Core Requirement for Written Communication Fluency.

EN 110 Advanced Composition: Expository Writing  
3 cr.  
Advanced Composition: Expository Writing (EN110) is part of the First-Year Composition Course curriculum. In this course, students will practice advanced techniques of argumentation and persuasion through research and critical analysis of various texts. As an advanced course, writing instruction will
continue to develop essential skills that students may have learned in previous writing courses. The goals of critical thinking, understanding of contexts, engaging with other learners, and reflection leading to informed action, are centrally entwined within the course structure. Upon passing this course, students will complete the composition course requirement for First-Year Composition.

EN 152, 252, 352, 452 Study Tours 1-6 cr.
EN 171, 271, 371, 471 Workshops 1-3 cr.
EN 191, 192, 193, 194 Selected Topics 1-3 cr.
EN 207 Writing Practicum 3 cr.
Extended instruction and practice in grammar and expository writing, this course is intended for students who have earned credits in composition but who need additional training and skill development.

EN 215 Argument and Rhetoric 3 cr.
Students will develop proficiency in expository, analytic, and critical writing that strengthens the rhetorical skills necessary for those planning to enter fields involving substantial writing. Required for English majors.*

EN 220 Newswriting 3 cr.
Introductory journalism course teaching basic skills in writing news for print, broadcast and web. Students learn to write clearly, concisely and accurately under deadline and will submit articles to the student newspaper, Notre Dame News.*

EN 225 Introduction to Literature 3 cr.
Expository, analytic, and critical writing based on reading in major literary genres and an introduction to literary critical theory. Required for English majors.*

EN 255 Introduction to Western Literature: Epics and Poetry 3 cr.
A study of representative epics and poems with an emphasis on their relevance to the development of Western civilization.*

EN 256 Introduction to Western Literature: Prose 3 cr.
A course focusing on selected prose works, including selections from a variety of literary periods and genres.*

EN 281 The Short Story 3 cr.
Analysis and discussion of selected short stories by authors from different cultures and countries.*

EN 283 Ohio Writers 3 cr.
Reading, analysis, and writing about selected fiction, poetry and/or drama by authors with strong Ohio connections. Texts may include works by fiction writers such as Toni Morrison, Sherwood Anderson, Charles W. Chesnutt or Les Roberts; and poets such as Mary Oliver, James Wright, Rita Dove, and Langston Hughes.*
EN 312 History of the English Language  3 cr.
An introduction to the origins, history and structure of the English language. Study of the function of language in society. Required for English majors and those preparing for AYA and Middle Childhood licensure, and recommended for English minors.*

EN 314 Grammar for Writers and Teachers  3 cr.
A systematic study of traditional grammar with applications to writing, revising and editing, literary analysis and teaching English language arts. Required for English majors and those preparing for AYA licensure, and recommended for English minors and those preparing for Middle Childhood licensure in Language Arts.*

EN 318 Creative Writing: Poetry  3 cr.
Develops skills in writing poetry, including free verse and metered verse; traditional forms including the sonnet, the villanelle, and the ballad; non-traditional forms including the prose poem and the found poem. Students will also work on refining their skills in creating vivid sensory imagery and figurative language.

EN 319 Creative Writing: Fiction  3 cr.
Develops skill in writing fiction, specifically the short story. Writers will work on developing characters, plot, and point of view, as well as sensory imagery and figurative language.

EN 320 Creative Writing: Non-Fiction  3 cr.
Develops skill in writing creative non-fiction, including autobiography, memoir and research-based imaginative pieces.

EN 321 Introduction to Literary Theory and Criticism  3 cr.
An introduction to critical methodology and issues in literary criticism and contemporary theory, using both theoretical and literary texts. Prerequisite: EN 225.*

EN 323 Media Writing  3 cr.
Offers instruction and practice in professional writing skills needed for careers in advertising, public relations, radio and television. Also listed as CA 323. Prerequisite: EN 220.

EN 324 Advanced Media Writing  3 cr.
An advanced professional writing course, providing intensive practice in writing blogs, commentaries, and features for publication in print and web. Also listed as CA 324 Prerequisite: CA/EN 220 or Departmental permission.

EN 325 Legal Writing:  3 cr.
In EN 325 Legal Writing, students are introduced to the basic purposes and form of legal writing, including case analysis and synthesis, and basic legal research methodologies. Students will learn: how to cite appropriate legal authority, how to evaluate legal resources; how to organize a written legal analysis; and how to write an objective legal memorandum. The course will emphasize research material available on the internet, including how to find legal documents using free online resources.

EN 326 Writing for the Sciences:  3 cr.
In English 326, students will face the tall order of meeting various writing demands based on scientific discipline. After conducting research and presenting information from case studies, they will adjust
science for a mass audience without distorting meaning and neglecting details. Topics will vary by semester.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EN 331</td>
<td>British Literature to 1700</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>A chronological survey of British literature and its historical and social</td>
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<td></td>
<td>background from the earliest times to 1700, with readings from the</td>
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<td></td>
<td>highlights of major works.*</td>
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<tr>
<td>EN 332</td>
<td>British Literature 1700-1900</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>A chronological survey of British literature and its historical and social</td>
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<tr>
<td></td>
<td>background during the 18th and 19th centuries.</td>
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<td></td>
<td>Readings include samples of major works of the period.*</td>
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<tr>
<td>EN 341</td>
<td>Main Currents in American Literature to 1900</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>A historical survey of American literature from its Native American and</td>
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<td>colonial beginnings to the end of the nineteenth century, with emphasis on</td>
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<td>themes, images, stylistic techniques and cultural assumptions in the works</td>
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<td></td>
<td>of major literary figures.*</td>
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<tr>
<td>EN 342</td>
<td>Seminar in American Literature</td>
<td>3 cr.</td>
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<td>A concentration on 20th century American literature, with emphasis on the</td>
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<td></td>
<td>relationship between literature and its cultural and intellectual contexts.</td>
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<tr>
<td>EN 343</td>
<td>Major African-American Writers</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Analysis and discussion of selected works of major African-American authors.</td>
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<tr>
<td>EN 369</td>
<td>British and American Novels since 1800</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Reading and discussion of significant British and American novels.*</td>
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<tr>
<td></td>
<td>Novelists such as Norris, Hemingway, Woolf and Greene may be studied.</td>
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<tr>
<td>EN 370</td>
<td>20th Century British and American Poetry</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Poetry, theory and techniques of modern poets such as Hopkins, Yeats,</td>
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</tr>
<tr>
<td>EN 381</td>
<td>Women Playwrights</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Analysis and discussion of the works of selected women playwrights of the</td>
<td></td>
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<tr>
<td></td>
<td>twentieth century.*</td>
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<tr>
<td>EN 382</td>
<td>Women Writers</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Analysis and discussion of works of selected women writers with emphasis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>on exploration of vital issues from women's perspectives.*</td>
<td></td>
</tr>
<tr>
<td>EN 391, 392, 393, 394</td>
<td>Selected Topics</td>
<td>1-3 cr.</td>
</tr>
</tbody>
</table>
Study of the structures and themes in the principal works of representative European writers. Junior-senior standing required or departmental permission.*

**EN 463/464/465/466 Major Authors:** 3 cr.
In English 460, students will study the life and selected works of one or two major American, British, European or Non-Western writers. They will examine the author’s work in the context of the intellectual and social climate in which it was produced as well as the impact of this writer on subsequent generations of writers and thinkers. Authors will vary by semester.

**EN 480 Great Books Seminar** 3 cr.
The reading and discussion of selected texts, important for their literary genres and their impact on the history of ideas. An examination of the themes and values of western civilization. Junior-senior standing required.*

**EN 482 English Studies** 3 cr.
Analysis and synthesis of the practice of English studies, including canon formation, research, methodologies, pedagogy and issues concerning graduate study and other professional options. Work will include in-depth analysis of great works of literature and refining of portfolios and résumés. Normally, senior standing is required.*

**EN 491, 492, 493, 494 Independent Study** 1-3 cr.
An opportunity for junior and senior level students in good academic standing and possessing the necessary skills to pursue a research topic or to develop a project. Closely directed by a faculty member.

**EN 295, 395, 495 Internship** 1-6 cr.
Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.
ENTREPRENEURSHIP CO-MAJOR

Upon completion of the Entrepreneurship co-major, graduates will have the abilities to start and grow new business ventures, and/or become a force for innovation and growth within existing businesses and other organizations.

The Entrepreneurship co-major is designed to be a second major only. No specific degree is designated for this co-major. Students must have a declared primary major, which results in a Bachelor of Arts or a Bachelor of Science degree. Additionally, the Entrepreneurship Co-major will only be awarded if the primary major requirements are met. Students must be concurrently enrolled in and must complete another major at Notre Dame College. The program complements majors in all of NDC’s academic divisions and promotes the applications of entrepreneurial concepts in support of each student's passion, regardless of major. The co-major provides a framework for understanding entrepreneurship from a variety of disciplines and application of entrepreneurial skill sets to meet societal and workplace demands.

Student Learning Outcomes
Students completing the co-major in Entrepreneurship will be able to:
1. Describe the role of entrepreneurship (startup, corporate and social) in the contemporary global business environment
2. Identify viable entrepreneurial opportunities that create economic and social value in an ethical manner
3. Work collaboratively in entrepreneurial contexts
4. Communicate effectively, both in writing and in speech, about themselves and their ideas
5. Construct a comprehensive business plan and identify the appropriate resources to pursue it

Requirements:
Students must have a declared primary major, which results in a Bachelor of Arts or a Bachelor of Science degree.

Specific courses: (21 to 24 credits):
BU 100 Introduction to Business *
ENT 200 Entrepreneurial Mindset
BU 303 Entrepreneurship
ENT 300 Digital Marketing
ENT 350 New Venture Finance
BU 410 New Venture Management
ENT 450 Entrepreneurial Leadership
ENT 395/495 Entrepreneurship Internship Experience

*Required for all NON-business majors and for a business major that is starting the Entrepreneurship co-major in their freshman year.

Plus 2 upper level courses (6 credits)
Recommended courses –
CA 374 Presentation Techniques
CA 376 Intercultural Communication
CA 380 Organizational Communication
COURSE OFFERINGS

BU 100 Introduction to Business
Survey course of business, including management and organization, human resource management, marketing, social media and e-business, information systems, accounting, and finance. Topics included within these areas include ethics and social responsibility, small business concerns and entrepreneurship, and global issues. Students will explore topics such as the impact of social media on business the economic crisis, green and socially responsible business, and sustainability. The course includes an introduction to Microsoft Excel and other software used in business.

ENT 200 Entrepreneurial Mindset
An Entrepreneurial Mindset ignites students to begin to think in a creative manner, and act entrepreneurial in their lives. The course provides for experiential learning beyond the classroom, making connections, and building relationships that can support students throughout college and beyond. It focuses on creativity as a driver of organizational innovation—including non-profits, small businesses, large corporations to students' own entrepreneurial startups.

BU 303 Entrepreneurship
Principles and techniques of owning, operating and managing a small business are introduced. Students examine how to obtain financing, determine location, investigate expansion, franchising, facilities and resource management and legal considerations. Students develop a business plan.

ENT 300 Digital Marketing
The internet is a dynamic marketplace. This class will give students the theoretical understanding of the internet marketplace necessary to adapt to its many changes, while also equipping students with the skills needed to perform vital daily functions. By the end of the course, students will be able to walk into any company with an online presence and improve their use of the internet to develop and implement digital marketing strategies and tactics.

ENT 350 New Venture Finance
This course offers the academic tools, real world expertise, and practical knowledge necessary for teams to build financial plans for early stage companies and to make smart financing decisions. It is targeted to those who want to learn about and understand the unique issues related to starting and financing an entrepreneurial company from the earliest idea stage to bringing the investment to a conclusion on exit.

BU 410 New Venture
This course completes the study of owning, operating and managing a small enterprise. Through the use of case studies, emphasis is placed on planning the product or service, screening opportunities, developing financial projections, obtaining capital and managing growth. The issues surrounding business dissolution are also discussed.

ENT 450 Entrepreneurial Leadership
In this capstone course, students will enhance their knowledge and understanding of issues related to founding, growing, and harvesting a firm, as well as preparing to take a leadership role in an entrepreneurial venture. Students will study leadership theories, skills and practices necessary for effectiveness in varied entrepreneurial settings, including private businesses, corporations, not-for-profit organizations, and social movements. To assess program outcomes, students will complete a comprehensive project that includes the creation of a business model, plan, presentation, and pitch.
ENT 395/495 Entrepreneurship Internship Experience 3 – 6 cr.
Work experience with a start-up company or organization that may be used to satisfy a student’s primary internship requirement if the experience combines aspects of both programs.
ENVIRONMENTAL SCIENCE

The Bachelor of Arts Degree in Environmental Science is designed for students who plan to seek employment in an environmentally related vocation immediately upon graduation. It is not intended to prepare the student for further graduate studies in the life or physical sciences or as preparation for medical, dental or veterinary programs.

Student Learning Outcomes
Students completing a major in Environmental Science will be able to:

- Demonstrate an understanding of the core concepts of biological literacy - including evolution, structure and function, information flow and exchange, systems, and transformation of energy and matter – as it pertains to the environment.
- Connect their knowledge of the core concepts of biological literacy with studies in the liberal arts (i.e., science, mathematics, communications, philosophy, etc.).
- Apply the process of science.
- Evaluate the impacts of human activities on the environment.
- Conduct scientific investigations ethically and for the greater good.
- Communicate scientific information and ideas.
- Develop skills in self-learning.

ENVIRONMENTAL SCIENCE MAJOR
53 Credits

Requirements:
BI 114,115 General Biology I and Lab: Molecular Biology
BI 116, 117 General Biology II and Lab: Organismal Biology
BI 210 Introduction to Geographic Information Systems (GIS)
BI 310, 311 Ecology and Lab
BI/CH 395,495 Internship
BI 445/445L Wildlife Conservation and Management and Lab
BI 482 Coordinating Seminar
CH 106, 107 Principles of Inorganic Chemistry and Lab
CH 116,117 Principles of Organic and Biological Chemistry and Lab
CH 308 Environmental Chemistry
CH 320/320L Integrated Earth Systems and Lab
MA 221 Statistics I
MA 300 Statistics II
CA 232 Professional Communication
BI 390 Environmental Policy
SO 201 Introduction to Sociology

Recommended Electives:
BI 317/317L Plant Biology and Lab
BI 320 Evolution
BI 322 Animal Behavior
BI 360/361 Microbiology and Lab
BI 486 Independent Research
BU 425 Project Management
Students are strongly encouraged to select a minor or a second major that would enhance their studies and job opportunities. Some possible minors include the following: Communication, Entrepreneurship, Political Science

**COURSE OFFERINGS**
Required courses for the Bachelor of Arts Degree in Environmental Science are offered primarily through the biology and chemistry departments. Consult the catalog listing in the appropriate discipline for a description of course offerings.
HEALTH EDUCATION/ PHYSICAL EDUCATION

The ultimate goal of health education is to enable individuals to use knowledge in ways that promote positive behavioral change; therefore, the mission of the department is to empower students to make healthful choices in all dimensions of their lives. Students are encouraged to explore health-related problems confronting contemporary society so as to enable them to make effective decisions concerning their own health and that of their family and community.

Student Learning Outcomes
Students completing the minor in health education will be able to:

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

HEALTH EDUCATION MINOR
22 Credits

This is an excellent minor for individuals interested in positively influencing the health behavior of individuals and communities in the public or private sector. Students completing a minor in health education will demonstrate evidence of achieving the program goals stated above.

Requirements:
BI 230, 231   Basic Anatomy and Physiology and Lab
HP 110       Wellness for College Life
OR
HP 112       Lifetime Wellness
HP 213       Stress Recognition and Management
HP 215       Nutrition for Sport, Fitness, and Health
HP 315       Understanding Sexuality
HP 321       Exercise Science
HP 330       Health Psychology

Recommended Electives:
HP 153       Care and Prevention of Athletic Injuries
PY 254       Psychology of the Adolescent
PY 351       Adult Development and Aging
SO 425       Conflict Management and Resolution

COACHING MINOR
18-21 Credits

An excellent minor for education majors and anyone interested in coaching in a school or recreational setting. Upon completing the minor students will be able to demonstrate the skills and abilities needed to coach a variety of sports. This minor includes CPR and a First Aid Certificate as required by the State of Ohio for School Athletic Coaches.
Requirements:
BU 462  Legal Issues in Sports  
HP 153  Care and Prevention of Athletic Injuries  
HP 215  Nutrition for Sport, Fitness, and Health  
HP 230  Coaching Team and Individual Sports  
HP 388  Psychology and Ethics of Coaching  
HP 400  Practicum  

Recommended Electives:
BI 230/231   Basic Anatomy and Physiology and Lab  
CA 201       Interpersonal Communication  
HP 107       Water Safety Instruction  
HP 213       Stress Recognition and Management  
SO 425       Conflict Management and Resolution

SPORT MANAGEMENT MAJOR  
68-69 Credits  

For information on this major, please refer to the Business Administration section of this catalog.

COURSE OFFERINGS

HP 107 Water Safety Instruction  
This course prepares and certifies individuals in American Red Cross and Water Safety. Content includes primary and advanced swimming skills, stroke refinement and proficiency, basic and emergency water safety skills.

HP 110 Wellness for College Life  
A lifestyle approach to fitness and wellness emphasizing primary prevention and mind/body relationship. Content focuses on topics of interest to traditional-age students.

HP 112 Lifetime Wellness  
A holistic approach to fitness and wellness which emphasizes topics of interest to adult women and men with life experience. Content integrates our physical, psychological, social and spiritual selves.

HP 115 Exercise and Conditioning  
Designed to increase cardiovascular efficiency, flexibility, strength and endurance through an individually planned exercise program.

HP 153 Care and Prevention of Athletic Injuries  
Methods of preventing common athletic injuries, sport-specific conditioning techniques, First Aid, CPR, Safety Education and discussion of blood borne pathogens. American Red Cross and Ohio Certification granted if all criteria are met.

HP 191, 192, 193, 194 Selected Topics
HP 213 Stress Recognition and Management 3 cr.
The stress response and its effects on body organs and systems, consequences of unmanaged stress for personal health and relationships. Examination of a holistic perspective on internal and external stressors. Techniques for identifying and effectively managing lifestyle stressors.

HP 215 Nutrition for Sport, Fitness, and Health 3 cr.
Basic principles of nutrition, stressing components necessary for the maintenance of good health, optimal athletic performance and disease prevention.

HP 216 Nutrition in Health & Disease 3 cr.
Provides health care students with the theory and practical application for nutritional intervention to prevent disease, promote health and manage health alterations. Prerequisites: BI 206/207 or BI 300/301 or BI 302/303.

HP 230 Coaching Team and Individual Sports 3 cr.
Development of a foundation of coaching techniques, strategies and organizational skills for coaching.

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

HP 315 Understanding Sexuality 3 cr.
A holistic health and psychosocial perspective on understanding sexuality as a composite of one’s total being. Topics include physiology and health of the reproductive system; sexual behavior, components of sexual choice; gender issues, sexuality and the life cycle.

HP 321 Exercise Science 3 cr.
Study of the science of exercise and its sub disciplines of exercise physiology, biomechanics, sports psychology, motor learning and nutrition and health fitness. Students will learn techniques for health, fitness and body composition assessments, physical and psychological aids to performance. Students will review and synthesize research literature in the field of exercise science. Prerequisites: HP 110 or 112 and BI 230/231.

HP 330 Health Psychology 3 cr.
The contributions of the discipline of psychology to the promotion and maintenance of health related issues. Topics include the biopsychosocial view of health, pain management, stress management and the relationship between lifestyle choices and optimal physical and psychological health. Prerequisite: PY 201.

HP 350 Applied Kinesiology 3 cr.

HP 388 Psychology and Ethics of Coaching 3 cr.
An exploration of the psychology and philosophy of the coaching experience and the player/coach relationship. Topics include: team and player motivation and leadership, communication, goal setting and performance evaluation. Ethical considerations in coaching.
HP 391, 392, 393 Selected Topics 1-3 cr.

HP 400 Practicum 1-3 cr.
Supervised coaching experience in a school or recreational setting.
MANAGEMENT INFORMATION SYSTEMS

Student Learning Outcomes
Students completing the major in Management Information Systems will be able to:

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

MANAGEMENT INFORMATION SYSTEMS MAJOR

Requirements:
Business Administration Core Courses + 24 credits in the following:
BU 425    Project Management
IS 222    Programming Logic and Design
IS 310    Systems Analysis
IS 330    Information Technology Infrastructure
IS 340    Security, Ethics and Intellectual Property
IS 350    Database Management Systems
IS 435    Enterprise Architecture
Plus one upper level IS course

Recommended Coursework:
BU 388 Business Ethics
Plus one upper level IS course

SOFTWARE DEVELOPMENT MAJOR

Students completing a major in Software Development are prepared to function as professionals in the discipline or to continue their education in graduate school. The program is designed to provide students with fundamental skills and knowledge to succeed as a corporate, vendor, or independent software developer, while allowing them to specialize in a number of tracks for more advanced topics. Students will learn software engineering approaches to identify and analyze problems and to design and deliver appropriate solutions. Learning outcomes for students are in accordance with recommendations from the Association for Computing Machinery’s Curricula Report.

Student Learning Outcomes
Students completing the major in Software Development will be able to:

• Critically evaluate, analyze and interpret information to solve problems and make business
decisions

- Use technology to develop and enhance business processes
- Communicate effectively in both written and oral forms
- Act ethically while adhering to the highest standards of personal, social and professional integrity
- Collaborate effectively in diverse teams across cultures
- Show mastery of software development knowledge and skills and of the professional standards necessary to begin practice as a software developer.
- Demonstrate an understanding of and apply appropriate theories, models, and techniques that provide a basis for problem identification and analysis, software design, development, implementation, verification, and documentation.
- Work both individually and as part of a team to develop and deliver quality programs/applications.
- Demonstrate an understanding and appreciation of the importance of negotiation, effective work habits, leadership, and good communication with stakeholders in a typical software development environment.
- Design appropriate solutions in one or more application domains using software engineering approaches that integrate ethical, social, legal, and economic concerns.
- Reconcile conflicting project objectives, finding acceptable compromises within the limitations of cost, time, knowledge, existing systems, and organizations.

Requirements:
Business Administration Core Courses (44 credits) plus 25 credits in the following courses:

Software Development Core: 19 Credits
IS 222 Programming Logic and Design
IS 235 Software Engineering
IS 310 Systems Analysis
IS 336, 337 C++ Programming and Lab
IS 425 Data Structures and Storage
MA 332 Introduction to Discrete Mathematics

Advanced Programming: 6 Credits:
IS 345 contemporary Languages
IS 436 Advanced Programming

SOFTWARE DEVELOPMENT MINOR
19 Credits

Student Learning Outcomes for the minor:
Students completing the minor in programming will be able to:

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

Core: 13 Credits
IS 222 Programming Logic and Design
IS 235 Software Engineering
IS 336, 337 C++ Programming and Lab
MA 332 Introduction to Discrete Mathematics
Advanced Programming: 6 Credits
IS 345  Contemporary Languages
IS 436  Advanced Programming

COURSE OFFERINGS
IS 180  Introduction to Computer Desktop Skills  3 cr.
This course will introduce beginning computer concepts, including computer functions, hardware devices, software types and using a network. It also includes exposure to Windows and Internet Explorer. It concentrates on instruction in word processing, using spreadsheets, presentation graphics, and other online collaboration tools.

