

EXPLORE THE POSSIBILITIES



2016 - 2017

Undergraduate & Graduate Academic Catalog



LOURDES
UNIVERSITY

www.lourdes.edu

2016 -2017 Calendar

FALL SEMESTER

Fall Graduation Application Period
 Final Registration
 Academic Convocation
 Fall Graduate School Orientation
 First Year Experience Class Begins
 First Year New Student Orientation
 Classes Begin (Full Term & L Session)
 Late Registration
 Last day to drop/add (Full Term & L Session)
 Labor Day (no classes)
 Financial Aid Freeze Date
 Final Day to Withdraw L Session (Graduate College only)
 College Night (no classes)
 Fall Graduation Application Deadline
 Spring Graduation Application Period
 Registration for Spring 2017 Semester
 First Day of Classes (Q Session/Graduate College only)
 Last Day to drop/add (Q Session/Graduate College only)
 Final Date for Withdrawal from Classes (Full Term)
 Final Day to Withdraw Q Session (Graduate College only)
 Thanksgiving Recess
 Classes Resume
 Semester Exams
 Semester Recess

2016

Jul. 18 - Oct. 14
 Aug. 15 - Aug. 20
 Aug. 18
 Aug. 18
 Aug. 18
 Aug. 18- Aug. 21
 Aug. 22
 Aug. 22 - Aug. 27
 Sept. 3
 Sept. 5
 Sept. 6
 Sept. 26
 Oct. 4
 Oct. 14
 Oct. 17 - Jan. 27, 2017
 Oct. 24 - Nov. 6
 Oct. 19
 Oct. 26
 Nov. 1
 Nov. 22
 Nov. 23 - Nov. 27
 Nov. 28
 Dec. 5 - Dec. 10
 Dec. 11 - Jan. 8, 2017

SPRING SEMESTER

Final Registration
 Spring Graduate School Orientation
 First Year New Student Orientation
 Classes Begin (Full Term & L Session)
 Late Registration
 Martin Luther King Day (no classes)
 Last day to drop/add (Full Term & L Session)
 Financial Aid Freeze Date
 Spring Graduation Application Deadline
 Final Day to Withdraw L Session (Graduate College only)
 College In-Service (no classes)
 Spring Break
 Classes Resume
 First Day of Classes (Q Session/ Graduate College only)
 Last Date to drop/add (Q Session, Graduate College only)
 Registration for Summer 2017 & Fall 2017
 Final Day to Withdraw from Classes (Full Term)
 Easter Break
 Easter Sunday
 Classes Resume
 Final Day to Withdraw Q Session (Graduate College only)
 Semester Exams
 Commencement

2017

Jan. 3 - Jan. 7
 Jan. 5
 Jan. 7
 Jan. 9
 Jan. 9 - Jan. 14
 Jan. 16
 Jan. 23
 Jan. 24
 Jan. 27
 Feb. 13
 Feb. 14
 Mar. 6 - Mar. 12
 Mar. 13
 Mar. 15
 Mar. 21
 Mar. 27 - April 9
 March 28
 Apr. 12- Apr. 16
 Apr. 16
 Apr. 17
 April 21
 May 1 - May 6
 May 13

SUMMER SESSION

Final Registration for Summer (Sessions I & II)
 Classes Begin (Sessions I & II)
 Last Day to drop/add (Session I & II)
 Financial Aid Freeze Date
 Memorial Day (no classes)
 Summer Graduation Application Period
 Last Day to Withdraw from Session II
 Final Registration for Summer Session III
 Summer Session II Ends
 Summer Session III Begins
 Last day to drop/add Session III classes
 Last Day to Withdraw Session I
 Independence Day (no classes)
 Last Day to Withdraw Session III
 Fall Graduation Application Period
 Summer Sessions I & III End
 2017-2018 Academic Convocation
 Fall Graduate School Orientation
 First Year Experience Class Begins
 First Year New Student Orientation
 Fall Semester Begins

2017

May 8 - May 12
 May 15
 May 20
 May 22
 May 29
 May 30 - Jun. 23
 Jun. 5
 Jun. 12 - Jun. 17
 Jun. 17
 Jun. 19
 Jun. 24
 June 30
 Jul. 4
 July 8
 Jul. 17 - Oct. 13
 Jul. 22
 Aug. 17
 Aug. 17
 Aug. 17
 Aug. 17 - Aug. 20
 Aug. 21

ACCELERATED SCHEDULE FOR GRADUATE COLLEGE

FALL SEMESTER

Session I - Section L
 Session II - Section Q

2016-2017

FALL 2016

Aug. 22 - Oct. 11
 Oct. 19 - Dec. 10

SPRING SEMESTER

Session I - Section L
 Session II - Section Q

SPRING 2017

Jan. 9 - Feb.28
 Mar. 15 - May 6

Lourdes University

Seal

The University seal combines the Franciscan coat of arms with that of Lourdes, France. Two circles, symbolic of the Franciscan cord and the rosary, enclose the vertically divided seal.

The Lourdes field contains an eagle, holding a trout in its beak, perched atop a castle; below are the Pyrenees Mountains and the Mediterranean Sea. The scene commemorates Charlemagne's eighth century victory over the Saracens. The year 1858 signifies the apparitions of Our Lady of Lourdes.



The Franciscan field showing two arms crossed over the Hebrew letter tau signifies the mystical bond between the Franciscans and Christ. St. Francis favored the tau cross as a signature. The trees above the coat of arms recall the foundation of Lourdes University in wooded Sylvania.

Logo

Color

Terracotta Brown represents

- The color associated with St. Francis of Assisi and the Sisters of Saint Francis.
- The dominant color of the California Missions.
- The rich color of the earth, reflecting the natural beauty surrounding Lourdes University.




Pillars and Arch

- Those traditions upon which Lourdes University is built – Franciscan Values and Academic Excellence.

The Two-Part Arch represents

- The unification of excellence and dedication in faculty and staff as they join together to support the academic dreams and aspirations of their students.



The University is committed to a policy of non-discrimination and equal employment opportunities for all individuals without regard to race, color, creed, religion, national origin, ancestry, citizenship, sex, disability, military or veteran status, age, or other legally protected category, except where there is a bona fide occupational qualification (BFOQ) exception as permitted by law. The University follows state and federal laws prohibiting discrimination in the selection process and all terms, conditions, and privileges of employment.

In certain instances, religion is a bona fide occupational qualification (BFOQ) reasonably necessary for the normal operation of the University's business. Membership and active participation in the Roman Catholic Church are necessary requirements for certain positions.

The University's policy of nondiscrimination not only pertains to the employment process, but also to its admissions processes, financial aid programs, all aspects of its educational programs and activities, and all dealings with vendors; banks; private and public lending institutions; contractors; and associated agencies and institutions. Employees, students, applicants, or other members of the University community (including, but not limited to, vendors, visitors, and guests) may not be treated adversely or retaliated against based upon a protected characteristic. Employees are expected to comply with this policy.

This Catalog is published for informational purposes only. It creates no contract rights for either students or staff. Questions or concerns regarding the application of any stated policy must be referred to the appropriate University officials for final determination. All policies are subject to change within any given academic year. This publication is available in hard copy format or on the Lourdes University web site.

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Introduction to Lourdes University



The University

Lourdes University, nestled in the suburban city of Sylvania, Ohio, is a private, four-year institution of higher learning. Lourdes' students receive a personalized liberal arts education with a professional studies focus in a caring, supportive, student-oriented environment.

As an institution of higher learning rooted in Catholic and Franciscan values, Lourdes has continued to evolve and grow throughout its history. Beginning in 1943 as an extension campus of the College of St. Teresa, Winona, Minnesota, Lourdes Junior College was founded in 1958. Initially established as a junior college to educate the sisters of the Franciscan community, Lourdes College began to admit laywomen in 1969 and laymen in 1975 and was independently incorporated as Lourdes College in 1973. From the 1980's through 2011, Lourdes continued to expand the scope of its programs. With increased offerings in undergraduate and graduate degrees and the establishment of student housing and athletics, Lourdes College transitioned to Lourdes University in August, 2011.

Lourdes' unique learning atmosphere challenges its diverse community of faculty, staff and students through thought-provoking conversations, service learning, and career-based practical experiences. Many of Lourdes' programs have been recognized nationally for their excellence, and students have expanded their reach through participation in educational activities globally.

The variety of educational, social, and recreational activities offered at Lourdes engages students, supplements learning and enriches the overall college experience. Lourdes' graduates are role models of integrity, leaders in their communities, and positive influences throughout the world.

Mission Statement

Lourdes University, rooted in Catholic and Franciscan traditions, provides a values-centered education that enriches lives and advances academic excellence through the integration of the liberal arts and professional studies.

Guiding Principles

In support of this mission Lourdes University:

- nurtures a diverse community that supports students in fulfilling their potential.
- commits to the engagement of faith and reason, inspired by our Catholic and Franciscan intellectual traditions.
- provides a holistic, student-centered education, rooted in the liberal arts that

prepares individuals for meaningful careers and lifelong learning.

- fosters personal integrity, ethical understanding, social responsibility, care for all of creation, and a commitment to community service.

Our Franciscan Values

Lourdes University expresses its Franciscan identity through our values:

- Community, Learning, Reverence, and Service

We are first and foremost a community because *community* is fundamental to the Franciscan tradition. As a Franciscan institution, we acknowledge and celebrate our relationship to God, to self, to others, and to all of creation. The mission of Lourdes University is carried out in the context of a community that begins on the Lourdes campus among students, faculty, and staff and flows outward to embrace the religious and civic communities whom we engage. As a community we are called to grow, to be hospitable and inclusive, to be peacemakers and justice seekers.

We are a community of *learning*. In the Franciscan tradition, the love of learning stems from a desire to grow in our understanding of God, of creation, and of each other. The quest for truth and understanding allows for growth and transformation to take place both in ourselves and in the world around us.

We are a community of *reverence*. Reverence recognizes and respects the dignity and worth of each human person and all creation. Reverence takes us beyond tolerance and calls us to treasure the diversity of the human family with its various ethnicities, cultures and faith traditions.

We are a community of *service*. The Franciscan tradition is intimately tied to service. The members of the University community challenge one another to cultivate a spirit of gratitude, to be mindful of those who are in need, and to develop and share our gifts with the broader community.

Diversity Statement

Recognizing that the diverse expressions within the human family enrich the learning and life of our community, Lourdes University, as a Catholic institution, is committed to nurturing an atmosphere that engages students, faculty, and staff in a dynamic exploration of a broad spectrum of ideas and cultures that leads to a multidimensional understanding of the world.

Lourdes University fosters an intellectual community enriched by the full range and depth of human experience where diverse voices and viewpoints are represented. Lourdes University reflects its Franciscan values of community, learning, reverence, and service through initiatives that include professional, pedagogical, and student development, as well as community events, which actively promote and support a diverse population.

Learning Outcomes

The Mission Statement, Guiding Principles, and our Franciscan Values express the University's purpose and identity. To ensure the realization of this vision, the University has articulated observable and measurable learning outcomes. To be understood correctly and appreciated fully, the learning goals and outcomes must be interpreted in light of the complete texts of the Mission, Guiding Principles and Franciscan Values.

Lourdes University believes that a college education includes sufficient breadth in the liberal arts and sufficient depth in an area of specialization to prepare graduates who will be recognized as educated persons and prepared for meaningful work and/or graduate study. The learning outcomes describe the knowledge, skills, and attitudes students develop in increasingly more complex ways as they progress through their curriculum to graduation and lifelong learning.

I. Knowledge of Human Cultures and the Physical and Natural World

Students will engage the big questions, both contemporary and enduring, and gain an understanding of the diversity of human experience and the physical and natural world in order to become well-educated citizens in a global society.

They can

- A. Use knowledge and methods of history, literature, philosophy, and theology to address enduring questions of meaning and develop a worthy vision of the human person.
- B. Use knowledge, theories, or methods appropriate to the arts to understand their context and significance.
- C. Use knowledge and the methods of inquiry and analysis appropriate to the physical or natural sciences, the social sciences, and mathematics to develop well-reasoned solutions to local and global issues.

II. Critical Thinking Ability

Students will frame meaningful questions and to answer them will gather pertinent information using appropriate technological tools. They will analyze, synthesize and reflect on that information and effectively apply and communicate the results.

They can

- A. Systematically explore issues and ideas by finding, retrieving, evaluating, and using information responsibly.
- B. Comprehensively and objectively analyze and evaluate appropriate data (e.g., issues, texts, artifacts, and events) in order to develop an informed conclusion.
- C. Review existing knowledge and synthesize it in original ways to clarify

meaning, develop a broader perspective, or present a new point of view.

- D. Use mathematical or formal reasoning to answer questions or to achieve desired goals.
- E. Collaborate in a search for well-reasoned solutions.
- F. Express ideas effectively in speech and in writing to inform, engage, and persuade their audiences.

III. Catholic and Franciscan Religious and Intellectual Traditions

Students will gain an awareness of the Catholic and Franciscan religious and intellectual traditions.

Students will

- A. Engage topics involving the Catholic and Franciscan traditions across the curriculum and in co-curricular activities.
- B. Experience and grow to embrace the welcoming Franciscan values of community, reverence, learning, and service.
- C. Be aware of how the Catholic and Franciscan traditions and values have shaped their Lourdes University experience.

IV. Personal and Social Responsibility

Students will make use of ethical principles, reasoning, and civic knowledge, to exercise social and individual responsibility in the interaction with diverse cultures and engagement with global issues.

They can

- A. Demonstrate knowledge of personal and interpersonal responsibilities, ethical principles consonant with Christian tradition, and moral reasoning.
- B. Demonstrate knowledge of the richness of human diversity.
- C. Demonstrate a commitment to service as well as civic and social action in diverse communities.
- D. Demonstrate a commitment to addressing local and global ethical issues.

V. Integrative Learning

Students will integrate learning across general and specialized areas of study in order to respond effectively to issues or situations and to address contemporary problems.

They can

- A. Connect skills and knowledge from multiple sources and experiences in responding to issues or situations and addressing contemporary problems.
- B. Apply theory to practice in responding to issues or situations and

addressing contemporary problems in academic and/or other real-world settings.

- C. Incorporate diverse and even contradictory points of view in responding to issues or situations and addressing contemporary problems.
- D. Recognize contextual factors, such as cultural, historical, professional, and ethical frameworks, in responding to issues or situations and addressing contemporary problems.

Assessment

Assessment of student learning is key to the University's mission, guiding principles, values, and focus on continuous improvement. In accordance with best practice, the University maintains a comprehensive assessment plan, including assessments at the institutional, program, and course levels.

The Institutional Assessment and Steering Committee, which includes the President and the Provost, reports directly to the President:

- Conducts accreditation activities related to the Institution as a whole.
- Participates in accreditation of programs and archives specialized accreditation in central location.
- Chooses Assurance Argument Team and provides leadership.
- Organizes Assessment of Strategic Plan Objectives and reports on progress annually.
- Guides, and collaborates with, the Faculty Senate Assessment Committee.
- Collaborates with the Assistant Vice President of Institutional Planning to collect and interpret assessment data.
- Maintains assessment web and portal pages to facilitate faculty, staff, and administrative assessment activities.
- Facilitates assessment education events and activities to promote a culture of streamlined, engaged, and relevant assessment.
- Trains interested faculty and staff on assessment so that Lourdes University always has a cadre of knowledgeable and functional assessment personnel.
- Provides professional development credit for faculty who pursue assessment education and assessment activities for Lourdes University.

To provide a broader context for assessing learning and student engagement at the Institutional level, the University participates in the National Survey of Student Engagement every three years. Results provide a vehicle for examining and improving students' learning experiences in light of empirically confirmed "good practices" in undergraduate education.

Data on graduating student's perceptions of their skills and knowledge in the University Learning Outcome areas and the effect their learning experiences at Lourdes University had on the development of those skill and knowledge are also collected and reviewed annually.

The Faculty Assessment Committee plans and coordinates assessment of Undergraduate University Learning Outcomes, facilitating alignment of academic assessment processes at the course, program, and institutional levels. The Gen Ed/Core subcommittee oversees the ongoing implementation of the Core Curriculum to assure integration with General Education and to prevent curricular drift. This subcommittee also provides guidance in assessing learning outcomes achieved through the Core and General Education. A subcommittee assists in establishing themes presented in the First Year Experience and Enduring Questions seminars and tracks methods for service learning and cultural diversity experiences.

At the program level, the University conducts Program Review on every academic program during a five year cycle, with updates submitted annually. Academic and student life programs involved in student learning have program missions, student learning outcomes, and plans for assessing program learning outcomes. The missions are aligned to the University's mission, and the outcomes are aligned to the University's Learning Outcomes. Program Learning Outcomes are assessed in a variety of ways, including course-embedded methods, student portfolios, capstone projects/experiences, student productions, and surveys of alumni. Departments analyze and use assessment data to help them improve student learning and ensure program quality.

At the course level, outlines listing University Learning Outcomes, Program Learning Outcomes (if applicable), and the specific course objectives linked to those outcomes provide a foundation for assessment of student learning. Faculty complete course report forms at the end of every semester, analyzing the extent of student learning related to the University Learning Outcomes, Program Learning Outcomes, and course objectives for the course. On the course report form, faculty also suggest ways to improve student learning in the course. These forms are collected and reviewed by department chairs, who strategize with faculty about changes to enhance student learning and increase achievement at the course level.

All non-academic departments are assessed through the RED forms annually. The Rubrics for Evaluating Departments identify the core elements needed for effective operations, including mission, department goals, measurable outcomes, data sources or activities, planning, budgeting, and improvement.

Buildings and Campus

The campus of Lourdes University is located in Sylvania, Ohio, 10 miles west of Toledo in Lucas County. The Historic Campus is situated on an 89-acre tract of wooded land owned by our sponsor the Sisters of St. Francis on Convent Boulevard and Silica Road. A unique feature of the campus is the California mission style of architecture. The University has an additional 28 acres that include Lourdes Commons, a student residential housing complex, and the Mid-Campus connecting the Historic Campus to the residential campus. The Canticle Center is located on 10 acres on Silica Drive adjacent to the Historic Campus.

In addition to Lourdes University, the Sisters of St. Francis also sponsor Sylvania Franciscan Ministries and the Sisters of St. Francis Foundation. Buildings housing the administration, residence halls, and the retirement home for the Sisters of St. Francis are also located on the grounds.

Lourdes University Building Complex

Assisi Hall, located on the west side of the campus, houses various faculty and staff offices.

Canticle Center, located on Silica Drive west of campus, houses the Graduate School, the Art Department offices and studios, the Music Department office and classrooms, music practice rooms, undergraduate and graduate classrooms, a 40-seat computer classroom, a Student Lounge, a conference room, and a gym for student recreation and Athletic Team practices. The Canticle Center also houses offices for the Sophia Center, another sponsored ministry of the Sisters of St. Francis.

Carmel Hall, located on the west side of the campus, houses classrooms and faculty offices along with the new Human Subjects Interview Rooms, the Social Science Computer Lab, and the Psychology Research Lab.

San Damiano Campus Ministry House, (6675 Convent Blvd.) houses the Campus Ministry offices.

Delp Hall, named in memory of Evelyn N. Delp, houses the Ebeid Student Center and the Sr. Cabrini Warpeha Academic Support Center with group study rooms and computer labs.

Duns Scotus Library, dedicated in 1950, was named for the 13th century Franciscan philosopher, John Duns Scotus. The library is located at the west end of St. Clare Hall. It houses a collection of over 55,000 volumes, a periodical collection, and a collection of audiovisual items. More than 350 art items decorate the library and are fully catalogued online. Lourdes University is a member of Ohio LINK. The second floor of the Library contains The Center for Research and Scholarship.

Health & Wellness Center, is located adjacent to The Den near Lourdes Commons in the shopping complex at the corner of McCord and Brint Roads. The Health & Wellness Center was established in 2015 to provide students, faculty, and staff with a facility for sick visits, physicals, flu shots, blood draws, etc.

Lourdes Commons, a residential housing complex established in 2010 is located on McCord Road and Brint Road. The complex currently has six buildings designated for residence halls: Ambrose, Bonaventure, Emmanuel, Justinian, Pioneer, and Rosaria Halls.

Lourdes Hall, connected to Mother Adelaide Hall, houses the offices of the President and University Administration. The second floor contains faculty and administrative offices.

The Grille, adjacent to the Planetarium Lobby and Mother Adelaide Hall, includes seating for 175, a full gourmet kitchen, lounge/study space with widescreen TV and an outdoor dining patio.

Mother Adelaide Hall, houses the Advising Office, Students Accounts, Financial Aid, and Career Services Offices. It also contains faculty offices, classrooms, science laboratories, the Appold Planetarium, and the Planetarium Lobby.

Regina Hall (1st Floor) located between Umbria and Maria Halls, houses the Institutional Advancement offices.

St. Agnes Hall, located between Assisi Hall and Carmel Hall, houses faculty offices, the Archives, and the Environmental Education Center.

St. Clare Hall, joined to Lourdes Hall, includes offices of the Registrar, Finance offices, administrative and faculty offices, classrooms, and meeting areas. The Department of Human Resources and the Nursing Department are located on the second floor.

St. Francis Hall, located between the Franciscan Center and Assisi Hall, houses undergraduate and graduate classrooms, The Center for Professional Studies, the Office of Diversity and Multicultural Services, a Student Lounge, Accessibility Services, and the TRiO and Upward Bound offices.

St. Joseph Hall, located behind St. Clare Hall, houses The Flasck Nursing Facility, Nurse Anesthesia Lab, classrooms, meeting rooms, faculty offices, and nursing labs.

The Den, located in the shopping complex at the corner of McCord and Brint, was established in 2010 and offers students the opportunity of a common space located adjacent to the residence halls at Lourdes Commons. The Den is intended primarily as a casual gathering space for students and a location for student centered programming. The Den also houses the mail room for residential students, computer stations, televisions and the Residence Life Office.

Introduction to Lourdes University

The Lourdes University Bookstore, located in the shopping complex at 4900 N. McCord at the corner of Brint Road, offers not only textbooks but an extensive variety of Lourdes University apparel and gifts.

The Russell J. Ebeid Hall, houses classrooms, faculty offices, a student lounge area, the Admissions Office, the Information Technology Center, and the Welcome Center.

The Russell J. Ebeid Recreation Center

The Recreation Center, located on Mid-Campus, houses the competition gym, grand entrance lobby/lounge, team locker rooms, general/student locker rooms, free weight room, aerobics room, cardio room, fitness room, two classrooms, Athletics Department offices, and a box suite.

Lourdes University Mid-Campus Complex

In 2015, Lourdes University began the development of the property located between the Historic Campus and Lourdes Commons into the Mid-Campus Complex. These 13 acres are the home of the Russell J. Ebeid Recreation Center, the practice athletic field, the University's Spirit Rock, and the connector pathway between Lourdes Commons and the Historic Campus.

The Appold Planetarium

The Appold Planetarium is a digital immersive theater that can provide real-time 3D sky simulations, fulldome shows and multi-media presentations. The planetarium allows for the expansion of astronomy instruction for Lourdes' undergraduate programs, as well as biology and education. Public shows bring in a wide cross-section of the community and have been used to educate people of all ages, from preschoolers through senior citizens. Lourdes students, staff and faculty receive discounted admission to public shows. Originally opened in 1964 as the Copernicus Planetarium, it was renamed the Appold Planetarium in recognition of generous donors James and Patricia Appold in 2006 when the original equipment was replaced with a fulldome video system powered by Starry Night software. Additional support by the Appolds enabled a new projection system to be installed in 2016.

Ebeid Student Center

The Ebeid Student Center is located in the lower level of Delp Hall and is named in honor of Russell J. Ebeid, a generous friend of Lourdes. Designed by students for students, the Ebeid Student Center offers a place to gather, study, watch TV, play pool or ping pong and engage in an assortment of other activities such as open mic and small stage performances.

The Flasck Nursing Center

The Flasck Nursing Center is located in St. Joseph Hall. Named in honor of Dick and Dolly Flasck, the Flasck Nursing Center houses classrooms, the Nurse Anesthesia Program Lab, faculty office space, meeting rooms, simulated hospital and home care setting, state of the art interactive computerized mannequins, and other features that assist in preparing nursing students for their careers.

The Franciscan Center

The Franciscan Center is a multi-purpose facility, which includes meeting rooms, commons, gymnasium, and theatre.

- The Commons serves as an ideal facility for diverse activities and exhibits. The meeting rooms, with an adjacent kitchen equipped for catered service, provide convenient space for the many community groups that meet there. The Commons can comfortably accommodate wedding receptions with 350 guests, still providing a dance area.
- Serra Theatre, with a seating of 850, provides the campus and local community with a setting for cultural and educational events.

Paul R. Koester Greenhouse

The Paul R. Koester Greenhouse situated directly behind Mother Adelaide Hall offers hands-on technology to assist the University in its ecology, botany, and genetics courses.

Other Buildings on Campus

Queen of Peace Chapel (Northwest corner of campus), a large chapel constructed on the model of Santa Barbara Mission in California, is the site for major University liturgies, paraliturgical functions, personal prayer, and ecumenical services. The Chapel is used primarily by the Sisters of Saint Francis. It is NOT available for weddings.

The Portiuncula is a small oratory a short distance from Queen of Peace Chapel. It is a replica of a church repaired and used by St. Francis. The original church is now enshrined in the Basilica of Our Lady of the Angels in Assisi, Italy. The Portiuncula is open to those who wish to pray in an atmosphere of quiet reflection.

Alverno Art Studio is located across the campus from the main University buildings. This studio has 2,745 square feet of workspace with kilns and equipment for use by the Sisters of St. Francis.

Family Educational Rights and Privacy Act (FERPA)

Lourdes University is in full compliance with the Family Educational Rights and Privacy Act of 1974 as amended (FERPA), which is designed to protect the confidentiality of student records maintained by educational institutions and to give students access to their records to assure the accuracy of their contents. A student is any person who attends or who has attended the University. An education record is a record maintained by the University which is directly related to a student, with the following exceptions:

- Records made by University employees which are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- Employment records unless the employment is contingent on the fact that the employee is a student;
- Clinical records made, maintained and used by professionals or paraprofessionals (e.g. physician, counselor) only in connection with treatment of the student and disclosed only to individuals providing the treatment;
- Alumni and development records containing information about individuals after they are no longer students at the University.

FERPA affords students certain rights with respect to their education records including:

- (1) The right to inspect and review the student's education records within 45 days of the day Lourdes University receives a request for access, provided the student has not waived this right.

A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

- (2) The right to request amendment of the student's education records that the student believes are inaccurate.

A student who wishes to ask the University to amend a record should write the Registrar and clearly identify the part of the record the student wants changed and specify why s/he thinks it is inaccurate.

If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception permitting disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, or staff position (including health services); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (e.g. an attorney, auditor, National Student Clearinghouse); a person serving on the Board of Trustees; volunteers performing institutional functions and services; and students conducting University business (e.g., serving on official committees, working for the University, or assisting another school official in performing his or her tasks). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

Upon request, the University may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

Lourdes University may disclose information about a student without violating FERPA if the disclosure is of "directory information." Lourdes University designates the following categories of personally identifiable student information as "directory Information" and may disclose or publish such information at its discretion: student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate; full-time or part-time), participation in officially recognized activities/sports, weight and height of athletic team members, degrees, honors and awards received, and the most recent educational agency or institution attended.

A currently enrolled student has the right to withhold disclosure of directory information by submitting written notification to the Registrar within 14 days from the first day of each semester.

Lourdes University representatives may take photographs and videos of students participating in academic or extra-curricular activities and use them for University purposes. Students who have questions or who do not wish their name or likeness to be used, should notify the Office of University Relations (Director of University Relations) in writing that the student wishes to withhold permission to publish certain information.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education
400 Maryland Avenue, SW, Washington, DC 20202-5901

Notice of Non-Discrimination

Lourdes University does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other legally protected category in its programs and activities, as required by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, 34 CFR Part 106, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973 and 34 CFR 104.7, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, and the Genetic Information Non-Discrimination Act of 2008.

The following individual has been designated to handle problems, questions, and complaints regarding gender-based discrimination/Title IX:

Michelle McDevitt
Title IX Administrator
Director of Public Safety
6832 Convent Blvd.,
Sylvania, OH 43560
419-517-8953
MMcDevitt@lourdes.edu

The following individual has been designated to handle all other problems, questions, and complaints of discrimination:

Geoffrey Grubb, Ph.D.
Provost
6832 Convent Blvd.
Sylvania, OH 43560
419-824-3818
ggrubb@lourdes.edu

For further information, please contact:

Cleveland Office
Office for Civil Rights
U.S. Department of Education
600 Superior Avenue East, Suite 750
Cleveland, OH 44114-2611
Telephone: 216-522-4970
FAX: 216-522-2573; TDD: 877-521-2172
Email: OCR.Cleveland@ed.gov

The Mother Adelaide Award

The Mother Adelaide Award, established in 1968 on the tenth anniversary of Lourdes College, is conferred on a woman distinguished by dedicated Christian service in any sphere of life. The award is a medal bearing a portrait of Mother Adelaide, foundress of the Sisters of St. Francis of Sylvania, Ohio, under whose leadership and inspiration Lourdes College, and later Lourdes University, was founded.

The Newman Award

Lourdes University bestows the Newman Award on a man or woman recognized for educational, social, moral, or cultural leadership. The award is named for John Henry Cardinal Newman (1801 - 1890), English champion of the liberal arts. The award is presented on alternate years with the Mother Adelaide Award.

Accreditation and Membership

Lourdes University is:

- Sponsored by the Sisters of St. Francis of Sylvania, Ohio
- Authorized by the Ohio Department of Higher Education
- Accredited by The Higher Learning Commission
- Approved by the Ohio State Department of Education
- Approved by the Ohio Board of Nursing
- Accredited by the Commission on Collegiate Nursing Education
(Department 210, Washington, DC 20055-0210, 202.887.6791)
- Accredited by the Council on Accreditation (COA) - Nurse Anesthesia Program
- Accredited by the Council on Social Work Education (CSWE)
- Accredited by International Assembly for Collegiate Business Education (IACBE)
- Accredited by the Teacher Education Accreditation Council (TEAC)

Lourdes University holds membership in:

- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Association of Nurse Anesthetists
- American Association of University Women
- American Conference of Academic Deans
- American Council on Education
- American Library Association
- American Psychological Association
- Archivists for Congregations of Women Religious

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Association for the Advancement of Sustainability in Higher Education
Association for the Tutoring Profession
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Franciscan Colleges and Universities
Association of Governing Boards of Universities and Colleges
Association of Graduate Schools in Catholic Colleges and Universities
Association of Independent Colleges and Universities of Ohio
Association of University Programs in Health Care Administration
Better Business Bureau of Toledo
College Board
Commission on Collegiate Nursing Education
Council for Adult and Experiential Learning
Council for Higher Education Accreditation
Council for Opportunity in Education
Council of Graduate Schools
Council of Independent Colleges
Council of Social Work Education
Higher Learning Commission
Independent College Advancement Associates
International Assembly for Collegiate Business Education (IACBE)
International Leadership Association
Midwest Association of Graduate Schools
National Academic Advising Association
National Association for College Admission Counseling
National Association of College and University Attorneys
National Association of Independent Colleges and Universities
National Association of Intercollegiate Athletics
National Association of Student Financial Aid Administrators
National League for Nursing
Northwest Ohio Hispanic Chamber of Commerce
Ohio Association of Advanced Practice Nurses
Ohio Means Internships & Co-ops
Ohio Council of Deans and Directors of Baccalaureate and Higher Degree
Nursing Programs
Ohio Foundation of Independent Colleges
Ohio League for Nursing
OHIONET

Public Responsibility in Medicine & Research
Quality Matters
Regional Growth Partnership
Science Alliance for Valuing the Environment
Sylvania Area Chamber of Commerce
Sylvania Country Club
Sylvania Rotary Club
Teacher Education Accreditation Council
Toledo Area Cultural Leaders (T.A.C.L.)
Toledo Area Organization of Nurse Executives
Toledo Employers Association
Toledo Federation of Art Societies (TFAS)
Toledo Metropolitan Area Council of Governments
Toledo Regional Chamber of Commerce
Wolverine-Hoosier Athletic Conference

Agreements with Other Institutions:

Ashland University
Connemara West Plc (Ireland)
Case Western
Davis College
Harbor House
Eastern Michigan University
Greater Northwest Ohio Tech Prep Consortium
Kingston Residence of Sylvania (Assisted Living)
Lakes of Monclova
Learner's Edge
Lorain Community College
Lutheran Homes Long Term Care
Mercy College of Northwest Ohio
Monroe Community College
NAMI of Greater Toledo
Northwest Ohio Psychiatric Hospital (Ohio Department of Mental Health & Addiction Services)
Northwest State Community College
Oregon Health Investors, Inc. dba Orchard Villa
Otterbein Senior Lifestyle Choices
Owens Community College
Pan American School of Porto Allegre, Brazil

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Rhodes State College
Service Members Opportunity Colleges
Shadow Health LMS (Digital Clinical Experience)
Siena Heights University
St. Joe Elementary School
Stautzenberger College
Studio Art Centers International
Summerfield Elementary School
Sunset House
Sunset Village
Swan Creek Retirement Village
Sylvania Franciscan Health
Terra Community College
The University of Findlay
The University of Michigan
The University of Toledo
Tiffin University

Student Life



MISSION: Student Life prepares students for life, career, citizenship, and leadership roles in the community and our diverse society.

The areas within Student Life include: accessibility services, athletics, counseling services, diversity and multicultural services, residence life, community standards and student conduct, student activities and recreation, student organizations, Title IX, and the Federal TRiO programs, including Student Support Services and Upward Bound. These areas are designed to assist and support students in their overall educational goals and experiences.

Academic Advising Process

MISSION: Academic advising is a critical component of the educational experience. Through academic advising, advisors empower students to develop and implement sound educational plans that are consistent with their personal values, goals and career plans. Our purpose is to guide students to become self-directed learners and decision makers.

Academic advising is an important component of the educational program at Lourdes University. Academic advisors assist students in the exploration of academic opportunities at the university and in the selection of courses. Advisors may refer students to other sources of information and assistance at Lourdes. Students are expected to initiate and maintain regular contact with their advisors to address the student's curricular and career concerns, and to review progress towards graduation. Students are expected to meet with advisors when declaring a major or minor, before registering for classes each semester, and when making corrections to their degree audits.

Students and their advisors are expected to explore the student's academic interests and concerns, as well as educational and career goals, and to seek expert information and advice about academic policies and procedures and about specific academic programs from the Catalog, from newsletters and websites, from faculty members in the majors and minors designated as first year resources, and from other sources of advice and counseling on campus.

Students are assigned an academic advisor according to their major. Most students will meet with a faculty member in their department for course scheduling, career advice, and other advising matters. With the advisor's assistance, students develop their plan of study, register for classes, and learn about some of the culture, values and practices of the Lourdes University community. All students are required to meet with an academic advisor before registering for classes. Students who are conditionally admitted are advised by the Director of Academic Advising until they meet their conditions and are able to meet with an advisor in their department.

Academic Services

MISSION: To provide a wide range of academic support programs that facilitate student success and retention, the Department of Academic Services takes a leadership role in developing, integrating, and maintaining centralized, comprehensive academic services on campus.

Sr. Cabrini Warpeha Academic Support Center

MISSION: The Sr. Cabrini Warpeha Academic Support Center maintains an atmosphere, utilizing Franciscan values, that is focused on increasing success and retention for all students of Lourdes University. The Academic Support Center offers academic support services to a diverse community in a nurturing, student-centered environment.

Students may use computers, scanners, and printers in the Academic Support Center. Computers are equipped with Microsoft Office, SPSS, Kurzweil 3000, and a variety of other software. Laptops are available for current Lourdes students to borrow.

Additionally, the Academic Support Center provides tutors (for content) and academic coaches (for study skills) to currently enrolled Lourdes University students. Undergraduate and Graduate students can schedule appointments for individual or group tutoring, or they may utilize drop-in tutoring or online eTutoring services.

Each semester, workshops are offered to assist students with various topics, including: writing, software technology, and study skills (i.e., time management and test preparation). Students may register for any of these free workshops.

The Academic Support Center proctors make-up tests, standardized tests, and tests for students who need academic adjustments (e.g. Kurzweil 3000, extended time, and/ or reduced distraction). Students are responsible for scheduling their own proctored testing appointments.

Lourdes alumni may use the Academic Support Center's desktop computers, but other services (e.g., tutoring, workshops, and laptop computers) are not permitted.

Center for Professional Studies

The Center for Professional Studies (CPS) offers discipline-specific resources for students in Business, Education, Social Work and Leadership Studies -- but all students are welcome! Print and electronic resources include business and education software, periodicals and newspapers, children and YA literature, professional development books, course reserve materials, and much more. The CPS offers laminating, die cutting, and comb binding machines, as well as copying and printing. The CPS offers test prep for Praxis Core and The Ohio Assessment for Educators for undergraduate students.

Center for Nursing Scholarship

MISSION: The Center for Nursing Scholarship (CNS) supports the scholarship of the students and faculty in the College of Nursing. The CNS is dedicated to fostering an environment that is conducive to research efforts and scholarly activities, including capstone projects and evidence based initiatives. It promotes collaboration between academia and practice, faculty and students, and novice and experienced faculty that improves the health of our community with a particular focus on health disparities and cultural competence.

Duns Scotus Library

MISSION: Duns Scotus Library provides services to students, faculty, staff of the University, Sisters of St. Francis and the community, and strives to help the University fulfill its Mission by complementing all University programs with resources and services.

Students have access to The Duns Scotus Library collection that includes books, audio visuals, periodicals, and online resources such as research databases, eBooks, and electronic journals. Students may use library PCs or laptop computers with Internet access and Microsoft Office software, printers, a scanner and fax machine. The Library has group study rooms and video monitoring equipment available for individual use. The Library homepage (<http://www.lourdes.edu/library>) has links to subject guides, tutorials, an article request form and the patron's library account, as well as the catalog and databases. The Library staff provides patrons with assistance in learning how to access OPAL/Ohio LINK library catalogs to locate and request books and other materials, and research databases to find and request journal articles. At the request of faculty, librarians schedule library group instruction.

Accessibility Services

MISSION: To facilitate equal access to programs and services for students with disabilities throughout Lourdes University and to foster the growth and independence of students with disabilities.

So that all students at Lourdes University have an equal opportunity for personally and academically rewarding experiences, the Office of Accessibility Services provides reasonable accommodations, support services, and auxiliary aids for students with disabilities and/or medical conditions. The Office of Accessibility Services administers accommodations for eligible students to remove barriers to full participation in University life.

Accommodations are individually designed and based on the specific needs of each student as identified by our Office of Accessibility Services. Some examples include

extended test-taking time, note-taking services, and alternative format textbooks.

Accessibility Services brochures that provide accessibility and parking information are available at the Welcome Center and the Office of Accessibility Services, located in SFH 109. Information is also available online at www.lourdes.edu/campus-life/accessibility.

Alumni Association

The Lourdes University Alumni Association is the official organization of graduates and certificate/licensure holders of Lourdes. The Alumni Association represents the strongest lifelong bond between Lourdes University graduates, current students, and the students of tomorrow. The Association provides alumni with an opportunity to remain connected with the University through special events, working with faculty, and networking with students.

In addition the Alumni Association works with Lourdes for Life to foster positive relations between the student body and alumni, as well as promote membership in The Lourdes University Alumni Association. This group strives to provide opportunities for current students to interact with alumni via programs that feature social, networking, spirit building, and fundraising activities. The goal of Lourdes for Life is to advance support of Lourdes University by students and eventually, as graduates, through volunteering and financial support.

Athletic Programs

Lourdes is a member of the National Association of Intercollegiate Athletics (NAIA), and the Wolverine Hoosier Athletic Conference (WHAC). Lourdes competes in Women's and Men's Volleyball, Women's and Men's Basketball, Women's and Men's Golf, Women's and Men's Cross Country, Women's and Men's Lacrosse, Women's and Men's Soccer, Baseball, Softball, and Competitive Cheer and Dance. Season schedules, team rosters and more can be found at www.lourdesathletics.com.

Lourdes also sponsors the following opportunities for students to complement the athletic teams and support the home contests:

- Spirit Squad
- Mascot Team

More information about the Spirit Squad or Mascot Team can be found at www.lourdesathletics.com.

The Gray Wolves Mascot

Lourdes adopted the “Gray Wolves” as its official mascot in January of 2008. The Gray Wolf appears at various functions on campus as well as at home athletic contests. The Gray Wolf is affectionately known as “Gubi”.



The image of the Gray Wolves represents:

- The reverence St. Francis had for all God’s creatures, including animals and nature.
- The story of St. Francis and the Wolf of Gubbio.
- The terracotta, black and white color scheme of Gubi’s suit is the University colors.

Fight Song

In the Fall of 2010 Lourdes selected a fight song. The “Gray Wolf Spirit” – music & lyrics: Karen and Michael Biscay.

The final lyrics were edited and approved by a Selection Committee comprised of faculty, staff, and students.

*We are the Gray Wolves, come hear us howl!
We strive for victory, we’re on the prow!
Out on the court or out in the field, Gray Wolves fight and never yield!
Gray Wolves are brave and Gray Wolves are bold!
Our loyalty will never grow old;
Gray Wolves with fearless stride march forward with true Lourdes pride
Fighting on for Victory!*

Campus Ministry

MISSION: To work to enhance the educational experience of the members of the Lourdes University community by providing opportunities for spiritual, social, and service oriented activities within the context of our Catholic and Franciscan identity and mission.

Campus Ministry serves the entire University community by calling forth and coordinating the gifts and talents of students, administration, faculty, and staff. Its goal is to help create a community whose faith is alive, informed, active, and steeped in the Franciscan tradition. Campus Ministry works to assist students to develop Gospel values, to reflect these values in their lived experience, to inspire in them a commitment to community service, and to encourage the development of leadership skills.

The University community is exposed to experiences that explore our rich Catholic and Franciscan historical, social, and religious traditions and is provided with an avenue for understanding and appreciating diverse faith traditions. The department collaborates with others in the University, Sylvania Franciscan, civic, and church communities to provide opportunities to learn from and serve with each other.

Campus Ministry invites students of all faith traditions to move “from me to we – from you to us.” The student organization, L.I.N.K. (Linking Interest Need and Knowledge), works closely with Campus Ministry to initiate, communicate, and evaluate activities that reflect the faith and values dimension of Lourdes University. The Habitat for Humanity Alternative Spring Break Team works as an offshoot of L.I.N.K.

Career Services

MISSION: To assist students in developing and clarifying self-knowledge and to integrate their understanding with their academic studies, career objectives and preparation. Students will develop the essential internship and job search skills and techniques to plan and execute their career plans effectively, whether it is an internship, full-time employment or graduate school.

Career Services’ objective is to create and maintain an educational environment for all students and alumni, which compliments, enhances, and supports the broader academic mission of Lourdes University. Career Services strives to be proactive in our efforts to assist students with their major and career selection, gain internships or related work experience, and educate on the internship and job search process utilizing a variety of tools, techniques and resources that best fit the learning style and needs of the student.

Connecting students with student employment opportunities is also a function of Career Services. Many on-campus departments receive funds from Lourdes University to employ students. Career Services manages the student worker budgets, trains on-campus supervisors, and collaborates with the Financial Aid department on Federal Work Study monies. Students interested in finding on-campus and off-campus part-time employment can schedule a meeting with Career Services to demo College Central, Career Service’s on-line career and internship database: <http://www.lourdes.edu/career-success/student-employment/>.

Career Services offers individual appointments, career events, programs and workshops, classroom training, and internship and job fairs to ensure career readiness. Students are encouraged to contact Career Services early in their academic career to be properly prepared for life after college. Please call, email or stop by to schedule an appointment.

Career Services is located in MAH 132, and the telephone number is 419-824-3704. For additional information, please access www.lourdes.edu/career-success.

Community Standards and Student Conduct

MISSION: As members of the Lourdes University community we have rights and responsibilities. These rights and responsibilities help us to create an atmosphere of concern and caring that is conducive to the teaching/learning process. We are committed to providing a fair and equitable conduct process that values educational sanctions. We value the integrity of each person as well as the importance of community, and as such, we seek to balance the common good with the needs of the individual.

The conduct expected of Lourdes University students is consistent with the stated mission, guiding principles, and Franciscan values of the University. Lourdes University students should conduct themselves at all times in accordance with the regulations of the University and the laws of the city, state, and national government(s). Honesty is expected of every student, as well as courtesy to faculty, staff members, other students, and the general public.

A full explanation of standards of student conduct is described in the Student Handbook. Also included in the Handbook is a discussion of students' rights, privileges, responsibilities, and conduct hearing procedures of any violation of University regulations. The Handbook is revised annually and accessible to students on the University's website and in hard copy upon request. Every student is responsible for knowing and observing all Lourdes University regulations. Questions concerning Lourdes University regulations, or conduct procedures should be addressed to the Executive Director of Residence Life and Community Standards.

Counseling Services

MISSION: Sophia Center provides counseling and testing services and promotes the holistic development to support students in achieving their personal and academic goals.

Sophia Center offers individual personal counseling on a confidential basis for all enrolled students. Students can receive one-on-one individual counseling and supportive services to assist in addressing personal, social, educational, family and work concerns that can interfere with effective functioning and successful academic performance. The office serves as an information and resource base on numerous

mental and personal health issues, and provides assistance in linking students in need with available community resources in the N.W. Ohio/S.E. Michigan area.

Discrimination and Harassment

The University is committed to upholding standards which promote respect and individual dignity in an open environment fostering learning and professionalism. It is the policy of the University to maintain an educational and work environment free from discrimination and harassment. Discrimination against or harassment of any member of the University community, based on race, color, gender, sex, age, marital status, religion, national origin, citizenship, political affiliation, disability, military or veteran status, or other legally protected category is prohibited. The University also prohibits retaliation against any person who brings a good faith complaint under this policy or is involved in the complaint process. Conduct that violates this policy may also violate state or federal law.

Any violation of this policy by a student or employee of the University may result in disciplinary action which may range from reprimand to expulsion (for students), or termination of employment (for employees).

The educational process at the University is based on mutual trust, freedom of inquiry, freedom of expression, and the absence of intimidation and exploitation. To function as a center of academic freedom and intellectual advancement promotes free and unfettered discussion of the widest possible nature, and encourages expression of all points of view. The University recognizes that the academic setting is distinct from the workplace in that wide latitude is required for professional judgment in determining the appropriate content and presentation of academic material. Assertions that could be construed as discriminatory or harassing, however, should be directly related to the exchange of ideas, ideologies or philosophies. Any such assertions in the teaching context that are persistent, pervasive, and not germane to the subject matter will not be tolerated.

Legal Basis

Lourdes University's Institutional Policy on Discrimination and Harassment is consistent with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, 34 CFR Part 106, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973 and 34 CFR 104.7, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, and the Genetic Information Non-Discrimination Act of 2008.

In addition to contacting the relevant Administrator set forth below, regarding the application of Title IX and 34 CFR Part 106, an individual may contact the Regional Civil Rights Director, U.S. Department of Education, 1350 Euclid Avenue, Suite

325, Cleveland, OH 44115, Telephone: (216) 522-4970 Facsimile: (216) 522-2573,
Email: OCR.Cleveland@ed.gov.

Discrimination

Discrimination is conduct that is based upon an individual's race, color, gender, sex, age, marital status, religion, national origin, citizenship, political affiliation, disability, military or veteran status, or other legally protected category that excludes an individual from participation, denies the individual the benefits of, treats the individual differently or otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a University program or activity. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

Lourdes University does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other legally protected category in its programs and activities, as required by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, 34 CFR Part 106, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973 and 34 CFR 104.7, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, and the Genetic Information Non-Discrimination Act of 2008.

Harassment

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, creed, religion, national origin, ancestry, citizenship, sex, disability, military or veteran status, age, or other legally protected category that:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working environment;
2. Has the purpose or effect of unreasonably interfering with an individual's work performance;
3. Otherwise adversely affects an individual's employment opportunities;
4. Has the purpose or effect of creating an intimidating, hostile, or offensive study or learning environment;
5. Has the purpose or effect of unreasonably interfering with an individual's study or learning experience; or
6. Otherwise adversely affects an individual's educational opportunities.

Sexual Harassment

The University will not tolerate sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a condition of the individual's employment or educational opportunities;
2. Submission to or rejection of such conduct by an individual is used as a basis for employment or educational decisions affecting the individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's work or educational performance, or creating an intimidating, hostile, or offensive working or studying environment.

Examples of sexual harassment include, but are not limited to these actions:

1. Physical assault, indecent exposure, physical contact of a sexual nature, or realized sexual encounters;
2. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation;
3. Direct propositions of a sexual nature;
4. A subtle pressure for sexual activity or a pattern of conduct intended to disconcert, distress, or humiliate through sexual comments or sexually explicit statements, questions, jokes, anecdotes, or sexually explicit visual/auditory material;
5. A pattern of conduct that would disconcert, distress, or humiliate a reasonable person of the same gender as the person to whom the conduct was directed. The pattern of conduct could include one or more of the following actions: unnecessary touching, unwanted staring, patting, hugging, or brushing against a person's body; remarks of a sexual nature about a person's clothing or body; remarks about sexual activity, or speculations about previous sexual experience.

Redress of Complaints

Individuals are strongly encouraged to report all incidents of discrimination, harassment, sexual misconduct, and retaliation. Individuals who make complaints under this policy or provide information related to such complaints will be protected against retaliation. No one will be reprimanded or discriminated against in any way for initiating an inquiry or complaint in good faith. Once an inquiry or complaint is made, efforts will be made to resolve the problem within a reasonable time.

Sexual misconduct matters involving students will typically be addressed in accordance with the Community Standards Code of Conduct and/or the Title

IX: Sexual Misconduct Policy, as appropriate. Any gender-based discrimination complaints, whether addressed under this policy or the Title IX: Sexual Misconduct Policy will be reported to the Title IX Coordinator.

Confidentiality of complaints filed under this Institutional Policy on Discrimination and Harassment will be protected to the extent reasonably possible, but complete confidentiality can decrease the effectiveness of the investigation. The University will do its best to respect requests for confidentiality and weigh them against preserving the environment of the University community. In any situation, the University will disclose information only to those who need to know about it. It is important that the complainant, the respondent, and others involved in a complaint (witnesses, advisors) also use discretion when discussing the matter, and are encouraged to maintain confidentiality. In a small community, public discussion of matters covered by this policy can be hurtful.

Problems, questions, and complaints addressed under the Institutional Policy on Discrimination and Harassment include complaints based on the conduct of University faculty, administrative and staff members and other persons acting in official University capacities.

Problems, questions, and complaints regarding gender/sex discrimination involving students shall be addressed in accordance with the Title IX: Sexual Misconduct Policy (not this Policy) and directed to the University's Title IX Coordinator:

Michelle McDevitt

Title IX Coordinator

Director of Campus Public Safety and Security

419-517-8953

MMcDevitt@lourdes.edu

Problems, questions, and complaints alleging harassment and/or discrimination on the part University students, other than that addressed by the Title IX: Sexual Misconduct Policy shall be addressed in accordance with the Community Standards & Student Conduct Code and directed to:

Andy Ham

Executive Director of Residence Life and Community Standards

419-824-3873

aham@lourdes.edu

Problems, questions, and complaints regarding disability discrimination shall be addressed in accordance with this Policy and directed to:

For Students:

Christine Miller

Assistant Director of Accessibility Services

419-517-3523

mcmiller@lourdes.edu

For Employees:

Scott Simon

Director of Human Resources

419-824-3743

ssimon@lourdes.edu

All other inquiries and complaints regarding discrimination and/or harassment shall be addressed in accordance with this Policy and directed to:

Geoffrey Grubb, Ph.D.

Provost

419-517-3818

ggrubb@lourdes.edu

For more information, regarding resolution, complaints, appeals or additional reporting, please refer to the University employee handbook or student handbook. You may also refer to the University website for the complete policy statement under consumer disclosures.

Diversity and Multicultural Services

MISSION: To foster a sense of awareness, appreciation, advocacy and understanding of diverse populations so all members of the Lourdes University community feel honored, valued and respected within their unique cultural frameworks.

The Office of Diversity and Multicultural Services provides programs and activities that educate and promote inclusiveness for the Lourdes University community.

First Year Experience

MISSION: To provide a common experience where new scholars are welcomed into the Lourdes community while intentionally addressing personal and academic success strategies, communicating early and often about expectations, modeling the Lourdes mission, promoting opportunities for co-curricular involvement, and proactively addressing issues and concerns that college students experience on a national scale.

First Year Experience (FYE) begins during Gray Wolf Registration Days, transitions through New Student Orientation (the week prior to the start of the academic semester), and continues with the FYE 100: The Lourdes Experience course. The course is instructed by both faculty and professional staff and is offered in the Fall and Spring semesters. The FYE 100 course runs for the first 12 weeks of the academic semester in the Fall, and it runs for 15 weeks in the Spring.

Students who are required to participate in FYE 100: The Lourdes Experience include:

- Students who are direct from high school.
- Students who have 18 or less credits that transfer to Lourdes.

Transfer students of any age with 19 credit hours or more (excluding credit earned while in High School) are exempt from FYE 100: The Lourdes Experience.

Food Service

Adjacent to the planetarium Lobby and Mother Adelaide Hall is The Grille, a 9,500 square foot dining hall featuring an open floor plan, large seating area, food stations set up in a circular pattern and a full range of food choices from traditional to international dishes. Space has also been designated for an outdoor dining patio and for a lounge/study space with a widescreen TV. Café Lourdes, located adjacent to The Grille, offers a menu of freshly made soups, salads, sandwiches, pizza, specialty coffees and other dining options in an ala carte atmosphere.

Vending options are located throughout the various campus buildings for that person on-the-go or with a tight schedule.

Recreation Center

The Russell J. Ebeid Recreation Center located on the Mid-Campus Complex is available for use during posted hours. The recreation center's competition court has a wood playing surface lined for basketball and volleyball. The recreation center's free

weight room, aerobics room, cardio room, and fitness room include a wide variety of exercise equipment. The building also has full shower and dressing room facilities.

Health Services

In case of an emergency, first contact 911, then call 411. If necessary, referral service to a physician or to a hospital will be provided with the understanding that the expenses will be the responsibility of the student. Non-emergency services are available at the Health and Wellness Center, located next to The Den. Consult the Lourdes website for days and hours of operation. Students seeking health insurance are advised to consult local health insurers.

I.D. Card

Lourdes University I.D. cards permit students to use or participate in the following: library and research, the Academic Support Center, fine arts activities (concerts and art shows), the gym and fitness center, and other social and academic functions. All students should have a Lourdes University I.D. card, which can be obtained at the I.T. Department located in the basement of Ebeid Hall .

Lourdes Alert

Lourdes Alert is a service provided by the University to deliver a TEXT and EMAIL MESSAGE notice to the campus community. It will be used for emergency notification such as tornado warnings, personal security and major emergency events. This service is available through the Lourdes Web Site – www.Lourdes.edu/alert.

Lourdes Alert is an “Opt-Out” service for text and e-mail alerts. Text message fees may be charged by your personal cell phone carrier. Student emails are automatically entered; however, students should confirm registration via the website, where additional features can be included (such as addition of a phone number for text messages or a secondary email address).

Parking

To ensure the orderly and safe flow of traffic on campus, specific parking areas are designated for student and faculty vehicle parking, including parking for persons with physical disabilities.

Vehicle Registration and Parking Permit

Every student who operates or expects to operate a motor vehicle on Lourdes University property must register the vehicle. More than one vehicle may be registered. Parking permits for on-campus parking are issued at the Public Safety Office, located at 6557 Brint Road, Sylvania Ohio 43560 (Lourdes Commons area) . Parking fee is \$50.00 per semester.

The parking permit/sticker must be clearly and appropriately displayed on the vehicle window. Parking stickers attach to the outside of your vehicle window, either rear or front windshield.

Student Parking at Lourdes Commons

Parking permits apply to all students. Residential students will be issued a residential parking permit; the fee is \$ 50.00 per semester.

Approved Parking

Student parking areas and regulations are posted on campus bulletin boards and in the Student Handbook, which is easily accessed from the Lourdes University website and available in hard copy upon request.

More parking information including permits, payments, and citations can be found on the Lourdes website.

Publications

AtLourdes Magazine

Published three times a year by the Office of University Relations, *AtLourdes* is available to students online and at various locations around campus.

Lourdes Portal

The Lourdes University portal provides students, faculty, and staff with access to their academic information and services all in one place. Some of the key features of the portal are: single sign-on capabilities to Email, Sakai, Banner Self Service and more. Visit <https://mycampus.lourdes.edu> to log in. You can also click on “Lourdes Portal” from the university website.

Recording Policy

Lourdes University prohibits the use of tape-recorders, video cameras, cell phones, and all other devices by students to record class lectures or meetings with the instructor or any staff member unless they have express written consent of the professor or staff member. Before recording any lecture, a student who wishes to record a lecture must sign a Lourdes University Agreement Form and present this to the instructor for

written consent. Once students have signed the Lourdes University Agreement Form and have the express written consent of the instructor to record a class or meeting, students must make their own arrangements to record the class.

Lourdes University prohibits the use of electronic devices by students for the purpose of recording private conversations with faculty or staff members unless all parties have given written consent.

Students with disabilities who are unable to take or read notes may be able to record class lectures for their academic study only if approved by the Office of Accessibility Services. Information contained in recorded lectures is protected under federal copyright laws and may not be published or quoted without the express consent of the instructor and Lourdes University.

These recordings may only be used for the student's academic use related to the course, and cannot be shared, copied, released, or disseminated to others without the express written consent of the instructor. Recorded lectures may not be used in any way against the instructor, other faculty members, staff, Lourdes University, or students whose classroom comments are recorded. Students should be aware that any class and discussions held therein may be subject to recording. Violations of this policy may result in sanctions.

Residence Life

MISSION: The Department of Residence Life is committed to the Franciscan values of community, learning, reverence, and service. Our philosophy is intentionally grounded in these values to support individual growth in and out of the classroom. By developing dynamic living-learning communities, we are committed to preparing students to become active members of their communities.

On-campus housing is available for students at Lourdes Commons, located on McCord Road near Brint Road. The residential complex currently has six buildings designated for residence halls: Ambrose, Bonaventure, Emmanuel, Justinian, Pioneer and Rosaria Halls. The halls include one and two bedroom apartments, fully furnished with internet and basic cable. Complete pricing information, application form, and the Handbook for Residence Life is available from Residence Life staff or on the Housing website: www.lourdes.edu/housing.

Public Safety (Security)

Lourdes University employs security officers to patrol the parking lots, residence halls at Lourdes Commons, and the University academic buildings. The security officers can be contacted by campus phone at 411 or 419-574-3861 from a non-campus phone.

Student Life

In case of life-threatening emergencies, faculty, administration, support staff, and students are directed to call 911 and then notify Campus Security at 411 from a campus phone or 419-574-3861 from a non-campus phone, who will in turn notify proper administrative personnel.

It is the goal of the administration of Lourdes University and the security staff to promote, preserve and deliver feelings of security and safety through quality services to the administration, faculty, staff, and students. Safety, security, and criminal violations should be reported by contacting a Public Safety office by phone 419-517-8953 or visiting the Public Safety Office located at 6557 Brint Road (Lourdes Commons).

The Sylvania Police patrol the campus and Lourdes Commons as part of a routine route and have authority to arrest as appropriate and as necessary. If you find yourself in an uncomfortable or harassing situation, but you do not consider it to be an emergency, please contact Campus Security at 411 from a campus phone or 419-574-3861 from a non-campus phone.

Counseling Services can be contacted by campus phone at 511 from a campus phone, or 419-349-7563 from a non-campus phone for a student who is experiencing emotional distress.

Service Learning

MISSION: Inspired by our Franciscan values of reverence and service, the Office of Service Learning assists with incorporating service into the Lourdes University curriculum in order to enhance student learning and foster within our students a spirit of civic engagement and a commitment to the community.

Service Learning is an integration of organized service into the higher education curriculum in order to both benefit the community and enhance the student's learning experience. Through Service Learning, students are involved in experiential learning with instructor-facilitated reflection. These experiences are typically in a community agency or non-profit organization - always an institution that can benefit from the student's volunteer effort.

Service Learning is a required component of all undergraduate degrees. The number of required hours varies according to the academic program. The Office of Service Learning fosters the development of additional projects and alliances with community institutions. The collaboration of enthusiastic faculty, staff, students, and community agencies, helps to ensure the success of the Service Learning program at Lourdes University. Lourdes University is a member of Ohio Campus Compact, an alliance that supports student and institutional involvement in service and civic engagement.

Student Activities

MISSION: The Department of Student Activities provides a variety of social opportunities that enrich the overall college experience and promote student engagement. Participation in activities outside the classroom enhances personal growth, interpersonal relationships, and challenges students to broaden their consciousness of a diverse community.

Students are encouraged to participate in University sponsored activities outside the classroom to provide a meaningful and well-balanced collegiate experience. These activities may include involvement in cultural functions such as concerts or performances, coffee houses, social gatherings or diversity programs, as well as campus events provided by Lourdes Events and Activity Planning (L.E.A.P.). In addition, the University offers annual events such as “Hallowweekends” at Cedar Point and Farewell Festival.

Student Government Association

The Student Government Association (SGA) serves as a formal mechanism for a “student voice” on campus with respect to ideas, issues, and concerns regarding campus policies, programs, and activities. SGA not only addresses policy issues, but also sponsors, funds, and coordinates programs that affect the entire student body. SGA is comprised of an executive board, senate, and representatives from each active student organization. Students interested in participating are encouraged to contact the SGA Office at 419-824-3943.

TRiO Program

MISSION: Lourdes University's TRiO program is committed to providing students with personal attention to their academic, cultural, and social needs.

Funded by the U.S. Department of Education, the TRiO SSS is a comprehensive support program designed to provide academic assistance, guidance, resources, and holistic support to low income, first-generation, and students with disabilities to enhance their chances of graduation.

The program goals include:

- Advising members with a focus on achieving academic success and graduation.
- Assisting members in establishing career direction.
- Promoting continued education at the graduate level.

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- Increasing cultural awareness and instilling a sense of social responsibility.
- Encouraging attention to physical, emotional, and social well-being.
- Recognizing individuals' diverse backgrounds and learning styles.
- Increasing financial literacy and fiscal responsibility.

Program goals are achieved through a variety of services, including learning and study skills enhancement, tutoring, academic and professional coaching, personal and career counseling, mentoring, technology assistance, and cultural awareness opportunities. The program collaborates with faculty and staff to enhance members' experiences leading to retention and graduation.

For more information or to apply, visit our website at <http://www.lourdes.edu/academics/academic-resources/trio-support-services>.

Admissions



***MISSION:** To provide quality personalized service to all who inquire about Lourdes University. A vital aspect of the Admissions Office staff is to be a guiding, supportive hand through the admissions process, as well as being the initial channel to opening the doors of the Franciscan mission. With reverence and respect, we welcome each person into the community that is Lourdes University.*

All prospective students are strongly encouraged to visit the campus. An interview/visit can provide a better idea of the educational opportunities available at Lourdes. The Office of Admissions is open from 9 a.m. to 5:30 p.m. Monday through Thursday; 8:30 a.m. to 4:30 p.m. Fridays; and Saturday visits by appointment. To schedule a visit, please go to the following web page www.lourdes.edu/visit or call the Office of Admissions at 419-885-5291 or 1-800-878-3210, ext. 5291. Prospective students are encouraged to explore our website, www.lourdes.edu. Accepted students are encouraged to attend a visit day in the spring.

Eligibility

Entrance into Lourdes University requires either an earned diploma from an accredited high school, a homeschool program in a college preparatory course of study, or a GED certificate. The faculty recommends four units of English, three units of mathematics, three units of social studies (including one in history), three units of science, and two units of foreign language.

The following documents are used in evaluating candidates for direct from high school admission:

- High school G.P.A. and class rank;
- ACT (American College Test) or SAT (Scholastic Aptitude Test) scores;
- Other indicators of potential for academic success as documented in the application, (Letter of recommendation and personal statement will be examined for student with a G.P.A. below 2.75 and ACT or SAT score below an 18 or 900).

Homeschooled students who have completed their high school program and are seeking admission to Lourdes University, are required to submit a home-generated transcript of the courses (with grades) they have completed. Admission to Lourdes University will be decided on an individual basis, taking into account the high school curriculum pursued and the grades achieved. As with other direct-from-high-school students, ACT or SAT scores are required.

The following documents are used in evaluating candidates for adult and transfer admission:

- Official transcripts from all previously attended colleges. Note: students with less than 12 college semester hours (18 quarter hours) are required to submit official high school transcripts or GED along with official transcripts from all previously attended colleges.
- An official high school transcript or GED must be submitted if the applicant has only attended a non-regionally accredited college/university.
- ACT or SAT scores if available.

Certain programs (e.g. nursing, education and pre-professional programs) may utilize additional criteria.

Admission Procedures

Direct From High School Applicants

Applicants can apply for admission either by using the Lourdes University application or the Common Application. The Lourdes University application is located at www.lourdes.edu/apply. The Common Application is located at www.commonapp.org. For priority consideration, the following application deadlines should be noted:

| | | |
|-------------|-----------------|---------------------|
| November 1 | Early Action I | Decision by Nov. 20 |
| December 15 | Early Action II | Decision by Jan. 5 |
| March 1 | Regular Action | Decision by Mar. 20 |

Rolling admission after March 2 is on a space-available basis.

Applications for spring and summer start will be accepted on a rolling basis. See the Office of Admissions for specific start date information.

The Office of Admissions must receive a high school transcript showing grade point average and, if available, class rank. The prospective student should request the official transcript from the high school guidance counselor. Students must submit results of the SAT or ACT to be considered for admission. If more than one set of scores is submitted, the higher scores are used.

Transfer Applicants

Transfer applicants are students who have attended another college/university prior to Lourdes University regardless of credit hours passed or program major.

Lourdes University must receive an official transcript sent directly from each college or university attended by a prospective student. An official high school transcript is needed if the student is enrolled in the first semester of a college/university or has less than 12 semester hours at a college/university, or a G.P.A. under a 2.0 from last attended institution.

The University's Registrar completes a credit evaluation for transfer students when all official transcripts from other regionally accredited colleges have been received in the Office of Admissions. A copy of the evaluation is available to the student through the academic advisor.

Only transfer credits from colleges and schools accredited by The Higher Learning Commission or its nationally affiliated equivalent accrediting associations will be accepted. The HLC nationally-affiliated accrediting associations are:

- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

For international students, transfer credit is granted when courses taken at an approved (as defined by the appropriate governmental body in the international

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student's home country [e.g. Ministry of Education]), degree-granting post-secondary institution are completed with a verifiable grade of "C" or better and not developmental in nature as defined by Lourdes University.

The decision regarding the acceptance of credit rests with the Office of the Registrar. Decisions about validation of courses are based on a comparison of outline or course descriptions. Course equivalencies from one institution to Lourdes University are reviewed periodically and are subject to change. Modifications to a student's program can only be made with the approval of the appropriate department chair.

A student transferring credit from an institution not on the semester system will have his/her transfer credits converted to semester hours.

A student applying for transfer admission to Lourdes University should be in good academic standing at all accredited post-secondary institutions. Good standing generally implies a minimum cumulative G.P.A. of 2.00. A student may challenge his/her admission status by appealing to the Director of Admissions.

Transfer applications are processed on a rolling basis for Fall, Spring and Summer admission.

To be considered for maximum scholarship opportunities for the fall semester, transfer students must submit all of their required documents by June 1st. To be considered for maximum scholarship consideration for the spring semester, transfer students must submit all of their required documents by November 15th.

Adult Student Applicants

Students 25 years of age and older who have never attended a college or university prior to Lourdes University, regardless of credit hours passed or program major, must submit their official high school transcript or GED along with the undergraduate application for admission. Applications are accepted on a rolling basis for fall, spring and summer enrollment.

Guest Student Applicants

A guest (or transient) student is a student currently attending another institution who would like to take a course at Lourdes to transfer back to their main institution. Transient students must apply for admission to Lourdes University and provide a signed and completed Transient Student Form. This form verifies that the student is in good standing at a Higher Learning Commission accredited college (or its nationally affiliated equivalent accrediting associations). Credits are forwarded to the student's originating institution upon the student's request to the Office of the Registrar.

Non-degree Student Applicants

Non-Degree students are students who want to take courses for credit, but are not interested in earning a degree. Non-Degree applicants must apply for admission to Lourdes University and make arrangements to have the documents, as indicated for First Time College Applicants or Transfer Applicants (as listed in the Application Procedure), sent to the Office of Admissions. Regular Admission and Conditional Admission requirements apply to Non-Degree Admission.

Undergraduate International Applicants

Undergraduate International Admission Requirements

Lourdes University provides a welcoming and supportive environment for international students. We want you to succeed, and we have found that the success of international students is strongly correlated with their demonstrated academic and language proficiency. Therefore, at the undergraduate level, prospective international students are expected to meet basic admissions requirements, English proficiency, and for Visa purposes, evidence of adequate financial resources.

General application and supporting documentation should be submitted on the following schedule to ensure timely processing: Fall semester – no later than June 1; Spring semester – no later than November 1.

New undergraduate international students are those who do not have any college level credit hours after high school graduation. Students who have taken college-level courses after high school graduation are considered transfer students. Incoming international freshmen must meet the 2.75 G.P.A. (Grade Point Average based on high school credit requirement).

Optional: If you have completed an ACT or SAT and would like the scores to be considered in the admissions decision, please upload the official scoring document into your admissions file or send a copy to the Admissions office.

Requirements for new and transfer undergraduate international students are listed below. Incoming international transfer students must meet the 2.3 United States G.P.A. (Grade Point Average based on college credit) requirement. Please see the individual program sections in catalog for additional program-specific requirements for admission.

All International students seeking undergraduate admission to Lourdes University must submit the following:

- Completed Application for Admission and all supporting documentation.
- The International Student Processing Fee.
- A course-by-course transcript evaluation from one of the following credential

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evaluation services listed below. These course-by-course transcript evaluations should be sent from the evaluation services directly to the Lourdes Admissions Office.

- o WES (World Education Services) www.wes.org
- o ECE (Educational Credential Evaluators) www.ece.org
- o InCred (International Credential Evaluations) www.playnaiaa.org/InCred
- o CGFNS (Commission on Graduates of Foreign Nursing Schools) www.cgfns.org
- A copy of your official transcript in native language should be sent to the Lourdes Admissions Office. Lourdes accepts email, fax, or direct mail.
- Official scores from the TOEFL (Test of English as a Foreign Language) examination. Applicants for whom English is a second language must demonstrate the following minimum satisfactory TOEFL scores: 500 for the paper-based exam; 61 for the internet-based exam; or 165 for the computer-based exam. Official scores of the International English Language Testing System (IELTS) are also accepted, with a score of 4.5 or better. Official scores should be sent to Lourdes University Admissions Office. The institution code for Lourdes University is 1427.
- International applicants who meet one or more of the following conditions are exempt from the TOEFL requirement:
 - o Graduated from an English-speaking high school or college in the following countries: Antigua & Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, the British Caribbean and British West Indies, Canada (not Quebec), Cook Islands, Dominica, Fiji, Gambia, Ghana, Granada, Guyana, India, Ireland, Jamaica, Kenya, Kiribati, Liberia, Mauritius, Micronesia, Namibia, Nauru, New Zealand, Nigeria, Niue, Northern Marianas, Papua-New Guinea, St. Christopher Nevis, St. Lucia, St. Vincent, Seychelles, Sierra Leone, Solomon Islands, South Africa, Swazi-land, Trinidad & Tobago, Uganda, United Kingdom, Zambia, and Zimbabwe.
 - o Graduated from high school in the United States.
 - o Completed 24 semester hours of college-level coursework from a regionally accredited college/university in the United States with a cumulative G.P.A. of at least 2.75. Official transcripts must be provided.
 - o Achieved ESL certification at or above the advanced level at a regionally accredited college/university in the United States. Student must provide a copy of the ESL certification.
- Scores from either the ACT (American College Test) or the SAT (Scholastic Aptitude Test) if these tests have been taken (not a requirement for international students).
- Evidence of adequate financial resources sufficient to cover the first year of college costs for completing the bachelor's degree at Lourdes University. Applicants should

fill out and return the Certification of Finances form, along with a bank statement showing a balance of at least the cost of an academic year.

Additional Requirements for International Transfer Students

- International students who are currently attending a college or university in the United States will be required to provide a release or transfer from the last institution attended in the United States.

International student applicants will be considered for admission as soon as all application documents have been received. Upon satisfactory verification, a letter of admission will be sent to the student.

Below are next steps for Admitted International Students, upon acceptance:

- The Designated School Official (DSO) will issue a Form I-20. The I-20 must remain in the student's possession for travel outside of Lourdes University.
- Student must pay the SEVIS I-901 Fee: All international students must pay the SEVIS I-901 Fee which is approximately \$200 US. **Please note that the payment amount may differ. This fee can be paid by accessing: www.fmjfee.com.
- Student must apply for a Visa to travel to the United States: the student should go to a designated U.S. Embassy or Consulate with the completed I-20 form issued by Lourdes University to apply for an F-1 Student Visa. Be prepared for the Visa interview. Explain why you want to study in the United States, how you plan to support yourself while in school (you will need to have financial documentation with you), and what your plans are when your studies are finished.
- Upon receipt of the student Visa and subsequent I-94 (arrival/departure document) student must provide a copy to the DSO.
- Student must enroll in a full course of study within 30 days of arriving in the United States.
- Students are required to maintain health insurance that is effective in the United States. This is not a requirement for admission, but is required by the United States government. A reasonably priced health insurance option may be available through the University. Students are encouraged to make an informed choice.

International students must visit their DSO whenever travel is planned or any changes are made to the existing plan of study. International students must maintain a "full course of study" and not drop below full-time status. Stay in contact with your DSO who can help guide you when issues arise.

For more information on studying in the United States go to: <http://studyinthestates.dhs.gov>, or contact your DSO on campus.

Procedures for Admitted Students

Deposit

Upon acceptance, students must confirm their intent to enroll by submitting an enrollment deposit of \$100 by May 1. The deposit will be credited to the first semester billing. In accordance with the Statement of Principles of Good Practice (of The National Association of College Admission Counselors), the full amount of the advanced deposits will be refunded if a written request for withdrawal is received prior to May 1 for first-semester applicants, or December 15 for second-semester applicants. After that date, the deposit is not refundable.

Direct from High School Student Registration

Health and housing forms will be sent to you in your registration day packet. A final transcript of the student's high school record, including the graduation date, must be submitted to the Office of Admissions after acceptance to complete the Admission's file.

All direct from high school students entering the University are required to attend a one-day registration program prior to Fall semester. The program enables the student to meet with faculty advisors, register for classes, and take care of many functional details, such as obtaining a Lourdes University ID card and a parking pass. There are specific sessions for families to attend; these address a wide range of topics relative to the student's college experience. Registration alternatives are available for students/families travelling from a significant distance.

Direct from High School Student Orientation

First Year New Student Orientation is a required program and a component of First Year Experience which occurs the week prior to the beginning of classes. The four-day program serves as an introduction to college life and provides the student with an overview of programs and services that are available.

Adult and Transfer Student Registration

Transfer students are encouraged to attend a registration day but may schedule an appointment with their academic advisor upon receiving their acceptance letter.

Adult and Transfer Student Orientation

An online orientation program for transfer and commuter students with 19 or more credit hours is also offered and completion of the program is required for students new to Lourdes. This program also serves as an introduction to Lourdes University and provides an overview of programs and services that are available.

Honors Program

Eligibility

Incoming freshmen are eligible to apply to the Lourdes Honors Program if they meet both of the following criteria:

- ACT Composite 24 or SAT 1110 or higher
- High School G.P.A. 3.3

Honors Program Application

Prospective students must:

- Complete the online Honors Program Application Form with essay.
- Submit two (2) letters of recommendation from high school teachers or other qualified representatives.
- Engage in an application interview, if needed.

Honors Application Timeline

Prospective students typically apply by March 1, and the Honors Council reviews applications as they are received. If accepted, applicants become members of the Honors Program beginning in the Fall semester of their freshman year.

Dean's Scholars Program

Eligibility

Dean's Scholars must meet the following requirements:

- G.P.A. of 3.2 or higher
- ACT score of 22 or higher
- Demonstration of strong academic engagement during their high school careers.

Dean's Scholars are exemplary students who are engaged in campus life, committed to the community, dedicated to their disciplines, and determined to succeed. This competitive program helps these students achieve their goals with unique opportunities and personalized events meant to enhance the Lourdes experience and the student's path to success. A percentage of the incoming freshmen are invited to participate in the program. There is no additional application needed to apply for the program.

Admission Prior to High School Graduation

College Credit Plus (CCP) Eligibility

CCP was created by the State of Ohio to assist home school, public school, and private high school students by providing them with an opportunity to earn college credit prior to high school graduation. The program is open to eligible students between 7th and 12th grade.

For the 2016-2017 academic year, the CCP program is only available to home school students and students from select high schools with the following:

1. Cumulative G.P.A. of 2.75.
2. ACT composit score of 18 or SAT verbal/math score of 900.
3. If no test scores are available students can submit comparable PLAN, PSAT, or COMPASS test scores. Students who cannot produce these scores will have to take an Accuplacer test and achieve passing scores.

Exceptions to the above policy are at the discretion of the Provost.

Students who wish to continue as a regular student after high school should complete an Undergraduate Admission Application and submit updated high school transcripts and final high school transcripts upon graduation. As with all Direct From High School students, ACT or SAT scores are required for degree-seeking students.

College Credit Plus Application

Students must:

- Begin the CCP application process by contacting his/her high school guidance counselor to see if there is a CCP agreement between Lourdes University and the applicant's high school.
- Submit completed Lourdes University forms.
- Send official high school transcript to Lourdes University. This can be done with the assistance of the high school guidance counselor.
- Contact Lourdes University at 419-885-5291 or 1-800-878-3210 ext. 5291 for any questions regarding the application process.

Upon review of the required information, the applicant will receive an Admission Decision Letter.

Advanced Placement

Advanced Placement Examinations of the College Board are not required for admission, but it is possible to receive advanced standing and/or college credit by

submitting the results of the Advanced Placement Examination. Qualified high school students who achieve appropriate scores on the AP examinations may be eligible for college credit and advanced standing. This can accelerate progress toward a degree. Check with your advisor when registering.

Conditional Admission

Conditional admission may be granted at the discretion of the Director of Admissions. Applicants will be reviewed on an individual basis and may require supporting documentation, such as letters of recommendation or a written statement from the applicant for conditional admission to Lourdes.

Requirements to be fulfilled by Conditional Admission Students:

- May need to take a placement test, e.g. Accuplacer.
- Complete ND 106: College Study Skills in the first semester at Lourdes University with a grade of C or better if the required pre-developmental and/or developmental courses do not prohibit it.
- Depending on the number of courses a student must take below the 100 level, ND 106 may be taken in the second semester if credit hours exceed maximum credit hours allowed.
- Complete necessary Math and English coursework below the 100 level within the first 15 semester hours at the University.
- Meet with the Director of Academic Advising or designee during the time the student is taking ND 106: College Study Skills and all Math and English courses below the 100 level (MTH 097, MTH 098, ENG 097, and ENG 098) as determined by ACT/SAT scores and/or Accuplacer placement examinations, and until an overall G.P.A. of 2.0 is achieved.
- Not exceed 13 credit hours per semester for the first two semesters at Lourdes University or as long as a student has a conditional admit status.
- Contact the Director of Academic Advising or designee for referrals if academic difficulty is experienced.

Applicants Who Do Not Register

The files of accepted applicants who have not registered are retained for a period of four years. These applications can be reactivated during this period on a space available basis. Updated materials may be required. After this period, non-registered applicants must reapply for admission as well as furnish new transcripts from all previous institutions. However, the application fee is a one-time fee and does not need to be paid with a second Application for Admission.

Admissions Holds

Provisional admission is available for students who are recommended for admission but are unable to provide Lourdes University with official transcripts of their high school or college/university performance. Students can be admitted based on unofficial transcripts. They are admitted on the condition that they provide the Office of Admissions with all outstanding official transcripts before the next registration period in their program. If a student is unable to comply, they will be placed on an Admissions hold until the required transcripts are provided and will not be permitted to register for subsequent semesters.

Falsification

Lourdes University takes matters of falsification or omission of information on the admission application seriously. Falsification or omission of any admission-related data includes, but is not limited to, high schools attended, colleges or universities attended, and G.P.A.s or ACT/SAT scores submitted. If any falsification or omission of information is discovered, the application, at the sole option of the University, may be considered null and void or the applicant may be rejected. If any falsification or omission of information on the admission application is discovered after admission is granted, it is at the sole option of the University to immediately rescind admission or initiate dismissal.

Criminal Activity Admissions Disclosure Policy

Lourdes University is committed to the safety and security of its campus community. It requires applicants for student admission or re-admission to disclose correct and complete information about any pending charges and prior convictions for any criminal offense other than minor traffic violations and any disciplinary suspensions or dismissals from any prior educational institution.

A previous conviction or disciplinary action will not automatically preclude admission, but it requires review. Failure to cooperate in the review or provide information promptly may result in denial of admission or delayed admission.

Applicants must provide additional information upon request and may be required to undergo a criminal background check at the applicant's cost through a specified vendor. Applicants must grant Lourdes University permission for complete access to records at previous colleges or universities.

A student applicant's misrepresentation or omission of facts may result in denial of admission or dismissal from Lourdes University.

Individuals with criminal convictions may not be admitted to certain programs and may not be able to obtain licensure in certain professions.

Student Finances



Expenses

Undergraduate Tuition and Fees 2016-2017

| | |
|--|----------------|
| Application Fee (non-refundable) | \$25.00 |
| Enrollment Deposit..... | \$100.00 |
| First Year New Student Orientation Fee (one-time fee for the August four-day program) | \$250.00 |
| Tuition for full-time new and transfer students per year (12-18 credit hours) | \$19,920.00 |
| Tuition per credit hour | \$665.00 |
| Art, applied music, business, education, nursing, biology, chemistry labs (fee varies per discipline/class) | \$25 - 400.00 |
| Media Fees | up to \$450.00 |

Student Finances

| | |
|--|---|
| Graduation Fee..... | \$110.00 |
| Audit charge for regular student per credit (on a space available basis)..... | \$332.50 |
| Tuition for senior citizen (60 years) per credit hour | \$332.50 |
| Audit charge for senior citizen (60 years) per credit | \$166.25 |
| Transcript Fee | |
| Electronic Delivery..... | \$3.00 per transcript |
| Paper Copy sent via US Mail..... | \$5.00 per transcript |
| Paper copy sent via expedited shipping | Varies based on destination and service |
| Walk-In Service at Lourdes..... | \$10.00 per transcript |
| General Student Fee (Per Semester) | |
| Undergraduate (12 credits or more) | \$350.00 |
| Undergraduate (11 credits or less) | \$210.00 |
| Registration Fee* (Per Semester – Continuing Students Only) | \$75.00 |
| <i>*Fee will be waived with timely registration</i> | |
| Parking Fee (Per Semester) | \$50.00 |

The University strives to maintain charges as published but reserves the right to make adjustments in tuition and fees as necessitated by the changing costs of operations.

Graduate Tuition and Fees 2016-2017

Graduate Programs

| | |
|---|------------|
| MSN, NAP-CRNA (Per Semester) | \$9,700.00 |
| NAP Certificate (Per Semester) | \$7,660.00 |
| MBA/MOL (non-Global)* (Per Credit) | \$850.00 |
| <i>*If student does not have undergraduate business degree, add 18 credits to program requirements.</i> | |
| MBA/MOL (Global)* (Per Credit)..... | \$950.00 |
| <i>*If student does not have undergraduate business degree, add 18 credits to program requirements.</i> | |
| MED (Per Credit) | \$650.00 |
| MALS (Per Credit) | \$650.00 |
| MA-Theology (Per Credit) | \$650.00 |

Student Finances

| | |
|---|----------|
| MSN Educator (Per Credit) | \$650.00 |
| MSN Leader (Per Credit) | \$650.00 |
| Certificate Teacher Leader (Per Credit) | \$510.00 |
| Certificate Early Childhood Generalist 4-5 Endorsement | |
| Early Childhood (Per Credit) | \$360.00 |
| P-12 Reading Endorsement Only (Per Credit) | \$650.00 |
| MED Educational Leadership (Per Credit) | \$650.00 |
| MSW** (Per Credit) | \$905.00 |
| <i>** If student does not have BSW degree from a CSWE accredited institution, add 18 credits to program requirements.</i> | |
| General Student Fee (Per Semester) | |
| Graduate | \$210.00 |
| Parking Fee (Per Semester) | \$50.00 |

Room and Board

| | |
|--|------------|
| 1 Bedroom Apartment, 2 people per academic year | \$5,000.00 |
| 1 Bedroom Apartment, 1 person per academic year | \$7,400.00 |
| 2 Bedroom Apartment, 3 people, shared room per academic year | \$5,000.00 |
| 2 Bedroom Apartment, 3 people, single room per academic year | \$6,200.00 |

The University strives to maintain charges as published but reserves the right to make adjustments in tuition and fees as necessitated by the changing costs of operations.

Meal Plans

| | |
|--|------------|
| 19 meals per week, \$200 Flex/year | \$4,400.00 |
| 15 meals per week, \$100 Flex/year | \$4,200.00 |
| 10 meals per week, \$100 Flex/year | \$3,800.00 |

***All students residing in the Residence Halls are required to purchase a meal plan and all first year students must purchase the 19 meal plan.**

The University strives to maintain charges as published but reserves the right to make adjustments in tuition and fees as necessitated by the changing costs of operations.

Student Finances

A Student Account Payment Agreement must be completed and returned to the Student Accounts Office on or before the start of Fall semester for each year of attendance. If Spring is your first semester, you must complete the form after registering for that semester. You can print this form from the web by going to (New & Future Students or Current Students/Student Accounts/Convenient Payment Options/Payment Forms) or stop by the Student Accounts Office for a copy and assistance with completing it. Failure to return this form prior to the start of class may result in a non-refundable \$50 late financial registration fee. Tuition and fees are due and payable by the start of each semester. If your tuition cannot be paid in full by the start of each term, there is a payment plan option for paying five equal installments:

| Fall Semester | Spring Semester |
|----------------------|------------------------|
| July 20 | December 20 |
| August 20 | January 20 |
| September 20 | February 20 |
| October 20 | March 20 |
| November 20 | April 20 |

If the full installment is not received by the due date, a \$25.00 late fee may be assessed for the month.

Employer reimbursed students must adhere to one of the above payment plans for their first semester. For future semesters, reimbursed students may opt to pay in full by the first day of class or continue on the installment payment plan. (If you have a balance for a prior semester, you will not be permitted to register for an upcoming semester until satisfactory payment arrangements have been made.) All checks should be made payable to Lourdes University and sent to the Cashier's Office, Lourdes University, 6832 Convent Blvd., Sylvania, OH 43560. A \$30 fee is charged for each check returned for insufficient funds. The University accepts AMEX, Master Card, VISA, and Discover for tuition payments. All payments made by credit card will be subject to a 2.5% convenience fee; online e-check payments are subject to a \$3.00 fee.

Tuition fees for credit and audit courses will be discounted 50% for senior citizens, 60 years of age or older. **The administration reserves the right to implement this policy on a space available basis.**

International students are not admitted to University courses or granted Certificates of Eligibility (Forms I-20 and IAP-66) until documented assurance is filed regarding the source of funds for tuition, fees, books, and living expenses.

Students, including international students, who have failed to meet full financial obligations, may have their registration, housing and food service cancelled during the course of a given semester; succeeding semester registrations may also be cancelled until tuition and fees are paid in full. The University reserves the right

to withhold grades, transcripts, records, and diplomas until all financial obligations to the University have been satisfied. The University has the right to forward accounts with unsatisfactory payment histories to an outside collection agency. Students whose accounts are in collection are responsible for paying all collection costs. Interest of 1% per month is assessed on all delinquent accounts.

Withdrawals / Refunds

| If a student withdraws | Tuition & Fees Charged | Tuition & Fees Refunded |
|------------------------|------------------------|-------------------------|
| Before freeze date | 0% | 100% |
| After freeze date | 100% | 0% |

Room and Board charges may be prorated.

Students who discontinue class attendance without officially notifying the Registrar during the refund period will be responsible for the full amount of tuition.

Students must complete in writing an add/drop form (available from your advisor) and submit it to the Registrar's Office. If a student does a total withdrawal and is using financial aid as the method of payment, Return to Title IV calculations must be completed and may result in monies needing to be returned to the lender. **Mere cessation of attendance does not constitute official withdrawal and may also have an adverse effect on any financial aid received.** Students who stop attending classes may be reported for failure to attend at the end of the semester; the last date of attendance is used to determine the amount of money that needs to be returned. This becomes a debt to Lourdes University, which will be forwarded to a collection agency if satisfactory payment arrangements are not made with the Student Accounts Office.

Freeze Date Information (See p. 69)

| | |
|-------------|-------------------|
| Fall 2016 | September 6, 2016 |
| Spring 2017 | January 24, 2017 |

- Summer Session and Accelerated Schedule refund information is available in the Student Accounts Office.
- Verification of Drop/Withdrawal must be on file in the Registrar's Office. Contact your advisor or the Registrar for proper procedure to follow.
- Information regarding the federal government's policy for return of Title IV Federal Student Aid (if applicable) is available in the Student Accounts Office. If you have questions or wish to receive a copy of the Title IV refund policy, the Student Accounts Office can be reached at (419) 824-3727 or (800) 878-3210, ext. 3727.

Bookstore Policy

Lourdes University Bookstore is located in the shopping complex at the corner of McCord Road and Brint Road. Hours are Monday through Thursday 9:00 a.m. to 6:00 p.m., Friday 9:00 a.m.-2:00 p.m. and Saturday 9:00 a.m. to 1:00 p.m. Hours are posted at the store and on the bookstore web site <http://lourdes.bkstr.com>.

For Summer and/or extended hours, students should call the bookstore at 419-824-3693 for detailed information.

The Bookstore accepts cash, checks (with proper ID), and all major credit cards. Students may not use another person's (i.e. a spouse or parent's) credit card unless they have a signed note from the cardholder accompanying the credit card. Unsigned credit cards without proper ID will not be accepted.

All returns/exchanges must have original receipt with them. Students have one week after the start of class to return books for a full refund. New books must be in unmarked and new condition for full credit. All text sales after the first week of classes are considered FINAL. For non-text items in new condition (with tags), customers may receive a refund up to 30 days after purchase.

For cancelled/dropped classes, students may receive a refund up to one month after the first day of class, with a receipt and signed drop slip.

The Bookstore buys back books every day. A Lourdes University student ID is required for Buyback.

In accordance with the Higher Education Opportunity Act (HEOA) students may check textbook costs by going to the Lourdes University website, course schedules and following the links to the textbooks.

Financial Aid

MISSION: Seeks to support the goals, mission, and values of the University as a whole, encompassing that of the Sisters of St. Francis. The Office will become a mechanism of empowerment, not enablement, for students. The Office will act strictly within the scope of regulatory guidelines, to provide assistance to students and their families in meeting the financial costs and responsibilities associated with obtaining a Lourdes University Catholic liberal arts education, rooted in Franciscan values.

To be eligible for Federal Student Aid, a person must be admitted as a regular or conditional admit student with a high school diploma or its recognized equivalent, or be beyond the age of compulsory school attendance in the State of Ohio.

All students are encouraged to apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA), regardless of family income. There are student loans available, which are not based on income. The FAFSA must be filed annually, as soon as possible after January 1 for the next academic year. Applications may be completed on the web at www.fafsa.ed.gov. Most types of aid are available to both full and part-time students. Visit the Financial Aid section of the Lourdes University website, www.lourdes.edu, or contact the Lourdes Financial Aid Office for a complete list of financial aid opportunities and awarding requirements. The following types of financial aid are available at Lourdes University:

Grants

Grants, which are a type of gift-aid, do not have to be repaid. State and federal grants are awarded to students who have not yet completed their first bachelor's degree.

- **Federal Pell Grant:** The Pell Grant is a Federal, need-based award given to students who are U.S. citizens or permanent residents who have not earned a bachelor's or professional degree. Eligibility is based on the Expected Family Contribution (EFC), as determined by the FAFSA, and the student's enrollment. The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by federal law to be the equivalent of 12 full time semesters.
- **Federal Supplemental Educational Opportunity Grant (SEOG):** The SEOG is a Federal, need-based grant awarded to Pell-eligible students. Schools receive a limited amount of SEOG funds which are awarded while funds are available.

Scholarships

Scholarships, which are a type of gift-aid, do not have to be repaid. Lourdes University awards dozens of different scholarships each year. Please review available scholarships at the Financial Aid section of www.lourdes.edu. Students are also notified through their Lourdes email account of outside scholarships as the office is informed.

Loans

Loans are a type of self-help aid that must be repaid. Contact the Financial Aid Office for application, awarding, and repayment details.

- **Federal Direct Stafford Loans:** Federal Direct Stafford Loans are offered by the federal government to assist students in paying for their educational costs. These loans are in the student's name, and the student is responsible for repaying them 6 months after graduation, or after dropping below half-time enrollment. The U.S. Department of Education is the lender for the Federal Direct Stafford Loan Program. For more information on these loans including interest and repayment go to www.studentaid.ed.gov.
- **Federal Direct Parent Loan for Undergraduate Students (PLUS Loan):** This loan allows parents of dependent students to borrow up to the cost of attendance

Student Finances

less other aid received. Eligibility is determined based on credit worthiness. For more information on repayment, deferment of repayment, and other details visit www.studentaid.gov.

- **Federal Direct PLUS Loan for Graduate Students:** Graduate or professional students are eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance in the Direct Loan Program. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans.
- **Federal Perkins Loan:** The Perkins Loan is awarded based on financial need and fund availability. The Perkins Loan is a low-interest (5%) loan for undergraduate and graduate students. Repayment begins nine months after the student graduates, leaves school, or drops below half-time (6 hours) enrollment.
- **John Martin Loan:** This loan is awarded to business majors with financial need. The maximum annual award is \$4,000 with an interest rate of 6%. Repayment and interest begins six months after the student graduates, leaves school, or drops below half-time (6 hours) enrollment.
- **Charles E. Schell Loan:** This loan is awarded based on financial need to traditional age students (ages 18 to 25) who are residents of Ohio, Kentucky, or West Virginia. The maximum annual award is \$3,000 with an interest rate of 0%. Repayment begins six months after the student graduates, leaves school, or drops below half-time (6 hours) enrollment.
- **Private Student Loans:** Lenders provide a wide variety of student loan options. Most loans require a credit check, proof of income, and/or cosigners. Interest rates and repayment terms are set and determined by the lender. You may choose any lender you prefer. A lender comparison tool is available on Lourdes financial aid website.
- **Federal Work-Study Program:** This program provides employment opportunities to undergraduate and graduate students with financial need. Lourdes University offers a limited number of on-campus positions. FWS earnings are not considered when completing the FAFSA in the following year and therefore may increase financial aid eligibility.

Satisfactory Academic Progress

Recipients of federal student aid are expected to meet the Lourdes University Satisfactory Academic Progress Criteria. Failure to do so may result in denial of federal financial aid funds. The policy requires that aid recipients satisfactorily complete a percentage of courses attempted, complete a degree program in a reasonable amount of time, and achieve and maintain a cumulative grade point average of 2.0 or higher (for Undergraduate students) by their fourth standard semester of attendance.

A formal review of each recipient's academic transcript for the entire time the individual has been enrolled at Lourdes University is conducted at the end of each semester.

Programs Governed by this Policy

Programs affected by this policy include, but are not limited to the following: The Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Stafford Student Loans (includes Federal PLUS loans), Federal Work-Study Program, State Grants and Scholarships, and all scholarships administered by Lourdes University are governed by the Satisfactory Academic Progress Policy.

Minimum Cumulative Credit Hour Completion

Financial aid recipients must satisfactorily complete a minimum percentage of credit hours attempted (details are available in the Financial Aid Office). Courses are not satisfactorily completed if a grade of F, FA, F*, I, U, UA, AU, or W is assigned. Every semester for which a student registers is evaluated, including those in which the student did not receive federal financial aid.

Reinstatement of Financial Aid Eligibility

Students who do not maintain satisfactory academic progress shall lose their eligibility for financial aid and may only regain eligibility by eliminating all satisfactory progress deficiencies at their own expense or by appealing their satisfactory academic progress status.

Freeze Date Information

On the dates provided below, enrollment on that particular day will determine the amount of aid a student will be awarded. Therefore any enrollment changes must be completed with your advisor the day before these dates.

Fall 2016

September 6, 2016

Spring 2017

January 24, 2017

You must be registered and in-attendance for all the courses in the applicable semester that you wish to use financial aid. If you are not, you will NOT receive financial aid for those courses, this includes part-of-term course registration (Q and L sessions).

For courses that do not start until later in the semester (part-of-term), you must be registered for the course(s) if you wish to receive aid for it. If you register for a part-of-term course, receive aid based on that enrollment, and then do not attend, your aid will be adjusted and you may end up owing the University money. If you are not enrolled for a course as of the freeze date, and later register for a part-of-term course, you will NOT receive financial aid for it.

Policies & Procedures



Academic Policies

Academic Calendar

The academic year consists of two fifteen-week semesters, and five and ten-week summer sessions. The fall semester begins before Labor Day and ends before Christmas. The spring semester begins in early-January and ends in mid-May. The summer sessions are scheduled between the middle of May and the end of July.