IS 222  Programming Logic and Design  3 cr.
Language-independent course introducing the computer program design and development process. Identification and solution of business problems emphasized. Concepts include program structures, decision-making, flow control, algorithm development and arrays. Techniques include structured flow charts, hierarchy charts, and the use of pseudocode in program design. Prerequisite: MA 105 or higher.

IS 235  Software Engineering  3 cr.
The software engineering process involves all of the steps of the Systems Development Life Cycle (SDLC), from requirements modeling to design, from design to development, and from development through testing to implementation. This course will examine all of those aspects as well as modern methodologies for software development, team collaboration, and quality assurance. Prerequisite: IS 222.

IS 243  Multimedia Development  3 cr.
Introduction to the concepts of multimedia software, hardware, development concepts and basic visual and human interface design issues. Hands-on experience with multimedia hardware and software.

IS 245  Website Design and Development  3 cr.
Emphasizes general principles of designing and building web sites. Use of HTML and web page editors to build complete web sites. Use of scripting languages to tie web sites to databases and add other features to the website.

IS 260  Computer Decision-Making Applications  3 cr.
Focus on intermediate level skills in spreadsheet and database management packages. Emphasis on using the software tools to solve problems.

IS 310  Systems Analysis  3 cr.
Introduction to business systems analysis. The phases of the systems analysis and design cycle are examined using an approach that provides the student with a practical method for the application of systems techniques in the analysis, design, implementation, and evaluation of business information systems. Prerequisites: BU 235 and IS 260.

IS 330  Information Technology Infrastructure  3 cr.
This course introduces students majoring in Management Information Systems to the concepts and issues of Information Technology infrastructure, particularly, hardware, operating systems, and networking, with an emphasis on how they are selected and used to support business functions. It
prepares students to work effectively with both IT professionals in the enterprise and external vendors and to design processes and solutions that depend on that infrastructure. Pre-requisite: BU 235

**IS 336 C++ Programming** | 3 cr.  
Introduction to the object-oriented computer programming language C++. Emphasis on the syntax of C++ and techniques for developing, debugging and documenting programs. Taken concurrently with IS 337 C++ Programming Lab. Prerequisite: IS 222, must be taken concurrently with IS 337.

**IS 337 C++ Programming Lab** | 1 cr.  
One 2.75 hour lab period weekly taken concurrently with IS 336 C++ Programming. Lab provides hands-on experience working with the C++ language. Must be taken concurrently with IS 336.

**IS 340 Security, Ethics, and Intellectual Property** | 3 cr.  
In this case study-based course, students will examine the context, implications, and mechanics of information systems security at both the micro (individual system and network) and macro (enterprise) levels. In addition, ethical considerations of information technology and its use in modern enterprises will be investigated, as well as the growing issue of intellectual property rights and responsibilities. Prerequisite: BU 235.

**IS 345 Contemporary Languages** | 3 cr.  
This course will introduce students who already have a programming foundation in C++ to a number of the other popular contemporary languages, such as Java, C#, and Objective-C. The emphasis is on the structural and syntactic differences between them, as well as explaining the circumstances in which one language is preferable to another. Lab exercises will provide coding experience in each language. Prerequisite: IS 336/337.

**IS 350 Database Management Systems** | 3 cr.  
A study of problems in managing data as a valuable resource of an organization. Topics include data structures, data models (hierarchical, network, inverted, relational), database management systems, database administration, data dictionaries, database design, and issues related to data management (ownership, integrity, sharing, security, privacy). Exposure to microcomputer database management systems. Prerequisites: IS 222, IS 260 and IS 310.

**IS 391-394 Selected Topics in Info Systems** | 3 cr.  
Study of selected topics in Information Systems. Topics will vary; title will reflect topics covered in a particular offering. Some possibilities are Advanced Website Development, Using VBA with Microsoft Office, Advanced Spreadsheet Analysis. Prerequisite varies with topic.

**IS 425 Data Structures and Storage** | 3 cr.  
This course investigates data structures in memory, such as arrays, queues, linked lists, and stacks. In addition, methods of structuring and accessing data in secondary storage, such as files, databases, and cloud storage, will be examined. Both of these concepts are considered within the context of software development in modern programming languages. Prerequisites: IS 336/337, IS 345.

**IS 435 Enterprise Architecture** | 3 cr.  
This course explores the design, selection, implementation and management of enterprise IT solutions. The focus is on application and infrastructure and their fit within the business. Students learn frameworks and strategies for infrastructure management, system administration, data/information architecture,
content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, emerging technologies, and IT investment analysis. These topics are addressed both within and beyond the organization, with attention paid to managing risk and security within audit and compliance standards. It also prepares students to communicate technology architecture strategies concisely to as general business audience. Prerequisites: BU 235, IS 330.

**IS 436 Advanced Programming** 3 cr.
This course builds on the intermediate-level skills learned in previous software development courses to include advanced topics such as object-oriented design, data structures, and database integration. The main focus of this class is a semester-long project intended to showcase the student’s programming skills. Prerequisites: IS 345

**IS 443 Advanced Multimedia Development** 3 cr.
Focus on the physical design, testing and implementation of a multimedia module developed with an authoring program. Prerequisites: IS 222 and 243.

**IS 491-494 Independent Study** 1-3 cr.
Opportunity for the student to study specific topics of interest not covered in curriculum which would aid in overall content knowledge of business or help better prepare student for career. Must have approval of department. Prerequisite: junior or senior standing.
MATHEMATICS

The Mathematics Department program mission is to educate students with a broad foundation in mathematical knowledge, applications and aesthetics for the purpose of preparation for careers, graduate school and personal enrichment. Students pursuing either a Bachelors of Arts or Bachelors of Science in Mathematics must complete the common major requirements as well as an area of concentration chosen from one of the areas below. In addition, it is recommended that students complete PH 200 Critical and Creative Thinking (which fulfills a Foundational course requirement in the Core Liberal Arts Curriculum), and MA221 (Statistics I) (which fulfills a General Elective requirement).

Student Learning Outcomes
The Mathematics Program Mission is to educate students with a foundation in mathematical knowledge, applications and aesthetics for preparation for careers, graduate school and personal enrichment.

Program outcomes include incorporating activities that will help students be able to:

- Analyze and use critical thinking to solve mathematical applications.
- Solve problems with mathematical competency and a willingness to find multiple strategies.
- Read, understand and complete proofs of mathematical concepts successfully.
- Communicate mathematical concepts clearly.
- Show an appreciation and knowledge of historical developments in mathematics and the people who accomplished them.
- Appropriately use technology to solve mathematical problems.

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

The Bachelors of Arts degree also requires an Internship experience (MA 295, 395, or 495) or a Student Teaching Experience (see requirements under Education.)

PREPROFESSIONAL MATHEMATICS CONCENTRATION
39 Credits

This area of concentration will provide the students with the opportunity for personal growth by preparing them for further studies in graduate school as well as for entry level positions in various mathematical and other related professions, and will show the students how they can use their individual skills to better our society as a whole.

Common Major Requirements plus the following:
MA 363 Numerical Analysis I
MA 410 Differential Equations II
MA 452 Discrete Structures
Plus one elective 300 level and above

MATHEMATICS MINOR
23 Credits

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

Mathematics Placement Test
A student who intends to register for any of the following courses is required to have successfully completed the prerequisite for that course within two years prior to registration or to have demonstrated proficiency by taking a mathematics placement test within two years prior to registration.

MA 105        MA 130        MA 221
MA 110        MA 131        MA 330
MA 120        MA 175

Binary Program in Engineering
Students who are interested in pursuing a career in engineering may enter the Binary Program in Engineering. Students who major in mathematics or science at Notre Dame College can apply for admission to a binary program at Case Western Reserve University. See ENGINEERING for more information.

COURSE OFFERINGS
MA 100, MA 105 and 110 are developmental courses; they count toward the 120 credit hours required for graduation, but do not fulfill the quantitative inquiry of the foundational outcomes of the Core Liberal Arts Curriculum. Students must earn a C or higher in MA 105 to earn credit for the course. All courses beyond the developmental series count toward the 120 credit hours required for graduation and fulfill the quantitative inquiry requirement of the Core Liberal Arts Curriculum.

MA 100 Introductory Algebra 3 cr.
Sets, real numbers, basic algebraic operations and polynomial arithmetic, factoring, linear equations and inequalities, rectangular coordinate systems, solution of linear systems, algebraic functions, exponents and radicals, solution of quadratic equations and applications. Placement by ACT score.

MA 105 Beginning/Intermediate Algebra 3 cr.
Algebraic concepts taught through problem solving and applications of sets, real numbers, algebraic operations, exponents, radicals, inequalities and factoring. Also, study of functions, systems of equations, and the solving and graphing linear, quadratic, radical, exponential, and logarithmic equations and their applications. Placement by ACT score. Students must earn a C or higher to earn credit for the course.
MA 110 Intermediate Algebra
Algebraic operations, solving equations and inequalities, lines, inequalities and their graphs, introduction to conic sections, introduction to functions, exponential and logarithmic functions, systems of equations, problem solving techniques and applications. Prerequisite: (Placement required)

MA 120 Precalculus Mathematics
Functions, exponential and logarithmic functions, trigonometric functions and their inverses, identities, equations and applications and analytic geometry. Prerequisite: MA 110 or equivalent. (Placement required)

MA 125 Math for Living
This course offers a broad-based overview of mathematics intended for non-quantitative majors. Emphasis will be on problem solving for real world situations using mathematical tools. The course reviews number systems and basic algebraic principles, interpretation of statistical data and financial mathematics. Other topics may include calculations involving geometry and basic trigonometric relationships, exponentials, unit conversions, voting principles, graph theory and similar application based subjects. MA 125 counts toward the 120 credit hours required for graduation and does fulfill the quantitative inquiry of the foundational outcomes of the Core Liberal Arts Curriculum.

MA 130 Elementary Number Theory
General preparation in mathematics for elementary educators. Set theory, problem solving strategies, pattern recognition, numeration systems, number theory, properties of and operations with real numbers. Prerequisite: MA105 or MA110

MA 131 Geometry, Probability and Statistics from an Elementary Point of View
General preparation in mathematics for elementary educators. Geometry with emphasis on shapes and measurement, transformational geometry and symmetry, logic, counting methods, permutations and combinations, an introduction to probability and statistics. Prerequisite: MA105 or MA110

MA 145 Applied Calculus II
Functions, limits and continuity, the derivative, differentiation of polynomial, logarithmic and exponential functions and applications. Prerequisite: MA120

MA 175 Calculus I
Review of functions and graphs, limits and continuous functions, the derivative, differentiation of algebraic and transcendental functions, applications, anti-derivatives, definite integrals and applications. Prerequisite: MA 120 or equivalent.

MA 176 Calculus II
Continuation of MA 175. The definite integral, computation of anti-derivatives, techniques of integration, the Fundamental Theorem of Calculus, applications, introduction to convergence or divergence of sequences. Prerequisite: MA 175.

MA 191, 192 Selected Topics
1-3 cr.

MA 220 Applied Finite Mathematics
3 cr.
Introduction to mathematical modeling, usage and arithmetic of matrices, linear programming, counting techniques, probability, Markov processes and the mathematics of finance. Prerequisite: MA 110 or equivalent.

MA 221 Statistics I 3 cr.
Descriptive statistics, probability, normal and binomial distributions, sampling concepts, sampling distribution, estimation, hypothesis testing, confidence intervals and linear correlation. Prerequisite: MA105 or MA110.

MA 277 Calculus III 3 cr.
Continuation of MA 176. Sequences, series, Taylor series, multivariable calculus, analytic geometry in R3, partial derivatives, applications of the derivative, multiple integrals, applications of multiple integrals, vector functions and their derivatives. Prerequisite: MA 176.

MA 280 Differential Equations I 3 cr.
First-order equations and applications, higher-order linear equations, linear systems, series solution of linear equations, LaPlace transform solution of linear equations and introduction to numerical methods of solution. Prerequisite: MA 277.

MA 300 Statistics II 3 cr.
Continuation of estimation and hypothesis testing, correlation, simple and multiple regression, inferences on variances and proportions, analysis of variance (ANOVA), nonparametric tests, index numbers, time series and introduction to decision theory. Prerequisite: MA 221.

MA 310 Number Theory 3 cr.
Divisibility properties of integers, prime numbers, linear and quadratic congruences, Diophantine equations, special number theory functions and quadratic residue theory. Corequisite: MA 332.

MA 330 Modern Geometry 3 cr.
Axiomatic foundations to Euclidean and non-Euclidean geometries and contemporary approaches to the study of geometry. Prerequisite: MA 120 or equivalent.

MA 331 Linear Algebra and Matrix Theory 3 cr.
Algebra of matrices, systems of linear equations, Gauss-Jordan reduction, inverses, discriminants, eigen values, linear spaces and subspaces, spanning sets, linear independence, basis, null space, change of basis, orthogonal bases, linear transformations, matrix representation and composition of transformation. Prerequisite: MA 176 or MA 120 with departmental approval, or MA 220 with department approval.

MA 332 Introduction to Discrete Mathematics 3 cr.
Logic and set theory, proof techniques, relations and functions, algorithms, elementary properties of integers, counting techniques and probability. Prerequisite: MA 175 or MA 120 with department approval or MA 220 with department approval.

MA 350 Math History 3 cr.
A study of algebra, number theory, irrational numbers, analytical geometry, the Calculus, non-Euclidean geometries and infinite sets from an historical perspective. Prerequisite: MA 120.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MA 363</td>
<td>Numerical Analysis I</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Theory and techniques of numerical computation,</td>
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<td>interpolation by Lagrange and difference</td>
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<td>methods, numerical differentiation and</td>
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<td></td>
<td>integration and numerical solution of</td>
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<td>differential equations. Prerequisite: MA 176.</td>
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<tr>
<td>MA 391, 392</td>
<td>Selected Topics</td>
<td>1-3 cr.</td>
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<tr>
<td>MA 410</td>
<td>Differential Equations II</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Infinite series, complex variables, vector</td>
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<td>analysis, Fourier series, curvilinear</td>
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<td>coordinates and partial differential equations.</td>
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<td>Prerequisite: MA 280.</td>
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<tr>
<td>MA 416</td>
<td>Advanced Probability and Statistics</td>
<td>3 cr.</td>
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<td>This course will encounter topics such as sample</td>
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<td>space, discrete and continuous probability</td>
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<td>functions, special distributions, combinatorics,</td>
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<td>random variables, expected values, moment-</td>
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<tr>
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<td>generating functions and estimation. Prerequisites: MA 176 and MA 300.</td>
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<tr>
<td>MA 432</td>
<td>Modern Algebra</td>
<td>3 cr.</td>
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<td>Groups, rings, fields, normal subgroups,</td>
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<td>congruence, quotient groups, ideals, quotient</td>
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<td>rings, equivalence relations, abstract algebraic</td>
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<td>structures. Prerequisite: MA 332 (or co-</td>
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<td>requisite).</td>
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<tr>
<td>MA 452</td>
<td>Discrete Structures</td>
<td>3 cr.</td>
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<td></td>
<td>Graph theory, Boolean algebras, logic, networks,</td>
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<td>structures, morphisms and finite state</td>
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<td>machines. Prerequisite: MA 332.</td>
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<tr>
<td>MA 463</td>
<td>Numerical Analysis II</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Matrix computations and solutions of linear</td>
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<td>equations, iterative solutions of systems of</td>
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<td>equations, computer methods of optimization and</td>
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<td>simulations. Prerequisite: MA 280 and MA 363.</td>
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<tr>
<td>MA 481</td>
<td>Coordinating Seminar</td>
<td>1 cr.</td>
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<tr>
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<td>Special topics in mathematics are explored in</td>
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<td>an interdisciplinary format. Preparation of a</td>
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<td>research paper for public presentation is</td>
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<td>required. No prerequisite. Taken in the final</td>
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<td>semester before graduation.</td>
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<tr>
<td>MA 491, 492</td>
<td>Independent Study</td>
<td>1-3 cr.</td>
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<tr>
<td>MA 295, 395,</td>
<td>Internship</td>
<td>1-6 cr.</td>
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<tr>
<td></td>
<td>A program which enables students to receive</td>
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<td>credit for work, paid or volunteer, related to</td>
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<td>their academic studies in their major field,</td>
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<td>both to make these studies more practical and</td>
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<td>to open possibilities for employment after</td>
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<td>graduation. Up to 6 credits of internship can</td>
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<td>be applied to the major requirements; however,</td>
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<td>students can choose to take more internship</td>
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<tr>
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<td>credits as elective credits. Prerequisite:</td>
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<td>sophomore status.</td>
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LANGUAGES

ARABIC
In keeping with the mission of Notre Dame College, Arabic language courses offer students studies that enable them to think critically, read analytically, and write clearly in the Arabic language while learning about its literature and culture. The coursework in these areas provides students with the tools to develop communicative and intercultural competency and proficiency, so that they can interact, engage, and compete in the global community.

Arabic courses are open to all students, and the study of this language has applications for those students majoring in intelligence studies. The intelligence and law enforcement communities are seeking candidates for employment who have some proficiency in Arabic in order to effectively counter potential international terrorist threats. Accordingly, some level of Arabic proficiency can be useful for candidates seeking employment with the Departments of State, Treasury, Defense, Homeland Security, and other federal, state and local agencies.

Student Learning Outcomes
Upon completing 12 credits of Arabic, students will be able to:
• Demonstrate sufficient comprehension to understand most factual material in nontechnical prose
• Possess an active reading vocabulary
• Initiate and maintain predictable face-to-face conversations and satisfy limited social demands such as travel and accommodation needs
• Demonstrate understandable pronunciation
• Demonstrate ability to write routine social correspondence
• Produce writing that is legible to native readers
• Comprehend short conversations in common social and emergency situations

SPANISH
In keeping with the mission of Notre Dame College, the Spanish courses enable students to think critically, read analytically, and write clearly in the Spanish language while also learning about literature and culture. The coursework in these areas provides students with the tools to develop communicative and intercultural competency and proficiency, so that they can interact, engage, and compete in the global community.

As with Arabic, Spanish has applications for those enrolled in Intelligence Studies as the language aids intelligence professionals who have a particular interest in the areas of law enforcement and border security.

COURSE OFFERINGS
ARB 200: Introduction to Arabic I 3 cr.
This course is designed for students with no previous knowledge of Modern Standard Arabic. Students will learn the Arabic alphabet, basic writing and conversational skills, and entry-level Arabic grammar, including gender of nouns and verbs and regular conjugations. Students will also be exposed to Arabic culture and social customs. Prerequisite: none
ARB 201: Introduction to Arabic II  
3 cr.
Building upon skills introduced in ARB 200, students are expected to enhance the four language skills of speaking, listening, reading and writing in Modern Standard Arabic. This class will introduce hollow, double-root, and defective verbs, absolute negation, and conditional tense. Students will continue learning about Arab culture. Prerequisite: ARB 200.

ARB 300: Intermediate Arabic I  
3 cr.
Students will begin to develop an intermediate knowledge of Modern Standard Arabic. Through the introduction of new vocabulary, the course will provide opportunities for students to solidify and augment the grammar learned in the introductory courses. It will focus on the development of the ability to use Modern Standard Arabic orally and in reading and writing. The oral component will enable students to practice and improve upon their Arabic oral communication skills. Assessment will be through specific presentations and projects, which will allow the students to further develop and build on the oral aspect of the Arabic language. Prerequisite: ARB 201.

ARB 301: Intermediate Arabic II  
3 cr.
This course continues building the students’ intermediate knowledge of Modern Standard Arabic. The continued introduction of new vocabulary will provide opportunities for students to solidify and augment the grammar learned in the three previous courses. The course will continue to focus on the development of the ability to use Modern Standard Arabic orally and in reading and writing. The oral component will allow students to practice and improve upon their Arabic oral communication skills. Assessment will be through specific presentations and projects, which will allow the students to further develop and build on the oral aspect of the Arabic language. Prerequisite: ARB 300.

SP 101 Basic Spanish I  
4 cr.
Introduction to the Spanish language and Hispanic cultures through interactive and communicative reading, writing, listening, and speaking activities to develop language and cultural proficiency.

SP 102 Basic Spanish II  
4 cr.
Continuation of Spanish 101.

SP 201 Intermediate Spanish I  
3 cr.
Continuation of SP 102. Integration of grammar, oral, and written practice in exercises, conversation and readings which evolve within a cultural context. Prerequisite: SP 102 or 2 years of high school Spanish or equivalent proficiency.

SP 202 Intermediate Spanish II  
3 cr.
Continuation of SP 201. Prerequisite: SP 102 or 2 years of high school Spanish or equivalent proficiency.
The mission statement of the College provides a foundation for the program's mission. The mission of the Bachelor of Science in Nursing (BSN) Program is to prepare a professional nurse who is responsive to the health needs of a diverse global society. This mission is implemented through fostering personal, professional, and social responsibility within the context of a values-based faith environment. Liberal arts and the sciences serve as the foundation for the professional education and the development of core competencies. The baccalaureate nursing program provides unique opportunities for service to meet the health needs of society, especially the vulnerable and underserved. International educational opportunities are also integrated throughout the program to prepare students for practice in a rapidly changing global health care environment. The baccalaureate nursing program prepares individuals for practice in a variety of health care settings and serves as a foundation for further graduate education. Upon successful completion of the licensure examination, the graduate is licensed by the state in which they test.

Tracks:
Multiple entry levels for the program are designed to meet the needs of the life-long learner. The Commission on Collegiate Nursing Education (CCNE) accredited Bachelor of Science in Nursing Program has two tracks. The Pre-Licensure Track is designed to prepare the student to become a professional nurse. Upon completion of the program the graduate is eligible to take the National Council Licensing Exam (NCLEX-RN®) to become a registered nurse.

The second track is the Post-Licensure RN to BSN Track. This track is designed for the registered nurse (RN) who has a diploma in nursing or an Associate of Science degree with a major in nursing and who wants to complete a Bachelor of Science in Nursing degree.