Academic Credit

Academic credit is issued in semester hours. A semester hour generally corresponds to one fifty-minute period per week and presupposes approximately two hours of

preparation. A minimum of two hours of laboratory work or three hours of field experience is considered the equivalent of one hour of class work. One semester hour is equal to one and one-half quarter hours. One-quarter hour accepted from other institutions is equal to two-thirds semester hour.

Classification of Students

Students are classified as follows:

- Degree - students who are formally admitted into an associate or bachelor's degree program.
- Non-degree - students who are taking courses for credit or audit and have formally indicated that no degree is sought.
- Undecided - beginning students who have not formally declared the intent to pursue a degree.
- Guest/Transient - students who are in degree programs at another higher education institution and are transferring Lourdes University credits to the degree-granting institution.

For the purpose of class standing requirements, degree-seeking undergraduate students are classified as follows:

| | |
|-----------|-------------------|
| Freshman | 0 - 27 s.h. |
| Sophomore | 28 - 55 s.h. |
| Junior | 56 - 83 s.h. |
| Senior | 84 s.h. and above |

Transfer of Credits from Other Regionally Accredited Institutions

Credit is awarded for courses that are substantially equivalent to Lourdes University courses and when such credits are documented by an official transcript from the institution and when the credits carry a C (2.0) grade or higher. Students in any degree program must earn a minimum of 25% of the total credit hours required in that program at Lourdes University. Courses earned through Prior Learning (as described below) do not count toward this 25%. The maximum number of credit hours from two-year institutions of higher education that will be accepted by Lourdes University will be 50% of the total credit hours required in the specific program pursued. Additional credits in the nursing completion program may be accepted. Articulation agreements in place are exempted from this policy. The maximum number of credit hours from four-year institutions of higher education that Lourdes University will accept is 75% of the total credit hours required in the specific program

pursued.

International Baccalaureate

Lourdes University recognizes International Baccalaureate (IB) credentials and is willing to grant credit for higher and lower level examinations with scores of 4 or higher on a case-by-case basis. Students are required to forward official IB transcripts to the Registrar's Office, which will consult with the academic departments involved. Students often must have a conference with the appropriate department chairperson. Students having earned the IB diploma may be awarded up to a maximum of 45 credits. Advanced standing deriving from a combination of CLEP testing, Advanced Placement and/or International Baccalaureate course may not exceed 45 credits for a Bachelor's degree and 20 credits for an Associate degree.

| IB Course | IB Level | Minimum Grade | Lourdes Equivalent(s) |
|--|----------|---------------|---|
| Biology | HL | 4 | BIO/BIL 201 (4 hrs) or BIO 317 (3 hrs)* |
| Business | HL | 4 | BUS 101 (3 hrs) |
| Chemistry | HL | 4 | CHM/CHL 181 (4 hrs) |
| Economics | HL | 5 | BUS 254 (3 hrs) and BUS 255 (3 hrs) |
| English | SL/HL | 5 | ENG 101 (3 hrs) and ENG 200 (3 hrs) |
| French | SL/HL | 5 | FRN 101 (3 hrs) and FRN 102 (3 hrs) |
| Geography | HL | 4 | GEO 250 (3 hrs) |
| History | HL | 4 | HST 103 (3 hrs) or HST 104 (3 hrs)* |
| Information Technology in a Global Society | HL | 5 | Determined by Evaluation |
| Mathematics | HL | 4 | One of the Following: MTH 122 (3 hrs), MTH 130 (3 hrs), MTH 132 (3 hrs), MTH 134 (4 hrs) |
| Music | SL/HL | 4 | MUS 104 (1-2 hrs), MUS 105 (1-2 hrs), MUS 106 (1-2 hrs), MUS 108 (1-2 hrs), MUS 299 (1-2 hrs) MUS 307 (2 hrs), MUS 410 A (2 hrs), MUS 410 B (2 hrs)* |
| Philosophy | HL | 6 | PHL 101 (3 hrs) or HUV 100 (3 hrs)* |
| Physics | HL | 4 | PHS/PLA 201 (5 hrs) |
| Psychology | SL/HL | 4 | PSY 110 (3 hrs) |
| Religion | SL | 5 | THS 244 (3 hrs) or THS 246 (3 hrs)* |
| Spanish | SL/HL | 5 | SPA 101 (3 hrs) and SPA 102 (3 hrs) |

* Course equivalency will be determined by chair

Prior Learning

Lourdes University's Prior Learning Program provides a means for obtaining academic credit for college-level learning that is achieved outside of a regionally accredited institution of higher education. Under one umbrella, the Prior Learning Program considers the awarding of credit through:

- Testing Sponsored by the College Board (with a maximum of 30 credits for a bachelor's degree and maximum of 15 credits for an associate's degree).
- The Experiential Learning Program (with a maximum of 25 credits for a bachelor's degree and a maximum of 10 for an associate's degree). Special exemption is given to students who receive Bypass Credit by the College of Nursing; credit awarded to these students is still subject to the policy limiting students to a maximum of 45 credits for the BSN degree.
- Non-Collegiate Sponsored Learning Programs (with a maximum of 20 credits for a bachelor's degree and a maximum of 10 for an associate's degree).

Qualifying students seeking a bachelor's degree may be awarded up to 45 total credits through prior learning. Qualifying students seeking an associate's degree may be awarded a maximum of 20 total credit.

Testing Sponsored by The College Board

Lourdes University participates in two programs sponsored by The College Board: the Advanced Placement Program (AP) and the College Level Examination Program (CLEP).

Advanced Placement

Lourdes University participates in the Advanced Placement Program sponsored by the College Board. Qualified high school students who achieve appropriate scores on the AP examinations may be eligible for college credit.

**Advanced Placement (AP) Credit
Lourdes University SH**

| Subject Examination | Score | Course Equivalent | Awarded |
|----------------------------|--------------|--|----------------|
| Art History | 4 or 5 | ART 241 | 3 s.h. |
| Art Studio: Drawing | 3, 4, or 5 | ART 101 | 3 s.h. |
| Art Studio: 2-D | 3, 4, or 5 | ART 102 | 3 s.h. |
| Art Studio: 3-D | 3, 4, or 5 | ART 103 | 3 s.h. |
| Biology | 3, 4, or 5 | BIO 201 & 202 | 6 s.h. |
| Chemistry | 3 | CHM 100e and placement into CHM 181, CHL 181 | 3 s.h. |

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| | | | |
|-----------------------------|------------|-----------------------------|---------|
| | 4 | CHM 181 & CHL 181 | 4 s.h. |
| | 5 | CHM 181, 182 & CHL 181, 182 | 8 s.h. |
| Language & Composition | 3 or 4 | ENG 101 | 3 s.h. |
| | 5 | ENG 101 and 102 | 6 s.h. |
| Language & Literature | 3 or 4 | ENG 101 | 3 s. h. |
| | 5 | ENG 101 & 200 | 6 s.h. |
| French and Spanish | 3 | FRN/SPA 101 & 102 | 6 s.h. |
| | 4 or 5 | FRN/SPA 101, 102, 201, 202 | 12 s.h. |
| Geography | 3, 4, or 5 | GEO 250 | 3 s.h. |
| History, American | 3 or 4 | HST 122 | 3 s.h. |
| | 5 | HST 121 & 122 | 6 s.h. |
| History, European | 3, 4, or 5 | HST 104 | 3 s.h. |
| History, World | 3, 4, or 5 | HST 104 | 3 s.h. |
| Macroeconomics | 3,4, or 5 | BUS 254 | 3 s.h. |
| Microeconomics | 3,4, or 5 | BUS 255 | 3 s.h. |
| Mathematics Calculus AB | 3, 4, or 5 | MTH 135 | 4 s.h. |
| Mathematics Calculus BC | 3, 4, or 5 | MTH 135 & 136 | 8 s.h. |
| Mathematics Statistics | 3, 4, or 5 | MTH 212 | 3 s.h. |
| Political Science, American | 3, 4, or 5 | PLS 122 | 3 s.h. |
| Psychology | 3, 4, or 5 | PSY 110 | 3 s.h. |

College Level Examination (CLEP)

CLEP testing service is provided for Lourdes University students and prospective students. Lourdes University's CLEP testing schedule is posted in the Registrar's Office and online. Registration for CLEP exams is done in the Registrar's Office.

Students wishing to obtain college credit for knowledge acquired by means other than previous college course work may apply for either General Examinations or Subject Examinations. CLEP General Examinations are objective tests that measure college-level achievement in five basic areas of the liberal arts: English composition, humanities, mathematics, natural sciences, and social sciences. CLEP Subject Examinations are designed to measure the knowledge and achievement usually covered in specific college courses.

Lourdes University awards credits as recommended by the College Entrance Examination Board for each Subject Examination passed; credit is also granted for General Examinations. Required passing scores, which vary by test, will range from 50 to 65.

CLEP Credits Policies

1. Students may take advantage of CLEP testing anytime during their course work at Lourdes University. CLEP tests may not be taken for any courses for which a student already has college credit.
2. The transcript of the student who has been awarded credit through CLEP will carry the notation "X" in the grade column.
3. Grades will not be recorded for CLEP; therefore, students' grade point averages will not be affected.
4. A per-hour transcribing fee is charged per credit hour awarded.

| CLEP Examination | Score | Course Equivalent |
|--|--------------|--|
| Biology | 50 | BIO 201 and 202 (no lab credit awarded) |
| Financial Accounting | 50 | BUS 201 |
| Macroeconomics | 50 | BUS 254 |
| Microeconomics | 50 | BUS 255 |
| Business Law | 50 | BUS 330 |
| Management | 50 | BUS 333 |
| Marketing | 50 | BUS 344 |
| Chemistry | 50 | CHM/CHL 181 and 182 |
| Information Systems and Computer Applications | 50 | CMP 111 |
| College Composition | 50 | ENG 101 |
| Analyzing and Interpreting Literature | 50 | ENG 200 |
| English Literature | 50 | ENG 301 and 302 |
| American Literature | 50 | ENG 303 and 304 |
| French, Level 1 | 50 | FRN 101 and 102 |
| French, Level 2 | 59 | FRN 101, 102, 201, and 202 |
| Western Civ 1: Ancient Near East to 1648 | 50 | HST 103 |
| Western Civ 2: 1648 to Present | 50 | HST 104 |
| History of US I: Colonization to 1877 | 50 | HST 121 |
| History of US II: 1865-Present | 50 | HST 122 |
| College Algebra | 50 | MTH 122 |
| Calculus | 50 | MTH 135 |
| American Government | 50 | PLS 122 |

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| | | |
|--------------------------|----|----------------------------|
| Psychology | 50 | PSY 110 |
| Developmental Psychology | 50 | PSY 210 |
| Sociology | 50 | SOC 101 |
| Spanish, Level 1 | 50 | SPA 101 and 102 |
| Spanish, Level 2 | 63 | SPA 101, 102, 201, and 202 |

Experiential Learning Credit

Lourdes University's Experiential Learning Program makes it possible for students to document prior college-level learning achieved outside of the classroom.

Policies and Procedures

1. Admission to Lourdes University is required.
2. All candidates for potential credit through experiential learning must register for the course ND 200 Portfolio Development (1 s.h.).
 - To receive credit for the course and to qualify for the assessment process, all students who enroll in the course are expected to complete a portfolio.
 - The completion of the portfolio, however, does not guarantee that the student will receive academic credits for their non-college learning.
 - Academic credits are awarded when the portfolio contains evidence that meets four assessment criteria:
 - directness
 - authenticity
 - breadth
 - quality
3. All students must complete an experiential learning portfolio.
 - Upon successful completion of a portfolio, a grade of "S" (Satisfactory) and one semester hour of credit are recorded on the student's permanent transcript for ND 200. This credit can be applied in an elective area.
 - Failure to successfully complete the portfolio merits the grade of "U" (Unsatisfactory) for ND 200. No credit is granted.
 - Usually, the student completes the portfolio while in the Portfolio Development Course, or shortly thereafter. The University's standard policy on incomplete grades is in effect.
 - The completed portfolio should be presented for assessment at least 12 months prior to the anticipated date of graduation.
4. Experiential learning credit will be granted for learning experiences (outcomes) that match or parallel the content of college course in the relevant subject.
5. Credits earned through the Experiential Learning Program are entered on the student's transcript with the course title, number, and credit hours awarded. No grade or quality points are recorded. Such courses will be identified in the grade

column by the designation “Z.”

6. Grades will not be recorded for experiential learning credits; therefore, students' grade point averages will not be affected.
7. Lourdes University will not award credit more than once for the same body of learning.
 - Transcripts from other institutions, as well as documentation from other sources of extra institutional learning, will be cross-checked.
8. Fees will be charged as follows:
 - Assessment Processing Fee: Fee paid by all students who submit a portfolio for the assessment process, and will be \$15/credit.
 - Fee for experiential learning credit. Fee paid by students who have been awarded credit through the assessment process. Fee equals one-half the resident credit charge for courses at Lourdes University during the academic year in which the student completed a portfolio. No additional fees are added to the charge for credits earned through experiential learning.
 - Assessment-processing fee, and fee for experiential learning credit are not refundable.
 - All fees are charged at the completion of the assessment process. Upon faculty approval of courses and credits, the Director of Academic Advising and Prior Learning will file a credit request form with the Student Accounts Office with the amount of fees/tuition due. No credit will be processed until all fee payments have been made with the Student Accounts Office.
9. The completed portfolio becomes the property of Lourdes University. Students are encouraged to make a copy of their portfolio and retain it.
10. Lourdes University will provide a Verification Form which students will complete, have notarized and include in the portfolio.

Non-Collegiate Sponsored Learning Programs

Lourdes University believes it is sound educational practice to grant academic credit for quality educational programs conducted by non-collegiate organizations, provided the courses are at the college level and appropriate to an individual's educational program.

Lourdes University participates in a number of programs that recommend academic credit for non-collegiate sponsored learning. Among the recommendations followed are those of the Program on Non-Collegiate-Sponsored Instruction of the American Council on Education's Office of Educational Credit and Credentials, and the Defense Activity for Non-Traditional Education Support (DANTES). Fees are charged for credit transcription for these Non-Collegiate Sponsored Learning Programs to the amount of \$15/credit. No fees are charged for military credit.

Registration

Students may register for classes with their advisor and online during the registration periods as published in the general catalog and on all semester and summer session schedules. A student wishing to register for more than 18 credit hours must obtain written approval from the Provost prior to registration. A student may not register for a class after the closing registration date. Classes are formed on the basis of initial enrollment. The University reserves the right to cancel classes for which a sufficient number of students are not enrolled.

Registration Procedure

1. Initially, and only once, all students earning credit must be officially admitted to Lourdes University by the Office of Admissions.
2. Each student must meet with his/her advisor where registration will take place.
3. Fees and tuition are paid in Student Accounts in Mother Adelaide Hall.
4. I.D. cards are obtained or validated at the Welcome Center.

Banner Web Registration Instructions

To be eligible to register online, you must meet the following criteria:

1. Currently be enrolled as a Lourdes University student, or have taken a course(s) within the last four (4) semesters (not including summer semesters).
2. Clear any Holds on your record.
3. Be in good academic standing.

You will need to first meet with an academic advisor who will assist you in completing the registration process.

Your academic advisor will provide you with an alternate PIN #, which will allow you to register for classes online. Keep these numbers in a secure location in case you wish to make changes to your schedule at a later date. (You will obtain a new alternate PIN each semester.)

TO BEGIN THE ONLINE REGISTRATION PROCESS:

Note: After 20 minutes of inactivity you will be logged out and required to start the process again.

1. Log into the Lourdes Portal (MyCampus.Lourdes.edu).
2. Enter your User ID and your password. If you have difficulties logging in contact the IT Help Desk at (419) 824-3807.
3. Click on “Web for Student” on the left side of your screen.

4. Click on the “Student” tab.
5. Click on “Registration”.

Note: all holds must be cleared to register for classes.

6. Click on “Add/Drop Classes” and Select a Term and “Submit.”
7. Click on “Class Search.” Enter the Subject and Course Number (and any other criteria you would like to narrow your search) and click on “Class Search” again. Click on the “Select” box on the left-hand side of the page next to the desired class (“C” indicates the class is closed.) and click on “Register”. You will repeat this process for each class you would like to take.

Note: Registration errors can occur when there is a time conflict in two or more classes selected, when a prerequisite for the course has not been met, or when a class is restricted to specific majors, etc. (If you encounter a registration error, please contact your academic advisor and inform them of the exact error you encountered.)

8. If you would like to drop a class, click on the box under the column “Action”, highlight “Web Drop” and “Submit Changes”.

TO COMPLETE THE REGISTRATION PROCESS:

9. Your Status should indicate “Web Registered” next to each class you have registered for.
10. When you have selected all of the courses you need for the term, click on “Return to Menu” (located in the upper right-hand side of the page).
11. Click on “Registration Fee Assessment” (located at the bottom of the page to view your account balance).
12. At the bottom of the “Registration Fee Assessment” page, click on “Student Detail Schedule” to print out a copy of your schedule.

STUDENT RESPONSIBILITY

You are responsible for understanding the requirements of your degree and how the courses you register for fit into your program of study. Make sure you consult the University Catalog and your academic advisor if you have questions.

You are also financially responsible for any courses you are registered for and assume financial liability for the selected courses if they are not cancelled or if you do not drop prior to the start of the semester.

WHERE TO GET HELP

If you experience technical difficulties or problems with your log in, contact the IT Help Desk at 419-824-3807.

For registration questions, please contact your academic advisor.

Change of Schedule for Drop, Add, Audit, or Withdrawal

Changes in registration are initiated with the student's advisor. After classes have started, all changes of classes must be made in writing on the Drop/Add Form obtained in an advisor's office or the Registrar's Office. Students must obtain the signatures of both advisor and instructor as official approval of the change and as evidence that possible alternatives and consequences were discussed. The completed Drop/Add Form must be returned to the Registrar's Office. Before dropping a class, all students must check with the Financial Aid Advisors to determine the financial implications of changing their class load. Students dropping or withdrawing from all classes are required to take an exit survey administered through the Registrar's Office.

The Freeze Date (see Freeze Date Information on p. 65, 69) marks the point in the semester when a student is charged for all classes on his/her schedule. At this point, eliminating a course(s) from a student's schedule requires a withdrawal. This withdrawal is recorded on the student's transcript because the University considers the class as having been attempted. The student is charged in full for the class even though the class will not be completed.

Withdrawals from courses may be requested through the final withdrawal date as outlined in the Academic Calendar and are initiated with an official Drop/Add Form obtained from the student's academic advisor.

Official withdrawal requires submission of the official Drop/Add Form to the Registrar's Office. Mere cessation of attendance does not constitute an official withdrawal. The final date for withdrawal is specified in the calendar found in the semester schedule of classes. Official withdrawal will be recorded on the student's record with W for a grade, which is not calculated in the student's grade point average.

Audit Students

Students who audit a class receive no credit and are required to take no examinations. Students registering for a course for credit may change their status to that of auditor until mid-semester. The reverse is also true. Only one such change is permitted.

Medical Withdrawal

Lourdes University recognizes that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students may consider requesting a medical withdrawal, which permits students to withdraw from all classes at the University, so that they may receive treatment and potentially return to the University with an enhanced opportunity to achieve their academic and co-curricular goals.

This policy applies to both undergraduate and graduate students.

Medical Withdrawal Process

If a student has encountered medical issues that significantly impact his/her ability to be successful in the University environment, s/he may choose to seek a medical withdrawal for that term. Medical withdrawals are not approved for terms that have already been completed. Medical withdrawals will be considered only based on a student's own medical situations. Partial medical withdrawals will not be considered. Should a student wish to pursue a leave of absence based on extenuating circumstances not covered under this policy, s/he should discuss relevant options with his/her advisor.

Students interested in a medical withdrawal should first contact their academic advisor for guidance on the medical withdrawal policy. The student is responsible for (1) completing a medical withdrawal application form; (2) composing a signed statement requesting a medical withdrawal; (3) obtaining the required medical documentation; and (4) submitting the completed materials to the Senior Administrative Assistant to the Provost in St. Clare Hall (SCH) 141. Submission of a full application does not guarantee that the medical withdrawal will be approved.

Upon receipt of the medical withdrawal request form and appropriate documentation in SCH 141, the request will be forwarded to the Office of the Provost for decision. The Provost will review the provided documentation in consult with the relevant academic advisor and Dean, and the approval process shall proceed as quickly as possible to allow a student experiencing difficulties due to a medical condition to immediately step away from University life and receive the support s/he needs.

Typically, the Office of the Provost will render the decision within five (5) business days of receipt of all materials and communicate the decision to the student, his/her instructors, the Dean, the Registrar, the Student Accounts Office, and the student's academic advisor. Students are not permitted to stay in university housing if they are not enrolled. International students are strongly encouraged to work with the International Student Regulation Coordinator (located in Admissions) regarding the specific steps needed to continue in good standing with regard to their student Visa.

Courses that are dropped under the medical withdrawal policy are not considered taken as part of the Lourdes University policy that allows for a maximum of two attempts per course.

Upon approval of a medical withdrawal request, the Student Accounts Office will make a Federal Title IV calculation to determine the amount of money that must be refunded to the U.S. Department of Education or Lourdes University. If a medical withdrawal is approved, the aid paid to the student's account at the time of request, in accordance with Return to Title IV Regulations, will be considered payment-in-full. The status of self-pay student accounts will also be calculated based on the Return to Title IV pro-rata calculation to determine an equitable charge/refund assessment.

Policies & Procedures

No funds will be refunded for costs associated with housing and the university meal plan for medical withdrawal requests submitted after the freeze date.

Returning from a Medical Withdrawal

Returning from a medical withdrawal is subject to the approval of the Office of the Provost in consult with the student’s academic advisor and Dean. When a student is interested in returning to the University from a medical withdrawal, the student should contact his/her advisor and submit the a complete re-enrollment request to the Senior Administrative Assistant to the Provost at least one month in advance of the intended return date to ensure that the appropriate offices have sufficient time to evaluate the student’s request. Submission of a complete re-enrollment requires the following and does not guarantee that the re-enrollment request will be approved.

All decisions made under this policy by the Provost, in consult with the relevant Dean and academic advisor, are final.

For additional information regarding Medical Withdrawal policies and procedures, please refer to the University website.

Change of Personal Information

Changes of name, address, or telephone number may be accomplished in two ways:

- 1) A student may fill out an official form obtained through the Registrar’s Office; or
- 2) A student may access and change this information through the Lourdes University web self-service page.

Academic Honors

The Dean’s List

At the end of each semester and summer sessions, full-time students who have earned a grade point average of 3.50 or above are placed on the Dean’s List.

The Honors List

At the end of each semester and summer sessions, part-time students who have maintained an average of 3.50 or better while carrying 6-11 semester hours of study are placed on the Honors List.

Graduation Honors

Graduation honors are awarded for performance in courses taken at Lourdes University as measured by the cumulative grade point average. Degrees are conferred with the following honors:

Associate Degrees:

With Honors 3.50 - 4.00

Bachelor Degrees:

| | |
|-----------------|-------------|
| Cum Laude | 3.50 - 3.69 |
| Magna Cum Laude | 3.70 - 3.89 |
| Summa Cum Laude | 3.90 - 4.00 |

Academic Honor Societies

Alpha Psi Omega

Alpha Psi Omega is the national honor society for theatre. The purpose of the society is to provide acknowledgement to those demonstrating a high standard of accomplishment in theatre and a wider fellowship for those interested in theatre. Students meeting the standards for membership are eligible for induction into Lourdes University's Alpha Eta Epsilon Chapter.

Kappa Delta Pi

Kappa Delta Pi is an international honor society in education. The aim of Kappa Delta Pi is to foster excellence in education and to promote fellowship among those dedicated to teaching and scholarship. Membership is open to advanced education students who meet specific academic requirements.

Sigma Tau Delta

Sigma Tau Delta is the International English Honor Society. Membership recognizes high distinction in English language and literature. The society fosters all aspects of the discipline of English, including literature, language, and writing. Students meeting the standards for membership are invited by the English department to join Lourdes' chapter of Sigma Tau Delta, which is designated as Alpha Sigma Nu.

Phi Alpha Theta

Phi Alpha Theta is the national history honorary society. The purpose of the society is to promote an understanding of and appreciation for the study of history. Students meeting the standards for membership are eligible for induction into Lourdes University's Alpha Lambda Nu Chapter.

Sigma Theta Tau International

Sigma Theta Tau International is the honor society for nursing. The Zeta Theta Chapter-at-Large consists of nursing students and graduates from Lourdes University, Mercy College of Northwest Ohio, Bowling Green State University and The University of Toledo. The purpose of the organization is to facilitate leadership development and scholarly support within the practice of nursing. Induction is by invitation only. Qualifications include superior scholastic achievement, professional leadership, and/or marked achievement in the field of nursing.

Kappa Gamma Pi

Kappa Gamma Pi is the National Catholic College Graduate Honor Society. Membership, which is limited to not more than ten percent of the graduating class, is based on scholarship, leadership, and service. Members are selected not only for recognition of past accomplishments but also in anticipation of future service.

Phi Alpha

Phi Alpha is a national honor society for social work students who have attained

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excellence of scholarship and distinction of achievement. Students meeting the standards of membership are eligible for induction into Lourdes' Delta Alpha Chapter.

Sigma Beta Delta

Sigma Beta Delta is the international honor society for business. The society encourages and recognizes scholarship and academic accomplishment among students of business, management and administration. Graduating seniors who meet the academic standards for membership are eligible for induction. Membership is limited to twenty percent of graduating College of Business and Leadership class.

Theta Alpha Kappa

Theta Alpha Kappa is a national honor society for theologians and students in theological studies. Students who meet the academic standards set by the society are eligible for induction, which is by invitation only. The local chapter of Theta Alpha Kappa is designated as Alpha Alpha Theta.

Academic Alert System

The "Advise" student success software assists in identifying students who are in need of institutional supports to aid in their personal and academic persistence. "Advise" houses the university's automated and manual academic and athletic alert system. Students who receive any number of alerts will be engaged to ensure they are connected with the appropriate campus resources to assist in their success.

Academic Probation and Dismissal

Unsatisfactory Academic Progress

A student who has completed less than 27 credit hours (including transfer hours) must have a Lourdes University Cumulative Grade Point Average (G.P.A.) of at least a 1.5 to be considered in good academic standing (attempted Lourdes hours ÷ Quality Points). A student who has completed more than 27 credit hours (including transfer hours) needs to have a Lourdes University Cumulative G.P.A. of at least a 2.0 to be in good academic standing. Academic standing is calculated at the end of each semester and will not change until the end of the following semester after grades have been posted and the cumulative G.P.A. has been calculated.

The following probation table describes the conditions for unsatisfactory academic progress.

| Class Standing | Earned Credit Hours (Including Transfer Credits) | Academic Warning (Based on Semester G.P.A.) | Academic Probation/ Suspension/Dismissal (Based on Cumulative G.P.A.) |
|----------------|--|---|---|
| Freshman | 0-27 | 0.00 – 1.99 | 0.00 - 1.49 |
| Sophomore | 28-55 | 0.00 – 1.99 | 0.00 – 1.99 |
| Junior | 56-83 | 0.00 – 1.99 | 0.00 – 1.99 |
| Senior | ≥84 Semester Hours | 0.00 – 1.99 | 0.00 – 1.99 |

Academic Warning

A student whose Lourdes University semester G.P.A. falls below 2.0 at the end of the *semester* will be placed on academic warning unless the student's G.P.A. falls in the probation/suspension/dismissal range. Students placed on 'Academic Warning' will receive an formal letter from the Director of the Academic Support Center.

Academic Probation (P)

Undergraduates placed on 'Academic Probation' will receive a formal letter from the Director of Academic Support Center informing the student that continued failure to meet academic standards will result in dismissal from the University.

If a student's Lourdes University Cumulative G.P.A. falls in the probation range, as outlined in the table above, the student will be placed on probation. Students on academic probation are permitted to continue their enrollment provided they adhere to the following:

- A course load reduction to no more than 12 hours.
- Required enrollment in and successful completion (with a grade of C or higher) of ND 106: College Study Skills.
- Enroll in courses that they failed and successfully complete them with a grade of a C or higher.
- Compliance with any other measures recommended by the Director of Academic Support Center, the Deans' Council, or academic advisors to ensure concentration on the academic program.

Students who obtain a semester G.P.A. of ≥ 2.0 , but who do not improve their Cumulative G.P.A.s to the designated level as outlined in the probation table, will remain on an Extended Probation (XP) status.

Credit Limits for Probation Students in Summer Sessions

The number of credit hours for a student who has been placed on probation will be limited. Students will be limited to 3 credit hours in a five week summer session, but could take a course in each of the two five week sessions for a total of six credits. They could take six credits simultaneously if taking them during the ten week summer session.

Academic Suspension (SU)

Students who obtain a semester G.P.A. of less than a 2.0 and their Lourdes University Cumulative G.P.A. falls in the probation/suspension/dismissal range for two consecutive semesters, will be suspended the following fall or spring semester, which ever applies. Suspension excludes summer sessions. The student may appeal this suspension to the Deans' Council.

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Once a student has been suspended and a semester has elapsed, he/she must:

- Raise his/her Cumulative G.P.A. to the minimum acceptable standard as stated above.
- Reduce his/her course load to no more than 12 hours.
- Receive academic counseling.
- Comply with any other measures recommended by the Director of Academic Support Center, Deans' Council, or academic advisors to ensure concentration on the academic program.

Students who obtain a semester G.P.A. of ≥ 2.0 , but who do not improve their Cumulative G.P.A. to the designated level as outlined in the above table, will remain on an Extended Suspension (XS) status as long as they continue to make academic progress.

Academic Dismissal (DS)

If a student's Lourdes University semester G.P.A. is below a 2.0 following reinstatement from being suspended, and his/her Cumulative G.P.A. falls in the probation/suspension/dismissal range, the student will be dismissed.

A student who has been dismissed may not enroll at the University for a period of five calendar years. The student may file a written appeal to Deans' Council and, if successful, he/she may be allowed to attend classes the next semester and his/her probation status will return to Extended Suspension (XS). The student may appeal once during the dismissal period. Students who successfully appeal their dismissals must complete a contract with the Director of the Academic Support Center, which includes the following:

- Raising their Cumulative G.P.A.s to the minimum acceptable standard as stated above.
- Reducing their course loads to no more than 12 hours.
- Receiving academic counseling.
- Complying with any other measures recommended by the Director of the Academic Support Center or the Deans' Council to ensure concentration on the academic program.

Students who obtain a semester G.P.A. of ≥ 2.0 , but who do not improve their Cumulative G.P.A.s to the designated level as outlined in the above table, will remain on an Extended Suspension (XS) status as long as they continued to make academic progress.

Readmission After Dismissal Policy

A student who has been dismissed can request readmission after a five calendar year waiting period. During this waiting period, a student must attend another accredited institution of higher education and achieve at least a 2.0 semester G.P.A. for at least 12 semester hours in one academic year. After five years, a dismissed student who wants to register for classes must submit a written petition to the Deans' Council. This petition should include steps the student will take to be successful and an explanation of what has changed in his/her life to make his/her academic success possible. A student must also provide an official transcript from an accredited institution demonstrating success achieved during the five year waiting period.

Readmission (RA) Approval

A student may be readmitted on conditional admit status. The student will need to develop a Readmission Contract with the Director of the Academic Support Center. A readmitted student who returns to academic probation status following readmission will lead to permanent dismissal.

Previous Academic Record

Any courses in which a student has received a C (2.0) or higher will remain on the transcript and in the overall G.P.A. calculations. Any courses in which a student has received a C- (1.67) or lower will remain on the transcript designated with a specific code (AF) Academic Forgiveness, but will be excluded from the overall G.P.A., earned hours and attempted hours. Any and all program required courses excluded under academic forgiveness must be successfully repeated to obtain credit. Students who have attempted a course twice, and are then granted academic forgiveness for the course, are allowed to retake the course only once after readmission.

The new overall G.P.A. will be used for determining eligibility and/or probation for acceptance into a program and for further calculations of the student's overall G.P.A. A readmitted student must take a minimum of 6, but no more than 12 credits, and obtain at least a 2.0 semester G.P.A. for two consecutive semesters after they are readmitted. Failure to do so will result in permanent dismissal.

Academic Forgiveness (AF) can only be granted once. If readmission is denied, the student has the right to appeal the decision to the Provost, following the Academic Suspension Appeal Process.

Financial Aid Satisfactory Academic Progress

Your academic probation status and financial aid satisfactory academic progress are two different issues. You will need to contact the Financial Aid Office to determine if you are making Satisfactory Academic Progress (SAP). SAP is an entirely separate issue from academic probation and is administered according to the U.S. Department of Education Federal Regulations, not Lourdes University (see p. 68).

Policy on Undergraduate Course-Related Matters

A student who has a concern about assignments, exams, grades or issues related to a course should discuss the issue with the course instructor as soon as possible. Except in the event of discrimination or harassment, students must meet with the course instructor in an attempt to resolve the issue. Allegations of discrimination and harassment shall be addressed in accordance with the Institutional Policy on Discrimination and Harassment. After a discussion of the concern with the instructor, the student may, in turn, talk with the instructor's department chair, dean and finally, the Provost. Formal academic grievances are limited to the final course grade. If the student believes he or she has the basis for a formal grievance at the end of the semester, the student should keep all documents that might pertain to the grievance for use at that time.

Undergraduate Final Grade Grievance Policy

A final course grade is only subject to review when 1) a procedural error has been discovered in the calculation or recording of a grade, or 2) there is a basis or need for an academic reevaluation.

If a student wishes to have a final grade reconsidered, the student must meet with the instructor and attempt to resolve the difference. In no case will a grade be revised in accordance with criteria other than those applied to all students in the class. If the instructor agrees that an error in the calculation or recording of the grade was made, or agrees to assign a different grade after reevaluation, this will be communicated to the Registrar's Office on a Change of Grade form. If no resolution can be reached with the instructor, the student may initiate a formal grievance.

A Final Grade Grievance Form may be obtained from the University website. The student must use the form to describe the problem in writing and the reason(s) the grade should be changed. The student will then obtain a signature from the instructor to show that they have met to discuss the issues in the grievance. At this point, the student must return with the form to the Senior Assistant to the Provost (SCH 141) to have it dated and recorded. This date marks the official beginning of the grievance.

The Final Grade Grievance Form must be presented and signed at each of the subsequent selected appeal steps. Please note that in some cases (e.g., regarding Nursing and Education courses) the individuals to be seen by the student may vary from those listed below. The grievance procedure must begin within 15 business days (business days are days when classes are in session, not including Saturdays) of the beginning of the spring semester for grades received during the fall semester, and within 15 business days of the beginning of the fall semester for grades received during the spring or summer sessions.

Any student appeal of an instructor's decision must be done by duplicate submission in writing to the instructor's Departmental Chairperson stating the basis of the

appeal. If the instructor is the Department Chair, the student's written appeal must go directly to the instructor's Academic Dean. The Department Chair shall meet with the student and consult with the instructor within 15 business days. The Chair shall respond within 5 business days.

If the issue is not resolved to the satisfaction of the student, the student must within 10 business days after being notified in writing by the Department Chair request in writing to meet with the instructor's Academic Dean. The Academic Dean shall meet with the student and consult with the instructor within 15 business days. The Academic Dean shall respond within 5 working days.

If the issue is not resolved to the satisfaction of the student, the student must within 10 business days after being notified in writing by the Academic Dean request in writing to meet with the Provost. The Provost shall review the documentation and meet with the student within 15 working days. The Provost may choose to appoint a Grade Grievance Review Committee to meet separately with the student and the instructor. The Committee shall make a written recommendation to the Provost. The decision of the Provost shall be rendered in writing within 5 business days. The decision of the Provost shall be final.

If because of unforeseen circumstances the above timelines cannot be met by Lourdes University personnel, the student will be notified if there are any necessary delays. If because of unforeseen circumstances the above timelines cannot be met by the student, the student must contact the Office of the Provost to apply for an extension before the deadline. Once the student's deadline has lapsed at any step of the process without the student taking the next step, the appeal is considered officially withdrawn by the student.

Non-Academic Grievance

For non-academic grievances, except in the event of discrimination and/or harassment, students should complete the Student Concern form available on the University's website (Current Students) and submit to the Senior Assistant to the Provost, SCH 141. Allegations of discrimination and harassment shall be addressed in accordance with the Institutional Policy on Discrimination and Harassment, and student conduct code violations shall be addressed under the Community Standards Student Code of Conduct.

Academic Honesty

A goal of Lourdes University is to engage students in an honest and dynamic search for truth. Academic honesty is a hallmark of such a quest. Accordingly, students are expected and encouraged to engage in all aspects of their academic studies in an honest and ethical manner. Should instances of academic dishonesty arise, the following policies and procedures will be in force.

I. Definition:

Academic dishonesty is unethical behavior, which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another to violate any part of this policy.

Plagiarism is defined as presenting someone else's work/ideas as one's own such as submitting a paper written by someone else, failing to give credit to sources (books, articles, websites, and interview sources) in research papers, verbatim use of quoted (must have quotation marks or indentation), paraphrased, or summarized material without appropriate source citation and bibliographic attribution. It is the policy of this academic community to invoke sanctions against students who violate these standards of academic honesty or who engage in academically dishonest behavior.

II. Sanctions:

Faculty members who suspect a student of academic dishonesty may resolve the problem directly with the student. In cases where culpability is substantiated or admitted, the sanction may include failure of the course as well as other sanctions up to and including suspension or expulsion from the University. When a student is sanctioned, the faculty member must report the incident in writing to that faculty members' Department Chairperson. A copy of the report will be sent to the Dean of the College and the Provost. A student who has been sanctioned for more than one incident of academic dishonesty may receive additional sanctions as deemed appropriate by the Provost, including, but not limited to, suspension or dismissal from Lourdes University.

III. Appeals Procedure:

The student has five (5) business days after notification of the sanction to appeal to the instructor. The instructor has five (5) business days to render a decision on the appeal. If unsatisfied, the student has five (5) business days after notification of the instructor's decision to appeal the sanction to the instructor's Department Chair. The Department Chair has five (5) business days to render a decision on the appeal. If still unsatisfied, the student has five (5) business days after the notification of the Chair's decision to appeal the sanction to the Dean of the faculty member's college. The Dean has five (5) business days to render a decision. If still unsatisfied, the student has five (5) business days after the notification of the Dean's decision to appeal the sanction to the Provost. The Provost has five (5) business days to render a decision, which is final. All steps of the appeal and responses must be in writing. If any deadline for a decision on the appeal is unmet, with the exception of that by the Provost, the student may make the appeal to the next person in the process.

Additional Procedures

Background Checks

Some majors require clinical or field experiences to complete the major, and students must have a satisfactory criminal background check to participate in the clinical or field experiences. For more information, students should contact their advisor.

Closing the University for Inclement Weather

When considering closing or delaying the opening of Lourdes University, the Administration takes into account a number of factors, including:

- Local and regional weather forecasts
- The Lucas County Snow Emergency Level
- Road condition information from the Ohio Department of Transportation
- The status of comparable institutions [universities, colleges, businesses]

Lourdes will usually **not** close for **Lucas County Level I** and **Level II** snow emergencies.

Please check the Lourdes University website and local media when there is a Level III Snow Emergency in Lucas County. The first notification of a closing or delay will be through:

- Lourdes' RAVE Alert
- Lourdes' website: www.lourdes.edu
- Lourdes' main phone number [419-885-3211]
- Media notification will follow.

Students are asked not to call the University to inquire about classes. Classes will meet unless a closing/delay is posted on the website and announced through the media.

If Lourdes is open, but a student feels that they cannot get to campus due to the weather, they should contact their faculty.

Declaration of Candidacy - Commencement

Lourdes University has one formal commencement held in May. To graduate, students must file an Application for Graduation Form in the Registrar's Office. The application requires the signature of the student's advisor and the attachment of the advisor's Degree Audit Sheet. Graduation fees must be paid at the Student Accounts Office prior to submitting the application to the Registrar.

Students must have completed all academic requirements for their degree before they will be able to graduate and participate in the commencement ceremony. Students

completing all requirements in the Fall, Summer, or Spring semesters will participate in the May ceremony. Students receiving degrees are encouraged to participate in the commencement exercises. Each candidate is assessed a fee for expenses, regardless of participation.

E-mail Policy

Students are required to use their Lourdes University e-mail accounts for e-mail communication with the University faculty and staff. If a student uses another e-mail account to submit an assignment, the student does so at her or his own risk. Should the document fail to arrive for whatever reason, the student is accountable for a missing assignment, subject to the terms of the individual instructor's syllabus. Under no circumstances should faculty or staff be transmitting FERPA-protected information to students via any e-mail account other than the student's Lourdes e-mail account.

Grade Change

The instructor must make a request for a change of grade by completing the "Change of Grade" form available in the Registrar's Office. The "Change of Grade" form must be submitted to the Registrar's Office no later than one semester, excluding summer sessions, after the end of the semester for which the original grade was recorded. All grade changes may be subject to review by the Provost.

Institutional Review Board (IRB)

The Institutional Review Board (IRB) is a standing university committee of faculty and staff established under federal regulations to protect all human subjects in research studies conducted under the auspices of Lourdes University. The University recognizes an inherent obligation to insure that the rights and well-being of persons who serve as subjects in research are adequately protected. The IRB is charged with the responsibility to formulate and implement procedures for compliance with federal, state and institutional regulations to safeguard human subjects involved in research projects in which Lourdes University faculty, staff or students are engaged.

Military Duty

In the event that currently enrolled students are called upon to serve on active military duty by the United States Government, said students would be afforded credit for tuition and fees. A copy of the student's call-up letter must be presented and filed with appropriate officials of the institution.

Repeating Courses

Students who wish to repeat a course will receive only the credit and quality points from the most recent registration. Although the grade first earned will remain on the record, it will not be counted in the grade point average.

For example: First time: MUS 112 E (E = excluded from G.P.A.)
 Repeated: MUS 112 I (I = included in G.P.A.)

All courses may only be repeated once. To determine whether a course may be repeated, a student who does not drop from a class prior to the financial aid “freeze date” is considered to have “taken” the course. Students who wish to repeat a course more than once must submit a formal request to the Provost. The Provost’s approval of this request means that the student may not repeat any other courses more than once during the student’s tenure at Lourdes University.

Responsible Attendance

Students are expected to attend class regularly. On the first day a class meets the instructors inform students of individual definitions of satisfactory attendance. A student who judges that absence from a class session is necessary must assume responsibility for the decision. It is the student’s responsibility, not the instructor’s, to arrange to make up work due to absence; the instructor is not obliged to permit a student to make up class tests missed through absence. Assignments are due on dates designated regardless of absence, unless the instructor grants extensions. Students who fail to attend class prior to the published “freeze date” will be automatically dropped from class by the Registrar’s Office.

Scale of Scholarship

At the end of the semester, instructors submit letter grades to indicate the quality of students’ work in a course. Semester and cumulative grade point averages (G.P.A.) are computed at the end of each semester. The grade point average is determined by the ratio of the total number of quality points received to the total number of credits attempted. Only grades earned at Lourdes University will be used in computing the cumulative grade point average. Credits accepted from other institutions as part of the student’s program are transferred to the student’s permanent record without grades or quality points. Quality points for each semester of credit are assigned according to the following system.

| Grade Achievement | Quality Points Per Hour |
|--|--------------------------------|
| A = Superior quality | 4.00 |
| A* = Superior quality (no effect on G.P.A., credit does not apply toward graduation) | |
| A- = Slightly less than superior quality | 3.67 |
| B+ = Slightly more than high quality | 3.33 |
| B = High quality | 3.00 |
| B* = High quality (no effect on G.P.A., credit does not apply toward graduation) | |

Policies & Procedures

| | | | |
|----|---|--|------|
| B- | = | Slightly less than high quality | 2.67 |
| C+ | = | Slightly more than average quality | 2.33 |
| C | = | Average | 2.00 |
| C* | = | Average (no effect on G.P.A., credit does not apply toward graduation) | |
| C- | = | Slightly less than average quality | 1.67 |
| D+ | = | Above passing, but below average quality | 1.33 |
| D | = | Passing, but below average quality | 1.00 |
| D* | = | Passing, but barely above failing (no effect on G.P.A., does not count toward graduation) | |
| D- | = | Passing, but barely above failing | .67 |
| F | = | Failing, no credit but hours calculated into grade point average | .00 |
| F* | = | Failing, no credit (no effect on G.P.A.) | |
| FA | = | Failure due to lack of attendance, no credit but hours calculated into grade point average | .00 |
| S | = | Satisfactory (credit but no effect on G.P.A.) | |
| U | = | Unsatisfactory (no credit earned, no effect on G.P.A.) | |
| UA | = | Unsatisfactory due to lack of attendance (no credit earned, no effect on G.P.A.) | |
| I | = | Incomplete (no credit earned) | |
| AU | = | Audit (no credit earned) | |
| W | = | Withdrawn (official withdrawal from course by student) | |
| X | = | Credit by examination | |
| Z | = | Experiential Learning | |

Credits earned in the Lourdes University Experiential Learning Program are transcribed without grades or quality points and designated with the letter Z in the grade column.

** Effective Spring 2012, letter grades (A*, B*, C*, D* F*) will be issued rather than Satisfactory or Unsatisfactory for specific courses. These grades will not impact the overall Grade Point Average.*

Grade of Incomplete

The grade of I (Incomplete) is given to students at the end of a semester after they have made arrangements with the instructor to complete the work of the course.

Assignment of the grade of I may be given only when a substantial portion of the work in a course has been satisfactorily completed. No student has a right to this grade and it is given only at the discretion of the instructor. An I grade that is not converted to another grade before the end of the next semester (summer session excluded) becomes an F. Students are not permitted to withdraw from any course for which an I grade has been issued.

Satisfactory Academic Progress

Students who receive federal financial aid should review the Lourdes University Satisfactory Academic Progress Policy. The policy requires that aid recipients satisfactorily complete a percentage of courses attempted, complete a degree program in a reasonable amount of time, and achieve and maintain a cumulative grade point average of 2.0 or higher (for Undergraduate students) by their fourth standard semester of attendance. Contact the Financial Aid Office for more information.

Semester Grades

Students may check semester grades online. Grades are withheld when students have not met all financial obligations to the University.

Transcripts

In accordance with the Family Education Rights and Privacy Act of 1974, the Lourdes University Registrar's Office issues a transcript of grades earned at Lourdes University only when the student makes the request in writing.

Transcripts are ordered and processed through the Transcripts on Demand online ordering system, and students can elect to send transcripts electronically or in hard copy. Walk-in transcript service is restricted to an as-needed basis for time-sensitive requests. The fees for transcripts are as follows:

- Electronic delivery: \$3 per transcript
- Paper copy sent via US Mail: \$5 per transcript
- Paper copy sent via expedited shipping: Varies based on destination and service
- Walk-in Service at Lourdes: \$10 per transcript

All transcripts issued by the Registrar's Office are official transcripts. Current students may print their own unofficial transcripts through the Lourdes Student Portal.

A transcript may be withheld if student has not met all financial obligations to the University. A copy of a transcript of grades earned at another institution will not be released by Lourdes University. Questions regarding transcripts should be directed to the Registrar's Office.

Degrees & Programs



Academic Organization

Lourdes University commits to preparing men and women with the skills and attitudes they need to lead rich and meaningful lives in society. Believing in the education of the total person, Lourdes seeks to equip students for the world of work by integrating liberal learning with career education. The University also recognizes that it takes lifelong learning to develop the total potential of men and women and encourages students to make the search for truth a continuing process.

Lourdes University offers its students a choice of 34 majors. Academic disciplines at Lourdes are organized into four Colleges: Arts and Sciences, Business and Leadership, Education and Human Services, and Nursing, which encompass fifteen departments. Students may pursue undergraduate and graduate degrees as well as pre-professional concentrations. Academically advanced students may also apply to the Lourdes Honors Program.

Each student's program must include a distribution of courses from various departments to demonstrate the fulfillment of the liberal arts objectives of the University. The Liberal Arts course offerings are drawn from the following divisions in the College of Arts and Sciences:

Fine Arts

- Department of Art
- Department of Music

Humanities

- Department of English
- Department of History, Political Science and Geography
- Department of Philosophy and Values
- Department of Theological Studies

Mathematical and Natural Sciences

- Department of Biology and Health Sciences
- Department of Chemistry and Physical Sciences
- Department of Mathematics

Social Sciences

- Department of Psychology
- Department of Sociology and Justice Studies

The College of Arts and Sciences

MISSION: As the liberal arts heart of Lourdes University, the Mission of the College of Arts and Sciences is to offer significant opportunities for liberal learning as well as to set the foundations for integrated professional education. Our purpose is the development of well-educated people, capable of the pursuit of truth in service to the community.

To fulfill this mission, the College of Arts and Sciences strives to:

- Promote a community of learning that unites faculty members, staff, and students in a quest for knowledge, personal growth, and academic excellence.
- Offer high quality programs and courses that provide students with knowledge and competencies that will enrich their lives in the fine arts, humanities, mathematics, and the natural and social sciences.
- Provide the foundation for lifelong learning that will continuously renew careers.
- Foster a religious and ethical foundation for a life of service.

Degrees & Programs

The study of the arts and humanities gives students access to vast traditions of thought and expression about what it means to be human. Therefore, the Arts and Sciences Departments promote the intellectual, social, emotional, and spiritual growth of students through the study of art, music, philosophy, theological studies, history, language, and literature. This study is designed to engage the whole person in the search for truth; to promote the development of values, moral convictions, and sound aesthetic judgment; to encourage an appreciation and understanding of other cultures, past and present; and to provide the process of learning through intellectual inquiry, analysis, critical thinking, and meaningful communication.

Science and mathematics are vital constituents of any liberal arts program. The basic concerns are to develop habits of careful observation and critical thinking and to provide rational bases for interpreting information. Biology and health sciences focus on the dynamic process of living things; chemistry and physical sciences explore the nature of matter and energy and the physical laws of the universe; and mathematics studies the language of science. Many courses in the natural science departments have prerequisites and co-requisites, which are listed after the course descriptions in the catalog. Students should see the appropriate department chairperson if they have questions about courses. Usually ACT/SAT scores are used to assist students in the correct selection of mathematics classes for their course of studies, but placement tests may be taken instead. Participation in any science laboratory course requires the signing of a Risk Assessment Notification and Release Form.

The social sciences (psychology and sociology) are concerned with the orderly investigation of the behavior of people in society from infancy through adulthood, with the aim of accumulating a body of relevant theory and acceptable practices for working with diverse populations. Theories concerning human growth, development, and behavior in groups are developed from philosophies, belief systems and empirical observation. The distinctive quality of social science is that it attempts to formulate such theories systematically and in a way which permits the testing of theory against fact and practice. At the undergraduate liberal arts level, the social sciences impart to students a general knowledge of the human growth, development and behavior theories, and scientific techniques used to study and educate people and society.

Dean's Scholars Program

The College of Arts and Sciences Dean's Scholars are exemplary students who are engaged in campus life, committed to the community, dedicated to their disciplines, and determined to succeed. This competitive program helps these students achieve their goals with unique opportunities and personalized events meant to enhance the Lourdes experience and the student's path to success. A select cohort of 20 new, full-time students—majoring in a degree within the College of Arts & Sciences—may participate in this exclusive program. Scholars have VIP access to Dr. Holly L. Baumgartner, Dean of the College of Arts and Sciences.

The program features:

- Outings to important scientific and cultural events under the supervision of the dean.
- Resume building and mentoring activities with the department chair of the applicant's major.
- Priority internship opportunities in every major.
- Advance registration and advising from the dean or the department chair of the applicant's major.
- Participation in service projects led by the dean.
- Recommendation letter from the dean for those completing the program with a 3.5 G.P.A. or better.
- Personalized graduate school counseling and preparation for those continuing their educations.
- Conference opportunities with department faculty.

Additional Benefits

- One-on-one career planning guidance.
- Option of being part of a living-learning community in Lourdes Commons where program participants live with other Dean's Scholars and Honors students.
- Job interview coaching with the dean and the department chair of the student's major.

Scholars Housing Award

All Dean's Scholars will receive a \$1,000 Scholars Housing Award per year in addition to their Academic Scholarship.

Program Eligibility

The 20 selected Dean's Scholars must meet the following requirements:

- G.P.A. of 3.2 or higher
- ACT score of 22 or higher
- Demonstration of strong academic engagement during their high school careers

The College of Business and Leadership

MISSION: The College of Business and Leadership is a point of intersection for members of the academic, business, and nonprofit communities where degree and non-degree programming serves the values of learning, service, and reverence. We seek to ENGAGE current and future members of the business and nonprofit communities in integrated, personal, and values-centered educational journeys designed to enrich lives and advance career goals.

VISION: We develop knowledgeable, values-centered, globally aware graduates who will practice business as a noble profession.

The College of Business and Leadership offers both undergraduate and graduate programs of study. Students may choose from six undergraduate majors offered within the Bachelor of Science degree. An Associate of Arts Business major is also available. For information on the undergraduate majors (see p. xx) and for course descriptions (see p. xx) The College also offers a Masters of Business Administration (MBA) degree and a Master of Organizational Leadership (M.O.L.) degree. More information on the graduate programs and course descriptions can be found in the Graduate School section of the catalog (see p. xxx, xxx, xxx, xxx).

In line with Franciscan values, the graduate and undergraduate programs provide students with the knowledge, skills, and dispositions necessary to grow as ethical individuals while succeeding in the dynamic business and organizational environments. We believe that a broad liberal arts education combined with a rigorous specialized curriculum offers the best pathway for personal and career success.

We consider the College of Business and Leadership to be a learning community of over 300 diverse students, roughly 40 dedicated faculty and staff, 2,000 alumni, and many friends and partners—a community that revolves around a mission of engagement. The atmosphere is personal and values-centered; it is a place where students and faculty often interact on a first name basis in the pursuit of personal and professional growth.

Lourdes University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located at 11374 Strange Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Master of Business Administration, Master of Organizational Leadership, and Bachelor of Science in: Accounting, Accounting and Finance, Business Administration, Health Care Administration, Human Resource Management, Integrated Business, Management, and Marketing.

Dean's Scholars Program

The College Business & Leadership's Dean's Scholars program selectively invites new full-time students who choose to pursue one of our six undergraduate business majors, and meets the minimum requirements, to participate in this competitively awarded experience. Program participants are afforded special events to attend that are personalized to their interests as well as the opportunity to become engaged leaders within our campus community. All named Dean's Scholars, in good standing, will receive direct access and professional career and academic advising from Dr. Ryan Butt, J.D., M.S.A., Dean of the College of Business & Leadership.

The program features:

- Quarterly outings to select business and cultural venues under the supervision of the Dean.
- Automatic eligibility to participate in BUS 423 – The Leadership Seminar – providing unique exposure to business and community leaders.
- Participation in a service trip such as Habitat for Humanity with the Dean or another faculty member.
- Invitation to special job recruiting events and a reference letter from the dean for those completing the program with a 3.5 GPA or better.
- Automatic acceptance into the one-year MBA program for those with a cumulative GPA of 3.25 or better at the end of their junior year (GMAT waived) – allowing accepted students to complete their BS and MBA in 5 years.

Additional benefits:

- Option of being part of a living learning community in Lourdes Commons where program participants live with other Dean's scholars.
- One-on-one career counseling and interview coaching opportunities in the Backpack to Briefcase program.
- Mentorship opportunities available with senior leaders of business in the Executives-in-Residence program.
- Priority access to premier internship opportunities – regionally, nationally and internationally.
- Complimentary subscriptions to the *Harvard Business Review* and *Wall Street Journal* and participation in a monthly discussion group with distinguished faculty covering topics in the business news.
- Eligibility to participate in a 1-week international business trip with MBA students during senior year.

Degrees & Programs

Scholars Housing Award

Dean's Scholars will receive a \$1,000 Scholars Housing Award per year in addition to their academic scholarship.

Program Eligibility

Selected Dean's Scholars must meet the following requirements:

- High school GPA of 3.2 or higher
- ACT score of 22 or higher
- Demonstration of strong leadership during their high school career

Joseph M. Magliochetti Endowed Chair of Business & Finance

Named in honor of a well-respected leader – former CEO of Dana Corporation Joseph M. Magliochetti – the Endowed Chair of Business & Finance will continue to provide a values-centered education to business majors. This Endowed Chair does even more for our students. It allows Lourdes to enhance our finance major, bring the best technology as well as esteemed scholars who will educate our students and ignite a passion that is tempered in ethics while preparing students for success in the 21st century.

The Endowed Chair will:

- Create a new and improved cutting-edge finance major.
- Fund the annual Joseph M. Magliochetti Leadership summit.
- Appoint a professor of Finance.
- Support an on-campus media display noting real-time stock market movements.
- Pursue corporate funding for trading room technology.

Larry & Kathy Ulrich Endowed Professorship in Accounting

Larry & Kathy Ulrich's established Endowed Professorship in Accounting will enhance the level of excellence taught within the accounting program at Lourdes by supporting the recruitment of exceptional faculty to ensure student success throughout their course of study. Their commitment enables the College of Business & Leadership to continue to place a strong emphasis on educating our business students to possess a high level of competency and integrity as well as supporting those students to actively participate in professional experiences outside of the classroom as they prepare to become tomorrow's leaders of business.

The Endowed Professorship will:

- Assist in attracting and retaining outstanding accounting faculty.
- Enhance professional development opportunities for accounting faculty.
- Expand CPA exam preparation courses.
- Establish and grow international study abroad experiences.
- Renewable scholarship for undergraduate accounting majors.

The College of Education and Human Services

***MISSION:** The College of Education and Human Services is dedicated to preparing students to be effective, successful members in the professional fields of Education and Social Work. All programs provide professional studies grounded in liberal arts that emphasize the Franciscan values of a community of learning, reverence and service. We strive to prepare students with the knowledge, skills, and dispositions needed to lead rich, meaningful lives and to be successful and productive members of their profession and in their communities.*

GUIDING PRINCIPLES: We are committed as a collegial, interdisciplinary, and collaborative community of professionals who support students' success by:

- Franciscan Values – Teaching, modeling, and challenging our students to be true to the Franciscan Values of community, learning, reverence, and service.
- Liberal Arts – Teaching, modeling, and challenging our students to appreciate and value the role that Liberal Arts play in their academic, personal and professional lives.
- Meaningful Experiences – Providing students with the opportunities to put theory and knowledge into “action.”
- Partnerships/Engagement – Building partnerships that support student and faculty in service to the community.
- Scholarship – Supporting and encouraging scholarly activities and professional development that enhance our knowledge, skills and dispositions.
- Diversity – Cultivating a community that demonstrates reverence and appreciation for the diversity and giftedness of others.
- Social Responsibility – Preparing students to be socially responsible leaders in their chosen professions and their communities.
- Accountability – Ensuring excellence in our professional programs through our assessment practices.

Degrees & Programs

The Department of Education mission is to facilitate the preparation of teachers, provide professional development opportunities for educators, and offer educational experiences and outreach for learners of all ages. We provide holistic learning rooted in Franciscan values: learning, reverence and service. As a result of our efforts we foster the development of individuals who make a positive difference in our world. We are committed to providing students with the opportunity to acquire the necessary knowledge, skills, and dispositions that allow them to become competent, caring and qualified educators. The curriculum and experiences are designed to reflect established, contemporary and emerging principles and practice and provide students the necessary capabilities to provide effective education.

The Department of Social Work prepares professional entry-level generalist social workers who are committed to the enhancement of human well-being, respectful of human diversity, and who are active in promoting social justice. The program provides a learning experience based in social work knowledge, values and skills that supports work with individuals, families and groups from a strengths-based perspective.

Dean's Scholars Program

A select cohort of 20 new full-time students majoring in a degree within the College of Education and Human Services participate in this competitive program each year with VIP access to the Dean Dr. Christine Knaggs. The Dean's Scholars are exemplary students who are majoring in education or social work and are engaged in campus life, committed to the community, dedicated to their disciplines and determined to succeed. This competitive program helps these students achieve their goals with unique opportunities and personalized events meant to enhance the Lourdes experience and the student's path to success.

The program features:

- Outings to select venues and/or events under the direction of the dean or chairperson.
- Invitations to participate in professional luncheons/forums with faculty and other community leaders.
- Opportunity for early advising.
- A reference letter from the dean or chairperson for those completing the program with a 3.5 GPA or better.

Additional benefits:

- Priority access to research, scholarship, and service learning opportunities with faculty.
- Receive a complimentary professional membership in your field.
- Participate as an Ambassador for the College of Education & Human Services.

- Option of being part of a residential learning community in Lourdes Commons where program participants live with other Dean's Scholars.
- Priority application for international study abroad opportunities.
- Education majors receive automatic membership to Collegiate Middle Level Association (CMLA), a professional organization for educators.
- Social Work majors receive early interviews with field sites and the Director of Field for placement
- Social Work majors receive special licensure prep workshop with faculty

Scholars Housing Award

Dean's Scholars will receive a \$1,000 Scholars Housing Award per year in addition to their academic scholarship.

Program Eligibility

The 20 selected Dean's Scholars must meet the following requirements:

- High school GPA of 3.2 or higher
- ACT score of 22 or higher
- Demonstration of strong leadership during their high school career

The College of Nursing

***MISSION:** To prepare undergraduate and graduate students in an individualized educational environment that incorporates quality nursing practice, critical thinking, leadership, diversity, and Christian ethics. Both the undergraduate and graduate programs will prepare professional nurses who are competent in providing holistic care in a variety of settings in a dynamic society. The Bachelor of Science in Nursing degree builds on the liberal arts tradition of the University to prepare nurse generalists who are able to practice in the community, fulfill leadership roles, and utilize research. The Master of Science in Nursing degree builds upon the baccalaureate curriculum to prepare graduates for advanced nursing roles by promoting the development of advanced education and nursing leadership, and advanced clinical practice in nurse anesthesia knowledge, concepts, and skills. Emphasis is placed on nursing theory, research, and practice to facilitate personal and professional development in an environment that reflects the University's Franciscan values and encourages lifelong learning.*

Degrees & Programs

Lourdes University College of Nursing believes that:

- Health is the dynamic state of physical, emotional, and spiritual well-being that is defined in the context of personal values and culture.
- Nursing is a scientific and caring profession which utilizes the most current evidence in diagnosis and treatment to optimize health, reduce risk, and promote wellness.
- Learning results in an increase in self-understanding and discovery of knowledge, values, and skills.
- Learning occurs in a supportive environment through a collaborative partnership that requires active involvement on the part of a student/learner and educator/facilitator.

VISION: Recognized as a national leader for excellence in nursing education, Lourdes University College of Nursing graduates an innovative workforce that continuously improves quality and safety in healthcare delivery systems and exemplifies holism, ethics, diversity, community service, and Franciscan values.

Dean's Scholars Program

The College of Nursing Dean's Scholars are exemplary students who are engaged in campus life, committed to the community, dedicated to their discipline, and determined to succeed. This program helps these students achieve their goals with unique opportunities and personalized events meant to enhance the Lourdes experience and the student's path to success. New, full-time students are eligible for the program and enjoy exclusive programs and VIP access to the Dean.

The program features:

- Outings to important scientific and cultural events under the supervision of the dean.
- Advising from the dean or the department chair of the applicant's major.
- Reference letter from the dean for those completing the program with a 3.5 G.P.A. or better.
- Personalized graduate school counseling and preparation for those continuing their educations.
- Complimentary membership for the National Student Nurses Association (NSNA).

Program Eligibility

The selected Dean's Scholars must meet the following requirements:

- G.P.A. of 3.2 or higher

- ACT score of 22 or higher
- Dean's Scholars can receive direct admission to the nursing major if they have a high school GPA of 3.75 and an ACT score of 24. They must remain fulltime and maintain a University GPA of 3.25 during their freshman year to retain their nursing major direct admission status.

Endowed Chair in Franciscan Integration

The Sisters of St. Francis Endowed Chair in Franciscan Integration was established to deepen the understanding of Lourdes University as a sponsored ministry of the Sisters of St. Francis. As the University carries forward the mission and heritage of its sponsor, it is imperative that knowledge of and reflection on the traditional four core Franciscan values – contemplation, conversion, minority, and poverty – and their current embodiment of the four core values of Lourdes University- community, learning, reverence, and service – be integrated into the curriculum life of the University in meaningful ways. The Endowed Chair in Franciscan Integration has been established to encourage faculty to seek ever new ways to deepen the Franciscan character of educational experiences.

Undergraduate Degrees Offered

- B.A. Bachelor of Arts
- B.S. Bachelor of Science
- B.S.N. Bachelor of Science in Nursing
- A.A. Associate in Arts

General Degree Requirements

The A.A., B.A., B.S. and B.S.N. degrees require a minimum G.P.A. in the major/concentration. See the specific department descriptions for minimum G.P.A. details.

Students who do not register for a class at Lourdes University in a two-year period will be required to meet the General Education/Degree Requirements in effect at the time of their return. Students who change degree programs (e.g. from B.S. to B.A.) will be required to meet the General Education/Degree Requirements in effect at the time they declare their change of program.

Degrees & Programs

Students may only complete a maximum of 49% of their degree requirements through online coursework.

The curriculum is organized into four levels. Courses numbered on the 100 level are planned primarily for first-year students, and those on the 200 level are generally for second-year students. Courses at the 300 and 400 levels provide depth in a field of study. If a course does not have prerequisites, qualified students who have obtained the appropriate approval may take it.

Lourdes University Core Curriculum and General Education Model

The Curriculum expresses through coursework and experiences the Lourdes University Mission and Learning Outcomes. A total university experience is required to wholly realize the Lourdes University Learning Outcomes. No one course or experience will fully realize any learning outcome. However, the Core is intended to

be the heart of the Lourdes educational journey. It provides the framework upon which to build the rest of the University experience. It provides an introduction to the essential skills, knowledge, and dispositions of liberal learning and social justice as well as the process by which to integrate them (Learning Outcomes 1, 2, 4 and 5). Knowledge critical to integrating liberal thought into any chosen major is provided in the **General Education** requirements which expands upon the fundamental learning provided in the **Core**. Content and experiences gained through study in a major fully flesh out the University experience, giving it a distinctive form and substance.



Core Curriculum

The Core, being central to the Lourdes University experience, provides knowledge, skills, and attitudes essential for liberal learning and success in a chosen major. It includes a First Year Experience course, instruction for competencies in college-level writing and mathematics as well as systematic approaches to ethical reasoning. The Core also offers experiences to foster a disposition to service and an appreciation of cultural differences.

As students achieve third- or fourth-year status, they are assisted in integrating their liberal learning through an **Enduring Questions Course**. A capstone in the student's major completes the Core through integration of liberal learning and discipline specific content.

All students graduating from Lourdes University with a bachelor degree will take as their core curriculum:

- FYE 100 The Lourdes Experience 3 cr.
- ENG 101 Composition I: Essay Writing 3 cr.
- ENG 102 Composition II: Research & Writing 3 cr.
- Math (MTH 110 or Higher) 3 cr.
- Ethics (choose from the list below) 3 cr.

Ethics for Educators series/five courses:

- o EDU 100 or 101
- o EDU 230
- o EDU 316
- o EDU 317 or 319
- o EDU 329

BUS/PHL 430 Business Ethics

PHL 103 Introduction to Ethics

PHL 202 Ethics for the Health Professional

PHL 310 Bio Ethics

THS 233 Suffering, Healing & Dying

THS 265 Christian Ethics

THS 435 Peace, Justice & Forgiveness

- 399 Enduring Questions Seminar* 2-3 cr.
- Capstone in the Major 1-3 cr.
- Service Learning totaling 20 clock hours**
- Cultural Diversity Experience or Course***

***Enduring Questions Seminar:** This provides a capstone experience for one's general education studies at Lourdes University. Built around a selected enduring human question (e.g., What is love? What is justice and what does it require of us? Does the economy exist to serve human beings or do human beings exist to serve the economy?) the course draws upon as many disciplines as possible. The experience encourages students to think in interdisciplinary terms, finding the richness that comes from framing important questions in a variety of ways.

****Service Learning** is achieved by participating in an approved service learning activity that may or may not be associated with a course. The Lourdes University Office of Service Learning approves all service learning activities. The student must participate in 20 hours of approved service learning as part of a baccalaureate degree

Degrees & Programs

requirement. If a student wishes to have an experience count as service learning approval must be received from the Office of Service Learning prior to participating in the activity. (Note: Individual programs may have an additional Service Learning requirement.) For more information about what Service Learning at Lourdes means (see pg. 46).

*****Cultural Diversity Experience or Course:** All students must successfully complete a cultural diversity course or experience as part of their baccalaureate degree requirement. Courses that meet this requirement are approved by the University and designated as such. Experiential learning, such as study abroad may meet the cultural diversity requirement, but needs to be approved by the University prior to the student participating in the experience.

Currently approved courses include the following:

BUS 320 International Business; **EDU 316** Multicultural & Social Issues in Education; **ENG 211** Postcolonial Literature; **ENG 212** Gender and Literature; **ENG 213** Multiethnic U.S. Literature; **ENG 315 Studies in Non-Western Literature**; **GEO 250** World Cultural Geography; **GEO 260** World Regional Geography; **NUR 455 SL** Competencies for Culturally Congruent Healthcare; **SOC 304** Multicultural Diversity; **SWK 209** Multicultural Perspectives; **THS 101** Introduction to Religious Studies; **THS 244** Great Religions of the East; and **THS 246** Great Religions of the West.

Purpose of General Education

General Education at Lourdes University is designed to give students a liberal, coherent, purposeful education. General Education guides and challenges students to make intellectual discoveries, to search for truth, to develop sound religious and moral perspectives, to become personally and socially responsible adults, to have a sense of commitment to community, and to become lifelong learners.

Through General Education, students acquire proficiency in skills and competencies essential for all college-educated adults. They develop the ability to express ideas clearly and cogently; the ability to think logically and critically; an awareness of the roles of the arts in human culture; the ability to make ethical decisions; an awareness of and sensitivity to cultural diversity; foundational knowledge of history and its significance; an understanding of scientific principles, technology, and methods; the ability to use and manipulate quantitative data; knowledge of principles and methods necessary for living a healthy life; and empathetic recognition of the religious dimension of human existence.

General Education

All students will include as part of their General Education coursework the following:

| | |
|--|--|
| History | 3 cr. |
| Any history course | |
| Literature | 3 cr. |
| One of the following: | |
| ENG 200 | Introduction to Literature |
| ENG 211 | Postcolonial Literature |
| ENG 212 | Gender and Literature |
| ENG 213 | Multiethnic U.S. Literature |
| ENG 214 | Ecology and Literature |
| Philosophy | 3 cr. |
| Any PHL course | |
| Theology | 6 cr. |
| First Course: one of the following | |
| THS 101 | Introduction to Religious Studies |
| THS 125 | Theological Foundations |
| THS 218 | Celebrating the Sacraments |
| THS 220 | Introduction to the Old Testament |
| THS 221 | Introduction to the New Testament |
| THS 235 | Survey of Catholic Belief |
| THS 312 | Jesus, the Christ |
| THS 316 | Shape and Mission of the Church |
| Second Course : | |
| THS 200 level or above | |
| Fine Arts | 3 cr. |
| Any Art or Music Course from the following list: | |
| ART 101 | Drawing |
| ART 102 | 2-D Design |
| ART 103 | 3-D Design |
| ART 113 | Calligraphy |
| ART 117 | Art for the Teachers of Young Children |
| ART 200 | Fibers |
| ART 206 | Digital Arts I |
| ART 214 | Ceramics |
| ART 216 | Digital Photography |
| ART 221 | Oil Painting |
| ART 223 | Watercolor painting |
| ART 233 | Printmaking |
| ART 241 | Ancient and Medieval Art History |
| ART 260 | Workshops in Art |
| ART 341 | Renaissance and Baroque Art History |

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| | |
|---------|--|
| ART 345 | Non-Western Art History |
| ART 350 | Art of Africa |
| ART 441 | 19th and 20th Century Art History |
| ART 442 | American Art History |
| ART 447 | History of Women Artists |
| ART 450 | World Architecture |
| MUS 112 | Music Appreciation |
| MUS 113 | Integrating Music into the Early Childhood Classroom |
| MUS 213 | Music Theory and Composition I |

Any 100 or 200-level Applied Music course:

| | |
|-------------|---------------------------------|
| MUS 104 | Violin |
| MUS 105 | Piano |
| MUS 106 | Guitar |
| MUS 108 | Voice |
| MUS 299 | Special Topics |
| MUS 312 | Advanced Music Appreciation |
| MUS 313* | Music Theory and Composition II |
| MUS 314 | Music History I |
| MUS 334 | Music in Therapy |
| MUS 414 | Music History II |
| MUS 307/407 | Organ |
| MUS 410 | Instrumental Ensembles |

| | |
|----------------|-------------------------|
| MUS 300 or 400 | Level Applied Music |
| THR 101 | Introduction to Theatre |

Natural Science

3 cr.

Any natural science course from the following list:

| | |
|-------------|--|
| BIO/BIL 197 | Biodiversity & Conservation |
| BIO 204 | Basic Human Anatomy & Physiology |
| BIO 212 | Nutrition |
| BIO 215 | Basic Ecology |
| BIO 216 | Seasonal Field Ecology |
| BIO 319 | Consumer Health |
| CHM 130 | Introductory General Chemistry (2) |
| CHL 130 | Introductory General Chemistry Laboratory (1) |
| CHM 140 | General, Organic and Biological Chemistry (3) |
| CHL 140 | General, Organic and Biological Chemistry Laboratory (1) |
| CHM 163 | Societal Issues and Chemistry |
| CHM 165 | Chemistry of Art |
| CHM 167 | CSI: Introduction to Forensic Chemistry |
| CHM 181 | General College Chemistry I (3) |
| CHL 181 | General College Chemistry I Lab (1) |
| CHM 182 | General College Chemistry II (3) |
| CHL 182 | General College Chemistry II Lab (1) |
| PHS 111 | Introduction to Astronomy |

| | |
|-------------|---|
| PHS 112 | Introduction to Earth Sciences |
| PHS 113 | Principles of Physical Sciences |
| PHS 114 | Introduction to Geology |
| PHS/PLA 201 | College Physics I (5) |
| SCI 150 | Lake Erie: Environmental Issues |
| SCI 170 | Survey of Science (would fulfill general education for education majors only) |

Social Science

3 cr.

Any social science course from the following list:

| | |
|---------|---|
| PSY 110 | General Psychology |
| PSY 210 | Developmental Psychology: Lifespan |
| BUS 200 | Introduction to Economics |
| BUS 251 | Economics and Social Issues |
| BUS 254 | Macroeconomics |
| BUS 255 | Microeconomics |
| EDU 250 | Educational Psychology |
| PLS 122 | American National Government |
| PLS 201 | Modern Political Thought |
| SOC 101 | Introduction to Sociology |
| SOC 202 | Social Problems |
| SOC 301 | Urban Life and Development |
| SOC 304 | Multicultural Diversity |
| SOC 412 | Human Sexuality |
| SOC 420 | Poverty and Justice Issues |
| SOC 441 | Violence in Intimate Relationships |
| SWK 111 | Introduction to Social Work |
| SWK 209 | Multicultural Perspectives |
| SWK 210 | Human Behavior in the Social Environment II |
| SWK 223 | Substance Abuse Perspectives and Services |
| SWK 317 | Families |
| SWK 318 | Behavioral Health Perspectives and Services |
| SWK 413 | Practice Oriented Research |

Students in the College of Arts & Sciences seeking a Bachelor of Arts degree will take twelve credits in addition to those listed above for the University:

Fine Arts

3 cr.

A second Fine Arts course may be taken; however, the second course must be from a department different from the first course taken. For example: if the first course was in Art, then the second course must be from Music or Theatre; if the first course was in Music, then the second course must be from Art or Theatre; if the first course was in Theatre, then the second course must be in Art or Music.

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Any course listed above under Fine Arts qualifies.

History 3 cr.

Any history course.

Mathematics 3 cr.

MTH 110 or higher.

Science 3 cr.

A second course listed above in the natural or social sciences.

Bachelor of Arts Degree (B.A.)

Students may choose majors from the following:

- Art
- Art History
- Biology
- Criminal Justice
- Early Childhood Education
- Middle Childhood Education
- English
- Environmental Science
- History
- Interdisciplinary Studies
- Psychology
- Social Work
- Sociology
- Theological Studies

B.A. Degree Requirements:

Students must complete a minimum of 120 semester hours. Certain majors may require more hours.

Students must maintain a minimum of 2.0 grade point average for all college level courses. Some departments have further minimum G.P.A. requirements for courses in the major.

Students must earn a minimum of 30 semester hours from Lourdes University. These semester hours do not include prior learning credits.

Students must complete the General Education Requirements for the degree. A single course may be used to meet only one general education requirement, with the exception of the area of cultural diversity. A course in any discipline that has been accepted for cultural diversity may be used both for that discipline and for cultural diversity unless a program specifies a course that must be taken.

If required, students must successfully complete ENG 097 College Reading Strategies with a C* (2.0) or better within their first two semesters at Lourdes University. If required, students must successfully complete ENG 098 College Writing Strategies with a C* (2.0) or better within their first two semesters at Lourdes University.

Students must take ENG 101 Composition I: Essay Writing and ENG 102 Composition II: Research and Writing during their first four semesters at Lourdes.

First time college students must successfully complete MTH 097 (if required) with a C* (2.0) or better within the first 20 semester hours at Lourdes; MTH 098 (if required) with a C* (2.0) or better must be successfully completed within the first 40 semester hours. At least one of the math courses required for general education (MTH 110 or higher) must be completed within the first 60 semester hours.

Students transferring more than 20 semester hours of credit must successfully complete MTH 097 (if required) with a C* (2.0) or better within the first 15 semester hours at Lourdes. MTH 098 (if required) must be successfully completed with a C* (2.0) or better within the first 30 semester hours. At least one of the math courses required for general education (MTH 110 or higher) must be completed within the first 45 hours at Lourdes University.

Students must complete the chosen major with courses specifically required by the departments offering the major.

Students must complete a stipulated number of courses in their major at Lourdes University.

Students must complete a minimum of 32 semester hours of 300/400 level courses. A minimum of 16 of these semester hours must be taken at Lourdes University. Qualifying students may be awarded up to 45 total credits through prior learning (see p. 73).

Bachelor of Science Degree (B.S.)

B.S. Degree Requirements:

Students must complete a minimum of 120 semester hours. Certain majors may require more hours.

Students must maintain a minimum of 2.0 grade point average for all college courses. Some departments have further minimum G.P.A. requirements for courses in the major.

Students must earn a minimum of 30 semester hours from Lourdes University. These semester hours do not include prior learning credits.

Students must complete the General Education Requirements for the degree. A single course may be used to meet only one general education requirement, with the exception of the area of cultural diversity. A course in any discipline that has been accepted for cultural diversity may be used both for that discipline and for cultural diversity unless a program specifies a course that must be taken.

If required, students must successfully complete ENG 097 College Reading Strategies with a C* (2.0) or better within their first two semesters at Lourdes University. If

Degrees & Programs

required, students must successfully complete ENG 098 College Writing Strategies with a C* (2.0) or better within their first two semesters at Lourdes University. Students must take ENG 101 Composition I: Essay Writing and ENG 102 Composition II: Research and Writing during their first four semesters at Lourdes.

First time college students must successfully complete MTH 097 (if required) with a C* (2.0) or better within the first 20 semester hours at Lourdes; MTH 098 (if required) must be successfully completed with a C* (2.0) or better within the first 40 semester hours. At least one of the math courses required for general education (MTH 110 or higher) must be completed within the first 60 semester hours.

Students transferring more than 20 semester hours of credit must successfully complete MTH 097 (if required) with a C* (2.0) or better within the first 15 semester hours at Lourdes. MTH 098 (if required) must be successfully completed with a C* (2.0) or better within the first 30 semester hours. At least one of the math courses required for general education (MTH 110 or higher) must be completed within the first 45 hours at Lourdes University.

Students must complete the chosen major with courses specifically required by the departments offering the major.

Students must complete a stipulated number of courses in their major at Lourdes University.

Students must complete a minimum of 32 semester hours of 300/400 level courses. A minimum of 16 of these semester hours must be taken at Lourdes University.

Qualifying students may be awarded up to 45 total credits through prior learning (see p. 73).

Students may choose majors from the following:

- Accounting
- Adolescence to Young Adult Education
- Biology
- Business Administration
- Environmental Science
- Health Care Administration
- Human Resource Management
- Integrated Business
- Marketing
- Public Health

Bachelor of Science in Nursing Degree (B.S.N.)

The Bachelor of Science in Nursing (B.S.N.) prepares technically competent, professional practitioners of nursing through a program of study in the liberal arts and the science and art of nursing. Advanced standing admission and qualification for bypass credit is available to the registered nurse with an associate degree or diploma in

nursing. Licensed Practical Nurses (L.P.N.) are given prior learning credit for previous knowledge. A separate application is required for admission to the upper division major in nursing. R.N.-B.S.N. applicants must have a cumulative GPA of 2.0 or higher to be eligible to enter the major. Pre-licensure B.S.N. students must complete prerequisite courses with a prerequisite G.P.A. of 2.5 or higher and minimum cumulative science GPA of 2.5 to meet eligibility for the nursing major. To graduate with a B.S.N., all students must complete a minimum of 120 semester hours.

For pre-licensure and LPN-BSN students, continuation in the nursing major is contingent upon achieving a C- or better in each course and maintaining a 2.5 G.P.A. in the nursing major. R.N. to B.S.N. students are required to maintain a 2.0 G.P.A. in the nursing major.

B.S.N. Degree Requirements:

Students must complete a minimum of 120 semester hours and meet all the required General Education/Core courses, Prerequisite courses, and nursing major courses to achieve a B.S.N.

| Required Curriculum | Semester Hours |
|--|----------------|
| Nursing | 60 |
| Core, General Education, and Prerequisite Courses | 65 |
| <i>Courses marked with + have a prerequisite.</i> | |
| Core Curriculum | |
| FYE 100 The Lourdes Experience | 3 |
| ENG 101 | 3 |
| ENG 102 | 3 |
| MTH 212+ | 3 |
| Cultural Competency Requirement (see p. XXX) | |
| PHL 310 + | 3 |
| Enduring Questions Seminar | 2-3 |
| Service Learning component is met in the major with these courses: | |
| NUR 265 | 3 |
| NUR 335 | 3 |
| Capstone requirement is met in the major: | |
| NUR 490 Capstone: Professional Nursing (for pre-licensure students) | 3 |
| NUR 491 RN Professional Capstone (R.N.-B.S.N. students) | 3 |

Degrees & Programs

General Education

History

Any HST course 3

Literature

Any literature course listed on p. xxx / 105

Philosophy

PHL 310+ 3

Theology

6

(six credit hours, one course must be at the 200 level or above)

Fine Art

3

Any one of the following:

Any Music course or ART course, except ART 302

Natural Science

4

BIO 330/BIO 330+ Anatomy & Physiology I/lab

Social Science

3

PSY 110 General Psychology: An Overview

Additional Prerequisite Courses for the Nursing Major:

BIO 331/BIL 331+ Anatomy & Physiology II/lab 3/1

BIO 335 General Microbiology 3

BIO 340+ Pathophysiology 3

CHM 140/CHL 140+ General, Organic & Biological Chemistry/lab 3/1

PSY 210 Developmental Psychology-Life Span + 3

Associate in Arts Degree (A.A.)

The Associate in Arts degree is awarded to students who complete one of the programs outlined below. Each program is built on a broad liberal arts base, while focusing on a specific major. The sequence and distribution of courses should be planned in advance with the department chairperson or advisor.

Credit earned in each of these majors is transferable to an appropriate program at other four-year institutions. Students must complete a minimum of 60 semester hours.

Students must maintain a minimum of 2.0 grade point average for all college courses. Some departments have further minimum G.P.A. requirements for courses in the major.

Students must earn a minimum of 25% of the degree hours from Lourdes University. These semester hours do not include prior learning credits.

Students must complete the General Education Requirements for the degree. A

single course may be used to meet only one general education requirement, with the exception of the area of cultural diversity. A course in any discipline that has been accepted for cultural diversity may be used both for that discipline and for cultural diversity.

If required, students must successfully complete ENG 097: College Reading Strategies with a C* (2.0) or better within their first two semesters at Lourdes University. If required, students must successfully complete ENG 098 College Writing Strategies with a C* (2.0) or better within their first two semesters at Lourdes University.

Students must take ENG 101 Composition I: Essay Writing and ENG 102 Composition II: Research and Writing during their first four semesters at Lourdes.

First time college students must successfully complete MTH 097 (if required) with a C* (2.0) or better within the first 20 semester hours at Lourdes; MTH 098 (if required) must be successfully completed with a C* (2.0) or better within the first 40 semester hours. The math course required for the Core Curriculum (MTH 110 or higher) must be completed within the first 45 semester hours.

Students transferring more than 20 semester hours of credit must successfully complete MTH 097 (if required) with a C* (2.0) or better within the first 15 semester hours at Lourdes. MTH 098 (if required) must be successfully completed with a C* (2.0) or better within the first 30 semester hours. The math course required for the Core Curriculum (MTH 110 or higher) must be completed within the first 45 semester hours.

Students must complete the chosen major with courses specifically required by the departments offering the major.

Students may be required to complete a stipulated number of courses in their major at Lourdes. Requirements can be found in each particular major.

Qualifying students may be awarded up to 20 total credits through prior learning for the associate degree (see p. 73).

Students may choose majors from the following:

- Art
- Business
- Criminal Justice
- English
- History
- Liberal Arts
- Natural and Behavioral Science
- Theological Studies

Degrees & Programs

A.A. Degree Requirements:

Students must complete a minimum of 60 semester hours.

Core Curriculum/General Education 36 cr.

Concentration (minimum required) 24 cr.

Total degree hours earned at Lourdes University 15 cr.

Prior Learning (maximum granted) 20 cr.

Core Curriculum and General Education Requirements for A.A.: 36 sh

All students graduating from Lourdes University with an Associate degree will take as their core curriculum:

- FYE 100 The Lourdes Experience 3 cr.
- ENG 101 Composition I: Essay Writing 3 cr.
- ENG 102 Composition II: Research and Writing 3 cr.
- Math (MTH 110 or Higher) 3 cr.
- Ethics 3 cr.

BUS/PHL 430 Business Ethics

PHL 103 Introduction to Ethics

PHL 202 Ethics for the Health Professional

PHL 310 Bioethics **or**

THS 265 Christian Ethics

THS 233 Suffering, Healing and Dying

THS 435 Peace, Justice and Forgiveness

- Service Learning totaling 10 clock hours*
- Cultural Diversity Experience or Course**

***Service Learning** is achieved by participating in an approved service learning activity that may or may not be associated with a course. The Lourdes University Office of Service Learning approves all service learning activities. The student must participate in 10 hours of approved service learning as part of an Associate degree requirement. If a student wishes to have an experience count as service learning approval must be received from the Office of Service Learning prior to participating in the activity. For more information about what Service Learning at Lourdes means (see pg. 46).

**** Cultural Diversity Experience or Course:** All students must successfully complete a cultural diversity course or experience as part of their Associate degree requirement. Courses that meet this requirement are approved by the University and designated as such. Experiential learning, such as study abroad may meet the cultural diversity requirement, but needs to be approved by the University prior to the student participating in the experience.

Currently approved courses include the following:

BUS 320 International Business; **EDU 316** Multicultural & Social Issues in Education; **ENG 211** Postcolonial Literature; **ENG 212** Gender and Literature; **ENG 213** Multiethnic U.S. Literature; **ENG 315** Studies in Non-Western Literature; **GEO 250** World Cultural Geography; **GEO 260** World Regional Geography; **SOC 304** Multicultural Diversity; **SWK 209** Multicultural Perspectives; **THS 101** Introduction to Religious Studies; **THS 244** Great Religions of the East; and **THS 246** Great Religions of the West.

General Education for Associate in Arts:

All students will include as part of their General Education coursework the following:

| | |
|--|--|
| History | 3 cr. |
| Any history course | |
| Literature | 3 cr. |
| ENG 200 | Introduction to Literature |
| ENG 211 | Postcolonial Literature |
| ENG 212 | Gender and Literature |
| ENG 213 | Multiethnic U.S. Literature |
| ENG 214 | Ecology and Literature |
| Philosophy | 3 cr. |
| Any PHL course | |
| Theology | 3 cr. |
| One of the following: | |
| THS 101 | Introduction to Religious Studies |
| THS 125 | Theological Foundations |
| THS 218 | Celebrating the Sacraments |
| THS 220 | Introduction to the Old Testament |
| THS 221 | Introduction to the New Testament |
| THS 235 | Survey of Catholic Belief |
| THS 312 | Jesus, the Christ |
| THS 316 | Shape and Mission of the Church |
| Fine Arts | 3 cr. |
| Any Art or Music Course from the following list: | |
| ART 101 | Drawing |
| ART 102 | 2-D Design and color theory |
| ART 103 | 3-D Design |
| ART 113 | Calligraphy |
| ART 117 | Art for the Teachers of Young Children |

Degrees & Programs

| | |
|--|---|
| ART 200 | Fibers |
| ART 206 | Digital Arts I |
| ART 214 | Ceramics |
| ART 216 | Digital Photography I |
| ART 221 | Oil Painting |
| ART 223 | Watercolor painting |
| ART 233 | Printmaking |
| ART 241 | Ancient and Medieval Art History |
| ART 260 | Workshops in Art |
| ART 341 | Renaissance and Baroque Art History |
| ART 345 | Non-Western Art History |
| ART 350 | Art of Africa |
| ART 441 | 19th and 20th Century Art History |
| ART 442 | American Art History |
| ART 447 | History of Women Artists |
| ART 450 | World Architecture |
| MUS 109 | Chorus |
| MUS 112 | Music Appreciation |
| MUS 113 | Integrating Music in the Early Childhood Classroom |
| MUS 213 | Music Theory and Composition I |
| MUS 210 | Choir/Vocal Ensemble |
| Any 100 or 200-level Applied Music course: | |
| MUS 104 | Violin |
| MUS 105 | Piano |
| MUS 106 | Guitar |
| MUS 108 | Voice |
| MUS 299 | Topics: Other instruments |
| MUS 312 | Advanced Music Appreciation |
| MUS 314 | Music History I |
| MUS 334 | Music in Therapy |
| MUS 414 | Music History II |
| MUS 307/407 | Organ |
| MUS 410 | Instrumental Ensembles |
| MUS 300 or 400-level Applied Music | |
| THR 101 | Introduction to Theatre |

Natural Science

3 cr.

A natural science course from the following list:

| | |
|-------------|---|
| BIO/BIL 197 | Biodiversity & Conservation |
| BIO 204 | Basic Human Anatomy & Physiology |
| BIO 212 | Nutrition |
| BIO 215 | Basic Ecology |
| BIO 216 | Seasonal Field Ecology |
| BIO 319 | Consumer Health |
| CHM 130 | Introductory General Chemistry (2) |
| CHL 130 | Introductory General Chemistry Laboratory (1) |
| CHM 140 | General, Organic and Biological Chemistry (3) |
| CHL 140 | General, Organic and Biological Chemistry Laboratory (1) |
| CHM 163 | Societal Issues and Chemistry |
| CHM 165 | Chemistry of Art |
| CHM 167 | CSI: Introduction to Forensic Chemistry (3) |
| CHM 181 | General College Chemistry I (3) |
| CHL 181 | General College Chemistry I Lab (1) |
| CHM 182 | General College Chemistry II (3) |
| CHL 182 | General College Chemistry II Lab (1) |
| PHS 111 | Introduction to Astronomy |
| PHS 112 | Introduction to Earth Sciences |
| PHS 113 | Principles of Physical Sciences |
| PHS 114 | Introduction to Geology |
| PHS/PLA 201 | College Physics I |
| SCI 150 | Lake Erie: Environmental Issues |
| SCI 170 | Survey of Science (would fulfill general education for education majors only) |

Social Science

3 cr.

A social science course from the following list:

| | |
|---------|------------------------------------|
| PSY 110 | General Psychology |
| PSY 210 | Developmental Psychology: Lifespan |
| BUS 200 | Introduction to Economics |
| BUS 251 | Economics and Social Issues |
| BUS 254 | Macroeconomics |
| BUS 255 | Microeconomics |
| EDU 250 | Educational Psychology |

Degrees & Programs

| | |
|---------|---|
| PLS 122 | American National Government |
| PLS 201 | Modern Political Thought |
| SOC 101 | Introduction to Sociology |
| SOC 202 | Social Problems |
| SOC 301 | Urban Life and Development |
| SOC 304 | Multicultural Diversity |
| SOC 412 | Human Sexuality |
| SOC 420 | Poverty and Justice Issues |
| SOC 441 | Violence in Intimate Relationships |
| SWK 111 | Introduction to Social Work |
| SWK 209 | Multicultural Perspectives |
| SWK 210 | Human Behavior in the Social Environment II |
| SWK 223 | Substance Abuse Perspectives and Services |
| SWK 317 | Families |
| SWK 318 | Behavioral Health Perspectives and Services |
| SWK 413 | Practice Oriented Research |

Associate in Arts - Natural and Behavioral Sciences

Beginning Spring 2016, students are no longer being accepted into this program.

Students must maintain a minimum of a 2.0 grade point average for all college courses.

Students must earn a minimum of 25% of the degree credits from Lourdes University. These credits do not include prior learning credits.

If required, students must successfully complete ENG 097 College Reading Strategies with a C* (2.0) or better within their first two semesters at Lourdes University. If required, students must successfully complete ENG 098 College Writing Strategies with a C* (2.0) or better within their first two semesters at Lourdes University.

Students must take ENG 101: Composition I Essay Writing and ENG 102: Composition II Research and Writing during their first four semesters at Lourdes University.

First time college students must successfully complete MTH 097 (if required) with a C* (2.0) or better within the first 20 semester hours at Lourdes; MTH 098 (if required) must be successfully completed with a C* (2.0) or better within the first 40 semester hours. The math courses required for general education (MTH 110 or higher) must be completed within the first 60 semester hours.

Students transferring more than 20 semester hours of credit must successfully complete MTH 097 (if required) with a C* (2.0) or better within the first 15 semester hours at Lourdes. MTH 098 (if required) must be successfully completed with a C* (2.0) or better within the first 30 semester hours. At least one of the math courses required for general education (MTH 110 or higher) must be completed within the first 45 hours at Lourdes University.

Qualifying students may be awarded up to 20 total credits through prior learning for the Associate degree (see p. 73).

Some majors require specific courses to fulfill general education requirements. A single course may be used to meet only one general education requirement, with the exception of the area of cultural diversity. A course in any discipline that has been accepted for cultural diversity may be used both for that discipline and for cultural diversity. Students should see their advisor before registering for courses.

| Required Curriculum | | Semester Hours |
|--|------------------------------------|----------------|
| <i>Core Courses & General Education Courses (see p. 108-114)</i> | | 36 |
| Mathematics | | |
| MTH 212 | Statistics (3) | |
| Ethics | | |
| PHL 310 | Bio-Ethics (3) | |
| Program Courses: | | |
| Natural Sciences | | |
| BIO 330 | Anatomy and Physiology I | 3 |
| BIL 330 | Anatomy and Physiology I Lab | 1 |
| Major Required Courses | | |
| BIO 331 | Anatomy and Physiology II | 3 |
| BIL 331 | Anatomy and Physiology II Lab | 1 |
| BIO 335 | Microbiology | 3 |
| BIL 335 | Microbiology Lab | 1 |
| CHM 130 | Introductory General Chemistry | 2 |
| CHL 130 | Introductory General Chemistry Lab | 1 |
| PSY 110 | General Psychology | 3 |
| PSY 210 | Developmental Psychology | 3 |
| Elective Credit/Experiential Learning Credit | | 5 |
| Credits in major | | 25 |
| Total credit | | 62 |

Minors

Students interested in obtaining a minor can choose from the following:

- Art
- Art History
- Business
- Chemistry
- Communications and Media Studies
- Criminal Justice
- English
- Health and Wellness
- Health Care Administration
- Marketing
- History
- Human Resource Management
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Theological Studies

Contact your advisor for more information.

Pre-Professional Concentrations

Lourdes University offers courses, experiences, and advising to assist students interested in pursuing graduate professional degree programs. Faculty members in the Departments of Biology and Health Sciences and Chemistry and Physical Sciences welcome inquiries from students who wish to prepare for medical, dental, physical or occupational therapy, and veterinary careers. The chair of the Department of History, Political Science, and Geography is available for advising students who wish to embark on a legal career.

The Departments of Art and Psychology offer a preparatory program for majors in art or psychology who wish to go on to graduate work in art therapy. Psychology and Theology offer a concentration in Pastoral Counseling. See the listings in any of these departments for more details.

The College of Arts and Sciences offers the following Pre-Professional Concentrations:

Departments of Biology and Health Sciences and Chemistry and Physical Sciences:

- Pre-Dental
- Pre-Medical
- Pre-Veterinary
- Pre-Physical Therapy
- Pre-Occupational Therapy

Department of History, Political Science, and Geography:

- Pre-Law

Departments of Art and Psychology:

- Art Therapy

Departments of Psychology and Theology

- Pastoral Counseling

Accelerated Courses

Lourdes University offers a limited number of courses on an accelerated basis. Accelerated classes meet once a week for seven weeks and cover all of the course material that is normally covered over a full 15-week semester. Two accelerated sessions (each seven weeks in length) are offered during both the fall and spring semesters. Accelerated classes for both sessions usually meet in the evenings during the week from 5:30 or 5:45 p.m. to 9:30 or 9:45 p.m. (although some departments offer accelerated classes during the day). Accelerated classes require students to prepare in advance for their first class meeting. Advance assignments are available in the University bookstore and/or are posted on the University's website. (www.lourdes.edu)

Many upper-level business courses are offered on an accelerated basis in the evenings during the week as well. Other academic departments offer a limited number of accelerated classes throughout the academic year. Students cannot, however, complete a degree by enrolling solely in accelerated classes.

Independent Study for Students in All Degree Programs

Students may request a course as an independent study if one or more of the following conditions apply: 1) it is a specific course needed to fulfill the requirements for graduation in the student's program of study and it will not be offered within the student's academic program completion period; 2) it is an elective course that the department does not offer regularly; or, 3) it is a student-initiated topics course. An independent study will not be given for a course that the student was advised to take when it was offered but chose not to do so.

In order to register for an independent study, students must complete an Independent Study Contract, obtain a course-specific syllabus from the Instructor, and complete an Approval to Register - Green Card (available from their advisor). Signatures of the student, advisor, instructor, and department chairperson must be obtained on all forms (as required by each form). These three documents should be delivered to the Senior Administrative Assistant to the Provost, located in SCH 141. Once the Independent Study receives final approval, the Senior Administrative Assistant to the Provost will deliver the approved Green Card to the Registrar's Office and the student's registration for the course will be completed.

Degrees & Programs

During their course of study, students are allowed to take a maximum of one independent study for an associate degree and two for a bachelor degree. If a student needs more than two independent studies to complete his/her degree, he/she must appeal in writing to the dean of the school from which the independent studies will be offered, and complete a Petition to Waiver of Independent Study Course Limit form.

The department chair and/or Dean have the authority to determine if the proposed independent study will be offered.

Academic departments have their own policies regarding which of their courses may be taken as independent studies and which may not. Departments are not obligated to offer independent study courses.

Lourdes ARCHES Program

Program Director: Alisa Smith, M.Ed.
Phone: 419-824-3963
Email Address: asmith@lourdes.edu

MISSION: The ARCHES program is designed to assist promising, yet academically at risk, new traditional-aged incoming freshman students at Lourdes University. The goal is to maximize students' opportunities for academic success through the development of the knowledge, skills, and strategies needed, so they are empowered to thrive, persist, and be successful.

The Lourdes ARCHES program (Academic Readiness through Coaching Habits for Excellence and Success), is a program that will select up to 40 qualifying traditional-aged incoming freshmen to join the faculty and staff at Lourdes University three weeks prior to the first day of classes in August. The ARCHES program is designed not only to provide additional academic support, but to help ease the transition for new participants to all aspects of college life.

ARCHES Program Requirements

To be eligible for participation in the Lourdes University ARCHES program, a student must have received one or more of the following ACT scores:

- <19 Math
- <18 Reading
- <18 Writing

ARCHES Program

Once accepted, student participants must attend a three week summer bridge program focusing on enhancing academic skills and strategies involving reading, writing, and mathematics. Upon completing two weeks of instruction, students will

take an assessment test with the opportunity to improve their scores and test directly into college level courses. However, if the resulting scores do not place the student into college level courses, the student, instead of being enrolled in developmental courses in reading, writing, and/or mathematics, will alternatively be placed in college level courses with a Supplemental Instruction (SI) section. In addition to meeting three hours a week with the main content instructor, the student will be required to meet one additional hour each week in a Supplemental Instruction class where additional support focusing on reading and writing or mathematics skills connected with the content material in the course is provided.

Upon successful completion of courses containing supplemental instruction in the fall, the student will be enrolled in college level English and/or mathematics with an added Supplemental Instruction component for the spring semester.

ARCHES participants will meet monthly throughout the semester with the director of the program for feedback and continued academic coaching.

Lourdes Dean's Scholars Program

The Lourdes Dean's Scholar Program is a competitive program for students who are engaged in campus life, committed to the community, dedicated to their disciplines, and determined to succeed. A percentage of incoming freshmen are invited to participate in the program, which provides students with unique opportunities and personalized events meant to enhance the Lourdes experience and help these exemplary students meet their goals. For additional information, contact the Office of Admissions (see p. 57), or individual college listings (College of Arts and Sciences (see p. 98), College of Business and Leadership (see p. 101), College of Education and Human Services (see p. 104), or College of Nursing (see p. 106).

Lourdes Honors Program

Program Director: Cynthia Molitor, Ph.D.
Phone: 419-824-3518
Email Address: cmolitor@lourdes.edu

MISSION: Consistent with Franciscan values, the Mission of the Honors Program experience at Lourdes University is to enrich the community by providing motivated and talented students with a challenging, interdisciplinary, research-oriented environment designed to enhance creative thinking and critical inquiry. The Honors Program experience prepares students to become dynamic leaders and passionately engaged global citizens through vibrant scholarly and cultural opportunities.

Degrees & Programs

The Lourdes Honors Community functions as an interdisciplinary community of scholars, dedicated to high ethical standards of learning, reverence, service, and leadership. The Honors Program accepts and engages students who are talented and motivated, providing a space and place for their development as leaders within their disciplines. Both Honors students and faculty embrace inquiry-based learning, promoting the “life of the mind” and a culture of inquiry, as evidenced by their involvement in research and scholarship projects and experiences.

The credit hour requirements for an Honors Program are embedded within the student’s core curriculum and academic major requirements, resulting in the same number of credit hours and tuition requirements as a non-honors degree program. Honors courses provide a rich, interactive environment by being offered in honors-focused, small class environments, designed and delivered specifically for honors students. The Honors experience includes requirements for experiences in leadership development and service learning, focusing on engagement within our regional community.

In the Honors courses and Honors experience, students are expected to take responsibility for learning, both within and outside the classroom.

Honors Program Requirements

To be eligible for graduation with Honors from Lourdes University, a student must complete a minimum of 30 credit hours of Honors credit, designated on the schedule as HON sections (e.g. FYE 100-HON). Specifically, Honors students must complete the following:

- A minimum of 13 credits of honors sections of University Core Curriculum/General Education courses
- FYE 100: The Lourdes Experience (Honors Section) (3)
- The Honors Experience Portfolio Requirement (2)
- Seminar: Methods and Theories (3)
- The Junior Seminar: Interdisciplinary Seminar* (3)
- Honors Project (3-6 hours)

*This junior honors seminar will satisfy the Enduring Questions requirement for an Honors student.

Honors Project

All Honors students must complete an Honors Project by at least their last semester of full-time enrollment in order to graduate as an Honors Scholar. Most often, this project is a written thesis, although for students in the arts, it could take the form of a creative project with a supplementary written commentary.

The Honors Project is the defining experience of an honors designated degree and the culmination of the Lourdes Honors education. The Honors Project provides the opportunity for a student, working closely with one or two faculty members, to define and to undertake a research or creative project appropriate to the conclusion of a serious and substantial undergraduate program of study. Thesis requirements substitute for the program capstone. Students with dual majors may write their theses under the supervision of faculty in either major, or both. Honors thesis participants will meet every month in their cohort for feedback, peer review, and training in academic rigor. For the Honors designation, projects are assessed by the group of thesis advisors for a pass/fail grade. Students register for and receive 3-6 credits for thesis work.

University policy requires that students doing research involving human subjects must obtain approval of the University's Institutional Review Board before conducting that research in order to assure that the rights of the subjects are protected.

The Duns Scotus Library is responsible for the cataloguing, housing, and maintenance of an official copy of all Lourdes University departmental honors projects. The Library will accept copies of honors projects in electronic formats only, unless special arrangements are otherwise made by a department.

Honors Program Retention Standards

To remain in good standing in the Lourdes University Honors Program, a student must:

- Complete a minimum of nine (9) honors-designated credits per academic year in the first two years in the Program.
- Participate in one leadership and/or civic engagement experience per academic year.
- Maintain an overall G.P.A. of 3.3 or better. If a student's G.P.A. drops below 3.3, his/her status in the Honors Program will be subject to review.

The Honors Program Director will review all students in the program at the end of each academic year to assess each student's eligibility to continue in the program.

Higher Education Academic Partnerships

Owens Community College - Bachelor of Science Business Programs Collaborative

Owens students and alumni can take Lourdes classes at Owens in pursuit of their Bachelor of Science degree in business, through a partnership with Lourdes University. Students can take the majority of their Lourdes credit hours on the Owens campus to pursue one of the following eight business majors: Accounting, Accounting & Finance, Business Administration, Health Care Administration, Human Resource Management, Integrated Business, Marketing, and Management.

Owens students and alumni interested in applying to Lourdes and enrolling in these classes should contact the Lourdes Admissions Coordinator/Advisors on the Owens campus, to custom design a pathway to complete a chosen major or visit www.lourdes.edu/owens for more information.

Owens Community College - Student-Focused Health Science Programs Collaborative

Successful completion of an Associate of Applied Science degree from Owens Community College provides a solid foundation for a career and for continued learning. Lourdes University's Bachelor of Arts in Interdisciplinary Studies degree builds on that foundation and assists students in advancing their writing, research, and critical thinking skills through the pursuit of a distinct area of concentration. Students who hold these two degrees will be well prepared to contribute to the health-care community and to live enriched lives. Students in the Bachelor of Arts in Interdisciplinary Studies program will be able to meld 60 semester hour credits from their technical associate's degree program with selected liberal arts courses to form their chosen area of concentration. Entry into this program is limited to students who have been accepted into Health Information Technology, Occupational Therapy Assistant, Radiography, and Surgical Programs but who are waiting for a clinical seat.

Reserve Officer Training Corp Partnerships

Lourdes University collaborates with Bowling Green State University and The University of Toledo to offer our students the opportunity to participate in either Army or Air Force ROTC.

Students attending Lourdes University may register for Aerospace Studies courses offered to Lourdes students at Bowling Green State University through the Department of Aerospace Studies. Lourdes students can also participate in the Army

ROTC program by enrolling in the appropriate Military Science and Leadership courses at the University of Toledo. Scholarships are available from both programs. For more information on these programs, contact or visit:

The University of Toledo

Department of Military Science
and Leadership
Mail Stop 217
Toledo, OH 43606
419-530-4696
arotc@utoledo.edu
armyrotc.utoledo.edu
For course listings (see p. xxx)

Bowling Green State University

Department of AERO Aerospace Studies
164 Memorial Hall
Bowling Green State University
Bowling Green, OH 43403
www.bgsu.edu/departments/airforce
419-372-2476
Det620@bgnet.bgsu.edu
For course listings (see p. xxx)

Tiffin University

Lourdes University Department of Education in collaboration with Tiffin University provides students at Tiffin University the opportunity to earn a bachelor's degree from Tiffin University while at the same time take the Lourdes University teacher education courses required by the Ohio Department of Education for their teaching license. Students at Tiffin University can take the required courses for the Adolescence to Young Adult (High School) teaching license in the fields of Integrated Language Arts or Integrated Social Studies. Students can also take courses to earn a license for Middle Childhood Education (grades 4-9). Tiffin students must meet the same teacher education program requirements as Lourdes University Education students.

The University of Toledo College of Law Hometown Advantage Program

The University of Toledo College of Law offers presumptive admission to all Lourdes University undergraduate students who graduate with a cumulative G.P.A. of 3.4 or above and an LSAT score of 154 or above. Toledo Law is offering this program in recognition of the high caliber of students graduating from Lourdes University and in continuing partnership with the community.

To qualify for presumptive admission Toledo Law through the Hometown Advantage Program, Lourdes University students must:

- Complete the application process at www.lsac.org.
 - Register with the Law School Admissions Counsel (LSAC).
 - Enroll in the Law School Credential Assembly Service (CAS); and
 - Complete a University of Toledo College of Law application for admission.
- Score a 154 or higher on the LSAT.
- Complete all requirements for an undergraduate degree from Lourdes University prior to August 2016 with a 3.4 or higher cumulative G.P.A.

3 + 3 Admission Program with the University of Toledo College of Law

Under the 3+3 Admissions Program, students at Lourdes University may matriculate to the University of Toledo College of Law after three years of undergraduate study. To accomplish this, students should declare to their Lourdes advisors their intention to pursue the 3+3 Admissions Program as early as possible to assure that their plans of study achieve this goal. The credits earned during the first year of law school at UTLAW count toward the credits needed for the bachelor's degree from Lourdes University, so that the student is awarded a bachelor's degree following the successful completion of the first year of law school. (Effectively, the first year of law school counts as the fourth and final year of undergraduate study.) Thus, by completing three years of undergraduate study and three years of law school, students earn a bachelor's degree and a J.D. degree in six years rather than the traditional seven years.

Under the 3+3 Admissions Program, a student applies to UTLAW during his/her junior year for admission the upcoming fall semester. In addition to completing all of the elements for a regular application to the J.D. program, including taking the LSAT, the student must provide a certification from Lourdes University which provides that upon successful completion of his/her junior year and the first year of the College of Law's full-time J.D. program (30 credits), the student will qualify for and be awarded a bachelor's degree from Lourdes University.

In order to receive a bachelor's degree under the 3+3 Admission Program, the student must complete the first year of UTLAW's full-time J.D. program (30 credits). Completion means earning a C (2.0) or better in every course at UTLAW. The current first-year, full-time J.D. program courses are: Civil Procedure I (3 credits), Contracts I (3), Contracts II (3), Property I (3), Property II (3), Torts (4), Constitutional Law I (3), Criminal Law (4), Lawyering Skills I (2), and Lawyering Skills II (2).

Upon completion by the student of the first year of UTLAW's full-time J.D. program (30 credits), the College of Law will certify that record to Lourdes. Lourdes will accept 30 credit hours for completion of the College of Law full-time, first year coursework and will award the student the appropriate bachelor's degree.

Academic Departments



Department of Art (ART)

Department Chairperson:

Erin Palmer Szavuly, M.F.A.

Phone:

419-824-3685

E-mail address:

eszavuly@lourdes.edu

MISSION: To provide students with the opportunity to develop creatively in an atmosphere that serves as a stimulus in which awareness, insight, and individual responsibility develop. Art history classes are designed to expand aesthetic appreciation and respect of various art cultures.

Program Learning Outcomes

- Students can demonstrate understanding of and reverence for the aesthetic expressions of humans from different historical periods and cultures.
- Students have developed their technical skills, creative abilities, and knowledge of studio materials.
- Students can write papers demonstrating critical thinking, intellectual analysis, and effective writing skills.
- Students have developed knowledge of art as a profession. (BA-Art)
- Students have developed knowledge of art history as a profession (BA-Art History).

Before being admitted into any of the art programs, students must meet the following requirements:

- a. Interview with an art department representative.
- b. Submission of a portfolio for examination and critique at the interview.
- c. Completion of two to four high school credits in art or the equivalent in non-credit private lessons, which are approved by the art advisor.

If these requirements are not met, students may still be admitted on a probationary basis.

The Department of Art offers students the following degree options:

- a. Associate in Arts in Art
- b. Bachelor of Arts in Art (Studio)
- c. Bachelor of Arts in Art History

The programs are designed to provide a basis for further studies in preparation for a career as an art educator, art historian, art therapist, display artist, illustrator, interior decorator, layout artist, museum guide, stage designer, or visual artist, as well as related careers in communications and media. The Bachelor of Arts major prepares students for both professional work and graduate study.

Associate in Arts Art Major

The associate degree in art is a two-year program, which includes 30 semester hours in art. Besides completing the required courses, students will prepare a CD portfolio of their work during their final semester.

Required Curriculum

Semester Hours

Core & General Education (See A.A. Requirements, p. 118, 121) 33

Students majoring in Art can use courses marked † to fulfill both general education and major requirements.

Fine Arts

| | | |
|----------|--------------------------|---|
| †ART 101 | Drawing I | 3 |
| ART 102 | Design Fundamentals | 3 |
| ART 103 | Three Dimensional Design | 3 |
| ART 214 | Ceramics I | 3 |
| ART 216 | Digital Photography I | 3 |
| ART 221 | Oil Painting I <i>or</i> | |
| ART 223 | Watercolor I | 3 |
| ART 233 | Printmaking I | 3 |
| ART 303 | Sculpture I | 3 |

Art History

Any two Art History Courses 6

A.A. Degree Core 30

Electives 5

Total 65

Bachelor of Arts Art Major

The Bachelor of Arts degree with an art major is a four-year program, which includes 45 semester hours in art. In addition to the curricular requirements, students will prepare a CD portfolio of their work and will organize an exhibit of their work during their final semester.

Required Curriculum

Semester Hours

Core & General Education 38-39

(See B.A. Core & General Education Requirements, p. 108-114)

Students majoring in Art can use courses marked † to fulfill both general education and major requirements.

The College of Arts and Sciences requires an additional 12 credits in General Education from the disciplines within the College for the Bachelor of Arts degree (see p. xxx)

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Department of Art

Fine Arts

| | | |
|---|-------------------------------|-----------|
| †ART 101 | Drawing I | 3 |
| ART 102 | Design Fundamentals | 3 |
| ART 103 | Three Dimensional Design | 3 |
| ART 201 | Drawing II | 3 |
| ART 214 | Ceramics I | 3 |
| ART 216 | Digital Photography I | 3 |
| ART 221 | Oil Painting I | 3 |
| ART 223 | Watercolor I | 3 |
| ART 233 | Printmaking I | 3 |
| ART 303 | Sculpture I | 3 |
| ART 460 | Senior Professional Practices | 3 |
| Additional classes in one or two studio areas (300/400 level) | | <u>9</u> |
| | | 42 |

Art History

| | | |
|------------------|--------------------|-----------|
| Art 450 | World Architecture | 3 |
| Art History | Electives | <u>9</u> |
| | | 12 |
| <i>Electives</i> | | 23-24 |

| | |
|--------------|------------|
| Total | 128 |
|--------------|------------|

Bachelor of Arts Art Minor

A minor in art includes 24 semester hours in art and art history courses.

| Required Curriculum | Semester Hours |
|----------------------------------|----------------|
| ART Art History Courses (2) | 6 |
| ART 101 Drawing I | 3 |
| ART 102 Design Fundamentals | 3 |
| ART 103 Three Dimensional Design | 3 |
| ART 214 Ceramics I <i>or</i> | |
| ART 303 Sculpture I | 3 |
| ART 216 Digital Photography I | 3 |
| ART 221 Oil Painting I <i>or</i> | |
| ART 223 Watercolor I <i>or</i> | |
| ART 233 Printmaking I | 3 |
| Total | 24 |

Bachelor of Arts Art History Major

The Bachelor of Arts degree with an art history major is a four-year program, which includes 48 semester hours in art and art history. In addition to the curriculum requirements, students will prepare CD portfolio of writing and artwork samples.

| Required Curriculum | Semester Hours |
|---------------------|----------------|
|---------------------|----------------|

| | |
|-------------------------------------|-------|
| <i>Core & General Education</i> | 38-39 |
|-------------------------------------|-------|

(See B.A. Core & General Education Requirements, p. 108-114)

Students majoring in Art can use courses marked † to fulfill both general education and major requirements.

The College of Arts and Sciences requires an additional 12 credits in General Education from the disciplines within the College for the Bachelor of Arts degree (See p. 114)

Fine Arts

| | | |
|---------------------|--------------------------|-----------|
| †ART 101 | Drawing I | 3 |
| ART 102 | Design Fundamentals | 3 |
| ART 103 | Three Dimensional Design | 3 |
| ART 214 | Ceramics I <i>or</i> | |
| ART 303 | Sculpture I* | 3 |
| ART 221 | Oil Painting I <i>or</i> | |
| ART 223 | Watercolor I <i>or</i> | |
| ART 233 | Printmaking I | 3 |
| Art Studio Elective | | <u>3</u> |
| | | 18 |

Art History

| | | |
|-------------|--|-----------|
| ART 450 | World Architecture | 3 |
| ART 490 | Capstone: Senior Thesis in Art History | 3 |
| Art History | Electives | <u>24</u> |
| | | 30 |

| | |
|------------------|-------|
| <i>Electives</i> | 29-30 |
|------------------|-------|

| | |
|--------------|------------|
| Total | 128 |
|--------------|------------|

Bachelor of Arts Art History Minor

A minor in art history includes 18 semester hours in art history courses.

| Required Curriculum | | Semester Hours |
|--|--|----------------|
| ART 241 | Ancient through Medieval Art History | 3 |
| ART 341 | Renaissance through Rococo Art History | 3 |
| ART 441 | 19th and 20th Century Art History | 3 |
| ART 442 | American Art History | 3 |
| ART 450 | World of Architecture | 3 |
| <i>Art History Electives (1 from the following):</i> | | 3 |
| ART 345 | Non-western Art History | |
| ART 350 | Art of Africa | |
| ART 443 | Christianity in Art | |
| ART 447 | History of Women Artists | |
| ART 452 | Independent Studies-Special Studies in Art | |
| Total | | 18 |

Pre-Art Therapy Concentration Bachelor of Arts Art Major

The BA-ART, Pre-Art Therapy Concentration includes 57 semester hours in art and 15 semester hours in psychology. In addition, students must complete 50 hours of Service Learning. Art therapists, certified at the master's degree level, use the creative process of making art to improve and enhance the physical, mental and emotional well-being of people of all ages. In this profession, you will integrate the fields of human development, visual art (painting, drawing, sculpting, etc.), and the creative process with models of counseling and psychotherapy. Undergraduate studies provide the foundation for graduate training in art therapy. It is not necessary to major in art therapy as an undergraduate to apply to a master's program in art therapy. An undergraduate plan of study must include both art and psychology courses. There may be some variation of prerequisites among graduate institutions. Prerequisite courses may vary from institution to institution. Prerequisites required by the American Art Therapy Association (AATA) for entry into a master's program include:

- At least 18 semester hours of studio art courses.
- At least 12 semester hours of psychology courses, which must include courses in developmental psychology and abnormal psychology.

Department of Biology and Health Sciences

Art Courses

| | | |
|----------|-----------------------------|-----------|
| †ART 101 | Drawing I | 3 |
| ART 102 | Design Fundamentals | 3 |
| ART 103 | Three Dimensional Design | 3 |
| ART 214 | Ceramics I | 3 |
| ART 223 | Watercolor I | 3 |
| ART 302 | Introduction to Art Therapy | 3 |
| ART 303 | Sculpture I | 3 |
| | | 21 |

Psychology Courses:

| | | |
|----------|---------------------------------|-----------|
| †PSY 110 | General Psychology | 3 |
| †PSY 210 | Developmental Psychology | 3 |
| PSY 350 | Abnormal Psychology | 3 |
| PSY 411 | Personality Theories & Dynamics | 3 |
| PSY 470 | Introduction to Counseling | 3 |
| | | 15 |

Department of Biology (BIO) and Health Sciences (HS)

Department Chairperson: Christine W. Boudrie, M.D.

Phone: 419-517-8935

E-mail address: cboudrie@lourdes.edu

MISSION: Consistent with the mission of Lourdes University, the program in Biology aims to engage students in the study of the science of life in its diverse forms. Students will build a foundation for careers in Biology, graduate school or professional training, and develop the requisite skills of scientific literacy and critical thinking to become scientifically responsible citizens.

With an array of course offerings, the non-science major as well as the science major is able to select various topics of personal interest. A person desiring academic study in biology may pursue a Bachelor of Arts degree in Biology or Environmental Science, Bachelor of Science degree in Biology or Environmental Science, or biology minor. Core requirements and allied requirements for the biology major and minor are listed.

Program Learning Outcomes

- PLO # 1: Demonstrate knowledge of the discipline of biology.**
- 1.1 Demonstrate knowledge and understanding of biological terms, principles, and concepts, utilizing appropriate depth and breadth in select content areas of biology.
- PLO # 2: Demonstrate skills of a biologist.**
- 2.1 Design, conduct, and evaluate protocols, studies, and experiments utilizing the scientific method.
- 2.2 Demonstrate proficiency in the use of biological instruments and technologies.
- PLO #3: Apply effective critical thinking in biology.**
- 3.1 Interpret, analyze, and evaluate biological information.
- 3.2 Apply biological concepts to social issues.
- PLO #4: Demonstrate effective communication in biology.**
- 4.1 Demonstrate effective written, speaking, and listening skills in biology reports, essays, projects, posters, and presentations.

Bachelor of Arts Biology Major

| Required Curriculum | | Semester Hours |
|---|---------------------------------|----------------|
| † Students majoring in Biology can take the following courses to fulfill both general education and major requirements: | | |
| Core Courses & General Education Courses (see p. 108-114) | | 48 |
| †CHM/CHL181, 182 | General College Chemistry I, II | 8 |
| The College of Arts and Sciences requires an additional 12 credits in General Education from the disciplines within the College for the Bachelor of Arts degree (See p. 114). | | 12 |
| Core Requirements | | |
| BIO 201/BIL 201 | Principles of Biology | 3, 1 |
| BIO 202/BIL 202 | Principles of Biology II | 3, 1 |
| BIO 307/BIL 307 | Cell Biology | 3, 1 |
| BIO 308/BIL 308 | Genetics | 3, 1 |
| BIO 317 | Principles of Ecology | 3 |
| BIO 335/BIL 335 | General Microbiology | 3, 1 |
| BIO 402 | Introduction to Research | 1 |
| BIO 490 | Biology Seminar | 3 |
| Allied Requirement (19 s.h.) | | |
| †CHM/CHL181,182 | General College Chemistry I, II | 8 |

Department of Biology and Health Sciences

| | | |
|----------------------------|-------------------------|---|
| CHM/CHL 301/302 | Organic Chemistry I, II | 8 |
| MTH 212 | Statistics | 3 |
| <i>Electives (28 s.h.)</i> | | |

| | |
|--------------|------------|
| Total | 122 |
|--------------|------------|

1) General concentration:

Electives (23 s.h.) Taken in natural sciences

Electives (5 s.h.) May be taken from any academic discipline.

2) Pre-Clinical Laboratory Science concentration:

| | | |
|-------------|-------------------------|------|
| BIO/BIL 330 | Anatomy & Physiology I | 3, 1 |
| BIO/BIL 331 | Anatomy & Physiology II | 3, 1 |
| BIO 340 | Pathophysiology | 3 |
| BIO/BIL 401 | Parasitology | 3, 1 |
| BIO 403 | Immunology | 3 |
| BIO 407 | Human Genetics | 3 |
| BIO 419 | Molecular Biology | 3 |

Electives (4 s.h.) May be taken from any academic discipline.

Bachelor of Science Biology Major

† Students majoring in Biology can take the following courses to fulfill both general education and major requirements:

| | | |
|-------------------|---------------------------------|-----|
| †BIO 201/BIL 201 | Principles of Biology | 3,1 |
| †CHM/CHL 181, 182 | General College Chemistry I, II | 8 |

Required Curriculum

Semester Hours

| | |
|--|----|
| <i>Core Courses & General Education Courses (see p. 108-114)</i> | 39 |
|--|----|

Core Requirements

| | | |
|-----------------|--------------------------|------|
| BIO/BIL 201 | Principles of Biology I | 3, 1 |
| BIO 202/BIL 202 | Principles of Biology II | 3, 1 |
| BIO/BIL 307 | Cell Biology | 3, 1 |
| BIO 317 | Principles of Ecology | 3 |
| BIO/BIL 308 | Genetics | 3, 1 |
| BIO 335/BIL 335 | General Microbiology | 3, 1 |
| BIO 402 | Introduction to Research | 1 |
| BIO 490 9 | Biology Seminar | 3 |

Allied Requirements (33 s.h.)

| | | |
|------------------|---------------------------------|---|
| CHM/CHL 181, 182 | General College Chemistry I, II | 8 |
|------------------|---------------------------------|---|

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| | | |
|----------------------------|----------------------------------|------------|
| CHM/CHL 301, 302 | Organic Chemistry I, II | 8 |
| PHS 201/202 | College Physics | 10 |
| MTH 135 | Analytical Geometry & Calculus I | 4 |
| MTH 212 | Statistics | 3 |
| <i>Electives (23 s.h.)</i> | <i>Taken in natural sciences</i> | |
| Total | | 122 |

Students may choose elective courses from any of the following options:

1) Cell/Molecular Concentration (16 s.h.):

| | | |
|-------------|--------------------|-----|
| BIO 403 | Immunology | 3 |
| BIO 407 | Human Genetics | 3 |
| BIO 411 | Biotechnology | 3 |
| BIO 419 | Molecular Biology | 3 |
| CHM/CHL 305 | Basic Biochemistry | 3,1 |

Natural Science electives (7 s.h.)

Any Biology, Chemistry, Environmental Science or Physics courses.

2) Health Sciences Concentration (18 s.h.):

| | | |
|-------------|-------------------------|------|
| BIO 114 | Medical Terminology | 1 |
| BIO 313 | Nutrition Science | 3 |
| BIO/BIL 330 | Anatomy & Physiology 1 | 3, 1 |
| BIO/BIL 331 | Anatomy & Physiology II | 3, 1 |
| BIO 340 | Pathophysiology | 3 |
| BIO 403 | Immunology | 3 |

3) General Biology Concentration (16 s.h.):

| | | |
|---|---------------------------|-----|
| BIL 317 | Principles of Ecology Lab | 1 |
| One cell/molecular course (BIO 403, BIO 407, BIO 411, BIO 419) | | 3 |
| One of Vert. or Invert. Zoo (BIO/BIL 306, BIO/BIL 311) | | 3,1 |
| BIO/BIL 305 | Botany | 3,1 |
| BIO 440 | Conservation Biology | 4 |

Natural Science electives (7 s.h.)

Any Biology, Chemistry, Environmental Science or Physics courses.

4) Pre-Physical Therapy/Pre-Occupational Therapy Concentrations

Students may complete the pre-requisites for the Physician Assistant, Occupational Therapy, Physical Therapy, and Athletic Training programs with any undergraduate major at Lourdes University. However, most students either pursue a B.A./B.S. in Biology or the B.A. in Interdisciplinary Studies with a Natural Science concentration. Students cannot graduate from Lourdes University with a Pre-Profession *major* (e.g. Pre-Physical Therapy, Pre-Law, etc.). Rather, students graduate with a B.A. or B.S. with a *concentration* in one of these pre-professional pursuits (e.g. B.S. in Biology with a *Pre-Physician Assistant concentration*).

It is the student's responsibility to choose the appropriate college to pursue his/her master's degree in the discipline and to work with his/her advisor to determine that program's pre-requisites and how best to meet them.

Total credit hours: 128

Core and General Education Requirements (45 credit hours)

Core Requirements (31 credit hours)

| | |
|-----------------|--------------------------|
| BIO 201/BIL 201 | Principles of Biology I |
| BIO 202/BIL 202 | Principles of Biology II |
| BIO 307/BIL 307 | Cell Biology |
| BIO 308/BIL 308 | Genetics |
| BIO 317 | Principles of Ecology |
| BIO 335/BIL 335 | General Microbiology |
| BIO 402 | Introduction to Research |
| BIO 490 | Biology Seminar |

Allied Requirements (29 credit hours)

| | |
|-------------------------------------|----------------------|
| CHM 181/CHL 181 | General Chemistry I |
| CHM 182/CHL 182 | General Chemistry II |
| CHM 301/CHL 301 | Organic Chemistry I |
| CHM 302/CHL 302 | Organic Chemistry II |
| PHS 201/PLA 201 | Physics I |
| PHS 202/PLA 202 | Physics II |
| Biology electives (23 credit hours) | |
| Elective (3 credit hours) | |

Biology Minor (25 semester hrs.)

| Required Curriculum | | Semester Hours |
|---------------------------|-------------------------------------|----------------|
| BIO 201/BIL 201 | Principles of Biology I | 3,1 |
| BIO 202/BIL 202 | Principles of Biology II | 3,1 |
| BIO 307/BIL 307 | Cell Biology | 3,1 |
| BIO308/BIL 308 | Genetics | 3,1 |
| BIO 317 | Principles of Ecology | 3 |
| <i>Electives (6 s.h.)</i> | Any 300 or higher level BIO course. | |

Allied requirements are the same as for a Biology major.

Environmental Science

MISSION: To provide a holistic curriculum that enables students to critically evaluate the causes and consequences of environmental problems, to objectively develop options to those problems, and to foster a more sustainable world. Students graduate with the diverse skills to prepare for environmental careers, graduate programs or professional schools. Consistent with the mission of Lourdes University, our program prepares students to see humans as part of the natural world and to reshape human lifestyles to form a more sustainable, just world.

Environmental science is an interdisciplinary study of interactions between humans and the environment. It integrates knowledge from biological and physical science fields, social sciences, business, and humanities, to understand the causes and consequences of human actions on living and non-living components of the environment. Also, environmental science contributes to efforts to build a more sustainable world – where humans, other species, and ecosystems thrive over the long-term. An environmental science degree can be an important step toward advanced study in conservation, resource management, research, advocacy, and environmental policy and law. A degree can lead to diverse professional opportunities in industry, consulting companies, government, intergovernmental agencies, and nonprofit organizations.

Program Learning Outcomes

PLO #1: Attain the fundamental knowledge of environmental science and/or sustainability to understand the nature of these disciplines and the complex problems they investigate.

- 1.1 Demonstrate knowledge and understanding of the terminology used in environmental science and/or sustainability.
- 1.2 Demonstrate knowledge and understanding of the concepts, principles, and theories of environmental science and/or

sustainability.

- 1.3 Demonstrate knowledge and understanding of the methods of research and/or scientific inquiry appropriate to environmental science and/or sustainability.

PLO #2: Attain the fundamental intellectual, professional, and practical skills and abilities needed in environmental science and/or sustainability.

- 2.1 Demonstrate effective communication skills used in the professions.
- 2.2 Analyze problems to identify the key facets, including causes, potential consequences, and stakeholders.
- 2.3 Objectively and thoroughly analyze and/or evaluate data or information to assess a hypothesis, to propose options that address a problem, or to implement a solution to a problem.

PLO #3: Attain the fundamental interdisciplinary and integrative knowledge and skills needed in environmental science and/or sustainability.

- 3.1 Demonstrate knowledge and understanding of the linkages between the natural sciences and other disciplines or knowledge areas regarding holistic or integrative problem solving.
- 3.2 Understand how holistic or integrative approaches are designed and conducted for addressing contemporary problems.
- 3.3 Incorporate or integrate concepts, theories, and/or methods from two or more disciplines to design a study, analyze data, and/or address a current interdisciplinary problem.

Bachelor of Arts Environmental Science Major

NOTE: no students are being accepted into this major effective Fall 2012

| Required Curriculum | | Semester Hours |
|--|----------------------------------|-----------------------|
| <i>Core & General Education</i> | | 41-42 |
| <i>(See B.A. General Education Requirements, p. 108-114)</i> | | |
| BIO 305/BIL 305 | General Botany | 3, 1 |
| BIO 311/BIL 311 | Invertebrate Zoology | 3, 1 |
| BIO 317 | Principles of Ecology | 3 |
| BIO 335/BIL 335 | General Microbiology | 3, 1 |
| BIO 404/BIL 404 | Soil Ecology | 3, 1 |
| CHM/CHL 181, 182 | General Chemistry I, II | 8 |
| CHM/CHL 301, 302 | Organic Chemistry I, II | 8 |
| CHM/CHL 306 | Environmental Chemistry | 4 |
| PHS 112 | An Introduction to Earth Science | 3 |

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| | | |
|---------|----------------------------|---|
| PHS 114 | An Introduction to Geology | 3 |
| MTH 130 | Elementary Analysis | 3 |
| MTH 212 | Statistics | 3 |
| BIO 402 | Introduction to Research | 1 |
| BIO 490 | Biology Seminar | 3 |

Electives (30-31 s.h.)

May be taken from BIO, CHM and PHS courses.

| | |
|--------------|------------|
| Total | 128 |
|--------------|------------|

Bachelor of Science Environmental Science Major

| Required Curriculum | Semester Hours |
|---------------------|----------------|
|---------------------|----------------|

| | |
|--|----|
| <i>Core & General Education – not counting math & science requirements</i> | 39 |
|--|----|

(See Core & General Education Requirements, p. 108-114, and the specified requirements below).

History

Must take one of the following courses to fulfill the General Education history requirement:

| | | |
|---------|--|---|
| HST 121 | Survey of United States History I | 3 |
| HST 122 | Survey of United States History I | 3 |
| HST 207 | World Economic History | 3 |
| HST 307 | The American Revolution and Early Republic | 3 |
| HST 309 | The United States in the 20th Century | 3 |
| HST 350 | American Business and Economic History | 3 |
| HST 351 | American Labor History | 3 |
| HST 405 | Women in American History | 3 |
| HST 407 | Native American History | 3 |
| HST 409 | History and Mythology of the American West | 3 |

Social Science

Must take one of the following courses to fulfill the General Education social science requirement:

| | | |
|---------|--------------------------------------|----|
| PSY 110 | General Psychology | 3 |
| PSY 210 | Developmental Psychology – Life Span | 3 |
| SOC 101 | Introduction to Sociology | 3 |
| SOC 301 | Urban Life and Development | 3+ |

+Has a prerequisite course.

Theology

First course requirement (see p. 111)

Second course requirement – must take one of the following courses to fulfill the theology requirement:

| | | |
|---------|--|---|
| THS 235 | Survey of Catholic Belief | 3 |
| THS 244 | Great Religions of the East | 3 |
| THS 246 | Great Religions of the West | 3 |
| THS 265 | Christian Ethics | 3 |
| THS 350 | Women-Centered Topics in Religious Studies | 3 |
| THS 373 | History of Christian Spirituality | 3 |
| THS 435 | Peace, Justice, and Forgiveness | 3 |

Natural Science

Met in major.

Capstone in the Major

| | | |
|--|--------------------------|-----|
| BIO 402 | Introduction to Research | 1 |
| A course or experience to satisfy FPE Requirement. | | 3-4 |

Environmental Science Core Requirements:

With Grade of 'C' (2.0) or better in each course 52-53

| | | |
|-----------------|--|------|
| ENV/ENL 201 | Foundations of Life & Environment | 3, 1 |
| ENV 202 | Society, Environment, & Sustainability | 3 |
| BIO/BIL 305 | General Botany | 3, 1 |
| BIO 317/BIL 317 | Principles of Ecology | 3, 1 |
| CHM/CHL 181 | General Chemistry I | 3, 1 |
| CHM/CHL 182 | General Chemistry II | 3, 1 |
| CHM/CHL 301 | Organic Chemistry I | 3, 1 |
| CHM/CHL 302 | Organic Chemistry II | 3, 1 |
| BUS 200 | Introduction to Economics | 3 |
| MTH 130 | Elementary Analysis | 3 |

(eligible students can place out of MTH 130 and use credits toward Electives)

| | | |
|--|----------------------------------|-----|
| MTH 135 | Analytical Geometry & Calculus I | 4 |
| MTH 212 | Statistics | 3 |
| PHS/PLA 201 or 301 | College Physics I | 5 |
| Field or Professional Experience (FPE) | | 3-4 |

Can be taken for variable credit, but must complete at least

Department of Biology and Health Sciences

3 total credits in this category

| | | |
|---------|--------------------------|---|
| BIO 402 | Introduction to Research | 1 |
|---------|--------------------------|---|

Track Requirements (A student follows one of three academic tracks in this major - see the following pages)

| | |
|---------------------------------------|-------|
| Ecology & Conservation (EC) Track | 20-21 |
| Environmental Chemistry (EChem) Track | 25-28 |
| General Track | 20-23 |

Electives

| | |
|--|-------|
| At least half of elective credits must be in 300- or 400-level courses, 13-23 (depending on the chosen track). | 13-23 |
|--|-------|

| | |
|--------------|------------|
| Total | 128 |
|--------------|------------|

^An alternative to ENV/ENL 201 is to complete BIO/BIL 201.

Environmental Science Tracks and Required Courses:

1. Ecology & Conservation (EC) Track (All courses require grade of "C" (2.0) or better)**

1a. Core Requirements for EC Track (Complete all three courses)

| | | |
|---------|----------------------------|---|
| BIO 440 | Conservation Biology | 4 |
| ENV 432 | Ecological Restoration | 4 |
| ENL 432 | Ecological Restoration Lab | 1 |

1b. Policy/Law Requirement: Complete one of the following policy/law courses:

| | | |
|---------|--------------------------------------|---|
| ENV 412 | Environmental Statutes & Regulations | 3 |
| ENV 418 | Environmental Policy | 4 |

1c. Community/Ecosystem Requirement: Complete at least four (4) credits from the following courses:

| | | |
|-------------|------------------------|------|
| BIO/BIL 336 | Microbial Ecology | 3, 1 |
| BIO/BIL 404 | Plant and Soil Ecology | 3, 1 |
| ENV 450 | Fluvial Ecosystems | 4 |

1d. Additional Ecology/Environmental Requirement: Complete at least four (4) credits from the following courses:

| | | |
|-------------|-----------------------------------|------|
| BIO/BIL 336 | Microbial Ecology | 3, 1 |
| BIO/BIL 404 | Plant and Soil Ecology | 3, 1 |
| ENV 307 | Sustainability Concepts & Methods | 3 |
| BIO 408 | Behavior & Behavioral Ecology | 4 |

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| | | |
|-------------|--------------------------------------|------|
| BIL 408 | Behavior & Behavioral Ecology Lab | 1 |
| ENV 427 | Water Resources: Policy & Management | 4 |
| ENV 433 | Ecological Restoration Practicum | 1-4 |
| ENV 450 | Fluvial Ecosystems | 4 |
| CHM/CHL 306 | Environmental Chemistry | 3, 1 |

** Students interested in pursuing graduate degrees in ecology, conservation biology, fisheries, or wildlife ecology should talk to environmental program faculty and advisors about the benefits of taking one or more of the following courses:

| | |
|---|---|
| BIO/BIL 308 | Genetics (3,1) |
| MTH 136 | Analytical Geometry & Calculus II (4) |
| PHS 114 | Introduction to Geology (3) and/or |
| PHS 112 | An Introduction to Earth Science (3) |
| PHS/PLA 202 or 302 | College Physics II (5) |
| A Geographic Information System (GIS) course (200-level or higher) at another university. | |

2. Environmental Chemistry (EChem) Track (All courses require grade of “C” (2.0) or better)

2a. Core Requirements for EChem Track (Complete all three courses)

| | | |
|--------------------|-------------------------|------|
| CHM/CHL 306 | Environmental Chemistry | 3, 1 |
| CHM 320 | Toxicology | 3 |
| PHS/PLA 202 or 302 | College Physics II | 5 |

2b. Additional Chemistry Requirement: Complete one of the following chemistry selections:

| | | |
|-------------|--------------------|------|
| CHM/CHL 304 | Physical Chemistry | 4 |
| CHM/CHL 305 | Basic Biochemistry | 3, 1 |

2c. Biology Requirement: Complete one of the following biology selections:

| | | |
|-------------|----------------|------|
| BIO/BIL 307 | Cell Biology | 3, 1 |
| BIO/BIL 308 | Genetics | 3, 1 |
| BIO 403 | Immunology | 3 |
| BIO 407 | Human Genetics | 3 |
| BIO 411 | Biotechnology | 3 |
| BIO 420 | Epidemiology | 3 |

2d. Ecology/Environmental Science Requirement:

Complete at least three (3) credits from the following:

| | | |
|-------------|-------------------|------|
| BIO/BIL 336 | Microbial Ecology | 3, 1 |
|-------------|-------------------|------|

Department of Biology and Health Sciences

| | | |
|---------|--------------------------------------|---|
| ENV 307 | Sustainability Concepts & Methods | 3 |
| ENV 432 | Ecological Restoration | 4 |
| ENL 432 | Ecological Restoration Lab | 1 |
| BIO 440 | Conservation Biology | 4 |
| ENV 450 | Fluvial Ecosystems | 4 |
| ENV 427 | Water Resources: Policy & Management | 4 |

2e. *Policy/Law Requirement: Complete at least three (3) credits from the following:*

| | | |
|---------|--------------------------------------|---|
| CHM 420 | Regulatory Protocols | 3 |
| ENV 412 | Environmental Statutes & Regulations | 3 |
| ENV 418 | Environmental Policy | 4 |
| ENV 427 | Water Resources: Policy & Management | 4 |

3. General Track (All courses require grade of “C” (2.0) or better) ♦♦++▽▽

3a. *Core Requirements for the General Track – complete at least **seven** (7) credits from the following selections:*

| | | |
|---------|-----------------------------------|---|
| ENV 307 | Sustainability Concepts & Methods | 3 |
| ENV 418 | Environmental Policy | 4 |
| BIO 440 | Conservation Biology | 4 |

3b. *Management/Regulation/Sustainability Requirement: Complete **one** of the following selections:*

| | | |
|-------------|--------------------------------------|------|
| ENV 307 | Sustainability Concepts & Methods | 3 |
| ENV 412 | Environmental Statutes & Regulations | 3 |
| ENV 418 | Environmental Policy | 4 |
| ENV 427 | Water Resources: Policy & Management | 4 |
| ENV/ENL 432 | Ecological Restoration and Lab | 4, 1 |
| BIO 440 | Conservation Biology | 4 |
| CHM 420 | Regulatory Protocols | 3 |

3c. *Ecology/Environmental Requirement: Complete at least four (4) credits from the following selections (if a course has an accompanying lab, then the student should take both lecture and lab for that course):*

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| | | |
|--|--|------|
| BIO/BIL 336 | Microbial Ecology | 3, 1 |
| BIO/BIL 404 | Plant and Soil Ecology | 3, 1 |
| CHM/CHL 306 | Environmental Chemistry | 3, 1 |
| BIO 408 | Behavior & Behavioral Ecology | 4 |
| BIL 408 | Behavior & Behavioral Ecology Lab | 1 |
| ENV/ENL 432 | Ecological Restoration and Lab | 4, 1 |
| ENV 433 | Ecological Restoration Practicum | 1-4 |
| BIO 440 | Conservation Biology | 4 |
| ENV 450 | Fluvial Ecosystems | 4 |
| 3d. <i>Specialization Requirement: Complete at least six (6) credits from the following selections (if a course has an accompanying lab, then the student should take both lecture and lab for that course):</i> | | |
| BIO/BIL 336 | Microbial Ecology | 3, 1 |
| BIO/BIL 401 | Parasitology | 3, 1 |
| BIO 403 | Immunology | 3 |
| BIO 407 | Human Genetics | 3 |
| BIO 411 | Biotechnology | 3 |
| BIO 420 | Epidemiology | 3 |
| BIO 430 | Practicum: Environmental Field Activities | 3 |
| BIO 409 | Readings in Biology | 1-3 |
| BIO 499 | Topics in Biology | 1-4 |
| CHM/CHL 306 | Environmental Chemistry | 3, 1 |
| CHM 320 | Toxicology | 3 |
| CHM 420 | Regulatory Protocols | 3 |
| ENV 412 | Environmental Statutes & Regulations | 3 |
| ENV 418 | Environmental Policy | 4 |
| ENV 427 | Water Resources: Policy & Management | 4 |
| ENV/ENL 432 | Ecological Restoration and Lab | 4, 1 |
| ENV 433 | Ecological Restoration Practicum | 1-4 |
| BIO 440 | Conservation Biology | 4 |
| ENV 450 | Fluvial Ecosystems | 4 |

For any courses listed in 3a, 3b, 3c and 3d above, be sure to check the course's prerequisites before enrolling in the course.

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♦♦ Students interested in pursuing graduate degrees in **environmental science, ecology, conservation biology, fisheries, or wildlife ecology** should talk to environmental program faculty and advisors about the benefits of taking one or more of the following courses:

| | |
|--------------------|---|
| BIO/BIL 308 | Genetics (3,1) |
| MTH 136 | Analytical Geometry & Calculus II (4) |
| PHS 114 | Introduction to Geology (3) and/or |
| PHS 112 | Introduction to Earth Science (3) |
| PHS/PLA 202 or 302 | College Physics II (5) |

A Geographic Information System (GIS) course (200-level or higher) at another university.

++ Students interested in pursuing graduate degrees in **environmental health, environmental medicine, public health, toxicology, or environmental genomics** should talk to environmental program faculty and advisors about the benefits of taking one or more of the following courses, some of which are required for such graduate degree programs:

| | |
|--------------------|---------------------------------------|
| BIO/BIL 307 | Cell Biology (3,1) |
| BIO/BIL 308 | Genetics (3,1) |
| BIO/BIL 335 | General Microbiology (3,1) |
| BIO 403 | Immunology (3) |
| BIO 407 | Human Genetics (3) |
| BIO 411 | Biotechnology (3) |
| BIO 420 | Epidemiology (3) |
| CHM/CHL 305 | Basic Biochemistry (4) |
| CHM 320 | Toxicology (3) |
| MTH 136 | Analytical Geometry & Calculus II (4) |
| PHS/PLA 202 or 302 | College Physics II (5) |

One or more physiology courses.

A Geographic Information System (GIS) course (200-level or higher) at another university.

▽▽ Students interested in pursuing graduate or professional degrees in environmental policy, public policy, public administration, environmental planning, or law should talk to environmental program faculty and advisors about the benefits

Department of Biology and Health Sciences

of taking one or more of the following courses:

| | |
|---------|--|
| ENV 307 | Sustainability Concepts & Methods (3) |
| ENV 412 | Environmental Statutes & Regulations (3) |
| ENV 427 | Water Resources: Policy & Management (4) |
| MTH 136 | Analytical Geometry & Calculus II (4) |
| PLS 122 | American National Government (3) |
| PLS 310 | The Constitution and the Supreme Court (3) |
| SOC 301 | Urban Life and Development (3)## |
| SOC 420 | Poverty and Justice Issues (3)## |
| SOC 421 | Population and Society (3)## |

A Geographic Information System (GIS) course (200-level or higher) at another university.

Has prerequisite of SOC 101.

□□ Elective courses, other than those in the natural sciences (BIO, CHM, PHY, MTH): the following courses complement the required courses in Environmental Science:

| | |
|---------|--|
| BUS 315 | Consumer Behavior (3)** |
| BUS 320 | International Business (3)** |
| BUS 330 | Legal Environment of Business (3)** |
| BUS 333 | Management Concepts (3)** |
| BUS 344 | Marketing Concepts (3)** |
| HST 350 | American Business and Economic History (3) |
| HST 351 | American Labor History (3) |
| HST 407 | Native American History (3) |
| PLS 122 | American National Government (3) |
| PLS 310 | The Constitution and the Supreme Court (3) |
| SOC 301 | Urban Life and Development (3)## |
| SOC 420 | Poverty and Justice Issues (3)## |
| SOC 421 | Population and Society (3)## |
| THS 350 | Women-Centered Topics in Religious Studies (3) |
| THS 435 | Peace, Justice, and Forgiveness (3) |

** Has prerequisite of BUS 101 with a grade of 'C' or better.

Has prerequisite of SOC 101.

A student can complete more than one track within the B.S. degree in Environmental Science. A maximum of eight credits may be used to fulfill track requirements in two or more tracks being completed simultaneously.

The Field Or Professional Experience (FPE) As A Degree Requirement For Environmental Science Major

Field or Professional Experience (FPE): At Least 3 Semester Hours

Students working on environmental degrees need to gain professional skills they can use or further develop in their future careers. Expanding on classroom learning by participating in actual environmental projects in the government or private sector, conducting lab or field research, taking courses entirely in field locations, tackling real environmental problems in a community, or working for elected officials or policy makers can contribute significantly to a student's professional development.

Therefore, the objective of the Field or Professional Experience (FPE) as a degree requirement for environmental majors is to enable students to gain professional skills and experiences as part of their professional growth and development.

The FPE is satisfied by completing at least 3 semester hours, or the equivalent, in one or more of the officially designated opportunities. In all cases, the specific experience a student will use to satisfy the FPE must be approved by at least two environmental faculty at Lourdes University prior to a student participating in the experience to count as the FPE requirement.

List of Officially Designated Opportunities for the FPE

- 1. Internship or Co-Op:** At least 120 hours spent working in an approved internship or co-op position in business, nonprofit organization, government agency, research lab, or Lourdes University program. Final prior approval by two environmental faculty is required.
 - Must include an approved project in addition to any other work that the student performs in the intern or co-op position. In other words, a student cannot earn credit here by simply working in an office or lab and doing routine work for another person or entity. As part of the internship or co-op, the student must either conduct an independent project or participate fully in a team project for which the student is responsible for a specific portion of the team project.
 - The student must write a final written report outlining the project's goals, design, methodology, results, and conclusions to fulfill the FPE requirement. If the project was a team project, then the student's specific

role and duties should also be outlined in the final report.

2. **Field Course (FC) Experience:** Examples include completing a course worth at least 3 semester hours at a college's or university's field station – a station that is a member of the Organization of Biological Field Stations (such as Ohio State's Stone Laboratory, University of Toledo's Lake Erie Center, University of Michigan's Biological Station, or Saint Louis Reis Biological Station). See the OBFS Website for list of members: <http://www.obfs.org/>.

The FC experience must include a research or field-based project as part of the course or as an independent study in affiliation with the course. Final prior approval by two environmental faculty is required.

- To fulfill the FPE requirement, the student must write a final written report outlining any field research that the student conducted as part of the field course and a summary of how completing the field course fulfills part of the student's professional and personal development goals.

3. **REU (Research Experience for Undergraduates) Experience:**

Sponsored by the National Science Foundation (NSF). Final prior approval by two environmental faculty is required.

For opportunities, see: <http://www.nsf.gov/crssprgm/reu/>

- In a REU program, the student will work on a research project – either an individual or team-based project. For the FPE requirement, the student must write a final written report outlining the project's goals, design, methodology, results and conclusions. If the project was a team project, then the student's specific role and duties should also be outlined in the final report.

4. **Civic Engagement (CE) Project:** At least 120 hours spent working on an approved project in which the student is working singly, or in a team on a project that engages and/or serves members of a given community about an issue, problem, or program that has an environmental or sustainability component. This CE project can be part of a project that is being conducted by a nonprofit organization, a government agency, a government-business partnership, a multinational body, or a college or university. Final prior approval by two environmental faculty is required.

- For the FPE requirement, the student must write a final written report outlining the project's goals, design, methodology, results and if the project was a team project, then the student's specific role and duties should also be outlined in the final report.

5. **Leadership Training (LT) Experience:** At least a 3-credit course or an equivalent workshop, seminar series, or training sessions in environmental or sustainability leadership sponsored or administered by an organization, college, university,

or government program. Final prior approval by two environmental faculty is required.

- For the FPE requirement, the student must write a final written report outlining any projects or research that the student conducted as part of the LT course and a summary of how completing the LT course fulfills part of the student's professional and personal development goals.

- 6. Study Abroad Field Course:** A field course (or one with a significant field component or field project) in an approved study abroad program. The course must be a residential course (e.g., not an on-line course), run for at least two weeks, be worth at least three semester hours, and use an experiential learning approach. Final prior approval by two environmental faculty is required.

Possible programs to discuss with environmental faculty at Lourdes include:

- o School for Field Studies (SFS)
- o Wildlands Studies
- o EcoQuest in New Zealand
- o School for International Training (SIT)
- o Institute for Central American Development Studies (ICADS) in Costa Rica
- For the FPE requirement, the student must write a final report outlining any field project's goals, design, methodology, results, and conclusions. If the project was a team project, then the student's specific role and duties should also be outlined in the final report.
- If a field project was not conducted, then the final report should provide an account of the specific knowledge gained by the student and how the study abroad field course fulfills part of the student's professional and personal development goals.

- 7. Independent Research (IR) Experience:** At least three (3) semester hours worth of independent research conducted by the student alone or as part of a research project team of students. This research could be in the form of a literature review, lab- or field-based research, or other type of environmental research that addresses a particular hypothesis, question, issue, or problem. Final prior approval by two environmental faculty is required.

- For the FPE requirement, the student must write a final report outlining the research goals, design, methodology, results, and conclusions. If the project was a team project, then the student's specific role and duties should also be outlined in the final report.

- 8. Experiences Petitioned by a Student:** A student may submit a proposal and an academic petition to request an experience not outlined here to count for the

FPE requirement. An example of an experience that would be approved is the 'New England Literature Program' sponsored by the English Department at the University of Michigan from late April through mid-June (see: <https://www.lsa.umich.edu/english/nelp/>). Final prior approval by two environmental faculty is required.

- For the FPE requirement, the student must write a final report that provides an account of the specific knowledge gained by the student and how the specific experience fulfills part of the student's professional and personal development goals.

Registration for FPE Semester Hours: Credits can be earned: a) via registration in an approved course outside of Lourdes University (e.g., a course offered at a field station or in an approved study abroad program) for at least 3 credits or b) via registration in independent study or a topics course at Lourdes University. In all cases, the student is required to get approval from two environmental faculty members at Lourdes for her/his choice (from those listed above) BEFORE beginning the actual FPE opportunity.

Health Sciences

The health science courses are designed to promote the development of health, wellness, physical fitness, and the complete integration of body, mind, and spirit. To realize our potential, we must understand that everything we feel, think, and believe has an effect on our degree of wellness. We can help this integration process by recognizing that our physical condition is a reflection of our present spiritual and emotional states. Students are able to investigate health and life from six dimensions: physical, psychological, social, intellectual, environmental, and spiritual. A student pursuing a bachelor's degree may choose to pursue a minor in Health and Wellness.

Health and Wellness Minor (HTW)

| Required Curriculum | Semester Hours | |
|---------------------|--|-----------|
| BIO 204 | Basic Anatomy and Physiology | 3 |
| BIO 205 | Physical Fitness and Lifelong Well-Being | 2 |
| BIO 206 | Survey of Human Diseases | 3 |
| BIO 212 | Nutrition | 3 |
| BIO 318 | Health Behavior | 3 |
| BIO 319 | Consumer Health | 3 |
| BIO 320 | Death, Dying & Bereavement | 3 |
| HUV 100 | Human Values | 3 |
| Total | | 23 |

Major in Public Health Studies

MISSION: The mission of the major in Public Health is to develop broadly educated, informed graduates who protect and improve the health of diverse populations in communities both local and global. Lourdes Public Health graduates are civically engaged and prepared to enter health related fields and/or to pursue graduate education in concert with the Franciscan values of learning, reverence, and service.

Program Learning Outcomes

Public Health Majors will learn:

- PLO#1:** To apply scientific rigor in addressing contemporary public health problems.
- PLO#2:** To analyze the health of populations, recognizing the influence of cultural, social, political context.
- PLO#3:** To demonstrate problem solving using critical thinking skills derived from qualitative and quantitative data sources.
- PLO#4:** To ethically assess the rights of the individual with the good of the public to better serve the community.
- PLO#5:** To evaluate the challenges of healthcare resource allocation.
- PLO#6:** To communicate effectively with various audiences.

Public Health studies the health of human populations. Public health aims to improve the health of groups as diverse as the family unit to the global community.

The Lourdes Public Health Studies program is both global and local in focus. At Lourdes, our emphasis is on the care for creation, which means the health of the local community is intrinsically tied to the health of global populations. The Lourdes' Public Health major is a multidisciplinary program, borrowing theories and practices from biology, theology, nursing, social science, and history to deliver a program that prepares students to enter the public health workforce in a variety of fields. Graduates are prepared to enter into the public health profession working for community organizations; healthcare agencies; local, regional and national governmental bodies; and private businesses focusing on health promotion, risk reduction, protection of the environment, and prevention of infectious diseases and chronic health issues that impact our communities.

In the senior year, students take three graduate level public health courses in conjunction with the University of Toledo. These classes prepare students for advance placement in the University of Toledo Master of Public Health program.

Plan of Study BS in Public Health Studies

| Required Curriculum | | Semester Hours |
|----------------------------|--|-----------------------|
| ART/MUSIC | Student's Choice | 3 |
| BIO/BIL 201 | Principles of Biology I | 4 |
| BIO 204 | Basic Human Anatomy & Physiology | 3 |
| BIO/BIL 308 | Genetics | 4 |
| BIO 319 | Consumer Health | 3 |
| BIO/BIL 335 | General Microbiology | 4 |
| BIO 420 | Epidemiology | 3 |
| CHM/CHL 140 | General, Organic, & Biological Chemistry | 4 |
| ENG 101 | Composition I | 3 |
| ENG 102 | Composition II | 3 |
| ENG 200 or 211-214 | Introductory Literature Course | 3 |
| BUS 235 | Business Communications | 3 |
| Enduring Question | Student's Choice | 2-3 |
| ENV 418 | Environmental Policy | 3 |
| FYE 100 | First Year Experience | 3 |
| BIO 207 | Introduction to Public Health | 3 |
| HST 290 | History of Health Care | 3 |
| MTH 212 | Statistics | 3 |
| PSY 110 | General Psychology | 3 |
| SOC 101 | Introduction to Sociology | 3 |
| SOC 304 | Multicultural Diversity | 3 |
| THS 265 | Christian Ethics | 3 |
| PHL 310 | Bio-ethics | 3 |
| THS | Student's Choice | 3 |
| PHL | Student's Choice | 3 |
| BIO 380 | Community Partner Project Internship: Individual Well-being & Organizational Effectiveness | 3 |
| BIO 402 | Introduction to Research | 1 |
| BIO 491 | Capstone: Public Health Seminar | 3 |
| Electives | Student's Choice | 25-26 |

Department of Business and Leadership

At the University of Toledo:

| | | |
|-----------|-----------------------------|---|
| PUBH 6000 | Public Health Biostatistics | 3 |
| PUBH 6010 | Public Health Epidemiology | 3 |
| PUBH 6640 | Issues in Public Health | 3 |

TOTAL Semester Hours for the degree:

120 hours

Department of Business and Leadership (BUS)

Chairperson: Ryan D. Butt, J.D., M.S.A.

Department Phone: 419-517-8887

E-mail address: rbutt@lourdes.edu

Director, Master of Organizational

Leadership Program: Patrice McClellan, Ed.D.

E-mail address: pmcclellan@lourdes.edu

Director, Master of Business

Administration Program: Ryan D. Butt, J.D., M.S.A.

E-mail address: rbutt@lourdes.edu

MISSION: The Lourdes University Department of Business and Leadership ENGAGES current and future members of the business and not-for-profit communities in integrated, personal, and values-centered educational journeys designed to enrich lives and advance career goals.

VISION: We develop knowledgeable, values-centered, globally aware graduates who will practice business as a noble profession.

The Department of Business and Leadership offers both undergraduate and graduate programs of study. Students may choose from six undergraduate majors offered within the Bachelor of Science degree. An Associate of Arts Business major is also available (see pg. 163). The Department also offers a Masters of Business Administration (MBA) degree and a Master of Organizational Leadership (M.O.L.) degree. More information on the graduate programs and course descriptions can be found in the Graduate School section of the catalog (see ppgs. 327, 352, 394).

Lourdes University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located at 11374 Strange Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Master of Business

Administration, Master of Organizational Leadership, and Bachelor of Science in: Accounting, Accounting and Finance, Business Administration, Health Care Administration, Human Resource Management, Integrated Business, Management, and Marketing.

We offer a values-centered, student focused and career driven program that educates a different kind of business leader. Our business programs are about building strong and ethical leaders who will positively impact their communities upon graduation. Students will engage for student success – *Where Business is Considered a Noble Profession.*™ Students will participate during all 4 years in the comprehensive Backpack to Briefcase program designed to give students the skills they need to find employment in their chosen careers.

We consider the Department to be a learning community of over 300 diverse students, 40 dedicated faculty and staff, 2,000 alumni, and many friends and partners - a community that revolves around a mission of engagement. The atmosphere is personal and values-centered; it is a place where students and faculty often interact on a first name basis in the pursuit of personal and professional growth.

Associate in Arts Business Major

The Associate in Arts Business major is designed for students who seek entry-level positions in business, for students who currently hold positions in business and wish to enhance their skills, or for students who wish to lay a foundation for a baccalaureate degree. In order to successfully complete an Associate in Arts Business major, students must:

- Earn a minimum grade of C (2.0) in all business major courses.
- Fulfill the degree requirements listed below and complete a minimum of 60 semester hours of overall coursework.
- Possess a minimum overall G.P.A. of 2.0 and a minimum G.P.A. of 2.5 for all business (BUS) and computer (CMP) courses within the A.A. Business major.
- Transfer students must complete a minimum of 15 overall semester hours and 9 semester hours of business and/or computer coursework in residency at Lourdes University.

Required Curriculum

Semester Hours

Core & General Education

36

The Associate in Arts Business major must complete the Lourdes University Core and General Education requirements (see pg. 118-121) with the following specifications:

Mathematics

MTH 111

Fundamental Concepts of Math II

Students who complete any Associate of Arts in Business major are required to take

Department of Business and Leadership

the following course marked with a † to fulfill both a core course and a business core course requirement:

Cultural Diversity

+BUS 320 International Business

Students who complete an Associate in Arts in Business major are required to choose one of the following courses marked with a † to fulfill both a general education and a business course requirement:

Social Science

†BUS 254 Macroeconomics *or*

†BUS 255 Microeconomics

Major

BUS 101 Business Principles 3

CMP 111 Communication & Search Applications *or*

CMP 211 Spreadsheet & Database Applications 3

BUS 201 Accounting I 3

BUS 203 Management Concepts 3

BUS 204 Marketing Concepts 3

BUS 235 Business Communications 3

†BUS 254 Macroeconomics *or*

†BUS 255 Microeconomics 3

+BUS 320 International Business 3

Available electives 3

Bachelor of Science Business Majors

All Bachelor of Science Business majors include a core of business courses that build a strong foundation for the study of various business disciplines. In order to successfully complete any Bachelor of Science Business major, students must:

- Earn a minimum grade of C (2.0) in all business core courses and business courses in the selected major.
- Fulfill the degree requirements listed and complete a minimum of 120 semester hours of overall coursework with a minimum of 32 overall semester hours and 15 business semester hours at the upper (300/400) level.
- Possess a minimum overall G.P.A. of 2.5 for all ACC, BUS, CMP, HCA, HRM, and MKT courses within the business core and the selected Bachelor of Science Business major.
- Transfer students must complete a minimum of 30 overall semester hours and 16 semester hours at the upper (300/400) level as well as a minimum of 21 semester

hours in business and /or computer coursework in residency at Lourdes University.

In addition to completing their core, business students can pursue one of six specific Bachelor of Science Business majors, each requiring an additional 15 to 30 semester hours of study. Given the number of available electives within the Business Administration major, students often can choose to complete a business minor simply by utilizing their available electives to complete the course requirements of the business major. Students who complete any of the Lourdes University six business majors will have fulfilled the prerequisites for the Lourdes University MBA Program.

Business Majors

Business Core

- Accounting
- Business Administration
- Health Care Administration
- Human Resource Management
- Integrated Business
- Marketing

Program Learning Outcomes

- Graduates demonstrate knowledge of the functional areas of accounting.
- Graduates demonstrate knowledge of the functional areas of marketing.
- Graduates demonstrate knowledge of the functional areas of finance.
- Graduates demonstrate knowledge of the functional areas of management.
- Graduates demonstrate knowledge of the legal environment of business.
- Graduates demonstrate knowledge of the economic environment of business.
- Graduates demonstrate knowledge of the global environment of business.
- Graduates demonstrate knowledge of the social and ethical obligations and responsibilities of business.
- Graduates demonstrate the ability to use quantitative decision support tools.
- Graduates demonstrate the ability to communicate effectively.
- Graduates demonstrate the ability to apply the knowledge of business concepts and function in an integrated manner.

Bachelor of Science Business Major Requirements

Required Curriculum

Semester Hours

Core & General Education

41-42

All Bachelor of Science Business majors must complete Lourdes University Core & General Education requirements (see p. 108-114) with the following specifications:

Mathematics

MTH 212

Statistics

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Students who complete any Bachelor of Science Business major are required to take the following course marked with a † to fulfill both a core course and a business core course requirement:

Ethics

†BUS 430 Business Ethics

Cultural Diversity

+BUS 320 International Business

Students who complete any Bachelor of Science Business major are required to take one of the following courses marked with a † to fulfill both a general education and a business core course requirement:

Social Science

†BUS 254 Macroeconomics **or**

†BUS 255 Microeconomics

Students who complete a Health Care Administration major are required to take the following courses marked with a † to fulfill both a general education and a major course requirement:

History

†HST 290 History of Health Care

Natural Science

†BIO 207 Introduction to Public Health

Philosophy

†PHL 310 Bio-Ethics **or**

†PHL 202 Ethics for the Health Care Professional

Business Core Requirements for all Business majors

| | | |
|----------|-------------------------------------|---|
| BUS 101 | Business Principles | 3 |
| CMP 111 | Communication & Search Applications | 3 |
| CMP 211 | Spreadsheet & Database Applications | 3 |
| BUS 201 | Accounting I | 3 |
| BUS 202 | Accounting II | 3 |
| BUS 203 | Management Concepts | 3 |
| BUS 204 | Marketing Concepts | 3 |
| BUS 235 | Business Communications | 3 |
| †BUS 254 | Macroeconomics | 3 |
| †BUS 255 | Microeconomics | 3 |
| BUS 304 | Corporate Finance | 3 |

Department of Business and Leadership

| | | |
|----------|-------------------------------|---|
| +BUS 320 | International Business | 3 |
| BUS 330 | Legal Environment of Business | 3 |
| BUS 340 | Business Internship | 3 |
| †BUS 430 | Business Ethics | 3 |
| BUS 490 | Capstone: Business Policy | 3 |

Allied Requirements

| | | |
|---------|---------------------------------|---|
| MTH 111 | Fundamental Concepts of Math II | 3 |
| ENG 352 | Professional Writing | 3 |

Business Major Requirements (determined by major) 15 to 30

| | |
|---|------|
| Accounting Major (see p. xxx) | 24 |
| Business Administration Major (see p. xxx) | 15 |
| Health Care Administration Major (see p. xxx) | 30 |
| Human Resource Management Major (see p. xxx) | 18 |
| Integrated Business (see p. xxx) | 24 |
| Marketing Major (see p. xxx) | 21 |
| Available electives (determined by major) | 0-16 |

Bachelor of Science Accounting Major

The Accounting major is designed for students who seek careers in accounting, for students who currently hold such positions and wish to enhance their skills, or for students who eventually want to pursue a graduate degree. The curriculum of the major provides coverage of the five required accounting subject areas and all the business course requirements necessary to sit for the Certified Professional Accountant (C.P.A.) examination. Students who ultimately wish to seek this professional designation should consult with the department academic advisor about how to fulfill other requirements for the C.P.A. examination.

Program Learning Outcome: Major in Accounting

- Graduates will demonstrate competence in accounting.

| Required Curriculum | | Semester Hours |
|-------------------------|----------------------------|----------------|
| <i>Accounting Major</i> | | 24 |
| ACC 301 | Computerized Accounting | 3 |
| ACC 302 | Managerial Accounting | 3 |
| ACC 318 | Intermediate Accounting I | 3 |
| ACC 319 | Intermediate Accounting II | 3 |
| ACC 321 | Tax Accounting | 3 |
| ACC 322 | Cost Accounting | 3 |

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| | | |
|---------|-----------------------|---|
| ACC 332 | Auditing | 3 |
| ACC 401 | Advanced Accounting I | 3 |

Bachelor of Science Business Administration Major

The Business Administration major is designed for students who seek careers in business administration, for students who currently hold such positions and wish to enhance their skills for students who wish to be entrepreneurs, or for students who wish to pursue a graduate degree. Although all business majors can be tailored to prepare students for graduate study, the business administration major offers students the most direct route toward fulfilling MBA graduate degree prerequisites. Since a sufficient number of electives exist in this program, this business major can be combined with a business minor.

Program Learning Outcome: Major in Business Administration

- Graduates will demonstrate competence in management.

| Required Curriculum | | Semester Hours |
|---|---------------------------------------|----------------|
| <i>Business Administration Major</i> | | 15 |
| ACC 302 | Managerial Accounting | 3 |
| BUS 413 | Organizational Behavior & Development | 3 |
| MKT 335 | Marketing Management | 3 |
| <i>Business Administration Elective (choice of two courses below)</i> | | 6 |
| BUS 300 | Small Business Management (3) | |
| BUS 303 | Women in Management (3) | |
| BUS 310 | Human Resource Management (3) | |
| BUS 400 | Entrepreneurship (3) | |
| BUS 423 | Leadership Seminar (3) | |
| BUS 434 | Operations Management (3) | |
| BUS 299/499 | Management Related Topics Course (3) | |
| HCA 424 | Health Care Management (3) | |
| MKT 447 | Sales Management (3) | |

Bachelor of Science Health Care Administration Major

The Health Care Administration major is designed for students who seek careers in health care administration, for students who currently hold such positions and wish to enhance their skills, or for students who want to eventually pursue a graduate degree. The program can be especially suitable for former direct-care practitioners who have been promoted into management and need further managerial training or for current

direct-care practitioners who desire the managerial training necessary to achieve promotion into management.

Program Learning Outcome: Major in Business Administration

- Graduates will demonstrate knowledge of health management concepts and functions of health care administration.

| Required Curriculum | Semester Hours |
|----------------------------|-----------------------|
|----------------------------|-----------------------|

| | |
|---|----|
| <i>Health Care Administration Major</i> | 30 |
|---|----|

| | | |
|---------|---|---|
| HCA 225 | Introduction to Health Care Services Delivery | 3 |
|---------|---|---|

| | | |
|---------|------------------------|---|
| HCA 424 | Health Care Management | 3 |
|---------|------------------------|---|

| | | |
|---------|--|---|
| HCA 425 | Financial Management for Health Care Professionals | 3 |
|---------|--|---|

| | | |
|---------|-------------------------|---|
| HCA 426 | U.S. Health Care Policy | 3 |
|---------|-------------------------|---|

| | | |
|---------|---------------------------------|---|
| HCA 427 | Health Care Information Systems | 3 |
|---------|---------------------------------|---|

| | | |
|---------|----------------------------------|---|
| HCA 428 | Health Care Quality and Outcomes | 3 |
|---------|----------------------------------|---|

| | | |
|---------|---|---|
| HCA 490 | Capstone: Health Care Strategy and Governance | 3 |
|---------|---|---|

| | | |
|---------|-------------------------------|---|
| BIO 207 | Introduction to Public Health | 3 |
|---------|-------------------------------|---|

| | | |
|---------|------------------------|---|
| HST 290 | History of Health Care | 3 |
|---------|------------------------|---|

| | | |
|----------|---------------|---|
| †PHL 310 | Bio-Ethics or | 3 |
|----------|---------------|---|

| | | |
|----------|--|--|
| †PHL 202 | Ethics for the Health Care Professionals | |
|----------|--|--|

Bachelor of Science Human Resource Management Major

The Human Resource Management major is designed for students who seek careers in human resources, for students who currently hold such positions and wish to enhance their skills, or for students who eventually want to pursue a graduate degree. Since a sufficient number of electives exist in this program, this major can be combined with a business minor.

Program Learning Outcome: Major in Human Resource Management

- Graduates will demonstrate competence in human resource management.

| Required Curriculum | Semester Hours |
|----------------------------|-----------------------|
|----------------------------|-----------------------|

| | |
|--|----|
| <i>Human Resource Management Major</i> | 18 |
|--|----|

| | | |
|---------|---------------------------------------|---|
| BUS 413 | Organizational Behavior & Development | 3 |
|---------|---------------------------------------|---|

| | | |
|---------|----------------------------|---|
| HRM 213 | Human Resource Development | 3 |
|---------|----------------------------|---|

| | | |
|---------|---------------------------|---|
| HRM 310 | Human Resource Management | 3 |
|---------|---------------------------|---|

| | | |
|---------|------------------------------------|---|
| HRM 411 | Labor Relations | 3 |
| HRM 414 | Employee Compensation and Benefits | 3 |
| HRM 440 | Employment Law | 3 |

Bachelor of Science Integrated Business Major

The Bachelor of Science Integrated Business major is designed to provide students who want and need the flexibility to tailor their business degree to their own individual goals and career paths the opportunity to custom design a strong business curriculum. Business organizations are demanding that present and future graduating business majors must not only possess the skills and subject knowledge of their functional areas, but must understand the cross integration of business functions. This major acknowledges the need to utilize information from multiple business disciplines.

The major is transfer friendly allowing graduates from accredited community colleges the opportunity to transfer in courses from academic programs such as computer programming, informational systems, networking and e-business to meet the 24 semester hour Integrated Business major requirement.

Program Learning Outcome: Major in Integrated Business

- Graduates will demonstrate the ability to apply knowledge of business and functions in an integrate manner.

The Bachelor of Science Integrated Business major will include the business core, and it will allow a student to select any combination of business courses not in the required business core to fulfill the 24 semester hour Integrated Business major requirement.

| Required Curriculum | Semester Hours |
|---------------------|----------------|
|---------------------|----------------|

| | |
|----------------------------------|----|
| <i>Integrated Business Major</i> | 24 |
|----------------------------------|----|

Any advisor-approved combination of eight business courses (24 semester hours) selected from the existing discipline-specific Lourdes' business majors, business electives, or from business courses at two-year institutions that are specified in articulation and pathway agreements.

Bachelor of Science Marketing Major

The Marketing major is designed for students who seek careers in marketing, for students who currently hold such positions and wish to enhance their skills, or for students who eventually want to pursue a graduate degree.

Program Learning Outcome: Major in Marketing

- Graduates will demonstrate competence in marketing.

| Required Curriculum | | Semester Hours |
|--|---------------------------|-----------------------|
| <i>Marketing Major</i> | | 21 |
| MKT 150 | Professional Selling | 3* |
| MKT 314 | Marketing Research | 3 |
| MKT 315 | Consumer Behavior | 3 |
| MKT 335 | Marketing Management | 3 |
| <i>Marketing Electives (choice of three courses below)</i> | | 9 |
| MKT 334 | Advertising (3) | |
| MKT 435 | Internet Marketing (3) | |
| MKT444 | Logistics & Marketing (3) | |
| MKT 445 | Services Marketing (3) | |
| MKT 446 | Global Marketing (3) | |
| MKT 447 | Sales Management (3) | |

Business Minors

The Department of Business and Leadership Studies offers four business minor programs, all requiring 24 semester hours of coursework. In order to successfully complete any business minor, students must:

- Earn a minimum grade of C (2.0) in all business minor courses.
- Fulfill the selected minor course requirements listed below.
- Possess a minimum 2.5 G.P.A. for all business (ACC, BUS, CMP, HCA, HRM, MKT) courses within the business minor.
- Transfer students must complete a minimum of 9 semester hours in residency at Lourdes University.

These business minor programs were designed for both business and non-business students.

- | | |
|---|-----------------------------|
| • Business (for Non-Business Majors only) | • Human Resource Management |
| • Health Care Administration | • Marketing |

| Required Curriculum | | Semester Hours |
|--|---------------------|-----------------------|
| <i>Business (for Non-Business Majors only)</i> | | 24 |
| BUS 101 | Business Principles | 3 |
| BUS 201 | Accounting I | 3 |

Department of Business and Leadership

| | | |
|---------|---|---|
| BUS 200 | Introduction to Economics <i>or</i> | |
| BUS 254 | Macroeconomics <i>or</i> | |
| BUS 255 | Microeconomics | 3 |
| BUS 203 | Management Concepts | 3 |
| BUS 204 | Marketing Concepts | 3 |
| BUS 235 | Business Communications | 3 |
| BUS 430 | Business Ethics | 3 |
| CMP 111 | Communication & Search Applications <i>or</i> | |
| CMP 211 | Spreadsheet & Database Applications | 3 |

| Required Curriculum | Semester Hours |
|---------------------|----------------|
|---------------------|----------------|

| | | |
|-----------------------------------|--|----|
| <i>Health Care Administration</i> | | 24 |
| BUS 101 | Business Principles | 3 |
| BUS 201 | Accounting I | 3 |
| BUS 203 | Management Concepts | 3 |
| BUS 304 | Corporate Finance | 3 |
| HCA 225 | Introduction to Health Care Services Delivery | 3 |
| HCA 424 | Health Care Management | 3 |
| HCA 425 | Financial Management for Health Care Professionals | 3 |
| HCA 426 | U.S. Health Care Policy | 3 |

| Required Curriculum | Semester Hours |
|---------------------|----------------|
|---------------------|----------------|

| | | |
|----------------------------------|---|----|
| <i>Human Resource Management</i> | | 24 |
| BUS 101 | Business Principles | 3 |
| BUS 203 | Management Concepts | 3 |
| BUS 259 | Supervision | 3 |
| BUS 413 | Organizational Behavior and Development | 3 |
| HRM 213 | Human Resource Development | 3 |
| HRM 310 | Human Resource Management | 3 |
| HRM 411 | Labor Relations | 3 |
| HRM 440 | Employment Law | 3 |

| Required Curriculum | Semester Hours |
|---------------------|----------------|
|---------------------|----------------|

| | | |
|------------------|---------------------|----|
| <i>Marketing</i> | | 24 |
| BUS 101 | Business Principles | 3 |
| BUS 204 | Marketing Concepts | 3 |

Department of Business and Leadership

| | | |
|--|--|---|
| BUS 255 | Microeconomics | 3 |
| MKT 315 | Consumer Behavior | 3 |
| MKT 335 | Marketing Management | 3 |
| COM 100 | Oral Communication or | |
| COM 102 | Interpersonal Communication | 3 |
| SOC 304 | Multicultural Diversity | 3 |
| <i>Marketing Elective (choice of one course below)</i> | | 3 |
| MKT 314 | Marketing Research (3) | |
| MKT 334 | Advertising (3) | |
| MKT 435 | Internet Marketing (3) | |
| MKT 444 | Logistics and Marketing Applications (3) | |

Bachelor of Science Business Accounting/Finance and Management Majors

Students are no longer being admitted into the Bachelor of Science - Accounting/ Finance major or minor and the Bachelor of Science Management major or minor. Students needing to complete degree requirements for these majors and minors should refer to their catalog of enrollment. Students are held accountable to the requirements at the time the major is declared.

Bachelor of Arts Business Majors

Students are no longer being admitted into Bachelor of Arts Business majors. Students needing to complete degree requirements for these majors should refer to their catalog of enrollment. Students are held accountable to the requirements at the time the major is declared.

Department of Chemistry (CHM/CHL) and Physical Sciences (PHS/PLA)

Department Chairperson:

Cynthia Molitor, Ph.D.

Phone:

419-824-3518

E-mail Address:

cmolitor@lourdes.edu

MISSION: To engage students in a dynamic, challenging, and integrated study of chemical and physical principles necessary to develop scientific literacy and critical thinking skills. Through a variety of supportive learning modes, students develop the knowledge, skills, attitudes, and values that enable them to become successful professionals and scientifically responsible citizens.

Chemistry

Chemistry, as a pure science, explores the nature and transformation of matter. As an applied science, it seeks to provide society with the knowledge and tools to tackle pressing social problems. Knowledge of chemistry will aid students in understanding the technological society in which they live. The courses are designed to provide the student with the chemical principles and techniques that are useful in a broad range of careers, including those in the biological sciences and pre-professional concentrations in medicine and nursing.

Physical Sciences

Physical sciences address the needs of the non-science major with four course offerings. The goal is to present physical sciences as interesting human activities to those persons for whom this may be the last formal glimpse of science. In addition, the two-semester physics course provides a basic introduction, with emphasis on application and the underlying concepts essential to all technical knowledge. This mathematically based course is intended to support studies of biology, pre-medicine, pre-dentistry, and various related fields.

Environmental Science Major

The environmental science major in either the Bachelor of Arts degree or the Bachelor of Science degree is an interdisciplinary study offered jointly by the Department of Biology and Health Sciences and the Department of Chemistry and Physical Sciences. For further information regarding this program, see the Department of Biology and Health Sciences.

Bachelor of Science Chemistry Minor

The Department of Chemistry and Physical Sciences offers a minor in chemistry. The Chemistry Minor can strengthen the scientific skills and foundation of students in pre-professional concentrations. It can also enhance the knowledge and skills for those pursuing careers in environmental science, environmental studies, biological sciences, health sciences, forensic science, pharmaceuticals, and engineering. In order to successfully complete a minor in chemistry, students must:

- Fulfill 20 semester hours of chemistry (CHM) course requirements from the list below.
- Earn a minimum grade of C (2.0) in all courses within the Chemistry Minor.

Required Curriculum

Semester Hours

| | | |
|--|----------------------------------|-----|
| <i>Choice of twenty semester hours from the following courses:</i> | | 20 |
| CHM 181 | General College Chemistry I | 3 |
| CHL 181 | General College Chemistry I Lab | 1 |
| CHM 182 | General College Chemistry II | 3 |
| CHL 182 | General College Chemistry II Lab | 1 |
| CHM 301 | Organic Chemistry I | 3 |
| CHL 301 | Organic Chemistry I Lab | 1 |
| CHM 302 | Organic Chemistry II | 3 |
| CHL 302 | Organic Chemistry II Lab | 1 |
| CHM/CHL 304 | Physical Chemistry | 4 |
| CHM 305 | Basic Biochemistry | 3 |
| CHL 305 | Basic Biochemistry Lab | 1 |
| CHM 306 | Environmental Chemistry | 3 |
| CHL 306 | Environmental Chemistry Lab | 1 |
| CHM 311 | Clinical Pharmacology | 3 |
| CHM 320 | Toxicology | 3 |
| CHM 420 | Regulatory Protocols | 3 |
| CHM 499 | Topics in Chemistry | 1-4 |

Department of Education (EDU)

Interim Chairperson: Carol Schwartz, Ph.D.
Department Phone: 419-824-3722 or 419-824-3715/3713
E-mail Address: cschwartz@lourdes.edu

Director for Early Childhood Education Program: Alina Rodriguez, M.S.Ed
E-mail Address: arodriguez@lourdes.edu

Contact for Middle Childhood Education Program: Carol Schwartz, Ph.D.
E-mail Address: cschwartz@lourdes.edu

Director for Adolescence to Young Adult Education Program: Sr. Valerie Grondin, O.S.F., Ph.D.
E-mail Address: vgrondin@lourdes.edu

MISSION: To facilitate the preparation of teachers, provide professional development opportunities for educators, and offer educational experiences and outreach for learners of all ages. We provide holistic learning rooted in Franciscan values: learning, reverence, and service. As a result of our efforts, we foster the development of individuals who make a positive difference in our world.

The Department of Education is committed to preparing students with the knowledge, skills, and dispositions needed to become competent, caring and qualified teachers and lead rich, meaningful lives. Believing in the education of the total person, we seek to equip students for the teaching profession by integrating liberal arts education with professional education. Through its basic liberal arts curriculum, the University provides students with opportunities to integrate deep moral convictions with intellectual and social interests and professional careers.

The University recognizes that development of a person's total potential requires lifelong learning; hence, we encourage students to make the search for truth a continuing quest.

Lourdes University Department of Education believes and affirms the study of the growth and development of the whole child as a unique gift from God. We are committed to providing students with the opportunity to acquire the necessary knowledge, skills, and dispositions in order that they may provide developmentally appropriate, inclusive and responsive education for all children in society. We are also committed to assisting our students in becoming knowledgeable and appreciative of the multicultural/diverse gifts of children and of the capabilities necessary to provide

effective education for such children. In addition, we recognize the significant impact technology plays in society and in the learning process. As such, we are committed to providing the opportunities for students to understand the appropriate integration of technology in the learning process and to acquire the fundamental concepts and skills for effectively applying technology in educational settings.

The curriculum and clinical & field experiences of the teacher education program are designed to provide students preparing to become teachers with the opportunities to demonstrate competency in meeting the following Teacher Candidate Performance Outcomes:

- The teacher candidate will model the Franciscan values of reverence, service, and learning.
- The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.
- The teacher candidate will plan developmentally appropriate and inclusive lessons that articulate clear learning goals, connect prior and future learning, and include appropriate assessment strategies that advance the learning of each individual student.
- The teacher candidate will use a variety of instructional strategies, which may incorporate the appropriate use of technology, to make content comprehensible; to promote high order thinking; and use varied assessments to inform instruction, evaluate and ensure student learning.
- The teacher candidate will create a positive and safe learning environment, incorporating consistent and appropriate standards for behavior, which respects and celebrates the diversity of all students.
- The teacher candidate will use a variety of communication methods and collaborate with students, families (parents/guardians), school personnel, and community to support student learning and development.
- The teacher candidate will engage in reflective practice to improve teaching performance and assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

The Department of Education programs are designed to offer students the opportunity to achieve a liberal arts education and prepare students for the teaching profession. All programs meet the requirements as set forth by the Ohio Department of Education and the licensure requirements of the Ohio Department of Education. In order to graduate, students must meet the Lourdes University Department of Education requirements. The responsibility for meeting the goals and requirements rests with the student. Lourdes University Department of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations.

Classification of students

EDU Students are classified as follows:

Pre-Education Majors - are students seeking a teacher education degree and have not yet fulfilled the program admission requirements. They will not be admitted to the Teacher Education Program until they have met the Program Admission Requirements and have been officially accepted into the Program.

EDEP - Pre-Education Early Childhood Major

EDMP - Pre-Education Middle Childhood Major

EDAP - Pre-Education Adolescence to Young Adult Major

Education Majors - are students seeking a teacher education degree who have fulfilled the Program Admission Requirements and have been officially accepted into the Lourdes University Department of Education.

EDE - Early Childhood Education Major

EDM - Middle Childhood Education Major

EDA - Adolescence to Young Adult Education Major

Pre-Licensure Students - Licensure Students are degreed students seeking an approved teacher preparation program that prepares them for teacher licensure, but have not fulfilled the Program Admission requirements and have not been officially accepted into the Lourdes University Department of Education. It should be noted that licensures are only issued by the Ohio Department of Education and not Lourdes University.

EDEQ - Pre-Early Childhood Licensure

EDMQ - Pre-Middle Childhood Licensure

EDAQ - Pre-Adolescence to Young Adult Licensure

Teacher Licensure - are degreed students who are seeking a teaching license, who have fulfilled the Program Admission Requirements, and have been officially accepted into the Lourdes University Department of Education. It should be noted that licenses are only issued by the Ohio Department of Education and not Lourdes University.

EDEL - Early Childhood Licensure

EDML - Middle Childhood Licensure

EDAL - Adolescence to Young Adult Licensure

Program Admission Requirements

Students seeking admission to the Teacher Education Program are considered as Pre-Education Majors or Pre-Licensure students until they have completed the following Program Admission Requirements and have been approved for acceptance into the Program. Pre-Education Majors, Pre-Licensure students, and non-education students are not allowed to enroll in any education course at the 300/400 levels. Those

admission requirements that do not apply to students seeking licensure only are noted with ✎.

- Completed credential file.
- Successful BCI/FBI Background Check.
- Overall G.P.A. of 3.0 or higher.
- Grade of C or higher in EDU 100/EDU 101, EDU 151, EDU 230, EDU 250.
- Passing scores for Praxis Core Academic Skills tests for Educators (Reading 156, Writing 162, Math 150) **OR** ACT or SAT sub-scores for Reading $\geq 21/\geq 450$, English $\geq 18/\geq 430$, and Math $\geq 22/\geq 520$. ✎
- Successful review of Teacher Candidate Development Portfolio.
- Satisfactory disposition assessment.
- Successful interview and approval of the Program Admission Committee.

Once accepted into the Teacher Education Program, teacher candidates will need to demonstrate competencies at various points called “gates” in order to progress and ultimately complete the program. Students are to refer to the Education Student Handbook for details related to Assessment Gates and requirements.

✎ *Not required for students seeking licensure only.*

Clinical and Field Experiences

The Lourdes University Department of Education believes that it must provide opportunities for its teacher candidates to participate in high quality clinical experiences so that candidates develop the knowledge, skills and dispositions necessary to demonstrate a positive impact on student learning. At Lourdes, teacher candidates are offered extensive clinical and field experiences of sufficient depth, breadth, diversity, coherence and duration through Education coursework and engagement with Pk-12 students with our Professional Development School partners, and within local school districts in Northwest Ohio. All experiences are designed to support the development of competent, caring, qualified, and professional teachers. In addition, field experiences are designed to give students diverse experiences relative to demographic locations, cultures, racial and ethnic backgrounds, and diversity of student abilities and needs. Field experiences are organized in a sequential and timely manner to provide teacher candidates with classroom opportunities to observe, interact, and apply their knowledge of theoretical perspectives related to human and curriculum development that have been presented to them in their teacher education program.

Clinical: Clinical experiences early in the program provide a “testing ground” and are supervised classroom experiences as a part of specific courses. These experiences are

opportunities for the candidate to assess personal and professional strengths and areas that may need improvement. In addition, these early clinical experiences may give the candidate an opportunity to reflect on their career choice. The benefits of the clinical field experiences include opportunities to: develop self-confidence and coping skills; practice and develop teaching skills; and assess complex and “real world” experiences in the classroom.

Field: Multiple field experiences are embedded within teacher education courses at Lourdes University. This progression of field experiences culminates in the Student Teaching experience. Student Teaching is designed to be the most valuable and intense learning experience prior to graduation. Student teachers participate in the Teacher Performance Assessment (edTPA). All policies, requirements, and procedures related to field experiences are detailed in the Field Experience Handbook.

Students must have satisfactory criminal background checks (FBI and BCI) to participate in the clinical or field experiences. For more information, students should contact their advisor.

Bachelor of Arts Early Childhood Major Course of Study

The Early Childhood Program prepares teachers to work with young children from ages three through eight, grades Pre-Kindergarten through third.

Required Curriculum

Core Course Requirements

- | | |
|---|------------------------------------|
| 1. First Year Experience | 3 |
| FYE 100 | The Lourdes Experience |
| 2. English | 6 |
| ENG 101 | Composition I: Essay Writing |
| ENG 102 | Composition II: Research & Writing |
| 3. Mathematics | 3 |
| MTH 112 if ACT score <22 or SAT score <520 (except MTH 224 or MTH 225) OR | |
| a math course higher than MTH 114 if ACT score ≥ 22 or SAT score ≥520 (except MTH 224 or MTH 225) | |
| 4. Ethics | 3 |
| Education students meet the Core Curriculum Requirement for Ethics through an integrated approach of studying ethics for educators in five courses (EDU 100/101, EDU 230, EDU 316, EDU 317/319, EDU 329). | |

- | | | |
|----|--|--|
| 5. | Enduring Question Seminar | 2-3 |
| 6. | Capstone in the major 12 | |
| | EDE 490 | Capstone: Early Childhood Student Teaching |
| 7. | Service Learning | 20 hours |
| 8. | Cultural Diversity course or experience | |
| | EDU 216 | Multicultural & Social Issues in Education 3 |

General Education

- | | | |
|----|---|-------------------------------------|
| 1. | History | 3 |
| | HST 121 | Survey of United States History I |
| | or | |
| | HST 219 | Ohio History |
| 2. | Literature | 3 |
| | ENG 200 | Introduction to Literature |
| 3. | Philosophy | 3 |
| | Any PHL course | |
| 4. | Theology | 6 |
| | <i>First course – one of the following:</i> | |
| | THS 101 | Introduction to Religious Studies |
| | THS 125 | Foundation of Theology |
| | THS 218 | Celebrating the Sacraments |
| | THS 220 | Introduction to the Old Testament |
| | THS 221 | Introduction to the New Testament |
| | THS 235 | Survey of Catholic Belief |
| | THS 312 | Jesus, the Christ |
| | THS 316 | The Shape and Mission of the Church |

Second course – one of the following:

THS course 200 or above

- | | | |
|----|------------------------|--|
| 5. | Art/Music | 3 |
| | ART 117 | Art for the Teachers of Young Children |
| | or | |
| | MUS 113 | Integrating Music into the Early Childhood Classroom |
| | | 3 |
| 6. | Natural Science | 3 |
| | SCI 170 | Survey of Science |

Department of Education

7. Social Science 3

EDU 250** Educational Psychology

Professional Education Foundation Courses

EDU 100[®] Foundations of Education 3

or

EDU 101 Foundations of Education Bridge Course 1

EDU 151 Technology in Learning 1

EDU 251 Technology & Pedagogy for Learning 1

EDU 351 Technology, Pedagogy & Content
Knowledge for Learning 1

EDU 216 Multicultural & Social Issues in Education 3

EDU 230** Survey of Special Needs Education 3

EDU 250[®]** Educational Psychology 3

EDU 317 Classroom Management for Early
Childhood Education 3

EDU 329 Differentiated Instruction &
Assessment 3

Early Childhood Strand

EDE 210** Child Development 3

EDE 235** Integrated Curriculum and Instruction
in Early Childhood 3

EDE 250 Early Childhood Methods and
Field Experience I 3

EDE 307 Special Education Assessment &
Instructional Adaptations 3

EDE 315 Family, School, Community Relations 3

EDE 350[®] Early Childhood Methods & Field
Experience II 3

EDE 490 Capstone: Early Childhood
Student Teaching 12

Reading Strand

EDU 214 Teaching Reading Through Literature
for Children 3

EDU 330 Developmental Reading Through
Content Area Reading 3

| | | |
|---------|--|---|
| EDU 332 | Reading Diagnosis and Assessment | 3 |
| EDU 334 | The Role of Phonics in Emergent Literacy | 3 |

Curriculum Content

Language Arts

| | | |
|---------|------------------------------------|---|
| COM 100 | Oral Communications | 3 |
| ENG 101 | Composition I: Essay Writing | 3 |
| ENG 102 | Composition II: Research & Writing | 3 |
| ENG 200 | Introduction to Literature | 3 |

Math

| | | |
|--|---|---|
| MTH 112 if ACT score <22 or SAT score <520 (except MTH 224 or MTH 225) OR a math course higher than MTH 114 if ACT score \geq 22 or SAT score \geq 520 (except MTH 224 or MTH 225) | | 3 |
| MTH 224 | Mathematics for Teachers of Young Children I | 3 |
| MTH 225 | Mathematics for Teachers of Young Children II | 3 |

Science

| | | |
|---------|--|---|
| BIO 253 | Health Science for Teachers of Early Childhood | 3 |
| SCI 170 | Survey of Science | 3 |
| SCI 370 | Integrated Science for Teachers | 3 |

Social Studies

| | | |
|---------|-----------------------------------|---|
| GEO 260 | World Cultural Geography | 3 |
| HST 121 | Survey of United States History I | 3 |
| HST 219 | Ohio History | 3 |
| PLS 122 | American National Government | 3 |

Art/Music

| | | |
|---------|--|---|
| ART 117 | Art for the Teachers of Young Children | 3 |
| MUS 113 | Integrating Music in the Early Childhood Classroom | 3 |

⌘ *Field Experience Required* ** *Clinical Experience Required*

Bachelor of Arts Middle Childhood

Major Course of Study

The Middle Childhood Program prepares teachers to work with learners from ages nine through fourteen and grades four through nine.