Program Outcomes:
Graduates of the BSN Program will be able to:

- Synthesize concepts and theories from the liberal arts, sciences, and the discipline of nursing to promote the health and well-being of individuals, groups, communities, and populations.
- Communicate effectively using oral, written and other forms of information technology.
- Demonstrate competence in technological skills used in professional nursing practice.
- Apply critical thinking to evaluate alternatives and make decisions that affect the health and well-being of self and others.
- Integrate personal and professional values to practice within the legal and ethical standards of the profession.
- Respect human diversity in the provision of health care to populations of different gender, socioeconomic, religious, or cultural traditions.
- Demonstrate leadership and management in the delivery of health care within complex adaptive systems.
- Support a commitment to life-long learning for personal and professional development.
- Use evidence-based practice in the provision of health care services for individuals, groups, communities, and populations in a variety of settings.
- Participate in political processes that influence the economic, legal and social direction of health care policies.

Transfer and Advanced Standing:

- Transfer students must submit a nursing application to the Bachelor of Science in Nursing Program and must meet all prerequisites for entry into the Program.
- Students transferring into the Bachelor of Science in Nursing Program must abide by the College policies regarding transfer students and the evaluation of credits toward the degree. Not all
qualified transfer students may be accepted into the program. The best qualified applicants will be
selected each year based on the number of seats available.

- All courses transferred into the Nursing Program, including nursing courses, must have a grade of
  C or greater for transfer credit to be granted. Courses older than 10 years will be considered for
  transfer on an individual basis; courses may transfer in only as electives but not count toward
  general education requirements.

- Courses pre-requisite to the major and nursing major courses completed five years or more
  before admission may not transfer and may need to be repeated. The Division of Nursing Chair
  and the Admission and Retention Committee in the Division of Nursing will determine the transfer
  status of such courses. The policies for transfer credits are the same for both the pre-licensure
  and RN-BSN tracks.

- Faculty of the Notre Dame Bachelor of Science in Nursing Program will evaluate content of
  nursing courses to determine if the course is comparable to one offered in the Notre Dame
  Bachelor of Science in Nursing Program. Students requesting transfer credit must provide a
  course description and course syllabus as a basis for evaluation of transfer credit. Students may
  be required to take proficiency tests in identified subjects to validate learning.

- Any student admitted to the Nursing Program with advanced standing must meet current college
  and nursing program curriculum and graduation requirements at the time of admission to the
  program.

- Transfer students requesting advanced standing in the Nursing Program must provide
  documentation that they are a student in good standing from a nursing program in which they
  were previously enrolled.

Graduation Requirements

Students in the Pre-Licensure Track must demonstrate satisfactory performance on a comprehensive exit
examination as described in the Nursing Division Student Handbook in order to graduate from the
program. All Candidates for the Bachelor of Science in Nursing Degree must meet the requirements listed
below.

Candidates for the Bachelor of Science in Nursing must have:

- Earned a minimum of 120 semester hours of credit
- Successfully completed courses fulfilling the Core Curriculum
- Successfully completed the courses fulfilling the requirements of the baccalaureate nursing major
  (refer to NDC College Catalog)
- Maintained a minimum cumulative GPA of 2.5 in the nursing major
- Attended Notre Dame College for at least one year
- Completed a minimum of thirty (30) semester credits of course work at Notre Dame College,
  including a minimum of fifteen (15) semester credits of nursing courses
- At least 36 credits of upper-biennium courses (300 or 400 level)

Pre-Licensure BSN Track Policies

Pre-Licensure BSN Track Admission Requirements

Nursing Program admission is open to all students who demonstrate that they have the intellectual ability,
emotional stability and personal qualifications needed to be a professional nurse. Students wishing to
apply to the BSN Program must first be admitted to the College. This is a separate application process
conducted through the Admissions Office.

Prerequisites needed for admission to the BSN Program are: 27-30 credits
FYS 100       First Year Seminar or equivalent for adult students
BI 204/BI 205 Human Anatomy and Physiology I/Lab
The nursing application process is competitive with preference given to current Notre Dame College students. Not all qualified students may be accepted into the program. Current Notre Dame College students may apply to the Pre-Licensure Track of the BSN program Spring semester for entry beginning the following academic year. Students applying to the nursing program must:

- Have a cumulative grade point average (GPA) of 2.75 or higher (grades earned over 10 years ago will not be used to calculate the GPA),
- Complete the course prerequisites for the nursing program with a grade of C or greater,
- Submit ACT or SAT scores (not required for students age 23 or over),
- Provide documentation of physical and emotional ability to meet the requirements of the program from their health care provider,
- Submit a separate application for the BSN program through the Nursing Centralized Application Service (NCAS) at https://portal.nursingcas.org

Direct Entry Option
The direct entry option provides high school seniors who meet certain criteria to be admitted to both to the College AND direct admission to the BSN Program. After direct admission, students in the nursing major are expected to abide by the same progression policy as other nursing majors in order to retain their status in the nursing program. The following are the criteria for direct admission to the BSN Program at Notre Dame College:

- Completion of a College Preparatory Curriculum in high school;
  - 4 units of English, 3 (4) units of Science (including chemistry, 3 (4) units of Mathematics, 3 units of Social Studies, 2 (4) World Language, 1 unit Physical Education, remaining units representative of visual arts, communication, technology or performing arts.
- Minimum cumulative high school GPA of 3.5 on a 4.0 scale (i.e. unweighted GPA)
- Composite ACT score of 22 or higher (or equivalent SAT scores)
- Completed, with a grade of C or higher, the following high school courses: chemistry, and mathematics

Once directly admitted into the BSN Program, students in the nursing major must successfully complete, with grades of C or higher, all prerequisite and support courses required of pre-nursing students. Direct Admit BSN students must maintain a cumulative GPA of 2.75 or higher during their freshman year at NDC. If those criteria are met, Direct Admit BSN students will progress to the first year (sophomore level) of the BSN program.

Conditional acceptance for students in the Pre-Licensure track may be given for those students who are currently enrolled in nursing program prerequisites at the time of application. All nursing course prerequisites must be completed with a grade of C or better and all other requirements must be met for full acceptance into the program. Students in the Pre-Licensure Track will be notified of final acceptance into the program once grades are received for spring semester and the cumulative GPA is determined.
Physical and emotional capabilities required for applicants to the Nursing Program include (but are not limited to):

- Visual acuity with or without corrective lenses to read small print on medication labels and/or physician's orders, calibrate equipment, perform physical assessment and recognize when a patient is in imminent danger.
- Hearing ability with or without auditory aids to understand the normal speaking voice without seeing the person’s face, hear emergency alarms, student/patient’s calls for help, call bells and stethoscope sounds originating from body systems.
- Physical ability to perform cardiopulmonary resuscitation, pulling, pushing, stooping and kneeling.
- Ability to communicate effectively in verbal and written form.
- Manual dexterity and fine motor skills, including the ability to draw up medication in a syringe.
- Emotional stability to function in stressful situations and to accept personal responsibility and accountability for his/her actions.

Pre-licensure students must have a completed criminal record and background check prior to beginning any clinical experience. Students must assume all costs associated with the background checks/ fingerprinting. The results of the criminal background check may impact the student’s ability to complete the clinical component of the program. Clinical affiliating agencies may refuse access to clinical sites for students with a criminal record. The results of the background check are used, along with other components of the student’s academic and personal record, to determine the ability of the person to fulfill the requirements of the program.

In accordance with section 504 of the Rehabilitation Act of 1973 Notre Dame College will make reasonable accommodations to assist a student with a disability to advance through the program.

Re-Enrollment Policy
A student in the Pre-Licensure Track of the baccalaureate program who fails a nursing course or withdraws from the nursing sequence for a semester for any reason, including verified illness, personal crisis, or military service, must make a request to the Admission and Retention Committee for re-enrollment. The written request must include a completed Nursing Division Re-enrollment form (available online or in the Nursing Division office) and an Action Plan developed in collaboration with the student’s advisor. Students who fail or withdraw from a nursing course may not take nursing electives without applying and being accepted for re-enrollment. Re-enrollment in nursing courses is based upon a space available basis and cannot be guaranteed. The re-enrolled student must meet current College and nursing program curriculum and graduation requirements at the time of re-enrollment to the program, regardless of the number of credits earned under a previous catalog.

Students who have two unacceptable grades in any combination of nursing courses, including nursing electives, are dismissed from the program and not eligible for re-enrollment.

Readmission Following Absence of One Year or More Policy
If a student has not been enrolled in classes at Notre Dame College for one calendar year, the student must apply for readmission to the college and to the nursing program. Students seeking readmission are expected to follow the same admission process as those prospective students who will be attending Notre Dame College for the first time. The student must meet current College and nursing program curriculum and graduation requirements in place at the time of readmission to the program, regardless of the number of credits earned under a previous catalog.
Grading:
A minimum cumulative GPA of 2.5 is required for all students in the baccalaureate nursing program.

A minimum grade of “C” is required in all nursing prerequisites, support courses and nursing courses in the nursing major. Students must achieve a minimum exam average of 75% in each nursing course and complete all course requirements as specified in the course and clinical syllabus, in order to satisfactorily pass the nursing course with a grade of C or greater. ATI exams are included as part of the exam average. If a student achieves less than a 75% exam average in a nursing course, the student must repeat the theory, lab, and clinical component (if included) of the nursing course. The nursing program grading scale for exams differs from the College grading scale. See the Nursing Student Handbook for additional information.

If a nursing course has a clinical/lab component, students must achieve a satisfactory rating in the clinical/lab component, as well as meet all other course requirements, in order to successfully pass the course. Students who receive an unsatisfactory clinical/lab rating, but maintain an overall average of 70% or greater for ALL course assignments (including tests and quizzes) will receive a grade of C-.

Prerequisite courses and support courses may be repeated only once if a grade lower than C is achieved. Two unacceptable grades in any combination of nursing courses (NR) including Nursing Elective courses will be grounds for dismissal from the nursing program.

Progression:
Students must attain a final semester grade of C or better in all nursing prerequisites, support courses, and required nursing courses; must have a 2.5 cumulative GPA; and must achieve a satisfactory clinical/lab rating for their clinical/lab experience to progress in the program. See the Nursing Student Handbook for additional information about progression related to course grading policies.

Nursing program students may only withdraw from the same nursing course (NR) one time due to a failing grade, that is, a course grade average lower than 75 % and/or unsatisfactory clinical performance. The withdrawal policy applies if the student withdraws from a course due to the 75% exam average policy. See the Nursing Student Handbook for additional information about progression related to course grading policies.

Students will be placed on academic probation in the nursing program, by the Nursing Division, if the cumulative GPA is lower than 2.5 at the end of any semester in the program. If the student does not show progress or raise the GPA to 2.5 or above by the following semester, the student will be dismissed from the program.

Pre-Licensure Track Requirements

Prerequisites:
FYS 100 First Year Seminar or equivalent for adult students
BI 204/205 Human Anatomy and Physiology I/Lab
BI 206/207 Human Anatomy and Physiology II/Lab
CH 106/107 Principles of Inorganic Chemistry/Lab
CH 116/117 Principles of Organic and Biological Chemistry/Lab
EN 100/101 College Composition I and II
OR
EN 110 Advanced Composition: Expository Writing
MA 110 Intermediate Algebra or equivalent
PY 201 General Psychology
Support Courses:
BI 240/241 General Microbiology/Lab
HP 216 Nutrition in Health and Disease
MA 221 Statistics I
PY 251 Lifespan Development
SO 201 Introduction to Sociology

Nursing Major
NR 200 Health Assessment Across the Lifespan
NR 215 Foundations of Nursing I
NR 216 Foundations of Nursing II
NR 225 Pharmacology and Pathophysiology
NR 310 Evidence Based Practice
NR 320 Adult Nursing Practice
NR 330 Mental Health Nursing
NR 340 Family Nursing
NR 410 Health Care Policy in Complex Adaptive Systems
NR 420 Community/Populations Nursing Practice
NR 430 Nursing Care of Adults/Families with Complex Multisystem Health Alterations
NR 450 Gerontology
NR 460 Health Care Leadership/Management in Complex Adaptive Systems
NR 461 Professional Practicum

Nursing Elective
Select one (1):
NR 391 Nursing Informatics
NR 470/471 Holistic Nursing
NR 472/473 Selected Topics in Nursing
NR 474/475/476 International Nursing: A Global Perspective

RN to BSN Post-Licensure Track Policies

RN to BSN Post-Licensure Track
The RN-BSN Program at Notre Dame College is delivered in a fully online format designed to accommodate the needs of the adult student. Courses are offered in two eight-week sessions each semester (Fall, Spring, and Summer). The length of time to degree completion is dependent upon course credits transferred and time to complete remaining degree requirements.

Students must complete 128-129 semester credits to earn the baccalaureate degree with a minimum of 36 credits completed at the upper division level (300-400 course level).
A RN-BSN program student who is a graduate of an accredited nursing program will receive a minimum of 31 semester credits for previous nursing courses. No more than 96 credits will be considered for transfer. Students must earn a minimum of 30 credits at NDC to graduate.
Students applying to the RN to BSN Post-Licensure Track may be given conditional acceptance pending completion of nursing program prerequisites. Support courses must be completed prior to enrollment in the Nursing major course sequence. RN students who submit evidence of current certification in
gerontology from the American Nurses Credentialing Center (ANCC) will receive credit by examination for NR 450. This credit will be applied during the student’s last semester before graduation.

RN to BSN Post-Licensure Track Support Courses

BI 204/205 Human Anatomy and Physiology I/Lab
BI 206/207 Human Anatomy and Physiology II/Lab
CH 106/107 Principles of Inorganic Chemistry/Lab
EN 100/101 College Composition I and II
OR
EN 110 Advanced Composition: Expository Writing
PY 201 General Psychology
BI 240/241 General Microbiology/Lab
HP 216 Nutrition in Health and Disease
MA 221 Statistics I
PY 251 Lifespan Development
SO 201 Introduction to Sociology

Nursing Major (RN-BSN)

NR 300 Professional Transitions
NR 305 Health Promotion and Education
NR 310 Evidence Based Practice
NR 410 Health Care Policy in Complex Adaptive Systems
NR 425 Community and Population Health Nursing
NR 455 Gerontological Nursing
NR 460 Health Care Leadership/Management in Complex Adaptive Systems
NR 464 RN to BSN Capstone Practicum

Nursing Electives:
Select one (1)

NR 391 Nursing Informatics
NR 472/473 Selected Topics in Nursing

RN to BSN Post-Licensure Track Admission Requirements

- Graduated from an Associate Degree or Diploma nursing program that is accredited by the Accreditation Commission for Education in Nursing (ACEN) or Commission for Nursing Education Accreditation (C-NEA) with a cumulative GPA of 2.5 or higher
- Students with a GPA of 2.00 to 2.49 may be provisionally accepted. Those students provisionally accepted will be permitted to take 6-7 semester credits of study toward degree completion in which academic ability to achieve a 2.5 or higher GPA at Notre Dame College can be demonstrated. Provisionally accepted students who do not achieve a 2.5 or higher GPA after completion of 6-7 semester credits may be denied full admission into the RN-BSN nursing program
- Current, valid, and unencumbered licensure as a registered nurse in the state in which the clinical practice experiences will be completed
- RN to BSN students are exempt from the ACT/SAT requirements
RN to BSN Post-Licensure Track Reenrollment/Readmission Policy
A student in the baccalaureate program, who interrupts enrollment in the nursing sequence of courses for any reason, must apply for re-enrollment. Re-enrollment in nursing courses is based upon a space available basis and cannot be guaranteed. If a student has not been enrolled in classes at Notre Dame College for one calendar year, the student must apply for readmission to the College and to the nursing program. Students seeking readmission are expected to follow the same admission process as those prospective students who will be attending Notre Dame College for the first time. The student must meet current College and nursing program curricular and graduation requirements at the time of readmission to the program, regardless of the number of credits earned under a previous catalog.

RN to BSN Post-Licensure Track Grading Policy
A final semester grade of B- or better is required to successfully complete a nursing course. A minimum cumulative GPA of 2.5 is required for all students in the baccalaureate nursing program.

RN to BSN Post-Licensure Track Progression Policy
RN to BSN Post-Licensure Track students must attain the following for course progression:

- A final semester grade of C or better to successfully complete a nursing course.
- If a grade of C is NOT attained, the student must repeat the course before enrolling in any other Nursing course.
- A minimum 2.5 cumulative GPA.
- Two unacceptable grades in any combination of nursing courses (NR) including Nursing Elective courses will be grounds for dismissal from the Nursing Program. Students must achieve a satisfactory evaluation for their clinical/lab experience to progress in the program. RN to BSN Post-Licensure Track students must show evidence of and maintain a current, valid, and unencumbered license as a registered nurse in the state in which clinical experiences will be completed.
- See Nursing Student Handbook for additional information related to grading policies.

RN to BSN Post-Licensure Track Practice Requirement
The Commission on Collegiate Nursing Education (CCNE) Accreditation Criteria requires RN-BSN programs to include an experiential practice learning requirement (2013). To assure compliance with this standard, the RN-BSN Post-Licensure program curriculum culminates with NR 464, the Capstone course. The purpose of the Capstone practicum is to provide a student-designed learning experience with integration and application of baccalaureate level nurse competencies through the completion of a clinically focused project. In this 5 credit hour course, RN-BSN students complete 90 hours of experiential learning in addition to didactic coursework. The student is supported in this learning experience by an onsite preceptor and course faculty member. Students select the site where the capstone practicum project will be completed. Students need to have completed all required courses (nursing and core curriculum courses) before enrolling in NR 464. RN-BSN students must show evidence of and maintain a current, valid, unencumbered license as a registered nurse in the state in which the Capstone project will be completed.

Reference
Commission on Collegiate Nursing Education. (2013). Standards for accreditation of baccalaureate and graduate nursing programs. Washington, DC, Commission on Collegiate Nursing Education.
COURSE OFFERINGS: Pre-Licensure Program

Level I (Sophomore)

NR 200 Health Assessment Across the Life Span 3 cr.
Didactic, and lab with two and one-half class hours/week, one and one-half lab hours/week. A systems approach is used to provide students with a comprehensive approach for basic health assessment of the individual. Cross cultural approaches for interviewing and communication principles are presented. Collection of data and identification of patterns and relationships provide a foundation for personal health assessment and the nursing care planning process. Developmental theories across the lifespan serve as a framework for assessment of normal growth and development. Prerequisites: Admission to the Bachelor of Science in Nursing Program (BSN), BI 240/241, and PY 251 (or concurrent).

NR 215 Foundations of Nursing I 4 cr.
Didactic, lab, clinical with two class hours/week, three lab hours/week and forty-five (45) hours clinical/semester. Introduction to the theoretical foundations of nursing and conceptual framework of the curriculum. Concepts include critical thinking and the nursing process, basic health care needs of the individual, diversity, systems theory, communication, and evidence based practice. The process of values clarification is discussed. Legal, professional, and ethical standards of the profession are introduced. Service learning required in this course. Prerequisites: Admission into the BSN program, BI 240/241 (or concurrent).

NR 216 Foundations of Nursing II 5 cr.
Didactic, lab, clinical with two class hours/week, three lab hours/week and ninety (90) hours clinical/semester. Builds on concepts, knowledge and skills introduced in Foundations of Nursing I. Establishes a foundation for safe nursing practice in meeting basic care needs of individuals with common disruptions of body systems. Presents scientific principles and evidence base for skill development, including medication administration. Opportunities for self-mastery and application of skills are provided in a variety of settings. Use of critical thinking in application of skills is stressed. Prerequisites: NR 200; NR 215; NR 225 (or concurrent).

NR 225 Pharmacology and Pathophysiology 3 cr.
Didactic with three class hours/week. Pharmacokinetics and clinical applications of a variety of classes of drugs based on pathophysiological alterations and clinical concepts are presented. Drug interactions with living systems are examined. Role of the nurse is discussed, including legal and ethical issues related to medication administration. Opportunities to develop skill in drug calculations are provided. Prerequisites: NR 200, NR 215, BI 240/241, NR 216 (or concurrent).

Level II (Junior)

NR 310 Evidence-Based Practice 3 cr.
Didactic with three class hours/week. Sources, levels and strength of evidence for best practice are reviewed. Process for critiquing evidence is discussed. Methods and tools for implementation of evidence-based practice to achieve optimal patient outcomes are examined. Relationship of health care policy to evidence-based practice is discussed. Service learning is required in this course. Prerequisites: NR200, NR215, NR 216, NR 225 and MA 221 (or concurrent) for students enrolled in the BSN Pre-licensure track; NR 300 (or concurrent) for students enrolled in the Post-Licensure RN to BSN Track.
**NR 320 Adult Nursing Practice**

6 cr.

Didactic, clinical with three and one-half class hours/week, one and one-half lab hours/week and ninety (90) hours clinical/semester. Study of health alterations of the adult through the lifespan. Application of critical thinking and the nursing process in the care of adults with short-term acute and/or chronic health alterations. Interrelationships of body systems are emphasized as well as interrelationships with other complex adaptive systems. Application of strategies for health promotion, maintenance and restoration of the adult. Prerequisites: HP 216, NR200, NR215, NR 216, NR 225, NR 310 (or concurrent). (Students admitted to the College prior to 2014 are subject to credit hour requirements as listed in the catalog of their admittance year.)

**NR 330 Mental Health Nursing**

5 cr.

Didactic, clinical with four class hours /week and forty-five hours clinical/semester. Focus is on promotion and maintenance of mental health and care of individuals and groups experiencing mental health alterations. Emphasis is placed on vulnerable populations and the context in which mental health alterations occur. Health care policy implications of mental health issues are discussed. Service-learning opportunities are provided with vulnerable populations experiencing or at high risk for mental health alterations. Prerequisites: NR 310, NR 320.

**NR 340 Family Nursing**

6 cr.

Didactic, clinical with three and one-half class hours/week, one and one-half lab hours/week and ninety hours clinical/semester. Family assessment and diversity of family styles. Issues related to providing health care services for vulnerable family populations are compared with issues related to healthy families. Strategies to minimize health risk and to promote health and well being of the family are discussed. Care of parents, including pregnancy, and children from newborn through adolescence are presented in the context of a childrearing family as a complex adaptive system. Service learning opportunities are provided with vulnerable family populations. Prerequisites: NR 310 and NR 320.

**Level III (Senior)**

**NR 410 Health Care Policy in Complex Adaptive Systems**

3 cr.

Didactic with three class hours/week. Analyses of economic, legal and social factors impacting health care policies. Discussion of relationship between emerging social issues/trends and health care disparities. Discussion of social justice and equity in access and delivery of health care services. Opportunities are provided to participate in political processes impacting nursing and health care policy. Service learning required in this course. Prerequisites: NR 330, NR 340 for students enrolled in the BSN Pre-Licensure Track. NR 300 (or concurrent) for students enrolled in the Post- Licensure RN to BSN Track. Open to non-nursing majors with permission of instructor.

**NR 420 Community and Population Health Nursing**

5 cr.