The exact number of credit hours needed for graduation is dependent upon the two areas of concentration selected.

Required Curriculum

Core Course Requirements

- | | |
|---|----------|
| 1. First Year Experience | 3 |
| FYE 100 The Lourdes Experience | |
| 2. English | 6 |
| ENG 101 Composition I: Essay Writing | |
| ENG 102 Composition II: Research & Writing | |
| 3. Mathematics | 3 |
| MTH 114 if ACT score < 22 or SAT score < 520, OR any Math course above MTH 114 | |
| 4. Ethics | 3 |
| Education students meet the Core Curriculum Requirement for Ethics through an Integrated approach of studying ethics for educators in five courses (EDU 100/101, EDU 230, EDU 216, EDU 317/319, EDU 329). | |
| 5. Enduring Question Seminar | 2-3 |
| 6. Capstone in the major | 12 |
| EDM 490 Capstone: Middle Childhood Student Teaching | |
| 7. Service Learning | 20 hours |
| 8. Cultural Diversity course or experience | |
| EDU 316 Multicultural & Social Issues in Education | 3 |

General Education

- | | |
|--|---|
| 1. History | 3 |
| HST 121 Survey of United States History I | |
| or | |
| HST 219 Ohio History | |
| 2. Literature | 3 |
| ENG 200 Introduction to Literature | |

| | | |
|--|--|-----|
| 3. Philosophy | | 3 |
| Any PHL course | | |
| 4. Theology | | 6 |
| <i>First course – one of the following:</i> | | |
| THS 101 | Introduction to Religious Studies | |
| THS 125 | Foundation of Theology | |
| THS 218 | Celebrating the Sacraments | |
| THS 220 | Introduction to the Old Testament | |
| THS 221 | Introduction to the New Testament | |
| THS 235 | Survey of Catholic Belief | |
| THS 299 | Topics in THS: Faith and Science | |
| THS 312 | Jesus, the Christ | |
| THS 316 | The Shape and Mission of the Church | |
| <i>Second course – one of the following:</i> | | |
| THS course 200 or above | | |
| 5. Art/Music | | 3 |
| Any approved Art or Music course | | |
| 6. Natural Science | | 3-4 |
| Any approved Natural Science course | | |
| 7. Social Science | | 3 |
| EDU 250** | Educational Psychology | |
| <i>Professional Education Foundation Courses</i> | | |
| EDU 100 [¶] | Foundations of Education | 3 |
| or | | |
| EDU 101 | Foundations of Education Bridge Course | 1 |
| EDU 151 | Technology in Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy & Content Knowledge for Learning | 1 |
| EDU 230** | Survey of Special Needs Education | 3 |
| EDU 250** | Educational Psychology | 3 |
| EDU 216 | Multicultural & Social Issues in Education | 3 |
| EDU 319 | Classroom Management for Middle Childhood and Adolescence to Young Adult | 3 |

Department of Education

EDU 329 Differentiated Instruction & Assessment 3

Middle Childhood Strand

EDM 210** Education for Young Adolescents 3

EDM 235** Integrated Curriculum and Instruction
in the Middle School 3

EDM 250% Middle Childhood Methods and
Field Experience I 3

EDM 351-356% Concentration Area – Methods and
Field Experience II
Student Teaching 12

Reading Strand

EDU 212 Teaching Reading Through Literature
for Young Adolescents 3

EDU 330 Developmental Reading Through
Content Area Reading 3

EDU 332 Reading, Diagnosis & Assessment
(Elective) 3

EDU 334 The Role of Phonics in Emergent Literacy 3

%Field Experience Required

**Clinical Experience Required

Curriculum Content/Areas of Concentration

(Choose 2 of the 4 areas listed)

Language Arts

COM 100 Oral Communications (3)

ENG 101 Composition I: Essay Writing (3)

ENG 102 Composition II: Research and Writing (3)

ENG 200 Introduction to Literature (3)

ENG 220 Structures of the English Language (3)

ENG 300 Foundations of Western Literature (3)

ENG 313 Theoretical Approaches to Writing,
Reading, and the Teaching of Writing (3)

Math

MTH 114 Mathematical Principles for Educators II (3)
if ACT score ≤ 22 or SAT score ≤ 520 **OR**
any additional math course higher than MTH 114

| | | |
|---------|--|-----|
| MTH 116 | Math Pedagogy for Middle Childhood and AYA Teachers | (3) |
| MTH 122 | College Algebra | (3) |
| MTH 130 | Elementary Analysis | (3) |
| MTH 132 | Calculus for the Managerial Sciences | (3) |
| MTH 204 | Geometry | (3) |
| MTH 212 | Statistics | (3) |

Science

| | | |
|-------------|--|-----|
| BIO 201 | Principles of Biology | (4) |
| BIO 215 | Basic Ecology | (3) |
| CHM/CHL 130 | Intro to General Chemistry | (3) |
| SCI 370 | Integrated Science for Teachers | (3) |
| PHS 112 | Introduction to Earth Science | (3) |
| PHS 113 | Principles of Physical Science | (3) |
| BIO 254 | Health Science for Teachers of Young Adolescent to Young Adults | (3) |

Social Studies

| | | |
|---------|------------------------------------|-----|
| HST 103 | History of World Civilization | (3) |
| HST 121 | Survey of United States History I | (3) |
| HST 122 | Survey of United States History II | (3) |
| HST 219 | Ohio History | (3) |
| PLS 122 | American National Government | (3) |
| GEO 260 | World Regional Geography | (3) |
| BUS 200 | Introduction to Economics | (3) |

Bachelor of Science Adolescence to Young Adult Major Course of Study

The Adolescence to Young Adult Program prepares teachers to work with learners from ages twelve through twenty-one and grades seven through twelve in one of the following teaching fields:

- Life Sciences
- Integrated Mathematics
- Integrated Language Arts
- Integrated Social Studies
- Integrated Science

Department of Education

The exact number of credit hours needed for graduation is dependent upon the teaching field selected. In some fields students may be able to obtain a dual major.

Education (AYA) students declaring an English concentration are expected to fulfill a portfolio requirement.

Required Curriculum

Core Course Requirements

- | | | |
|---|---|----------|
| 1. First Year Experience | | 3 |
| FYE 100 | The Lourdes Experience | |
| 2. English | | 6 |
| ENG 101 | Composition I: Essay Writing | |
| ENG 102 | Composition II: Research & Writing | |
| 3. Mathematics | | 3 |
| MTH 114 or any MTH course above MTH 114 | | |
| 4. Ethics | | 3 |
| Education students meet the Core Curriculum Requirement for Ethics through an integrated approach of studying ethics for educators in five courses (EDU 100, EDU 230, EDU 316, EDU 317/319, EDU 329). | | |
| 5. Enduring Question Seminar | | 2-3 |
| 6. Capstone in the major | | 12 |
| EDA 490 | Capstone: Adolescent & Young Adult Student Teaching | |
| 7. Service Learning | | 20 hours |
| 8. Cultural Diversity course or experience | | |
| EDU 216 | Multicultural & Social Issues in Education | 3 |

General Education

- | | | |
|----------------------|-----------------------------|---|
| 1. History | | 3 |
| Any HST course | | |
| 2. Literature | | 3 |
| Select One | | |
| ENG 200 | Introduction to Literature | |
| ENG 211 | Postcolonial Literature | |
| ENG 212 | Gender and Literature | |
| ENG 213 | Multiethnic U.S. Literature | |
| ENG 214 | Ecology and literature | |

3. Philosophy 3

Any PHL course

4. Theology 6

First course – one of the following:

| | |
|---------|-------------------------------------|
| THS 101 | Introduction to Religious Studies |
| THS 125 | Foundation of Theology |
| THS 218 | Celebrating the Sacraments |
| THS 220 | Introduction to the Old Testament |
| THS 221 | Introduction to the New Testament |
| THS 235 | Survey of Catholic Belief |
| THS 312 | Jesus, the Christ |
| THS 316 | The Shape and Mission of the Church |

Second course – one of the following:

THS course 200 or above

5. Art/Music 3

Any approved Art or Music course

6. Natural Science 3-4

Any approved Natural Science course

7. Social Science 3

EDU 250** Educational Psychology

Professional Education Foundational Courses

EDU 100 Foundations of Education 3

or

EDU 101 Foundations of Education Bridge Course 1

EDU 151 Technology in Learning 1

EDU 251 Technology & Pedagogy for Learning 1

EDU 216 Multicultural and Social Issues
in Education 3

EDU 351 Technology, Pedagogy & Content
Knowledge for Learning 1

EDU 230** Survey of Special Needs Education 3

EDU 250** Educational Psychology 3

EDU 319 Classroom Management for Middle
Childhood and Adolescence to
Young Adult 3

EDU 329 Differentiated Instruction & Assessment 3

Department of Education

Adolescence to Young Adult Strand Courses

| | | |
|--------------------------|---|----|
| EDA 210** | Teaching Adolescents and Young Adults | 3 |
| EDA 235** | Curriculum and Instruction for Adolescents and Young Adults | 3 |
| EDA 250 [®] | General Teaching Methods and Field Experience I | 3 |
| EDU 330 | Developmental Reading through Content Area Reading (3) | |
| EDA 351-354 [®] | Concentration Area - Methods and Field Experience II | 3 |
| EDA 490 | Capstone: Adolescent & Young Adult Student Teaching | 12 |

[®]*Field Experience Required* ****** *Clinical Experience Required*

Reading Core

| | | |
|---------|--|---|
| EDU 330 | Developmental Reading Through Content Area Reading | 3 |
|---------|--|---|

Content Specialization - Credit hours will differ based on the area of specialization.

• **Integrated Language Arts**

| | | |
|---------|--|---|
| EDU 212 | Teaching Reading through Literature for Young Adolescents | 3 |
| ENG 101 | Comp 1: Essay Writing | 3 |
| ENG 102 | Comp 11: Research and Writing | 3 |
| ENG 200 | Introduction to Literature | 3 |
| ENG 220 | Structures of the English Language | 3 |
| ENG 313 | Theoretical Approaches to Writing, Reading, and Teaching Writing | 3 |
| ENG 316 | Foundations of Rhetoric | 3 |
| ENG 390 | Approaches to Criticism | 3 |
| ENG 405 | Shakespeare | 3 |
| ENG 490 | Capstone: Senior Research Project | 3 |

Select One

| | | |
|---------|-------------------------------|---|
| ENG 211 | Postcolonial Literature | 3 |
| ENG 212 | Gender and Literature | 3 |
| ENG 213 | Multicultural U.S. Literature | 3 |
| ENG 214 | Ecology and Literature | 3 |

Select Three

| | | |
|---------|-----------------------------------|---|
| ENG 300 | Foundations of Western Literature | 3 |
| ENG 301 | English Lit I | 3 |

| | | |
|---------|------------------------|---|
| ENG 302 | English Lit II | 3 |
| ENG 303 | American Lit I | 3 |
| ENG 304 | American Lit II | 3 |
| ENG 315 | Non-Western Literature | 3 |

Select Two

| | | |
|---------|---------------------|---|
| ENG 401 | Studies in Fiction | 3 |
| ENG 402 | Studies in Drama | 3 |
| ENG 403 | Studies in Poetry | 3 |
| ENG 410 | Studies in Film | 3 |
| ENG 411 | Single Author Study | 3 |
| ENG 440 | Studies in Rhetoric | 3 |

• **Integrated Mathematics**

| | | |
|---------|--|---|
| MTH 116 | Math Pedagogy for EDM & AYA | 3 |
| MTH 122 | College Algebra | 3 |
| MTH 130 | Elementary Analysis | 3 |
| MTH 135 | Analytical Geometry & Calculus 1 | 4 |
| MTH 136 | Analytical Geometry & Calculus 11 | 4 |
| MTH 204 | Geometry | 3 |
| MTH 212 | Statistics | 3 |
| MTH 215 | Linear Algebra | 3 |
| MTH 235 | Calculus III | 4 |
| MTH 242 | Introduction to Mathematical Reasoning | 3 |
| MTH 256 | Discrete Mathematics | 3 |
| MTH 301 | Abstract Algebra | 3 |
| MTH 305 | Differential Equations | 3 |
| MTH 490 | Capstone: History of Mathematics | 3 |

• **Integrated Social Studies**

| | | |
|---------|---|---|
| HST 301 | Ancient History | 3 |
| HST 302 | Medieval & Renaissance Europe | 3 |
| HST 303 | Modern Europe | 3 |
| HST 307 | The American Revolution and the Early Republic | 3 |
| HST 308 | Civil War and Reconstruction | 3 |
| HST 309 | United States in the 20 th Century | 3 |
| GEO 250 | World Cultural Geography | 3 |
| GEO 260 | World Regional Geography | 3 |

Department of Education

| | | |
|---------------------|------------------------------|---|
| PLS 122 | American National Government | 3 |
| PLS 201 | Modern Political Thought | 3 |
| BUS 254 | Macroeconomics | 3 |
| BUS 255 | Microeconomics | 3 |
| HST 490 | Capstone: Historical Methods | 3 |
| <i>Select Three</i> | | |
| HST 411 | History of Latin America | 3 |
| HST 413 | History of the Middle East | 3 |
| HST 416 | History of the Far East | 3 |
| HST 419 | History of Africa | 3 |

• Life Sciences

Biology/Life Science

| | | |
|-----------------|------------------------------------|------|
| BIO 201/BIL201 | Principles of Biology I/Lab | 3, 1 |
| BIO202/BIL 202 | Principles of Biology II/Lab | 3, 1 |
| BIO 204 | Basic Human Anatomy and Physiology | 3 |
| BIO 215 | Basic Ecology | 3 |
| BIO 307/BIL 307 | Cell Biology/Lab | 3, 1 |
| BIO 308/BIL 308 | Genetics/Lab | 3, 1 |
| BIO 335/BIL 335 | General Microbiology/Lab | 3, 1 |
| BIO 402 | Introduction to Research | 1 |
| BIO 490 | Biology Seminar | 2 |

Select One

| | | |
|-----------------|---------------------------|------|
| BIO 306/BIL 306 | Vertebrate Zoology/Lab or | 3, 1 |
| BIO 311/BIL 311 | Invertebrate Zoology/Lab | 3, 1 |

Chemistry/Physical/Earth Science

| | | |
|-----------------|---|---|
| CHM 140/CHL 140 | General, Organic, and Biological Chemistry/Lab | 4 |
| PHS 112 | Introduction to Earth Science | 3 |
| PHS 113 | Principles of Physical Science | 3 |
| SCI 370 | Integrated Science for Teachers | 3 |

Select One

| | | |
|---------|---------------------------|---|
| PHS 111 | Introduction to Astronomy | 3 |
| PHS 114 | Introduction to Geology | 3 |

• Integrated Sciences

Biology/Life Science

| | | |
|----------------|-----------------------------|------|
| BIO 201/BIL201 | Principles of Biology I/Lab | 3, 1 |
|----------------|-----------------------------|------|

| | | |
|-------------------------|------------------------------------|------|
| BIO202/BIL 202 | Principles of Biology II/Lab | 3, 1 |
| BIO 204 | Basic Human Anatomy and Physiology | 3 |
| BIO 307/BIL 307 | Cell Biology/Lab | 3, 1 |
| BIO 308/BIL 308 | Genetics/Lab | 3, 1 |
| BIO 335/BIL 335 | General Microbiology/Lab | 3, 1 |
| <i>Chemistry</i> | | |
| CHM 181/CHL 181 | General College Chemistry I/Lab | 3,1 |
| CHM 182/CHL 182 | General College Chemistry II/Lab | 3,1 |
| CHM 301/CHL 301 | Organic Chemistry I/Lab | 3,1 |
| CHM 302/CHL 302 | Organic Chemistry II/Lab | 3,1 |
| CHM 306/CHL 306 | Environmental Chemistry/Lab | 3,1 |
| <i>Physics</i> | | |
| PHS 111 | Introduction to Astronomy | 3 |
| PHS/PLA 201/301 | College Physics I / Lab | 5 |
| PHS/PLA 202/302/ | College Physics II/Labe | 5 |
| <i>Physical Science</i> | | |
| PHS 114 | An Introduction to Astronomy | 3 |
| PHS 112 | An Introduction to Earth Science | 3 |
| BIO 317 | Principles of Ecology | 3 |

Lourdes University Department of Education Report on the Quality of Teacher Preparation

Reflecting the traditions and philosophy of the Sisters of St. Francis, the Lourdes University Department of Education mission is to facilitate the preparation of teachers, provide professional development opportunities for educators, and offer educational experiences and outreach for learners of all ages. We provide holistic learning rooted in Franciscan values: learning, reverence, and service. As a result of our efforts we foster the development of individuals who make a positive difference in our world.

Teacher Preparation: The Lourdes University Department of Education is committed to preparing students with the knowledge, skills and disposition necessary to be competent, caring, and qualified teachers. Candidates are prepared with skills that allow them to provide developmentally appropriate, inclusive and responsive education.

As such, the curriculum and experiences of the Lourdes University Teacher Education Program are designed to reflect established, contemporary and emerging principles and practices and provide students with a solid foundation and the most current knowledge and skills necessary to be effective and successful teachers.

Teacher Education Programs:

Early Childhood

- Degree - Bachelor of Arts in Early Childhood Education
- The Early Childhood Education Program prepares teachers to work with young children between the ages of three and eight years old, grades pre-kindergarten through third.

Middle Childhood

- Degree - Bachelor of Arts in Middle Childhood Education
- The Middle Childhood Education Program prepares teachers to work with children between the ages of nine and fourteen years old, grades four through nine.

Adolescence to Young Adult

- Degree - Bachelor of Science in Adolescence to Young Adult Education
- The Adolescence to Young Adult Program prepares teachers to work with learners from ages 12 through 21, grades seven through twelve in one of the following teaching fields: Life Sciences, Integrated Mathematics, Integrated Language Arts, Integrated Social Studies, and Integrated Science.

Student Characteristics: More than 200 students are enrolled in the Department of Education programs at Lourdes University.

Program Admission Requirements: Students seeking admission into the teacher education program are considered as pre-education majors until they have met all of the following Program Admission Requirements and have been approved for acceptance into the program. Those admission requirements that do not apply to students seeking licensure only are noted with an ✕.

- Completed credential file.
- Successful BCI/FBI Background Check.
- Overall G.P.A. of 3.0 or higher.
- Grade of C or higher in EDU 100/EDU 101, EDU 151, EDU 230, EDU 250.
- Passing scores for Praxis Core Academic Skills tests for Educators (Reading 156, Writing 162, Math 150) or

ACT or SAT sub-scores for Reading $\geq 21/\geq 450$, English $\geq 18/\geq 430$, and

Math $\geq 22/\geq 520$. ✕

- Successful review of Teacher Candidate Development Portfolio.

- Satisfactory disposition assessment.
- Successful interview and approval of the Program Admission Committee.

✧ *Not required for students seeking licensure only.*

Program Approval/Accreditation: All Education Programs have been approved by Department of Higher Education and are nationally accredited by the Teacher Education Accreditation Council (TEAC).

Special Features:

- Instructional Technology and Multiculturalism are integrated in educational courses.
- All teacher education students are required to develop a professional portfolio demonstrating their knowledge, skills and dispositions in their selected area of study.
- Students receive intensive, diverse and meaningful clinical and field experiences in area classrooms.
- Four required reading courses are incorporated into the Early Childhood Education and Middle Childhood Education course of study.

Praxis II Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 2014-2015 • Number of Program Completers: 33

| Group | Number Taking Assessment | Number Passing Assessment | Institutional Pass Rate |
|----------------------------------|--------------------------|---------------------------|-------------------------|
| All Program Completers 2014-2015 | 33 | 32 | 97% |

Contextual Information

Total number of students admitted into teacher preparation,

all specializations, in academic year 2014-2015 26

Number of students in supervised student teaching in academic year 2014-2015 33

Number of faculty members who supervised student teachers in 2014-2015

- Full-time faculty in professional education 2
- Part-time faculty in professional education but full-time in the institution 1
- Part-time faculty in professional education, not otherwise employed by the institution 40

Student teacher/faculty ratio 9:1

Department of Education

| | |
|---|-----|
| The average number of student teaching hours per week required | 30 |
| The total number of weeks of supervised student teaching required | 15 |
| Average total number of student teaching hours required | 450 |

Special Programs

Elementary Religion Teacher Certificate

The Elementary Religion Teacher Certificate is offered in collaboration with the Department of Theological Studies. It is designed for Early Childhood and Middle Childhood Education majors who wish to teach religion in the Toledo Diocesan Catholic Elementary Schools. Students who successfully complete the designated courses listed below and who complete the Diocesan Orientation Program will be certified to teach religion in the Diocese. In most cases this program will only add one additional course to a student's program.

| | |
|--------------|--|
| EDE 350* | Early Childhood Methods and Field Experience II or |
| EDM 351-356* | Middle Childhood Methods and Field Experience II (3) |
| THS 218 | Celebrating the Sacraments (3) |
| THS 220 | Introduction to the Old Testament or |
| THS 221 | Introduction to the New Testament (3) |
| THS 235 | Survey of Catholic Belief (3) |
| THS 265 | Christian Ethics (3) |

**Field Experience Required*

Catholic High School Religion Teacher Certificate

The High School Religion Teacher Certificate is offered in collaboration with the Department of Theological Studies. It may be earned by Adolescence to Young Adult (AYA) Education majors, theological studies majors, or by individuals who already hold a bachelor's degree.

The certificate program is designed to prepare students with content knowledge in theological studies and the educational skills necessary to be successful religion teachers on the high school level.

Theological studies majors wishing to earn the certificate need to complete the requirements for the Bachelor of Arts degree in theological studies and include the following courses in their program:

Department of Theological Studies:

| | |
|---------|---|
| THS 211 | History of Christianity: Origins to the Renaissance (3) |
| THS 212 | History of Christianity: Reformation to the Present (3) |
| THS 218 | Celebrating the Sacraments (3) |
| THS 220 | Introduction to the Old Testament (3) |

| | |
|---------|---------------------------------------|
| THS 221 | Introduction to the New Testament (3) |
| THS 235 | Survey of Catholic Belief (3) |
| THS 244 | Great Religions of the East or |
| THS 246 | Great Religions of the West (3) |
| THS 265 | Christian Ethics (3) |
| THS 312 | Jesus, The Christ (3) |
| THS 435 | Peace, Justice, and Forgiveness (3) |

Department of Education:

| | |
|----------------------|---|
| EDA 210** | Teaching Adolescents and Young Adults (3) |
| EDA 235** | Curriculum & Instruction for Adolescents & Young Adults (3) |
| EDA 355 [‡] | Religious Education Methods and Field Experiences (3) |
| EDU 250** | Educational Psychology (3) |
| EDU 216 | Multicultural & Social Issues in Education (3) |
| EDU 319 [‡] | Classroom Management for Middle Childhood and Adolescence to Young Adult (3) |

[‡]*Field Experience Required* ** *Clinical Experience Required*

Teacher Licensure

The Lourdes University Early Childhood, Middle Childhood, and Adolescence to Young Adult Programs have been approved by the Ohio Department of Education. Students who successfully complete the Lourdes University teacher preparation program and meet the other State requirements will be eligible to obtain the Resident Educator License teaching license. This license will allow graduates to enter the Resident Educator Program. Successful completion of the Resident Educator Program will lead to the issuance of a professional teaching license. Lourdes University Department of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national state standards and regulations.

Middle Childhood Generalist Endorsement

The Middle Childhood Generalist Endorsement is added to the Ohio Department of Education Middle Childhood Teaching License. The Ohio Department of Education has approved the Middle Childhood Generalist Endorsement license that can only be added to any existing Middle Childhood license and for any combination of the four areas of concentration. The generalist endorsement will allow teachers to teach grades 4-6 only. Candidates will only be allowed to obtain this license from an approved institution that has an approved generalist program in any of the four concentration areas (Language Arts, Social Studies, Science, and Math).

Lourdes University Middle Childhood Generalist Endorsement

| | |
|-----------------------------|---|
| Degree: | Endorsement (grades 4-6) |
| Major: | Middle Childhood Education |
| Concentration Areas: | Language Arts, Social Studies, Mathematics, Science (6-12 semester hours per content area) |

Middle Childhood Endorsement for Language Arts

In addition to the Core Curriculum Requirements (ENG 101: Composition I: Essay Writing, ENG 102: Composition II: Research & Writing, ENG 200: Introduction to Literature) the candidate must take the following two courses:

| | |
|---------|---|
| EDU 330 | Developmental Reading Through Content Area Reading (3) |
| ENG 313 | Theoretical Approaches to Writing, Reading, and the Teaching of Writing (3) |

The candidate must also pass the OAE Test for Middle Childhood Language Arts **OR** pass the OAE Elementary Education Content Knowledge Subtest I and II.

Middle Childhood Endorsement for Social Studies

The candidate must take the following courses, one of which can be used to meet the Social Science General Education requirement:

| | |
|---------|---------------------------------------|
| PLS 122 | American National Government |
| GEO 250 | World Cultural Geography |
| HST 219 | Ohio History (3) |
| HST 121 | Survey of United States History I (3) |

The candidate must also pass the OAE Test for Middle Childhood Social Studies **OR** pass the OAE Elementary Education Content Knowledge Subtest I and II.

Middle Childhood Endorsement for Mathematics

The candidate must take the following two courses:

| | |
|---------|---|
| MTH 114 | Mathematical for Principles for Educators II (3) |
| MTH 116 | Math Pedagogy for Middle Childhood and AYA Teachers (3) |

The candidate must also pass the OAE Test for Middle Childhood Mathematics **OR** pass the OAE Elementary Education Content Knowledge Subtest I and II.

Middle Childhood Endorsement for Science

The candidate must take the following two courses:

| | |
|---------|-------------------------------------|
| SCI 170 | Survey of Science (3) |
| SCI 370 | Integrated Science for Teachers (3) |

The candidate must also pass the OAE Test for Middle Childhood Science **OR** pass the OAE Elementary Education Content Knowledge Subtest I and II.

The Early Childhood Generalist Endorsement

The Early Childhood Generalist Endorsement is added to the Ohio Department of Education Early Childhood P-3 teaching license. The Early Childhood Endorsement, valid for teaching all core academic content areas in grades four and five may be added to an Early Childhood P-3 license upon evidence of completion of a minimum of nine additional semester hours of study aligned to the Ohio academic content standards for grades four and five, including preparation in pedagogy and child/adolescent development appropriate for grades four and five, and upon successful completion of the Generalist Endorsement for Early Childhood – OAE Elementary Education Subtest I #018 Passing 220 and OAE Subtest II #019 Passing 220.

The three courses, nine semester hours, at the undergraduate level are:

- EDU 375 Nature and Needs of Young Adolescents (3)
- EDU 380 Math and Science Pedagogical Skills and Content for Teachers of Gr. 4-5 students (3)
- EDU 385 Social Studies and Language Arts Pedagogical Skills and Content for Teachers for Gr. 4-5 students (3)

Center for Science Education and the Environment (CSEE)

The Center for Science Education and the Environment of Lourdes University, directed by the College of Education and the College of Arts and Sciences, focuses on enhancing science education, environmental awareness and stewardship in the university, the Sylvania Franciscan Village and the broader community. The Center provides resources and expertise for a variety of programs that incorporate the Franciscan spirit in academic and societal learning experiences. Through interdisciplinary and intergenerational interactions and programs, the Center works to improve understanding of science, the natural world, and human activities in order to build community relationships for sustainability in local, regional, and national endeavors.

Department of English (ENG)

Department Chairperson: Katherine P. Beutel, Ph.D.

Phone: 419-517-8880

E-mail Address: kbeutel@lourdes.edu

MISSION: The Department of English promotes an integrated vision of English studies which includes an in-depth investigation of language, rhetoric, and literature, and the ways in which these fields of inquiry enter into dialogue with one another. The department guides students in the development of a broad range of critical methods to help them become independent thinkers and scholars rooted in the humanistic tradition. Students engage in critical reading, analysis, and synthesis of texts from a wide variety of historical and cultural contexts. Through theoretical and practical knowledge acquisition and construction, students become more active, productive, informed citizens who have the agency to capably evaluate and argue in a language-based culture.

The Department of English offers courses in literature, rhetoric, writing, communication, and media studies. All courses are designed to help students develop effective oral and written communication skills, critical reading and analytical skills, a grasp of linguistic structure and use of language, familiarity with major literary forms and their cultural contexts, and a deepening of critical and aesthetic appreciation.

Students declaring an English major or education (AYA) students declaring an English concentration are expected to fulfill a portfolio requirement.

Further information may be obtained by contacting the chair of the English Department.

To fulfill requirements for degree programs, students may be required to the following English courses in sequence:

ENG 097 College Reading Strategies (3)

ENG 098 College Writing Strategies (3)

Students placed in ENG 097 and/or ENG 098 must obtain a grade of satisfactory (Pass/C*) to enroll in ENG 101 or any other English course. If required, students must successfully complete ENG 097 College Reading Strategies within their first two semesters at Lourdes University. If required, students must successfully complete ENG 098 College Writing Strategies within their first two semesters at Lourdes University. **The credit hours for ENG 097 and ENG 098 may not be applied toward graduation.**

ENG 101 and ENG 102 are Core Curriculum requirements. ENG 200, 211, 212, 213, and 214 fulfill the General Education requirements for literature.

(Students must take ENG 101 and ENG 102 during their first four semesters at Lourdes University.)

Bachelor of Arts English Major

The Bachelor of Arts degree with an English major includes 53-54 semester hours of core courses and general education courses and 39 semester hours in English. Students may declare a major in English when they have completed ENG 102 and ENG 200 with an average grade of 2.5 or better and have had an interview with the Chair of the Department of English.

The English major prepares students to:

1. Identify and explain the significance of specific literary elements of texts.
2. Identify and understand multiple theoretical and critical perspectives.
3. Synthesize ideas and information among multiple primary literary texts and among primary texts and other period resources and/or secondary theoretical and critical resources, to develop analytical arguments.
4. Identify characteristics of historical literary periods/movements and analyze works of American, British, and world literature within the contexts of their historical literary periods/movements.
5. Analyze and evaluate the interaction between literature and culture in American, British, and world literatures.
6. Identify and analyze rhetorical, grammatical, and stylistic features of texts and apply sound principles of rhetoric, grammar, and style in writing analytical, persuasive, and scholarly papers and other types of writing.
7. Develop an analytical/persuasive thesis and perform systematic research and evaluate sources in support of that thesis.
8. Produce effective oral analyses of literary works and researched topics.
9. Master fundamental skills of technical, professional writing, media writing, and/or writing pedagogy.

The major is of value to students needing broad liberal learning for their professional goals, students interested in teaching, and students interested in law or graduate school.

Department of English

| Required Curriculum | Semester Hours |
|---|----------------|
| <i>Core Courses & General Education</i> | 53-54 |
| <i>(See B.A. Core Courses & General Education Requirements, p. 108-114)</i> | |
| English courses according to the following distribution: | 39 hours |
| <i>Each of the following:</i> | 12 hours |
| ENG 220 – Structures of the English Language | |
| ENG 316 – Foundations of Rhetoric | |
| ENG 390 – Approaches to Literary Theory | |
| ENG 490 – Capstone: Senior Research | |
| <i>Two of the following:</i> | 6 hours |
| (One of these may be used to fulfill both the general education literature requirement and the major requirement) | |
| ENG 200 – Introduction to Literature | |
| ENG 211 – Postcolonial Literature | |
| ENG 212 – Gender and Literature | |
| ENG 213 – Multiethnic U.S. Literature | |
| ENG 214 – Ecology and Literature | |
| <i>Three of the following:</i> | 9 hours |
| ENG 300 – Foundations of Western Literature | |
| ENG 301 – Studies in English Literature I | |
| ENG 302 – Studies in English Literature II | |
| ENG 303 – Studies in American Literature I | |
| ENG 304 – Studies in American Literature II | |
| ENG 315 – Studies in Nonwestern Literature | |
| <i>One of the following:</i> | 3 hours |
| ENG 351 – Media Writing | |
| ENG 352 – Professional Writing | |
| ENG 313 – Theoretical Approaches to Writing, Reading, and the Teaching of Writing | |
| <i>Three of the following:</i> | 9 hours |
| ENG 401 – Studies in Fiction | |
| ENG 402 – Studies in Drama | |
| ENG 403 – Studies in Poetry | |
| ENG 405 – Shakespeare | |
| ENG 440 – Studies in Rhetoric | |

ENG 410 – Studies in Film

ENG 411 – Single Author Study

Electives

27-31 hours

Total

120

Students wishing to pursue integrated language arts licensure for teaching early childhood, middle childhood, or adolescence and young adults should consult the appropriate advisor in the Department of Education.

Bachelor of Arts English Minor

Required Curriculum

Semester Hours

Two of the following:

6

ENG 300 – Foundations of Western Literature

ENG 301 – Studies in English Literature I

ENG 302 – Studies in English Literature II

ENG 303 – Studies in American Literature I

ENG 304 – Studies in American Literature II

ENG 315 – Studies in Nonwestern Literature

Two of the following

6

ENG 220 – Structures of the English Language

ENG 316 – Foundations of Rhetoric

ENG 351 – Media Writing

ENG 352 – Professional Writing

One of the following:

3

ENG 401 – Studies in Fiction

ENG 402 – Studies in Drama

ENG 403 – Studies in Poetry

ENG 405 – Shakespeare

ENG 410 – Studies in Film

ENG 411 – Single Author Study

ENG 440 – Studies in Rhetoric

*Any 2 other ENG courses at 200-400 level**

6

Total

21

***A 200-level literature course designated for general education may be used for both general education and minor requirement.**

Bachelor of Arts Communications and Media Studies Minor

In the Communications and Media Studies minor, students will master fundamental communication skills applicable to technical and professional writing and media studies. They will learn to recognize cultural, professional, and ethical conventions in various media and apply sound methods of rhetoric and communication in multiple disciplinary contexts.

| Required Curriculum | Semester Hours |
|---|----------------|
| Foundations Courses : <i>Two of the following:</i> | 6 |
| BUS 235 - Business Communications | |
| COM 100 – Oral Communications | |
| COM 102 – Interpersonal Communications | |
| ENG 220 – Structures of the English Language | |
| ENG 316 – Foundations of Rhetoric | |
| Methods Courses: <i>Two of the following:</i> | 6 |
| ENG 351 – Media Studies | |
| ENG 352 – Professional Writing | |
| ENG 353 – Introduction to Digital Humanities | |
| Applications Courses: <i>Two of the following</i> | 6 |
| ART 206- Digital Arts I | |
| ART 216 – Digital Photography | |
| ART 306 – Digital Arts II | |
| BIO 380 – Community Partner Project Internship* | |
| ENG 354 – Technology and Culture (currently an approved Topics course) | |
| ENG 360 – Writing Internship* | |
| ENG 410 – Studies in Film | |
| ENG 412 – Cultural Diversity and the Media | |
| ENV 307 – Sustainability Concepts and Methods | |
| MKT 334 – Advertising | |
| MKT 435 – Internet Marketing | |
| MKT 445 – Service Marketing | |
| MKT 446 – Global Marketing | |
| PLS 340 – Politics in the Media | |
| *Internships from other academic departments may apply on recommendation of English Department chair. | |
| Total | 18 |

Associate of Arts English Major

| Required Curriculum | Semester Hours |
|--|----------------|
| <i>Core Courses and General Education</i> | 36 |
| <i>English courses according to the following distribution (24 hours):</i> | |
| <i>Two of the following:</i> | 6 |
| ENG 300 – Foundations of Western Literature | |
| ENG 301 – Studies in English Literature I | |
| ENG 302 – Studies in English Literature II | |
| ENG 303 – Studies in American Literature I | |
| ENG 304 – Studies in American Literature II | |
| ENG 315 – Studies in Nonwestern Literature | |
| <i>Two of the following:</i> | 6 |
| ENG 220 – Structures of the English Language | |
| ENG 316 – Foundations of Rhetoric | |
| ENG 351 – Media Writing | |
| ENG 352 – Professional Writing | |
| <i>Two of the following:</i> | 6 |
| ENG 401 – Studies in Fiction | |
| ENG 402 – Studies in Drama | |
| ENG 403 – Studies in Poetry | |
| ENG 405 - Shakespeare | |
| ENG 410 – Studies in Film | |
| ENG 411 – Single Author Study | |
| ENG 440 – Studies in Rhetoric | |
| <i>Any 2 other ENG courses at 200-400 level*</i> | 6 |
| Total | 60 |

***A 200-level literature course designated for general education may be used for both general education and major requirement, in which case, a student would need an additional 3 hours of elective credit to total 60 hours.**

Department of History (HST), Political Science (PLS) and Geography (GEO)

Department Chairperson: Mary K. Robinson, Ph.D.

Phone: 419-824-3947

E-mail Address: mrobinson@lourdes.edu

MISSION: History majors will master a solid foundation in American, European, and World History, learn and practice the historical method in their coursework at all levels, and master the skills necessary to prepare them for graduate school and/or careers in history and related fields.

History, political science, and geography deal with people and relationships in the historical, social, economic, and political orders. The study of history is excellent preparation for careers in teaching, writing, government service, politics, law, Foreign Service, business, and public history institutions such as museums, libraries and archives.

Courses offered by this department may be used for general education requirements, an Associate in Arts Degree, a Bachelor of Arts Degree major or minor, or a Bachelor of Arts Degree Interdisciplinary Studies major.

Students who have declared their major must meet with the Chair of the Department of History to determine a plan of study and to discuss their career options.

Bachelor of Arts History Major

The Bachelor of Arts Degree with a history major includes 42 semester hours of core courses & general education courses and 36 semester hours in history, 18 hours of which must be at the 300 and 400 level taken at Lourdes University. Students should also take at least 14 hours of their electives at the 300 and 400 levels in order to meet the University requirement of 32 hours in upper level courses. Students must maintain a 2.5 grade point average in history courses.

Students majoring in History can take courses marked with † to fulfill both general education and major requirements.

Department of History, Political Science and Geography

| Required Curriculum | Semester Hours |
|----------------------------|-----------------------|
|----------------------------|-----------------------|

Core Courses & General Education

(See B.A. Core Courses & General Education Requirements, p. 108-114) 38-39

The College of Arts & Sciences requires an addition 12 semester hours for the Bachelor of Arts degree. (See p. 114) 9

US History Core Courses 9

HST 307 The American Revolution & Early Republic

HST 308 The Civil War & Reconstruction

HST 309 The United States in the 20th Century

European History Core Courses 9

HST 301 Ancient History

HST 302 Medieval & Renaissance History

HST 303 Modern Europe

World History Core Courses (Pick 2) 6

HST 403 History of Russia

HST 404 World War II: Cause and Effect

HST 407 Native American History

HST 411 History of Latin America

HST 413 History of the Middle East

HST 416 History of the Far East

HST 419 History of Africa

History Electives 9

HST 490 Capstone: Historical Methods 3

| | |
|--------------|------------|
| Total | 120 |
|--------------|------------|

Note: Internships are available for credit (HST 425 Internships) or non-credit.

Bachelor of Arts History Minor

| Required Curriculum | Semester Hours |
|----------------------------|-----------------------|
|----------------------------|-----------------------|

US History Core Courses (Pick 2) 6

HST 307 The American Revolution & Early Republic

HST 308 The Civil War & Reconstruction

HST 309 The United States in the 20th Century

European History Core Courses (Pick 2) 6

HST 301 Ancient History

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HST 302 Medieval & Renaissance History

HST 303 Modern Europe

World History Core Courses (Pick 1) 3

HST 403 History of Russia

HST 404 World War II: Cause and Effect

HST 407 Native American History

HST 411 History of Latin America

HST 413 History of the Middle East

HST 416 History of the Far East

HST 419 History of Africa

History Electives 6

Total **21**

Note: Internships are available for credit (HST 425 Internships) or non-credit.

Associate of Arts in History

Students may complete an Associate in Arts degree in History by meeting the core courses & general education requirements for the A.A. degree as described in this catalog.

(See *A.A. Core Courses & General Education Requirements*, p. 121) and by completing the following requirements for the concentration in History:

| Required Curriculum | Semester Hours |
|--|----------------|
| <i>Core Courses & General Education Requirements</i> | 36 |
| <i>US History Core Courses (Pick 2)</i> | 6 |
| HST 307 The American Revolution & Early Republic | |
| HST 308 The Civil War & Reconstruction | |
| HST 309 The United States in the 20th Century | |
| <i>European History Core Courses (Pick 2)</i> | 6 |
| HST 301 Ancient History | |
| HST 302 Medieval & Renaissance History | |
| HST 303 Modern Europe | |
| <i>World History Core Courses (Pick 1)</i> | 3 |
| HST 403 History of Russia | |
| HST 404 World War II: Cause and Effect | |
| HST 407 Native American History | |
| HST 411 History of Latin America | |
| HST 413 History of the Middle East | |

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HST 416 History of the Far East

HST 419 History of Africa

History Elective 3

General Elective 3

Bachelor of Arts Political Science Minor

| Required Curriculum | | Semester Hours |
|---|---------------------------------------|----------------|
| PLS 122 | American National Government | 3 |
| PLS 201 | Modern Political Thought | 3 |
| PLS 490 | Capstone: Political Science or | |
| PLS 491 | History of Africa | 3 |
| <i>Political Science Electives (Pick 3)</i> | | 9 |
| PLS 250 | Introduction to the Legal Profession | |
| PLS 310 | The Constitution and Supreme Court | |
| PLS 320 | Urban Policy | |
| PLS 330 | International Relations | |
| PLS 340 | Politics and the Media | |

Total: 18 s.h.

Pre-Law Concentration

The Pre-Law Concentration at Lourdes University provides students with extensive immersion in critical thinking, communication skills and a background in the United States legal system. At the same time, the program also gives them a solid foundation in ethics and social justice consistent with the institution's Catholic and Franciscan values. Specialized courses, such as ENG 440: Studies in Rhetoric and PLS 250: Introduction to the Legal Profession, make the Pre-Law Concentration at Lourdes unique and very focused on student success in a future legal career.

Admission to Law School does not require a specific undergraduate program of study. Therefore, students can choose any major and still apply to Law School. In order to receive the Pre-Law Concentration designation on official transcripts, students at Lourdes must take a minimum of 20 hours of coursework from recommended courses, but students are encouraged to take as many courses for the concentration as their majors will allow. To obtain the designation of Pre-Law Concentration, a student must successfully complete at least two courses from each of the following categories:

Communication Skills:

ART 490 Capstone: Senior Thesis in Art History

BUS 490 Capstone: Business Policy

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| | |
|--|--|
| ENG 316 | Foundations of Rhetoric |
| ENG 440 | Studies in Rhetoric |
| ENG 490 | Capstone: Senior Research |
| HST 490 | Capstone: Historical Methods |
| IDS 490 & IDS 491 | Introduction to the Capstone, and the B.A.-I.S. Capstone |
| PSY 490 | Psychology Capstone |
| SOC 491 | Capstone: Sociology |
| SWK/SOC 413 | Practice Oriented Research |
| THS 490 | Capstone: Senior Integrative Seminar |
| <i>Any History course 200 level or above</i> | |

Critical Thinking and Analytical Skills:

| | |
|---------|-----------------------------------|
| PHL 102 | Introduction to Critical Thinking |
| PHL 305 | Symbolic Logic |

Understanding of the U.S. Legal System:

| | |
|---------|--|
| PLS 250 | Introduction to the Legal Profession |
| PLS 122 | American National Government |
| PLS 310 | Constitution and Supreme Court |
| SOC 208 | Constitutional Law in Criminal Justice |
| BUS 440 | Employment Law |

Any US History Course at 300 or 400 Level

Foundation in Ethics and Social Justice:

| | |
|---------|---|
| PHL 103 | Introduction to Ethics |
| SOC 324 | Ethics and Criminal Justice |
| BUS 430 | Business Ethics |
| SWK 312 | Social Welfare Systems |
| SWK 412 | Contemporary Social Welfare Policy and Services |
| THS 265 | Christian Ethics |
| THS 435 | Peace, Justice, and Forgiveness |

Business and Economic Knowledge:

| | |
|---------|-------------------|
| BUS 201 | Accounting I |
| BUS 202 | Accounting II |
| BUS 255 | Microeconomics |
| BUS 304 | Corporate Finance |

Students interested in pursuing a Pre-Law Concentration should meet with the Pre-Law advisor: Mary Robinson (419-824-3947), mrobinson@lourdes.edu. Additional information on The University of Toledo College of Law Hometown Advantage Program and the 3+3 Admissions Program with the University of Toledo College of Law can be found on page xxx.

Department of Interdisciplinary Studies (IDS)

Department Chair: Katherine Beutel, Ph.D.

Phone: 419-824-8880

E-mail Address: kbeutel@lourdes.edu

***MISSION:** The Department of Interdisciplinary Studies provides an opportunity to complete a bachelor's degree to students who have a variety of college coursework and to students who have completed an associate degree in a technical area. The Bachelor of Arts in Interdisciplinary Studies program allows students the flexibility to draw from various disciplines of study, integrating skills and knowledge to fit their individual educational goals.*

Bachelor of Arts in Interdisciplinary Studies

Students obtaining a Bachelor of Arts in Interdisciplinary Studies will select a concentration area in humanities, social sciences, natural sciences, fine arts, business studies and allied health. These areas of concentration require a minimum of 30 credit hours from at least two departments. Students work with an academic advisor who helps them identify which concentration areas are applicable to their completed coursework, advanced coursework and future goals. This major allows for a great deal of flexibility. Each student concludes his or her program with a sequence of courses that integrate the learning in the area of concentration. Most programs will require successful completion of IDS 490: Introduction to the B.A.I.S. Capstone (1 semester hour) and IDS 491: B.A.I.S. Capstone (3 semester hours). Students pursuing a concentration in Natural Science are required to successfully complete BIO 490: Introduction to Research (1 semester hour) and BIO 491: Biology Seminar (2 semester hours).

B.A.I.S. Learning Outcomes: Students completing the program are able to:

1. Articulate how their life experiences and course work have given them the ability to think critically, solve problems, and make ethical decisions related to their chosen area of concentration.
2. Demonstrate familiarity with the major concepts, theoretical perspectives, research findings, and historical trends in their chosen area of concentration.

Department of Interdisciplinary Studies

3. Demonstrate the ability to think critically and engage in skeptical inquiry related to their chosen area of concentration.
4. Synthesize information from diverse sources in their chosen area of concentration, make and support decisions based on that information, and communicate those decisions to diverse audiences.
5. Understand and use appropriate research methods for their chosen concentration.
6. Organize their research into a logical and suitable thesis.

B.A. in Interdisciplinary Studies Requirements:

Students must complete a minimum of 120 semester hours with a minimum of 32 semester hours at the upper level.

The B.A.I.S. concentration includes a sequence of two capstone courses and a minimum of 30 semester hours of classes from at least two departments. The capstone hours can count toward the hours for the concentration. Students must complete at least 15 semester hours at the upper level within their approved concentration or pre-professional program.

Students must earn a minimum G.P.A. of 2.0 in all coursework and a minimum G.P.A. of 2.5 in the Interdisciplinary Studies concentration or pre-professional program.

At least 30 semester hours toward the overall degree, 16 upper-level hours, and at least 18 semester hours in the concentration or pre-professional program must be completed at Lourdes University.

If required, students must successfully complete ENG 097 College Reading Strategies with a C* (2.0) or better within their first two semesters at Lourdes University. If required, students must successfully complete ENG 098 College Writing Strategies with a C* (2.0) or better within their first two semesters at Lourdes University.

Students must take ENG 101 Composition I: Essay Writing and ENG 102 Composition II: Research and Writing during their first four semesters at Lourdes.

First time college students must successfully complete MTH 097 (if required) with a C* (2.0) or better within the first 20 semester hours at Lourdes; MTH 098 (if required) must be successfully completed with a C* (2.0) or better within the first 40 semester hours. At least one of the math courses required for general education (MTH 110 or higher) must be completed within the first 60 semester hours.

Students transferring more than 20 semester hours of credit must successfully complete MTH 097 (if required) with a C* (2.0) or better within the first 15 semester hours at Lourdes. MTH 098 (if required) must be successfully completed with a C* (2.0) or better within the first 30 semester hours. At least one of the math courses required for general education (MTH 110 or higher) must be completed within the first 45 hours at Lourdes University.

Department of Mathematics (MTH)

Department Chairperson: Oxana Grinevich, Ph.D.

Phone: 419-824-3771

E-mail Address: grinevitch@lourdes.edu

MISSION: The Department of Mathematics assists students in developing necessary problem solving skills to be successful in their majors and to become informed citizens. Knowledge, methods of analysis and logical thinking acquired in mathematics courses provide students with tools they need to investigate and create solutions to issues they encounter; and to achieve goals they set in college and beyond.

Mathematics, the ultimate tool in the ability to reach both the concrete and the abstract, is the core of all scientific and technological problems as well as an important study in itself. The mathematics curriculum is designed to provide the educational support for students interested in careers in education, business, industry, and scientific fields.

Students who place in MTH 097 or MTH 098 must successfully complete them with a grade of Satisfactory (C* or better) prior to registering for any other math class MTH 110 or higher.

Department of Music (MUS)

Interim Department Chairperson: Holly Baumgartner, Ph.D.

Phone: 419-824-3756

E-mail Address: hbaumgartner@lourdes.edu

MISSION: To support the University Mission in offering music instruction as artistic enrichment, which plays a vital role in the holistic education of the student in forming the complete, whole and unique person. Courses provide opportunities for learning the theory and technique of creating, performing and appreciating music, for broadening musical taste and experience, and for developing the critical skills and understanding needed to evaluate music and musical performance. These comprise appropriate preparation for both the well-rounded musician and the well-educated individual, for life-long participation in the musical life of their respective communities.

Bachelor of Arts Music Minor

A minor in music is appropriate for students majoring in any liberal arts area. The music base adds useful skills for students desiring to specialize in nursing, early childhood education, or social work.

| Required Curriculum | | Semester Hours |
|-----------------------|---------------------------------|----------------|
| <i>Applied Music</i> | | 3 |
| MUS 112 | Music Appreciation | 3 |
| MUS 213 | Music Theory and Composition I | 3 |
| MUS 313 | Music Theory and Composition II | 3 |
| MUS 314 | Music History I | 3 |
| MUS 414 | Music History II | 3 |
| <i>Music Elective</i> | | 3 |
| Total | | 21 |

Bachelor of Arts in Interdisciplinary Studies

A Bachelor of Arts Degree in Interdisciplinary Studies that includes music as part of a concentration in fine arts is appropriate for students interested in any liberal arts subject and provides useful skills for the student interested in nursing, child development, or social work.

Department of Nursing (NUR)

Interim Chair, Undergraduate
Nursing Studies:

Mary Jo Maurer, Ph.D.

Phone:

419-517-8960

E-mail Address:

mmauer@lourdes.edu

MISSION: To prepare undergraduate and graduate students in an individualized educational environment that incorporates quality nursing practice, critical thinking, leadership, diversity, and Christian ethics. Both the undergraduate and graduate programs will prepare professional nurses who are competent in providing holistic care in a variety of settings in a dynamic society. The Bachelor of Science in Nursing degree builds on the liberal arts tradition of the University to prepare nurse generalists who are able to practice in the community, fulfill leadership roles, and utilize research. The Master of Science in Nursing degree builds upon the baccalaureate curriculum to prepare graduates for advanced nursing roles by promoting the development of advanced education and nursing leadership, and advanced clinical practice in nurse anesthesia knowledge, concepts, and skills. Emphasis is placed on nursing theory, research, and practice to facilitate personal and professional development in an environment that reflects the University's Franciscan values and encourages lifelong learning.

Philosophy

The Faculty believes health is the dynamic state of physical, emotional, and spiritual well-being that is defined in the context of personal values and culture.

The Faculty believes nursing is a scientific and caring profession which utilizes the most current evidence in diagnosis and treatment to optimize health, reduce risk, and promote wellness.

The Faculty believes learning results in an increase in self-understanding and discovery of knowledge, values, and skills. Learning occurs in a supportive environment through a collaborative partnership that requires active involvement on the part of a student/learner and educator/facilitator.

The Faculty believes baccalaureate nursing education builds on a liberal arts education to prepare generalists to practice values-based nursing within the community, fulfill leadership roles and provide evidenced based nursing care. Masters nursing education builds upon the baccalaureate curriculum to prepare graduates for advanced nursing roles by promoting the development of advanced knowledge, concepts and skills.

VISION: Recognized as a national leader for excellence in nursing education, Lourdes University College of Nursing graduates an innovative workforce that continuously improves quality and safety in healthcare delivery systems and exemplifies holism, ethics, diversity, community service and Franciscan values.

Bachelor of Science in Nursing

Learning Outcomes

- Provide nursing care that recognizes the patient as a full partner and source of control.
- Through individual performance and organizational processes, provide care to patients that minimizes risk of harm to patient, others and self.
- Participate fully in the health care team in such a way that fosters mutual respect and shared decision making.
- Use current technology to manage patient information and other data to maximize safety and optimize health outcomes.
- Provide nursing care grounded in the Christian ethic and portraying the core nursing values of accountability, caring, communication, clinical reasoning, critical thinking, and lifelong learning.
- Provides nursing care while modeling the professional roles of coordinator of care, educator, advocate, and leader.
- Provides nursing care recognizing the populations and groups are patients with unique needs and requiring the services of educated nurses.
- Provides nursing care with an understanding of and appreciation for the diverse backgrounds, values and beliefs of each individual and group.

Classification of Students

The Bachelor of Science in Nursing is awarded to students who successfully complete the four-year curriculum, including courses in the nursing major and foundational courses offered by other departments of the University. There are three tracks in the B.S.N. major: Pre-licensure B.S.N.; L.P.N. – B.S.N.; and R.N.-B.S.N. The Pre-licensure B.S.N. is a program for students who want to become a registered nurse. The L.P.N.-B.S.N. is a pre-licensure program designed for the L.P.N. who desires to become a registered nurse. The R.N.-B.S.N. program is designed for registered nurses who graduated from diploma or associate degree programs and do not have a B.S.N.

Students enter the University as Pre-Nursing majors. These are pre-licensure students or registered licensed nurses seeking a B.S.N. degree and have not yet fulfilled the program admission requirements.

Once the pre-nursing major student meets the program prerequisite requirements, they can apply to the nursing major. The College of Nursing will admit a select number of pre-licensure students into the major directly from high school based upon the following requirements: High school G.P.A. of 3.75; ACT score of 24 or SAT score of 1110. Students who received direct admission to the nursing major their freshman year at Lourdes University must remain fulltime, follow the B.S.N. plan of study, and maintain a G.P.A. of 3.25 during their first two semesters of prerequisite coursework or they will forfeit their direct admission seat. They may reapply but their application will be part of the semiannual competitive upper division nursing major admission process.

Initially, all pre-nursing major students take general education and science courses according to the Lourdes University policies. Students may apply to the nursing major according to the posted deadlines for the Fall and Spring semesters each year. Students are responsible to have all components of the application submitted to the College of Nursing prior to the deadline in order to be considered for this competitive process. Students are selected for the nursing major based upon their prerequisite G.P.A. and science G.P.A. A limited number of seats are available each admission period. Students are also required to assure that official transcripts from prior/current institutions are on file in the registrar's office prior to the application deadline.

Requirements for Admission to the Nursing Major

Admission for Pre-licensure students who meet the following requirements:

- A. Admitted to Lourdes University.
- B. Completes prerequisites to the Nursing Major (See Curriculum Plan).
- C. Achieves a grade of C or better in natural science courses with a cumulative science G.P.A. of 2.5.
- D. Achieves a prerequisite G.P.A. of 2.5 or better.
- E. Communicates effectively with fellow students, faculty, staff and administration.
- F. Completes an admission exam.

Admission requirements for a Licensed Practical Nurse (L.P.N.):

- A. Admitted to Lourdes University.
- B. Achieves a prerequisite G.P.A. of 2.5 or better.
- C. Achieves a grade of C or better in natural science courses with a cumulative science G.P.A. of 2.5.
- D. Communicates effectively with fellow students, faculty, staff, and administration.
- E. Completes an admission exam.

Admission requirements for Registered Nurse (R.N.):

- A. Admitted to Lourdes University.
- B. Achieves an overall G.P.A. (Lourdes University and transfer) of 2.0 or better.
- C. Communicates effectively with fellow students, faculty, staff, and administration.
- D. Graduate of an NLNAC or ACEN accredited associate degree or diploma program in nursing, and holds a current valid RN license.
- E. A Graduate from an associate degree or diploma program that is not accredited by NLNAC or ACEN and holds a current valid RN license may be considered for provisional admission to the R.N.-B.S.N. program. Provisional admission requires that the student achieve a B- or better in (the R.N.-B.S.N. bridge course) NUR 460. Once students achieve a B- or better in NUR 460, they receive full admission to the program and bypass credit will be awarded.

Health and Professional Requirements required to register for classes in nursing program.

Students Admitted to the Nursing Major must submit:

- Satisfactory criminal background check.
- Satisfactory results of a physical exam.
- Evidence of required immunizations.
- Evidence of current Healthcare Provider (BLS) American Heart Association CPR certification.
- Satisfactory completion of Core Concepts.
- Evidence of meeting the technical standards for nursing students which verify that the student can perform certain mental, physical and other tasks that are essential in providing patient care.
- Personal Health Insurance is recommended. During clinical practice there are risks of exposure to hazardous substances and physical injuries. When students are assigned to a clinical agency they are instructed to follow the agency policy if there is an exposure or an injury. If an incident occurs the agency will require payment for care from an applicable insurance or directly from the student. Students are responsible for payment of their personal health care needs in these situations.

Progression in the Nursing Major

- For pre-licensure students, continuation in the nursing major is contingent upon achieving a C- or better in each clinical course and maintaining a 2.5 G.P.A. in the nursing major. If the nursing G.P.A. falls below 2.5, the student is placed on probation. After the first semester on probation, a student may be dismissed from

the major if they do not comply with the terms of the probation. Refer to the Nursing Student Handbook located on The College of Nursing Web page.

- For R.N.-B.S.N. students, continuation in the nursing major is contingent upon maintaining a 2.0 G.P.A. in the nursing major. If the nursing G.P.A. falls below 2.0, the student is placed on probation. After the first semester on probation, a student may be dismissed from the major if they do not comply with the terms of the probation. Refer to the Nursing Student Handbook located on The College of Nursing Web page.
- A student must follow the plan of study in effect upon admission to the nursing major to be assured of a place in classroom and clinical courses. Changes in the plan of study will be made on a space available basis, upon request.
- All nursing courses in the major must be completed within five (5) calendar years. A two calendar year extension may be granted as an Exception to the Requirement and must be approved by the College of Nursing APG committee.

College of Nursing SUCCESS Program Referral Process

The SUCCESS program, sponsored by Lourdes University College of Nursing, promotes retention and academic SUCCESS in the nursing major. SUCCESS is a collaborative effort to assist the nursing student with utilization of Campus Resources, NCLEX Test Taking Strategies, Dose Calculation assistance, support the understanding of the Nursing content in the didactic courses, and application of clinical course concepts. SUCCESS is not meant to be a substitute for the faculty-student relationship; it is meant to be an additional benefit to ensure successful advancement through the nursing program. Students may self-refer or be referred by advisors or faculty. Referrals are processed through a link located on the College of Nursing.

Required Curriculum

The pre-licensure Bachelor of Science in Nursing (B.S.N.) includes prerequisite courses and general education/core courses as well as courses in the nursing major.

| | Semester Hours |
|--|----------------|
| Nursing | 60 |
| Core, General Education and Prerequisite Courses | 65 |

Courses marked with + have a prerequisite.

| Core Curriculum (see page 108) | Semester Hours |
|---|----------------|
| FYE 100 The Lourdes Experience | 3 |
| ENG 101 | 3 |
| ENG 102 | 3 |

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| | |
|--|-----|
| MTH 212 + | 3 |
| PHL 310 + | 3 |
| Enduring Questions Seminar | 2-3 |
| Cultural Diversity Experience or Course Requirement(see page 110) is met in the major with NUR 260 | |
| <i>Service Learning component is met in the major with these courses:</i> | |
| NUR 265 | 3 |
| NUR 335 | 3 |
| <i>Capstone requirement is met in the major:</i> | |
| NUR 490 | 3 |

General Education Requirements (see page 111)

History

| | |
|------------------------------------|---|
| Any HST course listed (see p. 111) | 3 |
|------------------------------------|---|

Literature

| | |
|---|---|
| Any literature course listed (see p. 111) | 3 |
|---|---|

Philosophy

| | |
|----------|---|
| PHL 310+ | 3 |
|----------|---|

Theology

| | |
|---|---|
| (6 credits total, one course must be at the 200 level or above, see p. xxx) | 6 |
|---|---|

Fine Art

| | |
|--|---|
| Any Music course or Art course, except ART 302 | 3 |
|--|---|

Natural Science

| | |
|---|---|
| BIO 330/ BIL 330L+ Anatomy and Physiology I/Lab | 4 |
|---|---|

Social Science

| | |
|---|---|
| PSY 110 General Psychology: An Overview | 3 |
|---|---|

+ These courses have prerequisites

| Prerequisite Courses for the Nursing Major | | Semester Hours |
|--|--|----------------|
| BIO 313 | Nutrition | 3 |
| BIO 331/BIL 331 | Anatomy and Physiology II/Lab | 3/1 |
| BIO 335 | Microbiology | 3 |
| BIO 340 + | Pathophysiology | 3 |
| CHM/CHL 140 | General, Organic, Biological Chemistry/Lab | 3/1 |
| PSY 210 | Developmental Psychology | 3 |
| Prerequisite Total | | 20 |

| Nursing Major | | Semester Hours |
|----------------------------|--|-----------------------|
| NUR 250 | Fundamentals of Quality and Safety in Nursing | 6 |
| NUR 260 | Population Focused Nursing | 3 |
| NUR 265 | Integrated Clinical I | 3 |
| NUR 300 | Foundations for Evidence Based Practice | 3 |
| NUR 305 | Pharmacology for Nursing | 3 |
| NUR 320 | Nursing Assessment | 3 |
| NUR 330 | Mental Health Nursing | 3 |
| NUR 335 | Integrated Clinical II | 3 |
| NUR 350 | Nursing Care of Families with Children | 3 |
| NUR 360 | Nursing Care of Childbearing Families | 3 |
| NUR 365 | Integrated Clinical III | 3 |
| NUR 370 | Acute Nursing Care | 3 |
| NUR 430 | Clinical Nursing Leadership | 3 |
| NUR 435 | Integrated Clinical IV | 6 |
| NUR 440 | Advanced Nursing Care | 3 |
| NUR 485 | Complex Nursing Care | 3 |
| NUR 490 | Capstone Professional Nursing | 3 |
| NUR 495 | Practicum in Professional Nursing | 3 |
| Nursing Major Total | | 60 |

L.P.N. - B.S.N program includes core and general education courses required for graduation from Lourdes University (see criteria above) and prerequisite courses from the pre-licensure program. Each applicant's L.P.N. transcript will be reviewed to evaluate prior academic activities. Please note the differences identified below.

The following are the courses in the Nursing Major:

| Required Curriculum for LPN students | | Semester Hours |
|---|---|-----------------------|
| NUR 252 | LPN Transition to Baccalaureate Nursing* | 3 |
| NUR 260 | Population Focused Nursing | 3 |
| NUR 265 | Integrated Clinical I** | 2 (1) |
| NUR 300 | Foundations for Evidence Based Practice | 3 |
| NUR 305 | Pharmacology for Nursing | 3 |
| NUR 330 | Mental Health Nursing | 3 |
| NUR 335 | Integrated Clinical II*** | 1 (2) |
| NUR 350 | Nursing Care of Families with Children | 3 |

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| | | |
|---------|---------------------------------------|-------|
| NUR 360 | Nursing Care of Childbearing Families | 3 |
| NUR 365 | Integrated Clinical III*** | 1 (2) |
| NUR 370 | Acute Nursing Care | 3 |
| NUR 430 | Clinical Nursing Leadership | 3 |
| NUR 435 | Integrated Clinical IV^ | 3 (3) |
| NUR 440 | Advanced Nursing Care | 3 |
| NUR 485 | Complex Nursing Care | 3 |
| NUR 490 | Capstone Professional Nursing | 3 |
| NUR 495 | Practicum in Professional Nursing | 3 |

| | |
|----------------------------|-----------|
| Nursing Major Total | 60 |
|----------------------------|-----------|

() Prior Learning Credit.

* Prior Learning credit = student will earn 3 prior learning credits for NUR 250 and 3 prior learning credits for NUR 320 at successful completion of NUR 252.

** Prior Learning credit = student will earn 1 prior learning credit for NUR 265 at successful completion of NUR 265.

*** Prior Learning credit= student will earn 2 prior learning credits for NUR 335 at the successful completion of NUR 335 and 2 prior learning credits for NUR 365 at successful completion of NUR 365.

^ Prior Learning credit= Student will earn 3 prior learning credits for NUR 435 after successful completion of NUR 435.




Transcription fee applies.

R.N.-B.S.N. program students should take the following general education and support course requirements:


| Nursing Major Courses | | Semester Hours |
|--|------------------------------------|----------------|
| <i>Core Courses (see p. 108)</i> | | |
| ENG 101 | Composition I: Essay Writing | 3 |
| ENG 102 | Composition II: Research & Writing | 3 |
| MTH 212 | Statistics | 3 |
| Ethics (see approved courses on p. 109) | | 3 |
| 399 Enduring Questions seminar | | 3 |
| NUR 491 | RN Professional Capstone | 3 |
| Service Learning totaling 20 hours (see p. 46) | | 20 |
| Cultural Diversity Experience or Course (see p. 110) | | |
| General Education (see p. 111) | | |
| History (see p. 111) | | 3 |


| | | |
|--|---|-----|
| Literature (see p. 111) | 3 | |
| Philosophy (see p. 111) | | 3 |
| Two Theology courses (see p. 111) | 6 | |
| (the second THS course must be 200 level or above) | | |
| Fine Arts | | |
| Any Music or Art course, except ART 302 | 3 | |
| Natural Science | | |
| Any biology (BIO) or any chemistry (CHM) course except CHM 099 | 4 | |
| BIO 340 | Pathophysiology | 3 |
| Any one of the following Nutrition courses: | | 2-5 |
| BIO 212 | Nutrition (or the NLN testing equivalent) | |
| BIO 313 | Nutrition Science (or the NLN testing equivalent) | |
| CHM 222 | Nutritional Chemistry (or NLN testing equivalent) | |
| Social Science | | |
| PSY 110 | General Psychology | 3 |
| PSY 210 | Developmental Psychology | 3 |
| Electives (must have a minimum of 120 semester hours for the B.S.N.) | | |
| Any natural science, social science, or elective courses at or above the 100 level | | |

Required Curriculum for the R.N.-B.S.N. Major

| Nursing Major Courses | Semester Hours | |
|------------------------------|--|---|
| NUR 313 | Nursing Assessment for RNs | 1 (2)  |
| NUR 300 | Foundations in Evidence Based Practice | 3  |
| NUR 305 | Pharmacology for Nursing (or NLN testing Equivalent) | 3 |
| NUR 460 | Concepts in Professional Nursing | 3  |
| NUR 461 | Applied Concepts in Professional Nursing | 3 |
| NUR 475 | Concepts in Population Focused Nursing | 3 |
| NUR 476 | Applied Concepts in Population Focused Nursing | 3 |
| NUR 480 | Concepts in Leadership and Management | 3 |
| NUR 491 | RN Professional Capstone | 3 |
| Nursing Major Total | | 60 credit hours |

 Standardized test for credit

 2 credits of prior learning awarded upon successful completion meets the Requirement of NUR 313. Transcription fee applies.

 After successful completion of NUR 460, the student will be awarded 33 semester hours

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of bypass credit for the following courses:

| | | |
|---------|--|----|
| NUR 265 | Integrated Clinical I | 3🔔 |
| NUR 330 | Mental Health Nursing | 3🔔 |
| NUR 335 | Integrated Clinical II | 3🔔 |
| NUR 350 | Nursing Care of Families with Children | 3🔔 |
| NUR 360 | Nursing Care of Childbearing Families | 3🔔 |
| NUR 365 | Integrated Clinical III | 3🔔 |
| NUR 370 | Acute Nursing Care | 3🔔 |
| NUR 435 | Integrated Clinical IV | 3🔔 |
| NUR 440 | Advanced Nursing Care | 3🔔 |
| NUR 485 | Complex Nursing Care | 3🔔 |
| NUR 495 | Practicum in Professional Nursing | 3🔔 |

Transcription fee applies.

| Nursing Electives | | Semester Hours |
|-------------------|---|----------------|
| NUR 455 SL | Competencies for Culturally Congruent Healthcare | 3 |

Department of Philosophy and Values (PHL)

Department Chairperson: Mark S. Christensen, M.A.

Phone: 419-824-3804

E-mail Address: mchriste@lourdes.edu

MISSION: To contribute to the intellectual development of students in all programs with particular preparation provided in the areas of ethics and critical thinking. Courses in philosophy and values support other departments and the University by introducing students to the origins of great ideas, honing their reasoning skills, developing their ability to consider conflicting sides of controversial issues, and preparing them to apply the tools of philosophy to their personal and professional lives. This is done consistent with the mission of the University and Franciscan values.

Students may select one or more courses from this department to fulfill the general education course requirements for all degrees. Students obtaining a Bachelor of Arts degree may minor in philosophy. Students obtaining a Bachelor of Arts in Interdisciplinary Studies may use philosophy courses as part of their area of concentration.

Bachelor of Arts Philosophy Minor

The philosophy minor includes 21 semester hours of philosophy courses.

The curriculum for the minor is designed to provide students with the opportunity to develop sensitivity to human needs, an awareness of value systems, skills in human relations, and the ability to plan appropriate courses of action after analyzing alternatives. Students will explore the thoughts and methodologies of the major philosophers in various periods of human history and their relevance to problems that confront society today. The curriculum further provides for an exploration into the basic methodologies and various aspects involved in the valuing process.

The philosophy minor is viewed as complementary to the mission of Lourdes University and to the various majors students are pursuing. Therefore, there is a strong approach to practical application with the goals of promoting realization of self, assisting individuals in establishing a personal standard of professionalism, and making value decisions in a work setting.

The advanced courses are grouped into three specialty areas: 1. Human Nature, Values, and Ethics; 2. Logic and Knowledge; and 3. Great Ideas in Philosophy. Students are required to take at least one course in each specialty area for the minor so that they will be knowledgeable in the major areas of concern in the discipline.

| Required Curriculum | | Semester Hours |
|--|---|----------------|
| PHL 102 | Introduction to Critical Thinking | 3 |
| PHL 490 | Special Project: Field Experience in Professional Ethics | 3 |
| <i>Students must choose one of the following two courses:</i> | | 3 |
| PHL 101 | Introduction to Philosophy | |
| PHL 103 | Introduction to Ethics | |
| Students must choose the remaining (12) semester hours to complete the minor as follows: | | |
| 1. | At least one course from each specialty area totaling semester hours, excluding PHL 490, which is required. | (9) 9 |
| 2. | One upper level course in a specialty area of the student's choice, excluding PHL 490, which is required. | 3 |
| Total | | 21 |

Specialty Areas

I. Human Nature, Values, and Ethics

| | | |
|---------|------------------------------------|---|
| PHL 202 | Ethics for the Health Professional | 3 |
| PHL 302 | Philosophy of Religion | 3 |

Department of Psychology

| | | |
|---------|---------------------------------|---|
| PHL 310 | Bio-Ethics | 3 |
| PHL 315 | Social and Political Philosophy | 3 |
| PHL 320 | Philosophy of Art: Aesthetics | 3 |
| PHL 425 | Human Values and Mental Health | 3 |
| PHL 430 | Business Ethics | 3 |

II. Logic and Knowledge

| | | |
|---------|---|---|
| PHL 305 | Symbolic Logic | 3 |
| PHL 306 | Philosophy of Knowledge: Epistemology | 3 |
| PHL 307 | Inductive Logic and Scientific Method | 3 |
| PHL 405 | Philosophy of Science: Natural and Social | 3 |
| PHL 410 | Philosophy of Being: Metaphysics | 3 |

III. Great Ideas in Philosophy

| | | |
|---------|--|---|
| PHL 340 | History of Philosophy I | 3 |
| PHL 341 | History of Philosophy II | 3 |
| PHL 440 | Contemporary Philosophy | 3 |
| PHL 450 | Seminar in Individual Philosophers | 3 |
| PHL 451 | Seminar in Major Philosophical Movements | 3 |

Department of Psychology (PSY)

Department Chairperson: Robert Campbell, M.A.

Phone: 419-824-3811

E-mail Address: Rcampbell@lourdes.edu

MISSION: Committed to preparing students for careers in psychology related fields and for graduate study in applied and experimental areas of psychology. Our program is designed to provide undergraduates with exposure to the critical, historical, theoretical, and empirical elements of the science of psychology, consistent with the goals and mission of the University.

Psychology is the science of how human beings and other organisms perceive, learn, and relate to one another. Courses present scientific research as a basis for investigating such phenomena. A major in psychology will enable the student to prepare for careers in which human behavior is the focus of service or operation. The student of psychology will gain insight into human personality, acquire a scientific understanding of human behavior, and establish a solid academic base for graduate study. Graduates of the psychology department have gone on to earn Ph.D. degrees in a wide variety of areas including neuropsychology and counseling psychology.

Psychology majors must complete four key courses (PSY 110, PSY 105, PSY 222, and PSY 225) with grades of C- or better as a screen for continuation as a Psychology major. The four courses listed are General Psychology, Pre-Professional Seminar, Research and Statistics I, and Research and Statistics II. This criterion needs to be met by the time 60 credit hours are completed. Any student who needs to repeat one of the four courses after completion of 60 credit hours can petition the Psychology chair for an exception. This would allow a student who failed to meet the criterion in either PSY 222 or PSY 225, courses normally taken during sophomore year, a second chance to meet the criterion during junior year. After two failed attempts to meet the criterion, the student will not be allowed to continue towards a Psychology degree at Lourdes.

Department Learning Outcomes

GOAL 1: Knowledge Base of Psychology

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Learning Outcomes:

- 1.1 Characterize the nature of psychology as a scientific discipline.
- 1.2 Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology.
- 1.3 Explain major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).

GOAL 2: Research Methods in Psychology

Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Learning Outcomes:

- 2.1 Explain different research methods and statistical analyses used by psychologists.
- 2.2 Design and conduct basic studies to address psychological questions using appropriate research methods and statistical analyses.
- 2.3 Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.

GOAL 3: Critical Thinking and Communication Skills in Psychology

Learning Outcomes:

- 3.1 Use critical thinking effectively.
- 3.2 Demonstrate effective writing skills and oral communication skills in various formats and for various purposes.

Bachelor of Arts Psychology Major

Students majoring in Psychology can take the courses marked † to fulfill both general education and major requirements.

| Required Curriculum | | Semester Hours |
|---|--|----------------|
| <i>B.A. Core Courses & General Education Requirements (see p. 108-114)</i> | | 41-42 |
| Social Science | | |
| †PSY 110: General Psychology | | |
| †PSY 210: Developmental Psychology | | |
| <i>The College of Arts and Sciences requires an additional 12 credits in General Education from the disciplines within the College for the Bachelor of Arts degree (see p. 114)</i> | | 12 |
| <i>Core Courses</i> | | |
| †PSY 110 | General Psychology | 3 |
| PSY 105 | Pre-professional Seminar for the Social Sciences | 3 |
| †PSY 210 | Developmental Psychology | 3 |
| PSY 222 | Research and Statistics I | 3 |
| PSY 225 | Research and Statistics II | 3 |
| PSY 310 | Psychology of Human Learning | 3 |
| PSY 311 | Cognition | 3 |
| PSY 312 | Physiological Psychology | 3 |
| PSY 350 | Abnormal Psychology | 3 |
| PSY 490 | Psychology Capstone | 3 |
| <i>Any five Psychology courses from the 300 or 400 level</i> | | 15 |
| <i>Available electives</i> | | 20-21 |
| Total | | 120 |

Bachelor of Arts Psychology Minor

| Required Curriculum | | Semester Hours |
|---|------------------------------|----------------|
| †PSY 110 | General Psychology | 3 |
| †PSY 210 | Developmental Psychology | 3 |
| PSY 350 | Abnormal Psychology | 3 |
| <i>One from the following:</i> | | |
| PSY 310 | Psychology of Human Learning | 3 |
| PSY 311 | Cognition | 3 |
| <i>Two courses from the 300/400 level</i> | | 6 |
| Total | | 18 |

Pre-Art Therapy Concentration

Art therapists, certified at the master's degree level, use the creative process involved in the making of art as an effective method of communication, assessment, and treatment with many populations. Undergraduate studies provide the foundation for graduate training in art therapy. It is not necessary to major in art therapy as an undergraduate to apply to a master's program in art therapy. An undergraduate plan of study must include both art and psychology courses. There may be some variations of prerequisites among graduate institutions. Prerequisite courses required by the American Art Therapy Association (AATA) for entry into a master's program include:

- At least 18 semester hours of studio art courses.
- At least 12 semester hours of psychology courses, which must include courses in developmental psychology and abnormal psychology.

Art Courses

| | |
|---------|-----------------------------|
| ART 101 | Drawing I |
| ART 102 | Design Fundamentals I |
| ART 103 | Three Dimensional Design |
| ART 214 | Ceramics I |
| ART 223 | Watercolor I |
| ART 302 | Introduction to Art Therapy |
| ART 303 | Sculpture I |

Psychology Courses

| | |
|----------|-----------------------------------|
| †PSY 110 | General Psychology |
| †PSY 210 | Developmental Psychology |
| PSY 350 | Abnormal Psychology |
| PSY 411 | Personality Theories and Dynamics |
| PSY 470 | Introduction to Counseling |

In addition to the courses listed above, students in the pre-art therapy program are required to complete at least 50 hours of service learning prior to graduation.

Pre-Pastoral Counseling Concentration

The Pre-Pastoral Counseling concentration prepares students for success in a Pastoral Counseling master's degree program. Students take courses in both psychology and theological studies. Psychology classes prepare students for the psychology coursework that will be required for a Pastoral Counseling degree, and theology courses provide the needed Christian theological and ecclesial framework. The typical Pre-Pastoral Counseling student will be either a theology or psychology major.

Department of Psychology

| Required Curriculum | Semester Hours |
|--|---|
| Courses marked † fulfill general education requirements as well. | |
| Theology courses: | |
| Choose one: | |
| †THS 101 | Introduction to Religious Studies or 3 |
| †THS 125 | Foundations of Theology |
| <i>Also:</i> | |
| †THS 220 | Introduction to the Old Testament 3 |
| THS 221 | Introduction to the New Testament 3 |
| THS 232 | Theology of Marriage 3 |
| THS 233 | Suffering, Healing and Dying 3 |
| †THS 265 | Christian Ethics 3 |
| THS 373 | Introduction to Christian Spirituality 3 |
| THS 435 | Peace, Justice and Forgiveness 3 |
| <i>THS Elective One upper-level course (300-400 level)</i> | 3 |
| Psychology courses: | |
| †PSY 110 | General Psychology 3 |
| PSY 105 | Pre-Prof. Seminar for the Social Sciences 3 |
| PSY 210 | Developmental Psychology 3 |
| PSY 310 | Psychology of Human Learning 3 |
| PSY 350 | Abnormal Psychology 3 |
| PSY 411 | Personality Theories and Dynamics 3 |
| PSY 470 | Introduction to Counseling 3 |
| <i>Two of the following:</i> | 6 |
| PSY 315 | Child Psychology and/or |
| PSY 319 | Adolescent Psychology and/or |
| PSY 320 | Adult Development and Aging |
| MTH 212 | Statistics 3 |
| Total | not counting † courses 45 |

Bachelor of Arts in Interdisciplinary Studies

Students who wish to pursue a B.A.-I.S. degree with Psychology as part of their concentration should consult with an advisor.

Department of Social Work (SWK)

Department Chairperson: Terry M. Keller, M.S.W./MBA., LISW, ACSW

Phone: 419-824-3535

E-mail Address: tkeller@lourdes.edu

MISSION: To educate baccalaureate social work students and to provide the knowledge, values and skills necessary to engage in generalist social work practice. Through a liberal arts education based in Franciscan tradition, graduates of the program are prepared to: engage in critical thinking that includes examination of his/her personal values, advocate for human rights and social justice, and commit to professional growth and development.

The purpose of Social Work education at Lourdes University is to prepare competent and effective professionals who will work to enhance the social functioning and interaction of individuals, families, and groups. The Social Work Program at Lourdes University provides students with a generalist practice curriculum based on professional standards and in collaboration with a liberal arts education. In doing so, the program provides curriculum that builds on the liberal arts perspective that promotes breadth of knowledge, critical thinking, and communication skills.

The program advances the knowledge, values and skills that are essential to the practice of any social worker. Students receive a well-integrated body of knowledge that includes training in bio-psycho-social and spiritual assessment. Students learn to apply knowledge and skills of a generalist social work practice with diverse and at-risk populations. The program prepares students to use theoretical frameworks and research strategies to evaluate the process and effectiveness of social work practice. A significant focus of the program is the enhancement of human well-being in order to alleviate poverty, oppression and other forms of social injustice. Students prepare to practice without discrimination, and to apply strategies of advocacy and social change that advance social and economic justice.

The Social Work program is accredited by the Council on Social Work Education and prepares the student to take the basic licensure exam through the Association of Social Work Boards. Employment opportunities for the Lourdes University graduate with a Bachelor of Arts Degree in Social Work can be found in family and children's services, behavioral health agencies, probation and parole work, and health and aging centers. Academic standards that a students must meet in order to remain a Social Work major:

- A 2.0 G.P.A. (overall) on a 4-point scale;
- A grade of "B" or better in SWK 111/Introduction to Social Work and a grade of "B" or better in SWK 205/Pre-professional Seminar; and

- A 2.5 G.P.A. in the required courses within the Social Work major.

Bachelor of Arts Social Work Major

| Required Curriculum | Semester Hours |
|---|---|
| <i>(See Core Courses & B.A. General Education Requirements, p. 108-114)</i> | |
| Students majoring in Social Work are required to take the standard courses for the Bachelor of Arts degree with the following specifications: | |
| SWK 111 | Introduction to Social Work 3 |
| SWK 205 | Pre-Professional Seminar for the 3 |
| SWK 209 | Multicultural Perspectives 3 |
| SWK 210 | Human Behavior in the Social Environment I 3 |
| SWK 218 | Interviewing Skills 3 |
| SWK 310 | Human Behavior in the Social Environment II 3 |
| SWK 311 | Social Work Process I 3 |
| SWK 312 | Social Welfare Systems 3 |
| SWK 411 | Social Work Process II 3 |
| SWK 412 | Contemporary Social Welfare Policy and Services 3 |
| SWK 413 | Practice Oriented Research 3 |
| SWK 418 | Social Work Process III 3 |
| SWK 490 | Field Placement I 4 |
| SWK 491 | Field Placement II 4 |
| SWK 492 | Field Education Seminar I 2 |
| SWK 493 | Field Education Seminar II 2 |
| Nine Semester Hours (9) of Social Work Electives as approved by Advisor. | 9 |
| Mathematics | |
| Mathematics | |
| MTH 212 | 3 |
| Social Science | |
| PSY 110 | 3 |
| Natural Science | |
| BIO 204 | 3 |
| <i>Allied Requirements</i> | 12 |

Department of Sociology and Justice Studies

| | | |
|----------------------------|--------------------------------|------------|
| BUS 251 | Economics and Social Issues | 3 |
| COM 100/102 | Oral Comm./Interpersonal Comm. | 3 |
| SOC 101 | Intro to Sociology | 3 |
| PLS 122 | American National Government | 3 |
| <i>Available electives</i> | | 12-13 |
| Total | | 123 |

Department of Sociology and Justice Studies (SOC)

Department Chairperson: Dale Lanigan, Ed.D.

Phone: 419-824-3826

E-mail Address: dlanigan@lourdes.edu

MISSION: The Sociology program prepares students to use the sociological perspective to critically examine the social world, and their position in it, at the individual, cultural, societal and global levels. The Criminal Justice program provides students with the knowledge and skills that will enable them to operate effectively in professional positions within the justice system.

Sociology is the scientific study of human behavior. In sociology, the student will focus on societal structures and how they influence and shape human behavior. Classes in Sociology provide a wide range of behavioral topics to explore, including family and marriage, race, gender, social class, deviant behavior, and sexuality. Sociology is a valuable social science major for students planning careers in a wide variety of fields including human services, public administration, social research, community relations, and politics. A Sociology degree also provides a good foundation for those planning to enter graduate school in law, political science, demography, social health planning, counseling, and a variety of other programs.

In addition to the sociology major, a Criminal Justice major is offered within the Department of Sociology and Justice Studies. Criminal Justice prepares students to work as professionals in law enforcement, corrections, court administration, and investigatory work for public agencies and private business. The baccalaureate degree in Criminal Justice also provides the basic credentials for entry into graduate school. Many students choose a related area such as law, corrections management, criminal counseling, or public administration as a graduate school focus.

A 2.50 grade point average in the major coursework is required in order to receive a Bachelor of Arts Degree in Criminal Justice or Sociology. Further, at least a "C" (2.0) grade in all major core classes is required in all degree programs within the Department.

Associate in Arts in Sociology

NOTE: Students will no longer be admitted into this program as of Fall 2012 Semester.

Bachelor of Arts Sociology Major

Students majoring in Sociology can take the courses marked † to fulfill both general education and major requirements.

| Required Curriculum | Semester Hours |
|---|----------------|
| <i>Core Courses & General Education Requirements (see p. 108-114)</i> | 41-42 |

Mathematics

MTH 212 Statistics

Social Sciences

†SOC 101 Introduction to Sociology

Cultural Diversity Experience or Course

SOC 304 Multicultural Diversity

The College of Arts and Sciences requires an additional 12 credits in General Education from the disciplines within the College for the Bachelor of Arts degree (See p. 114)

Sociology Major Core Courses

| | | |
|----------|--|-----|
| †SOC 101 | Introduction to Sociology | 3 |
| SOC 205 | Juvenile Delinquency or | 3 |
| SOC 404 | Deviant Behavior | |
| SOC 301 | Urban Life and Development | 3 |
| SOC 304 | Multicultural Diversity | 3 |
| SOC 403 | Dynamics of Marriage and Family or | 3 |
| SOC 441 | Violence and Intimate Relationships | |
| SOC 412 | Human Sexuality | 3 |
| SOC 413 | Practice Oriented Research | 3 |
| SOC 420 | Poverty and Justice Issues | 3 |
| SOC 421 | Population and Society | 3 |
| SOC 435 | Internship: Sociology/Criminal Justice | 1-6 |
| SOC 491 | Capstone: Sociology | 2 |

Required Sociology Elective 3

Available electives 33-34

Total **120**

Associate of Arts in Criminal Justice Major

| Required Curriculum | Semester Hours |
|----------------------------|-----------------------|
|----------------------------|-----------------------|

| | |
|--|----|
| <i>Core Courses & General Education Courses (see p. 108-114)</i> | 36 |
|--|----|

Major

| | | |
|---------|--|---|
| SOC 102 | Introduction to Criminal Justice | 3 |
| SOC 205 | Juvenile Delinquency | 3 |
| SOC 208 | Constitutional Law in Criminal Justice | 3 |
| SOC 210 | Criminology | 3 |
| SOC 218 | Community Corrections | 3 |
| SOC 304 | Multicultural Diversity | 3 |
| SOC 306 | Criminal Justice Administration | 3 |
| SOC 404 | Deviant Behavior | 3 |

| | |
|------------------|---|
| <i>Electives</i> | 4 |
|------------------|---|

Bachelor of Arts Criminal Justice Major

| Required Curriculum | Semester Hours |
|----------------------------|-----------------------|
|----------------------------|-----------------------|

| | |
|---|-------|
| <i>Core Courses & General Education Requirements (see p. 108-114)</i> | 41-42 |
|---|-------|

Mathematics

| | |
|---------|------------|
| MTH 212 | Statistics |
|---------|------------|

Cultural Diversity Experience or Course

| | |
|---------|-------------------------|
| SOC 304 | Multicultural Diversity |
|---------|-------------------------|

The College of Arts and Sciences requires an additional 12 credits in General Education from the disciplines within the College for the Bachelor of Arts degree (see p. 114)

Major

| | | |
|---------|--|---|
| SOC 102 | Introduction to Criminal Justice | 3 |
| SOC 205 | Juvenile Delinquency | 3 |
| SOC 208 | Constitutional Law in Criminal Justice | 3 |
| SOC 210 | Criminology | 3 |
| SOC 213 | Criminal Investigation | 3 |
| SOC 218 | Community Corrections | 3 |
| SOC 304 | Multicultural Diversity | 3 |
| SOC 306 | Criminal Justice Administration | 3 |
| SOC 307 | Penology | 3 |
| SOC 310 | Specialized Crimes | 3 |

Department of Sociology and Justice Studies

| | | |
|----------------------------------|--|-------|
| SOC 312 | Juvenile Law and Procedures | 3 |
| †SOC 403 | Dynamics of Marriage and the Family | |
| | or | |
| SOC 441 | Seminar: Violence and Intimate Relationships | 3 |
| SOC 404 | Deviant Behavior | 3 |
| SOC 413 | Practice Oriented Research | 3 |
| <i>Criminal Justice Elective</i> | | 9 |
| SOC 435 | Internship: Sociology/Criminal Justice | 1-6 |
| SOC 490 | Capstone: Criminal Justice | 2 |
| <i>Available electives</i> | | 15-21 |

| | | |
|--------------|--|------------|
| Total | | 128 |
|--------------|--|------------|

Bachelor of Arts Sociology Minor

| Required Curriculum | | Semester Hours |
|---------------------|----------------------------|----------------|
| SOC 101 | Introduction to Sociology | 3 |
| SOC 304 | Multicultural Diversity | 3 |
| SOC 413 | Practice Oriented Research | 3 |
| <i>Electives</i> | | 9 |
| Total | | 18 |

Bachelor of Arts Criminal Justice Minor

| Required Curriculum | | Semester Hours |
|---------------------|--|----------------|
| SOC 102 | Introduction to Criminal Justice | 3 |
| SOC 205 | Juvenile Delinquency | 3 |
| SOC 208 | Constitutional Law in Criminal Justice | 3 |
| SOC 218 | Community Corrections | 3 |
| SOC 304 | Multicultural Diversity | 3 |
| SOC 306 | Criminal Justice Administration | 3 |
| SOC 404 | Deviant Behavior | 3 |
| Total | | 21 |

Department of Theological Studies (THS)

Department Chairperson: Benjamin J. Brown, Ph.D.

Phone: 419-824-3946

E-mail Address: bbrown@lourdes.edu

MISSION: The Department of Theological Studies, steeped in the Catholic and Franciscan tradition, serves its students by helping them to think critically about the Christian tradition and its meaning and application in daily life. Pursued ecumenically, this study opens individuals not only to their own traditions, but to religious truth as it is expressed in various persons, times, and places.

Program Learning Outcomes

1. Scripture

Graduates of the Theological Studies program exhibit proficiency in their approach to and interpretation of the Scriptures including the ability to relate the Bible to contemporary experience.

- Apply historical-critical approaches to interpretation of biblical texts;
- Demonstrate knowledge of the biblical narratives and themes as well as the way that they speak today.

2. Historical Theology

Graduates of the Theological Studies program exhibit an understanding of the development of the Christian thought and its interaction with human history and culture.

- Apply a historical-critical approach to interpretation of primary and secondary sources;
- Understand the history and development of Christian thought and the role Scripture and Tradition play in the evolution of Christian belief and practice.

3. Doctrinal Theology

Graduates of the Theological Studies program demonstrate an understanding of and appreciation for the major doctrines and themes of the Christian tradition.

- Engage in theological analysis of fundamental Christian doctrines through the application of scriptural and historical methods.
- Demonstrate an understanding of the major Christian doctrines and their coherence as a system of thought and belief.

4. Ethics

Graduates of the Theological Studies program think critically about issues, events,

Department of Theological Studies

and institutions and evaluate them in light of the Christian tradition.

- Understand the way Christian beliefs ground the moral life;
- Draw upon the Christian tradition and employ critical thinking in evaluating ethical problems and presenting solutions systematically.

5. World Religions

Graduates of the Theological Studies program demonstrate an understanding of and appreciation for at least two major world religions.

- Demonstrate an empathetic understanding of the history, beliefs, ethics, and religious practices of two major world religions.

A theological studies curriculum takes an indispensable place among the humanities in a liberal arts university. In designing an academic program, the student readily sees that theological studies can work in tandem with a number of other disciplines offered at the University, both in the Bachelor of Arts and Bachelor of Arts in Interdisciplinary Studies programs.

The Associate degree in Theological Studies is available to students seeking a two-year degree. Interested students should review the general requirements for an Associate degree as described in “Degrees and Programs,” (see p. 121).

The Bachelor of Arts in Theological Studies Program addresses the needs of a number of audiences. First, the program offers the undergraduate a challenging field of study in the humanities. As such, the program may be used as an excellent preparation for graduate study. Second, the program may be used to provide a basis for entrance into lay Christian ministry on the parish or congregational level. Further, the Department of Theological Studies, in collaboration with the Department of Education, offers certificates for those who wish to teach religion at the elementary and secondary levels. Finally, the program offers a wide range of courses to speak to the occasional student. This student may or may not ultimately be interested in a degree, but simply wishes to explore the field in a rigorous and systematic way in order to discover its meaning for his or her own faith development.

Associate of Arts Theological Studies Major

| Required Curriculum | Semester Hours |
|---|--|
| <i>Core Courses & General Education Courses (see p. 108-114)</i> | 36 |
| Students majoring in Theological Studies can use courses marked † to fulfill both general education and major requirements. | |
| Ethics | |
| †THS 265 | Christian Ethics |
| Theology | |
| †THS 125 | Foundations of Theology (This course should be taken in the student's first year) |

Core Courses

| | | |
|--|---|-----------|
| THS 211 | History of Christianity: Origins to the Renaissance | 3 |
| THS 212 | History of Christianity: Reformation to the Present | 3 |
| THS 220 | Introduction to the Old Testament | 3 |
| THS 221 | Introduction to the New Testament | 3 |
| THS 244 | Great Religions of the East or | 3 |
| THS 246 | Great Religions of the West | |
| THS 312 | Jesus, the Christ | 3 |
| <i>Two elective courses in Theological Studies</i> | | 6 |
| Total | | 60 |

Graduation Requirements in this program are as follows:

Students must earn 60 semester hours of credit with a minimum grade point average of 2.5 in the major and a minimum of 2.0 grade point average for all college level courses.

Bachelor of Arts Theological Studies Major

Students majoring in Theological Studies can use courses marked † to fulfill both general education and major requirements.

| Required Curriculum | | Semester Hours |
|---|-----------------------------------|-----------------------|
| <i>Core Courses & General Education Requirements (see p. x108-114)</i> | | 41-42 |
| Philosophy | | |
| †PHL 102 | Introduction to Critical Thinking | |
| Ethics | | |
| †THS 265 | Christian Ethics | |
| Theology | | |
| †THS 125 | Foundations of Theology | |
| †THS 312 | Jesus, the Christ | |
| <i>The College of Arts and Sciences requires an additional 12 credits in General Education from the disciplines within the College for the Bachelor of Arts degree (see p. 114)</i> | | 12 |
| <i>Available electives:</i> | | 27-28 |
| (At least five of these elective credits must be earned at the 300-400 level.) | | |

Core Courses

| | |
|----------|-------------------------|
| †THS 125 | Foundations of Theology |
|----------|-------------------------|

Department of Theological Studies

| | | |
|----------|---|---|
| THS 211 | History of Christianity: Origins to the Renaissance | 3 |
| THS 212 | History of Christianity: Reformation to the Present | 3 |
| THS 220 | Introduction to the Old Testament | 3 |
| THS 221 | Introduction to the New Testament | 3 |
| THS 244 | Great Religions of the East or | 3 |
| THS 246 | Great Religions of the West | |
| †THS 265 | Christian Ethics | |
| THS 310 | Trinitarian God and Human Person | 3 |
| †THS 312 | Jesus, The Christ | |
| THS 316 | The Shape and Mission of the Church | 3 |
| THS 435 | Peace, Justice, and Forgiveness | 3 |
| THS 490 | Senior Integrative Seminar | 3 |

Electives in THS (at the 300-400 level) 6

Allied Courses

| | | |
|----------|-----------------------------------|---|
| PHL 101 | Introduction to Philosophy | 3 |
| †PHL 102 | Introduction to Critical Thinking | |
| PHL 302 | Philosophy of Religion | 3 |

Total **120**

Graduation Requirements in this program are as follows:

- 1) Students must earn 120 semester hours of credit with a minimum grade point average of 2.5 in the major and a minimum of 2.0 grade point average for all college-level courses.
- 2) Students must earn a minimum of 32 semester hours from Lourdes University, exclusive of experiential learning or CLEP examination credits.
- 3) Students may earn a maximum of 30 semester hours under the College Level Examination Program (CLEP). Students may earn credit for either THS 244 or THS 246 through the International Baccalaureate program. Students may earn a maximum of 45 semester hours under the Experiential Learning Program.