Didactic three hours/week and 90 clinical practicum hours/semester. Introduces concepts and strategies to promote culturally sensitive care for communities and populations. Diversity and culture are examined in relation to social systems and patterns of interconnected relationships. Epidemiological concepts are integrated throughout. Examines the role of the nurse in caring for communities and populations. Emergency preparedness and bioterrorism are introduced. Collaboration and coordination with community members and agencies is emphasized. Pre-licensure track requirements: Prerequisites: NR330, NR 340 and NR 410 (or concurrent).
NR 430 Nursing Care of Adults/Families with Complex Multisystem Health Alterations 7 cr.
Didactic, clinical with four and one-half class hours/week, one and one-half ab hours every week and ninety (90) clinical hours/semester. Application of critical thinking and use of the nursing process with adults/families experiencing complex, multisystem health alterations. Role of technology in the assessment and management of acutely ill adults is discussed. Prerequisites: NR 330, NR 340. (Students admitted to the College prior to 2014 are subject to credit hour requirements as listed in the catalog of their admittance year.)

NR 450 Gerontology 3 cr.
Didactic, Clinical/Practice experience with two class hours/week and forty-five (45) clinical hours in the pre-licensure BSN program. For post-licensure RN-BSN students, the credit hour distribution is the equivalent of three class hours per week. Study of theories of aging and systems impacting older adults. Literature, art and/or film are used as mediums to examine issues related to aging. Discussion of end-of-life concepts and theories. Examines responses of the older adult in health and illness from an interdisciplinary perspective. Prerequisites: NR 330 and NR 340

NR 460 Health Care Leadership/Management in Complex Adaptive Systems 3 cr.
Didactic course with three class hours/week. Exploration of leadership and management theories/concepts applied to the role of the nurse as a leader, manager and coordinator of care. Examines concepts and theories related to negotiation, conflict management and delegation. Legal implications of documentation and delegation are emphasized. Strategies to improve cost, safety and quality of care, based on evidence-based practice, are applied within complex adaptive health care systems. Prerequisites: NR 430 for students enrolled in the BSN Pre-Licensure track. Corequisite: NR 461 for students enrolled in the BSN Pre-Licensure Track. NR 300 (or concurrent) for students enrolled in the RN to BSN Track.

NR 461 Professional Practicum 5 cr.
Seminar, clinical with one class hour/week and one hundred eighty (180) hours clinical/semester. Role development of the professional nurse. Prepares students for transition to practice as a professional nurse. Students develop an individualized program of study to integrate concepts/theories of the nursing program into their professional practice. Includes discussion of strategies for organization and time management. Open to students enrolled in the BSN Pre-Licensure Track only. Prerequisites: NR 410, NR 420, NR 430, NR 450, NR 460. NR 450 and NR 460 may be taken concurrently.

NURSING ELECTIVES

NR 391 Nursing Informatics 3 cr.
This course is designed to examine computer technology and health information systems by successfully managing data, information, knowledge, and technology to provide safe and effective patient care. The utilization of tools, databases, Internet, and the World Wide Web is explored to further enhance the quality of patient care, and inform practice decisions. A focus on data management, telecommunication, legal and ethical issues, and educational applications are discussed within the course and how they impact nursing administration, evidence based research as well as the future of nursing. Actual problem-solving, computer competencies and web-based projects will be emphasized and how they can be used to improve the efficiency of the nursing care delivery system. Prerequisites: NR 300 for RN-BSN program students; Junior or Senior standing for pre-licensure BSN students.

NR 470/471 Holistic Nursing 2 cr./3 cr.
Didactic with two class hours/week (2 cr.) An additional credit (1) may be earned for a service learning component. Introduction to use of complementary and alternative health modalities (CAM). Analysis of evidence base for selected CAM. Prerequisites: Junior or senior level status for nursing majors. Junior or senior status and permission of the Chair of the Division of Nursing.

**NR 472/473 Selected Topics in Nursing**  
2 cr./3 cr.
Didactic with two class hours/week (2 cr.) An additional credit (1) may be earned for service learning component. Focus is a special topic related to nursing. Course is taught in seminar format. Topic for seminar to be announced. Prerequisites: Level II (Junior) or Level III (Senior) status in the nursing program.

**NR 474/475 International Nursing: A Global Perspective**  
2 cr./3 cr.
Didactic with two class hours/week (2 cr.) An additional credit (1) may be earned for service learning component. Comparison of health care systems in developing countries versus the United States. Introduction to global diseases including malaria, tuberculosis and HIV. Cultural beliefs impacting health care are explored. May include a travel abroad component. Prerequisites: Level II (Junior) or Level III (Senior) status in the nursing program or permission of the Chair of the Division of Nursing.

**NR 476 International Nursing: A Global Perspective**  
1 cr.
Travel abroad component only. Must be a Junior or Senior level nursing program student, or obtain special permission of the Chair of the Division of Nursing. Prerequisite or concurrent: NR 474.

**NR 491 Independent Study**  
1-3 Cr.

**COURSE OFFERINGS: Post-licensure Program**

**NR 300 Professional Transitions (RN-BSN ONLY)**  
3 cr.
Didactic with 3 class hours/week. Introduction to the philosophy and curriculum framework for BSN completion program. Theoretical foundations of nursing practice are presented. Systems theory and complexity theory are introduced. Process of values clarification is introduced. Current nursing issues are discussed. Examines scope and standards for the nursing profession and ethical issues related to the practice of nursing. Law regulating the practice of nursing is reviewed. Current, valid license as a registered nurse and evidence of satisfactory completion of an accredited diploma or associate of science in nursing program are required. Prerequisites: Admission to the RN-BSN Program.

**NR 305 Health Promotion and Education**  
3 cr.
This course assists the student in developing skills necessary to influence health behaviors in self and others. Determinants of health, wellness, illness and disability across the lifespan will be examined. Students will explore environmental, sociocultural, economic and political factors contributing to effective health behaviors. Theoretical models of health behavior and principles of teaching/learning will be utilized to address health education needs across the lifespan.

**NR 310 Evidence-Based Practice**  
3 cr.
Didactic with three class hours/week. Sources, levels and strength of evidence for best practice are reviewed. Process for critiquing evidence is discussed. Methods and tools for implementation of evidence-based practice to achieve optimal patient outcomes are examined. Relationship of health care policy to evidence-based practice is discussed. Service learning required in this course. Prerequisites: NR200, NR215, NR 216, NR 225; MA 221 (or concurrent) for students enrolled in the BSN Pre-licensure track; NR 300 (or concurrent) for students enrolled in the Post-Licensure RN to BSN Track.
NR 410 Health Care Policy in Complex Adaptive Systems 3 cr.
Didactic with three class hours/week. Analyses of economic, legal and social factors impacting health care policies. Discussion of relationship between emerging social issues/trends and health care disparities. Discussion of social justice and equity in access and delivery of health care services. Opportunities are provided to participate in political processes impacting nursing and health care policy. Service learning required in this course. Prerequisites: NR 330, NR 340 for students enrolled in the BSN Pre-Licensure Track. NR 300 (or concurrent) for students enrolled in the Post- Licensure RN to BSN Track. Open to non-nursing majors with permission of instructor.

NR 425 Community and Population Health Nursing 3 cr.
Introduces concepts and strategies to promote culturally sensitive care for communities and populations. Diversity and culture are examined in relation to social systems and patterns of interconnected relationships. Epidemiological concepts are integrated throughout. Examines the role of the nurse in caring for communities and populations. Emergency preparedness and bioterrorism are introduced. Collaboration and coordination with community members and agencies is emphasized. Post- licensure RN/BSN track requirements: Pre-Requisites: NR 300 or concurrent, 3 Credit hours

NR 455 Gerontological Nursing 3 cr.
Didactic course with three class hours per week. Study of theories of aging and systems impacting older adults. Literature, art and/or film are used as mediums to examine issues related to aging. Discussion of end-of-life concepts and theories. Examines responses of the older adult in health and illness from an interdisciplinary perspective. Prerequisites: NR 300 (or concurrent) for students enrolled in the Post-Licensure RN to BSN Track.

NR 460 Health Care Leadership/Management in Complex Adaptive Systems 3 cr.
Didactic course with three class hours/week. Exploration of leadership and management theories/concepts applied to the role of the nurse as a leader, manager and coordinator of care. Examines concepts and theories related to negotiation, conflict management and delegation. Legal implications of documentation and delegation are emphasized. Strategies to improve cost, safety and quality of care, based on evidence-based practice, are applied within complex adaptive health care systems. Prerequisites: NR 300 (or concurrent)

NR 464 RN to BSN Capstone Practicum 5 cr.
Didactic with one class hour/week, two class seminar hours/week and ninety (90) Clinical Practice Experience hours. This course provides an integrated experience with opportunities to apply baccalaureate level nursing competencies. Role development of the baccalaureate nurse is stressed. Students develop an individualized program of study to integrate concepts/theories of the nursing program into their professional practice. The capstone includes a clinical practice experience consisting of the development, implementation and evaluation of a clinically focused project. Prerequisites: Open to students in the RN to BSN Track only. Completion of all required courses; consideration may be given if student has no more than three credit hours remaining towards the degree.

NURSING ELECTIVES

NR 391 Nursing Informatics 3 cr.
This course is designed to examine computer technology and health information systems by successfully managing data, information, knowledge, and technology to provide safe and effective patient care. The utilization of tools, databases, Internet, and the World Wide Web is explored to further enhance the
quality of patient care, and inform practice decisions. A focus on data management, telecommunication, legal and ethical issues, and educational applications are discussed within the course and how they impact nursing administration, evidence based research as well as the future of nursing. Actual problem-solving, computer competencies and web-based projects will be emphasized and how they can be used to improve the efficiency of the nursing care delivery system. Prerequisites: NR 300 for RN-BSN program students; Junior or Senior standing for pre-licensure BSN students.
PERFORMING ARTS

Music, theatre, and dance are integral to our liberal arts curriculum. The study of music and theatre not only introduces students to the culture of various peoples, especially in the Western world, but also stimulates both creative and critical thinking. Notre Dame College offers minors in Performing Arts, Music, and Theatre.

Student Learning Outcomes
Students electing music courses should:
- Perform and/or attend performances of a variety of music/theatre representing both classical and contemporary styles.
- Use musical vocabulary accurately to describe musical/theatrical styles and performances and to critique performing arts events.
- Recognize and respect the artistic creativity and professional discipline of composers, performers and various types of artists.

Core Requirement Creative Inquiry
This requirement may be met by various courses in music as specifically listed on page 34 in this catalog.

PREREQUISITES:
Audition/Interview with Director of specific Performing Group. Admission to any music, theatre, or dance ensemble is at the discretion of the director.

Bachelor of Arts in Music Entrepreneurship
Concentrations: Vocal Music, Instrumental Music, Music Composition

PROGRAM AND REQUIREMENTS
65 Credits

PROGRAMMATIC LEARNING OUTCOMES
- Understand and apply terminology, technique, and notation accurately to describe styles and performances and to critique performances. Assessed by rehearsals, in-class discussions, and individual auditions/evaluations.
- Evaluate and appreciate different modes of creativity and innovation in relation to the business and entrepreneurial approach to arts management. Assessed by senior recital/project business and operational plan, internship weekly planning log and self-reflection, and in-class discussions.

PREREQUISITES
Interview required for pre-admission. Full admission into program will be granted by performing arts faculty directors after a formal audition at the end of the second semester of enrollment. Extended audition granted by approval of the performing arts faculty directors.

PERFORMANCE REQUIREMENTS
- Must participate in a Notre Dame College based Music Performing Arts Ensemble during each semester of attendance.
- Music students must take private music lessons during each semester of attendance. The senior recital/project is the capstone and includes private lessons.
- Alternative approval for this requirement can be reviewed by the Executive Director of Performing Arts.

**Major Core Requirements: 36 Credits**

**24 Credits of Entrepreneurship & Business requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BU 100</td>
<td>Introduction to Business</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>ENT 200</td>
<td>Entrepreneurial Mindset</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>BU 303</td>
<td>Entrepreneurships</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>ENT 300</td>
<td>Digital Marketing</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>ENT 350</td>
<td>New Venture Finance</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>BU 410</td>
<td>New Venture Management</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>ENT 450</td>
<td>Entrepreneurial Leadership</td>
<td>(3 Credits)</td>
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<tr>
<td>ENT 496</td>
<td>Entrepreneurship Leadership Internship</td>
<td>(3 Credits)</td>
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**6 Credits of Communication requirements**

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CA 376</td>
<td>Intercultural Communication</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>CA 380</td>
<td>Organizational Communication</td>
<td>(3 Credits)</td>
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**6 Credits of Information Systems requirements**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IS 243</td>
<td>Multimedia Development</td>
<td>(3 Credits)</td>
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<tr>
<td>IS 245</td>
<td>Website Design &amp; Development</td>
<td>(3 Credits)</td>
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**Vocal Music Concentration: (29 Credits)**

**9 Credits of Music Theory required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MU 103</td>
<td>Intro to Musicianship (prerequisite)</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>MU 203</td>
<td>Music Theory – Diatonic</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>MU 303</td>
<td>Music Theory – Chromatic</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>MU 330</td>
<td>Music Arraigning and Composition</td>
<td>(3 Credits)</td>
</tr>
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</table>

*NOTE: Students must pass music theory competency exam to take MU 203. Students who do not pass exam, must take MU 103 prerequisite. However, MU 103 does not count towards the major requirements.*

**6 Credits of Music History required**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MU 214</td>
<td>Music Now &amp; Then (required)</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>MU 213</td>
<td>Jazz Appreciation</td>
<td>(3 Credits)</td>
</tr>
<tr>
<td>or</td>
<td>MU 220</td>
<td>(3 Credits)</td>
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<tr>
<td>History of Rock &amp; Roll</td>
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**3 Credits of Literature required based on area of study**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MU 311</td>
<td>Survey of Choral Literature</td>
<td>(3 Credits)</td>
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**3 Credits of Recital/Project required**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MU4xx</td>
<td>Senior Recital/Project</td>
<td>(3 Credits)</td>
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</table>

**4 Credits of Private Music Lessons applied to major**: While students may take more than one type of private lessons, they must enroll every semester of attendance in voice lessons. The exception is the semester they register for their senior recital/project, as that comes with private lessons.

*(Course level based on placement and progression in the specific applied area)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MU #97</td>
<td>Applied Music: Voice</td>
<td>(1 Credit)</td>
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</tbody>
</table>

**4 Credits of Performing Ensemble applied to major**: Must enroll every semester of attendance
Instrumental Music Concentration: (29 Credits)

**9 Credits of Music Theory required**
MU 103  Intro to Musicianship (prerequisite)  (3 Credits)  
MU 203  Music Theory – Diatonic  (3 Credits)  
MU 303  Music Theory – Chromatic  (3 Credits)  
MU 330  Music Arranging and Composition  (3 Credits)  

**NOTE:** Students must pass music theory competency exam to take MU 203. Students who do not pass exam, must take MU 103 prerequisite. However, MU 103 does not count towards the major requirements.

**6 Credits of Music History required**
MU 214  Music Now & Then (required)  (3 Credits)  
MU 213  Jazz Appreciation  (3 Credits)  
or  
MU 220  History of Rock & Roll  (3 Credits)  

**3 Credits of Literature required based on area of study**
MU 316  Survey of Instrumental Literature  (3 Credits)  

**3 Credits of Recital/Project required**
MU4xx  Senior Recital/Project  (3 Credits)  

**4 Credits of Private Music Lessons applied to major:** While students may take more than one type of private lessons, they must enroll every semester of attendance in their main instrument area. The exception is the semester they register for their senior recital/project, as that comes with private lessons.

**4 Credits of Performing Ensemble applied to major:** Must enroll every semester of attendance

Music Composition Concentration: (29 Credits)

**12 Credits of Music Theory required**
MU 103  Intro to Musicianship (prerequisite)  (3 Credits)  
MU 203  Music Theory – Diatonic  (3 Credits)  
MU 303  Music Theory – Chromatic  (3 Credits)  
MU 330  Music Arranging and Composition  (3 Credits)  
MU 430  Advanced Composition  (3 Credits)  

MU #10  Concert Choir  (1 Credit)  
MU #11  Chamber Singers  (1 Credit)  

MU #80  Applied Music: Composition  (1 Credit)  
MU #81  Applied Music: Guitar  (1 Credit)  
MU #82  Applied Music: Percussion/Mallet  (1 Credit)  
MU #83  Applied Music: Strings  (1 Credit)  
MU #84  Applied Music: Brass  (1 Credit)  
MU #85  Applied Music: Woodwind  (1 Credit)  

MU #15  Wind Symphony/Marching Band  (1 Credit)  

MU #10  Concert Choir  (1 Credit)  
MU #11  Chamber Singers  (1 Credit)  

MU #80  Applied Music: Composition  (1 Credit)  
MU #81  Applied Music: Guitar  (1 Credit)  
MU #82  Applied Music: Percussion/Mallet  (1 Credit)  
MU #83  Applied Music: Strings  (1 Credit)  
MU #84  Applied Music: Brass  (1 Credit)  
MU #85  Applied Music: Woodwind  (1 Credit)  

MU #15  Wind Symphony/Marching Band  (1 Credit)  

MU #10  Concert Choir  (1 Credit)  
MU #11  Chamber Singers  (1 Credit)  

MU #80  Applied Music: Composition  (1 Credit)  
MU #81  Applied Music: Guitar  (1 Credit)  
MU #82  Applied Music: Percussion/Mallet  (1 Credit)  
MU #83  Applied Music: Strings  (1 Credit)  
MU #84  Applied Music: Brass  (1 Credit)  
MU #85  Applied Music: Woodwind  (1 Credit)  

MU #15  Wind Symphony/Marching Band  (1 Credit)  

MU #10  Concert Choir  (1 Credit)  
MU #11  Chamber Singers  (1 Credit)  

MU #80  Applied Music: Composition  (1 Credit)  
MU #81  Applied Music: Guitar  (1 Credit)  
MU #82  Applied Music: Percussion/Mallet  (1 Credit)  
MU #83  Applied Music: Strings  (1 Credit)  
MU #84  Applied Music: Brass  (1 Credit)  
MU #85  Applied Music: Woodwind  (1 Credit)  

MU #15  Wind Symphony/Marching Band  (1 Credit)  

MU #10  Concert Choir  (1 Credit)  
MU #11  Chamber Singers  (1 Credit)  

MU #80  Applied Music: Composition  (1 Credit)  
MU #81  Applied Music: Guitar  (1 Credit)  
MU #82  Applied Music: Percussion/Mallet  (1 Credit)  
MU #83  Applied Music: Strings  (1 Credit)  
MU #84  Applied Music: Brass  (1 Credit)  
MU #85  Applied Music: Woodwind  (1 Credit)  

MU #15  Wind Symphony/Marching Band  (1 Credit)
NOTE: Students must pass music theory competency exam to take MU 203. Students who do not pass exam, must take MU 103 prerequisite. However, MU 103 does not count towards the major requirements.

**6 Credits of Music History required**
- MU 214 Music Now & Then (required) (3 Credits)
- MU 213 Jazz Appreciation (3 Credits)
orMU 220 History of Rock & Roll (3 Credits)

**3 Credits of Literature required based on area of study**
- MU 311 Survey of Choral Literature (3 Credits)
orMU 316 Survey of Instrumental Literature (3 Credits)

**3 Credits of Recital/Project required**
- MU4xx Senior Recital/Project (3 Credits)

**3 Credits of Private Music Lessons applied to major**: While students may take more than one type of private lessons, they must enroll every semester of attendance in their main instrument area. The exception is the semester they register for their senior recital/project, as that comes with private lessons. *(Course level based on placement and progression in the specific applied area)*
- MU #80* Applied Music: Composition (1 Credit)

**2 Credits of Performing Ensemble required** *(Course level based on placement and progression in the specific performance area)*
- MU #10 Concert Choir (1 Credit)
- MU #11 Chamber Singers (1 Credit)
- MU #15 Wind Symphony/Marching Band (1 Credit)

**NOTE**: MU 303 and MU 403 are required for Music Composition Concentration. While performing ensembles are strongly encouraged, only 2 semesters of any performing ensemble is required for Music Composition Concentration.

**Bachelor of Arts in Theatre Entrepreneurship**

**PROGRAM AND REQUIREMENTS**
65 Credits

**PROGRAMMATIC LEARNING OUTCOMES**
- Understand and apply terminology, technique, and notation accurately to describe styles and performances and to critique performances. *Assessed by rehearsals, in-class discussions, and individual auditions/evaluations.*
- Evaluate and appreciate different modes of creativity and innovation in relations the business and entrepreneurial approach to arts management. *Assessed by senior recital/project business and operational plan, internship weekly planning log and self-reflection, and in-class discussions.*

**PREREQUISITES**
Interview required for pre-admission. Full admission into program will be granted by performing arts
faculty directors after a formal audition at the end of the second semester of enrollment. Extended audition granted by approval of the performing arts faculty directors.

PERFORMANCE REQUIREMENTS

- Must participate in a Notre Dame College based Music Performing Arts Ensemble during each semester of attendance.
- The senior recital/project is the capstone and includes private lessons. Theatre students are required to take 2 semesters of private voice or vocal ensemble.
- *Alternative approval for this requirement can be reviewed by the Executive Director of Performing Arts.*

Major Core Requirements (36 Credits)

24 Credits of Entrepreneurship & Business requirements

- BU 100 Introduction to Business (3 Credits)
- ENT 200 Entrepreneurial Mindset (3 Credits)
- BU 303 Entrepreneurships (3 Credits)
- ENT 300 Digital Marketing (3 Credits)
- ENT 350 New Venture Finance (3 Credits)
- BU 410 New Venture Management (3 Credits)
- ENT 450 Entrepreneurial Leadership (3 Credits)
- ENT 496 Entrepreneurship Leadership Internship (3 Credits)

6 Credits of Communication requirements

- CA 376 Intercultural Communication (3 Credits)
- CA 380 Organizational Communication (3 Credits)

6 Credits of Information Systems requirements

- IS 243 Multimedia Development (3 Credits)
- IS 245 Website Design & Development (3 Credits)

Theatre Requirements (29 Credits)

Please note that while the study of theatre must also be the study of the literature that is being portrayed. While music concentration students study music history, theatre students study the history of literary text through “Drama and Theatre” and while music students study music theory, theatre students study the theory of acting through the techniques of interpreting and improvising the literary text.

6 Credits of Literature/Technique required

- TR 212 Oral Interpretation, or (3 Credits)
- CA 260 Improvisation (3 Credits)
- TR 261 Drama and Theatre, or (3 Credits)
- TR 262 Modern Drama and Theatre (3 Credits)

9 Credits of Acting/Directing required

- TR 309 Acting & Directing (3 Credits)
- TR 409 Advanced Acting & Directing (3 Credits)
- TR 313 Event/Play Production (3 Credits)

3 Credits of Project/Performance required

- TR 4xx Senior Project/Performance (3 Credits)
5 Credits of Music and Dance required
MU 103 Intro to Musicianship (3 Credits)
DA 110 Intro to Dance (1 Credit)
DA 110-2 Intro to Dance-2 (1 Credit)

2 Credits of Private Voice Lessons or Vocal Ensemble are required. Alternate applied lessons can be approved by the Director of Theatre.
(Course level based on placement and progression in the specific applied area)
MU #97 Applied Music: Voice (1 Credit)
MU #10 Concert Choir (1 Credit)
MU #11 Chamber Singers (1 Credit)

4 Credits of Performing Ensemble applied to major: Must enroll every semester of attendance
(Course level based on placement and progression in the specific performance area)
TR #10 Theatre Production (1 Credit)
DA #10 Dance Ensemble (1 Credit)

PERFORMING ARTS MINOR
No Audition Required

PROGRAM AND REQUIREMENTS
18 Credits

Student Learning Outcomes
Students completing a minor in the Performing Arts will be able to:
- Effectively demonstrate performance excellence in a college-based ensemble.
- Understand the history of musical/theatrical development with emphasis on contemporary trends in Music and Theatre.
- Evaluate and appreciate different modes of creativity and expression from both Music and/or Theatre.

Performance Requirement
- Performing Arts Minor Students must participate in a Notre Dame College based Performing Arts Program (Instrumental, Vocal, or Theatre) during each semester of attendance.
- *Alternative approval for this requirement can be reviewed by the Director of Performing Arts.

Course Requirements
18 Credits from any of the following courses (at least 6 credits must be from Upper Biennium courses):

Music Courses
MU 103 Intro to Musicianship 3 Credits
MU 203 Music Theory—Diatonic 3 Credits
MU 211/212 Music History I, II 3-6 Credits
MU 213 Jazz Appreciation 3 Credits
MU 214 Music Now and Then/Music Appreciation 3 Credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MU 220</td>
<td>History of Rock &amp; Roll</td>
<td>3</td>
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<tr>
<td>MU 303</td>
<td>Music Composition</td>
<td>3</td>
</tr>
<tr>
<td>MU 311</td>
<td>Survey of Choral Literature</td>
<td>3</td>
</tr>
<tr>
<td>MU 316</td>
<td>Survey of Instrumental Literature</td>
<td>3</td>
</tr>
<tr>
<td>TR 212</td>
<td>Oral Interpretation</td>
<td>3</td>
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<tr>
<td>TR 260</td>
<td>Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>TR 261</td>
<td>Drama and Theatre</td>
<td>3</td>
</tr>
<tr>
<td>TR 262</td>
<td>Modern Drama and Theatre</td>
<td>3</td>
</tr>
<tr>
<td>TR 309</td>
<td>Acting and Directing</td>
<td>3</td>
</tr>
<tr>
<td>TR 313</td>
<td>Event and Play Production</td>
<td>3</td>
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<tr>
<td>CA 305</td>
<td>Film Studies</td>
<td>3</td>
</tr>
<tr>
<td>DA 110/110-2</td>
<td>Introduction to Dance</td>
<td>1</td>
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<tr>
<td>MU #10/#10-2</td>
<td>Dance Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MU #10/#11-2</td>
<td>Concert Choir</td>
<td>1</td>
</tr>
<tr>
<td>MU #11/15-2</td>
<td>Chamber Singers</td>
<td>1</td>
</tr>
<tr>
<td>MU #15/#15-2</td>
<td>Wind Symphony/Marching Band</td>
<td>1</td>
</tr>
<tr>
<td>TR #05/#05-2</td>
<td>Theatre Performance</td>
<td>1</td>
</tr>
<tr>
<td>TR #xx/TR#xx-2</td>
<td>Theatre Production</td>
<td>1</td>
</tr>
<tr>
<td>MU #97/#97-2</td>
<td>Applied Voice Lessons</td>
<td>1</td>
</tr>
<tr>
<td>MU #96/#96-2</td>
<td>Applied Piano Lessons</td>
<td>1</td>
</tr>
<tr>
<td>MU #85/#85-2</td>
<td>Applied Woodwind Lessons</td>
<td>1</td>
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<tr>
<td>MU #84/#84-2</td>
<td>Applied Brass Lessons</td>
<td>1</td>
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<tr>
<td>MU #83/#83-2</td>
<td>Applied Strings Lessons</td>
<td>1</td>
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<tr>
<td>MU #82/#82-2</td>
<td>Applied Percussion/Mallet Lessons</td>
<td>1</td>
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<tr>
<td>MU #81/#81-2</td>
<td>Applied Guitar Lessons</td>
<td>1</td>
</tr>
<tr>
<td>MU #80/#80-2</td>
<td>Applied Composition Lessons</td>
<td>1</td>
</tr>
</tbody>
</table>

*MU#15/#11/#10, TR#05, and DA#10 Performing Groups – Instrumental, Vocal, Theatre, and Dance are all 1 credit per semester courses that can be taken every semester. Course level based on progression in the specific performance area, which is fulfilled by completing the course at each level two times. The identification of “up to 3 credits” is meant to limit the application of credits taken in these courses towards the minor. While the student can earn credits in every semester they take part in a performing group, only 3 of those credits can be used towards the minor, thereby ensuring that students will gain a well-rounded experience in the other coursework offered.

Note: Three credits of the same Performing Group will meet Creative Inquiry requirement for the College Core Curriculum.

**MUSIC MINOR**
Audition Required
PROGRAM AND REQUIREMENTS

18 Credits

PREREQUISITES:
Students enrolled in the Minor in Music must pass a music theory competency exam before taking MU203 (Diatonic Music Theory). Students who are accepted into the program, but do not pass the competency exam must take MU103 (Intro to Musicianship) as a prerequisite to MU203. MU103 does not count towards the Minor in Music degree requirements.

Course Requirements
18 Credits (Including 6 Upper Biennium)

<table>
<thead>
<tr>
<th>Music Minor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 103 Intro to Musicianship</td>
<td>3</td>
</tr>
<tr>
<td>MU 203 Music Theory—Diatonic</td>
<td>3</td>
</tr>
<tr>
<td>MU 303 Music Theory—Chromatic</td>
<td>3</td>
</tr>
<tr>
<td>MU 214 Music Now and Then</td>
<td>3</td>
</tr>
<tr>
<td>MU 211/212 Music History I, II</td>
<td>3-6</td>
</tr>
<tr>
<td>MU 330 Music Composition</td>
<td>3</td>
</tr>
<tr>
<td>MU 430 Advanced Music Composition</td>
<td>3</td>
</tr>
<tr>
<td>MU 311/316 Survey of Choral Literature/Instrumental Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:
- MU 213 Jazz Appreciation 3 Credits
- MU 220 History of Rock & Roll 3 Credits

Performing Ensembles

| DA #10/#10-2 Dance Ensemble         | 1 Credit* |
| MU #10/#10-2 Concert Choir          | 1 Credit* |
| MU #11/#11-2 Chamber Singers        | 1 Credit* |
| MU #15/#15-2 Wind Symphony/Marching Band | 1 Credit* |
| TR #05/#05-2 Theatre Performance    | 1 Credit* |

Applied Music Lessons

| MU #97/#97-2 Applied Voice Lessons  | 1 Credit* |
| MU #96/#96-2 Applied Piano Lessons  | 1 Credit* |
| MU #85/#85-2 Applied Woodwind Lessons | 1 Credit* |
| MU #84/#84-2 Applied Brass Lessons  | 1 Credit* |
| MU #83/#83-2 Applied Strings Lessons | 1 Credit* |
| MU #82/#82-2 Applied Percussion/Mallet Lessons | 1 Credit* |
| MU #81/#81-2 Applied Guitar Lessons | 1 Credit* |
| MU #80/#80-2 Applied Composition Lessons | 1 Credit |

*MU#15/#11/#10, TR#05, and DA#10 Performing Groups – Instrumental, Vocal, Theatre, and Dance are all 1 credit per semester courses that can be taken every semester. Course level based on progression in the specific performance area, which is fulfilled by completing the course at each level two times. The identification of “up to 3 credits” is meant to limit the application of credits taken in these courses towards the minor. While the student can earn credits in every semester they take part in a performing group, only
3 of those credits can be used towards the minor, thereby ensuring that students will gain a well-rounded experience in the other coursework offered.

Note: Three credits of the same Performing Group will meet Creative Inquiry requirement for the College Core Curriculum.

**THEATRE MINOR**
Audition Required

**PROGRAM AND REQUIREMENTS**
18 Credits

**Course Requirements**
18 Credits (Including 6 Upper Biennium)

<table>
<thead>
<tr>
<th>Theatre Minor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR 212 Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>TR 261 Drama and Theatre</td>
<td>3</td>
</tr>
<tr>
<td>TR 262 Modern Drama and Theatre</td>
<td>3</td>
</tr>
<tr>
<td>TR 260 Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>TR 309 Acting and Directing</td>
<td>3</td>
</tr>
<tr>
<td>TR 409 Advance Acting &amp; Directing</td>
<td>3</td>
</tr>
<tr>
<td>TR 313 Event and Play Production</td>
<td>3</td>
</tr>
<tr>
<td>CA 305 Film Studies</td>
<td>3</td>
</tr>
<tr>
<td>MU 103 Intro to Musicianship</td>
<td>3</td>
</tr>
<tr>
<td>MU #97 Applied Voice</td>
<td>up to 3</td>
</tr>
<tr>
<td>TR #05 Theatre Performing Ensemble</td>
<td>up to 3</td>
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<tr>
<td>DA 110/110-2 Introduction to Dance</td>
<td>1</td>
</tr>
</tbody>
</table>

**Performing Ensembles**

| MU #97/#97-2 Applied Voice Lessons | 1 Credit* |
| MU #10/#10-2 Concert Choir         | 1 Credit* |
| MU #11/#11-2 Chamber Singers       | 1 Credit* |
| MU #15/#15-2 Wind Symphony/Marching Band| 1 Credit* |
| TR #05/#05-2 Theatre Performance   | 1 Credit* |

**Applied Music Lessons**

| MU #81/#81-2 Applied Guitar Lessons| 1 Credit* |
| MU #80/#80-2 Applied Composition Lessons| 1 Credit |
Dance (DA), Music (MU), and Theatre (TR) courses, such as Applied Music and Performing Ensembles – Instrumental, Vocal, Theatre, and Dance are listed with # are all 1 credit per semester courses that can be taken every semester. The course level will be based on progression in the specific performance area, which is fulfilled by taking the course at each level two times. The identification of “up to 3 credits” in the performing arts minor is meant to limit the application of credits taken in these courses towards the minor. (See Performing Arts minor) While the student can earn credits in every semester they take part in a performing group, only 3 of those credits can be used towards the minor, thereby ensuring that students will gain a well-rounded experience in the other coursework offered.

Note: Three credits of the same Performing Group will meet Creative Inquiry requirement for the College Core Curriculum.

MUSIC COURSE OFFERINGS

MU #10/#10-2 Concert Choir
1 cr.
Vocal groups rehearsing weekly and performing at least once a semester. For students wanting to progress in the choir, the course must be taken at the same level two times, once as a #10 course and then as a #10-2 course. Pre-requisite for #10-2 is completion of the same level #10 course (i.e. completion of MU 110 is required to enroll in MU 110-2). Pre-requisite for the upper level #10 course is completion of the lower level #10-2 course (i.e. enrollment in MU 210 requires completion of MU 110-2).

MU #11/#11-2 Chamber Singers
1 cr.
Vocal group rehearsing and performing at least three times a semester. For students wanting to progress in the chamber, the course must be taken at the same level two times, once as a #11 course and then as a #11-2 course. Pre-requisite for #11-2 is completion of the same level #11 course (i.e. completion of MU 111 is required to enroll in MU 111-2). Pre-requisite for the upper level #10 course is completion of the lower level #11-2 course (i.e. enrollment in MU 211 requires completion of MU 111-2).

MU #15 Wind Symphony/Marching Band
1-3 cr.
Instrumental groups rehearsing weekly and performing at least once a semester. For students wanting to progress in the band, the course must be taken at the same level two times, once as a #15 course and then as a #15-2 course. Pre-requisite for #15-2 is completion of the same level #15 course (i.e. completion of MU 115 is required to enroll in MU 115-2). Pre-requisite for the upper level #15 course is completion of the lower level #15-2 course (i.e. enrollment in MU 215 requires completion of MU 115-2).

MU #97, #96, #85, #84, #83, #81, #80 Applied Music
Private lessons available in piano, voice or instruments, for credit or non-credit. Credit amounts arranged and granted on the basis of an evaluated performance at the end of the semester. Other special projects in music may be arranged. Pre-requisites: 200 level and up MU #97-2, #96-2, #85-2, #84-2, #83-2, #82-2, #81-2, #80-2 from the lower level for that applicable instrument.

MU #97-2, #96-2, #85-2, #84-2, #83-2, #82-2, #81-2, #80-2 Applied Music
Private lessons available in piano, voice or instruments, for credit or non-credit. Credit amounts arranged and granted on the basis of an evaluated performance at the end of the semester. Other special projects in music may be arranged. Pre-requisite: MU #97, #96, #85, #84, #83, #82, #81, #80 from that level.

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

MU 103 Introduction to Musicianship
3 cr.
Fundamentals of music theory, ear training, sight singing.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 203</td>
<td>Diatonic Music Theory</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Fundamentals of music theory, ear training, sight singing, form and analysis, and written keyboard harmony. Prerequisite MU 103 or passing of music theory competency exam.</td>
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<tr>
<td>MU 303</td>
<td>Chromatic Music Theory</td>
<td>3 cr.</td>
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<td></td>
<td>Music theory practices from late Baroque to the end of the Romantic period such as borrowed chords from secondary keys, augmented sixth chords, augmented thirds, altered chords, modulation, sequences, and other techniques that go beyond diatonic music theory. Prerequisite MU 203.</td>
<td></td>
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<tr>
<td>MU 211, 212</td>
<td>Music History I, II</td>
<td>3, 3 cr.</td>
</tr>
<tr>
<td></td>
<td>Survey of the development of Western music from ancient to modern times, with emphasis on listening skills.</td>
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<tr>
<td>MU 213</td>
<td>Jazz Appreciation</td>
<td>3 cr.</td>
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<td></td>
<td>A development and an understanding of jazz as a uniquely American art form through listening to recorded and live performances. Emphasis on aural perception.</td>
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<tr>
<td>MU 214</td>
<td>Music Now and Then</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>An exploration of various contemporary musical styles and forms as they are traced back to their historical (&quot;classical&quot;) roots. Attendance at live concerts, including one off-campus performance, is required.</td>
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<tr>
<td>MU 220</td>
<td>History of Rock &amp; Roll</td>
<td>3 cr.</td>
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<td></td>
<td>History of Rock &amp; Roll is a lecture course that is intended to build an understanding of the music developed in the 20th Century to now in the United States. Students should leave this course with an advanced knowledge of Rock &amp; Roll, listening techniques, tools to analyze and evaluate music and its social impact, and the societal impact on the music performed and written.</td>
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<tr>
<td>MU 330</td>
<td>Music Arranging and Composition</td>
<td>3 cr.</td>
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<td></td>
<td>Music Arranging and Composition is intended for Performing Arts minors and is intended to build musical tools through the study of music composition and application of that creative process. Student should leave this class with an advanced knowledge of music theory, compositional skills, arranging skills, and standard music literature. Students must have prior music theory knowledge to be enrolled in this course. Students must have a willing attitude in regard to collaboration with other musical students and faculty. Prerequisite or Co-requisite: MU 203.</td>
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<tr>
<td>MU 430</td>
<td>Advanced Music Composition</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>Advanced harmony, orchestration, analysis, and notation. Students will leave this class with an advanced knowledge of composition to create entire new music pieces for performance. Prerequisite MU 330.</td>
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<tr>
<td>MU 311</td>
<td>Survey of Choral Literature</td>
<td>3 cr.</td>
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<td></td>
<td>Combines information and practices learned from choral ensembles, music theory and music history and focuses on performance and research.</td>
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<tr>
<td>MU 316</td>
<td>Survey of Instrumental Literature</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Combines information and practices learned from instrumental ensembles, music theory and music history and focuses on performance and research.</td>
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</tr>
</tbody>
</table>
MU 320 Music and Art: Historical Survey 3 cr.
A survey of music and visual art forms from the perspective of basic elements such as line, harmony, texture, timbre and form. Includes the development of artistic styles in music and art through various historical periods. Attendance at live concerts and visits to the art museum are an integral part of the course.

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

MU 470 Senior Project/Performance 3 cr.
The culmination of the study in music theory, history, pedagogy, applied lessons and ensemble and requires the integration of learning from all areas of the music and entrepreneurship curriculum in order to research, prepare, program, market, organize and perform a successful presentation of their major program. Assessment methods may include portfolios, creative projects, research papers, or a performance recital. This course comes with 10, private lessons in the student applied area of study (voice/instrumental). Requires approved of applied faculty.

* Dance (DA), Music (MU), and Theatre (TR) courses, such as Applied Music and Performing Ensembles – Instrumental, Vocal, Theatre, and Dance are listed with # are all 1 credit per semester courses that can be taken every semester. The course level will be based on progression in the specific performance area, which is fulfilled by taking the course at each level two times. The identification of "up to 3 credits" in the performing arts minor is meant to limit the application of credits taken in these courses towards the minor. (See Performing Arts minor.) While the student can earn credits in every semester they take part in a performing group, only 3 of those credits can be used towards the minor, thereby ensuring that students will gain a well-rounded experience in the other coursework offered.

Note: Three credits of the same Performing Group will meet Creative Inquiry requirement for the College Core Curriculum.

THEATRE AND DANCE COURSE OFFERINGS
* A college-level composition course is a prerequisite to theatre literature courses.

DA 110 Introduction to Dance 1 cr.
Develops an understanding of dance techniques, movement styles, and dance as a creative art form and aesthetic practice. Weight, momentum, alignment, breath, focus and muscular efficiency fundamentals will be explored and honed. Students will build physical coordination, footwork/footskills, strength, flexibility, balance, body awareness and an understanding of the basic principles of dance and movement. Pre-requisite: none.

DA 110-2 Introduction to Dance 1 cr.
Develops an understanding of dance techniques, movement styles, and dance as a creative art form and aesthetic practice. Weight, momentum, alignment, breath, focus and muscular efficiency fundamentals will be explored and honed. Students will build physical coordination, footwork/footskills, strength, flexibility, balance, body awareness and an understanding of the basic principles of dance and movement. Pre-requisite: DA 110.

DA #10 Dance Ensemble (i.e. 210, 310, 410) 1 cr.
Hones a physical understanding of dance techniques, movement styles, and dance as a creative art form at a more advanced level. Weight, momentum, alignment, breath, focus and muscular efficiency fundamentals will be perfected through weekly rehearsals, dance repertory, and dance productions. Students will build physical coordination, strength, flexibility, balance, body awareness and an understanding of the basic principles of dance and movement. Pre-requisite: DA #10-2 from lower level.

**DA #10-2 Dance Ensemble** 1 cr.
Hones a physical understanding of dance techniques, movement styles, and dance as a creative art form at a more advanced level. Weight, momentum, alignment, breath, focus and muscular efficiency fundamentals will be perfected through weekly rehearsals, dance repertory, and dance productions. Students will build physical coordination, strength, flexibility, balance, body awareness and an understanding of the basic principles of dance and movement. Pre-requisite: DA #10 from same level.

**TR #05/#05-2 Theatre Performance** 1 cr.
The theatre courses are designed to develop both creative and analytical thinking through the exploration of the creative theatrical process; define and apply the vocabulary related to the production of live theatre. For students wanting to progress in the theatre, the course must be taken at the same level two times, once as a #05 course and then as a #05-2 course. Pre-requisite for #05-2 is completion of the same level #05 course (i.e. completion of TR 105 is required to enroll in TR 105-2). Pre-requisite for the upper level #05 course is completion of the lower level #05-2 course (i.e. enrollment in TR 205 requires completion of TR 105-2).

**TR 212 Oral Interpretation** 3 cr.
Explores basic theory and practice in the art of communicating literature: prose, poetry, and drama. Selection, analysis, and performance are the primary areas of focus.

**TR 260 Art of Improvisation** 3 cr.
An introduction to the basic elements and techniques of “improv,” this course will focus on performance, writing and communication skills used in creating sketch comedy. This course applies to many disciplines as it emphasizes the value of collaboration, listening and analytical thinking from a perspective of generosity.

**TR 261 The Drama and Theatre** 3 cr.
Study of dramatic literature, acting, stage design, production, and theatrical styles and trends from the classical age of Greece to the middle of the nineteenth century. Recommended preparation for TR 262.*

**TR 262 Modern Drama and Theatre** 3 cr.
Study of dramatic literature, acting, stage design, production, and theatrical styles and trends from Ibsen to the present. Recommended preparation: TR 261.*

**TR 309 Acting and Directing** 3 cr.
Provides basic laboratory training in techniques of acting and directing through practical exercises with short scenes and plays. Work on voice and movement. Interpretation skills, performance analysis, and the planning and conducting of rehearsals are used to achieve an individual approach to acting and directing.

**TR 409 Advanced Acting and Directing** 3 cr.
Advanced laboratory training in techniques of acting and directing through practical exercises with extended scenes and short plays. Work on voice, movement, interpretation skills, performance analysis, and the planning and conducting of rehearsals are used to achieve an individual approach to acting and directing.

TR 313 Event/Play Production Apprenticeship 3 cr.
Offers practical experience in event and theatrical production. Includes class work and participation in the stages of an actual event or production. Hands-on activities are required of all students. All aspects of producing are explored, including research, design, promotion, execution, management, and evaluation.

TR 374 Presentation Techniques (Also listed as CA 374) 3 cr.
Practice in a variety of public speaking forms serves as focus: advanced work in the extemporaneous mode, as well as an introduction to manuscript, memorized, and impromptu styles. Experiences with special occasion speaking take students beyond the confines of the classroom into settings involving larger spaces, technical considerations, and other challenges.

TR 381 Women Playwrights (Also listed as EN 381) 3 cr.
Analysis and discussion of the works of selected women playwrights of the twentieth century.*

TR 461 Shakespeare’s Comedies (Also listed as EN 461) 3 cr.
Reading and analysis of Shakespeare’s comedies; study of comedy techniques and poetic development. Junior-senior standing required.*

TR 462 Shakespeare’s Histories and Tragedies (Also listed as EN 462) 3 cr.
Reading and analysis of Shakespeare’s histories and tragedies; study of Shakespeare’s development as tragic dramatist and poet. Junior-senior standing required.*

TR 470 Senior Recital/Project 3 cr.
The culmination of study in theatre criticism, history, pedagogy, acting & directing and production and requires the integration of learning from all areas of the theatre and entrepreneurship curriculum in order to research, prepare, program, market, organize and perform a successful presentation of their major program. Assessment methods may include portfolios, creative projects, research papers, or a performance recital. This course comes with weekly meetings coachings with the Director of Theatre. Requires approval of Director of Theatre.

TR 295, 395, 495 Internship 1-6 cr.
Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.