Bachelor of Arts Theological Studies Minor

| Required Curriculum | | Semester Hours |
|---------------------|---|----------------|
| THS 125 | Foundations of Theology | 3 |
| THS 211 | History of Christianity: Origins to the Renaissance | |

| | | |
|--------------|--|-----------|
| | OR | |
| THS 212 | History of Christianity: Reformation to the Present | 3 |
| THS 220 | Introduction to the Old Testament, OR | |
| THS 221 | Introduction to the New Testament | 3 |
| THS 265 | Christian Ethics | 3 |
| THS 312 | Jesus, the Christ | 3 |
| | <i>One Elective Course at the 300-400 level</i> | 3 |
| Total | | 18 |

Elementary Religion Teacher Certificate

The Elementary Religion Teacher Certificate is offered in collaboration with the Department of Education. It is designed for Early Childhood and Middle Childhood Education majors who wish to teach religion in the Toledo Diocesan Catholic Elementary Schools. Students who successfully complete the designated courses listed below and who complete the Diocesan Orientation Program will be certified to teach religion in the Diocese. In most cases this program will only add one additional course to a student's program.

| | |
|---------|---|
| THS 218 | Celebrating the Sacraments |
| THS 221 | Introduction to the New Testament or |
| THS 220 | Introduction to the Old Testament |
| THS 235 | Survey of Catholic Belief |
| THS 265 | Christian Ethics |
| EDE 350 | Early Childhood Methods and Field Experience II or |
| EDM 350 | Middle Childhood Methods and Field Experience II |

High School Religion Teacher Certificate

The High School Religion Teacher Certificate is offered in collaboration with the Department of Education. It may be earned by Adolescence to Young Adult (AYA) education majors, theological studies majors, or by individuals who already hold a bachelor's degree.

This certificate program is designed to prepare students with content knowledge in theological studies and the educational skills necessary to be successful religion teachers on the high school level.

Theological studies or education majors wishing to earn the certificate need to complete the requirements for the Bachelor of Arts degree for their major and include

Department of Theological Studies

the following courses in their program. Those who already have a Bachelor of Arts degree simply need to take the following courses:

| Required Curriculum | | Semester Hours |
|------------------------------------|--|----------------|
| Department of Theological Studies: | | |
| THS 211 | History of Christianity: Origins to the Renaissance | 3 |
| THS 212 | History of Christianity: Reformation to the Present | 3 |
| THS 218 | Celebrating the Sacraments | 3 |
| THS 220 | Introduction to the Old Testament | 3 |
| THS 221 | Introduction to the New Testament | 3 |
| THS 235 | Survey of Catholic Belief | 3 |
| THS 244 | Great Religions of the East or | 3 |
| THS 246 | Great Religions of the West | |
| THS 265 | Christian Ethics | 3 |
| THS 312 | Jesus, the Christ | 3 |
| THS 435 | Peace, Justice, and Forgiveness | 3 |
| EDA 210 | Teaching Adolescents and Young Adults | 3 |
| EDA 235 | Curriculum & Instruction for AYA | 3 |
| EDA 355 | Religious Studies Methods and Field Exp. 4-week field placement | 3 |
| EDU 250 | Educational Psychology | |
| EDU 316 | Multicultural & Social Issues in Education | 3 |
| EDU 318 | Classroom Manag. And Behav. Issues | 3 |

Pre-Pastoral Counseling Concentration

The Pre-Pastoral Counseling concentration prepares students for success in a Pastoral Counseling master's degree program. Students take courses in both psychology and theological studies. Psychology classes prepare students for the psychology coursework that will be required for a Pastoral Counseling degree, and theology courses provide the needed Christian theological and ecclesial framework. The typical Pre-Pastoral Counseling student will be either a theology or psychology major.

Courses marked † fulfill general education requirements as well.

| Required Curriculum | | Semester Hours |
|--------------------------|-----------------------------------|----------------|
| Theology courses: | | |
| Choose one: | | |
| †THS 101 | Introduction to Religious Studies | or |

Department of Theological Studies

| | | |
|---------------------------------------|---|-----------|
| †THS 125 | Foundations of Theology | 3 |
| <i>Also:</i> | | |
| †THS 220 | Introduction to the Old Testament | 3 |
| THS 221 | Introduction to the New Testament | 3 |
| THS 232 | Theology of Marriage | 3 |
| THS 233 | Suffering, Healing and Dying | 3 |
| †THS 265 | Christian Ethics | 3 |
| THS 373 | Introduction to Christian Spirituality | 3 |
| THS 435 | Peace, Justice and Forgiveness | 3 |
| THS Elective One | upper-level course (300-400 level) | 3 |
| <i>Psychology courses:</i> | | |
| †PSY 110 | General Psychology | 3 |
| PSY 105 | Pre-prof. Seminar for the Social Sciences | 3 |
| PSY 210 | Developmental Psychology | 3 |
| PSY 310 | Psychology of Human Learning | 3 |
| PSY 350 | Abnormal Psychology | 3 |
| PSY 411 | Theories of Personality | 3 |
| PSY 470 | Introduction to Counseling | 3 |
| <i>Two of the following:</i> | | |
| PSY 315 | Child Psychology and/or | |
| PSY 319 | Adolescent Psychology and/or | |
| PSY 320 | Adult Development and Aging | 6 |
| MTH 212 | Statistics | 3 |
| Total (not counting † courses) | | 45 |

Non-Divisional Courses (ND)

| Courses | | Semester Hours |
|---------|-----------------------|----------------|
| ND 106 | College Study Skills | 3 |
| ND 200 | Portfolio Development | 1 |

Course Descriptions

ACCOUNTING (ACC)

ACC 301 Computerized Accounting (3)

Introduces Peachtree and QuickBooks commercial accounting software. Applies basic accounting knowledge and theory to a computerized environment. Includes sales, invoicing, purchases, receivables and payables, payroll, financial statements, and end of period procedures for service and merchandising businesses. Prerequisites: BUS 201 and CMP 211 with grades of C or better.

ACC 302 Managerial Accounting (3)

Uses accounting information in planning objectives and in controlling operations. Develops a framework for measuring managerial performance by using such devices as cost-volume-profit relationships, flexible budgeting, and standards. Prerequisite: BUS 202 with a grade of C or better.

ACC 318 Intermediate Accounting I (3)

Accounting history, theory and practice regarding financial statement preparation, analysis, and interpretation. Coverage includes cash, marketable securities, receivables, inventories, and fixed assets. Prerequisite: BUS 202 with a grade of C or better.

ACC 319 Intermediate Accounting II (3)

Continued coverage of accounting theory and practice including debt and equity investments, noncurrent

assets, current liabilities, bonds, leases, stockholders' equity, and cash flows. Prerequisite: ACC 318 with a grade of C or better.

ACC 321 Tax Accounting (3)

Examines tax laws and regulations pertaining to individuals, partnerships, corporations, estates, and trusts. Includes the fundamentals of tax return preparation and tax planning. Prerequisite: BUS 202 with a grade of C or better.

ACC 322 Cost Accounting (3)

Presents product, job order, process, and inventory costing topics. Makes use of standard costing methods and variance analysis. Activity-based costing methods are also described. (Effective Spring 2016) Prerequisite: ACC 302 with a grade of C or better.

ACC 332 Auditing (3)

Studies the concepts and principles related to the standards and procedures utilized in conducting an audit. Includes information concerning assurance and other accounting services. Uses statistical techniques. (Effective Spring 2016) Prerequisite: ACC 319 with a grade of C or better, and MTH 212.

ACC 401 Advanced Accounting (3)

Accounting for alternative forms of business expansion with emphasis on consolidate statements. Topics include but are not limited to business combinations, consolidated financial statements, foreign operations, and segment reporting. Prerequisite: ACC 319

AEROSPACE STUDIES (AERO) at Bowling Green State University

AERO 111 - Air Force Organization 1

Interactive classroom experience introducing students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include Air Force Dress & Appearance Standards, Military Customs & Courtesies, Air Force heritages, Air Force Benefits, and Air Force Officer Career Fields. Teambuilding and classroom exercises are used to demonstrate practical application of concepts studied. A leadership laboratory complements this course (mandatory for those individuals who are trying to pursue a commission in the United States Air Force) by providing hands-on leadership experiences applying the principles of this course.

Lecture: 2 Lab: 0 Credits: 2

AERO 112 - Air Force Organization 2

Concentrates on furthering the understanding of being an AF officer. Classroom exercises and a base visit trip allow students to interact with each other and collaborate on featured topics: Air Force core values, What an Officer Does, Team building, Diversity & Harassment, and the Oath of Office. A leadership laboratory complements this course (mandatory for those individuals who are trying to pursue a commission in the United States Air Force) by providing hands-on leadership experiences applying the principles of this course.

Lecture: 2 Lab: 0 Credits: 2 Other:
Paid summer internships and co-ops available.

AERO 211 - Air Force History 1

Focuses on the development of air power from the first lighter-than-air vehicles through to the establishment of the Department of the Air Force as an independent military force. Historical case studies concentrate on various concepts of employment of air power and factors which have prompted research and technological change. A leadership laboratory complements this course (mandatory for those individuals who are trying to pursue a commission in the United States Air Force) by providing hands-on leadership experiences.

Lecture: 2 Lab: 0 Credits: 2

AERO 212 - Air Force History 2

Focuses on the employment of air and space power, using history (chronological order) as the format. Videos, guest speakers, and group leadership projects will allow students to walk through this century with stops at main events like WWI, WWII, The Cold War, Vietnam, and the Gulf War. Students will also study Airpower today as well as learn about the Global War on Terror, and Operations Enduring Freedom and Iraqi Freedom. A leadership laboratory complements this course (mandatory for those individuals who are trying to pursue a commission in the United States Air Force) by providing hands-on leadership experiences.

Lecture: 2 Lab: 0 Credits: 2

AERO 311 - Air Force Management 1

Integrated management course emphasizing individual as a leader in the Air Force. Human behavior, individual and in groups, historical development of management thought, discussion

Course Descriptions

of classical leadership theory, oral and written communication, military writing and briefing formats. Leadership laboratory activities. Prerequisite: departmental approval.

Lecture: 3 Lab: 0 Credits: 3

AERO 312 - Air Force Management 2

Air Force leadership, planning, organizing, coordinating, directing, and controlling functions of management with emphasis on Air Force application, concept of command and staff, junior officer as administrative leader, Air Force personnel system, management of change, managerial strategy in changing environment. Leadership laboratory activities. Prerequisite: departmental approval.

Lecture: 3 Lab: 0 Credits: 3

AERO 411 - American National Security 1

Examines the national security process, the U.S. Constitution, U.S. and Foreign Policy, and focused regional studies. Additionally, terrorism, advanced leadership ethics, policy, and doctrine are also covered. Special topics of interest focus on the profession of arms, Principles of War, justice, civilian control of the military, and current issues affecting national and military policy. Emphasis is placed on refining communication skills with a leadership laboratory (mandatory only for those individuals who are trying to pursue a commission in the United States Air Force) applying the principles of this course.

Lecture: 3 Lab: 0 Credits: 3

Other: Independent research/study available

AERO 412 - American National Security 2

Examines the national security agencies responsible for protection and defense of the U.S. Areas of interest also include the Law of Armed Conflict, Uniform Code of Military Justice, and an in-depth supervisory/leadership principles covering performance expectations, feedback, annual reports, and promotions for civilians and military alike. Communication skills are refined to include briefings, opinion papers, and argumentation. The leadership laboratory (mandatory only for those individuals who are trying to pursue a commission in the United States Air Force) provides advanced leadership experiences by applying the principles of this course.

Lecture: 3 Lab: 0 Credits: 3

Other: Independent research/study available

AMERICAN SIGN LANGUAGE (ASL)

ASL 101 Introductory American Sign Language I (3)

Introduces study of American Sign Language and deaf culture.

ASL 102 Introductory American Sign Language II (3)

Presents instruction and practice in American Sign Language and study of deaf culture. Prerequisite: ASL 101.

ASL 105 American Sign Language for Health Care Workers (1)

Students will learn how to assess a Deaf and Hard-of-Hearing patient's communication preference and learn basic communication methods to ease barriers in the everyday health care

setting. The communication methods include, but are not limited to, basic key ASL vocabulary and finger spelling.

ARMY ROTC - see Military Science courses (MIS)

ART (ART)

ART HISTORY**ART 241 Ancient through Medieval Art History (3)**

Presents study of the art of ancient and classical civilizations, of the early Christian and Byzantine eras, and of the Middle Ages from the Romanesque to the Gothic. Prerequisites: ENG 101 and ENG 102.

ART 341 Renaissance through Rococo Art History (3)

Studies the art of Western Europe from the fourteenth through the eighteenth centuries. Prerequisites: ENG 101 and ENG 102.

ART 345 Non-western Art History (3)

This course covers the arts of Non-western cultures. The cultures covered are: South and Southeast Asia, China and Korea, Japan, Islam, Native arts of the Americas, Africa Before 1800, and Oceania. Prerequisites: ENG 101 and ENG 102.

ART 350 Art of Africa (3)

Studies the art of the African continent including Egypt. Course information will cover material that will give students foundation knowledge in the various cultures and periods of art found in these regions. It will also allow students to develop an ability to critically analyze

the visual environment of these different cultures. Since this is a course with a non-Western focus, it will explore some of the differences between non-Western and Western thought as seen in the art of these areas. Prerequisites: ENG 101 and ENG 102.

ART 441 19th and 20th Century Art History (3)

Studies the art of the Western World from the Neo-Classical and Romantic periods to contemporary times. Prerequisites: ENG 101 and ENG 102.

ART 442 American Art History (3)

Studies American painting, sculpture, and architecture from colonial to contemporary times. Prerequisites: ENG 101 and ENG 102.

ART 443 Christianity in Art (3)

Studies the influences of Christianity on the development of Western art from the early Christian era to the present. Emphasizes the visual transmission of the Christian message, especially through symbolism. Cross-listed with THS 443. Prerequisites: ENG 101 and ENG 102.

ART 447 History of Women Artists (3)

Studies the role women have played as visual artists throughout recorded history. Emphasizes the cultural milieu influencing their accomplishments. Prerequisites: ENG 101 and ENG 102.

ART 450 World Architecture (3)

This is an introduction of western and non-western architecture from prehistory through contemporary. Course information will cover material that will give students foundation of

Course Descriptions

knowledge of architectural forms and how these forms are an expression of the society in which they are produced. Prerequisites: ENG 101 and ENG 102.

STUDIO ART

ART 101 Drawing I (3)

Introduces basic drawing. Emphasizes learning to see, controlling various drawing media, using of line, value, perspective, proportion, and texture. Course includes 5 hours of service learning.

ART 102 Design Fundamentals (3)

Presents study and application of elements and principles of two-dimensional design in various drawing and painting media. Includes experimentation with techniques for purposeful organization of visual materials. Course includes 5 hours of service learning.

ART 103 Three Dimensional Design (3)

Presents study and application of basic concepts and principles of three-dimensional design. Introduction to the strategies, vocabulary, and tools used for three-dimensional art making. Course includes 5 hours of service learning. (Fee)

ART 113 Calligraphy I (3)

Presents experience in hand lettering of basic styles with application of skill to problems of layout organization. Introduces decorative techniques of illumination. Course includes 5 hours of service learning.

ART 117 Art for the Teachers of Young Children (3)

Provides students with the necessary hands-on experience in learning the artistic skills necessary to work with young children (from birth to age eight). Emphasizes both the creative process as well as a variety of creative forms of expression. Familiarizes students with curriculum planning and materials for developmentally appropriate practices for children. Provides experiences with a wide variety of media, tools, and techniques, as well as giving students a solid understanding of artistic principles and how to convey them to young children in inclusive early childhood settings. Open only to students in the Education Program. (Fee)

ART 200 Fiber Arts I (3)

Introduces traditional fiber techniques, both on and off the loom. Presents the mechanics of warping and dressing the loom. Course includes 5 hours of service learning. (Fee)

ART 201 Drawing II (3)

Continuation of Art 101. Emphasizes technical command of media, improving observation skills, and developing individual expression. Introduces figure drawing and portraiture. Course includes 5 hours of service learning. Prerequisite: ART 101. (Model Fee)

ART 202 Design II (3)

Continuation of ART 102. Emphasizes color. Course includes 5 hours of service learning. Prerequisite: ART 102.

ART 206 Digital Arts I (3)

An introduction to digital art media for the creation and communication of computer generated artworks. Course

includes 5 hours of service learning. (Fee)

ART 213 Calligraphy II (3)

Continuation of Art 113. Explores variety of alphabets and creative layout designs. Develops techniques of illumination. Requires formal project. Course includes 5 hours of service learning. Prerequisite: ART 113.

ART 214 Ceramics I (3)

Introduces techniques of constructing basic ceramic forms and also glaze decorating. Course includes 5 hours of service learning. (Fee)

ART 216 Digital Photography I (3)

This class will introduce students to Digital Photography and the techniques in digital imaging software that apply to photography and the elements and principles of design. Course includes 5 hours of Service Learning. (Fee)

ART 221 Oil Painting I (3)

Explores the technical and aesthetic possibilities and limitations of the oil medium. Emphasizes formal painting concerns, including color and composition. Course includes 5 hours of service learning. (Model Fee)

ART 223 Watercolor I (3)

Explores the technical possibilities of watercolor as a medium. Presents study of traditional watercolor methods and experimentation with creative approaches. Course includes 5 hours of service learning.

ART 233 Printmaking I (3)

Presents techniques employed in relief printing and screen printing. Includes experimentation with linoleum block,

woodcut, collagraph (collage) printing, and serigraphy (silk screen). Emphasizes aesthetic theory and technique. Course includes 5 hours of service learning. (Fee)

ART 260/460 Workshops in Art (Topic)* (1-3)

Explores topics of special interest and issues in the art disciplines. Varied topics. Course includes 5 hours of service learning.

ART 300 Fiber Arts II (3)

Concentrates on draft notations for a four-harness loom. Course includes 5 hours of service learning. Prerequisite: ART 200. (Fee)

ART 301 Drawing III (3)

Concentrates on drawing of the human form. Includes drawing from life, study of anatomy and structure, rendering the human form in a variety of media, and expressive techniques. Course includes 5 hours of service learning. Prerequisite: ART 201. (Model Fee)

ART 302 Introduction to Art Therapy (3)

Gives an overview of art and the creative process from the perspective of an Art Therapist, including an overview of theories and practices in the field. Concentrates on how our unconscious thoughts reach expression in images rather than words and on a presentation of resource materials within the field. Does not fulfill general education requirement in art. Prerequisites: ART 102, PSY 110.

ART 303 Sculpture I (3)

Provides experience in clay modeling, direct plaster building of form, armature construction, and relief carving. Presents

Course Descriptions

study of the aesthetics of form. Course includes 5 hours of service learning. Prerequisite: ART 103. (Fee)

ART 306 Digital Arts II (3)

Continues the exploration of digital art media for the creation and communication of computer generated artworks and to master more creative possibilities in digital arts. Course includes 5 hours of Service Learning. Prerequisites: Art 206. (Fee)

ART 314 Ceramics II (3)

Introduces wheel techniques. Includes cylindrical, bowl and plate forms. Includes mixing and application of glazes. Course includes 5 hours of service learning. Prerequisite: ART 214. (Fee)

ART 316 Digital Photography II (3)

This class will provide advanced levels in Digital Photography and more advanced techniques in digital imaging software that apply to photography and the elements and principles of design. Course includes 5 hours of Service Learning. Prerequisite: ART 216. (Fee)

ART 321 Oil Painting II (3)

Continuation of ART 221. Greater emphasis on experimentation with techniques, ideas, and media. Includes study of traditional and modern methods. Course includes 5 hours of service learning. Prerequisite: ART 221. (Model Fee)

ART 323 Watercolor II (3)

Continuation of pursuit of excellence in watercolor techniques. Further explores interpretation and handling of the medium toward individual expression. Course includes 5 hours of service learning. Prerequisite: ART 223.

ART 333 Printmaking II (3-9)

Includes study and experimentation in techniques employed in intaglio printing. Investigates various etching processes and engraving. Course includes 5 hours of service learning. Prerequisite: ART 233. (Fee)

ART 400 Fiber Arts III* (3)

Continues working on the loom with other creative uses of fibers. Course includes 5 hours of service learning. Prerequisite: ART 300. (Fee)

ART 401 Drawing IV (3-6)

Further develops drawing skills. Emphasizes expressive techniques, advanced rendering of the human form, and development of personal styles. Course includes 5 hours of service learning. Prerequisite: ART 301. May be repeated up to 6 hours. (Model Fee)

ART 403 Sculpture II (3-6)

Includes experience in modeling, casting, and carving in various media and study of contemporary sculpture and its prototypes. Course includes 5 hours of service learning. Prerequisite: ART 303. May be repeated up to 6 hours. (Fee)

ART 414 Ceramics III (3-9)

Continuation of work on the potter's wheel including functional form combinations of the thrown form. Encourages students to develop their own projects. Course includes 5 hours of service learning. Prerequisite: ART 314. May be repeated up to 9 semester hours. (Fee)

ART 421 Oil Painting III (3-9)

Emphasizes expressive and interpretive handling of the medium. Develops

personal styles. Course includes 5 hours of service learning. Prerequisite: ART 321. May be repeated up to 9 semester hours.

ART 423 Watercolor III (3-9)

Continues watercolor techniques. Course includes 5 hours of service learning. Prerequisite: ART 323. May be repeated up to 9 semester hours.

ART 433 Printmaking III (3-9)

Includes investigation, experimentation, and aesthetic production in a chosen area of relief, intaglio, or screen-printing techniques. Course includes 5 hours of service learning. Prerequisite: ART 333. May be repeated up to 9 hours. (Fee)

ART 460 Senior Professional Practices (3)

This course will present information to advanced studio majors on how to prepare for their Senior Exhibition. In addition, students will also learn skills that bridge the gap between being students and becoming professionals in the visual arts. This course is required of all studio majors in preparation for their senior exhibition and future as an art professional. Prerequisites: Senior Art Studio Major Status.

ART 461 Intensive Figure Drawing Workshop (1)

Provides students with an understanding of the structure of the human body and terminology, as well as studio drawing experience with a live model. (Model Fee)

INDEPENDENT STUDIES

Study for credit on an independent basis may be arranged if the student meets the following qualifications:

- a. Completing three courses in the chosen area and attaining an average grade of 3.0 (B) in them.
- b. Petitioning and obtaining guidance of a faculty member working in the area of interest.
- c. Presenting the faculty member with a proposal for the study.

ART 451 Independent Studies - Advanced Studio Problems (3-6)

Presents individual study in the studio area of the student's special interest. Pursues a major problem throughout the term. Course includes 5 hours of service learning. Prerequisites: Fulfillment of all other art requirements for art concentration; permission of the department chairperson.

ART 452 Independent Studies - Special Studies In Art (3-9)

Presents individualized study in the area of art history. May take the form of research, presentations, lectures, tour guide presentations, or a combination of these. Permission of the department chairperson.

ART 490 Capstone: Senior Thesis in Art History (3)

Provides students with the experience of researching, preparing a paper, and making an oral presentation on a topic of art historical interest. Limited to art majors who have successively completed at least 95 semester hours toward graduation.

ART 499 Topics in Art (1-4)

Provides students with an opportunity to choose a specific topic for in-depth research and study. A project and/or paper is required. Course includes

Course Descriptions

possible 5 hours of service learning. Permission of the department chairperson.

BIOLOGY (BIO/BIL)

BIO 105 Cardiovascular Fitness Through Walking/Jogging (1)

Emphasizes development of the cardiovascular system through a regular walking/jogging program that tests one's strength, flexibility, endurance, and cardiovascular fitness levels. Credit is not applicable to a science concentration or major.

BIO 108 Standard First Aid and CPR (1)

Consists of a coordinated instructional system including video presentations, instructor-led practice sessions, and workbook exercises organized into units to correlate content to the needs of participating students. Offered in two, eight-hour segments each semester. Additional cost of \$60 for American Red Cross materials and texts. Will not meet requirements for healthcare providers. Credit is not applicable to a science concentration or major.

BIO 114 Medical Terminology (1)

Presents the meaning, derivation, and use of medical terminology with emphasis on analysis of terms based on their components. Designed to enable students to function effectively in health fields.

BIO 197 Biodiversity & Conservation (3)

Introduces students to biodiversity – the diversity of life on Earth – and the importance of that diversity to both humans and the natural world.

Examines the biological characteristics and ecological roles of the major groups of organisms. Presents the fundamental causes and consequences of reducing or destroying biodiversity in the United States and other countries, as well as specific efforts to conserve species, genetic diversity, and ecosystems. This course does not meet any requirements for a biology major, biology minor, or environmental science major. Three hours lecture, three hours lab.

BIL 197 Biodiversity & Conservation (1)

Laboratory accompanies BIO 197 Biodiversity & Conservation lecture. Requires additional individual and group study and meetings with instructor. This course does not meet any requirements for a biology major, biology minor, or environmental science major. Three hours lecture, three hours lab.

BIO 201 Principles of Biology I (3)

Introduces fundamental biological processes and problems as they apply to cellular and molecular biology and ecological systems. Considers the cell, chemical processes, bioenergetics, genetics, and ecological principles and processes. Must be taken by all students who are required to take at least one semester of biology. Three hours lecture, three hours lab.

BIL 201 Principles of Biology I Lab (1)

Laboratory accompanies BIO 201 Principles of Biology I lecture. Requires additional group and individual study and meetings with instructor.

BIO 202 Principles of Biology II (3)

Introduces fundamental biological principles and problems as they apply to organismic, ecological, and evolutionary levels of plant and animal worlds.

Three hours lecture, three hours lab.

Prerequisite: BIO 201.

BIL 202 Principles of Biology II Lab (1)

Laboratory accompanies BIO 202

Principles of Biology II lecture. Requires additional group and individual study and meetings with instructor.

Prerequisites: BIO 201 and BIL 201.

BIO 203 Biology of Aging (3)

Presents the essential biological changes, which occur as part of the aging process as well as those pathological conditions that are common in later life. Includes current theories of biological aging with special attention to the implications of those changes for serving the needs of older adults. Designed specifically to meet the needs of students preparing for careers in working with older adults.

BIO 204 Basic Human Anatomy And Physiology (3)

Presents a fundamental knowledge of anatomy and basic physiology of the human body. Includes demonstrations and practical applications to support lecture topics. Designed for students in non-science concentrations. Credit is not applicable to a science concentration or biology minor.

BIO 205 Physical Fitness and Lifelong Well-Being (2)

Presents concepts, theories, and practices of physical fitness, nutrition, and weight control that will assist the student in adapting to a healthy lifestyle. Activity

is required. Credit is not applicable to a science concentration or major.

BIO 206 Survey of Human Diseases (3)

Examines the etiology of disease from a non-clinical perspective. Includes an overview of the principles of disease occurrence and of the body's defenses. Credit is not applicable to a science concentration or major.

BIO 207 Introduction to Public Health (3)

Presents the context and scope of public health and includes the cross-cutting, systematic, and interdisciplinary concepts necessary to its practice. There is coverage of traditional and emerging areas of public health including, but not limited to, health communication; behavior; policy, law and ethics; infectious and chronic disease; epidemiology; health promotion and disease prevention; health disparities and vulnerable populations; and public health preparedness and disaster management.

BIO 212 Nutrition (3)

Presents a broad-based approach to the study of nutrition for the non-science major. Includes current controversies; fundamental scientific principles of foods, vitamins, minerals, and water; energy balance and specifics of food labeling and additives; special needs of varying age groups, i.e., nursing mothers, infants, children, young adults, and older adults. Credit not applicable to a science concentration.

BIO 215 Basic Ecology (3)

Studies the fundamental biological and physical processes, which influence

Course Descriptions

biomes, ecosystems, and populations of organisms. Includes consideration of natural resources, their use, stewardship, and conservation as well as discussion of sustainable development. Credit not applicable to a science concentration or major.

BIO 216 Seasonal Field Ecology (3)

Presents a hands-on course, which exposes students to many interrelationships between plants and animals of the natural environment. Teaches students to identify plants and animals of the Great Lakes bioregion. Includes discussion of communities, habitats, biomes, succession, and energy utilization in food chains and food webs. Uses the Lourdes campus and several field trips to off-campus sites. Three hours lecture and arranged field activities.

BIO 253 Health Science for Teachers of Early Childhood (3)

Designed to acquaint students with basic information, history, philosophy and competencies unique to health education in the school setting. The course will help education majors apply the information they learn in a health content course to a pre-K-3 teaching experience. Areas covered include conflict management, mental health and stress, drug use and abuse, sexuality, relationships, nutrition, fitness, infectious diseases, environmental health, and death and dying. This course is designed to address these concerns of the student, as well as the future teacher. Prerequisite: EDU 100 and prerequisite or co-requisite of EDM, EDE, or EDA 250. Credit is not applicable to a science concentration or major.

BIO 254 Health Science for Teachers of Young Adolescent to Young Adult (3)

Designed to acquaint students with basic information, history, philosophy, and competencies unique to health education in the school setting. The course will help education majors apply the information they learn in a health content course to a grade 4-12 teaching experience. Areas covered include conflict management, mental health and stress, drug use and abuse, sexuality, relationships, nutrition, fitness, infectious diseases, environmental health, and death and dying. This course is designed to address these concerns of the student, as well as the future teacher. Prerequisites: EDU 100 and prerequisite or co-requisite of EDM, EDE, or EDA 250. Credit is not applicable to a science concentration or major.

BIO 305 General Botany (3)

Includes the morphology and biology of algae, fungi, mosses, and ferns. Emphasizes the vegetative and reproductive structures of gymnosperms and angiosperms. Devotes part of the semester to becoming acquainted with campus flora. Three hours lecture, three hours lab. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 or permission of the instructor. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIL 305 General Botany Lab (1)

Laboratory accompanies BIO 305 General Botany lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 and BIL 201 or permission of the instructor;

CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIO 306 Vertebrate Zoology (3)

Surveys all the vertebrate animals, emphasizing the principles of morphology, physiology, development, behavior, and population and ecosystem interactions. Three hours lecture, three hours lab. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 or permission of the instructor. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIL 306 Vertebrate Zoology Lab (1)

Laboratory accompanies BIO 306 Vertebrate Zoology lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 and BIL 201 or permission of the instructor. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIO 307 Cell Biology (3)

Presents the biochemistry and molecular biology of eukaryotic cells and their organelles. Describes the unity and diversity of plant and animal cells. Emphasizes the relationship between structure and function and between specialized functions and the integrity of tissues, organ systems, and organisms. Three hours lecture, three hours lab. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIL 307 Cell Biology Lab (1)

Laboratory to accompany BIO 307 Cell Biology lecture. Requires additional individual and group

study and meetings with instructor.

Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 and BIL 201. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIO 308 Genetics (3)

Examines the principles of transmission genetics and delves into the cellular and molecular aspects of genetic mechanisms in organisms. Considers chromosome behavior, gene structure and function, protein synthesis mechanisms and interactions as well as processes of recombinant DNA technique. Three hours lecture, three hours lab.

Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIL 308 Genetics Lab (1)

Laboratory accompanies BIO 308 Genetics lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 and BIL 201. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIO 311 Invertebrate Zoology (3)

Surveys the major invertebrate phyla, emphasizing the principles of morphology, development, physiology, evolutionary relationships, and environmental interactions. Three hours lecture, three hours lab. Prerequisites: BIO 201 or permission of the instructor, ENG 101, ENG 102, or their equivalent. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIL 311 Invertebrate Zoology Lab (1)

Laboratory accompanies BIO 311

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Invertebrate Zoology lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: BIO 201 and BIL 201 or permission of the instructor, ENG 101, ENG 102, or their equivalent. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIO 313 Nutrition Science (3)

Includes the study of digestion, metabolism, and absorption of nutrients in the healthy body, the application of the principles of good nutrition in the maintenance of a healthy diet through the lifespan and the relationships between nutrition and illness. Examines the nutrition concerns of people who are ill or have medical conditions that require dietary modification. Prerequisites: ENG 101, ENG 102, BIO 201. CHM/CHL 130 or CHM/CHL 181 as prerequisite or co-requisite.

BIO 317 Principles of Ecology (4)

Focuses on the key concepts, theories, and processes needed to understand the ecology of populations, communities, and ecosystems. Examines the dynamic nature of populations and ecological systems. Discusses cases in which human actions either harm or enhance the health of populations, ecosystems, and the global environment. Three hours lecture, three hours lab. Prerequisites: ENG 102 or its equivalent; and CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite; and minimum grades of "C" (2.0) in MTH 120 or MTH 122 or MTH 130 and in BIO 201 or ENV 201; or permission of the instructor.

BIL 317 Principles of Ecology Lab (1)
Laboratory to accompany BIO 317

Principles of Ecology Lecture. Focuses on the key concepts, theories, and processes needed to understand the ecology of populations, communities, and ecosystems. Examines the dynamic nature of populations and ecological systems. Discusses cases in which human actions either harm or enhance the health of populations, ecosystems, and the global environment. The lab component of BIO/BIL 317 will:

- a) help reinforce many of the lecture topics listed above, and
- b) cover a few of the above topics that will not be covered as extensively in lecture (e.g., the introductory topic of 'ecology as a science', soil, trophic diversity, mutualism, The Earth Charter, and potential paths to sustainability).

BIO 318 Health Behavior (3)

Presents models and theories used by health educators to explain health behavior and compliance. Examines motivations for health behavior, as well as cultural and sociological influences on choices regarding lifestyle and health behavior. Credit is not applicable to a science concentration or major.

BIO 319 Consumer Health (3)

Provides student with a survey of responsible and fraudulent practices in the health field. Selected health services, products, fads, and types of quackery are discussed and evaluated. Credit is not applicable to a science concentration or major.

BIO 320 Death, Dying and Bereavement (3)

Explores socio-cultural attitudes and behaviors surrounding death, dying,

and bereavement. Examines current ethical issues and research on death and dying and professional interventions to support dying persons and their families utilizing ethical principles. Considers the grief process and problems peculiar to family members and other survivors. Credit is not applicable to a science concentration or major.

BIO 330 Anatomy and Physiology I (3)

Studies the chemical basis of life, body organization, cellular structure and metabolism, tissues, membranes, and glands; the structure and function of the skeletal, muscular, nervous systems, and special senses. Includes lab experiences designed to supplement lecture topics: cell physiology, tissues, human bones, dissection of a cat or cadaver, certain physiological experiments and computer simulations. Three-hour lecture, two and one half hours lab. Prerequisites: BIO 201 with a minimum grade of C, or high school biology taken within the last 5 years with a minimum grade of B, or a minimum of 80% on a basic biology concepts pre-test, CHM 130 or its equivalent.

BIL 330 Anatomy and Physiology I Lab (1)

Laboratory accompanies BIO 330 Anatomy and Physiology I. Requires additional group and individual study and meetings with instructor. Prerequisites: BIO 201 and BIL 201 with a minimum grade of C, or high school biology taken within the last 5 years with a minimum grade of B, or a minimum of 80% on a basic biology concepts pre-test, CHM 130 or its equivalent.

BIO 331 Anatomy and Physiology II (3)

Studies the structure and function of the endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems, and human development. Lab emphasizes anatomy and includes certain physiological experiments, computer simulations, and cat or cadaver dissection. Three hours lecture, two and one half hours lab. Prerequisite: BIO 330 with a minimum grade of C (2.0).

BIL 331 Anatomy and Physiology II Lab (1)

Laboratory accompanies BIO 331 Anatomy and Physiology II lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: BIO 330 and BIL 330 with a minimum grade of C (2.0).

BIO 333 Alternative/Complementary Health Practices (3)

Explores, compares, and evaluates alternative approaches and philosophies to personal health management. Topics include, but are not limited to, homeopathy, Tai Chi and Chinese medicine, acupuncture, herbal and nutritional therapies, massage, chiropractic, yoga, crystal and electromagnetic therapy, guided imagery, and hypnotherapy. Prerequisite: ENG 102 or equivalent. Credit is not applicable to a science concentration or major.

BIO 335 General Microbiology (3)

Includes a general study of the morphology, taxonomy, metabolism, growth, genetics, control and ecology of microbes with emphasis on bacteria

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and viruses. Considers the evolution of microbes in the macrocosm of planet Earth and the evolving epidemiology and immunology concepts in their interaction with diverse life forms. Prerequisites: High school biology, BIO 201 or equivalent. CHM/CHL 140 or CHM/CHL 181 or equivalent as prerequisite or co-requisite, or permission of the instructor. Three hours lecture, three hours lab.

BIL 335 General Microbiology Lab (1)

Laboratory accompanies BIO 335 General Microbiology lecture. Requires an additional one to two hours of lab time per week for various procedures: staining, observation, data collection, consulting, depending on requirements of particular lab protocol. Prerequisites: High school biology, BIO 201 and BIL 201 or equivalent. CHM/CHL 140 or CHM/CHL 181 or equivalent as prerequisite or co-requisite, or permission of the instructor.

BIO 340 Pathophysiology (3)

Presents applications of the pathologic variations from the normal function and structure of the body resulting from disease, heredity, or injury. Provides a link between anatomy and physiology and biochemistry and its application to clinical practice. Three hours lecture. Prerequisites: BIO 330 and BIO 331 or equivalent. BIO 335 or equivalent as prerequisite or co-requisite.

BIO 380 Community Partner Project Internship: Individual Well-being and Organizational Effectiveness (3)

A project-based learning course that explores and analyzes the impact of individual well-being on organizational

effectiveness. Students will study and debate the premise that an organizational culture of well-being supports employee health and self-actualization as well as organizational “bottom-line” results. Students will design and pilot a well-being project for use in a corporate setting. Guest lecturers from the business world will also provide real-world feedback to students. This course is open to students with junior or senior status. Meets the requirement for Public Health Internship.

BIO 401 Parasitology (3)

Presents the life history, morphology, physiology, and evolution of parasites: helminth and arthropod parasites, host-parasite relationships, control of protozoa, economic importance. Three hours lecture, three hours lab. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201, BIO 335 or its equivalent. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIL 401 Parasitology Lab (1)

Laboratory accompanies BIO 401 Parasitology lecture. Requires additional individual and group study and meetings with instructor. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201, BIO 335 or its equivalent. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIO 402 Introduction to Research (1)

Introduces scientific literature research methods. Emphasis will be placed on doing literature searches using the scientific abstracts, indexes, and computer on-line databases. Procedures for writing a scientific paper using CBE,

APA, or ACS guidelines will be covered. Prerequisite: admission to the major or BA-IS natural science candidate.

BIO 403 Immunology (3)

Introduces the student to the normal functions of the immune system. Studies in-depth the components of the immune system and the manner in which these work together to prevent disease. Explores problems with the immune system that lead to immune deficiency or autoimmune disease. Prerequisites: BIO 335 or permission of instructor, ENG 101, ENG 102 or their equivalent. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIO 407 Human Genetics (3)

Presents the structure and functioning of hereditary mechanisms which humans have in common with all organisms; descriptions of human genetic conditions and diseases; the molecular aspects and their clinical applications; the scope of genetics in the analysis, diagnosis, treatment, and prevention of disease; genetic aspects of embryology and development. Three hours lecture. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201, BIO 308 or permission of the instructor. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIO 408 Behavior & Behavioral Ecology (4)

Presents the fundamental concepts, principles, and theories of animal behavior and behavioral ecology. Emphasis is placed on understanding the evolution of behaviors, the ecological basis and outcomes of specific behaviors, and how scientists study the evolution and ecology of behavior. Explores the

relevance of behavioral ecology to conservation of populations, species, and biodiversity. Four hours lecture, optional three hours BIL 408 Behavior & Behavioral lab. Prerequisites: ENG 102 or its equivalent; BIO 317 or at least nine hours of PSY or SOC or their equivalent with a grade of "C" or higher; or permission of instructor.

BIL 408 Behavior & Behavioral Ecology (1)

Provides students with a combination of laboratory, methodological, and problem-solving experiences to enhance the learning of concepts, processes, and mechanisms covered in BIO 408 Behavior & Behavioral Ecology lecture. Prerequisite: ENG 102 or its equivalent; BIO 317 or at least nine semester hours of PSY or SOC or their equivalent with a grade of "C" or higher; or permission of instructor; BIO 408 prerequisite or co-requisite.

BIO 411 Biotechnology (3)

Introduces basic molecular research techniques of recombinant DNA technology: use of restriction endonucleases, agarose gel electrophoresis, DNA sequencing techniques, polymerase chain reaction. Studies the application of various techniques to environmental studies, agriculture and crop science, botanical applications, microbial applications. Provides students opportunities to research and discuss ethical, legal, societal implications, and applications of molecular biology techniques. Three hours combined lecture/laboratory experience. Prerequisites: ENG 101, ENG 102 or their equivalent, BIO 201 or its equivalent. CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

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BIO 419 Molecular Biology (3)

The course presents the cellular and molecular biology of eukaryotic and bacterial cells. It emphasizes transcriptional, posttranscriptional, and translational events in the cells and will introduce concepts of genomics, proteomics, and bioinformatics. Three hours combined lecture/laboratory experience. Prerequisites: BIO and BIL 201, BIO and BIL 308, ENG 101, ENG 102 or their equivalent, CHM/CHL 140 or CHM/CHL 181 as prerequisite or co-requisite.

BIO 420 Epidemiology (3)

Introduces the basic principles and scope of epidemic extent and influence. Includes basic methodology, research, and applications. Prerequisite: MTH 212.

BIO 430 Practicum: Environmental Field Activities (3)

Provides the students with opportunities to experience practical aspects of ecological applications, while being of service. Assigns students to a variety of agencies, consulting firms, and businesses that provide environmental services to the public. Requires meetings with the instructor to discuss and reflect upon experiences and summarize them in written form to be given as a presentation at the end of the semester. Prerequisites: Senior status; admission to major and permission of department chairperson.

BIO 440 Conservation Biology (4)

Presents the scientific basis for and the actual practice of conserving biological diversity. Examines the ecological concepts and principles, as well as key social, economic, policy, and cultural factors, necessary to understand the

threats to and conservation of the diversity of life and ecosystems. Provides a framework for understanding the interdisciplinary nature of real efforts to conserve biological diversity. Four hours lecture/discussion. Prerequisites: ENG 102 or its equivalent; BIO 317 or its equivalent; at least Junior status; or permission of the Instructor.

BIO 490 Biology Seminar (1-3)

Gives students experience in preparing and presenting a scientific paper. Taken by students having senior status who are seeking a concentration in biology as a requirement for graduation. Initial project must be approved by the department chairperson two semesters before graduation. Biology and Environmental Science majors must take this course for 3 credit hours. Prerequisite: BIO 402.

BIO 491 Capstone: Public Health Seminar (3)

Gives students experience in researching, writing, and presenting a scientific paper on a contemporary topic in the public health field. Taken as a requirement for graduation by students having senior status who are seeking a concentration in Public Health. The topic must be approved by the Director of Public Health Program two semesters before graduation.

BIO 498 Reading in Biology (1-3)

Introduces students to scientific literature on a topic decided by student and instructor. Emphasizes the reading of interrelated papers from primary sources. Includes the writing of a summary review paper. Prerequisites: Senior status; admission to the major/permission of the instructor; ENG 101,

ENG 102 or their equivalent.

BIO 299/499 Topics in Biology (1-4)

Provides opportunity for special topics of interest to instructor and students.

Prerequisite: Permission of instructor and/or department chairperson.

BUSINESS (BUS)

BUS 100 Career Planning & Personal Finance (3)

Focuses on lifelong skills to prepare students for successful business careers. Provide business students with a strong foundation in personal finance, career planning, basic computer literacy, and proper etiquette/professionalism. Includes an orientation to business program opportunities and expectations. Students who receive an unsatisfactory grade (U) must complete the course successfully before taking another business course.

BUS 101 Business Principles (3)

Provides a broad overview of the foundations, institutions, functions, concepts, and current practices in business organizations. Introduces business terminology and the specialty areas related to business.

BUS 200 Introduction to Economics* (3)

Provides students with an introductory overview of both macroeconomics and microeconomic principles. Focuses on the economic way of thinking and introduces basic analytical tools used to examine real-world economic problems and policies. (For non-business majors only.)

BUS 201 Accounting I (3)

Introduces the principles of accounting for the sole proprietorship. Presents the complete accounting cycle including journalizing and posting of business transactions, preparation of simple financial statements, and closing and adjusting entries. It covers the substantive areas of cash and internal controls, inventories, accounts receivable, plant assets, and current liabilities. Prerequisites: BUS 101 and MTH 111 with a grade of C or better.

BUS 202 Accounting II (3)

Continues BUS 201 to include partnership and corporate accounting principles, long term liabilities, cash flow statements, and financial statement analysis. Introduces managerial accounting concepts to include cost volume profit analysis, budgeting, and performance evaluation. Prerequisite: BUS 201 with a grade of C or better.

BUS 203 Management Concepts (3)

Emphasizes the four classic management principles of planning, organizing, motivating, and controlling. Includes ethics, communication and decision-making processes, and leadership theories. Prerequisite: BUS 101 with a grade of C or better.

BUS 204 Marketing Concepts (3)

Emphasizes the four basic principles of marketing including price, product, promotion, and place. Includes consumer behavior, the structure of the marketing system, and basic problems in marketing management. Prerequisite: BUS 101 with a grade of C or better.

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BUS 235 Business Communications (3)

Focuses on the techniques of effective oral and written communications in business. Provides practice in writing letters and reports and making oral presentations. Includes career search techniques such as resumé writing and effective job interviews.

Prerequisite: ENG 101.

BUS 251 Economics and Social Issues (3)

Emphasizes contemporary national and global problem areas such as inflation, unemployment, economic growth, and international trade. Focuses on contemporary social issues involving globalization, poverty, immigration, health care, crime, and literacy.

Examines effectiveness of government intervention during market failure.

Prerequisites: SWK 111 with a grade of C or better. (For non-business majors only.)

BUS 254 Macroeconomics* (3)

Examines macroeconomic concepts including determination of the levels of output and employment in a market economy. Emphasizes contemporary problems such as inflation, unemployment, economic growth, and international trade. Focuses on contemporary business issues.

Prerequisite: BUS 101 with a grade of C or better.

BUS 255 Microeconomics* (3)

Examines the theory of the individual firm in the short and long run.

Includes the determination of income distribution; wage levels, interest rates, rents, and profits. Emphasizes contemporary problems such as income,

energy prices, poverty. Prerequisites: BUS 101 with a grade of C or better and MTH 111 with a grade of C or better.

BUS 259 Supervision (3)

Provides students with a practical approach to supervisory functions.

Explores line-staff relationships, grievance procedures, communication principles, responsibility, accountability, perception, and union-management relations.

BUS 300 Small Business Management (3)

Provides essential knowledge for owning and operating a small business. Includes identification of business opportunities and franchising considerations.

Emphasizes the basic principles of small business management. Prerequisites: BUS 203 and BUS 204 with a grade of C or better.

BUS 303 Women in Management (3)

Deals with the problems, solutions, achievements of women in attaining responsible managerial positions. Includes topics such as dual career families, sexual harassment, stereotyping, discrimination, contemporary global issues, and the expanding roles and expectations of women. BUS 203 recommended but not required as a prerequisite.

BUS 304 Corporate Finance (3)

Explores basic corporate financial management considerations. Examines monetary and fiscal policy, stocks and bonds, liquidity and leverage, financial statement analysis, cost of capital, liabilities, current assets, corporate taxation, forecasting, and international financial management. Prerequisites:

BUS 202 with a grade of C or better and MTH 212.

BUS 305 Financial Institutions, Markets, & Money (3)

Studies the operations of financial institutions. Emphasis is placed on the structure of these institutions; their deposit, payment, and lending functions; their role in the economy; and current legislation which govern them.

BUS 320 International Business (3)

Focuses on global business concepts in further detail. Topics include global economies, international monetary systems, cultural/legal/political/technological factors in conducting global business, and multinational corporations. Prerequisite: BUS 101 with a grade of C or better.

BUS 330 Legal Environment of Business (3)

Uses case studies to focus on the impact of the legal system on business. Provides an overview of the legal system. Includes topics such as sources and nature of law, contracts, sales, real and personal property, forms of business ownership, and employment. Prerequisite: BUS 101 with a grade of C or better.

BUS 340 Business Internship (3-6)

Combines classroom knowledge with practical business experience through a minimum of 125 hours of on-site experience with a culminating paper or project. Prerequisite: BUS 101 with a grade of C or better and approval from the business internship coordinator. Note: Students are ineligible for Prior Learning credit for this course.

BUS 399 Enduring Questions Seminar (2-3)

Explores an enduring question from an interdisciplinary approach.

BUS 400 Entrepreneurship (3)

Explains the role of entrepreneurship in a market economy and studies decision making within a small business using the case study method. Integrates knowledge obtained from all business coursework in the preparation of a business plan. Prerequisites: BUS 202 and MKT 335 with grades of C or better.

BUS 404 Investments (3)

Studies different types of investments with primary emphasis on stocks, bonds, and mutual funds. Corporate, treasury, and municipal securities will also be studied along with futures and options contracts. Individual issues and obligations and their underlying values are analyzed in conjunction with portfolio management objectives. Prerequisite: BUS 201 with a grade of C or better.

BUS 413 Organizational Behavior & Development (3)

Continues many of the topics presented in BUS 203 with an emphasis on individual, interpersonal, organizational, and developmental processes. Integrates theory and research with management applications taken from actual work situations. Prerequisite: BUS 203 with a grade of C or better.

BUS 423 Business Leadership Seminar (3)

Integrates concepts presented across the business curriculum and discusses their application in actual business and organizational settings. The course

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provides an opportunity for selected business students to be introduced to issues, institutions, and individuals that have had a major impact on the regional economy. Students will be provided opportunities to meet select business and community leaders and to visit select institutional venues. Prerequisites: BUS 201 and BUS 203 with grades of C or better, a minimum overall G.P.A. of 3.0 in Business courses, junior/senior standing and approval of the business advisor in collaboration with the department chair.

BUS 430 Business Ethics* (3)

Analyzes the need for social and ethical responsibility in business. Focuses on the ethical dilemmas that confront businesses today and how decisions concerning these dilemmas impact society. Crosslisted with PHL 430.

BUS 434 Operations Management (3)

Focuses on the management of manufacturing and service operations. Topics include operations planning and strategy selection, improving productivity and quality, designing and managing operations, and supply-chain management. Prerequisite: BUS 203 with a grade of C or better.

BUS 490 Capstone: Business Policy (3)

Designed as the capstone course for all baccalaureate business majors. Integrates business theories, principles, and applications into a common whole. Focuses on strategic management and implementation from top management perspective. Prerequisites or co-requisites: All business core and major courses within the selected degree -listed with PHL 430.

BUS 299/499 Topics in Business (1-4)

Explores business topics of special interest.

CHEMISTRY

CHM 098 Foundations of Chemistry (3)

Introduces atomic structure, chemical formulas, chemical equations, stoichiometry, and the basic concepts of mathematics used in chemistry to students who have had no high school chemistry. Grades are not calculated in the G.P.A. Credit does not apply toward graduation. Credit is not applicable to a science concentration. Prerequisite: A minimum grade of C* (2.0) in MTH 098, a math placement test score into MTH 110 or higher, or a passing grade in MTH 110 or higher.

CHM 130 Introductory General Chemistry (2)

Introduces atomic structure, chemical formulas, chemical equations, stoichiometry, chemical bonding, gas laws, solution chemistry, reaction rate, equilibrium, and nuclear radiation. 3 s.h. total from two-hour lecture (2 s.h.) and co-requisite two-hour lab CHL 130 (1 s.h.) Prerequisites: High School Chemistry with a minimum grade of C within the last five years or CHM 098 with a minimum grade of C* within the last five years or CHM 099 with a minimum grade of C* within the last five years, MTH 098 or equivalent math placement test score. Co-requisite: CHL 130.

CHL 130 Introductory General Chemistry Lab (1)

Provides students with a laboratory experience to reinforce CHM 130

lecture topics such as chemical formulas, chemical equations, stoichiometry, chemical bonding, gas laws, solution chemistry, and nuclear radiation. 3 s.h. total from two-hour lab (1 s.h.) and co-requisite two-hour lecture (2 s.h.) Prerequisites: High School Chemistry with a minimum grade of C within the last five years or CHM 098 with a minimum grade of C* within the last five years or CHM 099 with a minimum grade of C* within the last five years, MTH 098 or equivalent math placement test score. Co-requisite: CHM 130.

CHM 140 General, Organic and Biological Chemistry (3)

The study of chemistry for students majoring in nursing and other health-related fields. This course includes an integrated overview of topics in general chemistry, organic chemistry, and biochemistry that introduces students to the fundamental and relevant connections between chemistry and life. 4 s.h. total from three-hour lecture (3 s.h.) and co-requisite two-hour lab CHL 140 (1 s.h.) Prerequisites: 'CHM 130 and CHL 130' or CHM/CHL 121 or 'passing score on chemistry placement exam and high school chemistry' or 'passing score on chemistry placement exam and in CHM 098 or in CHM 099' and MTH 098 or equivalent math placement test score. Co-requisite: CHL 140.

CHL 140 General, Organic and Biological Chemistry Lab (1)

Provides students with a laboratory experience to reinforce CHM 140 lecture topics and to make relevant connections between chemistry and life. 4 s.h. total from two-hour lab (1 s.h.)

and co-requisite three-hour lecture (3 s.h.) Prerequisites: CHM 130 or CHM/CHL 121 or 'passing score on chemistry placement exam and high school chemistry' or 'passing score on chemistry placement exam and in CHM 098 or in CHM 099' and MTH 098 or equivalent math placement test score. Co-requisite: CHM 140.

CHM 163 Societal Issues and Chemistry (3)

Designed for non-science majors. Introduces students to basic chemical principles through discussions related to societal issues. Using the philosophical and social implications in our macroscopic world as a springboard, students will be introduced to the science of the molecular world as they seek possible solutions to the problems. No prior knowledge of chemistry is assumed and minimal math skills are required.

CHM 165 The Chemistry of Art (3)

This introductory chemistry course for non-science majors explores the intersection of chemistry with the visual arts. Basic principles of chemistry will be applied to the topics of color, paint, paper, clay, glass, metals, photography, and art restoration. No prior knowledge of chemistry is assumed and minimal math skills are required. Three hours lecture with integrated lab/studio activities.

CHM 167 CSI: An Introduction to Forensic Chemistry (3)

Introduces students to the techniques of forensic chemistry, particularly as they relate to crime scene investigation and ongoing analysis of evidence. Involves the basic chemistry concepts needed to

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solve problems in forensic science and illustrates the specialized applications of forensic science through case studies and laboratory methods. Three hours combined lecture and laboratory.

CHM 181 General College Chemistry I (3)

Deals with the principles of inorganic chemistry including chemical formulas, chemical equations, reaction principles, atomic and molecular structure, bonding, thermochemistry, states of matter, stoichiometry, and the periodic table. Provides the basis of all higher levels of chemistry. 4 s.h. total from three-hour lecture with one-hour problem solving and quiz session (3 s.h.) and co-requisite three-hour lab CHL 181 (1 s.h.). Prerequisites: Sufficient score based on the chemistry placement test or 'minimum grade of C in CHM 130 and in CHL 130 within the last five years, MTH 120 or MTH 122, or equivalent math placement test score. Co-requisite: CHL 181.

CHL 181 General College Chemistry I Lab (1)

Consists of hands-on experiments that reinforce lecture topics such as chemical formulas, chemical equations, reaction principles, solution chemistry, structure and bonding, thermochemistry, and states of matter. Laboratory accompanies CHM 181 General College Chemistry I lecture. 4 s.h. total from three-hour lab and co-requisite three-hour lecture with one-hour problem solving and quiz session (3 s.h.). Prerequisites: Sufficient score based on the chemistry placement test, or 'minimum grade of C in CHM 130 and in CHL 130 within the last five years', MTH 120 or MTH 122 or equivalent math placement test score.

Co-requisite: CHM 181.

CHM 182 General College Chemistry II (3)

Continues the study of General College Chemistry I (CHM/CHL 181). Includes kinetics, chemical equilibria, solutions, acids and bases, complex ions and coordination compounds, redox reactions, thermodynamics, nuclear chemistry, and brief introductions to organic chemistry and qualitative analysis. 4 s.h. total from three-hour lecture with one-hour problem solving and quiz session (3 s.h.) and co-requisite three-hour lab CHL 182 (1 s.h.). Prerequisite: CHM/CHL 181. Co-requisite: CHL 182.

CHL 182 General College Chemistry II Lab (1)

This lab consists of hands-on experiments that will reinforce lecture topics such as kinetics, chemical equilibria, solutions, acids and bases, complex ions, redox reactions, electrochemistry, qualitative analysis, and basic organic chemistry. 4 s.h. total from three-hour lab and co-requisite three-hour lecture with one-hour problem solving and quiz session (3 s.h.). Prerequisite: CHM/CHL 181. Co-requisite: CHM 182.

CHM 301 Organic Chemistry I (3)

Studies the structure, preparation, and mechanisms of reactions of aliphatic and aromatic hydrocarbons and their derivatives; stereochemistry and spectra of carbon compounds. 4 s.h. total from three hour lecture CHM 301 (3 s.h.) and co-requisite three hour lab CHL 301 (1 s.h.). Prerequisite: CHM/CHL 181/182. Co-requisite: CHL 301.

CHL 301 Organic Chemistry I Lab (1)

This lab introduces the student to the many techniques used by organic chemists in the lab including chromatography, extraction, distillation, recrystallization, spectroscopy, and synthetic strategies. Three hours lab. Prerequisite: CHM/CHL 181/182. Co-requisite: CHM 301.

CHM 302 Organic Chemistry II (3)

Continues the study of Organic Chemistry I (CHM 301). Three hours lecture, and co-requisite three hours lab (CHL 302). 4 s.h. total from three-hour lecture CHM 302 (3 s.h.) and from co-requisite three hour lab CHL 302 (1 s.h.). Prerequisite: CHM 301 and CHL 301. Co-requisite: CHL 302.

CHL 302 Organic Chemistry II Lab (1)

Continues the study of Organic Chemistry I (CHM/CHL 301). Three hours lecture, three hours lab. Prerequisite: CHM/CHL 301. This lab continues to introduce the student to the many techniques used by organic chemists in the lab including nuclear magnetic resonance, and ultraviolet-visible spectroscopy. In addition, the students will deduce the structure of unknowns and carry out a variety of synthetic reactions and characterize the products of the reactions. Three hours lab. Prerequisite: CHM 301 and CHL 301. Co-requisite: CHM 302.

CHM/CHL 304 Physical Chemistry (4)

Considers the basic concepts of thermodynamics and kinetics with emphasis on applications in the life

sciences. Designed for pre-medical or pre-dental students, or those with a concentration in biology. Three hours lecture, three hours lab. Prerequisite: CHM/CHL 182. Co-requisites: MTH 135/136 and PHS/PLA 202/302.

CHM 305 Basic Biochemistry (3)

Includes the chemistry of living systems, considers carbohydrates, lipids, proteins, nucleic acids, enzyme kinetics, and metabolism. Three hours lecture, optional three hours CHL 305 lab. Prerequisite: CHM/CHL 302 as prerequisite or co-requisite.

CHL 305 Basic Biochemistry Lab (1)

Provides students with a laboratory experience to enhance concepts covered in CHM 305 Basic Biochemistry lecture, such as carbohydrates, lipids, amino acids, proteins, nucleic acids, buffers, enzyme kinetics, and extraction of biomolecules from plants. Three hours lab. Prerequisite: CHM/CHL 302 and CHM 305 as prerequisites or co-requisites.

CHM 306 Environmental Chemistry (3)

Studies the origin of specific chemical species and their interaction with the environment. Includes air and water quality and the interaction of chemical pollutants with the biosphere. Three hours lecture, optional three hours CHL 306 Environmental Chemistry lab. Prerequisites: CHM/CHL 182 and CHM/CHL 301. Co-requisite: CHM/CHL 302.

CHL 306 Environmental Chemistry Lab (1)

Covers the chemical and physical measurements used in water quality and

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soil quality studies. Investigates sample material from the field and conducts analysis both in the field and in the lab. Three hours lab per week. Co-requisite: CHM 306.

CHM 311 Clinical Pharmacology (3)

Introduces science students to the fundamental principles of drug action, and presents the essentials of how major classifications of drugs are used therapeutically in various disease states. Identification, assessment, and intervention of adverse drug responses and drug-drug interactions are also considered. Prerequisites: CHM/CHL 140, BIO 313, BIO/BIL 331, and BIO/BIL 335.

CHM 320 Toxicology (3)

Introduces students to the basic principles of toxicology and the application of toxicology to the environment, food, forensics, and occupational settings. Biochemical interactions of industrial, agricultural and household chemicals with elements of soils, plants, animals, and humans. Three hour lecture. Prerequisites: CHM/CHL 302, BIO 201 or permission of the instructor.

CHM 420 Regulatory Protocols (3)

Studies the protocols prescribed by the Environmental Protection Agency and other governmental agencies. Includes application of the protocols in the laboratory and in field-testing. Three hours lecture. Prerequisite: Permission of the instructor.

CHM 299/499 Topics in Chemistry (1-4)

Presents topics of particular interest to the student. Intended for advanced

students in chemistry. Prerequisite: Permission of the instructor.

COMMUNICATIONS (COM)

COM 100 Oral Communication (3)

Provides students with the variety of speaking and listening skills necessary to be effective and in control in an ever-broadening visual/verbal environment. In addition to learning the theories and applications of classical speech preparation and delivery, students engage in a study of the current issues of oral communication in society, mass media's print and non-print traditions, and relationships to the world including ethics and publication law.

COM 102 Interpersonal Communication (3)

Introduces interpersonal communication with emphasis on one-to-one relationships and group discussions. Includes practice in articulation of ideas, feelings, ideals; develops understanding and appreciation of these through listening and decision-making skills as well as semantics.

COM 201 Introduction to Film Studies (3)

Provides knowledge of filmmaking process, film production, narrative, role of film in culture, and critical approaches to studying film.

COM 299/499 Topics in Communications (1-4)

Explores topics of special interest in communications. Requires permission of department chair.

COMPUTER (CMP)

CMP 111 Communication & Search Applications (3)

Introduces MS Word, MS PowerPoint, MS Excel, and Internet Explorer and their use as communication and search tools. Includes both basic and advanced hands-on applications.

CMP 211 Spreadsheet & Database Applications (3)

Reinforces MS Excel and introduces MS Access and MS Publisher. Uses spreadsheet and database management tools and pagination. Includes both basic and advanced hands-on business applications. Prerequisites: CMP 111 with Grade of C or better, BUS 101 with grade of C or better, and MTH 098 or Math Placement Test score of MTH 110 or higher.

CMP 299/499 Topics in Computers (1-4)

Explores computer topics of special interest.

EDUCATION (EDA, EDE, EDM, EDU)

EDA 210 Teaching Adolescents & Young Adults (3)

Provides students with opportunities to examine the developmental needs and unique aspects of educating adolescents and young adults and how schools and teachers effectively respond to such needs. Students will not only examine the history and philosophy of adolescent education but will also explore the latest theories regarding learning and effective instructional practices. This course provides clinical observation opportunities for candidates to apply

course content to appropriate practices, guidelines, and standards. Prerequisite: EDU 100; EDU 250 (or co-requisite).

EDA 235 Adolescent to Young Adult Curriculum, Instruction & Assessment (3)

Building on the general concepts presented in EDA 210, Teaching Adolescents and Young Adults, this course begins to bridge the gap between content and practice. The course examines adolescent to young adult curriculum and provides an in depth review of the Ohio Learning Standards. The course introduces instructional models and elements of assessment theory in support of curriculum development and effective teaching. Students have opportunities to create and analyze effective lesson plans that are developmentally appropriate and inclusive for adolescents and young adults. This course provides clinical observation opportunities for candidates to apply course content to appropriate practices, guidelines, and standards. Prerequisite: EDA 210, EDU 230 (or co-requisite).

EDA 250 General Teaching Methods & Field Experience I (3)

Provides students with opportunities to learn and practice the skills and competencies of effective teaching at the adolescence to young adult level. This course will examine various instructional methods used to teach adolescents and young adults. The course includes a field experience in adolescence to young adult setting. Students will understand the components of service learning and will complete a minimum of 10 preapproved hours of service learning at their field placement site. Prerequisite: EDA 235.

EDA 351 Social Studies Methods & Field Experience II (3)

Provides students with opportunities to learn and practice Adolescence to Young Adult Social Studies pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including planning instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes an extensive field experience in an Adolescence to Young Adult social studies setting. Prerequisite: EDA 250.

EDA 352 Science Methods & Field Experience II (3)

Provides students with opportunities to learn and practice Adolescence to Young Adult Science pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including planning instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes an extensive field experience in an Adolescence to Young Adult science setting. Prerequisite: EDA 250.

EDA 353 Language Arts Methods & Field Experience II (3)

Provides students with opportunities to learn and practice Adolescence to Young Adult Language Arts pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including planning instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes an extensive field experience in an Adolescence to Young Adult language arts setting. Prerequisite: EDA 250.

EDA 354 Mathematics Methods & Field Experience II (3)

Provides students with opportunities to learn and practice Adolescence to Young Adult Mathematics pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including planning instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes an extensive field experience in an Adolescence to Young Adult mathematics setting. Prerequisite: EDA 250.

EDA 355 Religious Education Methods & Field Experience (3)

Provides students with the knowledge and skills necessary for pre-service teachers to plan, select, and successfully implement religious studies instructional methods in order to translate religious studies content appropriate for Adolescents and Young Adults. Students will be required to implement various instructional religious studies methods based on the Diocesan approved religious curriculum model as well as assessing student outcomes based on this model. They will learn that effective catechesis involves assisting adolescents in the outgoing process of conversion of heart. Appropriate catechetical methods will be explored. In addition students will be required to design varied instruments and procedures, interpret assessment data, and provide assessment results to students, parents, and others. This course includes an extensive field experience in an Adolescence to Young Adult religion setting. Permission of Education Faculty Advisor, successful completion of all religious studies

and education courses that comprise the Catholic High School Religion Instructor Certificate Program, all field experience requirements.

EDA 490 Capstone: Adolescent & Young Adult Student Teaching (12)

Provides the teacher candidate with an intensive opportunity to put into practice the skills and competencies of effective teaching of adolescents. This course is the culminating experience in the student's educational program. Students will complete all elements of the Teacher Performance Assessment (edTPA). This course will include intense experiences and practices in an Adolescent and Young Adult classroom along with seminars. Prerequisite: Gate 2.

EDA 299/499 Topics in Adolescent & Young Adult Education (1-4)

Allows students to pursue opportunities for topics, projects, and/or extensive research in an area of Adolescent and Young Adult education, which is of special interest to the student as agreed upon by the instructor. Prerequisite: permission of the education advisor.

EDE 210 Child Growth and Development (3)

Presents an overview of human development, growth and learning in the affective (moral, spiritual, aesthetic, emotional and personality development), social (including play), creative, cognitive, language, and physical domains. Particular focus is given to the development, growth and learning of the child from three years of age to eight years of age in the stated developmental domains. Examines how theoretical knowledge of child development affects and has implications

for the establishment of appropriate learning environments, curriculum/activities, and realistic and appropriate classroom expectations for young children / students. This course provides clinical observation opportunities for candidates to apply course content to appropriate practices, guidelines, and standards. Prerequisite: EDU 100; EDU 250 (or co-requisite).

EDE 235 Early Childhood Curriculum, Instruction & Assessment (3)

Building on the general concepts presented in EDE 210, Child Growth and Development; this course begins to bridge the gap between content and practice. The course examines early childhood curriculum and provides an in depth review of the Ohio Learning Standards. The course introduces instructional models and elements of assessment theory in support of curriculum development and effective teaching. Students have opportunities to create and analyze effective lesson plans that are developmentally appropriate and inclusive for young children. This course provides clinical observation opportunities for candidates to apply course content to appropriate practices, guidelines, and standards. Prerequisite: EDE 210; EDU 230 (or co-requisite).

EDE 250 Early Childhood Methods and Field Experience I (3)

Provides students with opportunities to learn and practice the skills and competencies of effective teaching at the early childhood level. This course will examine various instructional methods used to teach young children in all content areas and will provide

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students with field experience in an early childhood setting. Students will understand the components of service learning and will complete a minimum of 10 preapproved hours of service learning at their field placement site. Prerequisite: EDE 235.

EDE 307 Special Needs Assessment & Instructional Adaptations (3)

Studies concepts and principles of developmentally appropriate assessment of young children including instruments, adaptations, interpretation, parent conferences, and referrals to community agencies. Reviews standardized tests and measurements. Prerequisites: EDE 210 and EDU 230.

EDE 315 Family, School, Community Relations (3)

Examines the role and interrelatedness of the family, school, and community in the education of young children and the free exchange of information between all three entities. Emphasis is on understanding the diversity within families: family dynamics; guidance and discipline issues as related to family perspectives; rights of families; PL 142; and how such issues impact children's development and learning. Investigates the role of the para-professional in the Early Childhood classroom. Examines PreK program licensing. Demonstrates alignment/connection of course content with all applicable professional and educational standards. Prerequisites: EDE 210 and EDE 235.

EDE 350 Early Childhood Methods & Field Experience II (3)

Provides students with opportunities to learn and practice early childhood content specific pedagogy. Students will

engage in all elements of the Teacher Performance Assessment, including planning instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes an extensive field experience in an early childhood setting. Prerequisite: EDE 250.

EDE 490 Capstone: Early Childhood Student Teaching (12)

Provides the teacher candidate with an intensive opportunity to put into practice the skills, competencies, and dispositions of effective teaching of young children. Students will complete all elements of the Teacher Performance Assessment (edTPA). This course is the culmination of all Professional Education and Curriculum Content courses that comprise the Early Childhood Education Program. This course will include intense experiences and practices in an Early Childhood classroom along with seminars. Prerequisite: Gate 2.

EDE 299/499 Topics in Early Childhood Education (1-4)

Allows students to pursue opportunities for topics, projects, and/or extensive research in an area of Early Childhood Education that is of special interest to the student as agreed upon by the instructor. Prerequisite: permission of education advisor.

EDM 210 Education for Young Adolescents (3)

Provides students with opportunities to examine the developmental needs and unique aspects of educating middle childhood students and how schools and teachers effectively respond to such

needs. Students will not only examine the history and philosophy of middle childhood education but will also explore the latest theories regarding learning and effective instructional practices. This course provides clinical observation opportunities for candidates to apply course content to appropriate practices, guidelines, and standards. Prerequisites: EDU 100; EDU 250 (or co-requisite).

EDM 235 Middle Childhood Curriculum, Instruction & Assessment (3)

Building on the general concepts presented in EDM 210, Education for Young Adolescents, this course begins to bridge the gap between content and practice. The course examines middle childhood curriculum and provides an in depth review of the Ohio Learning Standards. The course introduces instructional models and elements of assessment theory in support of curriculum development and effective teaching. Students have opportunities to create and analyze effective lesson plans that are developmentally appropriate and inclusive for middle childhood students. This course provides clinical observation opportunities for candidates to apply course content to appropriate practices, guidelines, and standards. Prerequisites: EDM 210, EDU 230 (or co-requisite).

EDM 250 Middle Childhood Methods & Field Experience I (3)

Provides students with opportunities to learn and practice the skills and competencies of effective teaching at the middle childhood level. This course will examine various instructional methods used to teach young adolescents in

all four curriculum content areas and reading. The course includes a field experience in a middle childhood setting. Students will understand the components of service learning and will complete a minimum of 10 preapproved hours of service learning at their field placement site. Prerequisite: EDM 235.

EDM 351 Language Arts and Social Studies Methods & Field Experiences II (3)

Provides opportunities to learn and practice Middle Childhood Language Arts and Social Studies Pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including planning, instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes extensive field experiences in Middle Childhood Language Arts and Social Studies settings. Prerequisite: EDM 250.

EDM 352 Language Arts and Mathematics Methods & Field Experiences II (3)

Provides opportunities to learn and practice Middle Childhood Language Arts and Mathematics Pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including planning, instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes extensive field experiences in Middle Childhood Language Arts and Mathematics settings. Prerequisite: EDM 250.

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EDM 353 Language Arts and Science Methods & Field Experiences II (3)

Provides opportunities to learn and practice Middle Childhood Language Arts and Science Pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including planning, instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes extensive field experiences in Middle Childhood Language Arts and Science settings. Prerequisite: EDM 250.

EDM 354 Science and Mathematics Methods & Field Experiences II (3)

Provides opportunities to learn and practice Middle Childhood Science and Mathematics Pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including planning, instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes extensive field experiences in Middle Childhood Science and Mathematics settings. Prerequisite: EDM 250.

EDM 355 Science and Social Studies Methods & Field Experiences II (3)

Provides opportunities to learn and practice Middle Childhood Science and Social Studies Pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including planning, instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes extensive field experiences in Middle Childhood Science and Social Studies settings. Prerequisite: EDM 250.

EDM 356 Mathematics and Social Studies Methods & Field Experiences II (3)

Provides opportunities to learn and practice Middle Childhood Mathematics and Social Studies Pedagogy. Students will engage in all elements of the Teacher Performance Assessment, including planning, instruction and assessment, instructing and engaging students in learning, assessing student learning, and final retrospective reflection. The course includes extensive field experiences in Middle Childhood Mathematics and Social Studies settings. Prerequisite: EDM 250.

EDM 490 Capstone: Middle Childhood Student Teaching (12)

Provides students with an intensive opportunity to put into practice the skills and competencies of effective teaching of young adolescents. Students will complete all elements of the Teacher Performance Assessment (edTPA). This course is the culmination of all Professional Education and Curriculum Content courses, which comprise the Middle Childhood education program. This course will include intense experiences and practices in a Middle Childhood setting along with seminar sessions. Prerequisite: Gate 2.

EDM 299/499 Topics in Middle Childhood Education (1-4)

Allows students to pursue opportunities for topics, projects, and/or extensive research in an area of Middle Childhood Education which is of special interest to the student as agreed upon by the instructor. Prerequisite: permission of education advisor.

EDU 100 Foundations of Education (3)

Provides a historical, philosophical, legal, and social overview of education. Students will examine how schools are organized, administered, and financed. In addition, students will explore the skills and competencies (Teacher Performance Standards) necessary to be an effective teacher. Students are required to participate in field experiences in two of the following education settings; Early Childhood (grades PK-3), Middle Childhood (grades 4-9), or Adolescence to Young Adult (grades 7-12). Such experience will assist students in determining if teaching is a career for them and will also help students decide which major (program) they will pursue. Required Field Base Experience.

EDU 101 Foundations of Education Bridge Course (1)

This one-semester hour course is intended for students transferring in EDU 100 from other colleges and universities. EDU 101 provides students with an understanding of the requirements and expectations of the Lourdes University Department of Education. This course will focus specifically on the program requirements such as, but not limited to, the assessment gates and teacher development portfolio. Students will be required to participate in a two-day field experience if they have not had a field experience as part of their EDU 100 transfer course.

EDU 151 Technology for Learning (1)

This course introduces the technological knowledge (TK) and practical skills to incorporate digital tools and resources

into the learning process for PK-12 students. It focuses on the ability to use technology for information processing, communication, collaboration, critical thinking, problem solving, creativity, and innovation. In addition, it directs students to understand the use of technology as open-ended interaction, based on established principles.

EDU 212 Teaching Reading Through Literature for Young Adolescents (3)

Focuses on the acquisition and development of reading skills, and the nature, implementation and process of reading instruction through literature. Students study the psychological and linguistic foundations of reading instruction with emphasis on the value of reading aloud to learners and strategies and skills needed to encourage and motivate students to pursue and respond to reading and writing. The course presents a practical study of fiction and nonfiction literature for young adolescents, including a study of literary elements, reading strategies, the implementation of flexible literacy programs, critical evaluation of texts and their use in the classroom. It also examines ways that various factors, such as content, purpose, tasks, settings, and cultural, linguistic, and ethnic diversity influence the reading process. Prerequisites: ENG 200 and EDU 218 (EDM only).

EDU 214 Teaching Reading through Literature for Children (3)

Focuses on the acquisition and development of reading skills, and the nature, implementation and process of reading instruction through literature. Students study the psychological and linguistic foundations of reading

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instruction with emphasis on the value of reading aloud to learners and strategies and skills needed to encourage and motivate students to pursue and respond to reading and writing. The course presents a practical study of fiction and nonfiction literature for children, including a study of literary elements, reading strategies, the implementation of flexible literacy programs, critical evaluation of texts and their use in the classroom. It also examines ways that various factors, such as content, purpose, tasks, settings, and cultural, linguistic, and ethnic diversity influence the reading process. Prerequisites: ENG 200 and EDU 218.

EDU 216 Multicultural & Social Issues in Education (3)

Examines historical and legal multicultural issues in society. The course assists teacher candidates in the development of cultural consciousness toward and reverence for the diversity of individuals and groups within society. Teacher candidates are expected to develop an awareness of the implications and application of instruction and curriculum which demonstrate the obligation to respect, accept, adapt, and work in communion for all students' learning. EDU 316 also examines social issues within the P-12 classrooms. Prerequisites: EDE 235, EDM 235, or EDA 235.

EDU 230 Survey of Special Needs Education (3)

Focuses on the foundations of special education with emphasis on historical background, legal issues, a positive learning environment, disabilities and health disorders in a regular/inclusive classroom, as well as developing teaching

skills for use in an inclusive classroom.

EDU 250 Educational Psychology (3)

The emphasis of this course will be on the education implications of psychology, cognitive science, teaching, learning, and behavior. Theory and application will be considered together. This course provides clinical observation opportunities for candidates to apply course content to appropriate practices, guidelines, and standards. Prerequisite: EDU 100.

EDU 251 Technology and Pedagogy for Learning (1)

This course provides students with opportunities to learn and practice the integration of pedagogy and technology for effective learning. Students will learn how to incorporate technological knowledge, skills, tools, and resources into the learning process for PK-12 students. Prerequisite: EDU 151. This course is a co-requisite (must be taken concurrently) with EDE 250, EDM 250, or EDA 250.

EDU 317 Classroom Management for Early Childhood Education (3)

This course provides students with the knowledge and skills necessary to create an effective learning environment for a P-3 classroom and to deal appropriately and effectively with behavioral issues within the classroom setting. The course covers both legal and ethical implications and provides practical management techniques. Prerequisite: EDE 250.

EDU 319 Classroom Management for Middle Childhood and Adolescence to Young Adult Education (3)

This course provides students with

the knowledge and skills necessary to create an effective learning environment for a Gr. 4-12 classroom and to deal appropriately and effectively with behavioral issues within the classroom setting. The course covers both legal and ethical implications and provides practical management techniques. Prerequisite: EDM 250 or EDA 250.

EDU 329 Differentiated Instruction & Assessment (3)

This course provides specific pedagogy in the differentiation of instruction through various models such as Response to Intervention (RTI), Multiple Intelligence Theory, Integration of Fine Arts, and specific technology adaptations. Students will also develop specific assessment tools and strategies to use in classroom settings. Prerequisite: EDE 250, EDM 250, or EDA 250.

EDU 330 Developmental Reading Through Content Area Reading (3)

Focuses on reading as a tool for constructing meaning from text by accessing prior knowledge, applying schema, developing a purpose for reading, and emphasizing the value of reading aloud to learners. A basic understanding of the reading process combined with the application of reading strategies to build knowledge of study strategies will be examined. Explores questioning techniques, and cognitive processing in the comprehension of narrative and expository text, application of readability factors to the content textbook, study/learning strategies for the teacher and the student, and techniques for developing higher level thinking skills. Prerequisites: EDE 250, EDM 250, or EDA 250.

EDU 332 Reading Diagnosis & Assessment (3)

Focuses on the practice and process of Authentic Reading Assessment that contributes to student learning. This course focuses on the teacher's role in the diagnostic and assessment process, the nature and interrelatedness of factors that affect reading performance, and the instruments and techniques available for the assessment and diagnosis of reading performance. Prerequisites: EDU 218. Prerequisites/co-requisites: EDU 312 or EDU 314; EDU 330 (may take concurrently).

EDU 334 The Role of Phonics in Emergent Literacy (3)

Integrates cognitive and language development in children and across cultures, the linguistic aspects of language (content), and pedagogy or the teaching of phonics (theory and research) and its role in emergent literacy (reading). The focus is on the physiological, developmental, and sociological aspects of cognition and receptive and expressive language. The course uses the Ohio Academic Content Standards as the basis for curriculum development of literacy approaches and content in early childhood and middle school classrooms. Prerequisites: ENG 101, ENG 102, EDU 230.

EDU 351 Technology, Pedagogy, and Content Knowledge (1)

This course provides students with opportunities to combine content knowledge, pedagogy, and technology for effective learning. Student will use this combination to create effective learning experiences for PK-12 students and facilitate their use in classrooms. Prerequisite: EDU 251. This course

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is a co-requisite (must be taken concurrently) with EDE 350, EDM 351-6, or EDA 351-354.

EDU 299/499 Topics in Education (1-4)

Allows students to pursue opportunities for topics, projects, and/or extensive research in an area of education that is of special interest to the student as agreed upon by the instructor. Prerequisite: permission of advisor.

ENGLISH (ENG)

ENG 097 College Reading Strategies (3)

Introduces skills for reading fluency, comprehension, and retention of college level texts. Successful completion is a C* (2.0) or better. Grades are not calculated in the G.P.A. Credit does not apply toward graduation.

ENG 098 College Writing Strategies (3)

Provides instruction in grammar, punctuation, sentence structure, prewriting, and essay development. Successful completion is a C* (2.0) or better. Grades are not calculated in the G.P.A. Credit does not apply toward graduation.

ENG 101 Composition I: Essay Writing* (3)

Helps students become competent academic writers by giving them practice and guidance in preparing college level essays utilizing various rhetorical strategies and applying particular academic conventions. The course introduces basic research techniques and MLA Style citing conventions. Prerequisite: Satisfactory grade C*

(2.0) in ENG 097 and ENG 098 or equivalent placement test scores.

ENG 102 Composition II: Research and Writing* (3)

Reinforces the process approach to researched writing while continuing to develop writing skills for multiple purposes including analysis, evaluation, synthesis, and argument. Students learn to craft responses to texts and put their ideas into conversation with other texts. Students learn the basics of visual rhetoric. Prerequisite: ENG 101.

ENG 105 Intensive Composition (3)

Provides intensive, individualized instruction and practice in writing. Ideal for students who already have credit for ENG 101 and ENG 102 but need additional help to develop their writing skills. Students must be recommended by a faculty member or have permission of the chairperson of the English Department.

ENG 200 Introduction to Literature (3)

Introduces students to the formal study of fiction, poetry, and drama. Emphasizes analytical writing about literature. Prerequisites: ENG 101, ENG 102.

ENG 211 Postcolonial Literature (3)

Introduces students to a wide range of postcolonial literature through the formal study of examples of fiction, poetry, and drama. Emphasizes analytical writing about literature. Prerequisites: ENG 101, ENG 102.

ENG 212 Gender and Literature (3)

Introduces students to a variety of literature with emphasis on gender as a

category of analysis, through the formal study of examples of fiction, poetry, and drama. Emphasizes analytical writing about literature. Prerequisites: ENG 101, ENG 102.

ENG 213 Multiethnic U.S. Literature (3)

Introduces students to U.S. multiethnic literatures, through the formal study of examples of fiction, poetry, and drama. Emphasizes analytical writing about literature. Prerequisites: ENG 101, ENG 102.

ENG 214 Ecology and Literature (3)

Introduces students to the formal study of fiction, poetry, and drama, examining the construction and treatment of nature in literature. Emphasizes analytical writing about literature. Prerequisites: ENG 101, ENG 102.

ENG 220 Structures of the English Language (3)

Provides an overview of linguistic theory and explores in depth advanced principles of grammar. Students analyze their own writing and apply to their writing sound principles of grammar, rhetoric, and style.

ENG 300 Foundations of Western Literature I (3)

Provides a foundation in western texts, both literary and theoretical, that have influenced the development of literature in English. Prerequisite: ENG 200, 211, 212, 213, or 214.

ENG 301 Studies in English Literature I (3)

Presents a study of the various forms of poetry and prose of major English writers through the eighteenth century.

Includes experience in historical, analytical, and critical study. Introduces the techniques of literary research. Prerequisites: ENG 101, ENG 102 and ENG 200, 211, 212, 213, or 214.

ENG 302 Studies in English Literature II (3)

Presents a study of English literature from the nineteenth century to the present day. Includes experience in historical, analytical, and critical study. Introduces the techniques of literary research. Prerequisites: ENG 101, ENG 102, and ENG 200, 211, 212, 213, or 214.

ENG 303 Studies in American Literature I (3)

Presents a study of American literature from the Colonial to Civil War periods with emphasis on major writers and literary movements of those eras. Introduces the techniques of literary research. Prerequisites: ENG 101, ENG 102, and ENG 200, 211, 212, 213, or 214.

ENG 304 Studies in American Literature II (3)

Presents a study of American literature from the Civil War to the present. Emphasizes major writers, literary movements, and significant contributions from various American cultures. Introduces the techniques of literary research. Prerequisites: ENG 101, ENG 102, and ENG 200, 211, 212, 213, or 214.

ENG 305 Creative Writing (3)

Develops creative writing ability through readings, writing practice, peer criticism, and discussion. Emphasizes poetry, short story, and script writing. Prerequisites:

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ENG 101, ENG 102, and ENG 200.

ENG 306 Literature by Women (3)

Includes study of prose, poetry, and drama by women. Focuses on women as significant, creative contributors to literature and culture from medieval times through the present. Prerequisites: ENG 101, ENG 102, and ENG 200.

ENG 313 Theoretical Approaches to Writing, Reading, and the Teaching of Writing (3)

Provides students with a foundation in composition and literacy theory for teaching. Students will craft teaching modules, engage with readings, and analyze their experiences.

ENG 315 Studies in Non-Western Literature (3)

Studies works of literature and cultural texts outside of the Western tradition. Requires substantial research on a literary topic. Prerequisite: ENG 200, 211, 212, 213, or 214.

ENG 316 Foundations of Rhetoric (3)

Provides study of key texts in the development of rhetorical traditions both ancient and modern. Introduces the historical and theoretical frameworks for reading and applying language concepts drawn from the rhetorical tradition. Prerequisites: ENG 200, ENG 220.

ENG 351 Media Writing (3)

Introduces students to the history, theory, and practice of media writing. It emphasizes several forms of writing for the mass media including newswriting, broadcast journalism, advertising and public relations, and screenwriting.

ENG 352 Professional Writing (3)

Introduces students to fundamentals of writing in contemporary professional contexts, including practicing audience analysis and ethical awareness, designing and composing a range of documents and electronic texts, and beginning HTML programming and web design. Prerequisites: ENG 101, ENG 102.

ENG 353 Introduction to Digital Humanities (3)

In this course, students learn how the work of humanities scholars can be thoughtfully and purposefully mediated by new digital tools. Students will learn about the current and evolving scope of the emerging discipline of digital humanities. They will investigate different types of projects, platforms, and tools, and they will be introduced to fundamental practices of conceptualization and computing necessary to engage with and contribute to the digital humanities landscape. Prerequisite: ENG 102.

ENG 354 Technology and Culture (3)

In this course, students explore the connection between technology and culture, engaging with historical perspectives from the nineteenth-century emergence of the digital age through the dominance of Internet technology today. In addition to this historical and theoretical framing of technology and culture, students will analyze various types of narrative as the vehicle for framing and transmission of technical structures and conventions to the public sphere. Prerequisite: ENG 102.

ENG 360 Writing Internship (1-3)

Allows a qualified student to complete

an internship for academic credit, as an enhancement to classwork. For each credit hour, students will work at least 40 hours during a semester on an internship project and/or at an internship site, mentored by a faculty member. Prerequisites: ENG 101, 102, and permission of department chair.

ENG 390 Approaches to Literary Theory (3)

Presents a survey of theoretical approaches to studying literature (cultural, historical, feminist, etc.) This course includes adopting approaches from which to write critical papers. Prerequisite: ENG 200, 211, 212, 213, or 214.

ENG 401 Studies in Fiction (3)

Includes reading and analysis of selected works of fiction by significant writers. Emphasizes aesthetic and social values in fiction. Requires substantial scholarly research on a literary topic. Prerequisites: ENG 101, ENG 102, and ENG 200, 211, 212, 213, or 214.

ENG 402 Studies in Drama (3)

Includes reading and analysis of selected plays. Focuses on variety in period, type, and techniques. Requires substantial scholarly research on a literary topic. Prerequisites: ENG 101, ENG 102, and ENG 200, 211, 212, 213, or 214.

ENG 403 Studies in Poetry (3)

Includes reading and analysis of selected poems covering a range of period, authors, forms, and content. Requires substantial scholarly research on a literary topic. Prerequisites: ENG 101, ENG 102, and ENG 200, 211, 212, 213, or 214.

ENG 405 Shakespeare (3)

Presents a study of Shakespeare as a poet and playwright including critical and interpretive studies of selected works. Emphasizes analysis of the author's canon and broader historical and cultural contextualization of the author's work. Requires substantial research on a literary topic. Prerequisites: ENG 101, ENG 102, and ENG 200, 211, 212, 213, or 214.

ENG 410 Studies in Film (3)

Provides in-depth examination of topics in film criticism as well as related topics in cultural studies, such as aesthetics and media studies. Prerequisites: ENG 200, ENG 211, ENG 212, or ENG 213.

ENG 411 Single Author Study (3)

Presents a study of a single author including critical and interpretive studies of selected works. Emphasizes analysis of the author's canon and broader historical and cultural contextualization of the author's work. Requires substantial research on a literary topic. Prerequisites: ENG 200, ENG 211, ENG 212, ENG 213, or ENG 214.

ENG 412 Cultural Diversity and the Media (3)

This course introduces students to issues of cultural diversity in the media. It examines representations of gender, race, class, sexual identity, and disability in media images and texts. It investigates the influences and considers the repercussions of these representations. Prerequisite: ENG 102.

ENG 440 Studies in Rhetoric (3)

Provides in depth examination of topics of rhetorical and cultural interest. Students utilize the tools of rhetorical

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analysis to question, deconstruct, evaluate, and engage events, movements, and theorists clustered around a given theme. Prerequisites: ENG 220.

ENG 470 Advanced Writing for Health Professionals (3)

Offers students the opportunity to learn, analyze, and practice advanced principles of scholarly and professional writing. This study of advanced concepts of style is based in a foundation of rhetorical theory. Prerequisite: ENG 102 or equivalent.

ENG 490 Capstone: Senior Research (3)

Provides an intensive research and report experience in literary topics agreed to by the instructor and the student. This course is designed to synthesize the student's work in English/Language Arts studies. Prerequisites: ENG 390, and Senior Standing.

ENG 299/499 Topics (1-4)

Provides substantial research in language or literary topic(s) mutually agreed upon between advisor and student. Prerequisites: ENG 101, ENG 102, ENG 200, and permission of department chairperson.

Environmental Science (ENV/ENL)

ENV 201 Foundations of Life & Environment (3)

Introduction to the Earth (past and present), life and living organisms, evolution, and the environment. Emphasis is on the major types of living organisms, communities and ecosystems. Covers key concepts and theories about the dynamic nature of systems on Earth.

Prerequisites: ENG 101 as a prerequisite or co-requisite and a declared major or minor in the environment program; or permission of Instructor.

ENL 201 Foundations of Life & Environmental Lab (1)

Accompanies ENV 201 Foundations of Life & Environment. Requires additional group and individual study and meetings with Instructor. Three hours lab. Prerequisites: Declared major or minor in the environment program and ENV 201 as a co-requisite; or permission of the Instructor.

ENV 202 Society, Environment & Sustainability (3)

Introduction to the key schools of thought, worldviews, concepts, and innovations that have influenced human interactions with the environment. Covers the importance of considering economic, social, technological, scientific, and policy facets of complex problems related to the environment and sustainability. Emphasis is on developing an interdisciplinary and holistic understanding of the causes and consequences of and potential solutions to problems. Prerequisites: ENG 101 or its equivalent; ENV 201 or BIO 202 as prerequisite or co-requisite or its equivalent; a declared major in the environment program; or permission of Instructor.

ENV 307 Sustainability Concepts & Methods (3)

Presents the fundamental concepts underlying sustainability and the methods often used to design, measure, and monitor sustainability practices and environmental footprints. Topics include definitions of sustainability and

sustainable development, characteristics of ecosystems and ecosystem processes, ecosystems as models for sustainable systems, approaches to and methods of measuring and evaluating sustainable practices/operations, and case studies of sustainability efforts by college campuses, communities, and businesses. Prerequisites: ENG 102 or its

equivalent; at least Sophomore status; or permission of the Instructor. Suggested, but not required, is at least three credits in one of the following: BIO, BUS, CHEM, ENV, PHS, SOC, or PSY.

ENV 412 Environmental Statutes & Regulations (3)

Presents a foundation for understanding environmental law in the United States. Focuses on the different types of law (constitutional, statutory, regulatory, administrative, and case law), the formation and interpretation of environmental laws, basic aspects of environmental tort claims, and some of the major, federal environmental laws. Exposes students to where scientific knowledge was or was not incorporated into various environmental laws.

Prerequisites: ENG 102 or its equivalent and at least Junior status; or permission of Instructor.

ENV 418 Environmental Policy (4)

Provides a thorough introduction to the structure and dynamics of the process of forming and carrying out resource and environmental policy in the United States. Focuses on understanding the variety of participants involved in the policy process (citizens, elected and appointed officials, government agencies, interest groups, and lobbying groups), the importance of the participants' various objectives, and the importance

of negotiation and bargaining in policy formation. Discusses policy implementation and key factors influencing how environmental policies and programs are actually carried out. Prerequisites: ENG102 or its equivalent and at least Junior status; or permission of Instructor.

ENV 427 Water Resources: Policy & Management (4)

Examines the diversity of local, state, and federal policies and laws covering freshwater-water pollution, water quality, and access to and distribution of water in the United States. Presents the different approaches used in water resource management. Provides a solid grounding in the origins of and changes in U.S. water resource policy and law, the increasing influence of human uses of the land, food and energy on water quality and availability, and new policy approaches to problems about water. Covers examples of international issues and/or treaties and case studies of sustainable use and protection of water in different communities and nations across the world. Prerequisites: ENG 102 or its equivalent; at least Junior status including at least one course in BIO, CHM, ENV, or PHS; or permission of Instructor.

ENV 432 Ecological Restoration (4)

Presents the key ecological principles, concepts, and theories that form the foundation of ecological restoration. Examines the current approaches in the practice of restoring degraded habitats and ecosystems back to an appropriate condition or state. Provides an essential foundation for learning how to conduct ecological restoration. Prerequisites: ENG 102 or its equivalent; BIO 317 or

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its equivalent; at least Junior status; or permission of the Instructor.

ENL 432 Ecological Restoration (1)

Laboratory accompanies ENV 432 Ecological Restoration. Requires additional group and individual study and meetings with Instructor. Prerequisites: ENG 102 or its equivalent; BIO 317 or its equivalent; ENV 432 as a prerequisite or co-requisite; at least Junior status; or permission of the Instructor.

ENV 433 Practicum in Ecological Restoration (1-6)

Enables students to examine specific methods of ecological restoration and the application of those methods to actual restoration projects, while being of service. Requires a student to work on, individually or as a team member, at least one aspect of an actual ecological restoration project (such as design, field implementation, community outreach or education, volunteer coordination, or post-project monitoring). Also requires the student to hold meetings with the Instructor to discuss the student's work and progress and to write a formal report summarizing the project and the student's role and work. Can be repeated for up to a total of 6 semester hours with permission of two environmental faculty. Prerequisites: At least Junior status; ENV 432 and ENL 432; and permission of two environmental faculty.

ENV 450 Fluvial Ecosystems (4)

Examines the structure, function, and dynamics of stream and river (fluvial) ecosystems. Emphasis is placed on understanding the natural ecology and dynamics of fluvial ecosystems and what

happens when humans alter the ecology and dynamics of those ecosystems.

Explores the connections that streams and rivers have with groundwater, wetlands, and lakes. Prerequisites: ENG 102 or its equivalent; BIO 317 or its equivalent; at least Junior status; or permission of the Instructor.

FIRST YEAR EXPERIENCE (FYE)

FYE 100 The Lourdes Experience (3)

This is a comprehensive course that assists students in their transition and integration into University life through academic, co-curricular and personal exploration. FYE is an inquiry into the academic expectations, resources, policies, Franciscan values, and traditions of Lourdes University. Through The Lourdes Experience students will be challenged to develop and apply critical thinking and communication skills, help clarify their academic paths for success. This will provide a common experience where new scholars are welcomed into the Lourdes community while addressing personal and academic success strategies, communicating early and often academic expectations, modeling the Lourdes mission, promoting opportunities for co-curricular involvement, and proactively addressing issues and concerns that college students experience on a national level.

FRENCH (FRN)

Foreign Language classes may require a fee for tapes.

FRN 101 Introduction to French I (3)

Presents basic conversational study of

the French language.

FRN 102 Introductory French II (3)

Presents basic conversational study of the French language. Prerequisite: FRN 101.

FRN 201 Intermediate French I (3)

Presents an advanced approach to the grammatical structure of the French language. Prerequisites: FRN 101, FRN 102 or two years of high school French.

FRN 202 Intermediate French II (3)

Presents an advanced approach to the grammatical structure of the French language. Prerequisites: FRN 101, FRN 102, FRN 201, or two years of high school French.

Geography (GEO)

GEO 250 World Cultural**Geography (3)**

Examines world cultural geography by exploring such areas as population, migration, language, religion, social customs, and/or agriculture.

GEO 260 World Regional**Geography (3)**

This course will examine the physical, historical, population, economic, political, gender, race, and class issues at work in the geography of the major regions and sub-regions of the world.