* Dance (DA), Music (MU), and Theatre (TR) courses, such as Applied Music and Performing Ensembles – Instrumental, Vocal, Theatre, and Dance are listed with # are all 1 credit per semester courses that can be taken every semester. The course level will be based on progression in the specific performance area, which is fulfilled by taking the course at each level two times. The identification of “up to 3 credits” in the performing arts minor is meant to limit the application of credits taken in these courses towards the minor. (See Performing Arts minor.) While the student can earn credits in every semester they take part in a performing group, only 3 of those credits can be used towards the minor, thereby ensuring that students will gain a well-rounded experience in the other coursework offered.
PHILOSOPHY

Philosophy courses at Notre Dame College challenge students to think critically about our world and the human condition, providing a strong foundation for a liberal arts curriculum. Philosophy is an important part of our liberal arts tradition because it directly fosters a life-long pursuit for truth, beauty and goodness.

Notre Dame College students are required to take two philosophy courses. All students are required to take the ethics course (PH 480) to learn how to analyze critical questions of right and wrong in our time and to identify and apply various philosophical positions in response to these questions. Although the History of Western Philosophy course (PH 180) is recommended at the beginning of one's college career, a student is free to choose among the various philosophy electives to satisfy the Philosophical Inquiry requirement.

Philosophical thinking can be applied in any life situation because it teaches general problem solving, clear and persuasive communication, and writing that is ordered, coherent and complete. For this reason, one can argue that a philosophy minor is an invaluable compliment to any academic discipline. Careers that are especially dependent on philosophy and philosophical thinking include law, politics, the sciences, theology, journalism, communication, management and education.

Student Learning Outcomes
Students completing a minor in philosophy will be able to:

- Identify, comprehend, analyze and evaluate philosophical arguments in oral and written discourse.
- Understand, analyze, interpret and apply major works in the areas of the History of Philosophy, Ethics and contemporary topics.
- Be able to develop and express philosophical positions using the insights of philosophers and other thinkers.

MINOR IN PHILOSOPHY
18 Credits

Requirements: 6 credits
PH 180 History of Western Philosophy
PH 480 Current Ethical Problems and Positions

12 additional credits in philosophy courses

COURSE OFFERINGS

PH 180 History of Western Philosophy 3 cr.
A study of the history of western philosophy which chronicles the major thinkers and their key thoughts. The history of philosophy is understood as an ongoing conversation which continues in our own day. The course sketches the main contours of the way in which the conversation has taken shape since its beginnings with the ancient Greeks.

PH 200 Critical and Creative Thinking 3 cr.
Thinking is both a skill and an art, with its own purposes, principles, strategies and precautions. This course is designed to develop and strengthen one's thinking by exploring the creative processes involved
in problem identification and solution, the role of argument formation and criticism, and finally, communicating one’s thinking. Both current events and timeless philosophical questions will be explored. Critical and Creative Thinking is a strong foundational course for all academic disciplines and majors.

**PH 320 Philosophy of Person** 3 cr.
A critical examination of human nature and personal identity. Questions like “Who am I, really?” and “How free am I?” will be explored, along with our relationship to others and the natural world. Our understanding of “personhood” may be challenged when exploring topics such as animal rights, rights of corporations and robots. As part of our study, we will read primary works by both classical and contemporary philosophers. Prerequisite: Sophomore standing; PH 180 recommended.

**PH 340 Philosophical Perspectives on Woman** 3 cr.
A survey of various notable models of female nature which have been expressed in the history of western thought, from the ancient period to the present. The latter part of the course will be devoted to readings in the feminist critique of these historical models and will look at contemporary views of female nature. Prerequisite: Sophomore standing; PH 180 recommended.

**PH 355 Political Philosophy** 3 cr.
A study of the major approaches to the questions surrounding the political nature of human beings. The key thoughts of the major political philosophers, both classical and contemporary, will be analyzed. Prerequisite: Sophomore standing; PH 180 recommended.

**PH 360 Philosophy of Art** 3 cr.
An investigation into the nature of art. What is art? Is beauty subjective? What role should an artist play in society? These are a few of the timeless questions that will be explored. Students will also develop a language of art that will assist in defining their own aesthetic values. Prerequisite: Sophomore standing; PH 180 recommended.

**PH 380 Bioethics** 3 cr.
An investigation of ethical issues raised by technological advances in the health care sciences. Issues to be studied include the beginnings and endings of life, genetic research, organ transplants, reproductive technologies, the right to health care and the allocation of scarce resources. In addition, the relation of humans to the life of the planet and to their more specific environment will be studied. Prerequisite: Sophomore standing; PH 180 recommended.

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

**PH 480 Current Ethical Problems and Positions** 3 cr.
A critical examination of the major approaches to ethics given to us by the history of philosophy. The contributions of Aristotle, Aquinas, Kant and Mill are studied first from a theoretical perspective. These theories are then applied to a variety of ethical issues which face us today. The student is introduced to the world of both the theory and practice of ethics. Junior status required; PH 180 recommended.

**PH 481, 482 Seminar** 1-3 cr.
Research and reports on selected periods or areas of philosophy. Conferences as the instructor directs. Open to qualified students who have had introductory courses in philosophy. Hours and credit arranged by the instructor, with the approval of the division head.
PH 491, 492, 493, 494 Independent Study 1-3 cr.
An opportunity for qualified and capable students to do independent work in the field of philosophy. Topics, hours and credits arranged by the instructor, with the approval of the division head.
PHYSICS

COURSE OFFERINGS

All laboratory courses must be taken concurrently with the corresponding lecture courses. A student must have the permission of the instructor to deviate from this policy. A student who withdraws from a lecture course may not continue the laboratory course except under unusual circumstances and with the permission of the instructor.

PS 150 Concepts in Physics 3 cr.
This course, intended for Middle Childhood Education students and non-science majors wishing to fulfill the science section of the Analytical Inquiry requirement of the Core Curriculum, will explore a wide variety of topics in physics, including the scientific method, linear and circular motion, Newton’s laws of force, momentum, energy, electricity and magnetism. Prerequisite: MA 110.

PS 151 Concepts in Physics Laboratory 1 cr.
One three-hour laboratory period weekly.

PS 180 Basic Physics I 4 cr.
A general physics course covering the principles of mechanics and heat with emphasis on applications to biological systems. Includes a weekly problem/recitation session. Prerequisite or co-requisite: MA 120.

PS 181 Basic Physics I Laboratory 1 cr.
One three-hour laboratory period weekly.

PS 182 Basic Physics II 4 cr.
A general physics course covering optics, electricity, magnetism, atomic and nuclear physics. Includes a weekly problem/recitation session. Prerequisite: PS 180, 181.

PS 183 Basic Physics II Laboratory 1 cr.
One three-hour laboratory period weekly.

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

PS 200 College Physics I 4 cr.
Study of linear and angular kinematics and dynamics for point masses and systems of masses; conservation of momentum; simple harmonic motion. Includes a weekly problem/recitation session. Prerequisite: MA 175.

PS 201 College Physics I Laboratory 1 cr.
One three-hour laboratory period weekly.

PS 202 College Physics II 4 cr.
Electricity, introduction to Maxwell’s equations, electromagnetic waves, introduction to optics. Includes a weekly problem/recitation session. Prerequisites: PS 200, 201.
PS 203 College Physics II Laboratory 1 cr.
One three-hour laboratory period weekly.

PS 391, 392 Special Topics 1-3 cr.

PS 491, 492 Independent Study 1-3 cr.
An opportunity for students who meet the requirements to do independent studies. Permission required.
PSYCHOLOGY

A student completing the major in psychology will be prepared for graduate-level work in clinical, experimental, and applied psychology, as well as for entry level positions in the mental health care field and behavioral research laboratories. Psychology coursework is also appropriate for students planning careers in education, law, nursing, business, criminal justice, and intelligence analysis.

Mission Statement: Students majoring in psychology at Notre Dame College seek to understand mental processes and behavior by exploring the individual in a biopsychosocial context free of biases and judgment. One main goal of the psychology major is the development, in the student, of a healthy skepticism and intellectual curiosity by asking questions about the causes of human behavior. Most importantly, we encourage application of knowledge to empower students to make responsible and thoughtful decisions in all areas of life to enhance the mind, the body, and the spirit.

Student Learning Outcomes:
Students completing the major in psychology will be able to:

1. Knowledge Base in Psychology
   - Describe key concepts, principles, and overarching themes in psychology
   - Develop a working knowledge of psychology’s content domains
   - Describe applications of psychology

2. Scientific Inquiry and Critical Thinking
   - Use scientific reasoning to interpret psychological phenomena
   - Demonstrate psychology information literacy
   - Engage in innovative and integrative thinking and problem solving
   - Interpret, design, and conduct basic psychological research
   - Incorporate sociocultural factors in scientific inquiry

3. Ethical and Social Responsibility in a Diverse World
   - Apply ethical standards to evaluate psychological science and practice
   - Build and enhance interpersonal relationships
   - Adopt values that build community at local, national, and global levels

4. Communication
   - Demonstrate effective writing for different purposes
   - Exhibit effective presentation skills for different purposes
   - Interact effectively with others

5. Professional Development
   - Apply psychological content and skills to career goals
   - Exhibit self-efficacy and self-regulation
   - Refine project management skills
   - Enhance teamwork capacity
   - Develop meaningful professional direction for life after graduation

PSYCHOLOGY MAJOR
49 Credits

For an outline of the online track, contact the Finn Center for Adult, Graduate and Online Learning.
**Requirements: All courses (25 credits)**

**Psychology Core:**
PY 201 General Psychology  
PY 202 Professional Development in Psychology  
PY 222 Behavioral Science Statistics  
PY 251 Lifespan Development  
PY 307 Behavioral Science Research Methods  
PY 325 Biopsychology  
PY 385 Psychological Tests and Measurements  
PY 498 Psychology Senior Seminar

**Requirements:** Two courses from each of the four tracks (24 credits). To complete a track, which is optional, the student must successfully complete all courses in the track:

**Psychology Tracks:**

**Clinical and Counseling Psychology**  
PY 225 Multicultural Psychology  
PY 301 Gender Psychology  
PY 379 Clinical and Counseling Psychology  
PY 370 Abnormal Psychology

**Developmental Psychology**  
PY 253 Child Psychology  
PY 254 Adolescent Psychology  
PY 351 Adult Development and Aging  
PY 375 Personality Psychology

**Psychology as a Science**  
PY 210 Social Psychology  
PY 340 Learning and Behavior  
PY 380 Cognitive Psychology  
PY 425 Sensation and Perception

**Applied Psychology**  
PY 235 Sport Psychology  
PY 389 Industrial/Organizational Psychology  
PY 360 Forensic and Law Psychology  
PY 390 Human Factors Psychology

**Psychology Electives:**  
Courses in the Psychology Electives section are optional for students who are interested in pursuing Research or Practical Experiences in preparation for graduate training and/or a career in an applied field.
PSYCHOLOGY MINOR

25 Credits

Requirements: The four courses from the Psychology Core below (13 credits)

Psychology Core:
PY 201 General Psychology
PY 202 Professional Development in Psychology
PY 222 Behavioral Science Statistics
PY 251 Lifespan Development
PY 307 Behavioral Science Research Methods

Requirements: Plus, one course each from any three of the four tracks (9 credits)

COURSE OFFERINGS

PY 201 General Psychology 3 cr.
This course introduces the science of human behavior and mental processes. Emphasis is placed on the principles, methods, and theories of modern psychology. Major topics covered include research design, lifespan development, personality, learning, memory, biopsychology, and psychopathology. Prerequisites: None. (Student learning outcomes 1, 2, 3, 4)

PY 202 Professional Development in Psychology 3 cr.
This course engages the psychology major in the discipline and science of psychology. It covers the current state of the field with an emphasis on the skills and knowledge required to succeed in a field that offers a wide variety of opportunities. The course lays the groundwork for the higher-level courses in psychology by building on the basic knowledge and skills from other courses (i.e. APA style in composition and general content knowledge in PY 201), by covering career opportunities and development, the nature of the science of Psychology including basic scientific methodology, and the publication process. Students are required to complete individual and small group projects and presentations applying and synthesizing the information introduced in the course. Prerequisites: Psychology major and after or concurrent with PY 201. (Student learning outcomes 1, 2, 3, 4, 5)

PY 210 Social Psychology 3 cr.
This course is an introduction to the psychological study of how thoughts, feelings and behaviors of individuals are influenced by group settings. Students learn social psychological methodology as well as the application of social psychology to historical and current events. The course explores topics such as aggression, interpersonal attraction, attitude formation and change, and conformity and obedience to authority. Prerequisite: PY 201, PY 202. (Student learning outcomes 1, 2, 4)

PY 222 Behavioral Science Statistics 3 cr.
This course provides instruction in the application of descriptive and inferential statistics to the analysis and interpretation of data in the social sciences with an emphasis on hypothesis testing. Students develop skills in the communication of statistical information. Students learn theory and application of statistical hypothesis testing, to test for significance of relationships between variables, and differences between groups in a variety of situations. Students learn to clearly and accurately communicate findings and accurately interpret the presentation of statistical findings encountered in research. Prerequisites: PY 201, PY 202, MA 110; MA 221 strongly recommended. (Student learning outcomes 1, 2).
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>PY 225</td>
<td>Multicultural Psychology</td>
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<td>PY 235</td>
<td>Sport Psychology</td>
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<td>psychological health and</td>
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<td>well-being. Prerequisite: PY</td>
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<td>PY 251</td>
<td>Lifespan Development</td>
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<td>PY 253</td>
<td>Child Psychology</td>
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<td>impact of culture on child</td>
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<td>development. Prerequisite: PY</td>
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<td>PY 254</td>
<td>Adolescent Psychology</td>
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<td>development of adolescent</td>
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<td>behavior. Prerequisite: PY 201</td>
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<td>PY 202. (Student learning</td>
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<tr>
<td>PY 291, 292,293</td>
<td>Selected Topics</td>
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<td>PY 301</td>
<td>Gender Psychology</td>
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<td>writing. Prerequisite: PY 201</td>
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PY 307 Behavioral Science Research Methods 4 cr.
This course provides students with an introduction to the research methods most commonly used in the behavioral sciences. Also, emphasis will be placed on the ethical issues involved in human subject research. An important aspect of the course is getting students prepared to read academic, peer-reviewed journal articles and to write an APA style research proposal or research report. Prerequisites: PY 201, PY 202, PY 222. (Student learning outcomes 1, 2, 3, 4)

PY 325 Biopsychology 3 cr.
This course introduces the student to the idea that behavior is controlled by neurophysiological processes. Three content areas covered in the course include: 1) an in-depth examination of neurons and the electrical and chemical events that underlie neural transmission, 2) the structure and function of the peripheral and central nervous systems, and 3) the involvement of the central nervous system in various behavioral phenomena, including learning and memory, drug addiction, and consciousness. Students demonstrate mastery of the material through written assessments aimed toward the integration of the information provided in course with information from other primary sources. Prerequisite: PY 201, PY 202. (Student learning outcomes 1, 2, 4)

PY 340 Learning and Behavior 3 cr.
This course introduces the student to theory and research in the area of learning processes and behavior. The course focuses on the historical movement of research and theory in the area of learning from behaviorism to the cognitive revolution up to the more modern day research on the neurobiology of learning. Prerequisites: PY 201, PY 202, PY 325. (Student learning outcomes 1, 2, 4)

PY 351 Adult Development and Aging 3 cr.
The goal of this course is to introduce students to adult development and aging. The course emphasizes the many issues facing the adult as he or she ages, with an emphasis on aspects related to preparing young adults for successful aging. Topics covered include age-related physical changes, changes in mental health, cognitive changes with advanced age, changes in personality, and ways to deal with approaching death. Questions addressed include: Is age-related decline in functioning inevitable? Are there things we can do to prevent some of the negative aspects of the aging process? How is the concept of aging different among different cultures? Prerequisite: PY 201, PY 202. (Student learning outcomes 1, 2, 3)

PY 360 Forensic and Law Psychology 3 cr.
This course surveys a wide range of psychological principles and research findings that have been applied to the criminal justice system. It encompasses both the contributions of the more basic psychological fields (i.e., the area of Law and Psychology) and the more applied psychological fields (i.e., the area of Forensic Psychology). Topics include expert witnesses, lie detection, police psychology, correctional psychology, police lineups, false memories, juries, and investigative psychology and psychological profiling. Students read and discuss textbook chapters, original research articles, and case studies, and relate them to each other. Prerequisite: PY 201, PY 202. (Student learning outcomes 1, 4, 5)

PY 370 Abnormal Psychology 3 cr.
This course introduces the definition and classification of abnormal behavior. In addition, the course will explore various theoretical approaches concerning the causes. Students receive a comprehensive overview of the symptoms, demographic features, and typical progression of major forms of psychopathology. They also address several constructs that enhance the study of human mental
disorders, including the importance of the context in which disordered behavior occurs, the connection between the mind and the body, and the multiple causality model of psychopathology. Prerequisite: PY 201, PY 202. (Student learning outcomes 1, 3, 4)

**PY 375 Personality Psychology** 3 cr.
This course assists the student in understanding personality – both their own and others – through an understanding of the field of personality psychology. The course is designed to create a sense of the total functioning of the individual by understanding how the different parts of personality interact. The student learns to describe and examine personality through understanding its structural and dynamic nature. Personality development in children, adolescents, and adults is included as well. Prerequisite: PY 201, PY 202. (Student learning outcomes 1, 2, 3)

**PY 379 Clinical and Counseling Psychology** 3 cr.
This course provides a comprehensive overview of major approaches to counseling and clinical psychotherapy, including the therapeutic process, the client-therapist relationship, and specific techniques used in practice. The historical origins of theories are examined. Students learn about ethical, legal, and professional issues in counseling and clinical practice. Prerequisites: PY 201, PY 202, PY 370. (Student learning outcomes 1, 3, 4)

**PY 380 Cognitive Psychology** 3 cr.
This course provides the student with an introduction to research and theory on the nature of cognitive processes from an information processing perspective. The focus is on the processes used to transform, store, manipulate and retrieve information. A neurocognitive emphasis is given as well. Topics include attention, pattern recognition, memory, and language. Students conduct a mini-experiment in which they collect data, analyze and interpret the collected data, and present the results of their research to the course. Prerequisites: PY 201, PY 202, PY 325. (Student learning outcomes 1, 2, 4)

**PY 385 Psychological Tests and Measurements** 3 cr.
This course provides a survey and evaluation of current psychological tests with a focus on the areas of personality testing, intelligence testing, and achievement testing. There is also an emphasis on the statistical and theoretical underpinnings of test construction, reliability, and validity, as well as ethical issues. Interviewing techniques and the Graduate Record Exam are covered both in theory and with short practical exercises. Prerequisites: PY 201, PY 202, MA 221. (Student learning outcomes 1, 3, 4, 5)

**PY 389 Industrial/Organizational Psychology** 3 cr.
This course introduces the methods used by industrial/organizational psychologists to increase organizational effectiveness. The emphasis is on understanding employees, employee management relationships, and behaviors. Topics include job analysis, employee selection and training, performance appraisal, job attitudes, workplace motivation, organizational culture, and the work environment. Prerequisite: PY 201. (Student learning outcomes 1, 4, 5)

**PY 390 Human Factors Psychology** 3 cr.
This course provides a survey of our current knowledge of the capabilities and limitations of human operators. It focuses on how this knowledge can be used to guide the design of systems and human-system interfaces. It links theories of human performance with the real world and also includes specific examples of human factors failures and what has changed in light of these failures (Wickens, Lee, Liu, & Gordon-Becker, 2003). In addition, students find and design a human factors project, including a cost/benefit analysis, and present their project. Prerequisite: PY 201. (Student learning outcomes 1, 4, 5)
PY 400 Practical Experience 3 cr.
This course offers the psychology major supervised application of psychological principles and techniques in appropriate applied settings. It consists of at least 75 hours of supervised practicum/internship experience. Supervision is performed by a supervisor on site and a professor at Notre Dame College. The student is required to complete different written assignments about their experiences as well. The student should have senior standing or have completed most course requirements for the psychology major. Admission is granted on an individual basis by the department chairperson. The psychology department chairperson must approve the practicum site before the student makes a commitment for the 75 hours. Prerequisites: None. (Student learning outcomes 4, 5)

PY 425 Sensation and Perception 3 cr.
This course provides the student with an in-depth look at how the sensory systems (visual and auditory systems) and the brain transform physical stimuli into mental representations. The course will follow the physical stimulus of light or sound from the external world through the sensory organ and into the areas of the brain designed to process the information. Individual differences in perceptual processes are emphasized. A major component of the course is an analysis of a specific area of sensation and perception through a literature review and the writing of an APA style literature review. Prerequisites: PY 201, PY 202, PY 325. (Student learning outcomes 1, 2, 4)

PY 498 Psychology Senior Seminar 3 cr.
This course focuses on the integration of psychological methods and theories. Psychology majors, with faculty assistance, choose a major issue in psychology to investigate and discuss in seminar-style course sessions. This work culminates in a major course presentation and theoretical paper written in APA style. Prerequisite: Senior standing or instructor permission, PY 201, PY 202. (Student learning outcomes 1, 2, 3, 4, 5)

Independent Research and Professional Development Practical Experience 3 cr.
PY 195 and 196: Freshman (fall and spring semesters, respectively)
PY 295 and 296: Sophomore (fall and spring semesters, respectively)
PY 395 and 396: Junior (fall and spring semesters, respectively)
PY 495 and 496: Senior (fall and spring semesters, respectively)
This course provides the student with practical experiences and training regarding the entire research process in the science of psychology. To this end, the student will learn about and, if she/he is advanced enough, participate in, the design of research studies, literature searches for these research studies, data collection and analysis, write up, and publication at conferences. The student can earn authorship on conference publications, if she/he is sufficiently involved in the project as per American Psychological Association (APA) guidelines. Furthermore, the student learns how to apply to graduate degree programs after the conclusion of their studies at Notre Dame College. Prerequisites: Psychology major and practicum instructor permission. (Student learning outcomes 1, 2, 3, 4, 5)

COURSE OFFERINGS - Sociology

SO 201 Introduction to Sociology 3 cr.
This introductory course examines the science of social relationships and organizations, presents basic social concepts, and examines the culture and complex functioning of humans in groups and institutions. Suggested as a prerequisite for all sociology courses.
SO 305 Minority Groups 3 cr.
An examination of diversity in the United States; historical antecedents; dynamics of assimilation, prejudice, and discrimination.

SO 425 Conflict Management & Resolution 3 cr.
Discussion of sources and dynamics of conflict in interpersonal and group settings. Identification of conflict management strategies including mediation and negotiation. Development of skills for conflict management and resolution.
Public Service & Security Studies

Mission Department
The Department of Public Service and Security Studies has, as its mission, the preparation of students for service-oriented careers through education in a variety of majors, with a strong emphasis on interdisciplinary studies. Our majors in Criminal Justice, Emergency Management Policy, History, Intelligence Studies and Political Science, will enable students to prepare for careers of responsibility and service.