**HEALTHCARE
ADMINISTRATIONS (HCA)**

HCA 225 Introduction to Health Care Services Delivery (3)

Designed as an experiential opportunity for Health Care Administration business majors prior to taking their HCA

major specific courses. Focuses on the exposure to and study of delivery models where health care professionals work. Prerequisite: BUS 101 with a grade of C or better recommended.

HCA 424 Health Care Management (3)

Examines topics related to health care operations and organizational structure. Prerequisites: HCA 225 and BUS 203 with grades of C or better.

HCA 425 Financial Management for Health Care Professionals (3)

Examines the unique characteristics of health care finance with regard of managed care contracting, government reimbursement methods for different health care delivery models, grants and research, Stark Laws, Medicare compliance, and uncompensated care. Prerequisites: HCA 225 and BUS 304 with grades of C or better.

HCA 426 U.S. Health Care Policy (3)

U.S. health care policy is shaped by a combination of political, regulatory, legal, and public initiatives. The course examines the influences of each on U.S. health care policy and their impact on health care delivery. Prerequisite: HCA 225 with a grade of C or better.

HCA 427 Health Care Information (3)

Focuses on the understanding and management of health information technology as it relates to the planning, financing and operations used by leaders in health care today. The health informatics domain includes computer science, technology, and the provision of care, education and research aspects of medicine. Prerequisite: CMP 211 and

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HCA 225 with grades of C or better.

HCA 428 Health Care Quality and Outcomes (3)

Health care quality is shaped by a combination of political, regulatory, legal, and medical and public policies and operations management initiatives. The course examines the influences of each on health care quality and their impact on the health care delivery system. Prerequisite: MTH 212; HCA 225 with a grade of C or better.

HCA 490 Capstone: Health Care Strategy and Governance (3)

Designed as the capstone course for all baccalaureate Health Care Administration (HCA) majors. Integrates business theories, principles, and applications into a common understanding of how the forces of various healthcare practices relate to one another. Focuses on strategic planning delivery and marketing management, leadership practices, governance and implementation of principles from a top management perspective. Prerequisite: HCA 225, BUS 330 with grades of C or better. Completion of HCA 424, 425 and 426 recommended.

History (HST)

HST 103 History of World Civilization I (3)

Covers the political, social, and cultural developments of people around the world from ancient times to 1500 A.D. Although all major world civilizations will be surveyed, the central focus will be on Western civilization. In the process, students will learn the basics of the historical method as they study relevant primary sources from the period.

HST 104 History of World Civilization II (3)

Covers the political, social, and cultural developments of people around the world from 1500 A.D. to the present. Although all major world civilizations will be surveyed, the central focus will be on Western civilization. In the process, students will learn the basics of the historical method as they study relevant primary sources from the period.

HST 121 Survey of United States History I (3)

This course examines selected topics in American history through 1865. It covers Native America, the colonial period, the Revolutionary era, the founding and development of the new nation, Indian removal, the growing chasms between the nation's northern and southern sections, and the bloody Civil War. Although primarily a political and military history, this course will also include a sampling of economic, social, cultural, and environmental history.

HST 122 Survey of United States History II (3)

Studies the dramatic story of the development of the American nation from the time of the Civil War until the present day. The course will particularly examine the experiences that Americans have lived through in the 20th Century, and the problems that Americans will face in the 21st Century. In the process, students will learn the basics of the historical method as they study relevant primary sources from the period.

HST 207 World Economic History (3)

Examines the major aspects and evolution of the world economy since

ancient times with special emphasis on developments since the rise of European Expansionism in the late 15th Century. It includes an examination of basic economic concepts, the fundamentals of economic development in the pre-modern world, and the creation of the world economy since early modern times.

HST 219 Ohio History (3)

Traces history in Ohio from the prehistoric period to the present. Includes Indian cultures, the Revolutionary and Territorial periods, the War of 1812, participation in the anti-slavery movement, and Ohio in the twentieth century.

HST 230 History of Ireland (3)

Covers the history of Ireland from the arrival of the Celts through the founding of the Republic of Ireland. A main theme of the course will be to examine how the Irish have remembered and interpreted their own national history.

HST 240 Environmental History of North America (3)

This course will survey the historic interactions between humans and the natural world on the North American continent. It will emphasize the synergistic relationship between humans and the environment, exploring how human societies influenced ecosystems even as the natural world imposed limitations on human actions.

HST 250 History of France (3)

This course studies France's past through the people, events, and ideas which have shaped this country from the ancient Gauls to the 21st century.

HST 260 History of England (3)

This course studies England's past through the people, events, and ideas which have shaped this country from the prehistoric era to the 21st century.

HST 290 History of Health Care (3)

This course examines the history of health care, health professions and institutions, and public health policy from ancient civilization to the present US health care system.

HST 301 Ancient History from Prehistoric Times to the Death of Justinian (3)

Examines the history of the ancient Middle East, ancient Greece, the Roman Republic, and the Roman Empire.

HST 302 Medieval and Renaissance Europe (3)

Examines European history from the end of the Roman Empire to the period of European exploration. In particular, this course examines how the social, political, economic, religious, and intellectual achievements of the Middle Ages laid the foundation for the modern Western world.

HST 303 Modern Europe (3)

Studies Europe from the seventeenth century to the European Union. Special emphasis will be placed on the emergence of nation-states, revolutions, economic factors, and ideological movements that continue to shape European society.

HST 307 The American Revolution and Early Republic

This course examines the colonial foundation, emergence, and early development of the United States.

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Focusing on the period of approximately 1492 to 1848, this course covers the era of European colonization, the American Revolution, the founding of the United States, the struggles of a new nation, and the promises as well as challenges of the Jacksonian Era. It concludes with a look at the Mexican-American War, and event that set the United States on the path toward Civil War.

HST 308 The Civil War and Reconstruction (3)

This course examines the conflict between the Northern and Southern states during the Civil War and Reconstruction. During this class attention will be given to the causes of the war, dating back to the 1850s; the course this bloody war took; and the consequences of the way for America.

HST 309 The United States in the 20th Century (3)

During this course attention will be given to significant domestic issues America faced throughout the 20th century, how these issues were handled, and the long term impact they had on the country. In addition, the role of the U.S. in the boarder world community with emphasis on the U.S. acting as a global policeman will be examined.

HST 350 American Business and Economic History (3)

Examines the major aspects and evolution of the American economy from colonial times until the present with special emphasis on the development of the American business practices. The course surveys the history of American economic growth from the days of the colonial farmer and merchant capitalist through the

development of the factory system, banking and the transportation revolutions, and the growth of modern corporations and worldwide trade.

HST 351 American Labor History (3)

Traces the experience of the American worker from colonial days to the present. Explores the changes in philosophies and goals of the labor movement in response to changing social and economic conditions.

HST 399 Enduring Questions

Explores an enduring question from an interdisciplinary approach.

HST 403 History of Russia (3)

Studies the history of Russia from the first Slavic settlements to the post-Soviet era. Prerequisite: ENG 102 with a grade of C (2.0) or higher, or permission of the instructor.

HST 404 World War II: Causes and Effects (3)

Studies the origins of the Second World War, its progression, and its impact on world civilization. Prerequisite: ENG 102 with a grade of C (2.0) or higher, or permission of the instructor.

HST 405 Women in American History (3)

This course highlights the central role of women in American history, covering 1492 to the present. In particular, this course examines the diverse experiences of Native America, Euro-American, African American, and Latin American women as well as their contributions to American history. It also analyzes gender as a system of power relations that shapes American politics, economics, and society. Prerequisite: ENG 102

with a grade of C (2.0) or higher or permission of the instructor.

HST 407 Native American History (3)

This course will survey the indigenous history of the Americans from the pre-Columbian era through the present day. Focusing on selected topics, the course will enable students to gain a deeper understanding of the historical processes that created Native America as it exists today in the United States, Mexico, and Canada. Topics will include indigenous efforts to resist European and American expansion, the mutual cultural change that occurred once Native societies came into contact with Europeans, and the relationship between various Indian tribes and the governments of the United States, Mexico, and Canada. Prerequisite: ENG 102 with a grade of C (2.0) or higher or permission of the instructor.

HST 409 History and Mythology of the American West (3)

This course dissects the myths embedded in popular memory of the American West. It examines the origins and evolution of the Custer legend, the complex story of the destruction of the bison, the flawed notion of the lawless West, the role of films and other media in shaping perceptions of the West, and other topics. Prerequisite: ENG 102 with a grade of C (2.0) or higher, or permission of the instructor.

HST 411 History of Latin America (3)

This course examines the history of Latin America, from the pre-Columbian era through the era through the age of Revolutions during the twentieth century. It emphasizes the political,

social, cultural, and environmental changes that have transpired during the past 500 years, as the people of Latin America have struggled to define themselves amidst almost constant turmoil, including domestic issues as well as foreign interventions. Prerequisite: ENG 102 with a grade of C (2.0) or higher or permission of the instructor.

HST 413 History of the Middle East (3)

Studies the development of the modern nations of the Middle East with an emphasis on understanding the backgrounds for present day conflicts. Prerequisite: ENG 102 with a grade of C (2.0) or higher or permission of the instructor.

HST 416 History of the Far East (3)

This course analyzes modern Asia with particular emphasis on conflicts arising from the impact of Western imperialism on the Far East, and the encounter between the ancient cultures of China and Japan and the civilization of the modern Western world. Prerequisite: ENG 102 with a grade of C (2.0) or higher or permission of the instructor.

HST 419 History of Africa (3)

Studies the origins of African civilization, the impact of imperialism on the continent, and the emergence of new political and social structures in the post-colonial world. Prerequisite: ENG 102 with a grade of C (2.0) or higher.

HST 425 Internship (1-3)

This course will provide students with internship opportunities in the field of public history and government service. Students will master background

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information on history as a profession in the public sector as it relates to local, state, and national historic sites, libraries and archives, museums, and government offices. Prerequisite: ENG 102 with a grade of C (2.0) or higher or permission of the instructor.

HST 490 Capstone: Historical Methods (3)

This course, which serves as a capstone to the history major, engages students in the practice of researching history in a seminar setting. Students will also learn about different approaches to the study of history.

Prerequisites: Junior standing, completion of ENG 102 with a grade of C (2.0) or higher, and 15 hours of History coursework completed or taken concurrently; or permission of the instructor.

HST 299/499 Topics in History (1-4)

Provides opportunities for extensive research in an historical area of special interest to the student or faculty member.

HUMAN RESOURCE MANAGEMENT (HRM)

HRM 213 Human Resource Development(3)

Focuses on common human resource development activities including individual, team, and career development. Includes performance analysis, needs assessment, program planning, learning principles, and instructional design.

HRM 310 Human Resource Management (3)

Provides an overview of modern human

resource management. Topics include HR planning, staffing, training, and development, compensation, employee relations, and globalization. Prerequisite: BUS 203 with a grade of C or better.

HRM 411 Labor Relations (3)

Presents the basic concepts of labor relations as they apply to both union and nonunion work environments. Special emphasis placed on the collective bargaining process. Includes the history of the American Labor Movement, labor economics, arbitration, grievance procedures, NLRB actions, and legal considerations. Prerequisite: HRM 310 with a grade of C or better.

HRM 414 Employee Compensation & Benefits (3)

Provides an overview of employee compensation and benefits in contemporary organizations. Covers management objectives of internal consistency, external competitiveness, employee contributions, and administration of the pay system. Prerequisites: BUS 310 and CMP 211 with grades of C or better.

HRM 440 Employment Law (3)

Presents a foundation of legal principles which govern employment. Topics include employment and termination procedures, EEO, Affirmative Action, discrimination, collective bargaining, and occupational safety and health. Prerequisite: HRM 310 with a grade of C or better.

HUMAN VALUES (HUV)

HUV 100 Human Values (3)

Helps students develop awareness of the values underlying decisions in their

personal and professional lives. Helps persons recognize their strengths and discover ways to use them productively. Topics include: priorities and goal-setting, conflict, journal-keeping, listening, role definition, and stress.

HUV 400 Human Values and Community Service (1-4)

Focuses on the understanding and analysis of social problems. Discussion of hunger, unemployment, housing, justice, and peace issues. Two hours per week, outside of regular class time, will be spent in various community service projects. Prerequisites: HUV 100 and written approval of instructor. Class size limited.

HUV 299/499 Topics in Human Values (1-4)

Provides opportunities for in-depth study of topics of special interest in the area of human values.

INTERDISCIPLINARY STUDIES (IDS)

IDS 490 Introduction to B.A.I.S. Capstone (1)

Prepares B.A.-I.S. students for their capstone experience by developing communication and critical thinking skills in their chosen area of concentration and by integrating their learning over the span of their undergraduate education. Students will meet with a mentor, and determine a capstone topic and develop a working bibliography for their thesis.

IDS 491 B.A.I.S. Capstone (3)

Required course for B.A.-I.S. majors whose approved B.A.-I.S. concentration or pre-professional program is unrelated to the

natural sciences. Consists of a thesis, which integrates one's formal learning. Completed during the final semester of studies.

MARKETING (MKT)

MKT 150 Professional Selling (3)

Examines the principles and practices of professional selling as an integrated component of a marketing strategy for goods and services. Ethical, technical, and global issues and challenges will be analyzed. Prerequisites: MKT 204 or equivalent recommended.

MKT 314 Marketing Research (3)

Focuses on decisional research rather than basic research. Presents a balanced and comprehensive explanation of the marketing research process through active participation of students in simulated decision-making research projects. Prerequisites: BUS 204 with a grade of C or better and MTH 212.

MKT 315 Consumer Behavior (3)

Presents major theoretical approaches to understanding the behavior of consumers. Focuses on affect, cognition, behavior, and environment. Offers a framework to describe how these factors are interrelated and how consumer behavior concepts and models can be used to design effective marketing strategies for any organization. PSY 110 and BUS 204 recommended but not required as prerequisites.

MKT 334 Advertising (3)

Presents advertising as an important social and economic institution and as an integral part of the marketing system. Includes the creation of advertising, advertising research, media formats, publicity, personal selling, target markets,

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and message strategies. Prerequisite: BUS 204 with a grade of C or better.

MKT 335 Marketing Management (3)

Uses the case study method to examine strategic marketing management decisions involved in the selection of a target market and all phases of the supporting marketing mix. Emphasis is given to the marketing policies and programs of multinational corporations. Prerequisites: BUS 203 and BUS 204 with grades of C or better.

MKT 435 Internet Marketing (3)

Examines the framework for understanding the forces driving the Internet revolution in marketing and business. Explores the new tools, challenges, and techniques that enhance and change the traditional marketing approaches currently being used. Prerequisites: BUS 204 and CMP 111 with grades of C or better (or equivalent Internet skills).

MKT 444 Logistics & Marketing Applications (3)

Allows students to work with interactive software involving various marketing simulations. Topics include logistics, global marketing, and strategic marketing decisions involving product, price, promotion, and distribution. Prerequisites: BUS 204 and either CMP 111 or CMP 211 (or equivalent computer skills) with grades of C or better.

MKT 445 Services Marketing (3)

Introduces students to service marketing strategies that include management and measurement of service quality, service recovery, the linking of customer measurement to

performance measurement, service delivery, and cross-functional treatment of issues through integration of marketing with disciplines such as operations and human resources. Prerequisite: BUS 204 with grade of C or better.

MKT 446 Global Marketing (3)

Examines marketing principles as they relate to the international marketplace. Applies marketing principles and strategies to global organizations and markets. Emphasis given to the political, economic, legal, regulatory, and sociocultural factors affecting international marketing and the challenge of implementing marketing programs that lead to a global competitive advantage. Prerequisite: BUS 204 and BUS 320 with grades of C or better.

MKT 447 Sales Management (3)

Designed to familiarize students with the concepts, theory, and practice of managing a sales program and a salesforce. Primarily focuses on the role of salesforce management and its relationship to other functional areas of the firm and takes a strategic customer relationship approach to sales management in a global environment. Prerequisite: BUS 203, BUS 204 and MKT 150 with grades of C or better.

MILITARY SCIENCE (MIS) at The University of Toledo

MIS 101 Foundations of Officership (2)

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establishes a framework for

understanding leadership, officership, Army values, physical fitness, and time management. Leadership Lab required.

MIS 102 Basic Leadership (2)

Builds upon the basic leadership fundamentals introduced in MIS 101 and includes lessons in goal setting, problem solving, critical thinking, values clarification, leadership and followership, and introduces techniques for improving listening and speaking skills. Leadership Lab required.

MIS 201 Individual Leadership Studies (3)

Identifies successful leadership characteristics through observation and self, using experiential learning exercises designed to teach students how to communicate, how to build teams, and how to plan and organize effectively. Leadership Lab required.

MIS 202 Leadership and Teamwork (3)

Students examine how to build successful teams, including methods for influencing action and achieving goals, effective communication techniques, values and ethics, problem solving, and physical fitness. Leadership Lab required.

MIS 301 Leadership and Problem Solving (3)

Students assess leadership abilities, plan and conduct individual and small unit training, and apply basic tactical principles and reasoning skills. Leadership Lab required.

MIS 302 Leadership and Ethics (3)

Examines the role that communications, values and ethics play in effective

leadership. Topics include ethical decision making, consideration of others, and Army Leadership Doctrine. Leadership Lab required.

MIS 385 Leadership Development Assessment Course (3)

This is an intensive five-week course conducted between the two final years of the Army ROTC experience. This concentrated training provides an opportunity to evaluate the student's application of skills, and knowledge over a range of leadership situations and tasks. Prerequisite: Permission of department.

MIS 401 Leadership and Staff Management (3)

Develops student proficiency in planning and executing complex operations, functioning as a member of a military staff, and mentoring subordinates. Students explore the Army's training management system, methods of effective staff collaboration, and developmental counseling techniques. Leadership Lab required.

MIS 402 Officership (3)

Course includes case study analysis of military law. It utilizes practical exercises which focus on the establishment of ethical command climates. Students complete a semester-long Senior Leadership Project which requires them to research, organize, analyze, and present complex military data.

MIS 480 Military History of Gettysburg (3)

An in-depth study of the tactics used in the Battle of Gettysburg as compared to modern warfare. Emphasis is placed on the thought processes of the Union and

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Confederate commanders. Army writing skills and military briefing techniques are also emphasized in student presentations.

MIS 490 Studies in Military History

This seminar is devoted to the birth of the United States as a nation and to the role that the United States Army played in its founding and development as a world power. It traces the Army's progression from a collection of state militias into the Continental Army. It also analyzes its varied stages throughout our Nation's conflicts leading up to the entry of the United States into World War I.

Leadership Lab

All Cadets participate in weekly Leadership Lab. Leadership Lab provides the opportunity for "hands-on" training and skill development. All leadership labs are led by upper-class cadets as part of their leadership development experience. Leadership labs are usually held on Thursday between 3 - 5 p.m. Labs are occasionally conducted on Saturdays based on travel and training requirements.

Physical Fitness Training

Physical fitness training sessions are conducted from 6:15 - 7:30 a.m. and are mandatory three times per week for contracted cadets. Physical training is conducted in small groups under the supervision of a group leader. Physical training may be conducted in various locations on campus. Twice each semester the Battalion conducts an APFT to mark the performance of each student. The Cadets also conduct periodic Battalion runs, to enhance unit cohesion and spirit.

MATH (MTH)

MTH 090 Math Prep Course (0)

Addresses using the calculator effectively; calculating whole numbers, fractions, decimals, percents, signed numbers; solving problems involving proportions; solving work problems; using variables to represent numbers; simplifying and evaluating variable expressions; solving equations in one variable; solving word problems that can be reduced to one variable; solving and graphing linear equations; factoring and solving quadratic equations. Prerequisite: Admission to Lourdes University.

MTH 097 Basic Mathematics (3)

Involves practical arithmetic: decimals, fractions, ratios, percentages; operations on numbers; introduction to algebra. Designed to develop skills of persons with a limited background in mathematics. Prerequisite: placement test. Successful completion is a C* (2.0) or better. Grades are not calculated in the G.P.A. Credit does not apply toward graduation.

MTH 098 Basic Algebra (3)

Introduces algebraic concepts, linear equations, solution of variable expressions, the quadratic formula. Prerequisite: placement test. Successful completion is a C* (2.0) or better. Grades are not calculated in the G.P.A. Credit does not apply toward graduation.

MTH 110 Fundamental Concepts of Mathematics I (3)

This course surveys mathematical topics with an emphasis on problem solving. Topics include sets, number systems, real

numbers, basic algebra, number theory, and geometry. Prerequisite: MTH 098 or equivalent placement test score.

MTH 111 Fundamental Concepts of Mathematics II (3)

This course surveys mathematical topics with an emphasis on problem solving. Topics include modern algebra, functions, probability, statistics, and consumer mathematics. Prerequisite: MTH 098 or equivalent placement test score.

MTH 112 Mathematical Principles for Educators I (3)

This course provides students with opportunities to learn and practice skills and competencies in basic mathematical vocabulary and algebra. Enrollment limited to students in the Department of Education. Prerequisite: MTH 098 or equivalent placement test score.

MTH 114 Mathematical Principles for Educators II (3)

This course provides students with opportunities to learn and practice skills and competencies in basic mathematical vocabulary, algebra, geometry, probability, and discrete mathematical topics. Enrollment limited to students in the Department of Education. Prerequisite: MTH 098 or equivalent placement test score.

MTH 116 Math Pedagogy for Middle Childhood and AYA Teachers (3)

The course will provide students with the pedagogical skills needed to teach the mathematical concepts taught in Grades 4-12. Enrollment limited to students in the Department of Education. Prerequisite: MTH 098 or equivalent placement test score.

MTH 120 College Algebra with Applications (3)

Presents the basics of college algebra with an emphasis on applications, especially to chemistry. The material includes solving equations and inequalities, functions, scientific notations, and dimension analysis. Prerequisite: MTH 098 or equivalent placement test score.

MTH 122 College Algebra (3)

Presents basics of college algebra. Includes solving polynomial expressions, inequalities, exponential and logarithmic functions, and radicals. Prerequisite: MTH 098 or equivalent placement test score.

MTH 125 Finite Math (3)

Is a non-sequenced course in topics of modern mathematics. Introduces and uses fundamental concepts of matrices, linear systems, probability, and decision theory to develop mathematical models for business, physical science, and social sciences. Prerequisite: MTH 122 or equivalent placement test score.

MTH 130 Elementary Analysis (3)

A pre-calculus mathematics course, which includes advanced algebra topics, trigonometry, and topics from analytic geometry. Prerequisite: MTH 120; MTH 122, or equivalent placement test score.

MTH 132 Calculus for the Managerial Sciences (3)

Deals with functions and the mathematics of finance, and concentrates on calculus techniques used to solve business and managerial related problems. Prerequisite: MTH 122 or equivalent placement test score.

Course Descriptions

MTH 135 Analytical Geometry and Calculus I (4)

Includes concepts of function, limit, continuity, derivatives and differentials, and techniques of integration.

Prerequisite: MTH 130 or permission of instructor.

MTH 136 Analytical Geometry and Calculus II (4)

Considers further techniques of integration, polar coordinates, infinite series, and vectors in the plane.

Prerequisite: MTH 135.

MTH 204 Geometry (3)

Considers the logic of proofs, foundation of Euclidean geometry with a brief treatment of non-Euclidean geometry, and groups of transformations associated with geometry. Prerequisite: MTH 122.

MTH 212 Statistics (3)

Considers the basic concepts and methods of statistics including descriptive statistics, probability, hypothesis tests, estimation, sampling, regression, analysis of variance, and applications. Prerequisite: MTH 098 or equivalent placement test score.

MTH 215 Linear Algebra (3)

Studies systems of linear equations, vector spaces, linear transformations, and matrices. Includes applications and theories. Prerequisite: MTH 136.

MTH 224 Mathematics for Teachers of Young Children I (3)

This course concentrates on concepts recommended by NCTM for preparation of teachers. Topics include reasoning, elementary number theory, number systems and operations on

such systems. Prerequisite: MTH 112 or MTH 114. Enrollment limited to students in the Department of Education.

MTH 225 Mathematics for Teachers of Young Children II (3)

This course concentrates on concepts recommended by NCTM for preparation of teachers. Topics include geometry, measurement, probability, and statistics. Prerequisite: MTH 112 or MTH 114. Enrollment limited to students in the Department of Education.

MTH 235 Calculus III (4)

Considers geometry in three dimensions, partial differentiation, multiple and line integrals. Prerequisite: MTH 136.

MTH 242 Introduction to Mathematical Reasoning (3)

Prepares students for the study of higher mathematics by exploring the techniques and fundamentals of proving theorems. The course will include elementary logic and set theory, a discussion of the real number system, and an introduction to the basic theorems of number theory. Prerequisite: MTH 136.

MTH 256 Discrete Mathematics (3)

Introduces the basic topics and techniques of discrete mathematics, including logic, set theory, counting techniques, recurrence relations, and topics from graph theory. Prerequisite: MTH 136.

MTH 301 Abstract Algebra (3)

Studies groups, rings, integral domains, fields, and the development of various number systems. Prerequisites: MTH 215, MTH 242.

MTH 305 Differential Equations (3)

Studies methods for solving ordinary differential equations of first, second, and higher order. Includes applications, series, systems, and numerical techniques. Prerequisite: MTH 235.

MTH 498 History of Mathematics (3)

Considers the historical development of modern mathematical concepts and theories and examines them in the light of the intellectual climate at the time of their development. Prerequisites: MTH 242 and permission of the department chairperson.

MTH 299/499 Topics in Mathematics (1-4)

Intended for advanced students in mathematics. Presents topics of particular interest to the student. Permission of department chair required. Prerequisite: MTH 242 for MTH 499.

MUSIC (MUS)

Applied

Each level of an applied music class is taken for two semesters.

MUS 104-404 Violin (1 or 2)

Permission of instructor required. (Fee)

MUS 105-405 Piano 105, 205 (1 or 2); 305, 405 (2)

Permission of instructor required. (Fee)

MUS 106-406 Guitar (1 or 2)

Permission of instructor required. MUS 406 is classical guitar. (Fee.)

MUS 108-408 Voice (1 or 2)

Permission of instructor required. Applied classes in other instruments by

special arrangement with department chairperson. (Fee.)

MUS 109 Chorus (Mixed Voices) (1 or 2)

Involves the study and performance of choral music (SATB) encompassing many musical traditions in the standard literature. Emphasis on music reading, vocal techniques, and part-singing for those with minimal previous choral experience.

MUS 210 Choir/Vocal Ensemble (1 or 2)

Builds on the foundation laid in MUS 109 or previous choral or vocal ensemble experience to develop skills and to perform more challenging music encompassing various ensemble types (chamber choir/contemporary ensemble/vocal jazz) depending on makeup of group. Prerequisite: MUS 109 or previous choral or vocal ensemble experience.

MUS 307, 407 Organ (2)

Permission of instructor and two years of piano required. (Fee.)

MUS 410 Instrumental Ensembles (1 or 2)

Enables students with sufficient instrumental proficiency to enrich their musical experience through the study of chamber ensemble literature, or as a member of a larger ensemble such as concert band, orchestra or handbell ensemble. By arrangement with Department Chair.

NON-INSTRUMENTAL**MUS 112 Music Appreciation (3)**

Enables the student to become a more

Course Descriptions

intelligent listener by teaching the rudiments of music, mediums of music, musical forms, and some music history.

MUS 113 Integrating Music into the Early Childhood Classroom (3)

This course covers music fundamentals as well as materials and resources needed to provide the early childhood classroom teacher with a holistic approach to promoting cognitive development across subject areas. It provides the learner with the knowledge and resources needed to integrate the arts (music, creative movement, dance, and drama) into the academic disciplines. This course presents students with an understanding of developmental progression and the multimodal experiences needed to support it. Prerequisite: EDE 210, EDU 230.

MUS 213 Music Theory and Composition I (3)

Explores the fundamentals of music by emphasizing rhythmic patterns, scales, intervals, and ear training. Prerequisite: permission of the instructor.

MUS 215 Ear Training (3)

Develops the ability to sing accurately a melody at sight, to take musical dictation of what one is hearing, and to hear a piece of music mentally. Prerequisites: MUS 213, MUS 313.

MUS 312 Advanced Music Appreciation: Selected Topics (3)

Concentrates on one selected area of music. Prerequisite: permission of instructor.

MUS 313 Music Theory and Composition II (3)

Builds on MUS 213: Music Theory and Composition I and includes ear training

and elements of composition.

MUS 314 Music History I (3)

Examines musical development from primitive forms to the Baroque period. Designed for the student with some background in applied music and theory. Prerequisite: permission of instructor.

MUS 316 Ensemble Leadership (2, 3)

Allows advanced student to gain skills needed to be a good chamber ensemble leader, accompanist, or ensemble conductor. Addresses aspects of direction and leadership necessary to lead a performing ensemble or to accompany a soloist or ensemble. By arrangement with Department Chair.

MUS 334 Music In Therapy (3)

Gives an overview of music from the perspective of a music therapist. Includes an overview of music itself, some specific experiences applicable to several populations, and a resource presentation of books, records, etc.

MUS 413 Music Theory and Composition II (3)

Studies musical structures of melodic and harmonic materials such as modes, arbitrary scales, and tone rows. The student will create music to be performed. Prerequisites: MUS 213, MUS 313. By arrangement with department.

MUS 414 Music History II (3)

Continues on the base laid by Music History I and includes music from the Pre-Classical period through 20th Century music.

MUS 299/499 Topics in Music (1-4)

Provides opportunities for work in areas of special interest, such as preparation for a recital, composition of an opus, and preparation for the capstone project. Prerequisite: permission of the department chair and by arrangement with instructor.

NON-DIVISIONAL (ND)

ND 106 College Study Skills (3)

Introduces techniques for improving goal setting, time management, listening, memory, note-taking, and test taking skills. Textbook reading techniques and communication skills in a classroom context are emphasized.

ND 200 Portfolio Development (1)

Required for all students seeking college credit for experiential learning obtained through methods other than regular academics at accredited post-secondary institutions. It is the process used for assisting persons in the development of a professional portfolio that identifies, articulates, and validates learning outcomes in a systematic way so that:

- A faculty assessor may objectively value the degree of learning within a particular academic discipline and award appropriate college credit for such learning; and
- The student may integrate formal learning with experiential learning for a regular degree program at Lourdes University. Limited enrollment. Elective only.

NURSING (NUR)

Courses in the nursing major integrate instruction toward meeting the Lourdes

University Learning Outcomes across the curriculum.

NUR 250 Nursing Fundamentals for Quality and Safety (6)

The student will explore concepts and values essential to safe quality nursing practice. Through the use of exemplars the student will discover the relationship between physiology, disease, and the nursing care for patients experiencing common illnesses. The student will also come to understand the core values associated with nursing practice. Prerequisite: Admission into the major. Co-requisites: NUR 300; NUR 260, NUR 265.

NUR 252 LPN Transition to Baccalaureate Nursing (3)

Building on the knowledge gained as an LPN the student will explore concepts and values essential to safe quality nursing practice. Through the use of exemplars the student will explore the relationship between physiology, disease, and the nursing care for patients experiencing common illnesses. The student will develop health assessment skills appropriate to the role of the registered nurse. The student will also come to understand the core roles and values associated with baccalaureate nursing practice. Prerequisites: L.P.N., admission into the major. Co-requisites: NUR 260, NUR 265.

NUR 260 Population Focused Nursing (3)

Focuses on the core concepts of nursing care of groups, communities, and populations. Emphasis is placed on understanding the health of populations including assessment and nursing care systems at all levels of prevention. Issues

Course Descriptions

associated with vulnerable populations and groups experiencing health disparities are examined in relation to health policies, health care finance, and sociological trends. Prerequisite: Admission to the nursing major. For Pre-licensure Students: Co-requisites: NUR 250, NUR 265; NUR 300; for L.P.N.-B.S.N. students NUR 252; NUR 265.

NUR 265 Integrated Clinical I (1-3)

Focuses on beginning development of the knowledge, skills, and values associated with professional nursing care of adults and vulnerable populations in the community with a special emphasis on the aging population. Clinical experience will emphasize active learning using evidence-based practice in the application of nursing and health concepts, at all levels of prevention. Various lab and community settings will be utilized. Prerequisite: Admission to the Nursing Major. Pre-licensure Students: Co-requisites: NUR 300, NUR 250, NUR 260; for L.P.N.-B.S.N. students NUR 252 and NUR 260.

NUR 300 Foundations for Evidence Based Practice (3)

Focuses on the understanding and appreciation of the research process with an emphasis on using evidence as the basis of nursing practice. The interrelationship between nursing practice and nursing research is examined. The components of evidence based practice (best research evidence, clinical expertise, patient needs/values) are evaluated. Ethical consideration in nursing research and evidence based practice are explored. Prerequisites: Pre-Licensure & RN to BSN: Admission to the Major, MTH 212. LPN to BSN:

NUR 252, NUR 260, NUR 265.

Co-requisites:

Pre-Licensure: NUR 250, NUR 260, NUR 265; LPN to BSN: NUR 305, NUR 330, NUR 335; RN to BSN/ MSN: NUR 313, MTH 212.

NUR 305 Pharmacology for Nursing (3)

Focuses on fundamental principles of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Emphasizes the nursing role and responsibility in safe medication administration, including technology and patient education. Students will identify impact of medication administration on different groups (cultural, age, sex) and the emerging impact of genetics, Complementary and Alternative Medicine, and nutrition on pharmacology. The essentials of major drug categories and prototypes will be discussed in terms of their use in various disease states. Dosage and drug calculations will be included in this course. Successful course completion requires active learning. Pre-licensure R.N. student prerequisites: NUR 250, NUR 260, NUR 265, NUR 300 all passed with a C- or better; Co-requisites: NUR 320, NUR 330, NUR 335. For L.P.N.-B.S.N. prerequisites: NUR 252, NUR 260, NUR 265; Co-requisites: NUR 330, NUR 335, NUR 300.

NUR 313 Nursing Assessment for R.N.'s (1)

This course focuses on the development of assessment skills to examine the health status of individual adult patients utilizing multiple resources. Interrelated classroom, supervised laboratory experience, individual

review, and faculty directed work focuses on interviewing, record review, observation, physical examination, instrumentation, and documentation. Prerequisites: Admission to the Nursing Major, completion of an RN accredited education program or permission by department chairperson.

NUR 320 Nursing Assessment (3)

Builds on the knowledge acquired in NUR 250. The emphasis of this course will be on the development of assessment skills including the collection of data and the development of nursing diagnoses. The student will focus on interviewing, record review, observation, physical examination including older adult, family assessment, lab and diagnostics, instrumentation, and documentation utilizing informatics. Prerequisites: NUR 250, NUR 260, NUR 265, NUR 300 all passed with a C- or better; Co-requisites: NUR 330, NUR 305, NUR 335.

NUR 330 Mental Health Nursing (3)

This course introduces essential concepts related to the mental health needs and nursing care of patients and members of their social networks. The full range of mental health needs, from normal human reactions to acute mental illness will be explored. An emphasis is placed on learning communication skills necessary for therapeutic interaction with patients and for effective work within a health care team. Nursing self-care will also be explored. Prerequisites: Pre-Licensure: NUR 250, NUR 260, NUR 265, NUR 300 all passed with C- or higher; Co-requisites: NUR 305, NUR 320, NUR 335. Prerequisites: L.P.N.-B.S.N.: NUR 252, NUR 260, NUR 265 all passed with C- or better;

Co-requisites: NUR 305, NUR 335, NUR 300.

NUR 335 Integrated Clinical II (1-3)

Builds on the knowledge, skills and values learned in NUR 265. The student will work individually and in teams caring for patients in sub acute care settings and with those experiencing a variety of mental health problems. The emphasis is on development of assessment skills and therapeutic communication with individuals and in groups. The student will begin to evaluate clinical systems for threats to patient safety and will develop skills in using technology to manage patient information. Prerequisites: Pre-licensure: NUR 250, NUR 260, NUR 265 all passed with a C- or better; Co-requisites: NUR 305, NUR 320, NUR 330. Prerequisites: L.P.N.-B.S.N.: NUR 252, NUR 260, NUR 265 all passed with a C- or better; Co-requisites: NUR 305, NUR 300, NUR 330.

NUR 350 Nursing Care of Families with Children (3)

Focuses on the core concepts of nursing care of children and their families. Emphasis is on developmental care, health promotion and maintenance and reduction of risk potential for the child and family. Nursing knowledge and skills focus on well children as well as those with actual and potential acute and chronic physiologic stressors. Cultural and spiritual beliefs and their impact on the child and family are examined. Prerequisites: Basic Pre-Licensure: NUR 305, NUR 320, NUR 330, NUR 335, all passed with a C- or better. Prerequisites: L.P.N.: NUR 305, NUR 330, NUR 335, NUR 405 all passed with a C- or better. Co-requisites:

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All students: NUR 360, NUR 365, NUR 370.

NUR 360 Nursing Care of Childbearing Families (3)

Focuses on the core physiological and psychosocial needs of the childbearing women and families. By examining the role of the nurse in caring for the childbearing woman and family, emphasis will be placed on health promotion, management of illness, therapeutic communication, and the professional values of accountability and critical thinking. Prerequisites: Pre-Licensure: NUR 305, NUR 320, NUR 330, NUR 335 all passed with a C- or better. Prerequisites: L.P.N.-B.S.N.: NUR 305, NUR 330, NUR 300 all passed with a C- or better. Co-requisites: All students: NUR 350, NUR 365, NUR 370.

NUR 365 Integrated Clinical III (1-3)

Builds on the knowledge skills and values learned in NUR 335 by integrating and applying knowledge learned in NUR 350, NUR 360, and NUR 370. It introduces students to nursing care of children and childbearing women in a variety of settings and provides opportunity for students to care for patients of all ages in an acute care setting. Students work with patients and family members and increase their role as an active member of a health care team. Students continue to improve in their roles as coordinator of care, educator, and advocate. Prerequisites: Pre-licensure: NUR 305, NUR 320, NUR 330, NUR 335 all passed with a C- or better. Prerequisites: L.P.N.-B.S.N.: NUR 305, NUR 330, NUR 335, NUR 300 all passed with a C- or better. Co-requisites: All students:

NUR 350, NUR 360, NUR 370.

NUR 370 Nursing Care of the Acutely III (3)

Focuses on the nursing care needs of individuals experiencing acute illness and develops capacity for clinical nursing judgment within the QSEN conceptual framework. Emphasis is placed on the psychosocial and physiological needs and responses of ill adults. A special emphasis is placed on the nursing care needs of the older adult. Prerequisites: Pre-licensure: NUR 305, NUR 320, NUR 330, NUR 335 all passed with a C- or better. Prerequisites: L.P.N.-B.S.N.: NUR 305, NUR 330, NUR 335, NUR 320 all passed with a C- or better. Co-requisites: All students: NUR 350, NUR 360, NUR 365.

NUR 399A Enduring Questions (2-3)

This course explores and analyzes the impacts on health from the perspectives of the individual, family, community, and society. The concept of a culture of health will be explored and debated, considering equities and disparities.

NUR 430 Clinical Nursing Leadership (3)

Addresses promoting high quality patient care through attainment of the knowledge, skills and values associated with organizational and systems leadership, quality improvement, and patient safety components. A focus is given to leadership skills and behaviors which will promote ongoing quality improvement, to maximize safe patient care and optimal health care outcomes. Prerequisites: NUR 350, NUR 360, NUR 365, NUR 370 all passed with a C- or better. Co-requisites: NUR 440, NUR 435.

NUR 435 Integrated Clinical IV (3-6)

Builds on the knowledge, skills and values of NUR 365. This course provides the student with hospital based experiences in care of clients with acute and chronic illness. The student will experience the role of coordinator, of care educator, and advocate, as well as the role of team leader responsible for other members of the health care team while working with a clinical instructor. The increased number of clinical hours also allows students the opportunity to evaluate outcomes of care provided on an individual and system wide basis. Prerequisites: NUR 350, NUR 360, NUR 370, NUR 365 all passed with a C- or better. Co-requisites: NUR 440, NUR 430.

NUR 440 Advanced Nursing Care (3)

Focuses on nursing needs of patients with acute and chronic illness being cared for in the hospital setting. Physiologic and psychosocial concepts that are presented build on those presented in NUR 370, are more complex and focus on patients experiencing acute exacerbations of chronic illness. The student will recognize significant nursing roles and collaborate with the health care team in utilizing resources to promote all levels of prevention. Prerequisites: NUR 350, NUR 360, NUR 365, NUR 370 all passed with a C- or better. Co-requisites: NUR 430, NUR 435.

NUR 455 SL Competencies for Culturally Congruent Healthcare

This course examines the significance of culture on care with a focus on nursing. Students will critically reflect on their own culture, values, and beliefs

to enhance their awareness of how their unique cultural background may impact culturally congruent care. This course will provide the learner with the educational preparation to enhance their cultural sensitivity, leading to their ability to promote and provide care which is culturally congruent. Inter-professional, intergenerational, and cross-cultural experiences will be provided in the classroom and during a service learning experience, within the scope of competence unique to each student. This course explores having students cultivate a community that demonstrates reverence and appreciation for the diversity and giftedness of others. Prerequisite: Permission of Instructor if pre-RN licensure; RN to BSN non-nursing majors: senior status within major.

NUR 460 Concepts in Professional Nursing (3)

This course focuses on the socialization process of nursing practice and the integration of professional identity. Nursing practice roles are examined through nursing theory and scholarly readings. Professional communication skills will be expanded through technology, written activities, and presentation skills. Prerequisite/Co-requisite: Admitted to the RN-MSN or RN-BSN program.

NUR 461 Applied Concepts in Professional Nursing Practice (Seminar) (3)

Using a seminar format this course focuses on the transition to baccalaureate education for registered nurses. This course examines the nature of professional nursing and the processes guiding practice and skill.

Course Descriptions

This course will apply concepts, values, and behaviors necessary to transition to professional nursing roles in the contemporary health care setting. Prerequisite/Co-requisite: NUR 460

NUR 470 Operating Room First Assistant I (3)

Provides the didactic instruction necessary for a Registered Nurse or Certified Surgical Technologist to perform in the operating room (OR) as a First Assistant. Areas such as surgical asepsis; surgical knot tying, patient management and scope of practice will be covered. Prerequisites: R.N.: evidence of 2 years' experience in the operating room (OR); current valid R.N. license in state where internship hours will be taken; CPR (BLS); letter of support from employer granting 100 clock hours of clinical experience as first assistant intern. Prerequisites: Surgical Technologists: current valid certification in Surgical Technology, evidence of two years work experience in the OR, CPR (BLS); letter of support from employer granting 100 clock hours of clinical experience as first assistant intern.

NUR 471 Operating Room First Assistant II (3)

Provides the practical experience necessary for a Registered Nurse or Certified Surgical Technologist to perform in the operating room (OR) as a First Assistant. The student will complete 100 clinical hours as an operating room First Assistant intern in the OR under the supervision of a licensed surgeon. Classroom time will be spent presenting and discussing client case management issues derived from internship experiences. Prerequisites: R.N.: evidence of 2 years' experience

in the operating room (OR); current valid R.N. license in state where internship hours will be taken; successful completion of NUR 470 Operating Room First Assistant I; CPR (BLS); letter of support from employer granting 100 clock hours of clinical experience as first assistant intern. Prerequisites: Surgical Technologists: current valid certification in Surgical Technology, evidence of 2 years' work experience in the OR, successful completion of NUR 470 Operating Room Assistant I, CPR (BLS), letter of support from employer granting 100 clock hours of clinical experience as first assistant intern.

NUR 475 Concepts in Population Focused Nursing (3)

This course focuses on the core concepts of nursing care of groups and populations within the context of public health and prevention. Emphasis is placed on the exploration of basic nursing care systems for groups and populations with communities. Co-requisite/Prerequisite: NUR 460.

NUR 476 Applied Concepts in Population Focused Nursing (3)

Using a seminar format, this course focuses on the application of the core concepts of nursing care of populations. Emphasis is placed on the analysis and synthesis of nursing care systems for groups and populations within communities with a special focus on vulnerable populations, public health issues and health policy. Prerequisite/Co-requisite: NUR 460, NUR 475.

NUR 480 Concepts in Leadership and Management (3)

This course focuses on the use of leadership and management

theories to assist registered nurses to effectively function in these roles in healthcare settings. Specifically, the course underscores the importance of multidisciplinary communication, development of the professional nurse leader role, awareness of regulatory agency rules, organizational culture and diversity, and effective decision-making, strategies for safe, quality outcomes for patients. Prerequisite: NUR 460, ENG 470.

NUR 485 Complex Nursing Care (3)

Focuses on advanced clinical nursing knowledge with adult clients and their families. Emphasis is placed on mastery of complex pathophysiology and advanced technological and holistic nursing health care therapeutics. Examines the integration of physiological and psychosocial concepts in the complex client. Prerequisites: NUR 435, NUR 440, NUR 430 all passed with a C- or better. Co-requisite: NUR 490, NUR 495.

NUR 490 Capstone: Professional Nursing (3)

Focuses on refining professional behaviors and competencies of the professional nurse. Role expectations will be utilized in the development of interventions or policies to meet population specific needs. Self-care needs and professional readiness will be addressed. Students will develop skills necessary for finding and securing employment as a licensed registered nurse. Prerequisites: NUR 430, NUR 435, NUR 440 all passed with a C- or better. Co-requisite: NUR 485, NUR 495.

NUR 491 RN Professional Capstone (3)

This course focuses on the application of professionalism, population care, and leadership theories and skills to assist registered nurses to effectively function in healthcare settings. Specifically, emphasis is placed on the emerging concepts in the 21st century and rapidly changing healthcare. The course culminates with a capstone project requiring inclusion of concepts and knowledge obtained throughout nursing plan of study. Prerequisite/Co-requisite: NUR 480.

NUR 495 Practicum in Professional Nursing (3)

Nursing practicum is a precepted field experience in an acute care setting for the nursing student in the final semester of study. The student also attends a professional seminar designed to integrate clinical learning. This clinical also will stress acquisition of the professional nurse identity and further development of professional nurse role concepts as the student assumes accountability for personal and professional growth. Seminar will focus on collaboration and problem-solving as students examine issues encountered in the health care setting. Prerequisites: NUR 430, NUR 435, NUR 440 all passed with a C- or better. Co-requisite: NUR 485, NUR 490.

NUR 298/498 Topics in Nursing (1-4)

Provides opportunities to design a nursing course that meets specific learning needs of the nursing student. Satisfactory/Unsatisfactory grade.

NUR 299/499 Topics in Nursing (1-4)

Provides an opportunity to design a

Course Descriptions

course of study in a specialized area of faculty and student interest at an advanced level. Approval of topic and proposal by student and instructor.

PHILOSOPHY (PHL)

PHL 101 Introduction to Philosophy (3)

Focuses on reflections on the nature and destiny of the human person as seen by different philosophic traditions. Introduces philosophic method. Recommended as a preliminary course to other philosophic studies.

PHL 102 Introduction to Critical Thinking (3)

Introduces elements of traditional and symbolic logic, relation to language and thought, and theory of meaning.

PHL 103 Introduction to Ethics (3)

Studies the major writings of various ethical thinkers since the time of Plato. Introduces philosophic method. Recommended as a preliminary course to other philosophical studies.

PHL 202 Ethics for the Health Professional (3)

Studies the Christian conception of the human person and the person's obligations to others, especially in relation to modern ethical problems in health care.

PHL 302 Philosophy of Religion (3)

Examines the arguments in the philosophy of religion: the justification of religious belief, the nature of God, proofs of God's existence, the distinction between faith and reason, the problem of evil, immortality, and religious experience. Prerequisite: PHL 101 or PHL 103.

PHL 305 Symbolic Logic (3)

Involves a concentrated study of the valid forms of deductive argument and proof in propositional logic and in predicate logic; includes a study of formal systems and of logic and language. Prerequisite: PHL 102.

PHL 306 Philosophy of Knowledge: Epistemology (3)

Studies the nature, basis, and extent of knowledge. Examines a number of problems - the structures, reliability, extent, and kinds of knowledge, truth, science, logic, and language. Prerequisite: PHL 102.

PHL 307 Inductive Logic and Scientific Method (3)

Studies inductive logic, its justification, and application in the natural and social sciences; methods and rules of probability; observation and classification. Prerequisite: PHL 102.

PHL 310 Bio-Ethics (3)

Examines and analyzes issues affecting human life from a variety of ethical and religious contexts. Includes discussion of problems such as the nature of personhood, rights of society, rights of a person, personal integrity, consent, and distributive justice. Prerequisites: PHL 101 or PHL 103; or THS 265.

PHL 315 Social and Political Philosophy (3)

Examines the application of moral principles to the problems involved in freedom, justice, and equality. Places particular emphasis on the basis of social authority, exercise of power, and the criteria used to determine the distribution of power in society. Prerequisite: PHL 101 or PHL 103.

PHL 320 Philosophy of Art: Aesthetics (3)

Studies beauty, especially in art. Examines the nature of beauty, taste, and standards of artistic judgment, not only in painting, but also in music, literature, sculpture, drama, and architecture. Raises one's consciousness and heightens perceptions, making one aware of true personal needs and values. Suggested for students in fine arts/music. Prerequisite: PHL 101.

PHL 340 History of Philosophy I (3)

Studies the origins of philosophy in ancient Greece through the Middle Ages. Includes Socrates, Plato, Aristotle, St. Augustine, and St. Thomas Aquinas. Prerequisite: PHL 101 or PHL 103.

PHL 341 History of Philosophy II (3)

Studies philosophy from Descartes through Kant and Hegel. Includes the study of continental rationalism, British empiricism, and German idealism. Prerequisite: PHL 101 or PHL 103.

PHL 405 Philosophy of Science: Natural and Social (3)

Investigates the philosophical problems raised by the physical, biological, and social sciences by an examination of some significant examples taken from the history of science. Considers relation of theories to observation; scientific explanation; space and time; cause and chance; matter, life, and mind; experiment; the nature of scientific truth; and scientific revolution. Prerequisites: PHL 102 and one course at 300 or 400 level.

PHL 410 Philosophy of Being: Metaphysics (3)

Examines the ultimate nature of reality;

the general traits of existence; and terms, concepts, and symbols necessary to describe the nature of reality. Prerequisites: PHL 101 and one PHL course at 300 or 400 level.

PHL 425 Human Values and Mental Health (3)

Examines the ethical-normative nature of the use of such terms as "disease," "health," "normality," and "treatment" as they are applied in modern mental health care. Discusses how evaluation of practices in the mental health field will determine the ethical consequences of the moral standing, rights, and quality of life of the mentally ill patient. Suggested for students pursuing careers (present or future) in the areas of psychology, nursing, social services, pastoral counseling, law and law enforcement, medicine, and social justice. Prerequisite: PHL 310 or PHL 315.

PHL 430 Business Ethics (3)

Analyzes the social responsibility of business and the ethical problems involved. Examines case studies of specific business problems, including the conflict of business with society and the impact of labor on business and society. Crosslisted with BUS 430.

PHL 440 Contemporary Philosophy (3)

Studies major philosophical traditions since Hegel. Includes Marxism, pragmatism, phenomenology, existentialism, logical atomism, linguistic analysis, and positivism. Prerequisite: PHL 340 or PHL 341.

Course Descriptions

PHL 450 Seminars in Individual Philosophers (3)

Examines an individual philosopher and his writings in detail. Choice made by seminar participants with the consent of the department chairperson and faculty. Prerequisites: two courses in philosophy.

PHL 451 Seminar in Major Philosophical Movements (3)

Examines a major philosophical movement in detail. Choice made by seminar participants with the consent of the department chairperson and faculty. Philosophical movements may include phenomenology, pragmatism, Marxism, analytic, linguistic philosophy, Oriental, etc. Prerequisites: two courses in philosophy.

PHL 490 Special Project: Field Experience in Professional Ethics (3)

Involves a special experience, within an individual's professional or other practical setting, which will assist the student in recognizing and articulating his/her values, in demonstrating abilities for decision making, and in recognizing the values operant in others. Combines classroom instruction with field experience and seminar meetings. Prerequisites: any philosophy course at the 200 level or above and with the approval of the department and the student's academic advisor. Highly recommended for the end of the minor study.

Note: Since students in many programs at Lourdes University include field experiences in their course work, and other students who do not have field experience are still required to make decisions on ethical issues throughout life, this course will provide valuable experience in

gaining practical insights into real life situations involving ethical issues. Students who minor in philosophy and who are required to take a field experience in their professional preparation will focus this course on their work setting. Students who minor in philosophy and are not required to take a field experience in their chosen discipline of study will decide on an appropriate setting for this course with the consent of the department chairperson and faculty.

PHL 299/499 Topics in Philosophy (1-4)

Provides opportunities for in-depth study in areas of special interest in philosophy

PHYSICAL SCIENCES (PHS)

PHS 111 An Introduction to Astronomy (3)

Reveals to the student the workings of our universe from ancient beliefs to modern discoveries. Helps the student to understand the evolution of our Earth, solar system, and the universe, with emphasis divided between theoretical and observational astronomy.

PHS 112 An Introduction to Earth Sciences (3)

Presents an overview of Earth science with application to the environment. Integrates the fundamentals of geology, oceanography, meteorology, and related concepts of astronomy.

PHS 113 Principles of Physical Sciences (3)

Presents an introductory study of physics, chemistry, astronomy, earth science, and weather. Topics include motion, energy, heat, wave motion,

sound, light, atomic structure, elements, chemical change, the universe, the solar system, rocks and minerals, earthquakes, weathering, and erosion, volcanoes, plates, the atmosphere, clouds, storms, tornadoes, and climate.

PHS 114 An Introduction to Geology (3)

Presents an overview of geology with application to the environment. Topics include geologic cycles, rocks, soil, water, earthquakes, volcanoes, pollution, fossil fuels, and alternative energy. Designed as an introductory course for non-science majors.

PHS/PLA 201/301 College Physics I (5)

Includes an in-depth, mathematically-based presentation of physics, emphasizing physical principles, problem-solving, and laboratory experiences. Involves a study of classical mechanics, solids and fluids, and energy. Three hours lecture, three hours lab, one-hour problem solving and quiz session. High school physics strongly recommended. Prerequisites: algebra, geometry, and trigonometry or MTH 130 for PHS/PLA 201; additionally, calculus or MTH 135 for PHS/PLA 301.

PHS/PLA 202/302 College Physics II (5)

Continues the study of College Physics I. Presents a thorough study of waves, sound, light and optics, electricity and magnetism, quantum mechanics, and nuclear physics. Three hours lecture, three hours lab, one-hour problem solving and quiz session. Prerequisite: PHS/PLA 201/301.

PHS 299/499 Topics in Physics (1-3)

Intended for advanced students in physics. Presents topics of particular interest to the student. Permission of the instructor and the department chair required.

POLITICAL SCIENCE (PLS)

PLS 122 American National Government (3)

Attempts to comprehend the workings of a democratic system wherein power is shared by many forces and individuals. Includes study of current events, reading, and discussion for the purpose of achieving a new grasp of the American system.

PLS 201 Modern Political Thought (3)

This course studies the key political ideologies that shaped the world as it exists today. In particular, students will examine the historic and enduring significance of such movements as anarchism, communism, conservatism, democracy, environmentalism, fascism, feminism, liberalism, Marxism, republicanism, and socialism. The course will engage students with the processes that contribute to the development and evolution of political thought as well as the relationship between the expression of political ideas and actual events.

PLS 250 Introduction to the Legal Profession (3)

Provides an overview of the legal profession and its requirements and prepares students to apply to law school.

PLS 310 The Constitution and the Supreme Court (3)

Studies the history and development

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of constitutional law from the Constitutional Convention in 1787 to the present. Special emphasis is placed on the structure and philosophy of the Constitution, major Supreme Court decisions from *Marbury v. Madison* to the present, and the character of the Supreme Court from the era of Chief Justice John Marshall to the current membership. In the process, students will learn basic legal principles, federal court procedures, and the practice of making legal arguments on the constitutional level.

PLS 320 Urban Polity (3)

This course presents an introduction to the field of urban studies and urban policy. A special priority will be placed on providing students with as many different viewpoints as possible. Areas of focus will include the history of cities; sociological, economic, and political reasons for their evolution; and the emerging trends and challenges cities will face in the future.

PLS 330 International Relations (3)

In this course current theories of International Relations, basic elements of contemporary international politics, the role of nationalism, the super power, the ascendancy of minor powers, decolonization, balance of power, disarmament, and techniques of traditional and multilateral diplomacy will be covered.

PLS 340 Politics and the Media (3)

In this course students will examine the influence of the media on campaigns, public officials, public opinion, the definition of political news, and selected public policies.

PLS 490 Capstone: Political Science (3)

This course will examine in depth a specific topic of current interest in Political Science. Students will utilize the methodology and knowledge of the Political Science discipline in researching, analyzing, writing, and presenting on the course's topic. Prerequisites: Junior standing, completion of ENG 102 with a grade of C (2.0) or higher, and 12 hours of Political Science coursework completed or taken concurrently; or permission of the instructor.

PLS 491 Political Science Internship (3)

This course will provide students with internship opportunities in the field of political science. Students will master background information on politics in the public sphere and as a profession as it relates to local, state, and national political and government agencies. Prerequisites: Junior standing, completion of ENG 102 with a grade of C (2.0) or higher; or permission of the instructor.

PLS 299/499 Topics in Political Science (1-3)

Provides opportunities for extensive research in an area of political science of special interest to the student or faculty member. For upper level courses, completion of ENG 101 and ENG 102 is recommended.

PSYCHOLOGY (PSY)

PSY 110 General Psychology - An Overview (3)

Presents an overview of the field of psychology. Designed to provide

the student with knowledge and understanding of basic principles in psychology and their applications to human behavior. Topics include history of psychology, the scientific method, biopsychology, and learning.

PSY 105 Pre-Professional Seminar for the Social Sciences (3)

In order to serve clients, confront social problems, and to promote social and economic justice, students must be able to think and reason critically and to communicate effectively for practice. This course prepares students for effective practice by providing a framework for integration of critical thinking skills into the professional practice standards. An emphasis will be placed on the development of writing and communication skills that will contribute to the successful preparation of discipline specific and academic department requirements.

PSY 210 Developmental Psychology - Life Span (3)

Surveys changes that occur as a function of increasing age and other conditions that influence, individual development throughout the human life cycle. Emphasizes current research and practical implications for and applications to the developmental process. Prerequisite: PSY 110.

PSY 222 Research and Statistics I (3)

Examines statistical theory and research methodology as it relates to the field of psychology. Students will receive instruction in a variety of topics including the scientific method, statistical terminology, measures of central tendency, variability, normal distributions, sampling distributions,

and APA style. Special emphasis will be placed on the use of experimental design in the creation of new knowledge. . Prerequisites: PSY 110, MTH 098 or equivalent placement test score.

PSY 225 Research and Statistics II (3)

Continues the examination of statistical theory and research methodology as it relates to the field of psychology. Students will receive instruction in a variety of topics including correlation and regression, t-tests, ANOVA, Chi-square, threats to validity, and experimental and quasi-experimental designs. Special emphasis will be placed on the use of hypothesis testing in psychological research. Students will conduct an experiment and write an APA-style research paper. Prerequisites: PSY 110 and PSY 222.

PSY 310 Psychology of Human Learning (3)

Studies the nature of learning as well as the methods used to assess learning. Includes an in-depth study of classical and instrumental conditioning. Special emphasis is placed on biological constraints on learning. Prerequisite: PSY 110.

PSY 311 Cognition (3)

Includes an overview of the acquisition, transformation, storage, retrieval, and use of information. The role of pattern recognition, attention, short and long term memories will be examined. Applications for problem solving, decision-making, categorization, and semantic organization will be emphasized. Prerequisite: PSY 110.

PSY 312 Physiological Psychology (3)

Examines the biological substrates

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of behavior. Topics include basic neuroanatomy, neural transmission, sensory transduction, genetics, sexual behavior, emotion, hunger, sleep, learning, and memory. Prerequisite: PSY 110.

PSY 315 Child Psychology (3)

Introduces students to child development and behavior from conception through early adolescence. Emphasizes the physical, mental, emotional, social, spiritual, and moral development of the child in a holistic approach. Gives special consideration to the needs of children in contemporary society. Prerequisite: PSY 110.

PSY 319 Adolescent Psychology (3)

Explores the adolescent's transition from childhood to adulthood in the context of recent research with analysis of physiological, social, emotional, and intellectual development. Gives special consideration to the needs of adolescents in contemporary society. Prerequisite: PSY 110.

PSY 320 Adult Development and Aging (3)

Involves the theory and research related to young, middle, and late adulthood as a sequence of psychological stages involving adjustment and coping behaviors; considers relationship of adulthood to other life-span stages. Emphasizes the application of course material to real life situations. Prerequisite: PSY 110.

PSY 340 Psychology of Women (3)

Critiques the theory, research, and literature on the psychology of women. Examines scientific evidence relating to gender roles and gender related behavior.

Special emphasis is placed on biological and evolutionary theories of gender development. Social-developmental theories are discussed. Prerequisite: PSY 110.

PSY 350 Abnormal Psychology (3)

Presents a survey of psychological disorders with emphasis on the clinical picture of each disorder; includes research on the etiology and nature of the disorder, theories seeking to explain the disorder, and some discussion concerning therapy. Prerequisite: PSY 110.

PSY 360 Social Psychology (3)

Investigates the person interacting with and influenced by society. Places emphasis on attribution theory, group behavior, aggression, helping behavior, attitudes, social influence, and social cognition. Prerequisite: PSY 110.

PSY 403 Dynamics of Marriage and Family (3)

Explores the psychological perspective of marriage and family; analyzes cultural forms and social changes affecting the family as a society, its structure, and function. Explores other areas such as the psychodynamics of love, sexuality problems arising from social and personal disorganization, relational styles, stability of marriage and family, divorce, and the reconstituted family. Crosslisted with SOC 403. Prerequisite: PSY 110 or SOC 101.

PSY 410 Small Group Behavior (3)

Surveys small group constructs, research, and principles of application. Emphasizes learning methods and skills of group observation. Presents a variety of methods of observing groups and

analyzing small-group processes utilizing these observational methods and specific group concepts. Involves members in creating, participating, observing, and analyzing a small group from beginning to end. Prerequisite: PSY 110.

PSY 411 Personality Theories and Dynamics (3)

Surveys principles and theories dealing with the dynamics of human personality, including the following theories: psychoanalytic, social, behavioral, humanistic, existential, and cognitive with a critical evaluation of each. Prerequisite: PSY 110.

PSY 425 Psychology of Religion (3)

Examines religious experience from a psychological perspective. The works of Freud, Jung, James, and Rogers are reviewed along with contemporary research on religiosity. Significant personages from each major religion are discussed in the context of their social-psychological history. Special attention is given to religious conversion and spiritual transitions. The relationship between Erikson's psychosocial stages and transcendent experience is also explored. Prerequisite: PSY 110.

PSY 440 Psychology Seminar (2-3)

Specializes in giving students a broad and comprehensive understanding of important problems in contemporary psychology. Topics for the seminar are chosen at the beginning of each semester and can be found in that semester's brochure. Prerequisites: PSY 110 and permission of advisor.

PSY 460 History and Systems in Psychology (3)

Outlines the history of psychology

and the major schools as they have influenced current psychological thought. Prerequisite: PSY 110.

PSY 470 Introduction to Counseling (3)

Studies the purpose and theories of counseling; gives attention to various approaches and basic skills required for the counseling process. Examines professional and ethical issues. Prerequisite: PSY 110.

PSY 480 Directed Senior Research (3)

Requires students to plan and carry out a research project under the direction of a faculty member in the psychology department. Prerequisites: PSY 110, senior major, and approval of advisor.

PSY 490 Psychology Capstone (3)

Provides an opportunity for upper level psychology students to integrate learning experiences obtained from their psychology courses. Students will design, plan, and implement an empirically based research project. In addition students will complete the psychology department assessment exam. Prerequisites: Completion of PSY 222, PSY 225, and an additional 24 hours in psychology.

PSY 495 Psychology Internship (3)

The internship will provide pre-professional experiences in a social service agency. Students will participate in the activities of the agency, supervised by an agency supervisor, as well as the on-campus faculty supervisor. The student will complete 120 internship hours for 3 credit hours.

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PSY 299/499 Topics in Psychology (1-4)

Presents topics of particular interest to students in psychology. Either a student or faculty member may initiate this course. The instructor will arrange a program of study. Prerequisites: PSY 110 and sophomore status.

Public Health (PBH)

BIO 207 Introduction to Public Health (3)

This course presents the context and scope of public health and includes the cross-cutting, systematic, and interdisciplinary concepts necessary to its practice. There is coverage of traditional and emerging areas of public health including but not limited to health communication; behavior; policy, law, and ethics; infectious and chronic disease; epidemiology; health promotion and disease prevention; health disparities and vulnerable populations; and public health preparedness and disaster management.

Taken at University of Toledo:

PUBH 6000 Biostatistics (3)

Offered: Fall & Spring Semesters
An introduction to descriptive statistics including measurement of central tendency, dispersion, relative position, correlation, and regression. Inferential statistical theory, selected nonparametric methods, and application of computers and also occupational exposure assessment will be discussed.

PUBH 6010 Epidemiology (3)

Offered: Fall & Spring Semesters
The course will present principles of the epidemiology method including

problem solving. Various study designs will be discussed, including prospective and retrospective studies, analytic, and experimental methods. Prerequisite: College statistics

PUBH 6640 Issues in Public Health (3)

Examination of various contemporary issues in public health. Includes social, economical, political, and community problems in the provision of health services, health manpower, and payment for health care.

SCIENCE (SCI)

SCI 150 Lake Erie: A Microcosm of Environmental Issues (3)

Studies Lake Erie as a microcosm of local, national, and global environmental concerns. Delves into broad areas such as: global warming, need for potable water, land use issues, agriculture, and sources of pollution and applies social, educational, economic, ethical, and ecological principles to each of these areas. Meets for two hours lecture and one hour lab each week.

SCI 170 Survey of Science (3)

Entails a brief overview of the major science disciplines of biological science, earth science, physics, and chemistry. Prerequisite: participants must be enrolled education students of Lourdes University.

SCI 370 Integrated Science for Teachers (3)

An interdisciplinary science course for education majors designed to provide pedagogy that uses content knowledge in areas outlined in the Ohio Revised Science Standards and the Next

Generation Science Standards. The course will demonstrate, through the Ohio Assessments for Educators, theme/project based approaches to teaching and learning science. The course will focus on science as an inquiry process. The course will involve students in lecture, relevant classroom projects, participation in hands-on science labs, resource portfolio development, and the creation of a teachable science unit. Prerequisite: participants must be enrolled as education students of Lourdes University.

SOCIAL WORK (SWK)

SWK 111 Introduction to Social Work (3)

Surveys social work as a helping profession: its philosophy, history, and field of practice working with individuals, families, groups, organizations and communities. Defines the concept of social systems, problem-solving, human ecology, human diversity, and planned change. Establishes the skills, values, and knowledge base for beginning generalist social work practice. A grade of "B" or better is required to remain a Social Work major. Prerequisite: ENG 097 & ENG 098, or placement into ENG 101.

SWK 205 Pre-Professional Seminar for Social Sciences (3)

Prepares students for effective practice by providing a framework for integration of critical thinking skills into the professional practice standards. An emphasis will be placed on the development of writing and communication skills that will contribute to the successful preparation

of discipline specific and academic department requirements. A grade of "B" or better is required to remain a Social Work major. Prerequisite: SWK 111.

SWK 209 Multicultural Perspectives (3)

Explores characteristics of various ethnic and culturally diverse groups with an emphasis on cultural competency and diversity from a strengths and empowerment perspective. Current issues affecting these groups with the resulting implications for social work practice and social justice are presented.

SWK 210 Human Behavior in the Social Environment I (3)

Presents an interdisciplinary approach to the understanding of human bio- psycho-social development, emphasizing the effects that ethnicity, gender, race, culture, poverty, sexual preference, and life style have on the individual's life cycle and social systems. Explores implications for social justice, empowerment, and social work practice resulting from this interaction. This course focuses on human development from birth through adolescence into adulthood. Prerequisite: SWK 111 or permission of the instructor.

SWK 218 Interviewing Skills (3)

Presents principles, types, and phases of interviewing various clients (or patients). Students will develop observational skills and communication ability including documentation and recording. The laboratory section of this course provides the students with the opportunity to participate in interviewing and to receive feedback regarding effectiveness in pertinent competencies such as assessment, interpersonal interaction,

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listening and reflecting, and the use of self. Prerequisites: Social Work majors: SWK 111. Prerequisites for non-social work majors, permission of Social Work Department.

SWK 223 Substance Abuse Perspectives and Services (3)

Examination of aspects of substance abuse/chemical dependency including history, etiology, typology, incidence and prevalence, effects on individuals and families, cost to society, and community response. Also to explore current treatment modalities, addressing issues of cultural diversity as it relates to treatment.

SWK 310 Human Behavior in the Social Environment II (3)

Provides a social work orientation and mezzo, macro systems perspective to human social behavior in small and large group structure, building upon the content in Human Behavior and the Social Environment I. Examines the developmental process of families, groups, communities, and formal social organizations. Emphasis is on diversity as a strength in light of institutional sexism, racism, and oppression of vulnerable groups of diverse sexual preference and life styles in human social systems. Prerequisites: SWK 210 or permission of the instructor.

SWK 311 Social Work Process I (3)

Introduces the student to the knowledge of the Generalist Intervention model needed to develop helping relationships, and problem solving skills including: defining issues, collecting and assessing data, goal setting, identifying alternative interventions, selecting and implementing appropriate courses of action founded upon research based

knowledge, termination, and follow-up. Emphasis is on the resources of the individual and his/her strengths as a member of a culture within our society. Prerequisites: SWK 111, SWK 218.

SWK 312 Social Welfare Systems (3)

Presents a history of social welfare in the U. S., and the mission and philosophy of the social work profession in its service to diverse populations. Explores values and attitudes as well as the political, legal, and economic forces behind particular welfare policies, programs, and delivery systems. Attention is paid to the impact of the system on oppressed, discriminated against, and exploited groups. Students are provided a framework for evaluating forces in society that impact the social welfare system. Prerequisites: ENG 101, ENG 102, SWK 111.

SWK 316 Behavioral Health: Perspectives and Services (3)

Examines various aspects of the mental health system with a focus on the spectrum of prevention and treatment programs, and on the development of policy and direct services. Emphasis is placed on exploring the experience of working in a provider setting, and getting exposure to such elements as classification, client rights, treatment theory, quality assurance, outcomes measures, and the managed care environment.

SWK 317 Families (3)

Examines the framework of marriage, family, and kinship systems in society, and considers patterns and dynamics of familial relationships. Studies the historical and cultural diversity of family systems, and the political and

social changes that have influenced public policy and services to families. Parenthood, cohabitation, voluntary childlessness, dual career marriages, families restructured by divorce or remarriage are discussed as significant factors in new and emerging family patterns. The causes, conditions, and consequences of the feminization of poverty will be considered as factors in economic justice and services to populations at risk.

SWK 345 Spirituality and Social Work (3)

This course provides an overview of spiritual aspects of social work practice with individuals, families, and small groups. In this course, the term “spirituality” designates the human longing for a sense of meaning and fulfillment through morally responsible relationships between diverse individuals, families, communities, cultures, and communities of faith. Students will develop insight into diverse spiritual perspectives and practices in order to acquire skill to respond competently and ethically in generalist social work practice.

SWK 399 Enduring Questions (2-3)

Explores an enduring question from an interdisciplinary approach.

SWK 411 Social Work Process II (3)

Emphasizes various social work practice models that exist in the bureaucratic setting of social agencies and community institutions. Examines strategies and community organizations and structure change to enhance social functioning within the context of human diversity. This course advances the knowledge of generalist intervention, and further

explores associated issues with a focus on social justice and working with vulnerable individuals, families, and groups. Prerequisite: SWK 311.

SWK 412 Contemporary Social Welfare Policy and Services (3)

Presents a systems approach to the analysis of current social policy development in light of social and economic justice. Examines policies, their relationship to agency goals, and service delivery as well as organizational structure, decision making, and roles in the social welfare organization as a resource or barrier to oppressed, discriminated against, and exploited groups. Reviews the political processes employed to influence policy and skill development in empowering individuals, groups, families and communities to use the process to obtain resources. Research skills used to formulate and evaluate social policy are also examined. Prerequisite: SWK 312.

SWK 413 Practice Oriented Research (3)

Examines the basic principles, and techniques of organizing, and conducting social research for theory building and social work systems intervention. Qualitative and quantitative methodologies are presented. Ethical standards of scientific inquiry are emphasized as they relate to the impact of research on marginalized and vulnerable populations. Students gain skills in research as a means of evaluating practice. Crosslisted with SOC 413. Prerequisites: SWK 111 and MTH 212 or permission of Instructor.

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SWK 490 Capstone: Field Placement I (4)

Integrates classroom theory with skill building through placement in a community agency, under the supervision of an agency social worker. Requires senior standing, permission of advisor, and completion of all 300 level Social Work required courses.

SWK 491 Capstone: Field Placement II (4)

Provides continued professional experience and development in social work through student placement in social work agency. Requires senior standing and permission of advisor. Prerequisite: SWK 414.

SWK 492 Capstone: Field Education Seminar I (2)

Mandatory weekly seminar to accompany Field Placement I.

SWK 493 Field Education Seminar II (2)

Mandatory weekly seminar to accompany Field Placement II.

SWK 418 Social Work Process III (3)

Examines the framework of systems from a social work generalist practice perspective with the primary emphasis given to analysis and intervention at the macro level of practice. The assessment of macro practice interventions and their relationship to professional social work ethics, the values of social and economic justice, stakeholder participation, empowerment, and multiculturalism will be emphasized. Prerequisite: SWK 311.

SWK 422: The Practice of Social Work with Older Adults (3)

In this course, students will increase their knowledge and understanding of developmental theories and processes of older adulthood. The focus will be on the physical, cognitive, psychological, social, culture, and spiritual influences that provide strengths and challenges to older adults. This course will define the role of the social worker from an ecological, client-centered perspective with emphasis on principles of practice, application of research, and the formulation of policies as related to older adults.

SWK 436 Advanced Research (1-3)

This course provides students with opportunities to address emerging issues through application of research design and methods. Students are expected to apply knowledge and skills acquired in courses to discipline specific research projects. Student identified projects are encouraged and faculty-student projects are supported within this course.

SWK 299/499 Topics in Social Work (1-4)

Intended for advanced students in social work who intend to further pursue specialized areas of study or concentrated study in an area of course work under supervised guidance of instructor. Prerequisite: junior standing or permission of instructor.

SOCIOLOGY (SOC)

SOC 101 Introduction to Sociology (3)

Analyzes human interaction and studies the application of scientific methods in the observation and analysis

of social change, norms, groups, intergroup relations, social stratification, institutions, and basic socialization processes. Required for many programs.

SOC 102 Introduction to Criminal Justice (3)

Assists the student in understanding the history, philosophy, and structure of the criminal justice system and provides the student with a broad knowledge of contemporary issues within our system and the tension between the rights of those within and without the system.

SOC 202 Contemporary Social Problems (3)

Critically examines various theoretical frameworks of selected social problems such as racial conflict, poverty, juvenile delinquency, crime, population changes, communication problems, and intergroup conflict resolution.

SOC 205 Juvenile Delinquency (3)

Analyzes classical and contemporary theories of causation, institutionalization, diversion, and prevention of juvenile delinquency. The justice system in the United States is also examined. Prerequisite/Co-requisite: SOC 101 or SOC 102.

SOC 208 Constitutional Law in Criminal Justice (3)

Studies the United States Constitution and how it affects criminal procedure and law enforcement activities. Emphasis is on the Bill of Rights, rights of the accused, and judicial interpretations of criminal procedures. Prerequisite/Co-requisite: SOC 102.

SOC 210 Criminology (3)

Presents the science of crime,

theories, causes, correlates, and the use of the scientific methods used by criminologists to accept or reject crime theories in light of observed or statistical data. Major emphasis considered will be the relativity of crime, the scientific method in criminology, and the impact of ideology on criminology as a science. Prerequisite/Co-requisite: SOC 102 or permission of advisor.

SOC 213 Criminal Investigation (3)

Examines the fundamentals of criminal investigation from the crime site to courtroom preparation. This course also includes an analysis of crime site search and recording techniques, case preparation, and operational modes of particular kinds of offenses. Prerequisite/Co-requisite: SOC 102.

SOC 218 Community Corrections (3)

Examines the history, goals, and practices of community corrections as an alternative to incarceration in the United States. Student will learn and analyze current practices and issues in the investigation, classification, supervision, and rehabilitation of probationers and parolees. Emphasized are more recent intermediate sanctions of electronic monitoring, boot camps, and intensive supervision. Prerequisite/Co-requisite: SOC 102 or permission of advisor.

SOC 301 Urban Life and Development (3)

Explores urban theory and analysis techniques emphasizing urban culture, life styles, social change, and the demographical, ecological, and social organization of the city and metropolitan area. Focuses on the sociological aspects of urban planning

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and redevelopment. Prerequisite: SOC 101 or permission of advisor.

SOC 304 Multicultural Diversity (3)

Presents the nature of multicultural diversity reflecting both Western and Non-Western cultures, theories, and patterns of social interaction, current trends and problems of cultural diversity with special emphasis on ethnicity, race, religion, the elderly, the mentally and physically disabled, sexual orientation, women as a minority, and an analysis of prejudice, discrimination, and institutional racism. Prerequisite: ENG 101.

SOC 306 Criminal Justice Administration (3)

Examines the principles and management of law enforcement agencies. The course also presents basic concepts of decision-making and human relations within law enforcement and corrections. Prerequisite: SOC 102.

SOC 307 Penology (3)

Examines punishment and treatment of offenders in the United States. Course includes a historical and philosophical overview of punishment with emphasis on human rights versus prisoners' rights and court decisions that have affected juvenile and adult offenders. Prerequisite: SOC 102.

SOC 310 Specialized Crimes (3)

Examines the "changing face of crime" in America and the increasing spectrum of criminal activity engaged in by individuals from diverse segments of society. Students will study and analyze a variety of contemporary crimes such as hate crimes, gang-related crime, white-collar crimes, and cybercrime

with particular emphasis placed on demographics, characteristics, costs, trends, and prevention and prosecutorial efforts associated with those crimes. Prerequisite: SOC 102 or permission of advisor.

SOC 312 Juvenile Law and Procedures (3)

Studies the Ohio Revised Code Titles 21 & 29, Rules of Juvenile Procedure and Constitutional provisions, which affect the juvenile justice system. This course reviews and analyzes the codified aspects of the juvenile justice system. Study begins with the establishment of paternity and ends with reaching the age of eighteen, emancipation, marriage or certifying a juvenile to be treated as an adult under the Ohio Revised Code legally or in a criminal matter. Emphasis is on critical thinking and legal analysis. Prerequisites: SOC 102, SOC 208, or permission of advisor.

SOC 313 The Civil Rights Movement (3)

Examines the Civil Rights Movement of the mid-20th century United States representing the African American quest for greater equality. Analyzes the roots of the movement from the late 1800's to the present with primary focus on events of the 1950's through the early 1970's. The application of the theories of social movements and the investigation of political and cultural consequences for current civil rights will be included.

SOC 324 Ethics and Criminal Justice (3)

An examination of important ethical issues encountered by professionals in the criminal justice system, including law enforcement officers, defense

attorneys, prosecutors, judges, and corrections personnel. Emphasis will be placed on recognizing and analyzing moral dilemmas confronting criminal justice professionals and determining responses to those complex and controversial dilemmas through an understanding of ethical theories, the development of ethical reasoning skills, and the application of appropriate standards and codes of conduct. Prerequisite: SOC 102 or permission of advisor.

SOC 330 Religion and Human Behavior (3)

Examines interrelationship between religious phenomena and social institutions and structures, with particular emphasis on human behavior within traditional and modern religious forms; studies role of cults and communal movements. Prerequisite: SOC 101 or permission of advisor.

SOC 399 Enduring Questions (2-3)

Explores an enduring question from an interdisciplinary approach.

SOC 403 Dynamics of Marriage and Family (3)

Explores marriage and the family from a psychosociological perspective including cultural and historical family forms, the impact of social change on the family, and families stratified by social class, ethnicity, race, and religion. Analyzes topics such as love, attraction, sexuality, relational styles, stability of marriage and the family, divorce, remarriage, and reconstituted families. Cross-listed with PSY 403. Prerequisite: SOC 101 or PSY 110.

SOC 404 Deviant Behavior (3)

Studies the process by which deviants are socially defined; critically examines deviance as a process of human interaction. Prerequisite: SOC 101 or SOC 102.

SOC 405 Sociology Seminar (1-3)

Provides seminars, initiated by faculty, designed to investigate in detail specific issues in the field of sociology or criminal justice. Selected contemporary issues within the seminar context may be open to the public. Prerequisites: permission of department chairperson and junior standing.

SOC 412 Human Sexuality in Social Context (3)

Studies cross-cultural and historical view of sexuality from ancient times to the present focusing on agents of social change and the impact of Christian religious traditions. Examines modern social issues associated with sexuality including gender, AIDS, pornography, sexual orientation, contraceptive use and misuse, rape, incest, sexual functioning and dysfunction, adolescent sexual behavior, and the impact of changing sexual practices and attitudes on the family. Prerequisite: SOC 101 or permission of advisor.

SOC 413 Practice Oriented Research (3)

Examines the basic principles, and techniques of organizing, and conducting social research for theory building and social work systems intervention. Qualitative and quantitative methodologies are presented. Ethical standards of scientific inquiry are emphasized as they relate to the impact of research on marginalized

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and vulnerable populations. Students gain skills in research as a means of evaluating practice. Cross-listed with SWK 413. Prerequisites: SWK 111 and MTH 212 or permission of Instructor.

SOC 414 Understanding and Countering Terrorism (3)

This course will examine the evolution of terrorism in the United States and other countries and will focus on types of terrorism, terrorism ideology, profiles of terrorists, tactics used by those who engage in terrorism and preventative and counter terrorist measures employed by governments and law enforcement agencies. Prerequisite: SOC 102 or consent of advisor.

SOC 420 Poverty and Justice Issues (3)

Examines theories, definitions, and measurement of poverty and implications of recent research on the poor; considers social consequences and strategies to combat poverty. Prerequisite: SOC 101 or permission of advisor.

SOC 421 Population and Society (3)

The course includes an in-depth study of social and demographic principles related to population change. The social and cultural consequences of changes in fertility, mortality, and migration will be examined along with the historical and current national population issues, policies, and programs. Prerequisite: SOC 101 or permission of advisor.

SOC 435 Internship: Sociology/Criminal Justice (1-6)

The internship provides upper-division students with field experience or a research project related to their majors.

The course is open only to Junior and Senior level Sociology and Criminal Justice majors. Prerequisites: Junior or Senior level standing, permission of program director, and completion of the waiver process.

SOC 441 Seminar: Violence and Intimate Relationships (3)

Offers an exploration of the topic of violence in intimate relationships within a sociological perspective including spouse abuse, child abuse, various forms of sexual abuse, elder abuse, dating violence, and rape. Introduces the multitude of theoretical approaches to intimate violence and examines the important predictors of intimate violence identified by research. Investigates how theory, research, and casual attributions are intertwined in the formation of public attitudes, criminal justice procedures, and public policy decisions. Prerequisite: SOC 101 or SOC 102 or permission of advisor.

SOC 490 Capstone: Criminal Justice (2)

Provides students with the opportunity to engage in a culminating experience in which they use critical thinking skills to analyze, integrate, and synthesize the knowledge gained in their major program of study. Students will apply that knowledge and critical thinking skills to the exploration of issues and concerns/problems of the profession. Prerequisite: Completion of Criminal Justice major coursework or permission of Criminal Justice Director.

SOC 491 Capstone: Sociology (2)

Provides students with the opportunity to engage in a culminating experience in which they use critical thinking skills

to analyze, integrate, and synthesize the knowledge gained in their major program of study. Students will apply that knowledge and critical thinking skills to the exploration of contemporary issues and discipline-related concerns/problems. Prerequisite: Completion of Sociology major coursework or permission of department chairperson.

SOC 299/499 Topics in Sociology (1-4)

Intended for advanced students in sociology and criminal justice desiring to further pursue unlisted areas of study or concentrated study in an area of course work.

SPANISH (SPA)

SPA 101 Elementary Spanish I (3)

Introduces conversational Spanish through the basic skills of listening, speaking, reading, and writing. Presents basic grammar and Hispanic culture.

SPA 102 Elementary Spanish II (3)

Continues conversational Spanish study. Prerequisite: SPA 101.

SPA 105 Spanish for Health Care Workers (1)

Merges grammar and health care vocabulary in various medical contexts to facilitate the acquisition of the basic skills of listening, reading, writing, and speaking.

SPA 201 Intermediate Spanish I (3)

Completes grammar essentials and further develops audio-linguistic skills with emphasis on speaking, reading, writing, and Hispanic culture. Prerequisite: SPA 101, SPA 102 or equivalent.

SPA 202 Intermediate Spanish II* (3)

Presents an advanced approach to grammar study and audio-lingual skills. Prerequisite: SPA 201.

THEATRE (THR)

THR 101 Introduction to Theatre (3)

Provides an overview of the fundamental elements and collaborative nature of theatre. Examines the roles and responsibilities of the audience, the performers, the director, the playwright, and the designers. Considers historical perspectives of theatre, global theatre, and theatre of diversity, in addition to the relationship between theatre and society. Requires students to watch films in class and attend at least one live theatrical performance to provide context and the real-world examples.

THR 231 Theatre Practicum (1)

Provides a practical laboratory experience for students participating in a University theatre production. Students must choose to focus on one of the following production areas: acting, costumes, directing, lighting and sound, properties, publicity, scenery, or stage management. May be taken up to 3 times for credit. Permission of the instructor required.

THEOLOGICAL STUDIES (THS)

THS 101 Introduction to Religious Studies (3)

Assists students in recognizing the religious dimensions of human person, helping them to appreciate the value and role of religion in daily life. Further, the course examines ways in which religious experience has been evoked, expressed,

and interpreted in various world religions. The personal, social, and moral implications of religious experience are explored theologically.

THS 125 Foundations of Theology (3)

Introduces the foundations of theology as a discipline in which faith seeks understanding. The central texts and sources of theology (the Bible, creeds, church councils, doctrinal sources) and the several expressions of its practice (history, doctrine, ritual and practice) are examined. Students will engage primary and secondary sources from the Christian theological tradition in developing an understanding of the interrelation of faith and reason, and an appreciation of the tradition. Theological reflection and writing are introduced.

THS 211 History of Christianity: Origins to the Renaissance (3)

Studies the development of the Christian movement from its Jewish roots to the time of the Renaissance.

THS 212 History of Christianity: Reformation to the Present (3)

Studies the development of the Christian movement from the initial stirrings of the Protestant Reformation to the present.

THS 218 Celebrating the Sacraments (3)

Examines the nature of sacramentality and religious experience, the development of sacramental theology, the sevenfold structure of the Catholic approach to the sacraments, the Catholic rites for the celebration of the sacraments, and the concepts of grace and sacrament.

THS 220 Introduction to the Old Testament (3)

Presents an introductory study of the Old Testament with attention to salvation history, text, context, canon, and themes; the history of the development of Israel as the people of God and the demography of Palestine. Attention is given to contemporary principles of biblical interpretation, biblical criticism, inspiration, and revelation.

THS 221 Introduction to the New Testament (3)

Presents an introductory study of the New Testament, with emphasis on the teachings about Jesus Christ, the history of the development of the earliest Christian communities, and the place of law, grace, faith, and hope in Christian life. Attention will be given to contemporary principles of biblical interpretation, biblical criticism, inspiration, and revelation.

THS 232 Theology of Marriage (3)

Develops a theology of Christian marriage based on insights drawn from the Judeo-Christian tradition, the realities of human relationships, human sexuality and Christian spirituality.

THS 233 Suffering, Healing and Dying (3)

This course examines the human condition through the lens of Scripture and the Christian tradition. Various philosophical and theological approaches to suffering, healing, and dying are examined. An understanding of the Christian moral tradition and its basis in natural and revealed law serve as a foundation for this class, i.e. human freedom and human nature, conscience,

moral norms and systems, sin, the virtues and a theological understanding of moral goodness. Practical theology is also used in addressing suffering, healing and dying.

THS 235 Survey of Catholic Belief (3)

Provides an overview of contemporary Catholic belief as grounded in the Bible and Tradition; includes consideration of the nature of faith, the doctrine of the Trinity, creation, sin, incarnation, redemption, church, sacraments, and the last things.

THS 244 Great Religions of the East (3)

Surveys the great historical religions of the East, including Buddhism, Hinduism, and Taoism.

THS 246 Great Religions of the West (3)

Surveys the great historical religions of the West, including Judaism, Christianity, and Islam.

THS 265 Christian Ethics (3)

Introduces the principles of Christian Ethics and their application to contemporary issues, e.g., economic and social justice, war and peace, sexuality, reproductive and medical issues. The course includes a service learning component of 10-12 contact hours.

THS 299 Topics in Theological Studies (1-4)

Presents topics of particular interest to the beginning student in theological studies. This course may be initiated by a student, an instructor, or the department chairperson. Such courses require the permission of the department chairperson.

THS 310 The Trinitarian God and the Human Person (3)

Examines and analyzes both who God is and who the human person is in relation to God. The course draws upon both the Bible and Christian Tradition to develop a Christian conception of the three Persons in one God, God's gift of creation, and various aspects of the human being in particular as part of that creation, including among others: the body-soul relationship; human intellect and will; sin and original sin; grace and works; and human destiny and the afterlife.

THS 312 Jesus, the Christ (3)

Analyzes the person and work of Jesus of Nazareth as he is portrayed in the New Testament, as developed in the early church councils, and as seen in contemporary Christology.

THS 316 The Shape and Mission of the Church (3)

Studies the origins, development, and mission of the church; the course will examine the ecclesiologies of mainline Christian churches (e.g., Orthodox, Lutheran, Reformed). Special attention will be given to the Vatican II vision of the church and ecclesiological questions that have developed from it.

THS 320 The Torah (3)

Presents an in-depth examination of the first five books of the Old Testament and their formation. Special attention will be given to dominant themes in the development of the Law for and by God's people.

THS 322 The Prophets (3)

Studies the biblical understanding of

Course Descriptions

prophecy and engages in a thematic analysis of the Major and Minor Prophets within their historical settings.

THS 326 The Epistles of Saint Paul (3)

Studies the apostolic ministry of Saint Paul and the literature associated with him, focusing on the basic Pauline concepts of faith, love, righteousness, law/freedom, the Spirit, and community.

THS 328 Wisdom Literature and the Psalms (3)

Studies the Wisdom books and the Psalms of the Old Testament. Special attention is given to the literary, cultural, and historical aspects and major themes of this literature.

THS 340 The Gospels (3)

Explores in depth the four New Testament Gospels including their historical, political, cultural, social, and religious contexts. Special attention will be given to the formation and inter-relationships of the Gospels and the communities to whom they are addressed. Finally, the course will probe the meaning of the Gospels for contemporary believers.

THS 350 Women-Centered Topics in Religious Studies (3)

Explores women-centered concerns touching upon the Bible, spirituality, Christian history, world religions, and/or modern church issues.

THS 373 Introduction to Christian Spirituality (3)

Surveys the development of Christian spirituality as articulated by select spiritual writers, e.g., Benedict, Bonaventure, Julian of Norwich, Ignatius

of Loyola, Teresa of Avila, John of the Cross, and Thomas Merton with attention to its essential elements.

THS 399 Enduring Questions (2-3)

Explores an enduring question from an Interdisciplinary approach.

THS 435 Peace, Justice, and Forgiveness (3)

Studies Christian principles and movements that promote peace, justice and forgiveness in past and present global circumstances. As a part of the exploration of these issues, the course includes a service learning component.

THS 443 Christianity in Art (3)

Studies the influences of Christianity on the development of Western art from the early Christian era to the present. Emphasizes the visual transmission of the Christian message, especially through symbolism. Cross-listed with ART 443. Prerequisites: ENG 101 and ENG 102.

THS 490 Capstone: Senior Integrative Seminar (3)

Provides students with the opportunity to demonstrate mastery of the Departmental Learning Outcomes through the exploration of a selected topic in Theological Studies. It culminates in the writing of a major paper and a public presentation. Prerequisites: 24 credits in the major and Senior standing.

THS 499 Topics in Theological Studies (1-4)

Presents topics of particular interest to the advanced student in theological studies. This course may be initiated by a student, an instructor, or the department chairperson. Such courses require the approval of the department chairperson.

Graduate School



Mission Statement

The Graduate School of Lourdes University serves men and women by providing specialized learning opportunities that build upon the foundations laid by baccalaureate education. Graduate studies are designed to enhance both knowledge and expertise in specific academic disciplines and particular areas of professional practice.

Graduate School Learning Goals

Graduate programs provide learning opportunities for students to:

- Acquire and utilize specialized knowledge in their area of study.
- Gain intellectual and practical communication, analytic inquiry, and information fluency skills appropriate to their area of study.
- Develop a personal and professional ethic consistent with the Franciscan values of community, learning, reverence and service.
- Demonstrate a commitment to social responsibility, diversity, and the standards of their professions/disciplines.
- Exhibit the professional development, work practices, global perspectives, and dispositions of lifelong learners.
- Integrate knowledge by engaging in meaningful graduate-level scholarly activities appropriate for their area of study.

Graduate Student Policies & Procedures

POLICIES AND PROCEDURES SPECIFIC TO THE GRADUATE SCHOOL ARE INCLUDED IN THIS SECTION OF THE LOURDES UNIVERSITY ACADEMIC CATALOG. IN THE ABSENCE OF A WRITTEN GRADUATE SCHOOL POLICY, THE SCHOOL DEFERS TO THE POLICIES AND PROCEDURES ESTABLISHED BY LOURDES UNIVERSITY.

Regular Admission

Applicants seeking admission to the Graduate School must:

- Have earned a bachelor's degree from a regionally accredited institution.
- Have a minimum 2.75 cumulative undergraduate G.P.A. (on a 4.0 scale) or GRE general test score of 35th percentile or higher that is less than 5 years old.
- Submit a completed graduate application for admission.
- Submit a current resumé.
- Pay a \$25 non-refundable application fee good for one calendar year from the time of application.
- Provide the names and email addresses of three individuals who will receive a recommender form to complete. If the applicant completed a baccalaureate

degree within the past five years, one of these should be an academic reference who can focus on the potential for success in graduate level coursework.

- Submit official transcripts from all colleges and universities previously attended.
- Meet any additional requirements of the program to which the applicant is applying.

Conditional Admission

Applicants not meeting the regular admission standards may be admitted conditionally after completing a satisfactory interview with the appropriate program director. Conditional admission students must earn a grade of B or higher in each of the first two graduate courses taken if they are in a program in which 2 courses are offered the first semester. If they are in a program in which 3 or more courses are offered the first semester, they must achieve a G.P.A. of 3.0 or higher for that semester. Students who do not obtain grades of B (3.0) or higher are subject to dismissal.

Criminal Activity Admission Disclosure Policy

Applicants for admission to the Lourdes University Graduate School are required to disclose correct and complete information concerning any pending charges and/or prior convictions for any criminal offense other than minor traffic violations.

A previous conviction will not automatically preclude admission, but it will entail Graduate School review. Failure to cooperate in the review or provide information promptly may result in delayed admission or a denial of admission. Applicants must provide additional information upon request and may be required to undergo a criminal background check through a specified vendor at the applicant's cost.

An applicant's misrepresentation or omission of facts may result in denial of admission or dismissal from Lourdes University.

International Admission Requirements for Graduate Students

Lourdes University provides a welcoming and supportive environment for international students. We want you to succeed, and we have found that the success of international students is strongly correlated with their demonstrated academic and language proficiency. Therefore, at the graduate level, prospective international students are expected to meet basic admissions requirements, English proficiency, and for Visa purposes, evidence of adequate financial resources.

General application and supporting documentation should be submitted on the following schedule to ensure timely processing: Fall semester – no later than June 1; Spring semester – no later than November 1.

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General admissions requirements for Graduate International students are listed below. Please see individual program sections in the catalog for additional program specific requirements for admission.

All International students seeking admission into a Graduate Program at Lourdes University must submit the following:

- Completed Application for Graduate Admission and all supporting documentation.
- Transfer or release form - International students who are currently attending a college or university in the United States will be required to provide a validated release or transfer form from the last institution attended in the United States.
- A copy of your official transcript sent to one of the evaluation services listed below directly by your school. Request a course-by-course transcript evaluation from one of the following credential evaluation services and have this sent directly to Lourdes Graduate Admissions office by the service:
 - WES (World Education Services) www.wes.org
 - ECE (Educational Credential Evaluators) www.ece.org
 - InCred (International Credential Evaluations) www.playnaia.org/InCred
 - CGFNS (Commission on Graduates of Foreign Nursing Schools) www.cgfns.org
 - *A copy of your official college transcripts in native language to be sent to Lourdes Admissions Office. Lourdes accepts email, fax, or direct mail.*
- Official scores from the TOEFL (Test of English as a Foreign Language) examination. Applicants for whom English is a second language must demonstrate the following minimum satisfactory TOEFL scores: 550 for the paper-based exam; 213 for the computer-based exam; or 79-80 for the internet-based exam. Official scores of the International English Language Testing System (IELTS) are also accepted, with a minimum overall band score of 6.5 needed for consideration. Official scores need to be sent to Lourdes University Graduate School directly. The institution code for Lourdes University is 1427.
- International applicants who meet one or more of the following conditions are exempt from the TOEFL or IELTS requirement:
 - Graduated from an English high school or college in the following countries: Antigua & Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, the British Caribbean and British West Indies, Canada (not Quebec), Cook Islands, Dominica, Fiji, Gambia, Ghana, Granada, Guyana, India, Ireland, Jamaica, Kenya, Kiribati, Liberia, Mauritius, Micronesia, Namibia, Nauru, New Zealand, Nigeria, Niue, Northern Marianas, Papua-New Guinea, St. Christopher Nevis, St. Lucia, St. Vincent, Seychelles, Sierra Leone, Solomon Islands, South Africa, Swaziland, Trinidad & Tobago, Uganda, United Kingdom and the United States, Zambia, and Zimbabwe.
 - Graduated from a high school in the United States.

- o Completed 24 semester hours of college-level coursework from a regionally accredited college/university in the United States with a cumulative G.P.A. of at least 2.75 (a 3.0 G.P.A. is required for Nurse Anesthesia Program). Official transcripts must be provided.
- o Achieved ESL certification at or above the advanced level at a regionally accredited university/college in the United States. Student must provide a copy of the ESL certification.
- o Demonstrated English proficiency through a structured and documented interview protocol approved by the director of graduate admissions.
- Evidence of adequate financial resources sufficient to cover the first year of college costs for completing the bachelor's degree at Lourdes University. Applicants should fill out and return the Certification of Finances form, along with a bank statement showing a balance of at least the cost of one academic year.

International student applicants will be considered for admission as soon as all application documents have been received. Upon satisfactory verification, a letter of admission will be sent to the student.

Below are next steps for admitted international students:

- The Designated School Official (DSO) will issue a Form I-20. The I-20 must remain in the student's possession for travel outside of the United States.
- Student must pay the SEVIS I-901 Fee: All international students must pay the SEVIS I-901 Fee which is approximately \$200 US. **Please note that the payment amount may differ. This fee can be paid by accessing: www.fmjfee.com.
- Student must apply for a Visa to travel to the United States: The student will need to go to a designated U.S. Embassy or Consulate with the completed I-20 form issued by Lourdes University to apply for an F-1 Student Visa. The student should be prepared for the Visa interview; the student may be asked to explain specific reasons for wanting to study in the United States, plans for maintaining financial support while in school, and to delineate plans upon graduation from program of study.
- Upon receipt of the student Visa and subsequent I-94 (arrival/departure document) student must provide a copy to the DSO.
- Student must enroll in a full course of study within 30 days of arriving in the United States.
- Students are required to maintain health insurance that is effective in the United States. This is not a requirement for admission, but is required by the United States government. A reasonably priced health insurance option may be available through the university. Students are encouraged to make an informed choice.

International students must visit their DSO whenever travel is planned or any changes

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are made to the existing plan of study. International students must maintain a “full course of study” and not drop below full-time status. Stay in touch with your DSO who can help guide you when issues arrive.

Note Regarding International Applicants Holding Three Year Baccalaureate Degrees

When evaluating foreign credentials for graduate admission, a completed baccalaureate degree from a regionally accredited institution may or may not be an appropriate standard. In particular, three-year degrees may or may not meet U.S. baccalaureate equivalency. Lourdes University depends on third party evaluation from WES (World Education Services), ECE (Education Credential Evaluators), InCred (NAIA Credential Evaluation Service), or CGFNS (Commission on Graduates of Foreign Nursing Schools) to evaluate equivalency. If these third party evaluators determine that an international applicant's degree is the equivalent of a U.S. baccalaureate from a regionally accredited institution, Lourdes University will consider the applicant for admission to the Graduate School based on established criteria for admission to the Graduate School and the specific graduate program.

For more information on Studying in the US go to: <http://studyinthestates.dhs.gov> or contact your DSO on campus.

Deferring Admission

Applicants who are admitted to the Graduate School may choose to defer admission for up to one year or until the start of the next cohort in their specific programs of study, whichever is greater.

Visiting Non-Degree Admission

Individuals desiring to take a graduate-level course for professional development may apply for visiting non-degree status. A visiting non-degree student must first have the permission of the appropriate program director to take a graduate course. If permission is granted, the student will then be enrolled in the course at the current graduate tuition rate. If the student desires to take an additional course, permission must again be granted by the appropriate program director.

A visiting non-degree student may only enter a graduate degree program if accepted through the application process for regular admission. Courses taken as a non-degree student, when deemed appropriate for the program, may be applied to a degree upon regular admission.

Applicants seeking visiting non-degree admission to the Graduate School must:

- Have earned a bachelor's degree from a regionally accredited institution.
- Submit a completed graduate application for admission.

- Pay a \$25 non-refundable application fee good for one calendar year from the time of application.

Readmission Policy

Former students seeking to return to Lourdes University must apply for readmission to the Graduate School if they have not been enrolled in a class at Lourdes for four full semesters, not including summer. Readmission requires the completion of the Graduate School Application for Readmission form.

Auditing a Course

Individuals who want to audit a graduate course must have the permission of the Program Director and faculty member teaching the class. They must register in the Graduate School for the course as an audit, but they will receive no credit for the course and will not be required to complete assignments. Tuition is half the regular tuition rate for a program course for the semester in which the course is audited.

Individuals registering for a course as an auditor can change to taking the course for credit if they obtain permission from the program director and faculty member teaching the course. They must change the registration status in the Graduate School prior to the halfway point in the course and will pay the full tuition for the course.

Cohort Policy

A cohort is comprised of individuals pursuing the same degree program as a group. Cohort members follow the same curriculum and schedule. If a student must withdraw from a cohort, he or she cannot proceed in the program until space is available in a future cohort. Lourdes University reserves the right to cancel or delay the start of a graduate program cohort in the event that an insufficient number of students are enrolled, or due to other unforeseen circumstances. The Graduate School will inform admitted students of the cancellation of a cohort at least three weeks prior to the start of an academic term.

Continuous Enrollment

Continuity of the cohort requires continuous enrollment of the students in all of their program's scheduled classes. The only exception to this is for a student on an approved Leave of Absence. Students dropping out of a cohort and re-entering at a later date will pay the current tuition at the time of re-entry.

Orientation Program

All new graduate students are required to complete an orientation program. Its purpose is threefold:

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- To introduce students to Lourdes University and its Franciscan traditions, while helping them to understand how these values and beliefs are integrated throughout the graduate program.
- To educate students with regard to the various support services and resources available on campus designed to assist them on their way to degree completion.
- To promote the formation of community and team building that will enhance their cohort experiences, as well as their professional lives.

Transfer Credit

The acceptance of transfer graduate credit is at the discretion of the department offering the degree. Up to six hours of graduate credit may be transferred from another regionally accredited institution if:

- The credits earned carry a grade of B (3.0) or higher.
- The credits have been earned within the last five years.
- The credits were not applied to another degree.
- The credits meet the requirements of the applicant's desired program.

No letter grade will appear on the student's transcript, nor will the grade be calculated in the student's grade point average.

Financial Aid for Graduate Students

Lourdes University graduate students may be eligible to receive Federal Stafford Student Loans and PLUS Loans. Students must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility. For information on financial aid, students should contact the Lourdes University Financial Aid Office at 419-824-3732, 1-800-878-3210, or finaid@lourdes.edu.

Satisfactory Academic Progress to be Eligible for Financial Aid

- A student may not have a G.P.A. below 3.0*.
- A student must satisfactorily complete 67% of the courses attempted.
(Courses are satisfactorily completed if a grade of A, B, or C is assigned).
- The maximum number of credit hours a student may attempt and be considered eligible for financial aid is 150% of the credit hours required for graduation. For example, if the program length is 36 credit hours, the maximum timeframe during which a student may receive federal aid is 54 credit hours to meet this requirement.

**Graduate students who do not meet the minimum grade point average requirements listed*

above but whose academic department verifies that they may continue enrollment will be considered to be meeting the minimum cumulative grade point average requirements of this policy.

These standards meet or exceed minimum DOE SAP Standards. As such, a student will be terminated from the Lourdes University Graduate School before reaching the DOE minimum SAP standards.

In exceptional circumstances, the Director of Financial Aid may reinstate a student's federal aid or extend the period for which a student may receive aid. If approved by the Director, a status of continuing probation may allow the student to continue to receive aid.

- Students must appeal for a reinstatement of federal financial aid, in writing, and receive an approval of the appeal prior to the start of the semester for which the student wishes to use the federal financial aid. In addition, students may regain eligibility for federal financial aid. Students always have the right to appeal. Students may otherwise regain eligibility as follows:
 - A student who lost eligibility based on a cumulative grade point average below 3.0 must raise his/her cumulative grade point average to at least 3.0 without the use of federal funds.
 - A student who failed to achieve the minimum completion rate for his/her credit hours attempted would be required to complete courses without the use of federal funds until he/she has achieved the minimum completion rate required for his/her attempted credit hours.

Grading Policy

Graduate courses are designated as letter graded or as Satisfactory (S)/Unsatisfactory (U) graded. The grading procedure for graduate courses is established by the instructor of each course. It is the policy of the Graduate School that instructors notify students during the first class meeting of the procedure used for determining grades. At the end of the semester, instructors submit grades to indicate the quality of students' work in a course. Semester and cumulative grade point averages (G.P.A.) are computed at the end of each semester. Credits accepted from other institutions as part of the student's program are transferred to the student's permanent record without grades or quality points. Quality points for each semester of credit are assigned according to the following system.

| Grade | Quality | Points per Hour |
|-------|-------------------------------------|-----------------|
| A | Superior quality | 4.00 |
| A- | Slightly less than superior quality | 3.67 |
| B+ | Slightly more than high quality | 3.33 |
| B | High quality | 3.00 |

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| | | |
|----|--|------|
| B- | Slightly less than high quality | 2.67 |
| C+ | Slightly more than average quality | 2.33 |
| C | Average | 2.00 |
| C- | Slightly less than average quality | 1.67 |
| D+ | Above passing, but below average quality | 1.33 |
| D | Passing, but below average quality | 1.00 |
| D- | Passing, but barely above failing | .67 |
| F | Failing, no credit but hours calculated into grade point average | 0.00 |
| FA | Failure due to lack of attendance, no credit but hours calculated into grade point average | 0.00 |
| S | Satisfactory (credit but no effect on G.P.A.) | |
| U | Unsatisfactory (no credit earned, no effect on G.P.A.) | |
| SP | Satisfactory Progress | |
| UP | Unsatisfactory Progress | |
| NC | Non Credit | |
| I | Incomplete | |
| AU | Audit (no credit earned) | |
| W | Withdrawn (official withdrawal from course by student) | |

Incomplete Grade

The grade of I (Incomplete) is given to students at the end of a semester after they have made arrangements with the instructor to complete the work of the course. The grade of I is given only when a substantial portion of the work in a course has been satisfactorily completed. No student has a right to this grade, and it is given only at the discretion of the instructor. An I grade that is not converted to another grade before the end of the next semester (summer session excluded) becomes an F (or U, if an S/U course). Students are not permitted to withdraw from any course for which an I grade has been issued. Under extenuating circumstances, the instructor or program director, before the end of the next semester, may request the Dean of the Graduate School extend the period of time allowed to complete the work. In the event the student does not complete the required course work by the end of the extended period of time, the grade becomes an F (or U, if an S/U course).

Capstone Course Grades

Students who do not complete their capstones during the original semester must enroll in their program's capstone continuation course (e.g., EDU 699, LS 699, NUR 699) for 0 credit hours and pay the Capstone Continuation Fee of \$150. Students

may enroll in the Capstone Continuation course for up to three semesters. The capstone continuation courses will be graded Non Credit (NC). Upon successful completion of the capstone, the student will be given the grade he/she has earned in the original capstone course.

Student in Good Standing

To remain in good standing in a graduate program and to graduate, a student must maintain a grade point average of 3.0 (on a 4.0 scale). Only graduate courses with grades of C (2.0) or higher can be used to fulfill degree requirements. No more than two graduate course grades of C (2.0) can be used to fulfill degree requirements. Additional requirements for being a student in good standing are determined by the department offering the degree program.

Repeat Course Policy

Graduate students may repeat any graduate course in which a grade of less than B (3.0) is earned, including withdrawal (W) grades. They may not repeat any course more than once. No more than two graduate courses in a graduate degree program can be repeated. Students who repeat a course will receive only the credit and quality points from the most recent registration. The grade first earned will remain on the record.

Leave of Absence Policy

A student admitted into a graduate degree program is expected to remain in continuous enrollment. However, circumstances may arise that could justify an interruption in graduate study. Reasons may include health problems, financial hardship, family responsibilities, call to active military duty, and other compelling personal reasons.

A student wishing to apply for a Leave of Absence should:

- Meet with his/her program director to inform him/her of the intent, the reasons for requesting a leave, and the expected duration. A student receiving financial aid should also consult with the Student Financial Aid Office.
- Complete a Leave of Absence Request Form available online or in the Graduate School.
- Obtain documentation from his/her health care provider if the basis for the leave is for health reasons, and when returning from such leave, obtain documentation from the health care provider indicating that he/she is ready to resume the graduate program.

A student requesting a Leave of Absence should be aware that:

- A student receiving financial aid should also consult with the Student Financial Aid Office.

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- If withdrawal is during a semester, and the student has earned a C or better at the time of withdrawal, a grade of W will be recorded. If the student's grade is below a C at withdrawal time, a grade of F or U will be recorded.
- An extension of up to 3 additional semesters may be granted at the student's request. Substantial justifications will be required to obtain an extension. A student cannot proceed in the program until space is available in an ongoing cohort.
- The time spent on a Leave of Absence does not extend the time to completion requirement of five years after matriculation.

Withdrawal from a Course or Program

To withdraw from a course/program, a student must submit notification in writing to the appropriate graduate program director and the Graduate School. Withdrawal from courses may be requested through the Monday two weeks prior to the end of the course session. Forms are available from the Graduate School. Tuition is not refunded unless a student withdraws prior to "freeze date."

Academic Probation and Dismissal for Grades

A student will be placed on academic probation for one semester (summer session excluded) if the cumulative grade point average falls below 3.0. Academic probation begins with notification from the Dean of the Graduate School. A student placed on academic probation must bring the G.P.A. up to the required 3.0 minimum during the probationary period. A student on academic probation should consult with the appropriate program advisor.

A student who has demonstrated improvement in academic standing during the probationary period but has not met the minimum requirement may, upon recommendation of the program advisor, request a probation extension for an additional semester. Forms are available from the Graduate School. Failure to achieve the minimum standards of academic progress at the end of two consecutive semesters, including summer, will result in dismissal.

Final Grade Grievance Policy

Concerns about grades, assignments, and coursework should be discussed with the appropriate faculty member before the end of a course. If the concern is about a final grade, and a graduate student wishes to have the final grade reconsidered, he/she must meet with the faculty member and attempt to resolve the difference. In no case will a grade be revised in accordance with criteria other than those applied to all students in the class. If the faculty member agrees that an error in the calculation or recording of the grade was made, or agrees to assign a different grade after reevaluation, the faculty member will communicate the change of grade to the Registrar's Office on a "Change of Grade" form.

In general, it is expected that differences will be resolved by the student and the faculty member. However, if no resolution can be reached, the student may initiate a formal grievance by completing the Final Grade Grievance Form found on the University web site. The student must use the form to explain in writing the grievance and the reason the grade should be changed. Once the student sections of the form are complete, the student should follow the steps in the Final Grade Grievance Procedure:

1. Obtain the faculty member's signature to show that he/she has met with the faculty member to discuss the issues in the grievance. The faculty member will document the outcome of the meeting and send a brief report to the Program Director.
2. Adhere to the grievance procedure timeframe by beginning the procedure within 15 business days (Monday – Friday when classes are in session) of the date the grade is officially posted by the Registrar's Office.
3. Send or bring the signed form to the Graduate School so the Coordinator of Graduate Student Services can record the date as the official date the grievance process is initiated. The Coordinator of Graduate Student Services will inform the Program Director and Graduate Dean that a Grievance has been filed and notify the student that the grievance has been processed.
4. Submit the Final Grade Grievance Form to the Program Director and the Graduate Dean. If the Program Director is the faculty member involved in the grievance, then the Grievance Form should be submitted to the Academic Dean. If the Graduate Dean is the faculty member involved in the grievance, the Grievance Form must be submitted to the Program Director and the Academic Dean.
5. Meet with the Program Director within 15 business days. The Program Director shall meet separately with the faculty member and respond in writing to the student within 5 business days.
6. If the issue is not resolved to the satisfaction of the student, the student should request in writing to meet with the Academic Dean within 10 business days after being notified in writing of the Program Director's decision. The Academic Dean shall meet separately with the student and the faculty member within 15 business days. The Academic Dean shall respond within 5 business days.
7. If the issue is not resolved to the satisfaction of the student, the student should request in writing to meet with the Graduate Dean within 10 business days after being notified in writing of the Academic Dean's decision. If the Graduate Dean is the instructor, the student should request in writing to meet with the Provost, who will act in place of the Graduate Dean. The Graduate Dean shall meet separately with the student and the faculty member within 15 business days. The Graduate Dean may choose to appoint a Grade Grievance Review Committee to meet separately with the student and the faculty member. The Committee shall make a written recommendation to the Graduate Dean. The decision of the Graduate Dean shall be rendered in writing within 5 business days. The decision of the

Graduate Dean shall be final.

If because of unforeseen circumstances the above timelines cannot be met by Lourdes University personnel, the student will be notified. If because of unforeseen circumstances the above timeline cannot be met by the student, the student must contact the Graduate School to apply for an extension before the deadline. Once the student's deadline has lapsed at any step of the process without the student taking the next step, the appeal is considered officially withdrawn by the student.

Non-Academic Grievance

For non-academic grievances, except in the event of discrimination and/or harassment, graduate students should complete the Student Concern form available online (Current Students) and in the Graduate School office and submit to the Coordinator of Graduate Student Services. Allegations of discrimination and harassment shall be addressed in accordance with the Institutional Policy on Discrimination and Harassment, and student conduct code violations shall be addressed under the Community Standards Student Code of conduct.

Academic Honesty

A goal of Lourdes University is to engage students in an honest and dynamic search for truth. Academic honesty is a hallmark of such a quest. Accordingly, students are expected and encouraged to engage in all aspects of their academic studies in an honest and ethical manner. Should instances of academic dishonesty arise, the following policies and procedures will be in force:

I. Definition: Academic dishonesty is unethical behavior, which in any way violates the standards of scholarly conduct or is knowingly or intentionally helping another violate any part of this policy. It includes such behaviors as cheating on assignments or examinations, misappropriating library materials, destroying of or tampering with computer files, or plagiarizing. Plagiarism is the failure to give credit for the material from other sources. It includes, but is not limited to:

- Copying of passages, either verbatim or nearly verbatim, with no direct acknowledgment of the source.
- Making a few superficial changes in the text instead of quoting a passage directly and including appropriate citation of source(s).
- Submitting the same written work to meet the requirements for more than one course without prior approval.
- Participating in plagiarism by providing another with written work with the knowledge that the work will be plagiarized.

II. Disciplinary Sanctions: Faculty members who suspect a student of academic dishonesty may resolve the problem directly with the student. In cases where culpability is substantiated or admitted, the sanction may include failure for

the work in question, failure of the course, or with approval of the Dean of the Graduate School, other sanctions up to and including suspension or dismissal from the Graduate School. When a student is sanctioned, the faculty member must report the incident in writing to the Program Director. A copy of the report will be sent to the Academic Dean and the Dean of the Graduate School.

III. Appeals Procedure: The student has five (5) business days after notification of the sanction to appeal to the instructor. The instructor has five (5) business days to render a decision on the appeal. If unsatisfied, the student has five (5) business days after notification of the instructor's decision to appeal the sanction to the Program Director. If the instructor is the Program Director, the student's written appeal must go directly to the Academic Dean. The Program Director has five (5) business days to render a decision on the appeal.

If still unsatisfied, the student has five (5) business days after the notification of the Program Director's decision to appeal the sanction to the Academic Dean. The Dean has five (5) business days to render a decision. If still unsatisfied, the student has five (5) business days after the notification of the Academic Dean's decision to appeal the sanction to the Dean of the Graduate School. The Dean of the Graduate School has five (5) business days to render a decision, which is final. All steps of the appeal and resolutions must be in writing. If any deadline for a decision on the appeal is unmet, with the exception of that by the Dean of the Graduate School, the student may make the appeal to the next person in the process.

Time to Degree

Students have five (5) years from the date of matriculation in which to complete their master's degree.

Graduation Policies

Lourdes University holds commencement once a year in May. Students completing all requirements in the fall, summer, or spring semesters may participate in the ceremony. Students receiving degrees are encouraged to participate in the commencement exercises. Each candidate is assessed a graduation fee for expenses, regardless of participation.

The completion of all academic and administrative requirements is the responsibility of the students. Only students who have met all requirements will be permitted to participate in graduation ceremonies. Degree requirements include:

- Completion of all required courses in the program curriculum with a minimum 3.00 G.P.A. Only courses with grades of C (2.0) or higher can be used to fulfill degree requirements. No more than two course grades of C (2.0) can be used to fulfill degree requirements.
- Students may only complete a maximum of 49% of their degree requirements

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through online coursework.

- All financial obligations must be paid.
- Completion of graduate program evaluation form.
- The Application for Commencement form must be filed with the Registrar's Office.
- A paid graduation fee.

Transcripts

In accordance with the Family Education Rights and Privacy Act of 1974, the Lourdes University Registrar's Office issues a transcript of grades earned at Lourdes University only when the student makes the request in writing.

Transcripts are ordered and processed through the Transcripts on Demand online ordering system, and students can elect to send transcripts electronically or in hard copy. Walk-in transcript service is restricted to an as-needed basis for time-sensitive requests. The fees for transcripts are as follows:

- Electronic delivery: \$3 per transcript
- Paper copy sent via US Mail: \$5 per transcript
- Paper copy sent via expedited shipping: Varies based on destination and service
- Walk-in Service at Lourdes: \$10 per transcript

All transcripts issued by the Registrar's Office are official transcripts. Current students may print their own unofficial transcripts through the Lourdes Student Portal.

A transcript may be withheld if student has not met all financial obligations to the University. A copy of a transcript of grades earned at another institution will not be released by Lourdes University. Questions regarding transcripts should be directed to the Registrar's Office.

Institutional Review Board (IRB)

The Institutional Review Board (IRB) is a standing university committee of faculty and staff established under federal regulations to protect all human subjects in research studies conducted under the auspices of Lourdes University. The University recognizes an inherent obligation to insure that the rights and well-being of persons who serve as subjects in research are adequately protected. The IRB is charged with the responsibility to formulate and implement procedures for compliance with federal, state and institutional regulations to safeguard human subjects involved in research projects in which Lourdes University faculty, staff or students are engaged.

Graduate students engaged in research involving human subjects must complete an

IRB application and receive approval from the IRB before beginning their research. The IRB application requires the signature of the Faculty Advisor, indicating supervision of the research project.

Student Life Policies

Students must acquire an identification card. A valid student ID is required to check material out of the Duns Scotus Library in St. Clare Hall, to access Ohio LINK and to use the Academic Support Center. Students must register their vehicles and park in designated areas. ID Cards and parking stickers can be obtained at the Welcome Center.

Resources and Support Services

Supporting resources and academic services assure an appropriate learning environment for graduate students. The Duns Scotus Library offers journal access to Ohio LINK databases and the print resources available on campus. The Sr. Cabrini Warpeha Academic Support Center offers access to Internet research, computers and printers, tutoring, research and writing support.

General Student Life Questions

For questions relating to Lourdes University student life as a whole, see the Student Handbook, which is easily accessed from the Lourdes University web site. A copy can be obtained from the Admissions Office.

For questions relating to a specific graduate program, see the Director of the Program.

Master of Arts in Liberal Studies

MISSION: The mission of the Master of Arts in Liberal Studies Program is to offer an intellectually challenging, interdisciplinary educational experience based on liberal learning that leads to personal growth, professional enhancement, and a deepening commitment to the service of others. Students will develop an integrated knowledge of the contemporary world rooted in an understanding of the humanities, sciences, and arts. They will develop the creative, analytical, and research skills to confront questions, solve problems, and face challenges in a variety of fields.

The Master of Arts in Liberal Studies (MALS) degree program offers a graduate level educational experience that provides opportunities for connecting and applying knowledge across the humanities, fine arts, social sciences, and natural sciences. The degree program is designed to enrich students' personal and professional lives and the quality of their service. The program seeks to cultivate an appreciation for the world

of ideas while encouraging personal growth, professional enhancement for a variety of careers, and a deepening commitment to the service of others.

Students in the program progress from an initial year of interdisciplinary courses examining the development and methodologies of various disciplines within the liberal arts and sciences. In their second year of study, students will develop and apply their understanding of the disciplines by examining compelling perennial and contemporary issues and problems, through multidisciplinary approaches. Students develop a proposal for a capstone project or thesis that uses multidisciplinary knowledge, values, and methods of inquiry, and, under the guidance of a faculty mentor, they finish the program by completing the project or thesis for public presentation.

Program Learning Goals and Objectives for the Master of Arts in Liberal Studies

- 1. Students will acquire an integrated knowledge of the contemporary world rooted in an understanding of the humanities, sciences, and arts.**
 - They will be able to trace the development of the major schools of thought and theories shaping current issues in the humanities, social sciences, and natural sciences.
 - They will be able to use interdisciplinary thinking and knowledge in addressing contemporary issues.
- 2. Students will develop critical, creative, analytical, and research skills through work in a variety of liberal studies disciplines.**
 - They will be able to analyze complex issues and problems systematically and thoroughly.
 - They will be able to evaluate alternative and competing explanations of an issue and/or solutions to a problem rationally and ethically and propose their own feasible explanations or solutions.
 - They will be able to synthesize information and ideas from scholarly sources with their own educated opinions to develop cogent arguments.
- 3. Students will communicate effectively in oral and written form commensurate with the discourse of liberal disciplines.**
 - They will be able to write thorough, organized, competent analyses of complex issues and problems.
 - They will be able to write thorough, organized, cogent, scholarly arguments.
 - They will be able to write scholarly papers using the discourse of the liberal disciplines.
 - They will be able to create engaging presentations suitable for an academic audience that synthesize current learning on an interdisciplinary topic and present cogent arguments based on graduate level research.
- 4. Students will evidence a deepened appreciation for culture and values.**

- They will be able to explain cultural phenomena from multidisciplinary perspectives.
- They will be able to discuss human values from multidisciplinary perspectives.
- They will be able to apply multidisciplinary knowledge and values in analyzing complex issues and problems.

5. Students will enhance their capacity to solve problems to serve the common good.

- They will be able to examine and evaluate solutions to significant issues and problems in the contemporary world from a multidisciplinary, values-based perspective.
- They will be able to propose solutions to significant issues and problems in the contemporary world from a multidisciplinary, values-based perspective.

Policies

Admission

Applicants seeking admission to the Master of Arts in Liberal Studies degree program must initially fulfill the admission requirements of the Graduate School.

Applicants must also complete a satisfactory interview with the Program Director of the Master of Arts in Liberal Studies.

Program Completion Requirements

Each master degree candidate must successfully complete the following prior to graduation:

- All Lourdes University graduation requirements.
- All eleven of the courses that comprise the classroom portion of the Master of Arts in Liberal Studies degree program.
- The capstone project or thesis (completed within the MLS 698 course), presented publically.

Planned Program of Study

| Required Curriculum | | Semester Hours |
|---------------------|---|----------------|
| MLS 605 | Humanities I – History and Literature | 3 |
| MLS 610 | Natural Sciences | 3 |
| MLS 615 | Humanities II – Theology and Philosophy | 3 |
| MLS 620 | Social Sciences | 3 |
| MLS 625 | Humanities III – Art and Music | 3 |
| MLS 630 | Humanities Topics | 3 |
| MLS 635 | Science Topics | 3 |
| MLS 640 | Interdisciplinary Seminar I | 3 |

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| | | |
|--------------|--------------------------------------|-----------|
| MLS 645 | Interdisciplinary Seminar II | 3 |
| MLS 650 | Capstone/Thesis Proposal Seminar | 3 |
| MLS 698 | Capstone/Thesis Seminar | 3 |
| MLS 699* | Capstone/Thesis Seminar Continuation | 0 |
| Total | | 33 |

**Students who do not finish their capstone or thesis within the semester of original enrollment for MLS 698 are required to enroll in MLS 699 Capstone/Thesis Seminar Continuation for 0 credit hours for each semester until they finish.*

Course Descriptions

MLS 605 Humanities I – History and Literature (3)

Explores the development of history and literary theory as disciplines and examines the roots and evolution of scholarly methodologies in these fields. Key texts and developments in the disciplines will provide the focus for scholarship.

MLS 610 Natural Sciences (3)

Examines the manner in which the natural scientist frames a problem, investigates a problem, and reasons about the world. Several key events in the history of the physical sciences (Chemistry and Physics) and the life sciences (Biology) will provide a framework to identify, apply, and analyze scientific methods.

MLS 615 Humanities II – Theology and Philosophy (3)

Provides a critical look at how reason and faith define and describe the human person and what it means to be human. The methods of philosophy and theology will be employed in developing a personal perspective on the human person.

MLS 620 Social Sciences (3)

Examines sociological and psychological theories and social science methods of inquiry. The course will provide a framework to identify, apply, and analyze the methods of the social sciences.

MLS 625 Humanities III – Art and Music (3)

Explores the ways humanity expresses, through the creation and performance of art and music, significant and shared experiences that both edify and entertain. The development of music and art as disciplines, as well as the roots of aesthetic theory, will be examined.

MLS 630 Humanities Topics (3)

Provides opportunities for developing multidisciplinary perspectives and applying specific scholarly methodologies of the humanities in the examination of a perennial human question.

MLS 635 Science Topics (3)

Provides opportunities for developing multidisciplinary perspectives and applying specific scholarly methodologies of the natural and behavioral sciences in the examination of a compelling problem.

MLS 640 Interdisciplinary Seminar I (3)

Analyzes a significant contemporary issue or problem through the rigorous application of interdisciplinary knowledge and values.

MLS 645 Interdisciplinary Seminar II (3)

Examines, evaluates, and proposes solutions or options for addressing a significant contemporary problem identified by the cohort based on the rigorous application of interdisciplinary knowledge and values. The identified problem will have practical implications that students will explore as part of their examination and evaluation of the problem.

MLS 650 Capstone Proposal Seminar (3)*

Provides an opportunity for individual interdisciplinary exploration and development of a capstone project proposal or thesis prospectus. Proposals will address a specific complex issue or problem and the principal methodologies that will be used to explore/investigate it. Students will work with faculty to develop a work plan and timeline for completion.

MLS 698 Capstone Seminar (3)

This is the culminating experience for students in the program. Students will build on the proposal developed and approved in MLS 650, carry out the research plan, and create a final written thesis or capstone project that uses multidisciplinary knowledge, values, and methods of inquiry to analyze a complex issue or problem, evaluate alternative solutions, and propose original solutions.

MLS 699 Capstone Seminar Continuation (0)

Students who do not finish the MALS Capstone Seminar course (MLS 698) within the semester of original enrollment are required to enroll each subsequent semester in the MLS 699 Capstone Continuation course for 0 credit hours. The continuation course will be graded noncredit (NC). Upon successful completion of the MLS 698 Capstone Seminar course, a letter grade will be assigned. Students who do not complete the Capstone Seminar course within three semesters (including the summer semester) will receive a failing grade.

Master of Arts in Theology

MISSION: Rooted in the Catholic and Franciscan tradition, the Master of Arts in Theology is an academic degree that is ecumenically-oriented and provides a solid foundation in Christian theology. The program will prepare graduates who are at home with the primary sources of the Christian Tradition and who have strong research and critical thinking skills. Graduates will have an integrated theological vision and be able to articulate how Christian faith speaks to the contemporary world.

The Master of Arts in Theology is a thirty-six credit program (consisting of eleven courses and a capstone seminar) designed as a degree to provide students with a solid

theological grounding for future ministry or as a building block for doctoral work. Therefore, the curriculum aims to supply students with a breadth of theological knowledge and research skills. Students will study biblical, historical, moral, and systematic theology, focusing on the sources of theology and teaching them the research skills necessary to engage in continued study throughout their lives.

The Master of Arts in Theology is designed as a degree to provide students with a solid theological grounding that will be helpful for members of a variety of Christian traditions. Graduates are prepared for continued study and to be a theological resource for others.

Program Learning Outcomes for the Master of Arts in Theology

1. Scripture

Graduates of the Master of Arts in Theology program are sophisticated in their approach to and interpretation of the Scriptures.

- Apply historical-critical approaches to interpretation of biblical texts.
- Demonstrate knowledge of the biblical narratives and themes as well as the way that they speak today.

2. Historical Theology

Graduates of the Master of Arts in Theology program have a thorough knowledge of the development of Christian thought.

- Articulate the history and development of Christian thought.
- Manifest the ability to read and interpret the classics of Christian thought in context.

3. Systematic Theology

Graduates of the Master of Arts in Theology program can interpret the Tradition and articulate it in a coherent and comprehensive way that is intelligible to contemporary situations.

- Engage in theological analysis of fundamental Christian doctrines.
- Synthesize and express classic beliefs of the Christian Tradition in a way that is meaningful today.

4. Moral Theology

Graduates of the Master of Arts in Theology program can interpret the Moral Tradition and articulate it in a way that is intelligible to contemporary situations.

- Understand the philosophical and theological foundations of moral theology.
- Engage in systematic, theological analysis of concrete moral issues.

Policies

Admission

Applicants seeking admission to the Master of Arts in Theology degree program must

initially fulfill the admission requirements of the Graduate School. Applicants must also complete a satisfactory interview with the program director of the Master of Arts in Theology. Additional Master of Arts in Theology admission requirements include:

- Successful completion of undergraduate courses in:
 - o Old or New Testament
 - o Christian Ethics
 - o Philosophy
- Submission of a writing sample in the discipline of theology/religious studies.

Program Completion Requirements

Each master degree candidate must successfully complete the following prior to graduation:

- All Lourdes University graduation requirements.
- All twelve (12) courses that comprise the classroom portion of the Master of Arts in Theology degree program (including the capstone seminar).
- Achieve a B (3.0) or better in the capstone seminar.

Planned Program of Study

| Required Curriculum | | Semester Hours |
|---------------------|---|----------------|
| THS 600 | Theological Foundations | 3 |
| THS 605 | The Christian Church: From the Apostles to the Renaissance | 3 |
| THS 610 | The Christian Church: From the Reformers to the Contemporary Church | 3 |
| THS 615 | Old Testament Themes: A Critical Study | 3 |
| THS 620 | New Testament Themes: A Critical Study | 3 |
| THS 625 | Christian Anthropology | 3 |
| THS 630 | The Triune God | 3 |
| THS 635 | Jesus Christ: Word and Redeemer | 3 |
| THS 640 | Ecclesiology | 3 |
| THS 645 | Foundations of Christian Moral Theology | 3 |
| THS 650 | Symbol, Ritual and Sacrament | 3 |
| THS 698 | Theology Capstone Seminar | 3 |
| THS 699* | Theology Capstone Seminar Continuation | 0 |
| Total | | 33 |

**Students who do not finish their Theology Capstone Seminar within the semester of original enrollment for THS 698 are required to enroll each semester in the program's THS 699 Theology Capstone Seminar Continuation course for 0 credit hours.*

Course Descriptions

THS 600 Theological Foundations (3)

Sets the foundations for pursuing the discipline of theology. A brief look at fundamental theology examines the notions of faith and revelation. Various methods of theological reflection are surveyed, using illustrations from classic and contemporary theologians. Attention is given to the use of Scripture, tradition, human experience, and reason in the quest to understand and present the Christian faith. Students will learn sources and methods for theological research.

THS 605 The Christian Church: From the Apostles to the Renaissance (3)

Studies the development of the Christian church from the days of the apostles through the Renaissance. Special attention is paid to significant persons, events, and movements in the development of Christian life, teaching, and worship. Students will become familiar with classic expressions (primary texts and cultural artifacts) of Christian faith.

THS 610 The Christian Church: From the Reformers to the Contemporary Church (3)

Studies the development of the Christian church from the Reformation of the sixteenth century until today. Special attention is paid to significant persons, events, and movements in the development of Christian life, teaching, and worship. Students will become familiar with classic and contemporary expressions (primary texts and cultural artifacts) of Christian faith.

THS 615 Old Testament Themes: A Critical Study (3)

Offers a critical introduction to the themes found in the major books of the Old Testament: the Torah, the prophetic literature, Psalms, and the Wisdom literature. It will evaluate the strengths and difficulties of biblical criticism as it has developed in recent centuries. The Old Testament will be explored as the foundation for the Judeo-Christian tradition.

THS 620 New Testament Themes: A Critical Study (3)

Offers a critical introduction to the themes found in the major books of the New Testament: Gospels, Acts of the Apostles, the epistles, and Revelation. It will evaluate the strengths and difficulties of biblical criticism as it has developed in recent centuries. The New Testament will be explored as the foundation for Christian theology, past and present.

THS 625 Christian Anthropology (3)

Investigates the fundamental Christian mystery of God's self-communication to humanity through Christ and in the Spirit and the relation of the doctrines of creation, grace, and eschatology to the Christian understanding of human existence.

THS 630 The Triune God (3)

Provides a systematic study of the Christian understanding of the one God in three persons, the significance of that doctrine for the rest of theology and Christian life, creation, and providence. The course will examine the Christian

concept of the Triune God in the Bible, classical theology, and contemporary thought.

THS 635 Jesus Christ: Word and Redeemer (3)

Provides a systematic study of the person and work of Jesus Christ with particular attention to the Incarnation, the meaning and effects of his life, death and resurrection, and Christ's promise to return. It will examine the major Christological developments within the Christian tradition by drawing upon the Scriptures, the early Creeds, and significant Church documents.

THS 640 Ecclesiology (3)

Studies the origins, development, and mission of the church, beginning with Scripture and examining key texts from the Christian tradition. The ecclesiologies of mainline Christian traditions will be examined including the vision of the church emerging from Vatican II. Students will appreciate the importance of ecumenism in the contemporary church.

THS 645 Foundations of Christian Moral Theology (3)

Examines the foundations and principles of Christian moral theology as they are grounded in Scripture and the Christian tradition. Special attention will be given to primary sources in the Christian tradition, classic and contemporary questions of method, and particular moral issues.

THS 650 Symbol, Ritual, and Sacrament (3)

Surveys the development and meaning of Christian ritual and sacrament. Students will learn the biblical roots of

ritual action and the way these activities have grown and are celebrated in the Christian tradition. The nature of liturgical activity will be examined from a number of Christian perspectives. Students will examine the traditional seven sacraments with an emphasis on baptism and Eucharist as central to the life of mainline Christian believers.

THS 698 Theology Capstone Seminar (3)

This integrative seminar will provide students with an opportunity to work constructively within the discipline of Theology. Students will write an analytical and synthetic research paper that demonstrates their mastery of the program outcomes. The course uses a seminar format where students will share their research and offer constructive criticism to one another under faculty guidance.

THS 699 Theology Capstone Seminar Continuation (0)

Students who do not finish the Theology Capstone course within the semester of original enrollment for THS 698 are required to enroll each semester in the program's THS 699 Capstone Seminar Continuation course for 0 credit hours. The continuation course will be graded noncredit (NC).

Upon the successful completion of the THS 698 Theology Capstone course, the SP or UP grade will be replaced with the earned letter grade. For students who do not successfully complete the Theology Capstone Seminar course within three semesters (including summer semester), the SP or UP grade will be replaced with an F grade.

Master of Business Administration

The Master of Business Administration program provides a values-centered M.B.A. program that engages the whole person on his or her journey to becoming a fulfilled and successful manager in either the for-profit or nonprofit sectors. In developing the whole person, the program moves students through four stages of development: knowing (facts, frameworks, theories), doing (skills, capabilities, techniques), being (values, attitudes, beliefs), and practicing (adoption, integration, internalization).

The Lourdes University Master of Business Administration (M.B.A.) degree is designed for individuals who are interested in further developing expertise and skills before or during a career in business or nonprofit management through either a full or part-time program. Further, the Lourdes MBA program is fully accredited by the International Assembly of Collegiate Business Education.

The full-time format can be completed in as little as twelve months, with lecture classes held five days a week during the fall and spring semesters, with the global immersion taking place during the summer semester. The part-time format can be completed in eighteen to twenty-four months, with lecture classes scheduled Monday through Thursday evenings, allowing admitted applicants to attend two to four courses each semester based upon their personalized course of study.

The program is designed to 1) reinforce and build upon business facts, frameworks, and theories that were learned at the undergraduate level, 2) develop comfort in the application of foundational knowledge by learning skills, capabilities, and techniques, 3) facilitate the adoption of values, attitudes, and beliefs necessary for ethical success in a complex competitive environment, and 4) allow for practice through immersion experiences that will foster the adoption, integration, and internalization of the acquired knowledge, skills, and dispositions.

Intended Student Learning Outcomes for the Master of Business Administration (M.B.A.) Program:

M.B.A. ISLO#1:

An ability to recognize complex problems and accurately apply management concepts as a team member, by drawing upon facts, frameworks and theories to strategically complete projects.

M.B.A. ISLO#2:

Ability to apply marketing concepts in order to effectively communicate, persuade and strategically engage diverse audiences within a technically driven business environment.

M.B.A. ISLO#3:

Ability to apply accounting concepts and quantitative techniques in the creation, and

analysis of financial situations within a business environment.

M.B.A. ISLO#4:

Ability to apply financial concepts and quantitative techniques and methods in the analysis of financial and non-financial purposes to minimize risk.

M.B.A. ISLO#5:

Demonstrate an understanding of ethical and social responsibility of leaders and their organizations, including an understanding of the value of diversity in leadership and leadership development.

M.B.A. ISLO#6:

Understanding of the multidimensional global business environment.

Policies

Admission

In addition to admissions requirements for the Graduate School, the following are required for admission to the M.B.A. program:

- Any earned bachelor degree from an accredited university or college at the time of application. In addition, applicants must have sixty credit hours, with a grade of C [2.0] or better, of undergraduate business coursework (or the equivalent) within the majority of the following core content areas: Accounting, Economics, Ethics, Finance, Legal Environment, Management, Marketing, Organizational Behavior, Quantitative Analysis and Statistics or Calculus in order to have all of the MBA foundational content courses waived.
- Admitted applicants with less than sixty credit hours, with a grade of C [2.0] or better, of undergraduate business coursework (or the equivalent) must take the M.B.A. foundational content courses at the graduate level. The M.B.A. program will not accept credit for equivalent classes taken at the undergraduate level once an applicant has been admitted.
- Applicants must also complete the Graduate Management Admissions Test (GMAT) and submit scores from an exam taken within the past five years. An overall score of 470 or greater is preferred. Alternatively, applicants may submit scores from a completed GRE exam within the past five years. An overall score of 300 or greater is preferred.

Criminal Activity Admissions Disclosure Policy

Because the MBA Program includes professional immersion placements in organizations not affiliated with Lourdes University, applicants for admission are required to disclose correct and complete information concerning any pending charges and/or prior convictions for any criminal offense other than minor traffic violations.

A previous conviction will not automatically preclude admission, but it will entail

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Graduate School review. Failure to cooperate in the review or provide information promptly may result in delayed admission or a denial of admission. Applicants must provide additional information upon request, and may be required to undergo a criminal background check through a specified vendor at the applicant's cost.

An applicant's misrepresentation or omission of facts may result in denial of admission or dismissal from Lourdes University.

Program Completion Requirements

Each master degree candidate must successfully complete the following prior to graduation:

- a. All Lourdes University graduation requirements.
- b. All eighteen (18) credit hours of the M.B.A. Foundational Content Courses if not waived upon admission to the M.B.A. program.
- c. Twenty-four (24) credit hours within the M.B.A. Core Courses.
- d. Twelve (12) credit hours within the M.B.A. Elective Courses.

Required Curriculum

MBA Foundational Content Courses (18 credit hours):

| | |
|---------|---|
| MBA 615 | Strategic Marketing Management (3) |
| MBA 616 | Advanced Statistics & Data Analysis (3) or LS 612 or NUR 620 |
| MBA 617 | Economics for Global Business (3) |
| MBA 618 | Financial & Managerial Accounting (3) or LS 617 Financial Tools for Leaders and Organizations (3) |
| MBA 619 | Fundamentals of Finance (3) |
| MBA 620 | Application of Business Theory to Managerial Functions (3) |

MBA Core Courses (24 credit hours):

| | |
|---------|---|
| MBA 621 | Developing as a Leader (3) or LS 616 Interpersonal Issues in Leadership (3) |
| MBA 622 | Critical Thinking and Effective Business Communication (3) |
| MBA 623 | Financial Reporting and Analysis (3) |
| MBA 624 | Planning, Budgeting, and Implementation (3) |
| MBA 625 | Global Business Perspectives (3) |
| MBA 626 | Power, Politics, and Influence in Organizations (3) |

| | |
|---|--|
| MBA 629 | Models, Markets, and Their Limitations (3) |
| MBA 662 | Managerial Finance (3) |
| <i>MBA Elective Courses(12 credit hours):</i> | |
| MBA 627 | Creativity, Innovation, and Integrative Thinking (3) |
| MBA 628 | Triple Bottom Line Analysis (3) |
| MBA 640 | Management in Healthcare (3) |
| MBA 641 | Public Policy & Healthcare (3) |
| MBA 642 | Strategic Healthcare Planning (3) |
| MBA 650 | Operations Management (3) |
| MBA 651 | Supply Chain Management (3) |
| MBA 660 | Government and Nonprofit Accounting (3) |
| MBA 661 | Corporate Income Tax (3) |
| MBA 690 | International Immersion (3) |
| MBA 691 | Professional Immersion (3) |
| MBA 692 | Global & Cultural Immersion Analysis (1) |
| MBA 693 | Global Business Immersion (2) |

Total Credit Hours Required for Graduation between 36 and 54 credit hours

MBA Bridge Program for International Students

The MBA Bridge Program is offered to international students whose undergraduate degree is not equivalent to a four year U.S. baccalaureate, but is validated by either WES (World Education Services) www.wes.org or ECE (Educational Credential Evaluators) www.ece.org as being from a regionally accredited institution outside of the United States. The program is designed to provide the supplementary coursework to those experienced professionals with strong academic records who desire the opportunity to function in an advanced role in business and who are judged capable of successfully completing the MBA. The MBA Bridge Program has both an undergraduate and a graduate component. The undergraduate portion is designed to meet the essential knowledge needed by the international applicant to be successful in the M.B.A. program. The MBA builds upon the undergraduate courses to prepare graduates for advanced leadership roles within a global business environment. Students in the MBA Bridge Program will receive customized academic advising to assist them in choosing the best classes that will prepare them for their MBA at Lourdes.

The bridge program requires international students, with an undergraduate business

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degree, who qualify for admission to the MBA to complete a minimum course of study of 15 credit hours designed to remedy the applicant's academic deficiencies and to prepare the applicant for the MBA Program. International applicants with less than five years of professional full-time work experience and an undergraduate degree in a non- business discipline or undergraduate equivalent of less than four years of a course of study will be required to successfully complete the MBA foundational courses. Upon completion of the MBA Bridge Program, students with a grade point average of 3.0 will be permitted to continue on in the graduate program; those with less than a 3.0 will be dismissed.

Admission

Admission into the MBA Bridge Program is a two (2) step process. Initial admission is into the Pre-MBA undergraduate program course of study. Admission into the Graduate School is offered after all Pre-MBA undergraduate courses are successfully completed with a 3.00 G.P.A. or better.

Students seeking admission to the MBA Bridge Program must:

- Possess an undergraduate degree from a regionally accredited University, as validated by WES or ECE.
- Have earned a minimum of 90 undergraduate semester credit hours, as validated by WES or ECE.
- Have a minimum 2.75 cumulative G.P.A.
- Submit a completed graduate admission application to the Graduate School.
- Request an official copy of all college transcripts.
- Provide a current résumé
- Complete a satisfactory interview with the M.B.A. Program Director.

MBA Bridge Program for International Students

| Required Curriculum | | Semester Hours |
|---|--------------------------|----------------|
| <i>Undergraduate Courses</i> | | |
| Students must choose one course from the following options: | | |
| <i>BUS 255</i> | <i>Microeconomics</i> | 3 |
| <i>BUS 254</i> | <i>Macroeconomics</i> | 3 |
| <i>BUS 304</i> | <i>Corporate Finance</i> | 3 |
| <i>BUS 201</i> | <i>Acct I</i> | 3 |
| <i>BUS 202</i> | <i>Acct II</i> | 3 |
| <i>Or Any 300/400 level</i> | <i>Accounting Course</i> | |

Students must choose one course from the following options:

| | | |
|-----------------------------|---|----------|
| <i>BUS 203</i> | <i>Management</i> | <i>3</i> |
| <i>HRM 310</i> | <i>Human Resource Management</i> | <i>3</i> |
| <i>BUS 413</i> | <i>Organizational Behavior</i> | <i>3</i> |
| <i>Or Any 300/400 level</i> | <i>Business Administration Major Elective</i> | |

Students must choose one course from the following options:

| | | |
|-----------------------------|-----------------------------|----------|
| <i>BUS 204</i> | <i>Marketing</i> | <i>3</i> |
| <i>MKT 335</i> | <i>Marketing Management</i> | <i>3</i> |
| <i>Or Any 300/400 level</i> | <i>Marketing Elective</i> | |

Students must choose one course from the following options:

| | | |
|----------------|--------------------------------------|----------|
| <i>BUS 235</i> | <i>Business Communications</i> | <i>3</i> |
| <i>BUS 320</i> | <i>International Business</i> | <i>3</i> |
| <i>BUS 330</i> | <i>Legal Environment of Business</i> | <i>3</i> |
| <i>BUS 430</i> | <i>Business Ethics</i> | <i>3</i> |
| <i>ENG 352</i> | <i>Professional Writing</i> | <i>3</i> |

Students must enroll in the following course:

| | | |
|----------------|----------------------------------|----------|
| <i>BUS 490</i> | <i>Capstone: Business Policy</i> | <i>3</i> |
|----------------|----------------------------------|----------|

| | |
|---|------------------------|
| Total Undergraduate Credit Hours Required: | 15 credit hours |
|---|------------------------|

*Course descriptions can be found in the undergraduate section of this catalog.
Undergraduate bridge courses may be taken on either a part- or full-time basis.*

Required Curriculum

MBA Foundational Content Courses (18 credit hours):

| | |
|---------|---|
| MBA 615 | Strategic Marketing Management (3) |
| MBA 616 | Advanced Statistics & Data Analysis (3) or LS 612 or NUR 620 |
| MBA 617 | Economics for Global Business (3) |
| MBA 618 | Financial & Managerial Accounting (3) or LS 617 Financial Tools for Leaders & Organizations (3) |
| MBA 619 | Fundamentals of Finance (3) |
| MBA 620 | Application of Business Theory to Managerial Functions (3) |

MBA Core Courses (24 credit hours):

| | |
|---------|---|
| MBA 621 | Developing as a Leader (3) or LS 616 Interpersonal Issues in Leadership (3) |
| MBA 622 | Critical Thinking and Effective Business Communication (3) |

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| | |
|---------|---|
| MBA 623 | Financial Reporting and Analysis (3) |
| MBA 624 | Planning, Budgeting, and Implementation (3) |
| MBA 625 | Global Business Perspectives (3) |
| MBA 626 | Power, Politics, and Influence in Organizations (3) |
| MBA 629 | Models, Markets, and Their Limitations (3) |
| MBA 662 | Managerial Finance (3) |

MBA Elective Courses(12 credit hours):

| | |
|---------|--|
| MBA 627 | Creativity, Innovation, and Integrative Thinking (3) |
| MBA 628 | Triple Bottom Line Analysis (3) |
| MBA 640 | Management in Healthcare (3) |
| MBA 641 | Public Policy & Healthcare (3) |
| MBA 642 | Strategic Healthcare Planning (3) |
| MBA 650 | Operations Management (3) |
| MBA 651 | Supply Chain Management (3) |
| MBA 660 | Government and Nonprofit Accounting (3) |
| MBA 661 | Corporate Income Tax (3) |
| MBA 690 | International Immersion (3) |
| MBA 691 | Professional Immersion (3) |
| MBA 692 | Global & Cultural Immersion Analysis (1) |
| MBA 693 | Global Business Immersion (2) |

Total Credit Hours Required for Graduation between 36 and 54 credit hours

Course Descriptions

MBA 599 Topics in Business (1-3)

Provides professional opportunities for students who are presently employed to develop, strengthen, and grow their professional skills and experiences in a real-life situational business setting within the context of graduate education.

MBA 615 Strategic Marketing Management (3)

The course focuses on the role of strategic marketing management decision making tools and skill-sets within a global marketplace. This will be achieved through extensive use of the case-study method in order to understand the diversity and breadth of

serving a global consumer population while maximizing the firm's financial objectives. Realizing that our current business environment is global, this course will examine global operations of multi-national corporations.

MBA 616 Advanced Statistics & Data Analysis (3)

This course introduces students to the role of quantitative information in social science research and in business decision-making. They will learn how to conduct quantitative investigation and evaluation through a variety of metrics. Students will gain an understanding of how to review and understand quantitative data sets, with an emphasis on interpretation and utilization of those statistics within a critical perspective to become informative and essential information for organizational successes. Cross-listed with LS 612 and NUR 620.

MBA 617 Economics for Global Business (3)

This course examines the micro and macro-economic theories and concepts, while understanding their application to contemporary issues from a global business perspective. The student will gain a better understanding of the primary global economic issues facing the business and societal environments, including such topics as globalization, poverty, economic growth, inflation, unemployment, and international trade. Prerequisites: MBA 616 unless waived by the MBA Program Director or with the permission of the instructor.

MBA 618 Financial & Managerial Accounting (3)

This course introduces the student to the principles and rules of financial

accounting that are found within the different business entities. Further, the student will understand the application of these rules in order to complete the accounting cycle, including journalizing and posting business transactions, preparation of simple financial statements, and the closing process. Further, within managerial accounting, the student will learn how to utilize accounting information in planning objectives and in controlling operations. Students will learn how to create and understand frameworks for measuring managerial performance by using such devices as cost-volume-profit relationships, flexible budgeting, and standard costing. Cross-listed with LS 617.

MBA 619 Fundamentals of Finance (3)

Examines the basic corporate financial management considerations, with emphasis placed on the monetary and fiscal policies, securities, ratio analyses of financial statements, cost of capital, capital budgeting decisions, forecasting, and international financial management. Students will gain a deeper understanding of the operations of global financial institutions and their role in the economy; and the current legislation which govern them. The securities market will be explored including corporate, treasury, and municipal securities along with futures and options contracts. Prerequisites: MBA 616 and MBA 618 unless waived by the MBA Program Director or with the permission of the instructor.

MBA 620 Application of Business Theory to Managerial Functions (3)

Reviews and expands upon major facts, frameworks, and theories found

in the primary business disciplines – management, marketing, human resource management, finance, and accounting – with a focus on their ethical, legal, and practical application in various managerial functions. The course will utilize cases, simulations, role playing, and materials written for practicing managers.

MBA 621 Developing as a Leader (3)

This course focuses on understanding the roles and responsibilities of group and self leadership. It facilitates the development of multiple approaches to inspiring, influencing, and guiding others. Students will learn to recognize the impact of one's actions and behaviors on others. Students will craft plans and access resources for their own leadership development. Basic skills such as conducting a performance appraisal and giving critical feedback will be practiced. The course will utilize cases, simulations, role playing, and materials written for practicing managers. Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director or with the permission of the instructor. Cross-listed with LS 616.

MBA 622 Critical Thinking and Effective Business Communication (3)

Helps students develop and articulate logical, coherent, and persuasive, arguments—marshaling and utilizing supporting evidence and distinguishing fact from opinion. Students will practice multiple types of communication—oral, written, multi-media, symbolic, etc. Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director or with the permission of the instructor.

MBA 623 Financial Reporting and Analysis (3)

This course develops fluency in the language of business. It focuses on the creation and analysis of financial statements for external decision makers such as stockholders, suppliers, banks, employees, government agencies, and other stakeholders. It also develops an understanding of accounting information for internal decision makers. Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director or with the permission of the instructor.

MBA 624 Planning, Budgeting, and Implementation (3)

Examines the planning process at a variety of levels, but focuses on the development of business and strategic plans. The budget process is examined as an extension of the planning process. Because the planning process is often disconnected from reality and plans often sit on shelves, heavy emphasis is placed on the implementation phase. Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director plus the student must have earned an additional twelve MBA credit hours or with the permission of the instructor. Cross-listed with LS 619.

MBA 625 Global Business Perspectives (3)

Examines trends in global economics as well as differences in business practice across cultures. It focuses on identifying, analyzing, and practicing how to best manage when faced with economic, institutional, and cultural differences across countries. Prerequisites: MBA 620 through MBA 624. Prerequisites: MBA 615 through MBA 620 unless waived

by the MBA Program Director plus the student must have earned an additional fifteen MBA credit hours or with the permission of the instructor.

MBA 626 Power, Politics, and Influence in Organizations (3)

Helps students identify and manage the organizational realities of power and politics. Emphasis is placed on understanding sources of power and analyzing pockets of influence within organizations. Strategies are explored for moving forward ideas, plans, and projects in the context of hidden agendas, unwritten rules, political coalitions, and competing points of view. Prerequisites: MBA 615 through MBA 620 and MBA 622 unless waived by the MBA Program Director plus the student must have earned an additional fifteen MBA credit hours or with the permission of the instructor.

MBA 627 Creativity, Innovation, and Integrative Thinking (3)

Encourages the exploration of issues from diverse, shifting angles to frame problems holistically, learning to make decisions based on multiple, often conflicting, functional perspectives, and building judgment and intuition into messy unstructured situations. Students will practice finding and negotiating integrative solutions in situations entailing seemingly irreconcilable viewpoints. Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director plus the student must have earned an additional fifteen MBA credit hours or with the permission of the instructor.

MBA 628 Triple Bottom Line (3)

Familiarizes students with an expanded

spectrum of values and criteria for measuring organizational and societal success: economic, ecological, and social. Triple Bottom Line (TBL) has become a recognized standard for urban and community accounting and has become the dominant approach to public sector full cost accounting. Student will evaluate organizational performance utilizing the TBL approach.

Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director plus the student must have earned an additional fifteen MBA credit hours or with the permission of the instructor.

MBA 629 Models, Markets, and Their Limitations (3)

This course forces students to ask tough questions about risk by questioning underlying assumptions and emerging patterns of strategic development. Student seek to understand what might go wrong, learning about the sources of errors that lead to flawed decision making and the organizational safeguards that reduce their occurrence. Students will also explore the tension between regulatory activities aimed at preventing social harm and market-based incentives designed to encourage innovation and efficiency. Prerequisites: MBA 615 through MBA 620 and MBA 624 unless waived by the M.B.A. Program Director plus the student must have earned or be earning an additional thirty M.B.A. credit hours or with the permission of the instructor.

MBA 640 Financial Management in Healthcare (3)

This course will explore the financial dynamics of managerial finance in healthcare. Financial theories, practices,

and strategic imperatives will be explored related to hospitals, healthcare systems, and a variety of other provider settings. Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director plus the student must have earned an additional eighteen MBA credit hours or with the permission of the instructor.

MBA 641 Public Policy And Healthcare (3)

This course is designed to provide an overview of the policies and policy making processes, trends in healthcare policy, and their political and economic and social implications. The origin of current and past healthcare reform efforts and related policy implementation will be explored. Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director plus the student must have earned an additional eighteen MBA credit hours or with the permission of the instructor.

MBA 642 Strategic Healthcare Planning (3)

This course is designed to provide an overview of the principles and methods associated with strategic planning in the healthcare environment. Students will develop an understanding of the current issues in healthcare management and strategic visioning. A variety of facets of strategic development will be explored, including environmental assessment, competitive positioning, strategy development, and the financial implications of strategic planning. Prerequisites: MBA 615 through MBA 620, unless waived by the MBA Program Director, plus eighteen additional MBA credit hours or with the permission of the instructor.

MBA 650 Operations Management (3)

Examines operational processes and related topics across the supply chain for manufacturing and service industries. These include productions systems (push/pull systems, Toyota production system, efficiency metrics in manufacturing, cost control etc.), quality management processes (QS-9000, SPC, Six Sigma, Lean, TQM), supply chain management (raw materials to finished products, production scheduling, inventory control, logistics), human resource management, maintenance management, and project management. Prerequisites: MBA 615 through MBA 620, unless waived by the MBA Program Director, plus eighteen additional MBA credit hours or with the permission of the instructor.

MBA 651 Supply Chain Management (3)

Investigates supply chain management topics including the design of supply chain networks, management of the network of material, information, and financial flows, production planning and control, inventory control, order fulfillment, supply chain outsourcing, and logistics. Prerequisites: MBA 615 through MBA 620, unless waived by the MBA Program Director, plus eighteen additional MBA credit hours or with the permission of the instructor.

MBA 660 Government and Nonprofit Accounting (3)

This course will provide students a basic conceptual understanding of the unique characteristics of governmental and not-for-profit organizations and how their accounting and financial reporting concepts and practices differ from those of for-profit organizations. Prerequisites

MBA 615 through MBA 620 and MBA 623 unless waived by the MBA Program Director plus the student must have earned an additional fifteen MBA credit hours or with the permission of the instructor.

MBA 661 Corporate Income Tax (3)

This course develops an appreciation of the provisions of the Internal Revenue Code which businesses can use to reduce their tax liabilities. It focuses on the advantages and disadvantages of the various forms of business. Prerequisites: MBA 615 through MBA 620 and MBA 623 unless waived by the MBA Program Director plus the student must have earned an additional fifteen MBA credit hours or with the permission of the instructor.

MBA 662 Managerial Finance (3)

This course develops an understanding of the financial markets and the risks associated with them. It also focuses on the valuation of assets, the most appropriate way to finance a business, financial analysis and planning. Also covered are the topics of dividend payouts, mergers, acquisitions, and corporate control. Prerequisites: MBA 615 through MBA 620 and MBA 623 unless waived by the MBA Program Director plus the student must have earned an additional fifteen MBA credit hours or with the permission of the instructor.

MBA 690 International Immersion (3)

Working under faculty supervision, this course provides students with direct involvement in the business environment of a first world, emerging, or developing market through first-hand engagement and appreciation of the partnering entity's

business practices and cultural setting. Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director, plus the student must have earned an additional twenty-one MBA credit hours or with the permission of the instructor.

Conditions of Participation: In order to register for both the trip and the course, students must be in good academic and disciplinary standing (Trip registration typically precedes course registration by six to nine months.)

MBA 691 Professional Immersion (3)

Working under faculty supervision, this course provides students with direct involvement in the business environment. Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director; plus the student must have earned an additional six MBA credit hours or with the permission of the instructor.

Conditions of Participation: In order to register for a professional immersion experience, students must be in good academic and disciplinary standing.

Students will pursue one of four options:

Consulting Option

This option is centered around student teams working with existing small business or nonprofit clients to conduct analysis, determine managerial priorities, and provide a series of deliverables that will enable the organization to achieve their desired outcomes.

Sales Option

Students will be matched with an organization that embraces a highly effective sales strategy where they will experience the various determinants

of salesperson performance, extrinsic motivation, compensation structures, quota and sales territory development.

Internship Option

This immersion allows students to pursue their career interests within a business or nonprofit where the application of program coursework will lend itself to identify, lead and present a seminal project beneficial to both the participating business and the student.

Entrepreneurial Option

This immersion focuses on demonstrating that creativity can be stimulated within the context of entrepreneurship, and is intended for students who want to be creative in developing a new opportunity either in a new or existing firm in partnership with a venture capitalist network.

MBA 692 Global Business & Cultural Immersion Analysis (3)

Students will engage in research, preparation, and in-class activities to become familiar with the business environment of a first world, emerging, or developing market, through the partnering entity's business practices and cultural setting. This course will serve to prepare and familiarize students with the rigors of international travel, the cultural aspects, language requirements, and business customs of the planned immersion site and business partners.

Conditions of Participation: In order to register for both the trip (MBA 693) and the pre-study course (MBA 692), students must be in good academic and disciplinary standing. (Trip registration typically precedes course registration by six months.) Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director plus the

student must have earned an additional twenty-one MBA credit hours or with the permission of the instructor.

MBA 693 Global Business Immersion (3)

Students will be directly involved in the business environment of a first world, emerging, or developing market through first-hand engagement and appreciation of the partnering entity's business practices and cultural setting. Conditions of Participation: In order to register for both the trip and the course, students must be in good academic and disciplinary standing and be registered for MBA 692 in the semester preceding their trip. (Trip registration typically precedes course registration by six months.) Prerequisites: MBA 615 through MBA 620 unless waived by the MBA Program Director, plus the student must have earned an additional twenty-one MBA credit hours or with the permission of the instructor. Additionally, student must have successfully completed MBA 692.

Master of Education

MISSION: Mission of Graduate Education at Lourdes University is to serve educators by providing professional opportunities that advance growth in life-long learning in an ever-changing global context. All programs-whether degree or endorsement-are committed to scholarly engagement, the development of comprehensive knowledge, effective instructional skills and strategies, and the development of leadership skills and dispositions that demonstrate social responsibility and respect within the context of Franciscan values and beliefs.

The Master of Education (M.Ed.) programs have been created to provide learning opportunities that address the professional development needs of today's educators. By design, the programs lead to the advancement of knowledge, instructional, and leadership skills that provide the foundation for quality classroom instruction and school leadership. In addition to the Graduate School Learning Goals, it is our expectation that those who successfully complete the program will demonstrate proficiency on the following outcomes:

Program Outcomes

- Recognizing that all students are unique gifts of God, graduate candidates will demonstrate an understanding of contemporary curriculum teaching and learning theories and will be able to apply these to promote learning for all.
- Grounded in the Franciscan values of learning, reverence, and service, graduate candidates will demonstrate a commitment to social responsibility, global diversity, and the standards of their discipline.
- Promoting the use of research-based instructional practices, graduate candidates will incorporate the use of instructional technologies to support student learning and literacies as well as, their own professional development.
- Grounded in 21st Century skills and dispositions, graduate candidates will demonstrate value and respect for global diversity in order to promote inclusive and responsive educational practices.
- Demonstrating effective oral and written communication forms, graduate candidates will exhibit proficiency in the specific knowledge-bases and dispositions which form their areas of specialization.
- Demonstrating proficiency in specific areas of specialization and research methodology, Masters of Education candidates will develop and present a capstone project.

Policies

Admission to Programs

Students seeking admission to the M.Ed. in Teaching and Curriculum program must:

- Possess a bachelor's degree from a regionally accredited institution with a minimum 2.75 cumulative G.P.A.
- Submit a completed Graduate Application for Admission.
- Request an official copy of all college transcripts.
- Provide a current resumé, a statement of purpose, and three (3) letters of recommendation.
- Complete a satisfactory interview with the M.Ed. program director.

Students seeking admission to the M.Ed. with a Major in Reading must:

- Possess a bachelor's degree from a regionally accredited institution with a minimum 2.75 cumulative G.P.A.
- Submit a completed Graduate Application for Admission.
- Request an official copy of all college transcripts.
- Provide a current resumé, a statement of purpose, and three (3) letters of recommendation.
- Complete a satisfactory interview with the M.Ed. program director.

In addition:

- Applicants holding AYA, multi-age, or career technical licenses must have completed 9 semester hours of undergraduate level reading coursework before being admitted. Lourdes courses: EDU 218, EDU 312, EDU 332.
- All other applicants must have completed 12 semester hours of undergraduate level reading coursework before being admitted. Lourdes courses: EDU 218, EDU 312, EDU 330, EDU 332.

Those completing reading courses from other institutions will meet with the M.Ed. program director as part of the admission process.

Students seeking admission to the Master of Education in Educational Leadership (The Principal Academy) must:

- Possess a bachelor's degree from a regionally accredited institution with a minimum 2.75 cumulative G.P.A.
- Submit a completed Graduate Application for Admission.
- Request an official copy of all college transcripts.

- Provide a current resumé, a statement of purpose, and three (3) letters of recommendation.
- Complete an on-site campus visit consisting of individual and group interviews, and a writing sample.

Please Note: Candidates for this program must also be sponsored by a school district administrator.

Program Completion Requirements

Master degree candidates in Curriculum and Teaching and with a Major in Reading must successfully complete the following prior to graduation:

- All Ohio and Lourdes University graduation requirements.
- An action research/field-based project.
- A presentation of the research project to a selected faculty advisor.

Master degree candidates in Educational Leadership must successfully complete the following prior to graduation:

- All Ohio and Lourdes University graduation requirements.
- An action research/field-based project completed during the Educational Leadership Internship.
- A presentation of the research project to a selected faculty advisor.

Transfer of Credit

Up to six (6) hours of credit may be transferred for strand courses only (see Graduate Transfer Policies).

Master of Education Degree in Teaching and Curriculum

The Master of Education (M.Ed.) degree in Teaching and Curriculum is designed for classroom teachers (grades K-12) providing specialized and coordinated learning opportunities for teachers who are faced daily with the realities of today's world as reflected in their classrooms, their schools, and their communities.

- The program provides quality, relevant, coordinated, and enriching professional development experiences to advance, enhance, and update the knowledge and skills of teachers.
- Teachers who complete the program will be able to advance, enhance, and update the knowledge and skills of their students and the learning communities in which they work and serve.

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| Required Curriculum | | Semester Hours |
|----------------------------------|--|----------------|
| <i>Core Courses</i> | | |
| EDU 600 | Introduction to Graduate Studies and Applied Research | 3 |
| EDU 611 | Social, Cultural and Legal Issues in Education | 3 |
| EDU 612 | Current Trends in Curriculum and Instruction | 3 |
| EDU 613 | Current and Emerging Technologies in Education | 3 |
| EDU 620 | Action Research Project Design | 3 |
| EDU 621 | Action Research Project | 3 |
| EDU 699* | Action Research Project Continuation | 0 |
| <i>Curriculum Strand Courses</i> | | |
| EDU 610 | Learning Theory and Instruction | 3 |
| EDU 630 | Evolving Instructional Strategies | 3 |
| EDU 631 | Multiple Approaches to Assessment | 3 |
| EDU 632 | Accommodating Diversity in the Classroom | 3 |
| EDU 633 | The Teacher's Leadership Role in Curriculum and Professional Development | 3 |
| Total | | 33 |

**Students who do not finish their Action Research Project within the semester of original enrollment for EDU 621 are required to enroll each semester in the program's EDU 699 Action Research Project Continuation course for 0 credit hours.*

Master of Education Degree with Major in Reading

The Master of Education (M.Ed.) program with the Major in Reading provides learning opportunities for licensed teachers that address the professional needs of today's literacy educators. By design, the program leads to the advancement of knowledge and instructional skills that provide the foundation for quality reading instruction. The major can be completed as part of the M.Ed. curriculum. The Master of Education degree with Major in Reading is designed for teachers wishing to become more expert in the teaching of reading both in classroom and resource settings. Graduates must pass the appropriate State of Ohio Reading Test to be eligible for a P-12 Ohio Reading Endorsement. This endorsement program requires 100 clinical hours. Those who already hold an advanced degree may complete the five-course endorsement sequence shown below. Students are prepared for the required Ohio Assessment for Educators currently 038/039 Reading (Subtests I & II).

- The program provides quality, relevant, coordinated, and enriching professional development experiences to advance, enhance, and update the knowledge and skills

of teachers in the areas of curriculum and literacy studies.

- Teachers who complete the program will be able to advance, enhance, and update the knowledge and literacy skills of their students and the learning communities in which they work and serve.

| Required Curriculum | | Semester Hours |
|------------------------------|--|----------------|
| <i>Core Courses</i> | | |
| EDU 600 | Introduction to Graduate Studies and Applied Research | 3 |
| EDU 611 | Social, Cultural and Legal Issues in Education | 3 |
| EDU 612 | Current Trends in Curriculum and Instruction | 3 |
| EDU 613 | Current and Emerging Technologies in Education | 3 |
| EDU 620 | Action Research Project Design | 3 |
| EDU 621 | Action Research Project | 3 |
| EDU 699* | Action Research Project Continuation | 0 |
| <i>Reading Major Courses</i> | | |
| EDU 640 | Literacy Foundations and Strategies | 3 |
| EDU 641 | Phonics and Applied Word Study | 3 |
| EDU 642 | Reading and Writing in the P-12 Classroom | 3 |
| EDU 643 | Literacy Assessment, Diagnosis and Intervention | 3 |
| EDU 644 | Practicum: Professionalism in Clinical Literacy Practice | 3 |
| Total | | 33 |

**Students who do not finish their Action Research Project within the semester of original enrollment for EDU 621 are required to enroll each semester in the program's EDU 699 Action Research Project Continuation course for 0 credit hours.*

Master of Education Degree in Educational Leadership

The Master of Education in Educational Leadership program is designed for educators seeking leadership experience and licensure as a principal in Ohio. The program integrates professional experience, clinical practice, and classroom activities; develops knowledge, skills, and attributes relevant to the current dynamic educational environment; and draws on the strengths of professionals at various stages in their careers.

The Principal Academy prepares educators to become transformational leaders at both public and faith-based schools who can meet the challenges of today's education environment. Coursework and field experiences are designed to develop leaders with the knowledge, skills, and dispositions to create school cultures that support student

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learning, to lead school reform initiatives, and to establish learning communities that engage key stakeholders in promoting learning and success for all students.

Completion of the M.Ed. in Educational Leadership meets the requirements for the State of Ohio Principal License. Note: Candidates must pass the appropriate State of Ohio Specialty test. In addition, graduates of the program receive mentorship and professional development support into their first year beyond graduation.

It is our expectation that educators who complete the M.Ed. in Educational Leadership program will demonstrate an understanding of:

- The knowledge, skills, and dispositions necessary to be an effective school leader.
- School culture and how leadership can foster a collaborative learning community.
- Assessment theory and ability to analyze data to support decision-making, program development, and student learning.
- Educational law and legal and ethical issues related to schools.
- The knowledge, skills, and dispositions needed to meet the instructional and developmental needs of all learners.
- Social, political, and legal issues facing schools and strategies to address these issues.

| Required Curriculum | | Semester Hours |
|---------------------|--|----------------|
| EDU 660 | Foundations of Effective Educational Leadership | 3 |
| EDU 661 | Leadership and School Culture | 3 |
| EDU 662 | Using Data in Decision Making | 3 |
| EDU 663 | Instructional Leadership to Support Student Learning | 3 |
| EDU 664 | Transforming Schools through Effective Leadership | 3 |
| EDU 665 | Legal and Ethical Aspects of Educational Leadership | 3 |
| EDU 667 | Educational Leadership to Support Special Education & Diversity | 3 |
| EDU 668 | Community Engagement in the Educational Process | 3 |
| EDU 669 | Resource Management to Support School Effectiveness | 3 |
| EDU 670 | School Leadership: Social, Political, and Legal Issues | 3 |
| EDU 671 | Principal Internship and Capstone Portfolio | 6 |

State of Ohio Endorsements

State of Ohio Endorsement in Reading
(P-12 Reading Endorsement Certificate Program)

Lourdes University offers five literacy courses that qualify the educator for a State of Ohio Endorsement in Reading, P-12. In addition to completing the courses listed below, students are prepared for the required Ohio Assessment for Educators currently 038/039 Reading (Subtests I & II). Those successfully completing these courses will receive a certificate from the University.

This endorsement program requires 100 clinical hours. These hours are incorporated into the courses in the endorsement sequence.

The P-12 Reading Endorsement Certificate Program will meet several practical and relevant goals.

1. To provide teachers with the option of graduate coursework in reading and related literacy topics to either upgrade from the provisional to the professional license, or to renew their professional licenses.
2. To meet the needs and interests of teachers seeking the P-12 reading endorsement on their standard teaching license or provisional or professional teaching license by providing the required graduate level coursework.

The courses fulfilling the requirements for the endorsement certificate program are listed below:

| Required Curriculum | | Semester Hours |
|---------------------|--|----------------|
| <i>Courses</i> | | |
| EDU 640 | Literacy Foundations and Strategies | 3 |
| EDU 641 | Phonics and Applied Word Study | 3 |
| EDU 642 | Reading and Writing in the P-12 Classroom | 3 |
| EDU 643 | Literacy Assessment, Diagnosis and Intervention | 3 |
| EDU 644 | Practicum: Professionalism in Clinical Literacy Practice | 3 |

Early Childhood Generalist Endorsement Certificate Program

Lourdes University offers a nine-credit, three course certificate program at the 600 level that qualifies the educator who holds the State of Ohio Pre-K3 Early Childhood to receive an Elementary Generalist Grades 4-5 Endorsement.

The courses included in this sequence are:

Graduate School

| Required Curriculum | | Semester Hours |
|---------------------|---|----------------|
| <i>Courses</i> | | |
| EDU 675 | Pedagogy and Development in Young Adolescence | 3 |
| EDU 676 | Content and Pedagogy: Mathematics and Science in Grades 4 and 5 | 3 |
| EDU 677 | Concepts and Pedagogy: Social Studies and Language Arts in Grades 4 and 5 | 3 |

This Endorsement requires a passing score on the Early Childhood Generalist (4-5) Ohio Educator Assessment 018/019 Elementary Education (Subtests I and II).

Course Descriptions

EDU 600 Introduction to Graduate Studies and Applied Research (3)

Introduces concepts of graduate reading and writing as well as introductions to the types of research consumed and conducted in the M.Ed. program. Activities in the course will focus on helping students develop the specific reading, research, writing, and critical thinking skills necessary for academic success as a graduate student.

EDU 610 Learning Theory and Instruction (3)

Covers various philosophies, aspects, and models of academic and social learning. Emphasis will be placed upon such topics as multiple intelligences, learning styles, teaching styles, critical thinking skills, brain-based learning, and other instructional theories. Students will review and critique general learning theories, as well as investigate how people organize, encode, process, transform, utilize, and articulate information presented in an instructional environment.

EDU 611 Social, Cultural, and Legal Issues in Education (3)

Examines and explores K-12 education as a social and cultural phenomenon and the implications of this perspective for schooling, multicultural education, educational development, and the process of teaching and learning. Students will review, evaluate, critique, and present in a scholarly manner the influences of political, legal, economic, and governmental variables on education. In addition, appropriate teacher/school responses will be explored.

EDU 612 Current Trends in Curriculum and Instruction (3)

Review of current trends in curriculum and instruction, which will include an analysis of best practices based on current research. Change process theories as they relate to educational institutions are also covered. Numerous strategies such as the appropriate use of inquiry based learning, problem solving based learning, cooperative learning, and other effective pedagogy will be incorporated into content lesson and unit design.

EDU 613 Current and Emerging Technologies in Education (3)

Integrates practical uses of educational technology with theoretical, philosophical, and ethical aspects of teaching and learning through appropriate application of instructional design principles. This course provides entry level through advanced technology instruction in the use of computers, multimedia technologies, Internet curriculum planning, implementations, revisions, assessment, and computer-based portfolio assessment. Skills introduced in the first module will be integrated with introductory instructional design concepts and assessment and evaluation procedures to produce authentic experiences across the K-12 curriculum. This course meets several of the technology proficiency standards set forth by the International Society for Technology in Education (ISTE) and the Ohio Department of Education (ODE).

EDU 620 Action Research Project Design (3)

Provides students with the knowledge and skills to design an action research project related to the area of degree specialization. The course will examine methods of research in education, research design and will include qualitative and quantitative approaches. Students will learn the steps and protocol associated with action research and will be required to design an action research proposal.

EDU 621 Action Research Project (3)

Allows students to conduct research in a specific, approved area of interest related to their career and area of study. It provides the opportunity for each

student to design, implement, and evaluate their educational research project.

EDU 622 Multimedia for Educational Integration (3)

Provides both practical skills for students to incorporate technology into their personal educational program and opportunities to design and develop computer-based multimedia instructional materials through an in-depth examination of software, hardware, and media processes. EDU 622 provides instruction from basic through more advanced computer technologies to demonstrate that desktop publishing, multimedia, and webpage environments are essential tools for today's teachers.

EDU 623 Systematic Design for Effective Instruction (3)

Addresses the principles and procedures for designing, developing, and evaluating instruction using an instructional systems approach. This course investigates learning theories, including multiple intelligences, situated learning, problem-based instruction, and Bloom's taxonomy. Students will research, explore, and apply current learning theory with technology in order to design effective instruction in content areas to solve instructional problems.

EDU 624 Web-based Instruction (3)

Investigates telecommunication tools and resources for information sharing and retrieval. This course provides current and emerging theories and applications of web page environments for educational purposes. Web environments will be studied for their applications in education, including the development

of a school website and online units of instruction.

EDU 625 Media Literacy (3)

Introduces the vocabulary, concepts, media tools, and pedagogy for effective and appropriate meaning construction of media. This course explores the divergence and convergence of media, the acquisition model of media education, and media education standards. It also addresses issues of diversity, cognitive apprenticeship, interactive education, faculty needs, and appropriate student learning at a variety of levels.

EDU 626 Technology Management in Schools (3)

Explores hardware, software, networks, planning, staffing, budgets, and staff training in school districts, as well as the underlying principles, goals, purpose, functions, issues, and challenges of educational technology.

EDU 630 Evolving Instructional Strategies (3)

Provides an examination of the classroom instructional strategies and practices identified in research as the most effective in improving student achievement and enhancing student learning. The emphasis is placed on those strategies and practices over which the classroom teacher has the most control, including classroom management, the use of instructional resources and technology, and discussion and questioning strategies.

EDU 631 Multiple Approaches to Assessment (3)

Lays the foundation for developing, analyzing and judging informal

and formal assessment and the appropriateness of its uses. The course includes instrument construction for classroom-based assessment, the development and use of rubrics to provide student feedback, and the conception and development of authentic and performance-based assessments. Grading as feedback and for decision-making is also examined. Statistical measurement necessary for interpretation and application in data driven decision-making for diagnostic, screening, and achievement and progress purposes is considered.

EDU 632 Accommodating Diversity in the Classroom (3)

Provides the foundation for understanding the influence of socio-cultural aspects in student and classroom learning contexts. The course includes instruction on the nature of differences and combinations of cultural identities in classrooms. Students will examine instructional strategies that enhance the nature of curriculum relative to the lives of students.

EDU 633 The Teacher's Leadership Role in Curriculum and Professional Development (3)

Assists teachers to determine their leadership qualities and to develop and implement a plan to strengthen them through professional development. By focusing on such important leadership characteristics as communication and human relations skills, political frameworks, institutional structural cultures, and explicit and implicit symbolic understandings, the teacher is better prepared to become an effective change agent in the educational setting.

EDU 640 Literacy Foundations and Strategies (3)

Provides the knowledge base of the foundations of reading and writing instruction. Psychological, sociological, and linguistic foundations of reading and writing processes and instruction are included. Students will review and critique reading, research, and history of reading. Students will explore language development and reading acquisition and the variations related to culture and linguistic diversity. The major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading will be emphasized.

EDU 641 Phonics and Applied Word Study (3)

Reviews contemporary research on phonics instruction and other word recognition strategies implemented in reading and writing instruction. Illustrates theories and applications of instruction in phonics, spelling, and vocabulary acquisition, P-12. Develops the knowledge base of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

EDU 642 Reading and Writing in the P-12 Classroom (3)

Reviews a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction including grade and age appropriate instructional

grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes. Students will explore a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds as well as the use of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

EDU 643 Literacy Assessment, Diagnosis, and Intervention (3)

Reviews cause of reading and writing difficulties, their diagnosis and correction in grades P-12. Develops an understanding of current evaluative instruments, both formal and informal using a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. Allows the student to place P-12 students along a developmental continuum and identify students' proficiencies and difficulties. Finally, students will be able to use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds. This course includes field-based assignments and a clinical practicum.

EDU 644 Practicum: Professionalism in Clinical Literacy Practice (3)

This course provides supervised experiences extending the development of professional methods of assessing, teaching, and providing literacy intervention for children in clinical and resource settings. Emphasis is on the use assessment data and action plan from EDU 643 to provide specific interventions for the assigned learner. In addition, opportunities are provided for students to engage in various professional activities. This course includes a clinical practicum.

EDU 660 Foundations of Effective Educational Leadership (3)

Provides the foundation of leadership theory for School Principals. It provides the opportunity for students to examine leadership styles and dispositions. The content of the course will provide foundational elements of leadership in general and school administration, specifically.

EDU 661 Leadership and School Culture (3)

Examines elements of school culture and leadership including the leadership paradox, learning communities, as well as collaboration and team building. Development of facilitation skills is also included.

EDU 662 Using Data in Decision Making (3)

Provides the foundation in assessment theory including formative and summative assessment as well as quantitative and qualitative analysis methods. The facilitation of data use for differentiated instruction, program development and personnel assessment

will be included. Additional topics will include using standardized assessment in regular and special education, value added assessment, and the utilization of technology in assessment of student learning.

EDU 663 Instructional Leadership to Support Student Learning (3 with field)

Provides the foundation for Instructional Leadership including its definition, roles, and research support for best practice. Recognizing effective instructional strategies will be included as well as the development and implementation of school professional development plans. Course and field activities will also focus on development of essential skills for instructional leadership.

EDU 664 Transforming Schools through Effective Leadership (3 with field)

Provides the foundations for leading change in schools. Foundations of transformational leadership will be included. Course and field activities will focus on political, social, technological, and economic drivers of change and the Continuous Improvement Process. Elements of professional learning communities and education reform initiatives will also be included.

EDU 665 Legal and Ethical Aspects of Educational Leadership (3)

Provides an overview of school law focusing on Student Rights, Teacher Rights and School Rights. Concepts of ethics and professional conduct will be covered. Additional topics will include special education law, contract law, personnel policies and essential legal skills for the principal.

EDU 667 Educational Leadership to Support Special Education & Diversity (3 with field)

Provides a foundation for the roles and responsibilities of the principal and school staff in the provision of special education. Different service models will be addressed as well as the 504/IEP process. Course and field activities will address elements of social and emotional growth, federal and state definition and meeting the needs of diverse learners in schools.

EDU 668 Community Engagement in the Educational Process (3)

Provides a foundation for the development, articulation, implementation, and stewardship of a school of district vision of learning supported by the school community. The course will also provide activities to assist principal candidates in collaborating with families and other community members responding to diverse community interests and needs, and mobilizing community resources.

EDU 669 Resource Management to Support School Effectiveness (3)

Provides a foundation for the allocation of resources and management of school operations in order to ensure a safe and productive learning environment. An overview of federal, state, and local finance systems will be included as well as activities related to the school budget process. Other topics will include school levies, resource management, and grant writing.

EDU 670 School Leadership: Social, Political, and Legal Issues (3)

Provides the foundation for the knowledge and ability to promote the

success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural contexts. Included will be topics related to Standards Based Education, 21st century learners and other contemporary issues facing schools.

EDU 671 Principal Internship and Capstone Portfolio (6)

Provides students with the opportunity to apply their knowledge, skills, and dispositions in a school setting under the guidance of an expert practitioner. The internship is designed to provide opportunities for hands-on leadership, decision making, and to develop instructional leadership related to improving student learning. The course includes a final capstone assignment and completion of a program portfolio.

EDU 675 Pedagogy and Development in Young Adolescence (3)

Fosters an understanding of the unique developmental needs and aspects of young adolescents. This course will examine not only the history and philosophy of upper elementary and middle school education but will explore exemplary pedagogical practices which are characteristics of effective education at the 4th and 5th grade levels. Additionally, the students will observe master teachers in order to examine how integrated curriculum and instruction meets the unique needs and interests of young adolescents and promote the development of basic skills as well as critical thinking skills, problem solving and creativity.

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EDU 676 Content and Pedagogy: Mathematics and Science in Grades 4 and 5 (3)

Provides teachers who have the Early Childhood P-3 Ohio teaching license with the conceptual and pedagogical skills in Mathematics and Science Grades 4 and 5 as presented in Ohio Academic Standards. Course is required to obtain the Grade 4-5 Early Childhood Generalist Endorsement. Prerequisite: EDU 675.

EDU 677 Concepts and Pedagogy: Social Studies and Language Arts in Grades 4 and 5 (3)

Provides teachers who have the Early Childhood P-3 Ohio teaching license with the conceptual and pedagogical skills in Social Studies and Language Arts in Grades 4 and 5 as presented in Ohio Academic Standards. Course is required to obtain the Grade 4-5 Early Childhood Generalist Endorsement. Prerequisite: EDU 675.

EDU 699 Action Research Project Continuation (0)

Students who do not finish their Action Research Project course within the semester of original enrollment for EDU 621 are required to enroll each semester in the program's EDU 699 Action Research Project Continuation course for 0 credit hours. The continuation course will be graded noncredit (NC). Upon the successful completion of the EDU 621 Action Research Project course, the SP or UP grade will be replaced with a Satisfactory (S) grade. For students who do not successfully complete the Leadership Capstone course within three semesters (including summer semester) the SP or UP grade will be replaced with an Unsatisfactory (U) grade.

Professional Development

Lourdes University offers educators quality professional development opportunities. Professional Development Courses (EDU 500 level) are graduate classes and can be used for re-licensure (Ohio), certification renewal or upgrade (Michigan), and additional endorsements. These courses are scheduled throughout the year and are generally held on the Lourdes University campus in Sylvania or in schools.

Participants desiring graduate credit must possess a valid or expired teaching license or certificate and provide documentation of an appropriate baccalaureate degree. Participants interested in using 500-level courses for Lourdes University degree programs or transferring the credits to programs at other institutions should obtain approval from Lourdes University or the institution to which the credit will be transferred in advance of registration.

Learner's Edge Courses

Lourdes University partners with Learner's Edge in extending graduate credit in association with distance learning (print-based and online) courses. Designed to meet the needs of professional educators, these courses fulfill requirements for license renewal. These course credits will be part of your Lourdes University transcript and may be transferred to another institution.

Course Descriptions

LEN 501 Brain Works: Better Teaching with the Brain in Mind (505)

Filled with the latest information on how the brain learns, this course will energize and inspire! Learn how to teach in a more meaningful, powerful manner. Explore the role of emotion, retention, windows of opportunity, the primacy-recency effect, and much more.

LEN 502 Literacy and Learning: The Building Blocks (506)

This course provides creative and practical strategies that can be used to create a literacy-rich environment for the young learner. Explore ways to promote phonemics, phonetic awareness, alphabetic knowledge, and fluency.

LEN 503 Literacy, the Write Way: Developing Writers in All Content Areas (523)

This course is centered around the powerful 6+1 Traits of Writing model, the centerpiece of many districts' literacy programs. Teachers of all subject areas will learn how to help their students write more capably. Numerous strategies/activities, sample papers, and scoring guides are provided. Recommended for Grades 3-12.

LEN 504 The Writer's Notebook (598)

Enhance both writing and reading instruction through the use of a writer's notebook, a proven literacy tool used in classrooms across the country. Explore strategies, techniques and rationale for the writer's notebook and learn how to make the notebook an essential part of your writing program. Lesson ideas/samples will be provided. Recommended for Grades 4-12.

LEN 505 The Write Foundation (608)

The 6+1 Traits of Writing model has improved student writing in countless districts across the country; now you can apply these strategies in your primary classroom. Learn how to pinpoint students' strengths and weaknesses in ideas, organization, voice, word choice, sentence fluency, conventions, and presentation-and how to plan and carry out effective instruction. Recommended for Grades K-2.

LEN 506 Conferring with Young Writers (642)

Writing conferences are a strategic way to support and enhance writing skills in the youngest of writers. This course provides educators a clear framework for conducting purposeful writing conferences with PreK-2 students.

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Learn effective record-keeping systems that allow you to match your mini lessons with your students' writing needs, successful communication skills that bring out the best in your writers, and valuable techniques for tailoring conferences to the English Language Learner.

LEN 508 Teaching with Technology (648)

This course provides teachers with an excellent entry point into the world of technology. Most importantly, teachers will explore the foundations of Internet literacy, and learn tools to help students become critical consumers of the Internet. For the novice in technology/Internet. Recommended for Grades 2-12.

LEN 509 Reaching Young Readers: Improving Reading Skills (653)

Explore the five core instructional areas and how each affects student achievement: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

LEN 510 Differentiation and Grading (665)

This course addresses two related elements of good teaching: quality differentiation and effective grading practices. Being sensitive to students' readiness levels and learning styles while holding them accountable for the same standards can be a challenge. This course will provide a thought-provoking look at differentiation, grading, and related situations that we all encounter in diverse classrooms.

LEN 511 Web LEN (681)

This course will move educators to think differently about technology's

potential for strengthening students' critical thinking, writing, reflection, and interactive learning. It explores how web tools can generate exciting new learning formats and explains how to apply these tools in the classroom to engage all students. Specific teaching applications are included for blogs, wikis, and RSS (rich site summary).

LEN 512 Fully Wired: Understanding and Empowering Adolescents (693)

This eye-opening course will explore the various changes occurring in adolescent brain and will show teachers how to understand, communicate, and stay connected with these students. With the arsenal of strategies discussed in this course, teachers can help their students learn to control impulses, manage erratic behavior, and cope with their changing bodies. Recommended for Grades 4-12.

LEN 513 Words Matter: Using Teacher Language to Help Students (698)

Language is one of the most powerful tools available to teachers and permeates every aspect of teaching and learning. This course will help teachers use language more effectively by exploring the following categories of language: envisioning, open-ended questioning, listening, reinforcing, reminding, and redirecting. Learn how to use language to its full potential to achieve important goals in academic instruction, community building, and classroom management. Recommended for Grades K-5.

LEN 514 Instructional Strategies that Work (704)

This course explores instructional strategies that have proven to have a

major impact on student achievement. Increase your skills and comfort level with the following strategies: cooperative learning, questioning techniques, visual tools, graphic organizers, structuring homework, reading comprehension, building students' vocabulary, improving note taking, utilizing higher order thinking skills, and many more!

LEN 515 Super Sub: How to Succeed as a Substitute Teacher (705)

This course will provide invaluable assistance to substitute teachers seeking to improve their craft. Participants will explore strategies to boost their effectiveness in these important aspects of substitute teaching: classroom procedures, classroom management, and instructional strategies.

LEN 517 Sticks and Stones: The No-Bully Zone (712)

This course will help make your school/classroom a safer place for all students to learn. Explore the following areas: school-wide anti-bullying measures, problem solving dialogue, the role of the bystander, building staff-to-student connections, supporting and empowering the targets of bullies, and more. Discover new ways to reduce bullying, regardless of what level/subject you teach.

LEN 518 Engaging Multiple Intelligences and Learning Styles in Your Classroom (716)

Explore the Multiple Intelligences (MI) and Learning Styles (LS) in your classroom, learn how to integrate MI and LS strategies in your classroom, and create assessments that incorporate both MI and LS. Evaluate students' content knowledge and skills with assessments

that incorporate MI, and apply strategies to nurture strengths and motivation in students to increase your instructional effectiveness.

LEN 519 Differentiated Learning: How to Teach to Varying Ability Levels (717)

This course addresses an issue that every educator faces: How to effectively teach students who have widely different skill levels, interests, and learning styles. Explore how to effectively coordinate your time, resources, and efforts so that learning is maximized for each student in your class. Examine how to take your specific curriculum and student needs and design/teach successful lessons. Please indicate grade level on Registration Form.

LEN 520 Integrating the Brain and the Arts into Your Classroom (721)

A perfect fit for teachers of music, theater, art, physical education, and industrial arts, as well as "regular" education teachers who would like to incorporate the arts into their classroom. For a teacher of the arts, this course presents a definitive case for making the arts a core part of the school curriculum. For the regular education teacher, this course is filled with ways to include visual, musical, and kinesthetic arts to increase opportunities for more students to learn and enhance their thinking.

LEN 522 Effective Classroom Management: Discipline with Dignity (737)

Be better prepared to effectively manage students so that learning is maximized in your classroom. The approach advocated in this course (emphasizing the dignity and value of every student) is used by

countless schools and teachers across the country. Recommended for Grades K-9.

LEN 523 Gender Matters: How Boys and Girls Learn (738)

For the past 30 years, conventional wisdom has held that there are few, if any, innate differences between boys and girls in how they learn, think, or interact with one another. The educational tradition has held that girls and boys should be taught the same subjects in the same way at the same time. The latest research suggests otherwise. This course will explore the innate differences between boys and girls and will offer a new vision for what gender-friendly education may look like.

LEN 524 Succeeding with the Struggling Student (753)

Many struggling students have never been taught strategies that are compatible with the way they think and learn. Once we teach them the appropriate techniques, their learning problems diminish significantly. Explore a myriad of ways to help any student become a successful learner—without remediating, watering down content, or lowering expectations.

LEN 525 Building Comprehension in the Primary Grades (760)

Tap into a wealth of techniques to help your primary students better comprehend what they read. Real life examples and dozens of scenarios demonstrate effective ways to: select the perfect books, model think alouds, assist students in making important connections, and empower your students to having meaningful conversation about the texts they are reading.

LEN 527 Reading for Understanding (766)

Not merely a collection of reading strategies, this course provides a model for effective lesson design that will help you build better, more reflective readers. Delve into the power of metaphor, proper framing/focus, and a variety of comprehension strategies. Explore ways to help students dig into the deeper layers of texts, enabling them to not only understand what the text means, but also why the text matters. Perfect for teachers of language arts, as well as teachers of other content areas, looking to nurture independent readers.

LEN 528 Across The Spectrum: Teaching Students with Autism (776)

This course is specifically designed to help you work with students with autism spectrum disorder (ASD). Explore the following important components: characteristics and types of ASD, the role of assistive technology, intervention models, proven instructional approaches, parent involvement techniques, and available support services.

LEN 529 Tapping the Talent: Working with Gifted Students (783)

Learn how to succeed with your gifted and talented learners! Explore multiple strategies and techniques to provide needed support in the general education classroom and transform how you instruct gifted and talented students.

LEN 530 Achieving Success with English Language Learners (842)

Explore over 40 proven strategies that help students develop their English language skills in all subjects. This

course addresses basic principles of teaching and assessing English learners, adaptations necessary in helping ELLs understand content, active participation along with vocabulary, fluency, and comprehension strategies.