CRIMINAL JUSTICE STUDIES

Mission Statement
The criminal justice program at Notre Dame College provides students with the theoretical, practical, and professional knowledge in preparation for dynamic fields of employment within the criminal justice system.

Program Description
Criminal justice at Notre Dame College is a broad interdisciplinary approach to the study of crime and justice. Grounded in the liberal arts, students will learn to formulate policy responses to a myriad of important issues including crime, violence, delinquency, and victims’ rights. Criminal Justice graduates will find a healthy industry job outlook. This degree prepares students for careers in law enforcement, federal service agencies, the courts, corrections, homeland security, victim advocacy, and the security industry.

Students who complete half the requirements for the major and have an overall GPA of 3.25 are eligible for induction into the Notre Dame College chapter of the Order of the Sword and Shield (Omicron Sigma Sigma), the national academic and professional honorary society for Intelligence, Homeland Security, Emergency Management and all Protective Security disciplines

Program Outcomes
Students completing the major in Criminal Justice Studies will be able to:

- Describe and analyze the basic structure of the U.S. Criminal Justice System including police, courts, corrections, and victims.
- Critique the criminal justice system including the legal, theoretical, and public policy issues that impact it.
- Compare and contrast contemporary justice issues through the application of current theories and literature as they impact the American CJ system.
- Construct and evaluate research designs and methods that evaluate agency programs, or investigate empirical or theoretical issues relating to justice studies.
- Articulate knowledge and appreciation for diversity (including, but not limited to race, culture, ethnicity, gender, religion) and its effects within the context of the criminal justice system.

CRIMINAL JUSTICE MAJOR
45 Credits
For an outline of the online track, contact the Finn Center for Adult, Graduate and Online Learning.
CORE REQUIREMENTS
39 credits
CJ 131 American Criminal Justice
CJ 231 Courts and Justice
CJ 233 Criminal Law
CJ 235 Theory and Applied Criminology
CJ 333 The Role of Police in Contemporary Society
CJ 334 Corrections in America
CJ 430 Criminal Justice Policy Analysis & Planning
CJ 432 Ethics in Criminal Justice
CJ 450 Senior Research Seminar
CJ 495 Senior Practicum
CJ 499 Victimology
PO 210 State and Local Government and Politics
PO 350 Introduction to Social Science Research

ELECTIVES
6 credits
Students must choose 2 elective courses. These may be selected from criminal justice, political science or intelligence studies courses. Suggested electives include:

CJ 335 Organized and White Collar Crime
PO 415 Politics of Homeland Security
IP 350 Terrorism

“BADGE TO GRAD” PROGRAM

With our Badge to Grad program, all Ohio police officers enrolling in the Criminal Justice program at Notre Dame College may earn up to 21 transfer credit hours from Ohio Peace Officer Training Academy (OPOTA) coursework and their experience.

The 21 credits from OPOTA completion would include the following Notre Dame College courses and credits:

CJ 131 American Criminal Justice (3)
CJ 231 Courts and Justice (3)
CJ 233 Criminal Law (3)
CJ 333 Role of Police (3)
CJ 334 Corrections (3)
CJ 495 Practicum (6)

The Notre Dame College online Criminal Justice Program only accepts police officers and OPOTA completers as designated by an official transcript or certificate.
COURSE OFFERINGS

**CJ 131 American Criminal Justice**  
This course provides an overview of the American criminal justice system, emphasizing the “system,” its legal actors and political constraints. Course will cover the historical development and will familiarize students with the functions, structure and organization of those criminal justice agencies responsible for the administration of justice in the United States.

**CJ 231 Courts and Justice**  
Course examines the functions, operations, and decision-making processes of the American criminal court system. The role of judges, prosecutors, defense attorneys and juries will also be explored.  
Prerequisite: sophomore standing or departmental permission.

**CJ 233 Criminal Law**  
Course provides an analysis of the principles of criminal law and those concepts focusing on both the procedural aspects and substantive elements of various crimes. Prerequisite: sophomore standing or departmental permission.

**CJ 235 Theory & Applied Criminology**  
This course provides a general introduction to the study of criminal behavior from an interdisciplinary perspective. Students will examine criminological theories of crime and criminality, offender types, along with current trends and patterns found in crime and delinquency. Prerequisite: sophomore standing or departmental permission.

**CJ 333 The Role of Police in Contemporary Society**  
Course examines the role of police in the administration of justice and the critical issues that impact law enforcement in contemporary society. Topics presented include: the history of policing, basic police operations, subcultural influences, the influence of coercive power, and emerging technologies.  
Prerequisite: sophomore standing or departmental permission.

**CJ 334 Corrections in America**  
This course explores the historical development, organizational structure, personnel, administration, and inmate social world in the American prison system. Also studied are the areas of probation and parole and their place in the overall concept of rehabilitation and community corrections. Prerequisite: sophomore standing or departmental permission.

**CJ 335 Organized and White Collar Crime**  
Course provides the student with a realistic understanding of organized and white-collar crimes in the United States as well as the globalization of both types of activity. The history, business, and attempts by the government to fight both types of crimes will be explored. Prerequisite: sophomore standing or departmental permission.

**CJ 430 Criminal Justice Policy Analysis & Planning**  
This course examines how program and policy development may be used in an effort to resolve criminal justice issues. Course will present a comprehensive and structured account of the process of administering planned change in the criminal justice system. Techniques of policy analysis and program evaluation will be applied to real world scenarios. Prerequisite: junior standing or departmental permission.
CJ 432 Ethics in Criminal Justice 3 cr.
A critical examination of the diverse ethical issues encountered in the criminal justice system. The emphasis will center on making moral, rational, and responsible decisions which will lead to ethical professional behavior. Prerequisite: junior standing or departmental permission.

CJ 450 Criminal Justice Senior Research Seminar 3 cr.
This course is designed to provide criminal justice majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the institutions, policies, and practices of the criminal justice system. Students engage in the development and production of a senior level research paper grounded in criminal justice theory and policy literature. Prerequisite: senior standing or departmental permission.

CJ 495 Criminal Justice Senior Practicum 3 cr.
The senior practicum provides students with field experience at a criminal justice agency of their choice. Students work closely with NDC Career Services in completing both the on-site and written requirements. Prerequisite: Twelve hours of criminal justice courses and senior standing.

CJ 499 Victimology 3 cr.
This course provides an overview of the scientific study of victimology and the rediscovery of crime victims by the current justice system. Emphasis is placed on victim’s rights and the criminal justice response to the plight of the victim. Prerequisite: junior standing or departmental permission.

EMERGENCY MANAGEMENT AND POLICY STUDIES

Mission Statement:
The Emergency Management and Policy Studies program at Notre Dame College provides students with the knowledge of building sustainable capabilities across all phases of emergency management in preparation for dynamic fields of employment within the U.S. Emergency Management System.

Program Description
The Bachelor of Arts in Emergency Management and Policy Studies prepares students for a variety of careers in homeland security, state and local emergency management agencies, government and non-profit sectors, cybersecurity, and public health organizations. Emergency management is a field dedicated to protecting resources and ensuring public safety in the event of a catastrophic event such as a natural disaster, train derailment, or terrorist attack. Students earning the degree may find employment as emergency management directors, project managers, logisticians, cybersecurity specialists, and nonprofit administrators.

Students who complete half the requirements for the major and have an overall GPA of 3.25 are eligible for induction into the Notre Dame College chapter of the Order of the Sword and Shield (Omicron Sigma Sigma), the national academic and professional honorary society for Intelligence, Homeland Security, Emergency Management and all Protective Security disciplines.

Program Outcomes
Students completing the Bachelor of Arts in Emergency Management and Policy Studies will be able to:
1. Describe and analyze the basic structure of the Federal Emergency Management System including assistance, communications, disaster relief, planning, and the emergency management cycle: mitigation, preparedness, response and recovery.
2. Critically evaluate the role and purpose of response and recovery in emergency planning and policy development and implications for social change.
3. Critique the federal, state and local emergency management systems, including the legal, theoretical, and public policy issues that impact them.
4. Compare and contrast contemporary emergency management issues through the application of current theories and literature as they impact the American Emergency Management System.
5. Construct and evaluate research designs and methods that evaluate emergency management systems, programs, and planning.
6. Apply knowledge of diversity by discussing effects of diversity within the context of the emergency management system.

EMERGENCY MANAGEMENT POLICY MAJOR
40 credits

Requirements:
EMPS 150 Principles of Emergency Management
PO 210 State and Local Government
CH 220/221 Earth Science with a Lab
EMPS 250 Disaster Relief and Recovery
EMPS 300 Planning, Risk Analysis and Threat Assessment
PO 325 Public Administration Theory and Concepts
PO 350 Introduction to Social Science Research
IP 350 Terrorism
EMPS 360 Technology, Social Media and Emergency Management Services
PO 415 Politics of Homeland Security
EMPS 425 Crisis Leadership
EMPS 450 Senior Research Seminar
EMPS 495 Emergency Management Policy Studies Internship

COURSE OFFERINGS
EMPS 150 Principles of Emergency Management 3 cr.
This course provides an overview of emergency management in the United States. Topics covered include the history and philosophy of emergency management, the four phases of the emergency management cycle, and the role of agencies at federal, state and local levels with an emphasis on natural, technological and terrorism hazards. Pre-requisite: None.

EMPS 250 Disaster Relief and Recovery 3 cr.
Disaster recovery is the last phase in the emergency management cycle. It is a complex process that involves the whole community of public, private, and nongovernmental organizations. This course will examine the foundations for disaster relief and recovery including the planning stages of recovery, resources used, and formation of public/private partnerships for recovery action and resource allocation. Pre-requisite: EMPS 150.
EMPS 300 Planning, Risk Analysis and Threat Assessment 3 cr.
This course provides an introduction to critical infrastructure protection and the policies, strategies, and practical applications of risk and resilience efforts from an all hazards perspective. The course is designed to enhance the student’s ability to recognize and evaluate risks associated with human-caused, natural, and technological disasters through a myriad of risk management approaches, including best practices used by the homeland security enterprise. Pre-requisite: EMPS 150, EMPS 250.

EMPS 360 Technology, Social Media and Emergency Management Services 3 cr.
This course provides an overview of disaster communications and the various types of technologies used in preparedness, response, and recovery efforts. Special focus is placed on the increased use of social media platforms and the variety of challenges these methods present. Pre-requisites: EMPS 300

EMPS 425 Crisis Leadership 3 cr.
This course offers a look at leadership before, during and after a crisis event. It examines the responsibilities and practices of emergency response agencies, police, government, and non-profit organizations in response to natural disasters, terrorism and technological hazards. Students will examine case studies and participate in crisis decision-making simulations to prepare themselves as future crisis leaders. Pre-requisite: Junior Status.

EMPS 450 Senior Research Seminar 3 cr.
This course is designed to provide EMPS majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the institutions, policies, and practices of the U.S. Emergency Management System. Students engage in the development and production of a senior level research paper grounded in appropriate theory and policy literature. Prerequisite: senior standing or departmental permission.

EMPS 495 Emergency Management Policy Studies Internship 3-6 cr.
This course is designed to provide EMPS majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the institutions, policies, and practices of the U.S. Emergency Management System. Students engage in the development and production of a senior level research paper grounded in appropriate theory and policy literature. Prerequisite: senior standing or departmental permission.

HISTORY

Mission Statement:
Through the study of history, students will come to appreciate the diverse and complex nature of humankind. The development of research and critical thinking skills used to form historical interpretations, question assumptions, think imaginatively and develop clear, well-reasoned assessments will be emphasized, along with a commitment to life-long learning.

Program Description
One of the most common questions History students are asked is: “Why are you majoring in History?” On the surface, this seems like a simple question, but once you think about it you may find that it isn’t all that easy to answer. History is different things to different people, and even historians debate the meaning of historical events among themselves.
Ultimately, history is personal. History is a part of everyone’s life, and it affects us in ways we may not always think about. We live in a society that is the result of generations of development. The decisions, actions, attitudes, beliefs, knowledge, fears, hopes, and feelings of people who have come before us have brought about the world we live in today. Knowing about the past can help us both appreciate the present and understand how we as a people and a society have come to this point in time. Past experience, if carefully considered, may offer lessons for dealing with present-day situations. Some might even argue that the past may offer clues to the future.

But what can you do with a degree in History? The simple answer is anything you want to do. People in widely diverse careers attribute their success to studying history as undergraduates. For example, people with undergraduate degrees in History work as attorneys and paralegals, in business, as writers and journalists, government officials, intelligence analysts, researchers, policy analysts, politicians, broadcasters, museum curators and teachers. A list of career opportunities can be found here: http://www.historians.org/pubs/Free/careers/Index.htm

History majors at Notre Dame College also have the opportunity to work in numerous internships related to these careers. NDC History majors have interned in law offices, courts, libraries and historical societies, banks, fusion centers, think tanks and foreign embassies. And many NDC students who complete their undergraduate degrees in History eventually go on to earn graduate degrees.

Students who complete a minimum of twelve credits in history with a minimum GPA of 3.1 and an overall GPA of 3.0 or better will qualify for induction into Phi Alpha Theta, the national history honor society.

**Programs Outcomes**

Students completing a major in History will be able to:

- Demonstrate a command of key historical terms and distinctions.
- Use historical language in keeping with established professional usage.
- Apply key historical concepts effectively.
- Demonstrate the ability to use historical analogies effectively.
- Analyze historical questions and issues clearly and precisely.
- Formulate historical information accurately, recognize and evaluate key historical assumptions.
- Identify and discuss fundamental historical problems knowledgeably.
- Recognize and evaluate important historical implications and consequences.
- Identify and compare relevant competing historical points of view, evaluate them and argue effectively in support of a specific historical perspective or interpretation.
- Demonstrate excellent historical reasoning and problem-solving.
- Produce clear, precise, and well-reasoned work.

**HISTORY MAJOR**

**39 Credits**

Students successfully completing a major in History will have developed a range of historical thinking, skills and abilities which they will use in the acquisition of knowledge.

**Requirements:**

EN 215 Argument and Rhetoric  
HI 110 Western Cultures from 1500  
HI 200 Major Themes in American History
In addition to the specific courses listed above, students must complete the following:

- Eighteen (18) credits in history AND Six (6) credits in political science
- Three (3) of the eighteen (18) credits in history must be from the following: HI 210, HI 330, HI 332, HI 333, HI 334.

A student who desires to do so may also declare an area of special interest within the History major. These areas of special interest include U.S. History, European History or Non-Western History. Students choosing a special area of interest will complete 12 out of the 18 required history credit hours of coursework in the area of special interest, as well as completing the other requirements for the major.

Outstanding students with a major or minor in History may be inducted into the Omicron Iota chapter of Phi Alpha Theta, the national history honorary society.

HISTORY MINOR
18 Credits

Requirements:
EN 215 Argument and Rhetoric
HI 110 Western Cultures from 1500
HI 200 Major Themes in American History

An additional nine (9) credits in upper level history courses are required for completion of the minor. Three (3) of the nine (9) credits must be in a non-European and non-American content area. Students must choose one course from this group: HI 330, HI 332, HI 333, HI 334, HI 335, HI 336, HI 338.

COURSE OFFERINGS

HI 110 Western Cultures from 1500 3 cr.
This course will examine the development of the Western World from 1500 to the present. Emphasis will be placed on the interaction between European culture and the culture of Africa, Latin America, the Middle East and Asia during the periods of colonialism, imperialism and after independence.

HI 200 Major Themes in American History 3 cr.
A thematic survey of the political, economic, cultural development of American civilization from its inception to the present time. Themes will include the colonial experience, the development of the American nation, the national schism, American expansion, the evolution of American foreign policy, the American reform impulse, the growth of presidential power and American diversity.

HI 301/WS 301 History and Themes of the Women’s Movement 3 cr.
A course aimed at exploring how women have shaped and are shaping their own lives and the world. It begins with an overview of the role of women in Western culture since Paleolithic times. Then writers in the First Wave of Feminism (1840-1920) and from the Second Wave (1970 to the present) are surveyed. The course will focus on themes relevant to students and to important current developments for women. Teaching is marked by collaboration, a key element in feminist methodology. Prerequisite: sophomore standing or departmental permission.
HI 310 From Colonies to Nation: American History from 1600-1820 3 cr.
An examination of the emergence of the American nation, from the colonial experience through the revolutionary period and the early national period. Prerequisite: sophomore standing or departmental permission.

HI 311 Forging the American Nation: The United States from 1820-1914 3 cr.
This course traces the growth of the United States during the 19th century. Major themes to be explored include expansion, slavery and sectionalism, reconstruction, industrialism, and imperialism through the Progressive Movement. Prerequisite: sophomore standing or departmental permission.

HI 312 America Ascendant: The United States from 1914 to the Present 3 cr.
Examines the development of the United States into a world superpower, focusing on the reforms of the New Deal, New Frontier/Great Society and the Civil Rights Movement. Also considered is the assumption of international responsibility through two world wars and the Cold War. Attention is also paid to issues in American diversity and the divisions in the nation resulting from the Vietnam conflict along with recent issues of significance. Prerequisite: sophomore standing or departmental permission.

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

HI 322 “Isms”, Revolution and Imperial Expansion 3 cr.
Explores the "long century" of European history following the end of the Napoleonic Wars to the eve of World War I. New themes in European thinking are examined, along with the spread of industrialism, the rise of nationalism and the resurgence of imperialism. Prerequisite: sophomore standing or departmental permission.

HI 325 The Passing of the Old Order: Europe in the 20th Century 3 cr.
An examination of the end of the Balance of Power system and the devastating effects of the two world wars on Europe’s place in the world. Beginning with the origins of World War I through the end of the Cold War, the reduction of Western Europe’s dominant position in the world will be investigated. Special attention will be given to the failure of the Treaty of Versailles, the rise of fascism, the Holocaust and the origins and effects of the Cold War on Europe. Prerequisite: sophomore standing or departmental permission.

HI 330 Africa: A Continental History 3 cr.
Examines African history from earliest times to the present, with emphasis on the 19th and 20th centuries; the ancient African civilizations, the impact of Europe, the colonial era and the development of the modern independent African states. Prerequisite: sophomore standing or departmental permission.

HI 332 The Transformation of Japan: From Feudalism to Nationhood 3 cr.
An investigation into the transition of Japan from a feudal, agrarian society dominated by a military dictatorship to a modern, western-style nation and the world’s second leading economic power. The major aspects of traditional Japanese society, culture and politics will be examined first, followed by a study of the creation of the modern Japanese state. Consideration will be given to the speed with which this transformation was accomplished, Japanese expansion and militarism and Japan’s “economic miracle” following the World War II. Prerequisite: sophomore standing or departmental permission.
HI 333 The Middle East: From Islam to Nationalism 3 cr.
This course examines Middle Eastern history from the time of Muhammad to the present, with emphasis on the 19th and 20th centuries: the origins and spread of Islam, the rise and fall of the Ottoman and Safavid Empires, the era of European imperialism, and the development of the contemporary Middle East. Prerequisite: sophomore standing or departmental permission.

HI 334 The Making of Modern China 3 cr.
Focuses on the struggle to remake Chinese society in light of the effects of western imperialism on China. Traditional China is examined briefly, then the course focuses on China's struggles in the 19th and 20th centuries to throw off foreign encroachment and transform itself into a modern nation. Prerequisite: sophomore standing or departmental permission.

HI 335 The Making of Modern India 3 cr.
This course will examine the history of the Indian subcontinent in the Indus Valley. It will depict Muslim influence in India during the 10th-17th centuries ending with the Mughal Empire, following with the evolution of Indian nationalism beginning with the mid-19th century Indian Sepoy Mutiny. It will examine Indian Muslim/Hindu nationalism prior to the establishment of Indian independence, focus on the impact of 18th-20th century British colonialism, Indian independence movements, and Muslim-Hindi relations during and after colonialism. Prerequisite: sophomore standing or departmental permission.

HI 336 Latin America: A Regional History 3 cr.
An overview of the development of Latin America from the arrival of the indigenous population to the present day. The focus will be on the diversified culture of the region, its role within the Western Hemisphere, and its relationship with the United States. Prerequisite: sophomore standing or departmental permission.

HI 338 Southeast Asia: A Regional Overview 3 cr.
Southeast Asia exists today as an interesting mixture of Chinese, Indian, indigenous and European peoples, cultures, religions, cuisines and languages. For centuries the region of Southeast Asia has been a crossroads of international economic and cultural exchange. This course is an historical survey and will cover a time period from pre-colonial dynasties through the colonial period and into the modern era. Topics will include the interaction between local kingdoms and Chinese and Indian dynasties, European and American colonization, the Vietnam War and Cambodian genocide, and the recent economic development of the region. Prerequisite: sophomore standing or departmental permission.

HI 401 Colloquium on Historical Methodology 3 cr.
An exploration of the development of historiography as represented in the works of the world's great historians from ancient times to the present. Consideration will be given to methods of research, evaluation of historical evidence and historical interpretation. Additionally, attention will be paid to the uses and misuses of history in contemporary society. Prerequisite: sophomore standing or departmental permission.

HI 410 American Diplomacy 3 cr.
An examination of the evolution of American foreign policy from isolationism to the assumption of international responsibilities. Special attention will be paid to the increasing role of the executive in the making of American foreign policy. Prerequisite: sophomore standing or departmental permission.
HI 411 African-American History: The Struggle for Freedom and Equality 3 cr.
An investigation of the role of Black Americans in the history of the United States through the years of slavery, the transition from servitude to freedom and the struggle to acquire equal rights within American society and the special contributions Black Americans have made to the development of the American nation. Prerequisite: sophomore standing or departmental permission.

HI 421 The Holocaust 3 cr.
A consideration of key issues and events that led to the Holocaust, 1939-1945, during the World War II era. The course examines the history of Europe between the world wars, focusing on Jews, Gentiles and Germans. The impact of the rise of the Third Reich and passage of the Nuremberg laws will be discussed, and attention is paid to the condition of Gentiles and Jews at the outbreak of the war and the shadow of death that enveloped them in Germany and the occupied countries. The implementation of the Final Solution is traced along with its ramifications for Europe. The course concludes with the process of liberation of the concentration camps by the Allies and the destiny of those who survived. Prerequisite: sophomore standing or departmental permission.

HI 450 Senior Research Seminar 3 cr.
This course is designed to provide history and integrated social science majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the major themes of American, European, non-Western or global history. Students engage in the development and production of a senior level research paper on a topic in history agreed upon in consultation with the instructor. The paper will be grounded in both primary and secondary historical documentation. Prerequisite: Senior standing or departmental permission.

HI 495 Internship (Junior/Senior Status) 3 cr.
This course requires students to complete an internship related to the academic discipline of history. Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits. Prerequisite: Junior status.

INTELLIGENCE STUDIES

Mission Statement
Emphasizing an interdisciplinary approach, the intelligence studies program will prepare future intelligence professionals for careers as analysts or operatives, in both the public and private sectors, while fostering a spirit of inquiry and a commitment to life-long learning.

Program Description
Students may enter the Intelligence Studies program by declaring a major in Intelligence Studies. Students in the Intelligence Studies program will complete the required coursework listed below. In addition, they will complete the College’s Core Curriculum Requirements and round out their coursework by choosing a variety of electives best reflecting their goals and interests as they prepare for a career in intelligence. These courses will be chosen in consultation with the student’s academic adviser. Students may also select a minor field of study designed to complement the Intelligence Studies program.

Program completion will include earning from three (3) to six (6) credits through an internship, and submission of a capstone paper of no less than twenty (20) pages. The capstone will demonstrate the student’s ability to produce a long form executive report, to identify and assess a significant issue related
to the intelligence profession and to present it in a manner consistent with the expectations of the intelligence community.

Outstanding students will be offered the opportunity to earn both academic and internship credits through a partnership between the College's Center for Intelligence Studies and the Advanced Technical Intelligence Center in Dayton, Ohio.

Students who complete half the requirements for the major and have an overall GPA of 3.25 are eligible for induction into the Notre Dame College chapter of the Order of the Sword and Shield (Omicron Sigma Sigma), the national academic and professional honorary society for Intelligence, Homeland Security, Emergency Management and all Protective Security disciplines.

Program Outcomes
Students completing the major in Intelligence Studies program will be able to:
- Write and deliver oral reports consistent with the expectations of the intelligence community.
- Identify, describe, and discuss the intelligence cycle and the intelligence process knowledgeably.
- Recognize the various federal agencies that make up the national intelligence community and discuss their respective missions.
- Identify professional ethics and how they apply to the intelligence profession.
- Demonstrate the ability to work collaboratively in diverse groups.
- Demonstrate intelligence skills, abilities and knowledge in a non-academic setting through an internship.
- Evaluate intelligence issues or challenges.
- Appraise contemporary or emerging threats, challenges or issues as they pertain to national security, homeland security, regional or international security, law enforcement or business.

INTELLIGENCE STUDIES MAJOR
45 Credits

Course Requirements: 33 credits
IP 150  Introduction to Intelligence
IP 250  Methods of Research and Analysis
IP 253  Writing for Intelligence
IP 350  Terrorism
IP 351  Competitive Intelligence
IP 352  Methods of Financial Investigation and Research
IP 353  Intelligence and National Security
IP 452  Strategic Intelligence
IP 455  Advanced Research and Analysis
IP 450  Senior Research Project
IP 495  Internship
Plus 12 credits in a foreign language

INTELLIGENCE STUDIES MINOR
21 Credits

Course Requirements: 9 credits
IP 150  Introduction to Intelligence
IP 250  Methods of Research and Analysis
IP 350  Terrorism

**Plus 12 Credits (4 courses) From the Following:**
IP 253  Writing for Intelligence
IP 351  Competitive Intelligence
IP 352  Methods of Financial Investigation and Research
IP 353  Intelligence and National Security
IP 452  Strategic Intelligence
IP 455  Advanced Research and Analysis

**COURSE OFFERINGS**

**IP 150  Introduction to U.S. Intelligence** 3 cr.
An overview of the scope, elements and history of intelligence activities, with special emphasis on the American experience. Particular attention is paid to the role of intelligence in a democratic society.

**IP 250  Methods of Research and Analysis** 3 cr.
An integrated lecture and applications course that will develop basic skills in writing for intelligence, analysis, presentation and technology. Prerequisite: IP 150.

**IP 253  Writing for Intelligence** 3 cr.
An introduction into the fundamentals of effective intelligence writing and presentation. Emphasis is placed on the variety of forms of intelligence writing, briefing styles, and evaluation of intelligence products for form and substance and application of various advanced analytic techniques. Prerequisites: IP 150 and EN 110 or equivalent.

**IP 350  Terrorism** 3 cr.
An examination of the origins of terrorism and its evolution in order to develop an understanding of the roots, development, and impact of contemporary worldwide terrorism, especially in the United States. Special attention will be given to methods of recruitment, terrorist methodology and how terrorists use traditional and social media to achieve their goals. Prerequisite: sophomore standing or departmental permission.

**IP 351  Competitive (Business) Intelligence** 3 cr.
Explores the actionable information needs of modern business for competitive intelligence and business analysis with an emphasis on practical exercises and the use of open sources. Prerequisite: sophomore standing or departmental permission.

**IP 352  Methods of Financial Investigation & Research** 3 cr.
An examination of the tools and some of the financial background used by accountants and others in identifying financial fraud. Included is the examination of various types of records (bank, personal, etc.), which are at the center of financial investigation and analysis. Although some attention is paid to “white collar” crime, the course emphasizes the technical aspects involved in the investigation of financial crimes and the analysis of financial data necessary to make a financial case. Prerequisite: sophomore standing or departmental permission.
**IP 353  Intelligence and National Security**  
3 cr.  
An introduction to the process of national security decision-making in the United States with a special emphasis on the role of intelligence in formulating policy. Included is an historical overview of national security politics and practices since World War II, a description of major institutions and processes in national security policy-making, and a survey of significant national security problems and their changing nature in the 21st century. Prerequisite: sophomore standing or departmental permission.

**IP 450 Senior Research Seminar**  
3 cr.  
This course is designed to provide intelligence studies majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the major ideas, actors, institutions, policies and processes that shape the collection and assessment of intelligence in the United States. Students engage in the development of a senior level research paper grounded in intelligence processes and intelligence studies literature. Prerequisite: Senior standing or departmental permission.

**IP 452  Strategic Intelligence**  
3 cr.  
This course is divided into three parallel tracks that will cover strategic theory, the practice of strategic intelligence, and the application of those principles to a “real life” problem. Students will participate throughout the course as the member of a group in a large-scale estimative project. This project will require a minimum of two graded papers and two graded presentations, as well as a variety of more modest assignments. Prerequisite: junior standing or departmental permission.

**IP 455  Advanced Research and Analysis**  
3 cr.  
A continuation of the introductory course, which strives to develop enhanced skill levels, research processes and analytical products. Prerequisites: IP 150, IP 250, IP 253, junior standing.

**IP 495  Internship (Prerequisite: junior standing)**  
3 cr.  
The internship requirement provides students with field experience at an intelligence related agency or company of their choice. Students work closely with NDC Career Services in completing both the on-site and written requirements. Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.

**POLITICAL SCIENCE**

**Mission Statement**  
The Political Science program will educate students in the nature of political inquiry and public life, foster an appreciation of the importance of civic duty and obligations and the importance of an informed citizenry in the political process.

**Program Description**  
The study of political science provides students with an understanding of the political forces that shape our lives. The political science major at Notre Dame College combines the study of government and the political process with an academic and practical understanding of the creation and implementation of public policies. Through several concentrations, this program offers an interdisciplinary approach to the study of governments, politics and policy at local, state, national, and international levels.
Program Outcomes
Students completing a major in Political Science or Political Science with a Concentration in Public Administration will be able to:

- Identify and explain leading theories, literature, and approaches to the subfields of political science (with a strong focus on policy implications and consequences).
- Formulate and analyze effective argumentation in written and oral forms for public service and policy solutions.
- Demonstrate a strong understanding and appreciation of the knowledge and civic responsibilities required for effective participation in public service and political life.
- Appreciate, comprehend, and critique political systems of underdeveloped, developing and developed countries.
- Analyze, assess, and discuss the development, implementation and evaluation of policy at the local, national, and international level.
- Develop and refine research, reading, writing, and critical thinking skills.
- Be prepared for graduate work in political science, law and policy studies as well as for work in politics, government, and certain fields within the private sector.

POLITICAL SCIENCE MAJOR
42 Credits

Requirements: 18 credits

Core Courses
PO 111 American Government and Politics
PO 210 State and Local Government and Politics
PO 220 Introduction to Political Thought
PO 350 Introduction to Social Science Research
PO 450 Senior Research Seminar
PO 495 Senior Practicum

In addition to the major core requirements, students must complete coursework in three additional areas: American Politics, Comparative/International Relations and Public Policy/Public Administration.

American Politics: 6 credits

Two (2) of the following:
PO 315 Supreme Court and Constitutional Law
PO 317 American Presidency and Congress
PO 340 American Political Parties and Interest Groups
PO 345 Politics and the Media

Comparative Politics/International Relations: 6 credits

Two (2) of the following:
PO 311 Comparative Politics
PO 312 International Relations
PO 410 American Diplomacy
PO 411 International Law

Public Policy/Public Administration: 3 credits

One (1) of the following:
PO 313 Public Policy in America
PO 325 Public Administration: Concepts and Practices
NR 410 Health Care Policy

**Plus Nine (9) additional credits in Political Science.**

**POLITICAL SCIENCE MAJOR: CONCENTRATION IN PUBLIC ADMINISTRATION**

**54 Credits**

The program in public administration is an interdisciplinary concentration within the department of History and Political Science. The program is designed to give the students the necessary background that will enable them to pursue careers in public service and non-profit organizations; it also provides a basis for subsequent graduate work in MPA (Master of Public Administration) and other professional programs. Students will take coursework from political science, business, and economics.

**Course Requirements Political Science Core: 18 credits**

PO 111 American Government and Politics
PO 210 State and Local Government and Politics
PO 220 Introduction to Political Thought
PO 350 Introduction to Social Science Research
PO 450 Senior Research Seminar
PO 495 Senior Practicum

Students will take the required core courses for the political science major as well as the following additional courses from political science and business.

**Required Additional Political Science Coursework: 12 credits**

PO 313 Public Policy in America
PO 315 Supreme Court and Constitutional Law
PO 317 American Presidency and Congress
PO 325 Public Administration: Concepts and Practices

**Required Business Coursework: 15 credits**

BU 240 Management Principles
BU 341 Human Resource Management
BU 345 Organizational Behavior
BU 388 Business Ethics
BU 435 Business and Government

**Required Economics Coursework: 9 credits**

EC 201 Principles of Microeconomics
EC 202 Principles of Macroeconomics
EC 432 Public Finance

**POLITICAL SCIENCE MAJOR: CONCENTRATION IN INTERNATIONAL STUDIES**

**57 Credits**
The international studies concentration provides students with the opportunity to pursue a focused multidisciplinary study of international topics within a global context. International studies majors will be immersed in the politics, culture and history of various parts of the world to appreciate the cultural diversity of our increasingly boundless societies.

Students will take the required courses for Political Science/International Studies as well as four (4) courses from history, two (2) from economics, foreign language (12 credits), plus two (2) courses from the list of selected electives.

**Political Science Requirements:**
PO 111 American Government and Politics
PO 311 Comparative Politics
PO 312 International Relations
PO 410 American Foreign Policy
PO 411 International Law
PO 450 Senior Research Project
PO 495 Senior Practicum

**History: 12 credits**
Select four (4) courses:
HI 330 Africa: A Continental History
HI 332 The Transformation of Japan
HI 333 The Middle East: From Islam to Nationalism
HI 334 The Making of Modern China
HI 336 Latin America: A Regional History
IP 350 Terrorism

**Economics Requirements: 6 credits**
EC 201 Principles of Microeconomics
EC 202 Principles of Macroeconomics

**Electives: 6 credits**
Select two (2) courses:
BU 450 Global Marketing
EC 305 Comparative Economic Systems
EC 331 Money, Banking, and Global Financial Markets
EC 440 International Economics
EC 442 International Finance
TH 370 Religions of the World

Plus 12 hours of a foreign language or equivalent.

**POLITICAL SCIENCE MINOR**
18 Credits

**Requirements: 9 credits**
PO 111 Introduction to Politics and Government
PO 210 American Government  
PO 312 International Relations

Plus Nine (9) additional credits (one selection from each subfield listed below):

**American Politics:**
PO 315 Supreme Court and Constitutional Law  
PO 317 American Presidency and Congress  
PO 340 American Political Parties and Interest Groups  
PO 345 Politics and the Media

**Comparative Politics/International Relations:**
PO 311 Comparative Politics  
PO 312 International Relations  
PO 410 American Diplomacy  
PO 411 International Law

**Public Policy/Public Administration:**
PO 313 Public Policy in America  
PO 325 Public Administration: Concepts and Practices  
NR 410 Health Care Policy

**POLITICAL SCIENCE MINOR: CONCENTRATION IN INTERNATIONAL RELATIONS/STUDIES**

21 Credits

**Requirements: 12 credits**
PO 111 American Government and Politics  
PO 311 Comparative Politics  
PO 312 International Relations  
PO 410 American Foreign Policy

Plus nine (9) hours from the following courses:
BU 450 Global Marketing  
EC 305 Comparative Economic Systems  
EC 440 International Economics  
EC 442 International Finance  
HI 330 Africa: A Continental History  
HI 332 The Transformation of Japan  
HI 333 The Middle East: From Islam to Nationalism  
HI 334 The Making of Modern China  
HI 336 Latin America: A Regional History  
IP 350 Terrorism  
PO 411 International Law  
TH 370 Religions of the World

Students may supplement their studies in this area with Literature courses such as EN 459 and EN 460.
ONLINE CRIMINAL JUSTICE “Badge to Grad” PROGRAM

With our Badge to Grad program, all Ohio police officers enrolling in the Criminal Justice program at Notre Dame College may earn up to 30 transfer credit hours from Ohio Peace Officer Training Academy (OPOTA) coursework and their experience.

The 21 Criminal Justice credits from OPOTA completion would include the following Notre Dame College courses and credits:

CJ 131 American Criminal Justice (3)
CJ 231 Courts and Justice (3)
CJ 233 Criminal Law (3)
CJ 333 Role of Police (3)
CJ 334 Corrections (3)
CJ 495 Practicum (6)

In addition, peace officers may earn an additional 9 credits for ethics, fitness, and human relations based on experience and OPOTA requirements.

The Notre Dame College online Criminal Justice Program only accepts police officers and OPOTA completers.

COURSE OFFERINGS

PO 111 American Government and Politics 3 cr.
This course examines the American political system with emphasis on the fundamental principles, ideas, institutions, and processes of modern government.

PO 210 State and Local Government and Politics 3 cr.
This course examines the institutions, processes, and intergovernmental relations at a state and local level. Particular attention will be paid to contemporary issues and problems of state and local governments.

PO 220 Introduction to Political Thought 3 cr.
This course examines the field of political science through an introduction to the major ideas and concepts of political thought. Topics covered include: western political theory from pre-Socrates through the enlightenment and modern times. Relationship of various thinkers to current political climate will also be explored.

PO 300 Moot Court 3 cr.
This course will prepare students to participate in undergraduate moot court competitions, which simulate the experience of arguing a constitutional case before the Supreme Court. Teams from Notre Dame College will compete in local, regional, and national competitions. In the process, students will become familiar with case law, develop analytical and rhetorical skills, and put them in contact with practicing members of the legal community.

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

PO 411 International Law  
This course examines the evolution of international law and its role in international relations. The historical development of systems of international law will be traced and major facets of international law, including treaties, maritime law, the rules of war, and human rights issues will be examined. Prerequisite: sophomore standing or departmental permission.

PO 415 Politics of Homeland Security  
This course will examine the Homeland Security Enterprise (HSE) and the politics involved in the efforts to ensure the safety and security of our nation. Topics presented include: all-hazards emergency response and recovery, intelligence and counterterrorism, border security, transportation safety and security, cybersecurity and critical infrastructure protection. Pre-requisite: Junior standing or departmental permission.

PO 450 Senior Research Seminar  
This course is designed to provide political science majors with a capstone experience emphasizing the integration of knowledge acquired in previous courses on the major ideas, actors, institutions, and processes that shape the formulation and execution of public policy in the United States. Students engage in the development and production of a senior level research paper grounded in political theory and public policy literature. Prerequisite: Senior standing or departmental permission.

PO 495 Internship (junior or senior status)  
Up to 6 credits of internship can be applied to the major requirements; however, students can choose to take more internship credits as elective credits.

COURSE OFFERINGS - Geography and Anthropology
GO 200 Introduction to World Geography  
This course studies the physical, political and economic aspects of the geography of three major regions of the world.

HI 210 Anthropology  
Prehistoric and contemporary primitive society; implications for advanced societies.
THEOLOGY

THEOLOGY MINOR
18 Credits

Requirements:
One course on the Bible using the historical/critical method

Choose one:
TH 200 Gospel Portraits of Jesus
TH 205 Men and Women in the Bible
TH 321 Faces of God in the Hebrew Scriptures
TH 322 New Testament Theology
TH 325 An Arts Approach to the Bible
TH 373 Biblical Wisdom for People Today

Choose one doctrinal course:
TH 250 Spirituality: Finding Your Inner GPS
TH 370 Religions of the World
TH 420 The Jesus of History, The Christ of Faith

TH 450 Social Justice: Issues and Action is included in the 18 credits.
TH 150 can be included in the 18 credits but is not required of all students.

Plus additional courses to total 18 credits.

COURSE OFFERINGS

TH 150 Living the Ultimate Questions 3 cr.
This course deals with the questions humans have asked since the beginning of humankind: what happens after death? Is there a god? Why is there suffering in the world? These ultimate questions most likely gave rise to religious rituals and beliefs. The course offers insights from major world religions while focusing on Christianity’s answers, especially those found in the Bible and in Jesus.

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

TH 200 Gospel Portraits of Jesus 3 cr.
A close reading and analysis of the four gospels in the New Testament. We look for the unique portrayal—the verbal portrait of Jesus—presented by each of the gospel writers, also called evangelists. The variety of portraits tells us that Jesus can be known spiritually in different ways by different people. No prior knowledge of the Bible is necessary.

TH 205 Men and Women in the Bible 3 cr.
Guides students to discover the human side of biblical men and women in love and power relationships. The dominating figures in both the Hebrew and the Christian Scriptures are male. Yet women played major roles at the sides of Abraham, Isaac, Jacob, Moses, David and Jesus. Literary forms and different methods of biblical interpretation will be introduced. No prior knowledge of the Bible is necessary. Sophomore status.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>TH 210</td>
<td>God, Romance and Relationships</td>
<td>3 cr.</td>
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<td></td>
<td>A seminar-style course exploring complex topics of human sexuality. The course will discuss traditional Christian/Catholic approaches to human sexuality and how those approaches have changed over time. Students will have the opportunity to engage in dialogue with the texts and their peers about how we define and understand God, Romance, and Relationships.</td>
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<tr>
<td>TH 250</td>
<td>Spirituality: Finding Your Inner GPS</td>
<td>3 cr.</td>
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<td>A practical course introducing students to spirituality and to ways of praying. Based on Christian tradition and the Bible, the course will also open the riches of prayer and meditation, sacred texts, and spiritual giants in world religions. Students will reflect on their own spirituality and practice ways of praying. In short, they will learn how to care for their soul.</td>
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<tr>
<td>TH 301</td>
<td>Sacraments in Christian Life</td>
<td>3 cr.</td>
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<td>Explores the concept of sacramentality. Traces the historical and theological development of liturgical traditions of each of the seven sacraments. Emphasis is placed on the preparation for the liturgical celebration of each sacrament. Special attention is given to the celebration of Eucharist and to the Rite of Christian Initiation.</td>
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<td>TH 305</td>
<td>Faith and Atheism</td>
<td>3 cr.</td>
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<td>One of the distinctive features of Christianity and other monotheistic religions is belief in a personal, infinite God. This course proposes to examine belief in the existence of God. Attention will be given to important current topics, e.g., the relationship between faith and reason, the existence of God, the nature of God-talk, the mystery of suffering, and contemporary dialogues with atheism and agnosticism.</td>
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<td>TH 312</td>
<td>Church History</td>
<td>3 cr.</td>
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<td>Traces the major movements in the growth of the Church and its influence in the world, from New Testament times through the Fathers, the Middle Ages, the Reformation, colonial expansion, Vatican Council II and the Church in the modern world.</td>
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<tr>
<td>TH 321</td>
<td>Faces of God in the Hebrew Scriptures</td>
<td>3 cr.</td>
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<td>A study of Hebrew Scriptures that focuses on how the biblical authors understood and described the actions of God in the lives of the Chosen People. Selected books and passages will consider the God of Abraham, the God of the Exodus, the God of the Covenant, the Promised Land, the God of Job, and the God who spoke through the prophets. This course considers the nature of divine revelation, some Jewish history and literary forms in the chosen passages.</td>
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<td>TH 322</td>
<td>New Testament Theology</td>
<td>3 cr.</td>
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<td>New Testament writings in the context of the emerging Church, tracing the literary-historical evolution, societal influences, and themes of the Gospels, Acts, and the Pauline and Johannine writings. Students will also apply gospel wisdom to questions in their own lives.</td>
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<tr>
<td>TH 325</td>
<td>An Arts Approach to the Bible</td>
<td>3 cr.</td>
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<td>An exploration of Hebrew and Christian scriptural themes, including creation, suffering and conversion, from two perspectives: literary forms in the Bible and also imaginative expressions in music, visual art, literature, and film. This course aims to open up the meaning of biblical stories and to encourage an experience of the Sacred through the arts. No previous background in Scripture or the arts is necessary.</td>
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TH 332 Nature of the Church 3 cr.
Studies the nature of the Church as a sacrament of God’s presence in history. Examines the Church experienced as institution, as community, as Catholic, renewing itself to minister to the modern world. Also addressed: ecumenical efforts and the vision of the Church articulated in the Documents of Vatican Council II and beyond.

TH 370 World Religions and Global Issues 3 cr.
A survey of the major religions in the world for the first half of the course. The second half studies current global issues related to and/or caused by religions, along with interfaith work for justice, peace and solutions to global problems. Pre-requisites: EN 100 and 101 or EN 110.

TH 373 Biblical Wisdom for People Today 3 cr.
A study of the Wisdom Movement in Israel, as seen in the books of Job, Proverbs, Ecclesiastes, Sirach, Song of Songs, the Wisdom of Solomon, and the Wisdom psalms. The focus is on the relevance of these texts to people’s lives today.

TH 374 The Prophets: Spokespersons for God 3 cr.
A study of biblical prophecy from its origins to Malachi with special emphasis on its relation to established religion and government. Attention is given to an in-depth study of the literary forms and themes of the “major prophets,” Isaiah, Jeremiah, and Ezekiel, and selected “minor” voices.

TH 385 Science and Faith 3 cr.
One of the distinctive features of Catholicism is belief in God as the creator and sustainer of the universe. This course proposes to examine belief in God and the uniqueness of human beings in relationship to modern science. Attention will be given to important current topics, e.g., the different methods of biblical interpretation and the development of theological traditions in dialogue with the physical sciences, including big bang cosmology and biological evolution.

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

TH 450 Social Justice: Issues and Action 3 cr.
Fulfilling the Notre Dame mission, “to educate for global responsibility,” this course introduces students to the Christian principles of social justice and their biblical base. Students will apply these principles to issues such as world poverty, racism, sexism, and other justice issues. Students will then seek out forms of action that are supported by faith-based principles. Junior status required.
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