LEN 531 Virtual Field Tripping: Explore the World Without Leaving School (846)

Explore the world without leaving your classroom. Delve into the unique advantages of virtual field trips, and learn how to effectively structure such Internet activities. Recommended grades 3-12.

LEN 532 Caring for the Mental Health of Your Students (854)

This course explores the range of mental health issues that teachers face in classrooms today. Learn how to detect early warning signs of a variety of mental health issues including ADHD, bipolar disorder, ASD, OCD, Asperger's Syndrome, suicide, chemical dependency, substance abuse, and depression. Explore relevant classroom accommodations and instructional strategies so that students can achieve success in the classroom. Recommended for Grades 1-12.

LEN 533 What Great Teachers Do (855)

Discover the specific things that great teachers do...that others do not. This course explores the beliefs, behaviors, attitudes, and interactions that form the fabric of life in the best classrooms and schools. Fourteen recommendations explore such issues as classroom management.

LEN 534 Parent Trap: Dealing With Difficult Parents (859)

Explore ways to establish positive, constructive relationships with parents of your students. Learn how to work with the most challenging parents in the most challenging situations, learn strategies to help deliver "less than positive" news, and build your credibility in the process.

LEN 535 Building Successful Readers in All Content Areas (880)

This course will enable teachers of all content areas to teach their students how to be better readers. Examine 40 proven strategies that help students develop their vocabularies, comprehend informational and narrative texts, and engage in meaningful discussions of what they read.

LEN 536 Professional Learning Communities: Moving from Knowing to Doing (897)

Transforming your team/school into a professional learning community can be a powerful force for better teaching and increased student learning. This course will guide you through the process: moving from concepts to action, providing research on best practices, and discussing strategies for implementation of PLCs. Explore this proven framework for sustainable, inspiring improvement in your classroom/school.

LEN 537 What Great Leaders Do (900)

Delve into the beliefs, behaviors, and interactions that elevate the best administrators above the rest. Investigate the specific things that great principals do...that others do not. Explore such issues as school climate,

student achievement, management, hiring, testing, decision making, and relationship building. Recommended for all administrative and school leadership positions.

LEN 538 CSI: Creating Science Instruction Through Inquiry (901)

Cultivate science learners' sense of discovery and critical thinking skills by utilizing inquiry-based strategies. Gain a thorough understanding of these strategies that have proven effective in the science classroom. Recommended for Grades 3-12.

LEN 539 Excelling in the Early Childhood Classroom (910)

Examine the implications of this research and explore the components of a successful early childhood classroom. Particular attention will be given to the important roles that music, art, language, and play have in the development of the neural networks from birth to age 5.

LEN 540 Caring for the Mental Health of the Young Learner (915)

Examine the range of social and emotional development issues faced when working with infants, toddlers, and preschoolers.

LEN 541 Good to Great: Principles of Great Teaching (920)

Any teacher can work to become a master teacher by developing the right mindset. Explore seven proven principles that can help you move from being a good teacher....to a great teacher.

LEN 542 Teach Well, Learn Well: RTI (921)

Struggling to address learning difficulties

prior to special education services? Learn about the innovative model that is sweeping the country, RTI. Response to Intervention (RTI) assists in raising all student achievement and provides an alternative process for student identification, using proven methods, and instructional tools/strategies to support the learner.

LEN 543 The Courage to Care: Working with At-Risk Students (958)

How can you engage the disengaged, connect with the disconnected, and reach the growing number of students in your classroom that are considered at-risk? Gain a better understanding of the contributing factors that put your students at risk and arm yourself with strategies to reach and teach this challenging population of students.

LEN 544 What Kids Need: Building Self-Discipline (964)

Explore the importance of teaching students the skills and attitudes associated with self-discipline. Learn how saying "no" can help students build the foundation for self.

LEN 545 In the Face of Poverty (966)

This course will provide real-world support and guidance in your work with students in poverty. Improve your effectiveness by learning the "hidden rules" of poverty, poverty-related behavior, and appropriate interventions. Explore practical yet compassionate strategies for addressing poverty and learn from leading thinkers in the field, including Eric Jensen and Ruby Payne.

LEN 546 What Great Middle School Teachers Do (968)

Ignite and rekindle your imagination

and commitment as a middle school teacher! Explore the high performance middle school classroom, delving into proven strategies/best practices for advisory, motivation, brain research, working with parents, games, lesson ideas, and much more!

LEN 547 Follow the Leader: What Great Teacher- Leaders Do (969)

This course explores the concepts and perceptions of what makes an effective teacher-leader. Explore practical and constructive strategies on how to grow, or maintain, the qualities necessary to be a successful teacher leader. Learn how to lead effectively, be a catalyst for positive change, and influence the direction of your school. Ideal for team leaders and administrators.

LEN 548 Math Works: Teaching Math with the Brain in Mind (970)

Explore the latest brain research and its impact for teaching mathematics at all grade levels. The course will delve into the cognitive mechanisms for learning math and the environmental and developmental factors that contribute to math difficulties. Learn how to plan effective mathematics lessons with a host of brain-compatible strategies.

LEN 549 The Driving Force: Keys to Developing a Motivating Classroom (988)

Explore dozens of strategies to more effectively engage and motivate your students in the following areas: homework, literacy development, classroom procedures, and progress tracking. Examine ways of making your classroom more positive, inviting, and conducive to student learning and student success.

LEN 550 180 Degrees: Rethinking Classroom Management (990)

This course will challenge all of the most common assumptions about discipline and classroom management. Be prepared to question the notion that problems in the classroom are usually the fault of students who don't do what they're told. Reconsider what it is that they've been told to do – or to learn. Course text author Alfie Kohn has been a provocative (and sometimes controversial) figure in the educational field. He has strong opinions about classroom management and cautions teachers about using behavior modification to control student behavior. Kohn believes in the importance of intrinsic motivation, and explores how to work with students to create caring communities where decisions are made together.

LEN 551 Reaching the Top: Taking Coaching & Advising to the Next Level (992)

Learn how to be a more effective coach and advisor. Explore numerous strategies to motivate your students/athletes to reach their potential, build teams out of groups, build self-esteem in students/athletes, and effectively manage difficult situations that all coaches and advisors face from time to time. This course is applicable to coaches of all sports and advisors of all extracurricular activities.

LEN 552 Shaping Respectful, Responsible Learners In Your Classroom (993)

Explore numerous ways to establish an ongoing social curriculum where a sense of community and self-control are valued. Successful classroom management is a foundation of

teaching/learning; this course will offer educators tools and techniques for creating a classroom community that is nurturing, respectful, and full of learning. Especially appropriate for elementary and middle school teachers.

LEN 553 I-Course, Topics in the Field (996)

A course designed just for you...BY YOU! The i-Course is an independent study course that enables an individual to pursue a topic of particular personal and professional relevance and interest. You choose a topic and proposed text, and then work with Learner's Edge staff to create a course of study based on that topic/text. Students may only register for one i-Course.

LEN 554 Lost in Translation: New Languages, New Learning (5026)

Finally, a course specifically dedicated to foreign language teachers! Learn how to create effective lessons using a variety of proven instructional techniques, and be able to build a case for the importance of teaching foreign languages. Explore how you can use active learning, multiple intelligences, alternate assessments, and technology to engage and motivate your students. (Our 3 and 4 digit course numbers reflect graduate level continuing education).

LEN 555 ADHD: Focusing, Learning, Teaching (5027)

Need some suggestions on how best to help students with ADD/ADHD succeed in your classroom? This course will shed some light on the questions/issues you likely struggle the most with, and help you better meet the needs of the students. Explore such issues as diagnosis, recommended interventions,

and methods for increasing appropriate behaviors. And discover some relaxation and stress management techniques for you - the educator - to help you along the way.

LEN 556 Successful Strategies in Literacy (revised title) (5044)

Empower your students to be independent learners as they navigate deliberate steps in literacy instruction at their own pace. Readings include the best seller, "The Daily 5," and will provide strong examples of structure that you can incorporate immediately as you build upon your students' literacy skills. This course may challenge the way you view literacy instruction, and will invigorate your overall approach in the classroom.

LEN 557 Assignment Homework: Where, When & Why? (5045)

Take a fresh look at one of the traditional pillars of American schooling: homework. Examine the role it has played in the culture of schooling over the years, and explore what research and educators' common sense tell us about its impact on student learning. View multiple perspectives on the topic—and do some deep thinking about how you approach homework.

LEN 558 The Future is Now: Re-Visioning Skills for the 21st Century Classroom (5046)

This course will provide you with the tools and perspectives needed to help move students toward a skill set that includes important technology, life, and career skills. Problem solving, creativity, and media and digital literacy skills are addressed, as is the retooling and shifting of the current school system to

better meet the needs of today's learners.

LEN 559 Dive Into Digital: Understanding the Digital Learner (5047)

Prepare to challenge your thinking, examine your current instruction, and stretch your knowledge of what it means to teach and learn in our new online world. This course is a blend of theory, research, and ideas for working with students who are part of the digital generation. Improve your craft and participate more fully in 21st century teaching and learning.

LEN 561 The Sky's the Limit: The Outdoor Classroom (5049)

Delve into the concepts of the outdoor classroom through strategies specifically designed to enrich teaching and learning. Explore the benefits of outdoor learning, learn how to create your own outdoor classroom, and discover practical and powerful ways to tap into students' natural curiosity about nature, their communities, and their world.

LEN 562 Technology: Byte-Size, Big Learning (5061)

Because the digital world can be overwhelming, this course is designed to help you explore the online realm in small, manageable bytes. You will gain an understanding of a wide variety of online tools to enhance your classroom and instruction. Overall guidance for the new digital learners and in-depth direction for the more advanced will be provided. Find ways to stretch both your learning and your students through the user-friendly text and our stimulating online environment.

LEN 564 Service Learning: Engaging Students in Meaningful Experience (5064)

Learn how to do service learning well – and you'll wonder why you didn't take a course like this years ago. Through ready-to-use examples and plans, explore how to integrate service learning with your current curriculum to provide meaningful experiences for your students as they stretch their minds, apply their talents and, learn about the world in ways that make a difference.

LEN 565 The Write Stuff (5079)

A bit afraid to have students write in your non-language arts course, and not sure where to begin? Or perhaps you teach language arts but are looking for some fresh ideas and perspective? Take this course and explore all the ways in which you really can incorporate "writing to learn" into your classroom, regardless of your subject matter. Develop a variety of tools that can support students at each stage of the writing process and can alleviate some of the "grading load" that weighs you down. Both your students and your instruction will benefit from the inclusion of writing tasks that empower students, reinforce learning, and build relationships and, student independence. Ideal for grades 6-12.

LEN 566 Igniting Creativity, Comprehension and Collaboration Through Inquiry (5081)

There IS a more energizing/engaging way to teach and learn – through Inquiry! Join with your students to explore rich content within and beyond the curriculum – to wonder, care, question, build knowledge, and take

action in the world. Explore the critical ingredients of inquiry and inquiry circles, delving into the foundational concepts of comprehension instruction, classroom collaboration, and classroom management as they relate to successful inquiry. Inquiry learning can be effectively integrated into all classrooms (K-12).

LEN 567 Inclusion Strategies: Success in the Classroom (5394)

Looking for strategies that enable every student in your classroom to reach their highest potential? Explore the social, emotional, and academic components of an inclusive classroom as you increase your success as a teacher and classroom manager. This course will provide you with a treasure trove of tools, including daily interventions that increase student achievement and growth. Gain greater comfort and skill creating lessons that meet the needs of all students.

LEN 568 Teach Like a Champ: Effective Strategies for an Engaged Classroom (5683)

Time to stop, reflect, and analyze why you run your classroom the way that you do. Realign the focus to a flow of content and learning (instead of housekeeping and maintaining order) by utilizing proven techniques that speak to all aspects of the instructional framework. This course will renew educators in the quest for efficient, effective, and engaging teaching that demands the best of all students. Whether this is your first or your fifteenth year in the classroom, you will be enlightened and reminded why you are good at what you do, and how students can thrive in your space.

LEN 569 The Culturally Competent Educator (5702)

Perhaps you find yourself in classrooms that do not represent your personal experience; here is an opportunity to reflect on those experiences and use them to heighten your understanding of your role in a diverse classroom. This course seeks to increase awareness of the variety of cultures represented in your classroom today, to appreciate the backgrounds and contributions of all students, and to implore us to take responsibility for the awareness of cultures that all educators must possess. Through example and easy to remember tools, this course will show you how to actively involve your students to promote academic excellence and cultural understanding.

LEN 570 Education Revolution: Real, Relevant and Global Education (5750)

Increased technology use begins to shift the role of the educator from instructor to facilitator--forging interesting new relationships and possibilities for collaboration. This course explores how to better engage parents, community experts, and students as partners in learning. Gain insight into how education is changing, and explore a variety of schools employing these tools and improving student learning.

LEN 571 Anytime, Anywhere: Today's Learner (5751)

In this course you will have the opportunity to explore 21st Century Skills and what it means to be a digital citizen. Through hands-on activities you will explore various mobile technologies such as cell phones, MP3 players, and netbooks and their applicability in the classroom. Explore the world of social

media as it applies to education with a look at such Web 2.0 tools as social networks, virtual worlds, online writing, and image sharing--as well as gaming in the classroom.

LEN 572 Refocus and Recharge: Strategies for Finding Balance In Teaching (5792)

With the ever-increasing demands on teachers, teacher wellness is a timely and important subject. This course explores a wealth of strategies teachers can enlist to attain professional and personal balance, avoid teacher burn-out, and re-charge. Explore such strategies as: stress management, ways to be a part of the larger community, teaching with a sense of purpose, the importance of self-efficacy, positive engagement, and planning of one's time and energy.

LEN 573 The Science C-U-E: Content, Understanding and Environment (5793)

All levels of science teachers will find this course to be beneficial and applicable. The framework, based on engaging content, foundational understanding, and a motivating environment (C-U-E), provides the three elements crucial to quality lesson design and science instruction. You will find solid research, exciting strategies, and tested methods for improving science education.

LEN 574 Cyberbullying: Safeguarding Students & Improving School Climate (5832)

Bullying has a different look, feel, and emphasis in today's school culture - although victimized students are no less affected. This course provides a well-researched and timely look into the

ways in which cyberbullying and other undesirable online behaviors not only affect the bullied student, but can also indicate an overall need for revisiting a school's climate and culture. Learn why technology is not the enemy in these unfortunate incidents, and discover practical and proven ways that both adults and students within a school community can make school a safe, positive, and bully-free place to be. This course will prepare you to be both an advocate for bullying victims, and a school leader for positive change.

LEN 575 One Stop Shop: Online Docs, Sketches, Spreadsheets, Slides and Forms for Your Classroom (5833)

This course will prepare you to take your classroom to the next level using a host of Google™ tools. You'll learn how to create and share Google™ documents and spreadsheets online, access your documents from anywhere on any computer, import your existing documents, and organize your work into folders. You'll also be guided through publishing your documents, and you'll learn how to collaborate online with other users in real time. Using Google™ Earth you'll fly anywhere on Earth to view satellite imagery, maps, terrain, and 3D buildings, from galaxies in outer space to the canyons of the ocean. You can explore rich geographical content, save your toured places, and share with others. Finally, using Google™ SketchUp, you'll quickly learn that there's no limit to what you can create.

LEN 576 Bringing Your Classroom Online: Best Practices to Get You There (5834)

This course takes an exciting look at 21st century themes and concepts. You'll

learn tools and techniques that will help you to engage the digital learners in your classroom. Through the development of lesson plans and activities you will gain insight into ways in which you can thoughtfully transform your classroom with meaningful use of technology.

You'll have the opportunity to write lesson plans incorporating 21st century concepts and learn how to use a wiki to house your online content. This course is your guide to building an online environment for your students.

LEN 577 Create and Captivate: Using Online Presentations to Teach (5835)

Acquire the knowledge and skill to deliver an engaging presentation using online tools. You'll also learn about how good storytelling is at the heart of a good presentation, and how you can structure and organize your presentation and handouts to most effectively communicate your idea to your intended audience.

LEN 578 Math Problems, Math Solutions: Problem Solving (5836)

Students are faced with new, unfamiliar problems in math class each day. How do they use existing knowledge to make sense of new problems, and what strategies do they use to solve them? In this course learn what it means to do "math problem solving" activities and consider the benefits of integrating these types of problems into elementary math instruction. Specific problem solving techniques such as "guess and check" and "create a model" will be explored.

LEN 580 The Challenging Child: Strategies for the Early Childhood Classroom (5838)

Created for early childhood education

professionals, this course is filled with strategies designed to assess challenging behaviors, as well as ways to address those behaviors and to plan appropriate interventions, curriculum, and teaching practices.

LEN 581 Common Core: Successful Transition for Your 6-12 ELA Classroom (5839)

Whether you are a CCSS expert or beginner, you will find this course to be extremely helpful in your transition to meet the new Common Core standards. You will explore the four main foci of CCSS in ELA: Reading, Writing, Speaking, and Listening and Language, and will work to merge your current practices to meet these guidelines.

LEN 583 The Flipped Classroom (5842)

Learn what a flipped classroom is and why teachers are embracing this new way of teaching, and students are embracing this new way of learning. Revolutionize your teaching by recognizing that students can watch recorded lessons, freeing you up from lecturing which gives you more time in class to address the needs of your students.

LEN 584 Co-Teaching Partners in Practice (5843)

Co-teaching has increasingly become more popular as education moves to more collaborative models of instruction. This course will help you to reflect on what you can bring to a co-teaching framework, and to reflect on aspects of co-teaching that are essential for you (and your partner) to succeed in that environment.

LEN 585 Engaging Parents for Student Success (5844)

Learn how engaging parents and students as your partners in learning will empower your students to achieve. Discover pro-engagement strategies, ways to foster participation, and how to motivate parents, students, and community members to work as a team to ensure student achievement and learning.

LEN 586 Successful Literacy Assessment (5846)

This course offers literacy strategies and exemplars on conferring, organizational self-directed and group options for students, and assessment and record keeping strategies for the instructor. By utilizing the well-known CAFÉ Book, teachers will learn a practical and easy to implement management and assessment system that goes hand in hand with the Daily Five. (This course is not affiliated with or sponsored by Educational Design LLC dba The 2 Sisters.)

LEN 587 Grief and Your Students: Honoring, Sharing, Healing (5845)

This course will provide strategies to help teachers deal with the sensitive topics of death, grief, and school-wide loss. Educators will be empowered with age-appropriate ways to communicate with students regarding their feelings, behaviors, and the outcomes instigated by grief and loss. Learn how to initiate and maintain communication, how to help students struggling with complicated grief, as well as ways to manage one's own emotions when helping students.

LEN 588 Learning to Learn: Student Skills for School and Life (5847)

Forgetting to write down assignments; not turning in homework; inability to adjust to change; expressing extreme emotion – Executive skills are becoming a focal point for many educational professionals, as students are showing deficits in basic organizational, emotional, and cognitive processes. This course seeks to define executive skills, and offers a variety of ways to assess, intervene, and adapt to help all students to be successful. Plenty of teaching routines to develop and strengthen executive skills will be reviewed and adapted for classroom use.

LEN 589 Inclusion Strategies: Success in the Classroom (5394)

This course will help you become a successful teacher and manager of an inclusive classroom. You will explore the social, emotional, and academic components of an inclusive classroom and learn how to provide an accepting, inclusive classroom which allows each student to reach their full potential.

LEN 590 Unlocking Informational Text: Keys to Engagement (5848)

Students need to be able to investigate, navigate, and interpret texts of all forms in order to understand the world around them. As we prepare young people for their future in a global society, complex or informational texts are making a strong push in curricula, and special attention must be given to increase the accessibility of these texts for all learners. This course breaks down the approaches surrounding “close reading,” and integrates specific techniques to help students engage with complex or informational texts. Students will be

empowered to approaches all kinds of informational texts and open the possibilities for engaging with an ever-evolving knowledge base of complex and informational text.

LEN 591 PBIS 101 (5850)

Positive Behavior Intervention Systems (PBIS) has taken hold in many schools throughout the nations, and implementation has led to positive changes in the way schools address behavior concerns. This course introduces the concept of PBIS, and leads educators through the processes of setting up and implementing the school-wide framework through Tier I, with action steps to determine readiness for the next two Tiers. This course is recommended for professionals interested in beginning the PBIS framework for their school or district.

LEN 592 Raise the Bar: Positive Interventions for Students Who Challenge Us K-8 (5849)

Challenging behavior can get in the way of academic progress. This course gives techniques and strategies for K-8 teachers to proactively assist students in achieving target behavior intervention. By deconstructing the functions of the problem behaviors, education professionals can address the root of a child's issue instead of simply addressing the behavior. This course is a companion to LEN 591.

LEN 593 Got Skills? The Common Core Beyond ELA and Mathematics – K-12 (5841)

Common core State Standards (CCSS) are taking education by storm. Although much attention is focused on the English/Language Arts and

Math standards within the CCSS, all educators must be aware of the skills highlighted and measure in this almost-national initiative. This course will break down seven key proficiencies into sets of skills, providing examples and instructional format for infusing CCSS skills into all disciplines and grade levels. Educators will on skills most applicable for their content and students, and will design lessons and activities supporting and incorporating the common core. Coursework will also focus on timely issues surrounding CCSS in its many facets. This course will serve as an invaluable resources to help your students meet the skills required for the CCSS compliance.

LEN 594 Sparking Meaningful Mathematic Conversation (5851)

Research continues to reflect the need for education to prepare students to contribute to a workforce that requires problem-solving. One strategy to help build skills that will meet these demands is to teach them to actively manipulate and refine information. Social interaction provides the opportunity for students to do and to integrate new knowledge with their prior understanding. This course prepares 5-12 grade teachers to shape mathematics discussions that maximize potential to extend students' thinking and connect it to important mathematical ideas.

LEN 595 Leading Intentional Talk with Young Mathematics Students (5852)

The need for students to develop deep understanding of mathematics concepts to gain national attention. Establishing a strong foundation of mathematics

thinking, especially in grades K-4, provides the springboard from which students can build higher order critical think and mathematics problem-solving skills in later grades. This course prepares K-4 teachers to engage students in meaningful conversations that will help develop their mathematical thinking and transition problem solving skills from explanation to discussion to improve understanding.

LEN 596 A Moving Body, A Thinking Brain (Pre K-Gr. 3)

Educators will cultivate an in-depth understanding of the critical roles of movement and play in the healthy development of children. Teachers will learn through research based real-life examples, action-filled ideas, and best practices, all designed to help students learn and grow to their full potential. Learn how *a moving child is a learning child* in this colorfully captivating course.

LEN 597 Guided Math Strategies for Teachers and Students with Special Needs

This course will equip teachers with the ability to support and guide their students in guided math. The topics covered in this course are practical and achievable for your young learners. This course will guide educators to understand guided math strategies and how to make guided math run smoothly in your classroom. Some of the areas explored in the course include: sample lessons, anchor charts, guided math planning, ideas for assessments and lessons, and strategies for engaging students during math workshop time.

LEN 598 Neurodiversity: A New Approach for Students With Special Needs

Neurodiversity – a concept whose time has come – challenges educators to shift from a disability perspective to a diversity perspective, and to use strength-based strategies designed to help students with special needs to be successful in life and in school. For regular and special educators, this course encourages educators to focus on the positive assets of students who are neuro-diverse and neuro-typical, and to understand how to support and provide the instruction they need.

LEN 599 Project Based Learning: Create, Collaborate, and Innovate

Learn the details and processes that will empower you to create Project Based Learning (PBL) experiences in your classroom. This course will introduce you to frameworks and techniques that allow your students to facilitate a learning project based on their passions, all while building cooperative learning and 21st Century skills. You'll look at a variety of instructional strategies and technology tools to support PBL in your classroom, and you'll learn to assess your students' progress in their experiences. Join hundreds of other educators who know that PBL is key to critical thought and innovative learning.

LE2 500 Building a Dream Team: Effective Teacher Interviews

School administrators and teams involved in hiring new teachers will find practical tips and tools for developing a hiring process designed to identify "best fit" teacher candidates. Learn how to promote job openings, pre-screen candidates effectively and legally

interview candidates and analyze interview data to make hiring decisions.

LE2 501 Date Does It: Improving Teaching and Learning

This course will assist K-12 administrators and school leaders to systematically use data to improve teaching and learning. Participants will learn to use the 8-Step Data

Wise Improvement Process as a road map to helping staff and data teams identify problems of practice which can drive instructional improvement. Simultaneously, school leaders and data managers will learn how to shift culture toward one of inquiry by using the ACE Habits of Mind.

Master of Organizational Leadership

MISSION: Leaders are not born, they emerge. The Mission of the Master of Organizational Leadership Program is to provide emerging leaders with challenging academic experiences, based in contemporary leadership theory that will enable to develop to their full potential and inspire good in their organizations and their communities.

The Master of Organizational Leadership (M.O.L.) program serves men and women by providing specialized learning opportunities that build upon the foundations laid by baccalaureate education. The M.O.L. program synthesizes knowledge from diverse fields of study by utilizing a multi-disciplinary approach that combines management science, humanities, social sciences, research science, communication arts, technology, and Franciscan values. Students will (a) engage in meaningful graduate-level scholarly activities in organizational leadership studies; (b) communicate in ways appropriate for graduate school and high-level organizational leaders; (c) integrate Franciscan values and beliefs in their academic work and leadership practice; (d) commit to social responsibility, diversity, and professional standards in their study and practice of leadership; and (e) exhibit the professional development, work practices, and dispositions of life-long learners.

A broad practitioner base is built upon a rigorous theoretical foundation of leadership research as the educational philosophy of the M.O.L. program. The M.O.L. program is designed for current and prospective leaders at all levels within any organization to update their organizational leadership knowledge, skills, and abilities thus enabling them to enhance the performance and culture of their respective organizations and make a positive difference in both their organizations and communities.

Program Outcomes

It is our expectation that students who successfully complete the program will:

- Identify leadership problems and apply leadership theory to real world problems.
- Communicate effectively in writing and/or oral presentations.
- Apply appropriate qualitative and quantitative research methods to investigate and solve problems in organizations.
- Critically reflect on proposed projects and issues, foresee obstacles to project implementation, and apply a systematic process for dealing with challenges.
- Demonstrate an understanding of ethical and social responsibility of leaders and their organizations, including an understanding of the value of diversity in leadership and leadership development.
- Demonstrate the ability to initiate, implement, and complete multi-step project. (Multi-step Project)
- Analyze, collect, evaluate and synthesize information from multiple sources.

The Master of Organizational Leadership degree is a two-year program with a schedule that accommodates working adults. It operates on a classroom cohort model over a two-year, 36-hour academic period and includes an additional three-hour independent study capstone experience under the guidance of graduate faculty mentors during the third year. The two-year classroom component of the program requires the completion of two courses each fall, two courses each spring, and one course each summer. Classes will be conducted over a 15 week semester. Students also will have the opportunity to choose a concentration that coincides with their career goals and aspirations.

Policies**Admission**

Applicants seeking admission to the Master of Organizational Leadership degree program must fulfill the admission requirements of the Graduate School.

Program Completion Requirements

Each master degree candidate must successfully complete the following prior to graduation:

- All Lourdes University graduation requirements.
- Any nine (9) credit hours within the M.O.L. elective/concentration courses.
- All core courses that comprise the classroom portion of the M.O.L. degree program.
- An applied organizational leadership research capstone project.

Graduate School

Planned Program of Study

| Required Core Curriculum | | Semester Hours |
|--|---|----------------|
| <i>MOL Core Courses (27 credit hours)</i> | | |
| LS 610 | Leadership Foundations | 3 |
| LS 612 | Quantitative Tools for Leadership | 3 |
| LS 613 | Diversity and Leadership | 3 |
| LS 614 | Ethical Leadership | 3 |
| LS 615 | Research Methods & Statistical Analysis | 3 |
| LS 616 | Interpersonal Issues in Leadership | 3 |
| LS 617 | Financial Tools for Leaders & Organizations | 3 |
| LS 618 | Leadership & Organizational Development | 3 |
| LS 698 | Leadership Capstone Project | 3 |
| LS 699* | Leadership Capstone Project Continuation | 0 |
| <i>MOL Elective Concentration Courses (9 credit hours)</i> | | |
| LS 611 | Leadership & Organizational Behavior | 3 |
| LS 619 | Strategic Thinking | 3 |
| LS 620 | Connective Leadership and Cultural Competence | 3 |
| LS 625 | Financial Management in Healthcare | 3 |
| LS 626 | Strategic Healthcare Planning | 3 |
| LS 627 | Public Policy and Healthcare | 3 |
| LS 692 | Global Business & Cultural Immersion Analysis | 1 |
| LS 693 | Global Business Immersion | 2 |
| Total | | 36 |

**Students who do not finish their Leadership Capstone Project within the semester of original enrollment for LS 698 are required to enroll each semester in the program's LS 699 Leadership Capstone Project Continuation course for 0 credit hours.*

Students who enroll in LS 692 and LS 693 have the option of going on an international trip. This course is not required for an M.O.L. degree.

Graduate Leadership Certificate

The Graduate Leadership Certificate (GLC) program is designed for current and prospective leaders at all levels within any organization to update their leadership knowledge, skills, and abilities thus enabling them to enhance the performance of their respective organizations and to make a positive difference in both their organizations and communities.

The GLC program is an alternative for those individuals who desire leadership

training but are not necessarily interested in completing a graduate degree. It is also designed to provide relevant transfer credit into other graduate programs. Students who intend to transfer hours should consult with the appropriate program officials.

It is our expectation that students who successfully complete the program will:

- Demonstrate an understanding of ethical and social responsibility of leaders and their organizations, including an understanding of the value of diversity in leadership and leadership development.
- Identify leadership problems and apply leadership theory to real world problems.
- Analyze, collect, evaluate and synthesize information from multiple sources.
- Apply appropriate qualitative and quantitative research methods to investigate and solve problems in organizations.

The GLC program consists of the following courses:

| Required Curriculum | | Semester Hours |
|----------------------------|---|-----------------------|
| <i>Courses</i> | | |
| LS 610 | Leadership Foundations | 3 |
| LS 611 | Leadership & Organizational Behavior | 3 |
| LS 617 | Financial Tools for Leaders & Organizations | 3 |
| Total | | 9 |

Course Descriptions

LS 610 Leadership Foundations (3)

Introduces the definition of leadership, the history of leadership, the history of leadership development in the United States, and various mode of leadership in use in this country and elsewhere. Focuses on personal leadership development, offering students the opportunity to identify personal leadership values and those audiences and arena they aspire to influence. Provides an orientation to the entire Master of Organizational Leadership curriculum and its associated goals and objectives.

LS 611 Leadership & Organizational Behavior (3)

Introduces how organizations operate. Discusses organizational structures and models, culture and practices, power and politics, and group dynamics and interaction. Emphasis is on organizational leaders and their impact.

LS 612 Advanced Statistics & Data Analysis (3)

Introduces students to the use of quantitative information used in leadership decision-making. Students will gain an understanding of what quantitative data are used in establishing

leadership objectives in organizations and how to translate data into useful information. Cross-listed with MBA 616 or NURS 620.

LS 613 Diversity and Leadership (3)

Focuses on diversity within organizations and the importance of organizational leaders' response to the realities of difference. Organizational culture, prejudice, discrimination, and institutional racism will be analyzed from an organizational leadership perspective.

LS 614 Ethical Leadership (3)

Emphasizes the moral, ethical, and social responsibilities of organizational leaders as well as the practical application of value based organizational leadership behavior and decision-making. The course will demonstrate the organizational implications of a Franciscan based value system.

LS 615 Research Methods & Statistical Analysis (3)

Studies the various aspects of research methodology including research planning, design, and execution. Includes a review of statistical concepts and applications that can be used in research.

LS 616 Interpersonal Issues in Leadership (3)

Introduces the student to various approaches to the development of interpersonal relationships within effective organizations. Draws connections between relationship building and leadership effectiveness. Explores relevant issues from a multi-disciplinary perspective that includes communication theory, psychology, sociology and business. Cross-listed with MBA 621.

LS 617 Financial Tools for Leaders & Organizations (3)

Gives students an understanding of financial reporting and management accounting systems typically encountered in organizations. Students establish competence in the use of financial data for organizational leaders. Cross-listed with MBA 618.

LS 618 Leadership & Organizational Development (3)

Examines how organizational leaders build learning organizations that transform individuals within the organization so that they can understand, accept, and become motivated to implement and facilitate innovation and change. Discusses the role of organizational leadership in organizational change and development.

LS 619 Strategic Thinking for Leadership (3)

Provides students with an in-depth experience of the concepts and methods of strategic management in organizations in an increasingly changing environment. The course integrates the knowledge of leadership and management skill learned throughout the MOL program into the understanding of strategy formulation and implementation while manifesting the social responsibilities of the organization.

LS 620 Connective Leadership and Cultural Competence (3)

Focuses on diversity within organizations and the importance of organizational leaders' response to the realities of difference. Organizational culture, prejudices, and discrimination will be analyzed from an organizational

leadership perspective while also focusing on building relationships and strategies to incorporate policies that are inclusive.

LS 625 Financial Management in Healthcare (3)

This course will explore the financial dynamics of managerial finance in healthcare. Financial theories, practices, and strategic imperatives will be explored related to hospital operations and a variety of other provider settings. Cross-listed with MBA 640.

LS 626 Strategic Healthcare Planning (3)

This course is designed to provide an overview of the principles and methods associated with strategic planning in the healthcare environment. A strong emphasis will be provided to examine real-world strategic planning initiative in addition to theory and historical applications of the planning process. Cross-listed with MBA 642.

LS 627 Public Policy in Healthcare (3)

This course is designed to provide an overview of healthcare policies and policy making processes, trends in healthcare policy and their political economic and social implications. The origin of current and past healthcare reform efforts and related policy implementation will be explored. Cross-listed with MBA 642.

LS 692 Global Business & Cultural Immersion Analysis (1)

Students will engage in research, preparation, and in-class activities to become familiar with the business environment of a first world, emerging, or developing market through of the

partnering entity's business practices and cultural setting. This course will serve to prepare and familiarize students with the rigors of international travel, the cultural aspects, language requirements, and business customs of the planned immersion site and business partners.

Conditions of Participation: In order to register for both the trip (LS 693) and the pre-study course (LS 692), students must be in good academic and disciplinary standing. (Trip registration typically precedes course registration by six months.)

LS 693 Global Business Immersion (2)

The MOL International Immersion (formerly LS 689) is proposed to be split into two courses: LS 692, 1 credit hour, to be completed the semester before the actual global immersion trip; and LS 693, 2 credit hours, to be completed in the semester of the international travel experience.

LS 698 Leadership Capstone Project (3)

Designed as the final capstone experience for all Master of Organizational Leadership degree candidates. Synthesizes all previous classroom knowledge by identifying necessary organizational leadership skills and applications in the field. The course combines research and writing while integrating diverse organizational leadership knowledge into an applied organizational leadership research project that relates to a specific organizational leadership situation or area of interest. Requires an approved project proposal, a comprehensive paper or project, and a presentation at the Annual Lourdes University Research

Graduate School

Symposium. Prerequisite: All other LS courses are satisfactorily completed.

LS 699 Leadership Capstone Project Continuation (0)

Students who do not finish their Leadership Capstone Project within the semester of original enrollment for LS 698 are required to enroll each semester in the program's LS 699 Leadership Capstone Project Continuation course for 0 credit hours. The continuation

course will be graded noncredit (NC). Upon the successful completion of the LS 698 Leadership Capstone course, the SP or UP grade will be replaced with a Satisfactory (S) grade. For students who do not successfully complete the Leadership Capstone course within three semesters (including summer semester), the SP or UP grade will be replaced with an Unsatisfactory (U) grade.

Master of Science in Nursing

MISSION: The College of Nursing exists to prepare undergraduate and graduate students in an individualized educational environment that incorporates quality nursing practice, critical thinking, leadership, diversity, and Christian ethics. Both the undergraduate and graduate programs will prepare professional nurses who are competent in providing holistic care in a variety of settings in a dynamic society. The Bachelor of Science in Nursing degree builds on the liberal arts tradition of the University to prepare nurse generalists who are able to practice in the community, fulfill leadership roles, and utilize research. The Master of Science in Nursing degree builds upon the baccalaureate curriculum to prepare graduates for advanced nursing roles by promoting the development of advanced educational and nursing leadership and advanced clinical practice in nurse anesthesia knowledge, concepts, and skills. Emphasis is placed on nursing theory, research, and practice to facilitate personal and professional development in an environment that reflects the University's Franciscan values and encourages lifelong learning.

The Master of Science in Nursing (M.S.N.) program prepares professional nurses with a bachelor's degree for service in advanced roles of teaching and/or leadership in nursing and advanced practice in nurse anesthesia. The program is for nurses who have a foundation of quality nursing practice, critical thinking, leadership, diversity, and a holistic nursing philosophy. The Lourdes University M.S.N. program offers three concentrations – Nurse Educator, Nurse Leader, and Nurse Anesthesia. The R.N. to M.S.N. program is designed for Associate Degree and Diploma nurses. This program is offered with a leadership or nursing education concentration. Graduate Certificates in Nursing Leadership, Nursing Education, and Nurse Anesthesia are offered to nurses that already have Master's degrees in another specialty or discipline (see specific requirements for each certificate).

Graduates of the Nurse Educator concentration are prepared to function as generalists

to teach in a variety of educational roles in nursing practice, including undergraduate nursing education, staff development, and patient education programs. Graduates of the Nurse Leader concentration are prepared to function in advanced leadership roles in a variety of health care settings. Graduates of the Nurse Anesthesia concentration are prepared to function in the advanced practice role of nurse anesthesia and will be eligible for the national certification examination. All concentrations include core content in nursing theory, trends in nursing, nursing research, statistics, health care policy, role development, ethics, and diversity.

MSN Program Student Learning Outcomes

The student will:

1. Incorporate knowledge from nursing science, related fields, and professional foundations in building advanced nursing roles.
2. Collaborate in scholarly activities of evaluation, application, and integration of nursing research into holistic nursing practice.
3. Engage in professional and practice activities, advocate for change, and articulate the role of the advanced nurse through interprofessional interaction.
4. Integrate Franciscan and personal values and beliefs into a framework for advanced nursing.
5. Demonstrate an understanding and appreciation of human diversity in the provision of health care including clinical prevention and population health.
6. Explore the impact of ethical, political, economic, legal, and moral issues related to healthcare in society.
7. Develop a commitment for lifelong learning and advanced study.
8. Utilize health information technologies for quality and safety initiatives related to advanced nursing roles.
9. Apply organizational and systems leadership principles in the advanced nursing role.

Master of Science in Nursing Degree: Education and Leadership Concentrations

The Master of Science in Nursing degree for the Nurse Educator (eight semesters) or Nurse Leader (seven semesters) are programs with schedules that accommodate working adults. The M.S.N. program operates on a classroom cohort model. The classroom component of the program requires the completion of five to six credit hours each fall, six credit hours each spring, and three to six credit hours each summer. The program includes a 120-hour (3 semester hour credit) supervised clinical practicum experience and during the final semester a student capstone project (2 semester hour credit) is completed under the guidance of a graduate faculty advisor.

Policies

Admission

Applicants seeking admission to the Master of Science in Nursing degree program, Educator and Leader Concentrations, must initially fulfill the admission requirements of the Graduate School and additional M.S.N. admission requirements:

- A current valid registered nurse license from a U.S. State or Territory.
- A minimum undergraduate Grade Point Average of 2.75 (on a scale of 4.0).
- A completed application to the Lourdes University Graduate School.
- Official copies of all undergraduate transcripts on file in the graduate admissions office.
- Receipt of three letters of recommendation (using the graduate school reference form) that speak to the candidate's abilities and experiences in nursing practice. Two letters should be from employers and one preferably from a master's prepared nurse.
- A written statement of purpose including rationale for how the M.S.N. will augment career goals.
- Current copy of a resumé or curriculum vita.
- A satisfactory interview with the M.S.N. Program Director/Coordinator.
- Successful completion of undergraduate statistics and research course content.
- Hold a Bachelor's Degree in Nursing from a nationally accredited nursing program. A graduate from a baccalaureate nursing program that is not nationally accredited may be conditionally admitted to the Graduate School. The student must achieve a grade of B or better in NUR 600: Theories and Values in Advanced Nursing to continue in the program.

If the candidate holds an associate degree or diploma in nursing and a baccalaureate degree in a related field, in addition to undergraduate statistics and research courses, an undergraduate community health/population health nursing course must be successfully completed.

Program Completion Requirements

Each master degree candidate must successfully complete the following prior to graduation:

- All Lourdes University graduation requirements.
- All courses that comprise the classroom portion of the M.S.N. degree program, including a 120 hour practicum experience.
- A nursing capstone project which includes a scholarly paper prepared to submit to a journal.
- A presentation of the capstone project to faculty, students, and invited guests.

Master of Science in Nursing Degree: Nurse Educator Concentration

The Nurse Educator concentration in the Master of Science in Nursing program is an advanced role degree to prepare nurses as educators in colleges of nursing or health care institutions. Each course listed below is a required course for the Nurse Educator concentration.

| Required Curriculum | | Semester Hours |
|-------------------------|--|----------------|
| <i>Core Courses</i> | | |
| ENG 670 | Graduate Nursing Writing Preparation | 3 |
| NUR 600 | Theories and Values for Advanced Nursing | 1-3 |
| NUR 612 | Health Care Policy in a Diverse Community | 3 |
| NUR 620 | Statistics for Advanced Nursing | 3 |
| NUR 622 | Advanced Nursing Inquiry for Evidenced-Based Practice | 3 |
| NUR 625 | Nursing Informatics | 3 |
| NUR 690 | Practicum in Advanced Nursing Role | 3 |
| NUR 696 | Professional Proposal Design | 2 |
| NUR 698 | Capstone for Advanced Nursing Education Roles | 2 |
| NUR 699* | Nursing Capstone Continuation | 0 |
| <i>Educator Courses</i> | | |
| NUR 616 | Pathophysiology Across the Lifespan for the Nurse in an Advanced Role | 3 |
| NUR 619 | Advanced Physical Assessment Across the Lifespan | 3 |
| NUR 637 | Pharmacology Across the Lifespan for Advanced Nursing Roles | 3 |
| NUR 640 | Perspectives on Teaching and Learning | 3 |
| NUR 643 | Curriculum Design | 3 |
| NUR 645 | Assessment and Evaluation in Healthcare Education | 3 |
| Total | | 43 |

**Students who do not finish their Nursing Capstone project within the semester of original enrollment for NUR 698 are required to enroll each semester in the program's NUR 699 Nursing Capstone Continuation course for 0 credit hours.*

Master of Science in Nursing Degree: Nurse Leader Concentration

The Nurse Leader concentration in the Master of Science in Nursing program is an advanced role degree to prepare nurses for leadership in health care institutions. Each course listed below is a required course for the Nurse Leader concentration.

| Required Curriculum | | Semester Hours |
|-----------------------|---|----------------|
| <i>Core Courses</i> | | |
| ENG 670 | Graduate Nursing Writing Preparation | 3 |
| NUR 600 | Theory and Values for Advanced Nursing | 1-3 |
| NUR 612 | Health Care Policy in a Diverse Community | 3 |
| NUR 620 | Statistics for Advanced Nursing | 3 |
| NUR 622 | Advanced Nursing Inquiry for Evidenced-Based Practice | 3 |
| NUR 625 | Nursing Informatics | 3 |
| NUR 690 | Practicum in Advanced Nursing Role | 3 |
| NUR 696 | Professional Proposal Design | 2 |
| NUR 698 | Nursing Capstone | 2 |
| NUR 699* | Nursing Capstone Continuation | 0 |
| <i>Leader Courses</i> | | |
| NUR 610 | Foundation of Leadership | 3 |
| NUR 611 | Leadership and Organizational Behavior | 3 |
| NUR 617 | Financial Tools for Leaders and Organizations | 3 |
| Total | | 34 |

**Students who do not finish their Nursing Capstone project within the semester of original enrollment for NUR 698 are required to enroll each semester in the program's NUR 699 Nursing Capstone Continuation course for 0 credit hours.*

** Please note – students who enrolled prior to spring 2014 will be enrolled in NUR 698 Nursing Capstone for 3 Credits.*

R.N. to M.S.N. (Leadership or Education Concentration)

The R.N. to M.S.N. degree option is offered to registered nurses who have graduated from an accredited diploma or associate degree nursing program. It is designed for the experienced registered nurse who wants to function in an advanced role in nursing leadership or nursing education. The R.N. to M.S.N. option has both an undergraduate and a graduate component. The undergraduate portion is designed to meet the baccalaureate level essential knowledge needed by the diploma or associate degree nursing graduate to be successful in the M.S.N. The M.S.N. builds upon the undergraduate courses to prepare graduates for advanced nursing roles. The leader and

educator concentrations promote the development of nursing knowledge, concepts, and skills essential to these roles. Graduates of the R.N. to M.S.N. are prepared to function in advanced leadership and education roles in a variety of health care settings.

Admission

Admission into the R.N. to M.S.N. option is a two (2) step process. Initial admission is into the Nursing Pre-R.N. to M.S.N. undergraduate component of the program. The student advises the Graduate School if he or she wants the Educator or Leader Concentration. Admission into the Graduate School is offered after all Pre-R.N. to M.S.N. undergraduate courses are successfully completed with a 3.00 G.P.A. or better. Applicants seeking admission to the R.N. to Master of Science in Nursing degree program must initially fulfill the admission requirements of the Graduate School and additional R.N. to M.S.N. admission requirements.

- Graduate of a CNEA or ACEN accredited associate degree or diploma program in nursing. An applicant from an associate degree or diploma program in nursing that is not accredited by CNEA or ACEN may be conditionally admitted to the R.N. to M.S.N. program. A student admitted conditionally must achieve a B or better in the R.N. to M.S.N. bridge course, NUR 460: Concepts in Professional Nursing, to progress in the R.N. to M.S.N. program.
- A current valid registered nurse license from a U.S. State or Territory.
- A minimum undergraduate Grade Point Average (GPA) of 2.75 (on a scale of 4.0).
- A completed application to the Lourdes University Graduate School.
- Official copies of all undergraduate transcripts on file in the graduate admissions office.
- Receipt of three letters of recommendation (using the graduate school reference form) that speak to the candidate's abilities and experiences in nursing practice. Two letters should be from employers and one preferably from a master's prepared nurse.
- A written statement of purpose including rationale for how the M.S.N. will augment career goals.
- Current copy of a resume or curriculum vita.
- A satisfactory interview with the M.S.N. Program Director/Coordinator.

R.N. to M.S.N. Educator Concentration

Required Curriculum

Semester Hours

Undergraduate Courses

| | | |
|---------|------------|---|
| MTH 212 | Statistics | 3 |
|---------|------------|---|

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| | | |
|---------------------------|--|---|
| NUR 300 | Evidence-Based Practice | 3 |
| NUR 460 | Concepts in Professional Nursing | 3 |
| NUR 475 | Concepts in Population Focused Nursing | 3 |
| NUR 480 | Concepts in Leadership & Management | 3 |
| Enduring Questions Course | | 3 |

*Course descriptions can be found in the undergraduate section of this catalog.
Undergraduate bridge courses may be taken on either a part- or full-time basis.*

| Required Curriculum | | Semester Hours |
|------------------------------|--|----------------|
| <i>Core Courses</i> | | |
| ENG 670 | Graduate Nursing Writing Preparation | 3 |
| NUR 600 | Theories and Values for Advanced Nursing | 1-3 |
| NUR 612 | Health Care Policy in a Diverse Community | 3 |
| NUR 620 | Statistics for Advanced Nursing | 3 |
| NUR 622 | Advanced Nursing Inquiry for Evidence-Base Practice | 3 |
| NUR 625 | Nursing Informatics | 3 |
| NUR 690 | Practicum in Advanced Nursing Role | 3 |
| NUR 696 | Professional Proposal Design | 2 |
| NUR 698 | Capstone for Advanced Nursing Education Roles | 2 |
| NUR 699 | Nursing Capstone Continuation* | 0 |
| <i>Concentration Courses</i> | | |
| NUR 616 | Pathophysiology Across the Lifespan for the Nurse in an Advanced Role | 3 |
| NUR 619 | Advanced Physical Assessment Across the Lifespan | 3 |
| NUR 637 | Pharmacology Across the Lifespan for Advanced Nursing Roles | 3 |
| NUR 640 | Perspectives on Teaching and Learning | 3 |
| NUR 643 | Curriculum Design | 3 |
| NUR 645 | Assessment and Evaluation in Healthcare Education | 3 |
| Total | | 61 |

**Students who do not finish their Nursing Capstone project within the semester of original enrollment for NUR 698 are required to enroll each semester in the program's NUR 699 Nursing Capstone Continuation course for 0 credit hours.*

R.N. to M.S.N. Leader Concentration

| Required Curriculum | | Semester Hours |
|------------------------------|--|-----------------------------------|
| <i>Undergraduate Courses</i> | | |
| MTH 212 | Statistics | 3 |
| NUR 313 | Nursing Assessment for RN's | 1+2 <i>Prior Learning Credits</i> |
| NUR 300 | Evidence-Based Practice | 3 |
| NUR 460 | Concepts in Professional Nursing | 3 |
| NUR 475 | Concepts in Population Focused Nursing | 3 |
| NUR 480 | Concepts in Leadership & Management | 3 |
| Enduring Questions Course | | 3 |

*Course descriptions can be found in the undergraduate section of this catalog.
Undergraduate bridge courses may be taken on either a part- or full-time basis.*

| Required Curriculum | | Semester Hours |
|---|--|----------------|
| <i>Core Courses</i> | | |
| ENG 670 | Advanced Writing for Health Professions | 3 |
| NUR 600 | Theories and Values for Advanced Nursing | 1-3 |
| NUR 612 | Health Care Policy in a Diverse Community | 3 |
| NUR 620 | Statistics for Advanced Nursing | 3 |
| NUR 622 | Advanced Nursing Inquiry for Evidence-Base Practice | 3 |
| NUR 625 | Nursing Informatics | 3 |
| NUR 690 | Practicum in Advanced Nursing Role | 3 |
| NUR 696 | Professional Proposal Design | 2 |
| NUR 698 | Nursing Capstone | 2 |
| NUR 699 | Nursing Capstone Continuation* | 0 |
| <i>Nurse Leader Concentration Courses</i> | | |
| NUR 610 | Foundations of Leadership | 3 |
| NUR 611 | Leadership and Organizational Behavior | 3 |
| NUR 617 | Financial Tools for Nursing Leaders and Organizations | 3 |
| Total | | 53 (55) |

**Students who do not finish their Nursing Capstone project within the semester of original enrollment for NUR 698 are required to enroll each semester in the program's NUR 699 Nursing Capstone Continuation course for 0 credit hours.*

Master of Science in Nursing Degree: Nurse Anesthesia Concentration

The Nurse Anesthesia Concentration in the Master of Science in Nursing program is an advanced practice degree, and prepares nurses for service in the advanced practice role of nurse anesthesia. The Nurse Anesthesia concentration courses and their sequence were designed to build upon prior baccalaureate education and professional experiences promoting development of nurse anesthesia knowledge, concepts and skills. Graduates of the Nurse Anesthesia concentration are prepared to fulfill the requirements to sit for the National Certification Examination. In addition, preparation is provided to safely practice as an advanced practice nurse with significant autonomy upon certification as a Certified Registered Nurse Anesthetist. The Nurse Anesthesia concentration is 28 months of continuous coursework, including didactic and clinical practicum. All students are enrolled full-time, and there is no part-time option. Clinical practicum will be scheduled to afford the student the maximum opportunity to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs and will vary from the academic calendar of the University.

It is our expectation that nurses who complete the program will:

- Demonstrate appropriate scientific knowledge and psychomotor ability while providing anesthesia care.
- Demonstrate safety and vigilance to protect the patient from harm.
- Provide individualized anesthesia care to meet the needs of the patient.
- Demonstrate effective oral and written communication skills.
- Demonstrate professionalism and responsibility in the advanced practice role of the Nurse Anesthetist.
- Utilize critical thinking and decision making skills to impact patient care.

Each course listed below is a required course for the Nurse Anesthesia concentration. The course number, name, and semester hours are listed below. A prerequisite for registration for any course in the Nurse Anesthesia Program is successful completion (B [3.0] or better) of a graduate-level statistics course (3 hours).

Below is the required curriculum for students entering the program prior to Fall 2015:

| Required Curriculum | | Semester Hours |
|---------------------|---|----------------|
| <i>Core Courses</i> | | |
| NUR 600 | Theory and Values for Advanced Nursing | 1-3 |
| NUR 612 | Health Care Policy in a Diverse Community | 3 |

| | | |
|---------------------------------|---|--------------|
| NUR 622 | Advanced Nursing Inquiry for Evidence-Based Practice | 3 |
| NUR 696 | Professional Proposal Design | 3 |
| NUR 698 | Nursing Capstone | 2 |
| <i>Nurse Anesthesia Courses</i> | | |
| NUR 603 | Basic Principles of Anesthesia and Lab | 3 |
| NUR 604 | Advanced Principles of Anesthesia and Lab | 3 |
| NUR 605 | Advanced Principles of Anesthesia II | 2 |
| NUR 606 | Chemistry & Physics for Nurse Anesthesia | 2 |
| NUR 607 | Pharmacology I (Videoconference) | 3 |
| NUR 608 | Pharmacology II (Videoconference) | 3 |
| NUR 613 | Advanced Anatomy and Physiology/ Pathophysiology I | 3 |
| NUR 614 | Advanced Anatomy and Physiology/ Pathophysiology II | 3 |
| NUR 615 | Advanced Anatomy and Physiology/ Pathophysiology III | 3 |
| NUR 619 | Advanced Physical Health Assessment | 3 |
| NUR 630 | Clinical Practicum I | 1 |
| NUR 631 | Clinical Practicum II | 3 |
| NUR 632 | Clinical Practicum III | 3 |
| NUR 633 | Clinical Practicum IV | 3 |
| NUR 634 | Clinical Practicum V | 3 |
| NUR 635 | Clinical Practicum VI | 3 |
| NUR 636 | Clinical Practicum VII | 3 |
| NUR 691 | Senior Seminar | 3 |
| Total | | 62-64 |

Below is the required curriculum for those students entering the Nurse Anesthesia Program Fall 2015 or later:

| Required Curriculum | | Semester Hours |
|---------------------|--|----------------|
| <i>Core Courses</i> | | |
| NUR 600 | Theory and Values for Advanced Nursing | 1-3 |
| NUR 612 | Health Care Policy in a Diverse Community | 3 |
| NUR 622 | Advanced Nursing Inquiry for Evidence-based Practice | 3 |

Graduate School

| | | |
|---------|------------------------------|---|
| NUR 696 | Professional Proposal Design | 2 |
| NUR 698 | Nursing Capstone | 2 |

Nurse Anesthesia Courses

| | | |
|---------|---|---|
| NUR 603 | Basic Principles of Anesthesia and Lab | 4 |
| NUR 604 | Advanced Principles of Anesthesia and Lab | 3 |
| NUR 605 | Advanced Principles of Anesthesia II | 2 |
| NUR 606 | Chemistry & Physics for Nurse Anesthesia | 2 |
| NUR 607 | Pharmacology I (Videoconference) | 3 |
| NUR 608 | Pharmacology II (Videoconference) | 3 |
| NUR 613 | Advanced Anatomy and Physiology/ Pathophysiology I | 3 |
| NUR 614 | Advanced Anatomy and Physiology/ Pathophysiology II | 3 |
| NUR 615 | Advanced Anatomy and Physiology/ Pathophysiology III | 3 |
| NUR 619 | Advanced Physical Health Assessment | 3 |
| NUR 630 | Clinical Practicum I | 1 |
| NUR 631 | Clinical Practicum II | 3 |
| NUR 632 | Clinical Practicum III | 3 |
| NUR 633 | Clinical Practicum IV | 3 |
| NUR 634 | Clinical Practicum V | 3 |
| NUR 635 | Clinical Practicum VI | 3 |
| NUR 636 | Clinical Practicum VII | 3 |
| NUR 691 | Senior Seminar | 3 |

| | |
|--------------|--------------|
| Total | 62-64 |
|--------------|--------------|

Nurse Anesthesia Program (NAP) Policies

Admission Requirements

The Lourdes University Nurse Anesthesia program admission process does not discriminate on the basis of race, color, religion, age, gender, national origin, marital status, disability, sexual orientation, or any factor protected by law.

Applicants seeking admission to the graduate program must initially meet the admission requirements of the Lourdes University Graduate School, the Master of Science in Nursing and the Nurse Anesthesia Program.

The requirements are as follows:

1. Graduation from a nationally accredited nursing program or a baccalaureate

degree in Nursing or other appropriate major such as a Bachelor of Science in Physics, Chemistry, or Biology from a regionally accredited college or university.

Degrees must be completed and final transcripts submitted prior to the application deadline.

The registered nurse with a Bachelor's Degree in another discipline must complete a statistics course, a research course as well as a course in Population Health Nursing. If the nurse can demonstrate extensive knowledge of community nursing concepts through practice experiences or an undergraduate degree showing a community focus, this may be considered as meeting the Community Health Nursing requirement.

Candidates who need to meet the community nursing, statistics, and/or research course(s) requirements can be conditionally admitted into the program; however these requirements must be met prior to beginning the Nurse Anesthesia Program classes. Candidates will be individually considered by examining individual success predictors in the Nurse Anesthesia program.

2. A cumulative G.P.A. of 3.0 or higher on a 4.0 scale. An official college transcript from each college/university attended must be submitted directly to the graduate school from the institution of origin. The candidate must have course content within the last 10 years in: Anatomy & Physiology, Inorganic and Organic Chemistry. Candidates must have a 3.0 or above in these courses.
 - a. For repeated courses the highest grade earned will be used in the calculation of G.P.A.
 - b. For applicants with multiple post-secondary education experiences the achievement in the nursing degree will be considered first. Achievement in the most current 120 semester credit hours will be considered second.
3. The official results of the Graduate Record Examination (GRE) will be considered, but are **not required**. Please send a copy to the Graduate School if you have taken the GRE and would like to submit.
4. A current, unrestricted licensure as a registered nurse in any state (Ohio licensure required prior to starting the program). Provide copy with application.
5. Candidates must currently hold a full-time position (36 or more hours), providing direct patient care, in one of the following critical care areas listed below:
 - a. Candidates must have a **minimum** of 2 years as a Registered Nurse (RN) in a critical care area prior to matriculation.
 - b. Critical care areas include: SICU, MICU, CICU, NICU, PICU, Neuro ICU,

Graduate School

and ER. ER nursing will be considered as fulfilling this requirement and will be individually considered based on the acuity/intensity of the ER.

- c. Candidates may apply after one year of critical care experience and if admitted to the nurse anesthesia program, must remain employed in their critical care area, providing direct patient care until 2 weeks prior to matriculation into the program.

Candidates must possess the following:

- i. Independent decision making.
- ii. Ventilator experience.
- iii. Exposure and use of vasoactive drips.
- iv. Advanced psychomotor skills.
- v. Ability to interpret advanced monitoring modalities.
- vi. Superior collaboration and communication skills.

6. Current Basic Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support training. Training must be maintained throughout the program.
7. Provide a Statement of Purpose which includes why you have chosen nurse anesthesia as a profession, why you have chosen a faith based institution, and specifically why you have chosen Lourdes University. (500 words maximum)
8. Provide three letters of recommendation utilizing the Lourdes University recommender form. Recommendations must be from the following individuals:
 - a. A peer who works alongside the candidate.
 - b. An immediate supervisor, someone who performs or can evaluate the candidate in the work place.
 - c. A physician the applicant has worked closely with in the critical care area.
9. A minimum shadowing experience of 1-2 days (8-16 hours) with a CRNA or anesthesiologist. Additional shadowing is preferred and recommended prior to interviewing with the program.
10. The CCRN critical care certification is required for interview eligibility and program admittance.
11. The accepted/alternate candidate must complete Graduate Statistics prior to matriculation into the Nurse Anesthesia Program.
12. Submit a Curriculum Vita.

13. Submit completed application and application fee.
14. Successfully complete the interview process (interviews are by invitation only).
15. On the day of the interview, the candidate must successfully complete objective testing.
16. A background check, health and drug screening will be required prior to beginning the program.
17. NAP candidates previously enrolled in a Nurse Anesthesia Program will be considered on a case by case basis. Documentation from the previous Nurse Anesthesia Program Administrator is required. If accepted, candidates will be required to complete the entire program.
18. A non-refundable deposit is required, once admitted, to reserve a place in the program. (The non-refundable deposit will be applied to the students account once enrolled in the program. If the student does not enroll in the program, the deposit shall be forfeited.)
19. A candidate may **re-apply** for the Nursed Anesthesia Program one time. The candidate will be required to re-apply through the graduate school. Candidates may request reuse of documents on file if they are current such as, recommendations completed within the last year, current ACLS, PALS & BLS, or transcripts when no additional coursework has been completed.

*Note: Due to the very competitive nature of the admissions process, applicants should understand that meeting minimum standards does not guarantee admission. All **completed** applications will be screened, and the most qualified candidates will be selected to participate in the interview process.*

Nurse Anesthesia Program Completion Requirements:

The Nurse Anesthesia Program follows the progression policies of the Graduate School found in the Handbook for the Graduate Student, which is located on the Lourdes University website under Current Students/Graduate School. In addition, each master's degree candidate must successfully complete the following prior to graduation:

- Successful completion of the curriculum sequence, which includes the Council on Accreditation of Nurse Anesthesia Educational Programs' required curriculum courses.
- Successful completion of Clinical practicum I-VII with satisfactory marks on daily clinical practicum evaluation forms.
- Complete and record a minimum of 600 cases, 700 preferred, and satisfy all of the COA case type requirements.

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- Submit National Certification Examination paperwork and fee to Program Administrator.
- A nursing capstone project, which includes a scholarly paper prepared to submit to a journal.
- A presentation of the project to faculty and students.

Nurse Anesthesia Program Drug and Alcohol Policy

The Lourdes University College of Nursing requires that all nurse anesthesia students must be free of illicit or illegal drugs and alcohol in the classroom setting, when providing patient care or on call to provide patient care.

Further, students may not use illegal drugs, abuse prescription drugs, or engage in excessive alcohol use while enrolled in the Program. The policy includes mandatory testing for all students entering the Nurse Anesthesia Program and random testing during the program if indicated by the clinical site or there is a suspicion that the student is under the influence of drugs or alcohol. The procedure for testing is managed by the Nurse Anesthesia Administrator. A detailed procedure is available on the Lourdes University website in the Nurse Anesthesia Student Handbook. Additional policies can be found in the Nurse Anesthesia Program Handbook located on line at Lourdes.edu.

Graduate Certificate Programs

Graduate Nurse Anesthesia Certificate

The Graduate Nurse Anesthesia Certificate (GNAC) program is designed for nurses who have a Master's Degree in Nursing with a concentration in areas other than nurse anesthesia and want the knowledge, skills and ability to become a Certified Registered Nurse Anesthetist and provide anesthesia in the clinical setting. The GNAC program is an alternative for those individuals who desire nurse anesthesia knowledge, but are not necessarily interested in completing another Master's Degree in Nursing. Nurses interested in this certificate program will take the entire anesthesia related curriculum, including Clinical Practicum I – VII and one course related to professional aspects of Nurse Anesthesia. Potential candidates must successfully complete the application and selection process for admission into the program. Upon successful completion of the program, graduates will be awarded a certificate of completion in Nurse Anesthesia and be able to sit for the National Certification Examination. An additional Master's or higher degree will NOT be awarded.

It is our expectation that nurses who complete the program will:

- Demonstrate appropriate scientific knowledge and psychomotor ability while providing anesthesia care.
- Demonstrate safety and vigilance to protect the patient from harm.
- Provide individualized anesthesia care to meet the needs of the patient.

- Demonstrate effective oral and written communication skills.
- Demonstrate professionalism and responsibility in the advanced practice role of the Nurse Anesthetist.
- Utilize critical thinking and decision making skills to impact patient care.

Admission Requirements for the GNAC

Lourdes University Nurse Anesthesia program admission process does not discriminate on the basis of race, color, religion, age, gender, national origin, marital status, disability, sexual orientation, or any factor protected by law.

Applicants seeking admission to the graduate program must meet the admission requirements of the Lourdes University Graduate School and the Master of Science in Nursing nurse anesthesia concentration. These include:

1. Graduation from a nationally accredited MSN nursing program.
2. A Master's degree in Nursing from a regionally accredited college or university. Degree must be completed and final transcripts submitted prior to the application deadline.
3. A cumulative G.P.A. of 3.0 or higher on a 4.0 scale. An official college transcript from each college/university attended must be submitted directly to the graduate school from the institution of origin. The candidate must have course content within the last 10 years in: Anatomy & Physiology, Inorganic and Organic Chemistry. Candidates must have a 3.0 or above in these courses.
 - a. For repeated courses the highest grade earned will be used in the calculation of G.P.A.
 - b. For applicants with multiple post-secondary education experiences the achievement in the nursing degree will be considered first. Achievement in the most current 120 semester credit hours will be considered second.
4. The official results of the Graduate Record Examination (GRE) will be considered, but are **not required**. Please send a copy to the Graduate School if you have taken the GRE and would like to submit.
5. A current, unrestricted licensure as a registered nurse in any state (Ohio licensure required prior to starting the program). Provide copy with application.
6. Candidates must currently hold a full time position (36 or more hours), providing direct patient care, in one of the following critical care areas listed below:
 - a. Candidates must have a minimum of 2 years as a Registered Nurse (RN) in a critical care area prior to matriculation.
 - b. Critical care areas include: SICU, MICU, CICU, NICU, PICU, Neuro ICU, and ER. ER nursing will be considered as fulfilling this requirement and will

be individually considered based on the acuity/intensity of the ER.

- c. Candidates may apply after one year of critical care experience and if admitted to the nurse anesthesia program, must remain employed in their critical care area, providing direct patient care until 2 weeks prior to matriculation into the program.

Candidates must possess the following:

- i. Independent decision making.
- ii. Ventilator experience.
- iii. Exposure and use of vasoactive drips.
- iv. Advanced psychomotor skills.
- v. Ability to interpret advanced monitoring modalities.
- vi. Superior collaboration and communication skills.

7. Current Basic Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support training. Training must be maintained throughout the program.
8. Provide a Statement of Purpose which includes why you have chosen nurse anesthesia as a profession, why you have chosen a faith based institution, and specifically why you have chosen Lourdes University. (500 words maximum).
9. Provide three letters of recommendation utilizing the Lourdes University reference form. References must be from the following individuals:
 - a. A current peer who works alongside the candidate .
 - b. An immediate supervisor, someone who performs or can evaluate the candidate in the work place.
 - c. A physician the applicant has worked closely with in the critical care area.
10. A minimum shadowing experience of 1-2 days (8-16 hours) with a CRNA or anesthesiologist. Additional shadowing is preferred and recommended prior to interviewing with the program. At least one shadow experience should occur within 6 months of potential interview.
11. The CCRN critical care certification is required for interview eligibility and program admittance.
12. The accepted/alternate candidate must complete Graduate Statistics prior to matriculation into the Nurse Anesthesia Program.
13. Submit a Curriculum Vita.
14. Submit completed application and application fee.

15. Successfully complete the interview process (interviews are by invitation only).
16. On the day of the interview, the candidate must successfully complete objective testing.
17. A background check, health and drug screening will be required prior to beginning the program.
18. NAP candidates previously enrolled in a Nurse Anesthesia Program will be considered on a case by case basis. Documentation from the previous Nurse Anesthesia Program Administrator is required. If accepted, candidates will be required to complete the entire program.
19. A non-refundable deposit is required, **once admitted**, to reserve a place in the program. (The non-refundable deposit will be applied to the students account once enrolled in the program. If the student does not enroll in the program, the deposit shall be forfeited.)
20. A candidate may **re-apply** for the Nurse Anesthesia Program one time. The candidate will be required to re-apply and update their current file with the Graduate School.

Note: Due to the very competitive nature of the admissions process, applicants should understand that meeting minimum standards does not guarantee admission. All completed applications will be screened, and the most qualified candidates will be selected to participate in the interview process.

Completion Requirements

The GNAC program follows the progression policies of the Graduate School found in the Handbook for the Graduate Student, which is located on the Lourdes University website under Current Students / Graduate School.

- Successful completion of the curriculum sequence, which includes the Council on Accreditation of Nurse Anesthesia Educational Programs required curriculum courses. (Waiver NAP Curriculum Sequence see below).
- Successful completion of Clinical practicum I-VII with satisfactory marks on daily clinical practicum evaluation forms.
- Complete and record a minimum of 600 cases, 700 preferred and satisfy all of the COA case type requirements.
- Submit National Certification Examination paperwork and fee to Program Administrator.

Each course listed below is a required course for the Graduate Nurse Anesthesia Certificate (GNAC) program.

Graduate School

Below is the required curriculum for students entering the program prior to Fall 2015:

| Required Curriculum | | Semester Hours |
|---------------------|---|----------------|
| NUR 603 | Basic Principles of Anesthesia and Lab | 3 |
| NUR 606 | Chemistry & Physics for Nurse Anesthesia | 2 |
| NUR 607 | Pharmacology I (Videoconference) | 3 |
| NUR 613 | Advanced Anatomy and Physiology/ Pathophysiology I | 3 |
| NUR 630 | Clinical Practicum I | 1 |
| NUR 604 | Advanced Principles of Anesthesia and Lab | 3 |
| NUR 614 | Advanced Anatomy and Physiology/ Pathophysiology II | 3 |
| NUR 608 | Pharmacology II (Videoconference) | 3 |
| NUR 631 | Clinical Practicum II | 3 |
| NUR 605 | Advanced Principles of Anesthesia II | 2 |
| NUR 615 | Advanced Anatomy and Physiology/ Pathophysiology III | 3 |
| NUR 619 | Advanced Physical Health Assessment | 3 |
| NUR 632 | Clinical Practicum III | 3 |
| NUR 633 | Clinical Practicum IV | 3 |
| NUR 634 | Clinical Practicum V | 3 |
| NUR 635 | Clinical Practicum VI | 3 |
| NUR 691 | Senior Seminar | 3 |
| NUR 636 | Clinical Practicum VII | 3 |
| NUR 646 | Professional Aspects of Nurse Anesthesia | 3 |
| Total | | 53 |

Below is the required curriculum for students entering the Nurse Anesthesia Program Fall 2015 or later:

| Required Curriculum | | Semester Hours |
|---------------------|---|----------------|
| NUR 603 | Basic Principles of Anesthesia and Lab | 4 |
| NUR 606 | Chemistry & Physics for Nurse Anesthesia | 2 |
| NUR 607 | Pharmacology I (Videoconference) | 3 |
| NUR 613 | Advanced Anatomy and Physiology/ Pathophysiology I | 3 |
| NUR 630 | Clinical Practicum I | 1 |
| NUR 604 | Advanced Principles of Anesthesia and Lab | 3 |

| | | |
|--------------|---|-----------|
| NUR 614 | Advanced Anatomy and Physiology/ Pathophysiology II | 3 |
| NUR 608 | Pharmacology II (Videoconference) | 3 |
| NUR 631 | Clinical Practicum II | 3 |
| NUR 605 | Advanced Principles of Anesthesia II | 2 |
| NUR 615 | Advanced Anatomy and Physiology/ Pathophysiology III | 3 |
| NUR 619 | Advanced Physical Health Assessment | 3 |
| NUR 632 | Clinical Practicum III | 3 |
| NUR 633 | Clinical Practicum IV | 3 |
| NUR 634 | Clinical Practicum V | 3 |
| NUR 635 | Clinical Practicum VI | 3 |
| NUR 691 | Senior Seminar | 3 |
| NUR 636 | Clinical Practicum VII | 3 |
| NUR 646 | Professional Aspects of Nurse Anesthesia | 3 |
| Total | | 54 |

Graduate Leadership and Education Certificates

For nurses with a Master's Degree in Nursing or another discipline, Graduate Certificate Programs are offered in Nursing Leadership and Nursing Education. Descriptions of each certificate program follows the admission criteria.

Admission

Students seeking a graduate certificate in Nursing Leadership or Nursing Education will:

- Complete a Graduate School application.
- Provide evidence of a current, valid registered nurse license.
- Submit to the Graduate School official transcripts indicating degrees received.
- Possess a Master's degree in nursing or a related field from a regionally accredited institution with a minimum G.P.A. of 3.0.
- Provide a current resumé.
- Complete a satisfactory interview with the M.S.N. Director.

Graduate Nursing Leadership Certificate

The Graduate Nursing Leadership Certificate (GNLC) program is designed for current and prospective nurse leaders at all levels within any organization to expand their leadership knowledge, skills, and abilities. The GNLC will enhance the

Graduate School

performance of nurse leaders in their respective organizations to make a positive difference in their organizations and in their communities.

The GNLC program is an alternative for those individuals who desire leadership and administrative knowledge but are not necessarily interested in completing another graduate degree. The GNLC is also designed to provide relevant transfer credit into other graduate programs. It is our expectation that students who successfully complete the program will:

- Develop an understanding of themselves, other nurse leaders, and their organizations in order to identify a personal organizational leadership style.
- Identify necessary organizational health care and nursing leadership skills and prepare a plan of action for improving organizational leadership abilities.
- Understand how financial tools are used to assess the fiscal health of their organizations.
- Synthesize knowledge from national and community nurse leaders.

| Required Curriculum | | Semester Hours |
|---------------------|---|----------------|
| <i>Courses</i> | | |
| NUR 610 | Leadership Foundations | 3 |
| NUR 611 | Leadership and Organizational Behavior | 3 |
| NUR 617 | Financial Tools for Leaders and Organizations | 3 |
| NUR 680 | Leadership Seminar | 3 |
| Total | | 12 |

Graduate Nursing Education Certificate

The Graduate Nursing Education Certificate (GNEC) program is designed for nurses who may have a master's degree in areas other than nursing who want the knowledge, skills and ability to teach in a variety of educational settings with students, nurses or patients.

The GNEC program is an alternative for those individuals who desire nursing education knowledge, but are not necessarily interested in completing another Master's Degree. The GNEC is also designed to provide relevant transfer credit into other graduate programs.

It is our expectation that students who successfully complete the program will:

- Implement teaching and learning theories into nursing education programs in a variety of settings.
- Recognize the characteristics of an individual to learn.

- Create instructional materials to motivate and engage adult learners.
- Articulate the parameters, approaches and processes essential in curriculum/program and individual course design.
- Verify definitions and purposes of philosophical approaches and goals for curriculum/program development.
- Compare and contrast various evaluation methods used to assess student learning and curriculum/program development.

The Graduate Nursing Education Certificate Program consists of the following courses:

| Required Curriculum | | Semester Hours |
|-------------------------|--|----------------|
| <i>Educator Courses</i> | | |
| NUR 640 | Perspectives on Teaching and Learning | 3 |
| NUR 643 | Curriculum Design | 3 |
| NUR 645 | Assessment and Evaluation I Healthcare Education | 3 |
| NUR 690 | Practicum in Advanced Nursing Roles | 3 |
| Total | | 11 |

Course Descriptions

NUR 599 Topics in Nursing (1-3)

Provides an opportunity for a graduate student to develop and reflect on their professional skills and knowledge in a clinical setting within the context of graduate education.

NUR 600 Theories and Values for Advanced Nursing (1-3)

Examines the significance of theory for nursing as a profession, which provides the student with a foundation for advanced nursing practice and research. The course focuses on the components related to the development of nursing theory including grand and midrange theories, and conceptual frameworks. The Franciscan values are also explored to determine how students' and healthcare organizations' values and

ethical principles impact the care of individuals.

NUR 603 Basic Principles of Anesthesia I and Lab (4)

Provides a general introduction to the basic principles of nurse anesthesia practice. Professional aspects, anesthetic principles, and anesthetic equipment and technology are presented and provide a comprehensive foundation which the student will need to provide safe, effective, and individualized anesthesia care. The lab component of this course will offer the student a simulated anesthetizing environment for application and synthesis of basic anesthesia principles. Instructor as well as computer based scenario training will be offered.

NUR 604 Advanced Principles of Anesthesia I and Lab (3)

Designed to provide the student with a comprehensive overview of advanced principles of anesthesia care for patients undergoing various surgical, diagnostic, or therapeutic procedures. The primary focus will be patient assessment, anesthetic management, and associated technology integral to each procedure. Anesthetic implications of various disease processes are also discussed. The lab component of this course will offer the student a simulated anesthetizing environment for application and synthesis of advanced anesthesia principles. Instructor as well as computer based scenario training will be offered.

NUR 605 Advanced Principles of Anesthesia II (2)

Offers a continuation of advanced principles of nurse anesthesia care. Building upon previous knowledge, students will plan and implement anesthesia care for patients with increasingly complex pathology and /or increasingly complex procedures.

NUR 606 Chemistry and Physics for Nurse Anesthesia (2)

The course addresses the specific relationships connecting chemistry, physics, and clinical nurse anesthesia practice. Concepts of general, organic, and biochemistry are discussed in relation to physiological processes and pharmacologic principles. Concepts of modern physics are discussed in relation to the practice of anesthesia; specifically the understanding of the behavior of gases. Emphasis will be on the integration and practical application of these principles to clinical nurse anesthesia practice.

NUR 607 Pharmacology I (3)

This course is designed to provide the student with a thorough understanding of the science of pharmacology. The primary focus will be on the topics integral to the practice of modern anesthesia. These include pharmacokinetics, pharmacodynamics, pharmacotherapeutics, pharmacogenetics, pharmacy and toxicology of antibiotics, inhalational agents, intravenous induction agents, and opiates (video-conference).

NUR 608 Pharmacology II (3)

This course is designed to provide the student with a thorough understanding of the science of pharmacology. The primary focus will be on the topics integral to the practice of modern anesthesia. These include pharmacokinetics, pharmacodynamics, pharmacotherapeutics, pharmacogenetics, pharmacy and toxicology of neuromuscular blocking drugs, local anesthetics, autonomic, asthma, and cardiovascular drugs (video-conference).

NUR 610 Foundation of Leadership (3)

Within the context of the nursing profession, various theories and models of leadership are explored and analyzed for their applicability to healthcare in a variety of practice situations and settings. Other cogent issues (social, political, diversity, education) that influence the practice of nursing and directly impact upon the practices of nursing administration will be discussed. Identification of leadership competencies and their associated influence upon the work environment and care are analyzed. Examination

of role theories serve the basis for the development of the graduate nursing student's personal leadership style, values and characteristics. Communication practices, emotional intelligence and ethical perspectives are recognized for the perspective they impart on the leadership role. Evidence-based leadership strategy and skills are explored and applied. In the context of leadership responsibility and oversight, state and federal healthcare laws and regulations (safety, financial and practice), in addition to ethical and moral aspects are addressed.

NUR 611 Leadership and Organizational Behavior (3)

This course examines organizational theories, structures and behaviors as they relate to the healthcare operations environment. The focus is on leadership activities such as management, communication, human resource management and inter-professional networking. Consideration of the roles that culture and practice, power and politics, individual and group dynamics play in healthcare are discussed. Communication, negotiation and conflict management are analyzed for their contribution to the perceptions surrounding the workplace environment. The student will evaluate the role of healthcare organizations in light of leadership and workplace dynamics. Acquired knowledge of systems and role theories, best practices, research and evidence are incorporated and serve to evaluate the degree of influence they exert upon healthcare organizations. Students examine evidence-based leadership practices and case studies in administrative healthcare operations. The focus is on creating,

adopting, and evaluating innovative administrative practices based on best practices with consideration of organizational culture. Change model design and application to workplace issues will address organizational culture and its impact upon quality and safe patient outcomes. Prerequisite: NUR 610.

NUR 612 Health Care Policy in a Diverse Community (3)

This course examines the relationship between the health needs of diverse populations and health policy with specific attention to assessing global health issues. An ecological approach is used to examine the societal, community, organizational, interpersonal, and intrapersonal influences in health among populations, with emphasis on the nurse as a change agent in the delivery of public policy at all levels of influence. Political impact on the structure and financing of healthcare, practice, and health outcomes are analyzed.

NUR 613 Advanced Anatomy and Physiology/Pathophysiology I (3)

Provides a comprehensive study of human anatomy, physiology, and pathophysiology with an emphasis on anesthesia effects using a systems approach. This course focuses on the cardiovascular, respiratory, and neurological systems. Priority is placed on those physiological and pathophysiological alterations that affect the body's ability to maintain equilibrium throughout the aging process. This course provides a foundation for the understanding of disease states and their impact on anesthesia practice. Content includes intervention modalities relevant

to anesthetic management throughout the peri-operative period.

NUR 614 Advanced Anatomy and Physiology/Pathophysiology II (3)

Provides a comprehensive study of human anatomy, physiology, and pathophysiology with emphasis on anesthesia affects using a systems approach. This course focuses on the renal and hepatic systems, fluid and electrolyte, and acid base balance. Priority is placed on those physiological and patho-physiological alterations that affect the body's ability to maintain equilibrium throughout the aging process. This course provides a foundation for the understanding of disease states and their impact on anesthesia practice. Content includes intervention modalities relevant to anesthetic management throughout the peri-operative period.

NUR 615 Advanced Anatomy and Physiology/Pathophysiology III (3)

Provides a comprehensive study of human anatomy, physiology, and pathophysiology with an emphasis on anesthesia affects using a systems approach. This course focuses on endocrine and neuromuscular systems, and obstetric and pediatric populations. Priority is placed on those physiological and patho-physiological alterations that affect the body's ability to maintain equilibrium throughout the aging process. This course provides a foundation for the understanding of disease states and their impact on anesthesia practice. Content includes intervention modalities relevant to anesthetic management throughout the peri-operative period.

NUR 616 Pathophysiology Across the Lifespan for the Nurse in an Advanced Role (3)

This course focuses on pathophysiological processes across the lifespan and the development of clinical reasoning skills that distinguish the relationships between normal physiology, and specific system alterations produced by injury and disease. Concepts related to biological sciences including cell biology, tumor biology, immunology, genetics, and pathology will be presented. Particular attention will be given to etiology, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems.

NUR 617 Financial Tools for Leaders and Organizations (3)

This course examines the role of financial management and nursing leadership in healthcare organizations. Utilization of evidence, metrics, and other relevant data that impacts financial management are presented. Concepts related to economic (global and national), statistical, political, legal, and regulatory forces that factor into the financial management of the budgeting process are discussed. Accounting principles, capable data analysis and other competencies are presented as an essential part of the nurse leader's skill set for the management of nursing cost centers. Forecasting, analyzing variances, strategic planning, and business plan development for an organization's financial operation are presented. Methods to address financial ethics, calculating staffing needs, operational capital budget creation, and other financial tasks offered. The student

will utilize principles of healthcare economics, finance, and accounting to examine the strategic, operational, and systems decisions facing nursing leaders. Prerequisites: NUR 610 and NUR 611.

NUR 619 Advanced Physical Health Assessment Across the Lifespan (3)

This course is designed to provide the student with a thorough understanding of advanced health assessment of clients of all ages, including formulation of clinical diagnosis based upon the health assessment findings and a detailed health history. Following an introduction to advanced health assessment, students complete a review of health assessment organized in a body/systems approach.

NUR 620 Statistics for Advanced Nursing (3)

This course applies the knowledge of descriptive, correlation, and inferential statistics used in nursing research. Students will develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings. Examples of nursing research studies will be evaluated for the appropriate use of statistics to validate findings. Prerequisite: Undergraduate statistics course.

NUR 622 Advanced Inquiry for Evidenced-Based Practice (3)

This course focuses on the critical thinking skills, theory, clinical judgment, and inter-professional perspectives needed to apply research outcomes to an evidenced based practice. The student will learn to utilize relevant internet data bases in identifying research studies for critiquing of appropriateness

for the practice setting. Students will analyze and synthesize research studies to determine the current evidence of a clinical/educational problem(s) from which they will develop an evidence-based practice guideline. Emphasis is placed on dissemination of the evidence for the practice recommendations or guideline to a variety of audiences. Prerequisite: NUR 600 and ENG 670; Co-requisite NUR 620.

NUR 625 Nursing Informatics (3)

Discusses the conceptual and functional components of nursing informatics. Students will analyze the components of data, information and knowledge as they relate to information technology, information structures, and information management. It explores the role of the nurse in interfacing with these systems to identify patient quality and safety issues and ethical issues related to the use of technology.

NUR 630 Clinical Practicum (1) *Beginning Fall 2014 1 semester hour credit*

Provides the student with an introduction to the art and science of nurse anesthesia, including a beginning level clinical practicum to introduce the student to anesthetic equipment, and the operating room environment dynamics. The precepted experiences include introduction to the role of the nurse anesthetist, and the development of basic nurse anesthesia skills. Patient safety is the key focus.

NUR 631 Clinical Practicum II (3) *Beginning Spring 2015 3 semester hours of credit*

Designed to provide the student with clinical application of basic

principles of nurse anesthesia. Experience includes development and application of skills specific to the role of nurse anesthetist. Actual clinical experience includes progressively more difficult cases, invasive monitoring, and specialty areas, such as general, laparoscopic, orthopedic, and neurologic procedures. Students assume increasing responsibility for the independent delivery of anesthesia care as they progress. Students are individually assigned to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 632 Clinical Practicum III (3) ***Beginning Summer 2015 3 semester hours of credit***

Clinical experiences continue to focus on the application of the principles of nurse anesthesia and expanding clinical practicum skills. Clinical practice involving pediatric, obstetric, and other specialty care patients with a clinical affiliate faculty will be introduced. Students assume increasing responsibility for the independent delivery of anesthesia care as they progress. Students are individually assigned to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 633 Clinical Practicum IV (3)
Clinical experience continues with an individual, in-depth study of more advanced clinical nurse anesthesia in such specialty areas such as neurosurgical, cardiovascular, obstetric, pediatric, and regional anesthesia. The student learns to handle more difficult, specialized, patients who are at high

risk. Emphasis is on more complex management with advanced monitoring techniques, use of pharmacological agents, and handling higher stress situations. Experiences include development of advanced skills specific to the role of the nurse anesthetist. Students are individually assigned to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 634 Clinical Practicum V (3) ***Beginning Spring 2016: 3 semester hours of credit***

Building upon the knowledge and skills acquired in clinical practicum IV, clinical experience continues with the primary focus involving advanced, independent clinical nurse anesthesia administration. Emphasis is on management of higher risk patients requiring more difficult surgical procedures, performing peri-operative anesthetic care with a minimum amount of supervision, and readiness for transition from student to graduate status. Students are individually assigned to specialty areas to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 635 Clinical Practicum VI (3) ***Beginning Summer 2016: 3 semester hours of credit***

Building upon the knowledge and skills acquired in clinical practicum V, clinical experience continues with the primary focus involving advanced, independent clinical nurse anesthesia administration. Emphasis is on management of higher risk patients requiring more difficult surgical procedures, performing peri-operative anesthetic care with

a minimum amount of supervision, and readiness for transition from student to graduate status. Students are individually assigned to specialty areas to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 636 Clinical Practicum VII (3)
Beginning Fall 2016: 3 semester hours of credit

Building upon the knowledge and skills acquired in clinical practicum VI, clinical experience continues with the primary focus involving advanced, independent clinical nurse anesthesia administration. Emphasis is on management of higher risk patients requiring more difficult surgical procedures, performing peri-operative anesthetic care with a minimum amount of supervision, and readiness for transition from student to graduate status. Students are individually assigned to specialty areas to meet case requirements mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

NUR 637 Pharmacology for Advanced Nursing Roles (3)

The course is designed to provide the student with a thorough understanding of the science of pharmacology. Current evident-based research, clinical considerations, and pharamacotherapeutic principles are emphasized to assist the registered nurse to administer drugs and monitor for effectiveness and safety at an advanced level.

NUR 640 Perspectives on Teaching and Learning (3)

This course presents a variety of

teaching and learning theories with their associated methods used in, classroom, clinical, and practice settings. Consideration is given to the educational needs of the diverse learner. A variety of traditional and nontraditional methods of teaching will be examined along with the strengths and limitations of each. Innovative strategies including the use of technology will be presented to enhance teaching effectiveness

NUR 643 Curriculum Design (3)

Discusses conceptual and practical foundations on which to build a nursing curriculum. Related literature and research, past practices, contextual factors influencing curricula, and strategies in mapping the curriculum will be presented. Emphasis is on the process of developing a curriculum meeting the standards set by regulatory and accreditation agencies.

NUR 645 Assessment and Evaluation in Healthcare Education (3)

This course will explore evaluation theories with strategies to analyze the individual student, course content, and the effectiveness of the curriculum/program. Students learn how to construct different types of test items, including higher level items, develop test items similar to licensure and certification examinations, prepare assessment methods for courses, evaluate written assignments, plan for and construct tests, score and analyze tests, and develop clinical evaluation strategies. The impact of accrediting agency requirements for nursing education will be examined for their effect on program evaluation. Programs offering standardized testing services

and the impact on evaluating student outcomes are presented. The course also explores grading and other concepts of assessment and evaluation in nursing education.

NUR 646 Professional Aspects of Nurse Anesthesia (3)

This course provides an overview of the development of anesthesia as an advanced practice nursing specialty. Emphasis is placed on those factors that shape the practice environment of the nurse anesthetist: qualifications and scope of practice, professional role, commitment to the profession, professional organizations, the U.S. legal system, history, bioethics, professional standards, political and practice challenges, global health issues, multiculturalism, and the concept of caring.

NUR 680 Leadership Seminar (3)

Examines the impact of nursing leadership in building organizations that transform individuals. It discusses the role of the nurse leader in healthcare and academic environments. The course may include national and local guest speakers who will focus on current leadership, healthcare, or related topics.

NUR 690 Practicum in Advanced Nursing Role (3) (1 Theory; 2 Clinical)

Combines both theoretical and experiential learning. Students complete a clinical practicum in their area of concentration. For Nurse Educator concentration at least 20 hours of practicum must evidence a clinical focus with a specific patient population. Students are also assigned and meet regularly with a clinical faculty member. Class time focuses on the exploration

and analysis of theoretical and practical components of the advanced nursing role. Prerequisites: ENG 670, NUR 600, 612, 621; Nurse Educator: NUR 640, 643, 645; Nurse Leader: NUR 610, 611, 617.

NUR 691 Senior Seminar (3)

Reviews and synthesizes all previous coursework using case studies and other teaching strategies to prepare the student for the National Certification Examination. Simulated National Certification Examination (NCE) testing as well as personal study time for the NCE will be offered.

NUR 696 Professional Proposal Design (2)

Takes the student through the process of development of a project proposal. The student is expected to synthesize concepts learned in the M.S.N. curriculum as they apply to an identified project of interest to the student. The project timeline and evaluation will be discussed. A written project document will be developed that includes problem identification, proposed implementation and anticipated evaluation. The student will learn how to negotiate the IRB process. The student will engage in critical evaluation of personal project design as well as those developed by others. Prerequisites: NUR 620, 622.

NUR 698 Nursing Capstone (2)

Student will complete a scholarly project related to their chosen program of study under the direction of a faculty member. Students complete a scholarly project which is significant to nursing and relates to their area of concentration. Research methodology will guide the capstone project. This project is

a culmination and synthesis of prior graduate learning. Prerequisites: All NUR courses including 690.

**NUR 699 – Nursing Capstone
Continuation (0)**

Students who do not finish their Nursing Capstone within the semester of original enrollment for NUR 698 are required to enroll each semester in the program's NUR 699 Nursing Capstone Continuation course for 0 credit hours. The continuation course will be graded noncredit (NC). Upon the successful completion of the NUR 698 Nursing Capstone course, the SP or UP grade will be replaced with a Satisfactory (S) grade. For students who do not successfully complete the Nursing Capstone course within three semesters (including summer semester) the SP or UP grade will be replaced with an Unsatisfactory (U) grade.

Faculty & Staff

OFFICE OF THE PRESIDENT

Mary Ann Gawelek, Ed.D.

President

Ed.D., Boston University

M.Ed., Boston University

B.A. The Franciscan University of
Steubenville

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*Executive Administrative Assistant
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Holly Baumgartner, Ph.D.

Accreditation Liaison Officer

B.A., The University of Toledo

M.A., Ph.D., Bowling Green State
University

Karen Mohar, M.L.I.S.

Accreditation Specialist

B.A., Ohio Dominican College

M.L.I.S., Kent State University

Faculty Athletic Representative (FAR)

To be announced

Lauren Maziarz, Ph.D., M.S.N., RN

*Chairperson, Institutional Review Board
(IRB)*

B.S., Miami University

M.S.N., The University of Toledo

Ph.D., The University of Toledo

ACADEMIC AFFAIRS

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M.A., The Catholic University of
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M.A., Bowling Green State University

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Lisa Mattin, M.B.A.

Administrative Assistant

B.A., M.B.A., Lourdes University

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Michelle Rable, M.B.A.

*Assistant Vice President for Institutional
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Registrar

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M.B.A., The University of Findlay

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Director of Career Services

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M.A., Indiana University of PA

Angie Gorny, M.Ed.

Assistant Director of Career Services

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Dean of the College of Arts and Sciences

Accreditation Liaison Officer

Professor of English

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Honors Program Director

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Ph.D., The Johns Hopkins University

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Coordinator

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Ph.D., University of Massachusetts Medical Center

The Appold Planetarium

Laura Megeath, Ph.D.

Coordinator

B.A., Colgate University

Ph.D., University of Massachusetts Medical Center

Interdisciplinary Studies Program

Katherine Beutel, Ph.D.

Director, IDS Program

B.A., The University of Dayton

M.A., Ph.D., The Ohio State University

Kelly Conkle, M.S.

*Instructor**

B.B.A., The University of Toledo

M.S., Kansas State University

Lynda K. Hoffman, M.E.

*Instructor**

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College of Business and Leadership

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- 2 Carmel Hall (CAH)
- 3 Delp Hall (DH)
 - Academic Support Center
- 4 Franciscan Center (FC)
 - Gymnasium
 - Athletic Director's Office
 - Conference & Theater
- 5 St. Agnes Hall (SAH)
 - Center for Science Education & the Environment
- 6 Lourdes Hall (LH)
- 7 Russell J. Ebeid Hall (REH)
 - Welcome Center
 - Admissions
 - Ebeid Student Center
- 8 Mother Adelaide Hall (MAH)
 - Appold Planetarium
 - Advising
 - Café Lourdes
 - Dining Hall - The Grille
 - Student Records & Cashier's Offices
 - Financial Aid
- 9 St. Clare Hall (SCH)
 - Duns Scotus Library
 - Registrar
 - The Center for Nursing Scholarship
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- 18 Hermitages
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- 20 All Good Things
- 21 Maria Hall
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- 23 Our Lady Queen of Peace Chapel
- 24 Year Round Garden
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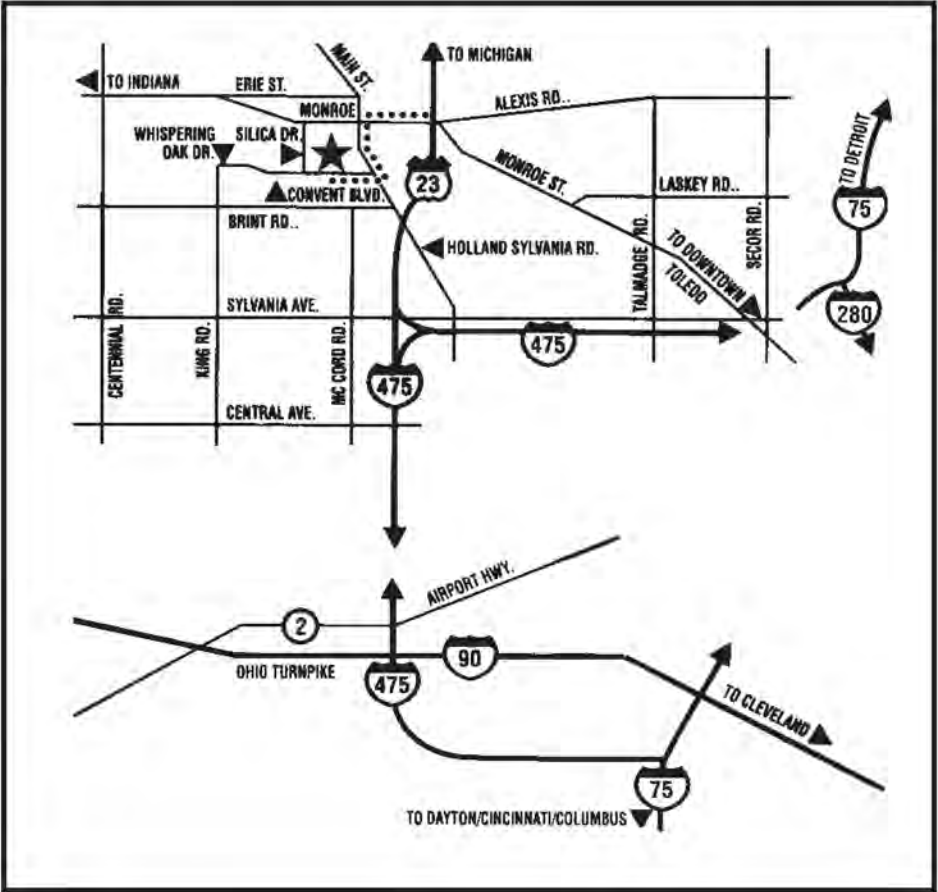
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- 35 Statue of St. Francis and Animals
- 36 Statue of St. Francis and Wolf of Gubbio
- 37 Commemoration of the Unborn
- 38 Grotto of Our Lady of Lourdes



Lourdes University Campus Map



Directions to Lourdes University





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